

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Vocabulary is one of the language elements that is very important for learning English. According to Cameron (2001), vocabulary is an aspect of language that needs to be discovered. The essential of vocabulary is due to the fact that mastering a language requires proficiency in speaking, writing, and listening. According to Krasen (1993), vocabulary is the basis of communication; if the speaker does not know the meaning of the keywords used by the other, then they will not be able to participate in the conversation. It is also essential to the acquisition process.

During the researcher's teaching practice at one of junior high school in Jambi city, the researcher identified that the students, especially seventh-grade students, find it challenging to learn vocabulary in a more severe and structured manner, even though acquiring English vocabulary is essential for improving and developing students' abilities. The students had low enthusiasm for learning English; students felt nervous when they learned or spoke English spontaneously. When the teacher asked the students to name the objects around them, they were still confused; most kept quiet, although some could name them. In addition, they are also still stuck with the words they said.

In her research, Rohimah (2019) identified that students lack motivation to speak in English due to a lack of basic knowledge and mastery of basic vocabulary. External factors make students have low motivation, for example, friends who put

pressure in class. Some have internal factors, namely a lack of understanding of the importance of English in this era. This statement is supported by Puspitarani & Halif (2019), that the method convinces students to become quickly disinterested and lose concentration. Because there aren't any supporting media to deliver the material. In this case, the use of media as one of the strategies to increase students' motivation in learning English, especially vocabulary, is needed.

In the modern world, especially in Indonesia, it is quite common to see children or students watching cartoons on various media platforms. Even though it may look like a plain and fruitless activity for adults, watching cartoons can be a straightforward yet entertaining way in which students are brought inward to learn accents or speeches littered with native-sounding interjections. Putri's (2018) research shows that the vocabulary of seventh graders at SMP Negeri 01 Kabupaten Tebo is improved by using audio-visual media, particularly English cartoons. Furthermore, in her research, Azzahra (2023) established that English cartoon movies are suitable for increasing students' interest in learning English. Showing English cartoon movies in the learning process can motivate students, advance knowledge in real life, make it easy to solve problems, and increase their understanding of English vocabulary in students. They are consciously or unconsciously exposed to numerous language data through entertainment cartoons.

In addition, the teachers use specific methods or strategies in teaching and learning activities at one of junior high school Jambi city. One of them is the use of media in the classroom. Teachers provide cartoon movies that support the material. This is in accordance with the lesson plan and is included in the curriculum at this

school. The students feel enthusiastic with the material. In addition, they also felt entertained by the movie. This happened because the teacher used supporting media in the English learning process. And it turns out that students feel enthusiastic and motivated to learn English.

Several previous research on vocabulary learning using cartoon movies. Irmanda et al. (2021) showed that most students positively responded to using English short movies as media to assist them in learning new and mastering existing vocabulary. Students felt happy and entertained by the animated movies they watched, and the online media used were relatively easy to access. Another research by Hasanah (2016) revealed that students could get better vocabulary scores by using cartoon movies in their language learning process.

From the explanation mentioned above, the use of cartoon movies appears to have positive effects, according to various alternative theories. The previous research focused more on students' vocabulary-learning abilities; therefore, there is still a critical need to explore the motivational aspects of vocabulary learning. This requires further exploration into the intrinsic and extrinsic factors influencing students' motivation to learn vocabulary through cartoon movies. The researcher is interested in conducting research entitled "Factors of Students' Motivation in Learning Vocabulary Using Cartoon Movies" with the seventh-grade students in one of junior high school in Jambi city, considerably due to the aforementioned school's cartoon movies as a medium in students' learning already in place. This research used descriptive qualitative research for junior high school students. The researcher used interviews and observation as the main instruments for data collection.

1.2 Research Questions

The research questions in this research are:

1. How do the intrinsic factors influence students' motivation to learn vocabulary using cartoon movies?
2. How do the extrinsic factors influence students' motivation to learn vocabulary using cartoon movies?

1.3 Purpose of the Research

The purpose of this research is:

1. To explain how the intrinsic factors influence students' motivation to learn vocabulary using cartoon movies
2. To explain how the extrinsic factors influence students' motivation to learn vocabulary using cartoon movies

1.4 Significance of the Research

The researcher hopes this research can be useful for the teacher and other researchers on students' motivation in the learning process using cartoon movies.

1.5 Limitation of the Research

To simplify this research, the researcher limits the research to only focusing on students who have experienced learning English using cartoon movies.

1.6 Definition of Key Term

1. Motivation is the willingness to act in service of a goal.
2. Intrinsic Motivation refers to doing something because it is inherently interesting or enjoyable.

3. Extrinsic Motivation refers to doing something because it leads to a separable outcome.
4. Vocabulary in Cambridge dictionary is all the words known and used by a particular person and all the words which exist in a specific language or subject.
5. Cartoon movies are one of the media used in the teaching and learning process in the classroom in the form of pictures (Putranti & Mina, 2015).