

CHAPTER I

INTRODUCTION

This chapter will discuss the background of the study, research questions, research purposes, the significances of the research, research scope, conceptual framework, hypothesis, and previous studies.

A. Background of the Study

Vocabulary is one of the most important parts of teaching English. Getting to know vocabulary is vital in all language abilities (i.e. listening, speaking, reading, and writing) in English as a second language (ESL) and English as a foreign language (EFL) (Nation, 2001). Students would find it easier to convey or display their ideas and engage in a variety of language-related activities if they had a large vocabulary (Baskarani, 2016). The mastery of vocabulary allows students apprehend actual-lifestyles activities related to language abilities, including reading the textual content, answering the test question and participating in class. In different phrases, students can communicate fluently. Vocabulary mastery is important to the achievement of all topics in the classroom.

One of the main challenges for teachers is to cultivate students' enthusiasm in mastering vocabulary. Conventional strategies of learning English vocabulary, along with rote memorization, gaining knowledge of new phrases through teachers' explicit steering, reciting from word lists, and so forth, are nevertheless used by many students (Alizadeh, 2016). Moreover, many English teachers in schools, colleges, and institutes continue to use conventional strategies to educate vocabulary, which includes presenting a listing of English words along with their local language equivalents, permitting students to recite new phrases, writing sentences with target vocabularies, describing the meaning of vocabulary within the local language, repeating the vocabulary and requiring students to complete a large variety of vocabulary exercises. These strategies of learning and teaching English vocabulary are referred to as intentional getting to know or specific studying. Those strategies are totally focused on the word to be found out, without a reference to context (Schmitt, 2000).

Based on the researcher's restricted observation at one among Junior High Schools in Indonesia, several issues are handling the students' vocabulary. First, students have a limited vocabulary because they do not spend enough time to improving it. Second, the teacher simplest offers a few vocabularies, and the teacher does not encourage students to remember or speak more deeply. Third, the teacher still used the conventional strategies to teach vocabulary, so those make students not interesting and no longer prompted to enhance vocabulary. This is quite difficult for the teacher because it should have a progressive technique and method to enhance students' vocabulary.

To help students develop their vocabulary mastery, a teacher desires to use a powerful method. Based on Harmer, (2007) teachers should see technology as equipment to help them with any techniques and strategies they have selected to use. It can suggest that one strategy to make teaching vocabulary exciting and increase their vocabulary is to apply technology including audiovisual media or videos (Manurung, 2016). The teacher can also use technology including audiovisual aids or motion pictures in mastering vocabulary to make it amusing and to increase their motivation. An excellent possible aid for getting to know vocabulary is YouTube. Consequently it is important to apply YouTube inside the classroom to gain the enthusiasm of students and assist them examine new vocabulary (Hakim, 2019). This suggests that the implementation of coaching technology is incredible significance and has high-quality effects. This study chooses the "English Singing" video as one of the YouTube channels that have many interesting indicates by showing textual content, pictures, movements, songs, and "English Singing" has unique forms such as dialogue, song, story, and others. So this channel is suitable for mastering English vocabulary. Students can increase their vocabulary and try a new way to create an effective word towards vocabulary.

Several previous studies are dealing with the use of YouTube for the teaching of vocabulary. First, a study by Inayah (2019) the research focused to find out the development of students' vocabulary by using BabyBus YouTube in Junior High School. Second, research by Prasetianing Jati et al (2019) stated that the research study focused on investigated YouTube tutorial videos that would enhance the

ability of students' speaking skills in the performance of procedure text. Third, research by AL-Ameri & Rababah (2020) conveyed the effect of using YouTube on developing Elementary students' vocabulary. While the previous study focused on teaching vocabulary and speaking toward using YouTube in teaching and learning, this research centralizes on investigating the implementation of using "English Singing" YouTube video to enhance students' vocabulary mastery in Junior High School level.

B. Research Questions

Derived from the description above, this research is supposed to answer the subsequent questions:

1. What is the students' vocabulary mastery before using "English Singing" YouTube video?
2. What is the students' vocabulary mastery after using "English Singing" YouTube video?
3. How effective is the use of "English Singing" YouTube video to enhance students' vocabulary mastery?

C. Research Purposes

This study is aimed at acquired the following purposes from the research questions above:

1. To find out students' vocabulary mastery before using "English Singing" YouTube video.
2. To find out students' vocabulary mastery after using "English Singing" YouTube video.
3. To find the effectiveness of using "English Singing" YouTube video to enhance students' vocabulary mastery.

D. The Significances of the Research

The findings of this study are predicted to have the following theoretical and practical implications:

1. Theoretical Significance

This research intends to provide information on how students can improve the

quality of vocabulary instruction by employing a new approach.

2. Practical Significance

The following are the contributions to be given to this study:

a. For the students

Using YouTube videos in classroom can help students to enhance their vocabulary mastery. Students' vocabulary skills should hopefully improve and grow as a result of this strategy.

b. For the teachers

The teacher will gain a better understanding of how to use YouTube videos to teach vocabulary.

c. For the researcher

This study is designed to increase her understanding of how to use strategies like YouTube videos to improve students' vocabulary during the teaching and learning process.

E. Research Scope

English language teachers can use the YouTube video "English Singing" to help students improve their vocabulary. The researcher concentrates on nouns, verbs, and adjectives such as class, school, house, and other locations.

F. Conceptual Framework

This chapter contains several concepts related to the current analysis. There is a concept of vocabulary, YouTube, and "English Singing" YouTube video.

1. Concept of Vocabulary

Webster' dictionary defined vocabulary as follows: A list or series of words and phrases, generally organized and explained or described alphabetically, a list or set of available words or codes for use, ad a sum or stock of words used in the awareness of a language group, person or job, or in a field.

The most crucial component of English teaching is vocabulary. Students can not master English while not having enough vocabulary. The crucial component is that students can apply it in a variety of conditions in their lives after the teaching-learning method has been finished. Additionally, the teacher have to use the suitable

method at the same time as teaching the language target due to the fact the technique used is essential within the teaching-learning process to achieve the mastering goal.

2. YouTube

YouTube is an online website owned by Google. YouTube is one of the many social networking sites currently in use today and the famous social networking platform with a large number of users and entertaining videos.

YouTube can be a useful learning tool. Learners can get a clear visual picture of many circumstances by watching YouTube videos, and they can also observe real-life situations. The application of social media in various subjects is something that should be tried and considered because of the widespread use of social media among students. According to Patel (2009) as cited in Muchtar et al (2015), the advantage of YouTube in language study, particularly English that it provides authentic examples of everyday English spoken through everyday people from all over the world. Language teachers can get the benefit from using YouTube because it allows them to make their classrooms more engaging and independent (Keddie, 2014). This turns the classroom into a fun and enjoyable environment for students of all levels. According to Inayah (2019) YouTube is an excellent way of teaching world English and exposing students to a wide range of English education. The use of YouTube videos allows students to learn more actively and not be limited to the subject matter at hand.

