

CHAPTER I

INTRODUCTION

This chapter explains why it is necessary to conduct this research. It includes the background of the research which is the basis of the investigation, statement of the research problem, objectives of the study the formulation of the hypothesis, the significance of the research, the scope and limitations, and the definition of key terms

A. Background of the Research

Nowadays, language is a chain to engage with the new knowledge or information. However, we are expected to master more than one language. English becomes minimum standard requirements for entering the education and occupation world. With adequate language skill can bring people one step forward from others. As we know, they who are incapable yet in mastering English will be left behind. Hariyono (2020) stated that in learning English, listening, speaking, reading, and writing are four major skills must be mastered by students first. Thus, teacher should prepare students well before comprehending four English skills. It can start by introducing about vocabulary. Vocabulary is base components of English that integrated with four major skills. It has big impact in teaching-learning activity. Because according to Andrian (2019) vocabulary acquisition has important role in the field of EFL students, because without a broad vocabulary, students will find struggle in constructing language structurally or functionally. In short,

vocabulary can be interpreted as a collection of words that a person has in a particular language about various things that have meaning.

Vocabulary is also used to convey our thoughts in order to understand what people say. The vocabulary rule is one of the most contentious aspects of teaching English as a foreign language. During the teaching and learning process, teachers will face challenges. One of them is they are unsure how to instruct students in order to achieve satisfactory results. Consequently, teaching vocabulary for junior high school students needs special concerns as they in this age love playing around, disturbing their friends, and being hard to manage. For minimizing the risks, the teacher should plan ahead of time and conduct research on appropriate teaching techniques to use with the students. Furthermore, learning about vocabulary requires considerable effort on all sides. As a result, the involvement of teachers is critical to the progress of students' English abilities. Now, teachers have various options in creating interactive learning environment, and adapting the existing technology is one of them.

Technology promotes teaching-learning activity, particularly in language learning. It is demonstrated by the frequency with which teachers use multimedia as an innovation in the classroom. It is assumed that conventional teaching hinders students' ability to comprehend a particular language. Moreover, adapting technology to language lessons can increase student motivation. According to Suhardiana (2019), technology assists students in integrating the teaching-learning process and inspiring positive ideas regarding

communication skills and social practice. Since vocabulary is so fundamental, it would look odd to have acquired English things such as tenses but not the English vocabulary, and it would be impossible to speak using only formulas. To avoid a monotonous learning atmosphere in the classroom, previous studies have demonstrated that YouTube videos can be used as enjoyable learning tools for vocabulary. Because audio-visual technology provides abundant information than books.

On the basis of the preceding arguments, some might argue that incorporating technology into students' vocabulary acquisition is strongly recommended. Regarding this, YouTube videos are the most utilized technology for teaching vocabulary. This application provides a variety of English-related content, including mastery of the four skills and English components such as vocabulary. In recent years, social media has been viewed as a useful addition to traditional teaching approaches. Based on Lestari (2017), YouTube is a relatively new phenomena, thus learners and researchers in second language vocabulary acquisition are becoming increasingly concerned about its efficacy in EFL courses. YouTube provides unlimited options for EFL students to enhance their learning and has the potential to education in such rich learning situations. According to Terantino (2011) YouTube videos provide access to media all over the world which makes learning language, especially English lessons accessible and interesting. It is certainly considered as one of the most application used by teachers to support their teaching in English language. In addition, employing videos to boost

students' vocabulary recognition and comprehension exposes language learners to actual content and context, hence enhancing the language skills of the learners.

Many researchers have conducted research about the use of YouTube. Firstly, it was conducted by Andrean (2019). The researcher found out that there is significant difference score on students' post-test after being taught using animated video. The second one is, previous study conducted by Belinda (2018). She conducted research about offline YouTube video. According to her research, the researcher found out that students who were taught using offline YouTube video have higher score on their post-test than in their pre-test. The third one is conducted by Putri (2021). She did her about subtitled YouTube video on students' reading skill. She examined her research at SMA Negeri 9 Luwu Utara. Based on this, the researcher found out that YouTube not only effective on acquisition vocabulary, but also on mastering one of the four skills namely Reading skill.

Then, previous study conducted by Imran (2022). In this case, Imran examined his research about YouTube Kids on students' vocabulary acquisition. Here, Imran used pre-experimental research design. According to his research, the researcher found out that there is significant different score of mean on post-test than the pre-test. Lastly, the previous study conducted by Ramli (2020). This thesis examined Audio-visual video on Students' vocabulary mastery. She stated that audio-visual video on YouTube also effective on students' vocabulary acquisition. It is supported by her statement

that the average score before and after treatment. In conclusion, the score on post-test was higher than that of the pre-test.

