INTRODUCTION

CHAPTER I

This chapter covers the background of the research, the statement of the problem, the purpose of the research, the significance of the research, general definition of the research, the hypothesis of the research and a previous of the research.

A. BACKGROUND

In mastering English, there are four related skills that must be learned by students; speaking, reading, listening and writing. According to Bryne in (Anggraeni, 2015) writing skill is the most important skill to master. Writing is a productive skill; it aims at assisting students in supporting their idea in written form and demonstrates the understanding of materials (Baker, 2003; as cited in Dickson, 2010).

The process of writing is consolidating vocabulary, visual and conceptual abilities. In the other word, students must have more knowledge if they want to write. In writing, there are some texts to be mastered by students, especially in junior high school. One of the texts is descriptive text. Descriptive text is a text that describes their ideas based on what they see and hear (Anderson, 2003; as cited in Shanti, 2016).

Based on limited preliminary observation at a junior high school in Bandung, some students disliked descriptive writing and also tell that they are not interested in vocabulary because it is not interesting to study. It makes them bored in the class. Students are difficult to memorize English vocabulary. The teacher should use some methods to improve students' vocabulary mastery. One of the strategies that can be used in teaching vocabulary in the descriptive text is using video as a media.

In the field of educational media can be called an instrument, method and technique used to communicate and influence effectively between the teacher and the students in the teaching and learning process in the school (Hamalik, 1982; as cited in Subroto, 2013). According to Arsyad (2011), media are forms of communication either printed or audiovisual and the tools. A video is one of the audio-visual media. Video has an attraction in a language classroom (Coniam, 2001; as cited in Bal-Gezegin, 2014). Video can be considered the most effective audio-visual media; it combines picture and sound at the same time.

In this case, animation video is used as a media in the teaching process. If teachers can use media effectively, it hoped that media could support the process of teaching vocabulary. In this study, animation video is chosen as a media for teaching English vocabulary. Media is assumed appropriate for junior high school and is expected by the English curriculum in which the teaching at junior high school can be more cheerful and encouraging.

Many researchers have conducted animation video as a media like Devi (2002), English Education Program, UNS Surakarta; her research is about improving students vocabulary and focuses on students' vocabulary mastery in general studies. Rahadianto (2015) wrote about vocabulary improvement by using animation video. It focused on vocabulary mastery in generally in the university level. Angraeni (2015), English program University of Surabaya, she used animated video as a media to teach the narrative text.

However, this research is different from those previous researches which focused on student's vocabulary mastery in general studies. Vocabulary in a Descriptive text is the target of this research to improve student's vocabulary mastery because; animation video is aimed to more effective to be applied in descriptive text. Based on the explanation above, research entitled; **"IMPROVING STUDENTS' VOCABULARY MASTERY BY USING ANIMATION VIDEO IN DESCRIPTIVE TEXT"** is conducted.

B. RESEARCH QUESTIONS

1. What is the students' vocabulary mastery before using animation video in learning descriptive text?

2. What is the students' vocabulary mastery after animation video in learning descriptive text?

3. How significant is the difference between students' vocabulary mastery before and after using animation video in learning descriptive text?

C. RESEARCH PURPOSES

The research purpose are as follows:

1. To find out students' vocabulary mastery before using animation video in learning descriptive text.

2. To find out students' vocabulary mastery after using animation video in learning descriptive text.

3. To find out the significance of the difference of students' vocabulary mastery before and after using animation video in learning descriptive text.

D. SIGNIFICANCES OF STUDY

This research is expected to give significances both theoretically and practically. Theoretically, the result of this study can enhance students' vocabulary. Practically, this research makes students' understand the material and also give the information and knowledge about the implementation media such as audio-visual media in teaching English.

E. RATIONALE

In English language, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards 2002: as cited in Silviana, 2013). It means that a person, who wants to speak, read and writes the English language should master the vocabulary for the first time. Mastering vocabulary is very important for young learners; it gives a significant impact in learning the English language. Without grammar, only a little bit can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2002; as cited in Indra,

2013). According to Diamond & Gulthon (2006; as cited in Alqahtani, 2015), vocabulary is the knowledge of words and word meanings. From the definitions, it can be concluded that vocabulary is a list of words expresses a wide range of meaning.

In teaching and learning process vocabulary become the main aspect to be mastery. According to hyu (2015), the biggest problem that students usually have is lack of vocabulary. Moreover by having limited vocabularies, students face problem in study English language (Rahadianto, 2015). The teachers must develop the interesting method to remove the difficulty in learning the English language. Children have an interest in learning a language that can be improved if the teacher used a joy and fun method. One of the ways of teaching vocabulary more joy and fun is using media. According to Gagne and Briggs (1992; as cited in Arsyad (2011), the tools that are physically used to deliver material consisting of books, tape-recorders, tapes, video cameras, video recorders, movies, slides, photographs, pictures, graphics, television, and computers. Media is an important role in teaching learning. The teacher can use the media in giving material to students' in teaching the English language. According to Asyar (2012), there are four types of learning media, namely: a) Visual media, b) Audio media, c) Audio-visual media, d) Multimedia. In this research, the researcher only focuses on one media that is audio-visual media.

