# CHAPTER I

# INTRODUCTION

In this chapter, the researcher presents background of the study, problem of study, objective of the study, significances of the study, hypothesis of the study, and criteria for testing hypothesis.

## A. Background of the Study

English is widely acknowledged as a leading global language, playing a vital role in facilitating international communication, granting access to diverse educational resources, and enhancing career opportunities (Rao, 2019). It serves as the primary means of connecting individuals from various linguistic and cultural backgrounds in today's interconnected world. In the field of education, its importance is especially evident, as English proficiency allows learners to access global knowledge, participate in international academic networks, and prepare for professional demands where English is often essential (Silaban et al., 2023).

In Indonesia, English is introduced as a mandatory subject at the elementary level to help students build a strong foundation for future learning. Early exposure to English enables students to become familiar with basic vocabulary, grammar, and pronunciation key elements of language proficiency (Sukarno & Jinabe, 2024). This early start not only supports students' academic progress but also prepares them to meet the requirements of higher education and the workforce, where English skills are increasingly critical.

However, teaching English at the elementary level presents distinct challenges, particularly in a non-native context like Indonesia. Most young

learners at this stage are beginners with little or no prior knowledge of English, making it difficult for them to understand new words, pronounce unfamiliar sounds, and apply their learning in practical situations (Widagsa & Khusnia, 2023).

Additionally, young learners often have limited attention spans and can lose focus quickly, which makes conventional teaching methods less effective. Traditional approaches such as rote learning and textbook-based instruction may fail to capture their interest, resulting in low engagement and limited retention of material. Consequently, teaching methods must be adapted to suit the developmental needs, cognitive abilities, and preferences of young students (Sukarno & Jinabe, 2024; Widagsa & Khusnia, 2023).

To overcome these obstacles, teachers are encouraged to use innovative and interactive teaching strategies that make learning English enjoyable and engaging. The use of tools and media that are visually stimulating, contextually appropriate, and aligned with students' interests can greatly enhance their motivation and active participation (Laila et al., 2023). For instance, incorporating storytelling, games, songs, and multimedia tools into lessons can create a more dynamic and effective learning experience, enabling students to absorb new concepts more easily.

Moreover, the success of English language education at the elementary level depends on various external factors, such as the availability of teaching resources, teacher competence, and the overall support provided by the school environment. Teachers must not only possess strong English proficiency but also

be capable of employing creative and diverse teaching methods to meet the varied needs of their students (Razi et al., 2021).

Vocabulary is a fundamental aspect of language learning and serves as the cornerstone of effective communication (Rashid et al., 2022). It is the key resource that enables individuals to convey their ideas, interpret others' messages, and form coherent, meaningful sentences. A rich vocabulary allows language users to confidently engage in various social, academic, and professional interactions. On the other hand, a lack of sufficient vocabulary often impedes learners from excelling in other critical language skills, such as listening, speaking, reading, and writing. Even with strong grammatical understanding, effective communication may remain unattainable without a solid vocabulary base (Ariffin, 2021).

In elementary education, vocabulary teaching generally concentrates on introducing simple, everyday words, such as terms for objects, colors, numbers, and basic actions or descriptions. These basic words serve as foundational elements that support learners as they gradually develop their language abilities. However, teaching vocabulary to young learners presents specific difficulties, including their limited concentration spans and differing cognitive capacities. Conventional approaches like rote memorization or repetitive drills are still widely practiced but often fail to promote deep understanding, long-term retention, or practical application of the learned words. If the teaching process lacks engagement or relevance to their daily life, children may quickly lose interest and forget the material (Ariffin, 2021; Rashid et al., 2022).

The use of media in education has become increasingly popular in recent years due to its ability to capture students' interest, inspire creativity, and create an interactive learning atmosphere. In teaching vocabulary, various media such as flashcards, videos, songs, and interactive games have been found to enhance both the enjoyment and efficiency of the learning process. These tools not only make vocabulary more accessible but also help students retain and apply new information more effectively by engaging multiple senses (Aulia et al., 2024; Sartika et al., 2024).

For younger students, visual media such as images, illustrations, and videos are especially influential. These resources provide contextual clues that enable students to grasp the meaning of new words without relying solely on translations. By linking vocabulary to visual elements, children can develop stronger mental associations, which enhance their ability to remember and use the words. Among these options, cartoon films are particularly effective for teaching vocabulary in elementary school settings. The combination of appealing visuals, captivating narratives, and auditory elements creates a multisensory learning experience that is both entertaining and educational. Additionally, cartoons offer repeated exposure to vocabulary in meaningful contexts, reinforcing understanding and retention (Rahim, 2022; Taula'bi', 2022).

Technology-based tools, including educational apps, digital storytelling platforms, and augmented reality, are also gaining traction as effective media for vocabulary learning. These tools provide personalized learning experiences, allowing students to engage with interactive content at their own pace. For

example, gamified apps often include features like rewards, levels, and progress tracking to maintain students' motivation and engagement. Augmented reality tools, on the other hand, allow learners to interact with 3D representations of vocabulary items, offering an immersive, hands-on learning experience that strengthens understanding (Aulia et al., 2024; Sartika et al., 2024).

