

CHAPTER I

INTRODUCTION

In this chapter the researcher presents the research background, research problem formulation, research objectives, research significance, research scope and limitations, and definitions of key terms.

1.1 Background of the Research

English plays an important role in the future and of course in the world of education. In several countries, English are designated as a second language that must be learned after the native language of each country. Not only from other countries. In Indonesia, English is also an important subject that is taught to students from an early age up to university. Therefore, English is one of the international languages used in the world.

Without realizing it, around us or at school the use of English has become something that is familiar. One example is the writing of parts of objects that are printed around us every day such as food products, school equipment, clothing, and which are also often seen on various platforms on mobile phones. However, some students are sometimes still constrained in understanding the form, meaning or function. Therefore, vocabulary mastery is very important to learn.

Vocabulary is a series of words in a language. Vocabulary is important as the foundation of the 4 skills in English such as reading, writing, speaking and listening. According to Lamante (2020:2), vocabulary is a component of language that everyone uses to convey their ideas or feelings. Hadi (2019:1) states, the acquisition of vocabulary is an essential process in the language learning.

In order to be fluent in communicating and learning English, it is important to master vocabulary first. The exact choice of words and appropriate words are helpful to have a good communication in language according to Hajar (2019:1). The more vocabulary that can be mastered, the easier it will be for us to use, understand or receive the right information according to the context. Conversely, if the ability to understand the subject is lacking due to lack of vocabulary mastery, then we will also find it difficult to communicate and learn English.

Besides that, there are several factors of low vocabulary mastered by some students, such as lack of motivation, interest, and influence on learning. Therefore, teachers must be able to find strategies in teaching students to be more interesting and influential in increasing a high sense of learning. According to Putri (2022:102), because learning

media significantly impacts the learning process and student learning outcomes, teachers must genuinely be able to select the most appropriate and effective learning media.

Recently, short videos are becoming a trend and many people are more interested in consuming short videos. Various social media platforms such as Tik Tok, YouTube and Snack Video are competing to provide interesting short video features for their users. The length of a short video is usually measured in seconds, so that the audience can also get spiritual pleasure in the piecemeal time according to Yang et al. (2019:340). This is also used at MTsN 4 Tulungagung as a medium in which 2-3 meetings are held in one semester used for learning English.

Previous research from Giardis (2020), focused on examining the effect of using short videos on students' speaking skills. Meanwhile, research conducted by Zhang (2020) examines the use of short-video platforms and offers collaborative learning to users to enhance learning. Besides that, according to previous research by Zhang et al. (2022) examined a decade of short videos for foreign language teaching and learning. As a result, short videos have become a specific and effective resource for teaching and learning FL.

From previous research, it only focused on investigating the effectiveness of using short videos in learning. Not many studies have revealed students' perceptions of using short videos, particularly in vocabulary mastery. However, from the several research opinions above, it is known that the use of short video media is very influential and has a positive impact on learning English.

In this case, to find out the reality of students' positive influence from using short videos in vocabulary mastery, we can look through students' perceptions. This perception can be illustrated by seeing whether or not these students improve in their vocabulary mastery by using short video media. If the student's vocabulary mastery increases, then the use of the teacher in using short videos is appropriate and suitable for students. However, if students' vocabulary mastery does not increase our students even experience difficulties in using short video media, then the use of short video media is inappropriate and inappropriate for students.

From this information, this study also aims to find out how students perceive the use of short videos in vocabulary mastery. The research method used is a survey with descriptive qualitative. Collecting data through an online Google Form questionnaire to facilitate the collection and analysis of data answered by each participants. So that researchers are interested in conducting research entitled "The Students' Perception on The Use of Short Videos in Students' Vocabulary Mastery at MTsN 4 Tulungagung".

1.2 Statement of Research Problems

The statement of the research problem is “What is the perception of students at MTsN 4 Tulungagung on the use of short videos for improving vocabulary mastery?”

1.3 Objectives of the Research

Based on the focus of the study, the objectives of the study are:

1. Knowing students' perceptions about using the short video in increasing vocabulary mastery at MTsN 4 Tulungagung?

1.4 Significance of the Research

The results of this study are expected to provide information for:

- a. For the school**, the research results are expected to be a reference, and information knowledge for schools to encourage their English teachers to become more creative and innovative in teaching and learning English in the future according to the time.
- b. English teachers in the school**, the results of this study are expected to provide information and suggestions for teachers to use the short video medium in vocabulary learning activities, since short videos are becoming a trend and many people are more interested in consuming these short videos. In addition, it is hoped that student responses in this study will become a concern for teachers who wish to use short videos in learning activities.
- c. For the students of the school**, learning outcomes are expected to motivate them to learn English which students must master, especially about vocabulary.
- d. For researchers**, this research helps to increase knowledge and practice of teaching English related to the use of short video media.

1.5 Scope and Limitation of the Research

The scope and limitations of this study are used to avoid uncontrolled research. The author limits the discussion of this research as follows:

1. This study aims to determine students' perceptions of their vocabulary mastery by using short video media.
2. This research focuses on class VIII students of MTsN 4 Tulungagung as research objects.
3. This study focuses on vocabulary as material.

1.6 Definition of Key Term

1.6.1 Perception

According Barosso (2013:509), Perception is the foundation of human knowledge. Humans construct our knowledge of the world using information captured by our senses and the cognitive abilities associated with different intellectual competences.

1.6.2 Short Video

According Zhang (2020:544), a short video, in its strictest and traditional sense, is any video that does not exceed ten-minute duration. Video that exceed the ten-minute limit is already considered long-form.

1.6.3 Vocabulary

According to Alizadeh (2016:22), one can generally define vocabulary as knowledge of words and word meanings. Or someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions.