CHAPTER I
INTRODUCTION

This chapter presents an overview of the study. It consists of the background of the research, research questions, research purposes, research significance, conceptual framework, hypotheses, and previous studies.

A. Background of the Research

This study aims to determine the relationship between senior high school students' habits of watching English videos on YouTube and the CEFR level of their English vocabulary proficiency. Vocabulary is the most important language feature as a tool for communication and language elements. According to Richard and Renandya (2002), vocabulary is a crucial component of language proficiency and provides much of the basis for how learners, by obtaining an extensive vocabulary, would boost their potential to learn English mastery further. One tool known as the CEFR can be utilized to assess vocabulary levels. The CEFR (Common European Framework of Reference for Languages) is a standard for describing how well people speak and understand a foreign language. This assessment technique is a common way to describe the level of foreign language proficiency, particularly in an academic setting.

Each student has a unique level of linguistic proficiency. Measurement tools are required to assess the level of mastery of the language. One method is the Common European Framework of Reference for Languages (CEFR) level. It outlines in detail what language learners must learn in order to communicate successfully, as

well as what information and skills they must acquire (Council Europe, 2001). This assessment technique is a common way to describe the level of foreign language proficiency, particularly in an academic setting. CEFR has six levels: A1 (Beginner), A2 (Elementary), B1 (Intermediate), B2 (Upper Intermediate), C1 (Advanced), and C2 (Proficient).

CEFR has been used as a reference for learning outcomes in English subjects based on the Decree of the Head of Standards, Curriculum, and Assessment Agency Education Ministry of Education and Culture Number: /008/H/KR/2022 concerning Achievement Level Learning Secondary Education in the Emancipated Curriculum. In English subjects, there are six learning success phases: phase A (classes 1-2), phase B (classes 3-4), phase C (classes 5-6), phaseD (classes 7-9), phase E (classes 10), and phase F (classes 11–12). In Phases Eand F (SMA/MA/Package C Program), learning general English focuses on strengthening spoken and written language with a CEFR B1 target. This demonstrates that the topic of this study corresponds to the present curriculum trend, namely the liberated curriculum.

The existence of research on CEFR is very relevant to the implementation of an emancipated curriculum, which gives schools the freedom to determine a way of learning that is more in line with the needs of students. By using the CEFR as a reference, schools can identify students' English proficiency levels more accurately and develop more appropriate learning strategies to improve their competence. Research on the CEFR is also important for evaluating the effectiveness of the emancipated curriculum in achieving English learning goals. By comparing the level of students' language proficiency before and after the implementation of the emancipated curriculum with the CEFR standards, it can be seen to what extent learning outcomes have increased. The results of this study can be the basis for improving and

perfecting the curriculum so that it is more effective and successful in achieving the goals of learning English. In addition, CEFR has also been used as a reference for English Proficiency standard tests around the world, such as IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language).

The possibility of interference between separate to-be-learned materials and external sources is needed to maximize, not minimize (Robert, 2015). Students need to use strategies or take special actions to make learning simpler, faster, and more effective to increase their vocabulary mastery. By using effective learning strategies, students can increase their vocabulary. There are many places where learning can occur outside of the classroom context. Furthermore, teachers are not required to teach language students directly. They can study anytime and anywhere they choose.

YouTube is the most popular video-sharing website, where millions of videos can be found online, especially for language learning. Students can use YouTube to find many language-learning videos to help them study the language. YouTube videos are one type of audiovisual content that allows individuals to watch animated images, read text, and listen to sounds. According to Alimemaj (2010), the true benefit of YouTube is that it provides real examples of common English used by real people. Additionally, according to Ktoridou et al. (2002), using films to boost students' vocabulary acknowledgment and comprehension gives language-inexperienced people exposure to actual topic material and context, thereby allowing them to develop their language skills.

Preliminary observation of students' habits in watching English YouTube videos and their vocabulary mastery showed that these two variables had significant results. If students are used to watching English Videos, there will be a greater chance and ability for them to master English vocabulary. Watching English videos can certainly help students

improve their vocabulary. Exposure to English spoken by native speakers in real-life situations can be an effective way to learn and acquire new words and phrases. Additionally, videos often come with subtitles, which can help students connect spoken words to written words and improve their vocabulary mastery.

The research that has been conducted by Faliyanti and Arlin (2018) exposes the correlation between students' habits of watching English movies and vocabulary mastery in the sixth semester of the English education study program at Muhammadiyah University of Metro. Second, a study conducted by Yulianti et al. (2022) examine any significant correlation between the habit of watching English YouTube videos and students' vocabulary mastery. Third, a study by Islamia et al. (2020) exposes the correlation between watching movies with subtitles and students' vocabulary mastery at Universitas Bina Darma. Then, a study by Shabani (2015) exposed the impact of watching subtitled TV series on the vocabulary development of EFL students in Iran.

