

CHAPTER I

INTRODUCTION

This chapter, the researcher presents the topic related to this research, including background, formulation of the research, the purpose of the study, significance of the study, limitation of the research, definition of the key term and hypothesis.

1.1. Background of the study

Vocabulary is one of those essential parts in foreign language learning. The root of the matter is that without enough of vocabulary, the English language learners cannot comprehend written texts; nor can they convey communications to others. Relating to Harmer, vocabulary is the core of vocabulary, he further suggests that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. Thornbury (2002) believes that if learners spend a great amount of time studying grammar, they will not be able to make much progress in their language learning, but learning more vocabulary and phrases will help them make more improvement as they can say very little with grammar, but you can almost communicate everything with word. Kompas.com (10th August 2020) said that the various content on the video sharing platform was witnessed by 1.8 billion registered users each month. This number does not include other internet users who often watch YouTube video but do not have an account there. Bonk argues that YouTube is the tool of the culture and it is one that instructors from K-12 to higher education to corporate training need to begin experimenting with within their classes. Because YouTube can be to

a particular extent a new phenomenon, scholars and researchers in second vocabulary acquisition are increasingly concerned about its effectiveness in the EFL/ESL classrooms. YouTube supplies limitless opportunities to maximize learning designed for EFL/ESL students and gets the potential to anchored instruction in this kind of rich learning contexts. The combination of the aural input with the visual images on YouTube has encouraged many educators to adopt it while a teaching tool in their classes (Kuo, 2009). In the previous study in the under title "Enriching students' vocabulary using theme based youtube video" by Woro Widiastuti, the result of the study showed that using youtube video in teaching vocabulary was an effective technique in enriching student's vocabulary.

A habit (or wont as a humorous and formal term) is a routine of behavior that is repeated regularly and tends to occur subconsciously. The *American Journal of Psychology* (1903) defined a "habit, from the standpoint of psychology, a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience." Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. Habits are sometimes compulsory. Wood, W., Quinn, J. M., & Kashy, D. A. (2002) daily experience study by habit researcher Wendy Wood and her colleagues found that approximately 43% of daily behaviors are performed out of habit. New behaviours can become automatic through the process of habit formation. Old habits are hard to break and new habits are hard to form because the behavioural patterns which humans repeat become imprinted in neural pathways, but it is possible to form new habits through repetition.

To improve students mastery in vocabulary need strategies, it means as specific action by the students to make learning easier, faster and more effective. Learning strategies are possible to help the learner to study vocabulary. Commonly, students get new vocabulary by two learning strategies; conventional and visual strategies. Conventional is the simplest strategy that is used by teacher in vocabulary teaching. For examples; the teacher introduces the new word and give the meaning of words. in visual strategies, teacher could use youtube to improve their student's vocabulary. It supported by Suci (2017) in thesis, She mention that video is alternative way to increasing students' vocabulary.

Learning process is not always in the class, learning can be done in everywhere. Students can learn at everywhere, any time. Students' habit to watching English movie possibly way to enrich their vocabulary. The habit of watching movie provide opportunities to study language about vocabulary, it mention by Idra (2019) on her research, the result is participants suggested to watch talk show and vlogs on YouTube to improved vocabulary skill. Moreover, students should have a schedule for it is. In order to get new vocabularies and find many information about grammar to help language skill. Sometimes, they also found the problems about structure, difficult new vocabulary, based on the dialogue by the native speaker. Then, they can look for the other referent. Indirectly, students would studied about vocabulary of English by watching movie. So in this study the author is interested in conducting research with YouTube media with the title "The relationship between watching English

programs on YouTube and the vocabulary of second grade students at SMK Al Khoiriyah Baron-Nganjuk. ".

1.2. Formulation of research question

Is there any significant correlation between students habit in watching english youtube program and student's vocabulary number in SMK Al Khoiriyah Baron Nganjuk?

1.3. Purpose of the study

To find out the correlation between students habit in watching English Youtube program and student's vocabulary number in SMK Al Khoiriyah Baron Nganjuk.

1.4. Significance of the study

The significant of the study is adressed for:

1.4.1. Student

The result of the study can help the student to increase the vocabulary number. Student can try to do this activity if they want to memorise a lot of vocabulary.

1.4.2. Teacher

The result of the study can be used by the teacher in developing or increasing the vocabulary number of her/his student.

1.4.3. Other researcher

The findings and the result of the study can give the new reference to research the same study and it can help them to study which related with

this topic by more interesting strategy and result. The researcher also can develop and apply this strategy in different level student.

1.5. **Limitation Of The Research**

Based on the background, this study limited to the correlation between student's activity in watching English youtube program and student's vocabulary mastery in second grade of SMK Al Khoiriyah Baron Nganjuk. Moreover the limitation, The writer focuses only in vocabulary mastery of students who have habit on watching youtube of English programe in SMK Al Khoiriyah Baron Nganjuk.

1.6. **Definition of the key term**

To give clear information and understanding of the terms and content of this paper. It is necessary to clarify the following key terms. The definition of key terms of the study is as follow:

1.6.1. Habit of Watching English Program on Youtube

The *American Journal of Psychology* (1903) defined a "habit, from the standpoint of psychology, a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience." . Habit of watching english program on youtube can be an exciting way to practice and also can develop students' vocabulary mastey.

1.6.2. Vocabulary number

According to Muh Faqzy (2015), vocabulary refers to the number of words someone knows. The term of mastery is not

restricted to simply recognize the meaning of certain words. In other words, it is more precisely defined as ‘to know a words’ because the learners are said to have a good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collocation, meaning and words in the memory of users or learners.

1.6.3. English Program on Youtube

YouTube is a vast resource for educational content (Saurabh and Gautam 2019). YouTube is often used as a sharing event, providing information, and giving internet users appreciation worldwide. On YouTube pages, for example, viewers are not only entertained by the videos presented, but also able to serve as a learning medium (Akbar 2018).

1.7. Hypothesis

Based on the background above the hypothesis in this research is formulated there are two hypothesis,

1. There is a positive and significant correlation between students habit in watching English Youtube program and students vocabulary number in SMK Al Khoiriyah Nganjuk. Students who have habit on watching English youtube program is students who have rich vocabulary number
2. There is no correlation between student’s habit in watching English Youtube program and student’s vocabulary number in SMK Al Khoiriyah Nganjuk.