Several studies have demonstrated the effectiveness of using media in vocabulary instruction for elementary students. For example, Liu & Elms (2019) found that animated videos led to a 45% improvement in students' vocabulary retention compared to traditional teaching methods. This result indicates that the combination of visual and auditory elements in animated videos can enhance students' memory and comprehension. In a similar vein, Putri et al.(2024) showed that interactive cartoons not only improved vocabulary acquisition but also increased students' motivation to learn English, especially in Indonesian elementary schools. These findings emphasize the value of using engaging animated media to support language development and stimulate students' interest in learning. These findings demonstrate that media, especially animation video,can effectively address the gap between students' learning needs and instructional methods. By presenting vocabulary in an entertaining and contextually rich manner, animation video make learning more engaging and memorable.

Aggravating the issue is the school's limited access to modern teaching tools and resources. The absence of creative and interactive teaching aids that align with the interests and cognitive needs of young learners has further

complicated efforts to provide effective English language instruction. This gap has created a less dynamic learning environment, leaving students struggling to meet curriculum expectations and achieve desired learning outcomes.

To overcome these challenges, it is essential to explore alternative teaching strategies that can engage and support students in their language learning process. One promising approach is the integration of animation video as a teaching medium. Animation videos, with their vibrant visuals, engaging narratives, and relatable characters, offer an enjoyable and effective way to help students enhance their vocabulary. By presenting language in a contextualized and meaningful format, these videos can facilitate better understanding and retention of new words. Additionally, their entertaining nature fosters enthusiasm for learning, reduces learning anxiety, and promotes a positive attitude toward language acquisition.

Several studies have shown the effectiveness of using video in the English teaching and learning process. According to Dzebeq, S. A., & Gunawan, A. (2020), with the *title "The Use of Animation Video on Tenth-Grade Students' Vocabulary Achievement"*, in there research it was found that animation could improve students vocabulary mastery.

Initial findings at SDN 04 OKU revealed significant challenges faced by fourth-grade students in mastering English vocabulary. Many of these students showed limited familiarity with basic English words, which not only hampered their vocabulary acquisition but also negatively impacted their performance in other language-related activities, such as reading comprehension, speaking, and

writing. This issue reflects a broader problem in the school's language instruction, where foundational skills essential for language learning are not being adequately developed.

Based on these observations, using animation video as a supplementary teaching tool presents a practical solution to the vocabulary challenges encountered by fourth-grade students at SDN 04 OKU. This approach aligns with the interests and developmental stages of young learners while supporting the acquisition of critical language skills in a fun and interactive manner. Integrating such innovative media into the classroom could significantly improve vocabulary mastery and enhance overall English proficiency. The purpose of this study is to investigate the effectiveness of this strategy and add to the current discourse regarding efficient teaching methods in elementary school. Therefore, researchers are interested in researching the use of animation video as a medium in teaching vocabulary to fourth graders of SDN 04 OKU.

## A. Problem of the Study

### 1. Limitation of the Problem

The researchers focused on how the animation video is used as a language learning medium for children, featuring animation video as a medium for introducing children to English vocabulary.

### 2. Formulation of the Problem

Based on the background above, the problem of this study was formulated in question; Is it significant effective of using animation video as a medium in teaching vocabulary to fourth graders of SDN 04 OKU?

**B. Objective of the Study**

Based on the problems mentioned above, the objectives of this research were: To find out the effectiveness of animation video as a medium in teaching vocabulary to fourth graders of SDN 04 OKU.

**C. Significances of the Study**

The researcher expects the result of this study to be useful to the students, English teacher, researcher herself, and also the school.

1. To the Students

   The result of this study by using animation videosas an entertaining and memorable learning tool, it is intended that this study would assist students in expanding their vocabulary in English and achieving learning English competency.

2. To the  English Teachers

   The result of this study it is intended that by employing animation videos as a teaching tool, this will bring variation to the process of teaching English vocabulary recognition in a more fun way, preventing pupils from becoming disinterested too soon.

3. To the Researcher

   The result of this study would advance writer understanding of how to use animation videos as a teaching tool to help pupils retain English vocabulary.

4. To the School

The result of this study will serve as a guide for educators looking to educate and enhance their students' retention of English vocabulary through the use of animation videos as a teaching tool.

## D. Hypothesis of the Study

A hypothesis, according to Creswell (2018), is a prediction the researcher makes about the expected relationships between variables. The study's hypothesis is "the alternative hypothesis (Ha) and the null hypothesis (Ho)."

The following was the presentation of the hypothesis:

1. The Alternative Hypothesis (Ha): There is significant effectiveness of animation video as a medium to teach vocabulary to fourth graders in SDN 04 OKU.

2. The Null Hypothesis (Ho): There is no significant effectiveness of animation video as a medium to teach vocabulary to fourth graders in SDN 04 OKU.

## E. Criteria for Testing Hypothesis

The purpose of the criteria for testing the hypothesis is to accept and reject the null hypothesis.

1. If the significant value of the t test is >0.05 then Ho is accepted and Ha is rejected, meaning that there is no effectiveness of animation videoas a medium to teach vocabulary to fourth graders SDN 04 OKU.

2. If the significant value of the t test is <0.05 then Ho is rejected and Ha is accepted, meaning that there is a effectiveness of animation videoas a medium to teach vocabulary to fourth graders SDN 04 OKU.