Chapter One

Introduction

In this section, the researcher provides an introduction related to this research. In the first part, the researcher presents the background of the study, then identification of the problem and delimitation of the study, the research question and the research objective of this research, then the researcher explains the significance of the study, and finally, the researcher presents the outline of this research.

Background of The Study

Someone who learns a language as a foreign language is always required to increase the capacity of the vocabulary of the language, which is in line with what Faez (2019) conveyed. Vocabulary is an essential thing that must be learned when someone wants to master English as a second language, not only knowing vocabulary but also understanding how to use each vocabulary mastered (Aziza et al., 2018). Vocabulary is essential because, without an understanding of vocabulary, the use of language will not be effective and efficient (Özkurkudis & Bumen, 2020). Students find it helpful if they have a vocabulary that they can apply in their daily lives. For students who have much vocabulary, it will be easy to build four skills in English (Vitasmoro & Chandra, 2019). It can be concluded that the role of vocabulary is crucial to mastering the four skills in English.

Learning vocabulary in English through fascinating media is one of the best ways to teach English (Mery et al., 2022). Movies can also be a variation of

learning in the classroom so that learning is not limited to textbooks (Sakkir, 2018). Furthermore, this study also explained that movies are beneficial media in helping students experience a more memorable learning experience in class. According to Hestiana (2022), learning English by using movies will make students enjoy it and will increase the number of students who are interested in learning English to be more serious. From the statement above, it can be concluded that movies can be an effective way to learn vocabulary because when students watch conversations on videos that are displayed, students remember the vocabulary better because they analyze that vocabulary based on the context in the movies. Students not only memorize the vocabulary but also understand how to use it. Therefore, movies are helpful in the vocabulary-learning process.

There are several reasons why cartoon movies can be used in classroom learning, according to Meutia et al. (2021); the first is that students pay attention to explanations without any pressure; second, movies provide similarities in international backgrounds; third, movies can trigger and encourage student interest, and the last, movies can provide opportunities for students to argue when watching visual scenes. Teaching, entertaining, enlivening, and motivating the audience is a function of the movies (Sakkir, 2018). The movies have an appeal that can build students' interest in learning, movies have an appeal to engage students in learning English because the moving images and sound that are displayed lead them to be positively involved in learning (Meutia et al., 2021). Furthermore, in his research, it was also explained that cartoon movies were very effective and able to improve student performance in vocabulary mastery.

According to Puteri et al. (2022), in her research, which applied learning using cartoon movies to junior high school students, during the post-test, the students managed to get high scores compared to the pre-test. This research is essential to conduct because there are various positive effects of watching cartoon movies on improving students' vocabulary mastery, particularly in the case where cartoon movies are utilized as a learning medium for the purpose of English language learning.

Identification of The Problem

The researcher conducted interviews and observations before giving the test to analyze the learning model and learning media utilized in English subjects at a private junior high school in Yogyakarta. According to the findings from interviews conducted with English subject teachers at the school, it can be inferred that students possess a minimal amount of mastery in vocabulary and lack a strong grasp of how to effectively utilize vocabulary in English. It was observed that the teaching model employed by the school lacked appeal, resulting in students becoming easily disengaged during the learning process. Additionally, it was noted that the availability of learning resources was limited, with a heavy reliance on books, thereby restricting students from accessing diverse learning experiences. The factor above resulted in a deficiency in the English vocabulary of the students.

Delimitation of the Problem

This study focused on the impact of using cartoon movies on increasing students' vocabulary mastery. It also investigated the vocabulary involved in English expression. Cartoon movies display pictures and sounds that make students more active in listening and reading so that students don't get bored easily in learning (Ariska & Khalid, 2022). To improve students' vocabulary, cartoon movies are a suitable medium to be used as a learning tool (Ariska & Khalid, 2022). The researcher limited the study to students at one of the private junior high schools in Yogyakarta and only used a popular cartoon movie, Frozen. Additionally, this cartoon employs the appropriate vocabulary of English expressions suitable for junior high school children to acquire.

Research Question

1. In compiling this research, the researcher formulated one problem. The formulation of the problem is: How is junior high school students' English vocabulary mastery level before being taught using cartoon movie?

2. How is junior high school students' English vocabulary mastery level after being taught using cartoon movie?

3. Is cartoon movie effective to improve Students' English vocabulary at one of private junior high school at Yogyakarta?

Research Objective

This research aims to prove that the use of cartoon movies in learning English can help students improve their vocabulary. This research also seeks to support the facts from previous research, which show that the use of cartoon movies is an effective medium for increasing students' vocabulary.

Significance of the Study

Teachers

Researcher suggest teachers implementing cartoon movies in the curriculum to provide an engaging and effective method for vocabulary acquisition, addressing issues of low vocabulary mastery in a creative and enjoyable manner. The researcher recommends that teachers use famous cartoon movies in their teaching methods to enhance student engagement and enthusiasm in the learning process.

Students

This approach can be particularly beneficial for visual and auditory learners, as the dynamic and contextualized presentation of language in cartoon movies can aid in better retention and understanding of new words. Moreover, the widespread appeal and accessibility of cartoon movies make them an inclusive resource that can be easily integrated into various educational settings, from traditional classrooms to online learning environments.

Future Researchers

This research can be used as reference for future researchers who are interested in conducting studies under the same topic. Furthermore, future researchers can also use this study if they want to conduct research on the same topic using cartoon movies but with a different approach and design or by involving a more comprehensive range of participants.

Organization of the Study

This study consists of five chapters, namely the introduction, literature review, and methodology, result and discussion, Conclusion and Suggestions.

The first chapter consists of the background of the study, identification of the problem, and delimitation of the problem; a research question has been prepared as follows: is cartoon movie effective to improve students' English vocabulary at one of private junior high school in Yogyakarta, with the research object being to identify if cartoon movie is effective to improve students' English vocabulary at private junior high school in Yogyakarta, significance of the problem, and outline of the study. The second chapter is a literature review. This section presents the meaning of vocabulary, type of vocabulary, receptive vocabulary, productive vocabulary, movies, cartoon movies, the role of cartoon movies in improving vocabulary mastery learning, previous studies, conceptual framework, and hypothesis.

The third chapter discusses methodology. This study uses a quantitative research method and experimental design. In collecting data, the researcher used

pre-tests and post-tests. The pretest and posttest were used to determine the student's initial level before and after being given treatment using cartoon movie. This research involved eighth-grade students at private junior high school in Yogyakarta.

Chapter four presents an analysis of the research findings. The mean of the pretest is 52.84 ($\mu = 52.84$) std deviation is 24.904 ($\sigma = 24.904$), and the posttest is 74.46 ($\mu = 74.46$) std deviation is 33.805 ($\sigma = 33.805$). A study revealed that students' vocabulary ability significantly improved after receiving three sessions of treatment using the cartoon movie "Frozen." The data show Asymp.sig. (2-tailed) is 007 which is less than 0.05 (007<0.05) it means that H_1 is accepted and H_0 is rejected.

Chapter five provides the conclusion of the entire research and offers suggestions for teachers, students, and future researchers who intend to explore the same topic as this research.