I. INTRODUCTION

English as an international language has many kinds of elements to be learnt and one of the important elements is vocabulary. This chapter will discuss the background of the problem, formulation of the problem, objective of the research, scopes of the research, and uses of the research in developing students’ verb mastery through cartoon video.

1.1 Background of the Problem

The condition of chairs placement class IIIA of SD BPK Penabur is not arranged well. The students who sit in the back or the corner of the class are not paying attention as good as the students who sit in the first line of the student’s chairs. The placement of student’s chairs is not arranged well because the lower students are placed in the back of the class and the upper students are placed in the front to the middle of the class. So, it makes the students who sit in the back have chances to chat with their friends, get dazed, or scratching their book. For the facility of the class is good, the whiteboard is long so the students can see the teachers’ writing from all side of the class.
The students’ characteristics of class II A of SD BPK Penabur:

1. Not all students paying attention so it has to be twice or more to explain the material or instruction to do the test.

2. The students are active in asking the meaning of words.

3. The students are excited and brave to come in front of the class and write down the answer of the teacher’s question in the white board when the teacher make it as a game.

In this globalization era, English as an international language becomes more and more important. In Indonesia, English is a compulsory subject that should be learnt by all students from elementary to senior high school. The students must concern with three components of language, namely: phonology, grammar, and vocabulary. How important is vocabulary? ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.’ This is how the linguist Wilkins (2002:13) summed up the importance of vocabulary learning.

Vocabulary is one important part in learning a language, because without vocabulary it is difficult to communicate with each other. Vocabulary is very important for learners in learning a language. It is hard to master the four language skills without mastering or understanding a number of vocabularies because it is fundamental in language learning. It is also important to support four basic language skills: listening, speaking, reading, and writing with vocabulary.

To support development of the four language skills, vocabulary is an essential aspect. Therefore, vocabulary is the basic thing that the students should be taught
in learning foreign language. However, some students are not interested in vocabulary lesson. This happens since they are not encouraged by teachers with various and interesting ways of teaching to overcome the problem, the teachers have to come up with something special and interesting.

Thus, teaching vocabulary earlier is better than teaching it later. Learning a language can not be separated from learning vocabulary. Students who do not master sufficient vocabularies will fail in using language satisfactorily either in oral or written form. Nowadays, most students can not speak English well because they are confused with the words that they want to use but they have limited vocabulary especially in verb.

Verb is word (part of speech) that in syntax conveys an action (bring, read, walk, run, learn), or a state of being (be, exist, stand). Having a wide knowledge of verb, the students can understand the whole meaning of the sentence and they are able to express their English using verb especially verb of action. The researcher wants to develop the students’ verb mastery because this material is based on the Curriculum of the Elementary Students of SD BPK Penabur Bandar Lampung.

The researcher proposes an alternative way in teaching verb of action, which is using cartoon video. From the activity of watching cartoon video, students can see and listen how language and vocabularies are used effectively and how verb of action are presented in the videos.

Interesting videos that are suitable with the criteria of educative videos can also offer new ideas from which students can memorize some important verb of
action. As one of the aims of teaching English to students are to instill in the idea that language learning is a happy experience and video creates an attractive, enjoyable learning environment. It can motivate as well as enhance students’ involvement in the activities. Furthermore, students will not realize that they are learning, while in the end they will get something useful. Students will see that learning a foreign language is not as difficult as what they think. They will feel that learning a foreign language will be a fun activity.

Based on my experience in teaching English at SD BPK Penabur, most of the students in third grade did not understand the sentence of the text and test that was given to them because they did not know the meaning of many vocabularies. For example, if they read the text from the book, most of them could not answer the questions related to the text because they did not know the meaning of the text itself. It is because they have limited knowledge of vocabulary. In the pre-observation at SD BPK Penabur Bandar Lampung in class III A, the writer found that the students got difficulties in answering the questions from the text, only 12 students from 22 students; it means 54.54% students who can answer the questions correctly. The minimum standard score of that school is 55.

Table 1.1 Student’s vocabulary score

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>&lt; 55</td>
<td>45.45%</td>
</tr>
<tr>
<td>12</td>
<td>&gt;55</td>
<td>54.54%</td>
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Considering that more than 50% students passed the minimum standard score, the passing score in this research is 60 and this classroom action research used to prove whether or not Cartoon Video can help students in increasing their vocabulary (verb-ing), students participation in the class and the quality of teacher’s teaching performance.

