

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the international language is used in countries throughout the world, including Indonesia. As the first language, English is though as a compulsory subject from the elementary school up to senior school in today's Indonesian educational system.

English in Indonesia is known as the fist foreign language with a very limited usage including the place, time, and environment. This foreign language is important to be taught with the aims to improve the ability to absorb information and to transfer knowledge and technology, art, culture and to develop the relation among nations in the world.

In every language, vocabulary is important to convey meaning, to express wane desires and feelings, and to communicate with others. Vocabulary is one at the components which supports the speaker in communication, whenever we want to communicate with other people using a language. We should have mastered a stock of words (vocabulary) related to the topic spoken so vocabulary is very crucial to convey communication.

Marianne Celce-Murcia and elite Olsten state that “in current naturalistic and communicative approaches, there is a widely shared assumption that vocabulary will be learned automatically and indirectly without any explicit formal instruction”¹

English verb is part of speech typically used to indicate an action. English verbs are inflected for person, number, tense and partially for mood; compound verbs formed with auxiliaries (e.g., *be*, *can*, *have*, *do*, and *will*) provide a distinction of voice. Some English verb like forms have properties of two parts of speech (e.g., participles may be used as adjectives and gerunds as nouns). Verbs are also classified as transitive (requiring a direct object) or

¹Marianne Celce-Murcia and Elite Olshstein, *Discourse and Context in Language Teaching* (New York:Cambridge Univercity Press, 2000), p. 73

intransitive. In Latin verb inflection, voice and mood are indicated in every form. Some languages (e.g., Turkish) can convey a great deal of information through modifications of form in the verb stem and ending, without the aid of auxiliary forms. A single word, for example, can indicate reciprocity, reflexivity, necessity, time, infinitive, number, person, and voice, as well as negative, causative, imperative, and intensive meanings.²

Media such as game, song, pictures, cards cassette, tape, radio, television, video, film, slide over head projector, example are now commonly used in teaching English particularly in improving vocabulary mastery.

According to Ibrahim explain the important of learning media because:

تَجْلِبُ السَّرُورَ لِلتَّلَامِذِ وَتَجِدُّ نَشَاطَهُمْ أَنَّهَا تَسَاعِدُ عَلَى تَثْبِيتِ الْحَقَائِقِ فِي أَذْهَانِ
التَّلَامِذِ.....إِنَّهَا تُحْيِي الدَّرْسِي

Learning media is brought and come up fan and happy for the students and make a new spirit for them...helps to the students in knowledge and active of learning.³

According to Hamalik, a movie or film is naturally being used in class because it is not only giving a fact, but also providing an answer in the matters and an understanding of the students themselves and their environment.

Ramelan says many factors like students, teacher, time allotment, the use of visual aids, methodology, together in effecting the final result of teaching.⁴

Vocabulary is generally taught through conventional text. It sometimes cannot make students engage, but it makes them bored. If the material cannot make students engage, the lesson will be a boring lesson. The class situation will be dead. The material cannot be taught effectively. So, teaching learning process does not run smoothly.

²Wikipedia, "English verb", http://en.wikipedia.org/wiki/english_verb, 5th Feb, 2010.

³Azhar Arsyad, *Media Pembelajaran*, (Jakarta : PT Raja Grafindo Persada, 2003), p. 16

⁴Ramelan, *Introduction to Linguistic Analysis*, (Semarang :IKIP Semarang Press, 1992) p.

Effective teaching is circular process that consists of four components. They are teaching plan, teaching effectively, exercise and reinforcement, and giving evaluation.⁵

In order to be able to teach well, teacher must have professional ability that consists of four teachers' competences. One of the competences is a pedagogical competence involving creating meaningful and interesting learning. Allah said in the Qur'an surah An-Nahl 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْبِشْرَةِ ۚ وَاجْعَلْ لِّلْكَافِرِ عَذَابًا
 مُّهِينًا ۚ وَادْعُ إِلَى سَبِيلِ رَبِّكَ بِالطَّبَعِ الْبَشَرِ ۚ إِنَّ أَكْثَرَ النَّاسِ لَا يَعْلَمُونَ
 اذْكُرْ أَنفُسَ رَسُولِ رَبِّكَ إِذْ دَعَا إِلَى سَبِيلِ رَبِّهِ فَكَرِهُوا لَهُ
 وَأَتَوْهُ بِطُغْيَانٍ ۖ خَشِيَ الرَّجُلَ الْمُؤْمِنَ أَكْثَرَ مِنْهُمْ ۚ وَكَذَٰلِكَ جَعَلْنَا
 لِّلْكَافِرِ عَذَابًا مُّهِينًا ۚ وَادْعُ إِلَى سَبِيلِ رَبِّكَ بِالطَّبَعِ الْبَشَرِ ۚ إِنَّ أَكْثَرَ النَّاسِ لَا يَعْلَمُونَ
 اذْكُرْ أَنفُسَ رَسُولِ رَبِّكَ إِذْ دَعَا إِلَى سَبِيلِ رَبِّهِ فَكَرِهُوا لَهُ
 وَأَتَوْهُ بِطُغْيَانٍ ۖ خَشِيَ الرَّجُلَ الْمُؤْمِنَ أَكْثَرَ مِنْهُمْ ۚ وَكَذَٰلِكَ جَعَلْنَا
 لِّلْكَافِرِ عَذَابًا مُّهِينًا ۚ وَادْعُ إِلَى سَبِيلِ رَبِّكَ بِالطَّبَعِ الْبَشَرِ ۚ إِنَّ أَكْثَرَ النَّاسِ لَا يَعْلَمُونَ

“Invite (all) to the way of the lord with wisdom and beautiful preaching: and argue with them in ways that are best and most gracious: for thy lord knoweth best who have strayed from his path and who receive guidance.”⁶

The verse stated above explains that as a teacher must be able to teach well and interesting learning.

