

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer discusses the background of the study, formulation of the research question, purpose of the study, formulation of hypothesis, significance of the study, and definition of the key term.

#### **A. Background of the Study**

In this modern era, technology is getting more advanced and became simpler, this impact on learning too. Today, there is the internet that gives us access to get information in learning especially in learning English as a foreign language. There is so much information that you can get from the internet. One of them is by watching videos from YouTube. Balakrishnan and Griffiths (2017:1), state that YouTube is the most popular dedicated video-sharing application, with its more than a billion users. Certainly, no one recognized this application because it is so important for millennial life to watch some entertainment videos, today's news, until searching for some materials to improve their knowledge. This audio-visual application has many users and viewers who always wait for the new video and knowledge that is better than the previous video. In language acquisition, particularly in English language learning, this audio-visual application has a large number of users and watchers who are continuously looking forward to the latest video and knowledge that is better than the previous video.

Language is the tool of communication to share information and messages with other speakers. According to Larsen (2011) language is an

instrument used for communication. It means that communication is impossible without shared knowledge and assumptions between speakers and hearers (Stubbs in Nurhayati & Yuwartatik, 2016). English is a foreign language that people use to communicate, and it plays a vital role in the millennial era. In this situation, English has increased in popularity since the establishment of the language as the international language.

English is one of the languages used as a means of communication among the speakers. In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally (Nishanthi (2018:871). Discussing the English language, which is important for Indonesian because English is an international language, and also the development of this era make Indonesian especially students cannot forget to learn English. Learning the English language is never achieved if we do not study the vocabulary, as Indonesian society assumes that English is a foreign language. In the globalization era, English plays a role especially in International communication and in the development of education, politics, economy, and tourism (Nurhayati, 2018). Thus, since the development of communication internationally, English learners from several countries have also greatly increased in Indonesia from the beginning of the level of kindergarten. Thus, English will help the success of educational purposes by learning. Learning can be done through many sources such as audio, visual, and audiovisual media. In this research, the researcher will explain one of the media that is audio-visual and the most well-known audio-visual media application is YouTube.

YouTube has a great role for students and teachers all over the world. It serves much content of English language learning to help students mastering vocabulary, sharing how to use grammar correctly until tips to speaking English fluently have been served by the native English speaker. Not only for the students but teachers also frequently use YouTube to be used as a teaching media for their students, so that the teaching-learning

situation is not monotonous with only a theory, take a note and do the assignment. Using YouTube teachers can serve interesting learning material and create different teaching-learning situations.

As noted above, there are many English learning video contents on YouTube, where there is one of the famous content creators in Indonesia, his name is Fiki Naki. Fiki Naki has 2.53 million subscribers on his channel, each video that he makes can pocket over 1 million viewers and get more than 50.000 likes from his loyal viewers. From his YouTube channel, he packs his content usually with talking to strangers from another country that he found on the Omegle website. He is a multilingual guy that can speak 5 languages, that is Indonesian, English, Russian, Romanian, and Spanish. But most people use English to talk to strangers.

According to Harmer (2003: 290) that video could enhance simulations, not only because it could provide feedback when students could watch themselves and evaluate their performance, but also because the presence of a video helped to make students feel more realistic. YouTube videos of the audiovisual media produced sound, color, and concrete pictures. YouTube videos describe the process with the result that could help the student's comprehension. YouTube video distributes language comprehension activities through viewing the visual element orderly, listening to the correct stress or intonation, spelling, and pronunciation as well, composed oral activities by paraphrasing or retelling stories, and concerned language pattern.

Based on Alwehaibi's examination (2015) that YouTube had an impact on developing EFL student learning content. The study shows that YouTube can improve student learning outcomes. Likewise, this study revealed that students improve students' motivation. Then, Watkins & Wilkins (2011) explores the use of YouTube in the EFL class. This study reports that YouTube has many benefits. First, YouTube can develop

students' ability in speaking, listening, and pronunciation skills. Second, it can be a way to teach culture, expose students to World English, and develop students' vocabulary. As well as being able to develop reading and writing activities. This is one of the reasons for the selection as a media for supporting English learning, especially in English vocabulary mastery.

Vocabulary is one of those essential parts of foreign language learning. The root of the matter is that without plenty of vocabulary, the English language learners cannot comprehend written texts; nor can they convey communications to others. According to Penny (1991: 60), vocabulary can be defined, roughly as the words, we teach in a foreign language. A good vocabulary is a vital part of effective communication. A command of many words makes you a better writer, speaker, listener, and reader.

Even though, vocabulary is the principal thing that each understudy learns in their formal and informal training. It is assumed that if the students learn English at an earlier age, of course, they have much vocabulary by now. But the fact is they still have problems in learning English vocabulary. Students have difficulties memorizing vocabulary. They just memorize the word in the classroom, but after that, they sometimes forget what they have learned before. It happened since most of the teachers give them unimpressive lessons and no exposure to the language outside the classroom. The students also seem that studying English makes them bored in learning it in the class.

According to research was conducted by Dwi Astuti W.N (2010: 13), said that most of students complain about the alphabets and the pronunciation are the same, but in the words and the pronunciation are different. Besides that, the teacher teaches vocabulary by repeating the word and uses the same strategy in every meeting. So, it makes students bored and is not interested in following vocabulary class. Without having enough vocabulary, students will have difficulties knowing the meaning of what they listen to.

Besides that, the teacher teaches vocabulary by repeating the word and uses the same strategy in every meeting. So, it makes students bored and is not interested in following vocabulary class. Without having enough vocabulary, students will have difficulties knowing the meaning of what they listen to.