Moreover, there was no interaction whether teacher-student nor student-student at all. From the pre observation, the researcher found that, the causes of that problem are the inappropriateness of teaching method and media used by the teacher in teaching vocabulary. The teacher just gives some exercises from text book and discusses the answers together. It was considered not interesting for the students since they are not involved in the lesson at all.

It is a fact that there are still many English teachers in school who are very reluctant in creating interesting technique for teaching English to the students. They are very reluctant to use impressive and interesting educational media. They still focus only on the text book. They teach their students in a passive way. The students only sit and listen well to the teacher and then they follow the teacher’s instruction. The technique is very monotonous.

If learning is to have meaning, it must be real, and when reality itself cannot be introduced in the classroom, the video can be an effective substitute. One of the chief advantages of the video is that it shows motion; where motion is an essential element in the learning process, the video approaches reality very closely.

Cartoons are included in visual media which can be used in a teaching-learning activity. Cartoons as educational media have benefit in the instructional process,
especially, in providing illustration to explain/inform messages/lesson materials. Sulaeman (1988: 23) says that it is easy and fast for children and adults to recognize and read cartoons.

As educational medium, cartoons can attract students’ attention to make the students’ motivation in learning English increase. Beside that cartoon medium is exploited in accordance with the lesson materials which are being taught, so that cartoons will be able to be understood quickly when they are used.

Referring to the explanation above, the researcher tries to use media in teaching by using cartoon video. By using cartoon video, the students are expected to get easier in understanding new verbs of action and they are able to use those verbs of action in their daily life. It is hoped by this media the students are able to memorize and reproduce the words they have learnt easily than by memorizing through list of words. This statement is supported by Weaver (1959) who says that visual aids stimulate learners in creating image; the image is basic of learning. Therefore, teaching learning objective can be achieved optimally through cartoon video.

1.2 Formulation of the Problem

In line with the background of the study described in previous pages, the formulations of the problems are:

1. How can the use of cartoon video increasing Elementary students’ English verb achievement in class IIIA of SD BPK Penabur Bandar Lampung?
2. How can the use of cartoon video increasing the students’ activity in teaching learning process in class IIIA of SD BPK Penabur Bandar Lampung?

3. How can the use of Cartoon Video increasing the quality of teacher teaching performance?

1.3 Objective of the Research

In relation to the formulation of the problem, the objective of this classroom action research is to find out how the use of cartoon videos develops students’ verb mastery in the teaching learning process in class IIIA of SD BPK Penabur Bandar Lampung.

1.4 Uses of the Research

This research aims at having the following uses:

1. Theoretically,

   The result of this Classroom Action Research offers a different perspective in developing students’ vocabulary mastery especially in forms of verb in the teaching learning process.

2. Practically, this research can be useful for English teachers to implement cartoon video to develop their students’ English verb mastery.
1.5 Scopes of the research

This research was conducted at SD BPK Penabur Bandar Lampung, while the subject of the research was the third year students of Elementary School (III A) that consist of 22 students. The focus of this research is the improvement of the achievement from students’ English verb achievement, students’ participation during teaching learning process and the quality of teacher’s performance in using cartoon video.

The material of the research was short slides in form of cartoon video that narrated by native speaker. The focus of the research was on teaching learning process within the use of cartoon video. The researcher focused her attention on the vocabulary that is classified into content words because the vocabularies of actions in this group, especially verbs (cut, teach, drive, etc.)

1.6 Definition of Terms

1. Use is carrying out plan or something.

2. Vocabulary is the number of words that should be mastered by the students in learning English as a foreign language. It is dealing with knowing the meaning, knowing the form and knowing the use of the words.

3. Cartoon video is a video made by photographing a series of cartoon drawings to give the illustration of movement when projected in rapid sequence.

4. Increasing verb means that escalating the verb knowledge of the students by looking at the difference score of first assessment and second assessment without focusing to the process of gaining the words.
5. Verb is a word (part of speech) that in syntax conveys an action (bring, read, walk, run, learn), or a state of being (be, exist, stand). In the usual description of English, the basic form, with or without the particle to, is the infinitive. In most languages, verbs are inflected (modified in form) to encode tense, aspect, mood and voice. A verb may also agree with the person, gender, and/or number of some of its arguments, such as its subject, or object.