For engaging students, movie is a good alternative media for teaching vocabulary. It is an interesting which given audio visual examples through the acting in the scenes. It can be a stimulant to find imagination in order to improve students' ability in English verbs. By watching film, they will know the plot, which occurs in the film that they will have watched based on the steps and its language features. Finally, they will engage, not feel bored and get verbs improvement.

In this case, researcher tried to observe and test the effectiveness of teaching English verbs using traditional method, in this case without film in control and using cartoon film as medium in experimental class in SMP Negeri 18 Semarang especially with VIII E and VIII F grade students. This

⁵ B. Suryosubroto, *Proses Belajar Mengajar di Sekolah*. (Jakarta: Rineka Cipta, 2002) p.12

⁶ Departemen Agama Republik Indonesia, *Al Qur'an dan Terjemahnya*, (Depok: Sabiq, 2009), P. 281

helped students of SMP Negeri 18 Semarang improved their verbs skill without feeling bored because teaching vocabulary by using films as medium has never done there.

Researcher expects that this research will help language teachers investigate the effectiveness of film in teaching English verbs in order to improve students' understanding. It will help them in designing their course syllabus, determining specific learning outcome in English verbs course as well as selecting and managing materials and tasks relevantly respond ultimate goals of English verbs works.

B. Reasons for Choosing The Topic

The writer chooses the topic of the use cartoon film to facilitate student's understanding of English verbs because:

1. Vocabulary is one of the basic language components that is important to be learned as well as grammar and pronunciation.⁷ It supports the mastery of all language skills, namely listening, speaking, and writing. As English is the foreign language learned by Junior High School students, it is important for teacher to facilitate them with sufficient in order to make them to be able to figure out meanings, even help them to develop their language acquisition.
2. One of children characteristic is they tend to get bored easily in doing something, as a result they just quite and short attention.⁸ Beside it, the characteristic of children is given imitate something that they have learned for example is cartoon film. Therefore, good teacher should be able to make an enjoyable classroom in teaching English verbs to Junior High School student in order to make them interested and more stir up in learning it.
3. Teaching vocabulary especially English verbs for students need a good technique in order to get rid of boredom and monotonous activity. The use

⁷Jeremy Harmer, *How to Teach English*, (New York: Longman, 2007), p. 60

⁸Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2002), p.38

cartoon film is one of the materials, with are appropriate for students who are in 8th grade of Junior High School. It will be easier for the students.

For that reason, good teacher for this level need to provide a rice diet of learning experiences with an encourage the students to get information from a verity sources. Because students love discovering things, and because they respond well to being asked to used their imagination. They may be involved in playing something or in watch cartoon film.

C. Objectives of The Study

The objectives of the research are as follows:

To find out the effectiveness of teaching English verb by using cartoon film “UP” with VIII E and VIII F grade students of SMP Negeri 18 Semarang in 2010/2011 academic year.

D. Limitation of The Study

1. This study was conducted with VIII E and VIII F grade students of SMP Negeri 18 Semarang in 2010/2011academic year using cartoon film as a medium.
2. The focus of the research was the finding out the effectiveness of teaching English verbs by using cartoon film.
3. The films used was “ UP”
4. The result of this study was according to researcher’s judgment that many limitations.

E. Research Questions

The problem investigated in this study is:

How is the effectiveness of teaching English verbs by using cartoon film “UP” with VIII E and VIII F grade students of SMP Negeri 18 Semarang in 2010/2011 academic year?

F. Pedagogical Significance

The result of this study in regard to education field is expected to give advantages to language teachers and writer as follows:

1. To improve skill of teaching English verbs.
2. Suggest alternative way for them improve their English learning, in English verbs.
3. Because it as input for improving of science related to teaching learning teaching English verbs and four skills of teaching English language.
4. Given information to the reader about teaching English verbs using film.

G. Definition of Terms

The title of this research is “The Use Cartoon Films to Facilitate Students’ Understanding of English Verbs: an Experimental Research.” Before discussing this research deeply, however, in order to be clear, the researcher wants to explain same words in title so that the readers who want to read this research will not misunderstand it. Based on title of this research, there are same words need to be defined. They are use, cartoon, film, to facilitate and verb. There are presented as follows:

1. Use

Use is something to do something with a machine, a method and object, etc. for particular purpose.⁹

2. Cartoon

Cartoon is drawing dealing with current (especially political) events in a amusing or satirical way, full-size preliminary drawing on paper, used as a model for painting, a tape story, a fresco, a mosaic, etc.¹⁰

3. Film

Film is a motion picture, the cellulose acetate strips or rolls of reproductions projected on screen, highly developed film containing on area carrying synchronized recorded sound.

⁹ Hornby, *Oxford Advanced Learner’s Dictionary*, (London: Oxford University Press A.S,1990) p.1432

¹⁰ *Ibid.*, P.179.

4. To facilitate

Make an action or a process possible or easier.¹¹ It mean that become better, to make southing in quality or condition or to become better.

5. Verb

A word or group of words that functions as the predicate of a sentence or introduces the predicate.¹²

¹¹*Ibid.*, p. 449.

¹²Collins English Dictionary, “Complete and Unabridged 6th Edition 2003”,http://www.thefreedictionary.com/verb_23th June 2010.