Thus, to solve this problem, the writer gives an alternative technique for attracting the students to the vocabulary. The strategy of the essay is by utilizing Youtube as a media to show others understudying vocabulary, since these days, most students understand that watching Youtube is just for entertainment only. So if they watch it and at the same time they study a new vocabulary it will be great for their knowledge or their English language skill. There are several reasons that Youtube might be helpful in learning and teaching vocabulary. Firstly, many students now have smartphones, so they can watch them anytime and it will be easier for them to study English especially in studying a new vocabulary. Secondly, students usually get bored, and watching youtube can make them feel fun to study. Thirdly, many materials can students' get from youtube and the delivery is different in each new material. So the atmosphere is not too monotonous and students will have fun. The habit of students who often watch the English-language content from YouTube, over time will increase the students' English vocabulary so that in the future they will understand English easier. Especially in today's era, the ability to learn English is very necessary for their future life. Engin (2009) concluded through research on the types of motivation necessary to learn a foreign language that instrumental motivation is based on a pragmatic approach whereas integrative motivation depends on personal willingness & desire to achieve something.

In this research, the researcher finds out if there is significant effectiveness between the habits of students who often watch youtube with English subtitles and their vocabulary mastery. The researcher wants to learn if there is significant effectiveness between the

habit of watching youtube with English subtitles and their vocabulary mastery. The researcher investigated the contribution of student habits in watching youtube with English subtitles for their vocabulary mastery. Therefore, the results of this study can be used as an approach to teaching new vocabulary, especially for senior high school students.

The researcher found some previous studies. The first previous studies come from Moch. Syamsul Hadi (2019) entitled “The Effectiveness of Using Animation Video On Students’ Motivation and Vocabulary Mastery”. This study focuses on knowing the significant difference of students' vocabulary mastery and motivation between the students who are taught by using animation video and non-animation video at SMPN 2 Sumbergempol.

The second, a thesis from Ahfi Fathia Nur Hidayah (2020), “The Effectiveness of Watching Mr. Dennis Youtube Channel Toward Autonomous Vocabulary Learning.” This study was aimed to find out the significance effectiveness of watching Guruku Mr.D YouTube channel towards third-semester students of the English Education Department learning autonomy in learning vocabulary.

Based on the explanation above, the researcher applies Youtube as one of the most popular media on social media. Learning media can raise understudies' inspiration to center in the learning interaction. It implies that in this media understudies get intriguing sound or visual material as well as higher vocabulary by knowing the way of life, idiolects, non-verbal communication, and so on. This media is appropriate for teaching in high school. So the researcher was interested in conducting research entitled "*Effectiveness of Watching Video Of Fiki Naki With English Subtitle on Words Mastery of Students of Class XI SMAN 1 Karanganyar*".

## **B. Statement of Research Problem**

This study is expected to answer the research question as follows:

1. How is the students' vocabulary mastery taught by using Fiki Naki videos as teaching media?
2. How is the students' vocabulary mastery taught by using a conventional method?
3. Is there any significant difference in vocabulary mastery of the students' taught by using Fiki Naki videos and those taught by using a conventional method?

### **C. Objectives of the Research**

Based on the reserach problems above, the purpose of the study is:

1. To know the students' vocabulary mastery taught by using Fiki Naki Videos as teaching media.
2. To know the students' vocabulary mastery taught by using a conventional method.
3. To find out whether there is a significant difference in vocabulary mastery of the students' taught by using Fiki Naki videos and those taught by using a conventional method.

### **D. Purpose of the Study**

According to the formulation of the research question, this study aimed to find and describe the effectiveness of watching English YouTube videos and students' vocabulary mastery.

### **E. Research Hypothesis**

Based on the statement of the problems, the researcher proposed two hypotheses:

1. Alternative hypothesis (Ha)

There is effectiveness between watching the Fiki Naki YouTube channel and student vocabulary mastery of the eleventh-grade students of SMAN 1 Karanganyar.

2. Null Hypothesis (Ho)

There is no effectiveness between watching the fiki naki video and student vocabulary mastery of the eleventh-grade students of SMAN 1 Karanganyar.



## **F. Significance of the Study**

By this study, the writer hopes that it will give significance for:

### 1. The Teachers

This study is expected to be a useful input for the English teachers to improve the students' achievement in learning vocabulary mastery.

### 2. The Students

The result of this study is expected to be a useful input for the students to encourage them to improve their skills in vocabulary.

### 3. Future Researchers

For future researchers, they can learn the study and get the inspiration to find a similar topic and how to get the problem-solving.

## **G. Scope and Limitation of the Study**

In this study, the researcher intended to know whether watching the Fiki Naki YouTube channel could influence student's vocabulary mastery. This research is focused on the eleventh-grade students of SMAN 1 Karanganyar in academic 2020 -2021.

The researcher used a quasi-experimental research design with two groups and the researcher took two classes. One class was a control group and another class was an experimental group.

## H. Definition of Key Terms

The following terms are the core keywords dealing with the research:

### 1. Effectiveness

Effectiveness is attainment from the target which in this research, it is necessary can give an expected result.

### 2. Media

According to Naz and Akbar, stated that Media are “the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve instruction.”

### 3. Youtube Videos

YouTube is one of the video applications that is commonly called the king of video in social media because of the popular and almost people in the whole world use it in daily life. According to Burgess and Green, (2013) stated that, YouTube allows content to be viewed, shared, embedded, and discussed. Users do not only watch the video but they can also download it offline, share the video with another, save the video to watch later until it serves subtitle to the video with the foreign language speaker.

### 4. Vocabulary Mastery

According to Linse (2005: 121), stated that vocabulary as the collection of words that an individual knows. Vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Based on Cameron's statement it can be concluded that vocabulary has an important part to learn a language.