In addition to its relevance, the research gap in this study is that the study's participants and focus differ from the previous study. The previous study's participants were university students, whereas the current study's participants were secondary school students. The previous research investigation looked at the correlation between students' habit of watching English videos and their ability to master vocabulary. In contrast, the current study searches for a correlation between students' habits of watching English videos and their CEFR vocabulary acquisition level.

B. Research Questions

This quantitative research has three main research questions. The questions are stated below:

1. What is the senior high school EFL students' habit in watching

English videoson YouTube?

2. What is the senior high school EFL students' CEFR level of English vocabulary mastery?

3. What is the correlation between senior high school students' habit in watchingEnglish videos on YouTube and the CEFR level of their English vocabulary mastery?

C. Research Purposes

The purposes of this research are as follows:

1. To find out the senior high school EFL students' habits in watching English videos on YouTube.

2. To find out the senior high school EFL students' CEFR level of English Vocabulary Mastery.

3. To find out the significant correlation between senior high school students' habit in watching English videos on YouTube and the CEFR level of their English Vocabulary Mastery.

D. Research Significances

A study is dedicated to being useful and having a future impact on the educational area. As a result, this study is thought to provide a theoretical and practical contribution to the future of education. Moreover, in the English teaching and learning field to encourage students' curiosity.

Theoretically, this research helps to create a comprehension of and absorb English YouTube videos relevant to CEFR vocabulary knowledge. Furthermore, this study can provide references for future studies and teacher considerations for using YouTube as a medium for EFL students to learn vocabulary.

Practically, this research helps students provide reflective materials regarding their vocabulary mastery abilities. It can also be used as material for reflection regarding the habit of watching English on YouTube and whether it is too much or not enough. Moreover, it could be a reason for them to reduce or increase the frequency of learning English on YouTube.
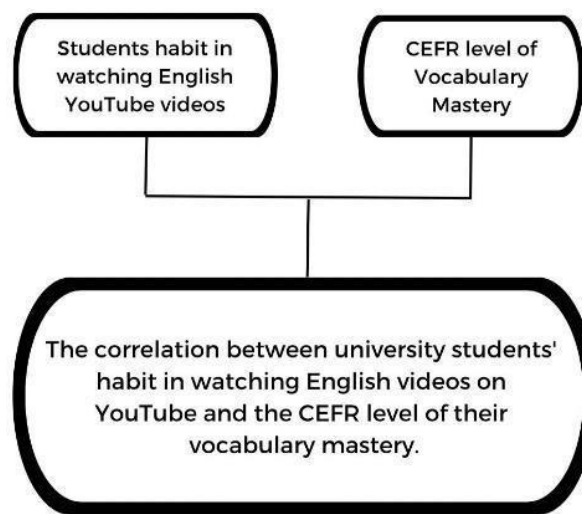
E. Conceptual Framework

Figure 1.1 Conceptual Framework

Language acquisition and vocabulary development are crucial components of language learning. In the modern digital age, online platforms, such as YouTube, have become popular resources for language learners to enhance their language skills. This conceptual framework aims to explore the correlation between students' habits of watching English YouTube videos and their Common European Framework of Reference for Languages (CEFR) level of vocabulary mastery. The CEFR provides a standardized framework to assess language proficiency, categorizing learners into different levels ranging from A1 (beginner) to C2 (proficient).

YouTube is quickly becoming a new platform for students to learn and follow (Nofrika, 2019). Further, using YouTube as a learning

tool can improve students' English skills and motivate them. According to Albert Bandura's social cognitive theory, people learn by watching the habits of others and the results and effects of those behaviors (Bandura, 1986). This theory clarifies how students interact with digital content to improve their language skills when applied to the habits of students who watch English YouTube videos. Students can model and imitate these linguistic elements as they watch the language use, pronunciation, and context in these videos. Bandura's theory also emphasizes the importance of self-regulation, implying that students should actively monitor and adjust their learning strategies while watching videos.

Furthermore, the online environment allows for vicarious reinforcement, where students see positive outcomes of language use in videos and are motivated to emulate similar practices. The dynamic interplay between cognitive processes, behavior, and the environment shapes language learning through YouTube consumption, influencing vocabulary acquisition and linguistic competence. Vocabulary is central to language and of critical importance to typical language learners. Furthermore, after acquiring vocabulary, students can apply it to other important English skills such as speaking, reading, listening, and writing.

This variable encompasses various aspects of students' engagement with English YouTube videos, including frequency, duration, content preference, and interaction. It is hypothesized that increased exposure to diverse vocabulary through watching these videos may positively impact vocabulary acquisition.

