

CHAPTER I INTRODUCTION

A. Background of Study

Vocabulary is part of English language components that play an importance role in mastering all English skills including listening, reading, speaking, and writing. Vocabulary is all the words that people knows or use, the word that people use when they are talking in particular language, and a table of word with meaning in a book for learning foreign language.

However, mastery of vocabulary is not easy for mentally retarded students to acquire. Learning new vocabulary is so difficult for mentally retarded students, pronounced the words, keep it in mind and understanding a new vocabulary in learning English. It is not an easy task to memorise a lot of vocabulary for mentally retarded students. Therefore, teaching vocabulary is important for mentally retarded students that they can develop four language skills including speaking, listening, writing, and reading in English.

Mentally retarded students are the students with IQ score below the average (70) and mentally adaptation activities problems faced difficult in learning English vocabulary as their foreign language as Indonesians. How the teacher teach English vocabulary will influence their vocabulary mastery. A good direction in teaching vocabulary and pronunciation will help mentally retarded students to capable in speaking English fluently.

The students with poor vocabulary cannot communicate their ideas clearly, and they unable to understand new vocabulary. Because of that, the students should have enough vocabulary to increase their idea. It is impossible for a language learner to communicate in the English language without having much vocabulary.

Vocabulary mastery is very important, but it does not mean that the other components such as speaking, listening, reading and grammar are to be ignored. In teaching and learning process, there are various factors involved. Teacher's strategies, the students, teaching methods, media, and material are the crucial things that should be well-collaborated to achieve the students understanding in teaching vocabulary.

From the observation result, the researcher found several problems of this research: (1) The students' vocabulary mastery is still low, because the

students have mentally retardation. Generally they don't know a lot of vocabulary like in general school. (2) The students only know vocabulary that they learn before. (3) The atmosphere of the class did not support the students to learn English vocabulary more.

In this case, media is very important in teaching vocabulary. Media can be an effective ways to teach English vocabulary like animation videos, it can changes the atmosphere in the class, the used of animation videos also bring some good effects for mentally retarded students and for the teacher.

Animation video is the rapid display of the sequences images that create an illusion of movement. Animation video is included audio visual media. Animation video can convey message of material in understanding meaning and unfamiliar words for the mentally retarded students. Animation video can be described as the creation of the illusion of motion through a rapid sequences image. The researcher defines animation video as fast moving images and coloured text with sound.

Table 1.1 Pra Survey Data English Vocabulary Score of Mentally Retarded Students at Eighth C Class SLB Wiyata Dharma.

No	Score	Classification	Students	Presentation
1	80-100	Excellent	0	0%
2	76-79	Good	0	0%
3	70-75	Fair	2	30%
4	56-59	Poor	3	70%
5	10-55	Failed	0	0%
Total			5	100%

Source:

It can be explained that 70% of the students or 3 students have fair score in mastery English vocabulary and 30% of the students or 2 students have poor score in English Vocabulary. It was found a fact that there are problem in English vocabulary mastery as: (1) The students did not have a quite background about English before. While the teacher asked them about something new about vocabulary, the students look so confused. (2) The students also did not know how to write or spell the word properly. (3) The last problem that mentioned by the teacher is the students have difficulty in

pronouncing the word. This condition make the students did not pay their attention in teaching and learning process.

To solve the problem above, the teacher can used media in teaching learning activities. The researchers focus on the media which can be one of teaching model in teaching vocabulary. The media is the way to create meaningful context for teaching vocabulary, media can delivered through a wide variety of audio, visual, and print format. In this research the researcher considers the use of animation videos as the appropriate teaching media to facilitate the mentally retarded students to get a lot of vocabulary with this advantage.

The researchers hope that the research about “The Effect of Using Animation Video for Mentally Retarded Students in Vocabulary Mastery” can influence their English vocabulary. While students are watching animation video, directly they will get new experience from the video and influence their understanding and thinking.

B. Question of Study

Based on these problems, the researcher proposed the following research question.

1. Is there any influence of animation videos toward mentally retarded students' English vocabulary mastery?
2. How significant is the influence of animation videos toward mentally retarded students' English vocabulary mastery?

C. Aim of Study

The aims of this study:

1. To find out whether there is influence of animation videos toward mentally retarded students' English vocabulary mastery.
2. To find out the significances of the influences animation video toward mentally retarded students' English vocabulary mastery.

D. Hypothesis of The Study

Hypothesis is a temporary answer for the research questions. There are two kind of hypothesis:

1. Alternative Hypothesis (Ha): There are influences of animation video toward mentally retarded students' English vocabulary mastery after and before treatment.
2. Null Hypothesis (Ho): There are no influences of animation video toward mentally retarded students' English vocabulary mastery after and before treatment.

E. Significances of The Study

This study is expected to give a new contribution for teaching mentally retarded students' English vocabulary. It makes the student get fun learning and an enjoyable situation when watching animation video. The present of this study may help and guide the English teachers to adopt animation video in teaching vocabulary and can improve teacher's method in the classroom. Teacher can expand the ability to create interesting, effective and innovative in teaching strategies.

This study is very useful for the researchers, because it can help the researcher in conducting new studies by using animation video toward mentally retarded students. Ten this study can also improve the researcher knowledge and experience in teaching English for mentally retarded students. From the result, it is hope that mentally retarded students will get some benefit from the finding of the study.

F. Terminology of This Study

To prevent misunderstanding, some key terms are used in this study in the following points:

1. Vocabulary Mastery

Vocabulary Mastery can be defined as a number of words that owned by the language, which contain meaning form, and usage in the context of communication. Vocabulary mastery can define as the word and meaning. The students can identify informal situation, formal situation, and understand the meaning. Vocabulary refers to all the words in English language that people might use.

2. Animation Video

Animation video is the rapid display of the sequences images that create an illusion of movement. Animation video can be effective to influence mentally retarded students ability to remember and to know the new word that they get from the animation video. When the students are enjoy and interested the video, the students are more enthusiastic in learning English vocabulary.

3. Mentally Retarded Students

Mentally retarded students are the students with IQ score below the average (70) and mentally adaptation activities problems faced difficult in learning English vocabulary as their foreign language as Indonesians.