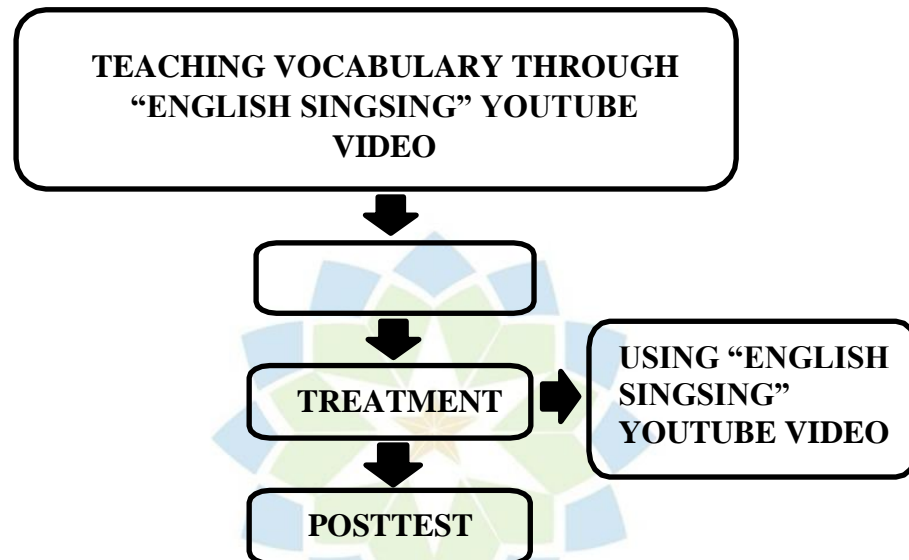
3. “English Singing” YouTube Video

“English Singing” is one of the video channels on YouTube that provides video animation. It is a platform where children from all around the world can watch and learn English in a fun way. Sovanna Chao claimed that he was made “English Singing” and joined YouTube on twenty first of April, 2014. He provides videos in a variety of formats, including nursery rhymes, dialogue, music, rap, story, phonics, etc., and tries to create entertaining and diverse information that is appropriate for children's qualities (personal communication, May 17th, 2021). The material is both entertaining and educational. Since “English Singing” uses English, the story is light, and it also uses popular vocabulary, those videos can be

used to teach vocabulary for students.

This study employs the following approach to implement the YouTube video "English Singing" in improving students' vocabulary:

Steps of Research



This research used a pre-experimental study with one group pretest and posttest, and an "English Singing" YouTube video as media to teach students' vocabulary mastery.

G. Hypothesis

According to Sugiyono (2009) hypothesis is a set of tentative responses to the study questions. To determine whether a hypothesis is true or not, it should be tested. There are two variables in this study. The first is to use the YouTube video "English Singing" as variable "X," while the second is to improve students' vocabulary mastery as variable "Y." The research is formulated in the following hypotheses:

1. H0 The use of "English Singing" YouTube video cannot enhance students' vocabulary of 7th grade at one of Junior High School in Indonesia.
2. H1 The use of "English Singing" YouTube video can enhance

students' vocabulary of 7th grade at one of Junior High School in Indonesia.

H. Previous Studies

Scholars have conducted some studies dealing the use of YouTube videos in vocabulary teaching (see for example, Inayah (2019); Jati et al (2019); and AL-Ameri & Rababah (2020)).

Inayah (2019) focused on the used of BabyBus YouTube to increase student's vocabulary in the 7th grade of SMP Negeri 1 Tinggimoncong. The study used a pre-experimental method. The sample was taken employing a random sampling technique, and the total number of students in 7th grade was 26 students. Based on the outcome study, the use of BabyBus YouTube improves the vocabulary of students in 7th grade of SMPN 1 Tinggimoncong, Gowa. This means that the BabyBus YouTube videos are successful in developing the vocabulary of students.

Jati et al (2019) stated that the research study aimed to investigate how YouTube Tutorial Videos would enhance the students' speaking skills in the performance of procedure text. This study included a Junior High School in East Java, and a part of the research team is an English teacher. It uses collaborative action research adapting the concept of Kemmis and Taggart, which covers 1) preparation, 2) execution, 3) observation, 4) reflecting. The study's results indicate that the speaking skill of the students increased in three aspects: 1) accuracy, 2) fluency, 3) performance. It was revealed, however, that native English speaker (NNE) videos, particularly the low-level student, are not helpful for the students. Videos of non-native English speakers (NNES) were more beneficial to the students since they tend to talk slower with clearer articulation.

AL-Ameri & Rababah (2020) said that the study aimed to determine the significance of using technology, particularly YouTube, on the development of English vocabulary among primary school students. Furthermore, the current research intends to determine students' levels of ability through the use of technology and modern educational approaches, especially YouTube. This research involved 35 female students in Almashare Public School, Jordanian. A quantitative

experimental design was used in this research. The findings demonstrated that using YouTube improved students' ability to learn new vocabulary, demonstrating that technology has a positive impact on the learning process. On the basis of these findings, it is suggested that technology assistance be included into classrooms.

Scholars have looked into the usefulness of YouTube in learning English, and they have found that YouTube is a good prospective resource for learning English. Apart from previous studies, this one will focus on the use of "English Singing" YouTube video. Researchers chose "English Singing" from among the millions of channels and videos available on YouTube based on a variety of variables including language, words, and themes, etc. Further research will be done to define that the use of YouTube as source as a new idea and engaging to be used as a learning medium language. It could potentially be utilized as a resource for learning English in the future.

