

CHAPTER I

INTRODUCTION

A. Background of the Problems

Vocabulary is a crucial part of learning a foreign language since it is the heart and soul of the language. Without it, language acquisition is not possible. Vocabulary plays an important role in students' lives and helping them plan for the future. Words can be considered tools and instruments for their thoughts, according to Furidha (2022), vocabulary is created of many kinds of lexemes, such as single words, compound words, and idioms. It affords the beginning for how effectively students listen, speak, write, and read, and is related to the term of lexis and lexicon. Therefore, some teachers might develop a teaching strategy to improve students' vocabularies, one of which is to use media such as animation videos.

In Indonesia, vocabulary is important component in the language skills acquired by students, particularly in elementary schools where basic language proficiency is developed. An ideal teaching strategy when it comes to vocabulary not only trains the student's language skills, but also helps build confidence and social competence. Nevertheless, a large number of schools in Indonesia still have problems with achieving this level. In order to enhance teaching-learning vocabulary process; teaching should not only be restricted by rote learning of words but also moving to a deeper level where students have better understanding skills in other ways that the particular teaching-learning word could be used

(Ghalebi et al., 2020). It is so important to use such approaches which can help Indonesian students increase their learning activities and enhance further memory of the words used. This change of attitude may help students to build a more diverse and functional component of the language that may enhance the overall language use in a student.

In recent years, there has been an increased emphasis on multiple techniques that target both explicit and implicit learning processes while teaching vocabulary. According to Webb and Nation (2020), explicit instruction, in which students are directly given word meanings, is crucial for vocabulary development, particularly in early language learning. However, for long-term comprehension, words must be encountered in various contexts through listening, reading, and communication activities. This contextual learning is more effective than memorization, as it deepens understanding and allows students to grasp the nuances of meaning and usage.

Several problems which are very apparent in teaching, especially the anxiety and avoidance of speaking that most students experience due to a lack of sufficient vocabulary. This issue is very evident in SDS Krida Putra as the students have limited word usage which limits their engagement in discussions and oral exercises. Secondly, the students at SDS Krida Putra did not receive proper lessons in the past and lack resources, which further hinders their vocabulary development. This is due to the insufficient learning materials available to support their vocabulary acquisition. According to Getie (2020), the development of a limited word bank poses a threat to students' self-esteem and might make them

avoid speaking assignments since they may make mistakes. It does not only hinder their speaking skills but also decreases their desire to learn that language, thus causing a vicious cycle of stress and lack of interest. Solving this problem requires specific interventions that enhance students' vocabulary confidence and, therefore, the climate of the language learning class.

A primary issue that continues to manifest in Indonesia's language teaching setting is the reliance on conventional routinized memorization concept words, including rote learning. As far as the application of memorization in language classrooms is concerned, it is also noteworthy to consider that its drawbacks have been revealed and elaborated upon more often with the development of students' needs, as well as the change of the learning process. According to Mahanal et al., (2019), most of the conventional memorization methods are becoming irrelevant in the core learning setting due to the fact that they appear to bore most students or even fail to develop their critical thinking abilities. Due to these difficulties, teachers are slowly shifting towards other, more engaging forms of teaching in order to build vocabulary. Relatively recent trends such as educational games and combined exercises as well as digital tools are being adopted since such methods allow for making the learning of vocabulary more effective, targeted, and context specific. Besides, they enable direct student interest in vocabulary while also promoting active interaction, advanced understanding of the material, and greater tendency to apply skills more versatily. With these strategies, a teacher has been placed in a position to help enhance the needy students' vocabulary and at the same time tailor strategies that

will suit the learning mode of a student as well as preparing him or her for the different fields of communication.

These current methods of teaching vocabulary match closely with Gardner's Theory of Multiple Intelligences because they recognize diverse learning potentials among students. Teachers now use diverse forms of intelligence beyond linguistic memory including visual-spatial intelligence muscular intelligence interpersonal intelligence bodily-kinesthetic intelligence and logical-mathematical intelligence (Gardner, 1983, pp. 7–9, 173–180). Digital vocabulary games let students use their bodily-kinesthetic along with interpersonal abilities whereas visual mapping tools and digital storytelling techniques activate linguistic and visual-spatial talents. The successful and motivated acquisition of language skills become more likely when teachers implement varied instructional methods based on different types of intelligence (Gardner, 1999, pp. 31–32, 45–47). The classroom application of multiple intelligences theory enhances student-active learning and creates an inclusive environment which matches vocabulary instruction to personal student needs in the Indonesian classroom.

Teachers have a considerable amount of trust problems with regard to their capacity to teach vocabulary apprehensively titting whether the teachers can assist the students to score satisfactory grades or not. This uncertainty is mainly due to the difficulties inherent in satisfying curricular demands while also incorporating new approaches to the proper and valuable acquisition of vocabulary. Thus, teachers might be in a dilemma when they have to decide on staying with the more conventional, academically proven approaches that correlate

well with what might be on earth coined as higher-level teaching techniques. According to Parfanovich et al., (2020), when teachers doubt their approach or curriculum to provide the students' desired outcome, this may make the teacher agitated and reluctant to attempt new strategies. This lack of confidence can prevent the adoption of more fun and involving instructional approaches to teaching of vocabularies like the context-based learning, games or technology involving activities as they are instrumental in enhancing and encouraging the users' total language engagement. The increased pressure given by institutions as well as parents to deliver as per their expectations about success in academic something else that makes the teachers reluctant to change and improve. Therefore, teachers may align with less effective methods of memorizing even though they can recognize that there are better ways of memorizing which are more beneficial for the improvement of students' practical vocabulary. To mitigate these concerns, offering professional development, and institutional support help teachers embrace more efficient, student-centric methodologies to improve vocabularies and other language skills in the classroom setting.