Audio-visual media is the teaching media which delivers a message through sound and also its picture or action can be seen with its sound. For example video, TV, VCD, etcetera (Suparno, 1988; as cited in Arsyad, 2011).

Audio learners prefer to hear in the process of learning. Visual learners are preferred to read in the instructional process. From the statement above, audiovisual can deliver material audio and visual at the same time and can absorb knowledge from it.

In addition, audiovisual media allows students more interested in learning English because it presents sound and images that support the learning process. One of the audio-visual aids is video. According to Wade (2010), teaching vocabulary can be given by using video. He states from video children could recognize the words by absorption and imitation new words of a video. The researchers choose one of the media which is video. The researcher chooses animation video. Animation video is the picture that can move and accompanied by a change of color (Munir, 2016). According to Arsyad (2014), animation video has an important role in the process of learning because video can enhance students' interest in learning. Hu & Deng (2007) stated:

"Firstly, learners respond to multimedia in a complex way and give the feeling of experiencing information instead of simply acquiring it. Secondly, the man-machine is friendly interaction. Thirdly, students feel more fun from media, and the learning process becomes a fun process". Here the writer applies the Animation video in the English classroom. The animation video makes the students have interaction with the media by answering the question in learning the new word, and the output of the learning process is the students' vocabulary improvement.

Target in this research is to enhance student's vocabulary mastery using animation video in descriptive text. According to Wu (2018), descriptive is to describe a particular person, place, or thing. Related to Wu (2018), Karim and Rachmadi (1997; as cited in Arniz, 2017), the point of that a description is a verbal picture of a person, place, or object, it means noun is the important part to make good descriptive writing. According to Kane (2000), language features in the descriptive text is a use of noun phrase to clarify the noun. A Noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjective (small, red, lovely), adjective phrase, adjective clause, possessive adjective (my, his, her, their) adverbs (very, extremely, usually), determiner (the, a, an), preposition phrase and other nouns in the possessive case (Thu, 2010). Based on the explanation, noun and noun phrase are focused on vocabulary to mastery in this study.

To improve vocabulary mastery in descriptive text, the researcher uses animation video as a media to help students' vocabulary. By watching animation video about the material related descriptive text, it is hoped that students' can make a connection between materials and their real-life situation, so they more get an idea about vocabulary in writing descriptive text.

F. HYPOTHESIS

The hypothesis is the assumption that a statement about the outcome of the result (Yusuf, 2016). The hypothesis should be stated in a clear term. Furthermore, the hypothesis can make a clear question of this researched. This research has two variables, the first is instructional media as the independent or "X" variable, and the second is to improve students' vocabulary mastery as the dependent or "Y" variable. The relation of the research is proposed as follows: "IMPROVING STUDENTS' VOCABULARY MASTERY BY USING ANIMATION VIDEO IN DESCRIPTIVE TEXT".

The hypothesis in this study is an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated of the hypothesis is described:

- **Ha**: There is a significant improvement in students' vocabulary mastery after using audio-visual (animation video) in descriptive text.

- **Ho**: There is no significant improvement in students' vocabulary mastery after using audio-visual (animation video) in descriptive text.

G. PREVIOUS RESEARCHES

Previous research was completed by Devi (2002) about *animation video to improve student's vocabulary mastery*; this is a Classroom Action Research and focused in vocabulary in generally and conducted at the sixth-grade students of MIN Nglungge, Polanharjo. Based on the result of the research, animation video can enhance students' vocabulary mastery.

Meanwhile, Rahadianto (2015) wrote about *Improving student's vocabulary mastery using audio-visual (movie) media to second semester English education students of STKIP PGRI Tulungagung.* In this research the researcher used Classroom Action design and focused on vocabulary mastery in generally in university level and expected about Audiovisual media (movie) encouraged the student ability in knowing the new words, and understands the meaning of it's in communication. After receiving treatment, students' have an increasing score in the posttest. It means that the media can improve students' vocabulary mastery.

The study of using animation video was also conducted by Artanti (2015) about *improving student's vocabulary mastery by using animation video.* The objectives of the research are: to find out whether Animation Video improves the students' vocabulary mastery at the fifth-grade students of SDN Jatisobo 02. In collecting the data, the researcher used two kinds of techniques; quantitative and qualitative. The quantitative data were collected using tests. The qualitative data were collected through observation and interview. After receiving treatment, the score of posttest in this research show that animation video can improve the students' vocabulary mastery.

Animation video is used in this research to improve student's vocabulary in a descriptive text at junior high school in Bandung. The study is Quasi-Experimental quantitative research. This research is different from previous research because this research focuses on improving students' vocabulary

mastery in descriptive text. Meanwhile, the previous researches only focus on

vocabulary mastery in general.