Moreover, YouTube videos assist students learn because it can explain all areas of knowledge, interest, and keep students' attention. YouTube can help teachers come up with new ways to teach and help them be more creative in the classroom. Not only does this activity help students learn new words, but it also helps teachers come up with new ways for students to learn. Using Shorts video on YouTube makes learning new words more fun and gives people more positive motivation to learn English. Due to the many benefits of YouTube, teachers are expected to explain the effects to negative students through Shorts YouTube so that they are not affected. Because of this, it is expected that learning media based on YouTube videos will help both students and teachers understand English language and literature.

According to the previous studies that have been presented above, the researcher uses Shorts video on Kampung Inggris LC YouTube channel to investigate whether it has impact on students' vocabulary mastery. Since the feature of YouTube Shorts just came out past years ago, the researcher wants to add it as novelty from the previous studies. Priorly, the previous researchers have used other type of videos, such as animated YouTube video, subtitled YouTube video, or offline YouTube video. In other words, conducting research about Shorts YouTube video is an update. the researcher will examine the YouTube Shorts on Kampung Inggris LC channel because it is one of the most viewed English leaning Channel on YouTube with approximately 1.7

million subscribers. In addition, there are already many vocabularies learning video from YouTube platform, but research on the Shorts YouTube channel produced by Kampung Inggris LC is limited. In conclusion, the researcher will do research entitled "The Effectiveness of Shorts Video on Kampung Inggris LC YouTube Channel on Students' Vocabulary Mastery of the First Grade at SMPN 1 Sumbergempol".

B. Statement of Research Problem

According to the background of the research above, the research problem is formulated as follows:

“Is there any significant difference score of student’s vocabulary mastery between the students who are taught with and without Shorts video on Kampung Inggris LC YouTube Channel of the First Grade at SMPN 1 Sumbergempol?”

C. Objective of the Study

Based on the research problem above, the objective of the research is “to know the significant difference score of the students’ vocabulary mastery between the students who are taught with and without Shorts video on Kampung Inggris LC YouTube Channel of the First Grade at SMPN 1 Sumbergempol the First Grade at SMPN 1 Sumbergempol”

D. Formulation of Hypothesis

To get the answer of the question, the researcher proposed two hypotheses. They are Null hypothesis (H_0) and Alternative hypothesis (H_a).

1. Null Hypothesis (H_0)

There is no significant different score between the students who are taught with and without Shorts Video on Kampung Inggris LC YouTube Channel of the First Grade at SMPN 1 Sumbergempol.

2. Alternative Hypothesis (H_a)

There is significant different score between the students who are taught with and without Shorts Video on Kampung Inggris LC YouTube Channel of the First Grade at SMPN 1 Sumbergempol.

E. Significance of the Research

In this significance of the study, the result may contribute to the following parts:

1. For the English teacher

The findings of this research are expected to provide teachers with other options for improving their English learning methodology through the existing technology, particularly in vocabulary mastery. Furthermore, this research is expected to encourage teachers for being more creative and innovative in applying teaching learning system in order to get students more excited in class.

2. For the students

For the students at the seventh grade, the researcher expects that after doing the research, learning vocabulary through Shorts YouTube video can be the alternative media in enriching their vocabulary mastery.

3. For the future researcher

The findings of this research are expected to make contribution for further information related to the use of Shorts YouTube on students' vocabulary mastery. Then, this research is expected to be good experience for researcher to make better writing in the future

F. Scope and Limitation of the Research

The scope of this study examines the effectiveness of the Shorts YouTube video on Kampung Inggris LC YouTube channel on students at SMPN 1 Sumbergempol. In addition, to make the research more concentrated and comprehensive, the study only examines the treatment on students' vocabulary mastery. It will conduct to the 7th grade students at SMPN 1 Sumbergempol in 2022/2023 academic year.

G. Definition of Key Terms

Unless the terms used in this research are not defined and briefly explained, they may cause confusion and misunderstanding, here are the definitions of some key terms.

1. Effectiveness

Effectiveness describes when certain strategy makes a change. In addition, the treatment is considered effective when the experimental class has a higher mean score than the control group.

2. Shorts YouTube

Shorts YouTube is the new feature provided by YouTube that containing brief videos from every content creator on YouTube platform.

3. Kampung Inggris LC

Kampung Inggris LC is one of the most well-known language learning channel on YouTube that presenting variety of learning English through some creative video explanations.

4. Vocabulary Mastery

Vocabulary mastery refers to students' knowledge level about various types of words in the English language, encompassing both semantic and phonetic aspects.