The application of the visual media using animation videos in learning vocabulary has developed into a helpful method in language learning as it is more effective than used in elementary classes. Incorporation of images, videos, and creative graphics to explanations help students to better comprehend words and also makes learning more interesting. Utilizing as many visual aids possibly helps students to learn vocabulary more efficiently, as they get the context, and the meaning of a word can be easier to memorize this way, as opposed to rote

memorization (Gaybulloyevna, 2022). In this way, students are more likely to be comfortable learning new terms, which make them more motivated to learn, and in the process, there will be very little anxiety as is witnessed by students learning English (Almurshed & Aljuaythin, 2019). This approach also coheres with the current trend toward digital learning, as students rely on vision and multimedia.

The researcher has found several previous researches that are relevant to the research conducted by the researcher. The first research is entitled, "Improving Students' English Vocabulary Through the Media Animation Film 'Jack and The Giant Bean Tree'" by Sulistianingwarni & Suryadi (2023), the research shows that there was a difference in students' English vocabulary after watching the animated film, the significant progress proves that the animated film helps broaden the usage of English words among the students. It can be confirmed that 'Jack and the Giant Bean Tree' animated film has a positive impact of students' vocabulary stock particularly those of class VII B of SMPN 5 Serang City. The second research is entitled, "Improving Students' Vocabulary by Using Visual Media at SMP Negeri 10 Makassar" by Haji (2022), the research shows that it proved that the students' word bank improved after the integration of visual media technology. The third research is entitled, "The Use of Subtitled Video Animation to Improve Students' Vocabulary at Ban Erawan School Thailand" by Fitri & Ma'rifah (2022). The research shows that in animated video media with subtitles had a positive impact on the communication skills among the students and more to their fluency in English vocabulary and reading skills. The current research that conducts by the researcher is to develop previous researches.

Based on the application of the visual media using animation videos in learning vocabulary and these previous studies, it becomes the purpose of this research to look into the effects of visual media on the enhancement of vocabulary learning among students at SDS Krida Putra where the poor retention of the vocabulary and the students' unwillingness to engage in speaking activities due to low vocabulary scores remains as current. The purpose of this research is to investigate vocabulary skills through animation video that can be a solution for creating effective environment of vocabulary learning. It enhances students' interest and teachers' self-efficacy towards improving favorable educational outcomes.

B. Identification of the Problems

Based on the background of the problems stated above, the points of identification of the problems can be identified are as such:

1. Students' lack of vocabulary. At SDS Krida Putra, students' vocabulary does not increase because they are afraid of speaking.
2. Students' at SDS Krida Putra did not receive proper lessons in the past and lack of resources.
3. The teacher has minimum creativity in teaching English.
4. The conventional way of memorizing vocabulary is no longer practical and applicable, so it is considered less effective or open to be combined with other exercises.

C. Limitation of the Problems

Based on the identification of the problems, the researcher limits the problem into the implementation of animation learning media in improving students' vocabulary mastery at SDS Krida Putra.

D. Formulation of the Research

Regarding the problems limitation profile above, the problem can be formulated as is there any significant result of fifth and sixth graders of SDS Krida Putra in vocabulary mastery using animation video as learning media?

E. Objectives of the Study

Considering from the formulation of the problem above, the objectives of the research is to find out is there any significant result of students' vocabulary mastery after the implementation of students' vocabulary mastery through learning media using animation video in SDS Krida Putra.

F. The Significance of the Study

This research is expected to provide benefits both theoretically and practically.

The benefits of this research are as follows:

1. Theoretically

The result of this research may be useful and contribute to alternative media in vocabulary teaching.

2. Practically

a. For the English Teacher

The benefit of using animation videos in vocabulary learning is that it helps students focus, understand and remember vocabulary better, especially for students who lack vocabulary. Animation videos also allow teachers to provide more in-depth explanations of the meaning of words, so that students not only remember, but also truly understand the vocabulary learned. In addition, animation videos can increase student engagement in the learning process, minimize difficulties, and allow teachers to provide effective feedback at the end of the lesson.

b. For the Student

Animation videos have great practical benefits for students, as they can improve their vocabulary acquisition. The use of multimedia in language learning is beneficial, as it helps students better understand and remember the material, as well as maintaining their interest and curiosity in learning. In general, this research positively impacts students by offering a fun and effective way to improve their language acquisition and enrich their vocabulary mastery.

c. For Other Researcher

The researcher hopes that this research can inspire other researchers to explore the effectiveness of animation videos in

different educational contexts. Future researchers can explore this topic using different approaches or technologies.