Vocabulary is an important ability to develop when learning a language. The extent of one's vocabulary is crucial when learning English as a second language (ESL) or English as a foreign language (EFL). This framework also defines a level of proficiency that allows learners' progress to be measured at each stage of learning and on a lifetime basis. CEFR (Common European Framework of Reference)

categorizes language ability into six levels, from A1 for beginners to C2 for fluent speakers (Council Europe, 2011). Level A1 corresponds to sense 1, and Level B2 corresponds to sense 2. This means that the A1 definition is for beginners and may be more general than the B2 definition. As a result, it is critical first to understand the meaning of lower-level words and how to use them when speaking and writing correctly. Students can build on this foundation as their vocabulary grows by learning high-level words and meanings, such as the meaning in the B2 sentence and the high-level words in C1 and C2.

Krashen's Input Hypothesis posits that language learners acquire language best when exposed to comprehensible input slightly beyond their current proficiency level (Krashen, 1985). In the context of students' CEFR Level of Vocabulary Mastery, this theory suggests that exposure to a variety of vocabulary through reading, listening, and other language inputs plays a crucial role in vocabulary acquisition and mastery. As learners encounter words and phrases in different contexts and at varying levels of complexity, they gradually expand their vocabulary repertoire, aligning with the progressive levels of CEFR proficiency. This theory underscores the importance of providing learners with opportunities to engage with diverse materials that challenge their current vocabulary knowledge without overwhelming them, ultimately contributing to their progression through the CEFR levels of vocabulary mastery.

The CEFR level at which a student's vocabulary mastery is assessed serves as the dependent variable. This can be determined through standardized language tests that evaluate vocabulary range, accuracy, and usage in different contexts. In conclusion, this conceptual framework serves as a foundation for investigating the potential correlation between students' English YouTube video consumption habits and their CEFR level of vocabulary mastery.

F.   Hypothesis

This research investigates the correlation between students' habits of watching English videos on YouTube and the CEFR learning of their English vocabulary. The regression uses two kinds of variables. The first is the correlation between the students' habits of watching English videos on YouTube as the "X" variable, which is the independent variable, and the second is the CEFR learning of the students' vocabulary as the "Y" variable, which is the dependent variable. Hypothesis in quantitative research is where the researcher produces a prediction or conjecture about the result of the research on the correlation among several characters (Creswell, 2012). The hypothesis in this research is formed as follows:

a. H_a: There is a correlation between senior high school EFL students' habit of watching English videos on YouTube and the CEFR learning of their vocabulary mastery.

b. H_0: There is no correlation between senior high school EFL students' habit of watching English videos on YouTube and the CEFR level of their vocabulary mastery.

Formally, a statistical hypothesis-testing problem includes two hypotheses. These hypotheses are referred to as the null hypothesis (H_0) and the alternative hypothesis (H_a). In statistical hypothesis testing, it starts with believing the null hypothesis and seeing if the data provide enough evidence to abandon your belief in H0 in favor of the alternative hypothesis H_a.

G. Previous Studies

Several previous studies relevant to the current research topic have been discovered. The first study was conducted by Yuilianti et al. (2022) about the correlation between the students' habits of watching English YouTube videos and their vocabulary mastery. The population of this research was the second grade of SMA Negeri 3 Takalar, with 36

students as the samples using the cluster random sampling technique. The method used by the researcher to find the correlation between the two variables is similar to this research. The variables and participants are responsible for the differences in this study. The study was based on the variable frequency of watching English movies and vocabulary mastery. In contrast, this current study was based on the variable frequency of watching English videos on YouTube and the CEFR level of vocabulary mastery.

The second study was conducted by Faliyanti & Arlin (2018), who investigated the correlation between the students' habits of watching English movies and their vocabulary mastery in the sixth semester of the English education study program at Muhammadiyah University of Metro. The researcher used cluster random sampling to get the sample. From the sample techniques, the researcher got 39 students in the sixth semester of the English education study program as the sample. The method used to find a correlation between two variables is similar to that used by the researchers in this study. This research instruction also includes a questionnaire and a test to collect data. The differences in this study are due to the participants. The participants in this study were EFL university students, whereas the participants in their current study are senior high school students.

The third study was conducted by Islamia (2020), which focused on the students' correlation while watching movies with subtitles and their vocabulary mastery at Bina Darma University. The method used to find a correlation between two variables is similar to that used by the researchers in this study. This research instrument also includes a questionnaire and a test to collect data. The difference in this research is the participants. The participants in this study focused onstudents from the Information Systems Study Program at Bina Darma University. In contrast, this study's participants focused on students from senior high

schools in Indonesia.

The last study was conducted by Shabani (2015), who revealed the impact of watching captioned TV shows on the vocabulary development of EFL students.There was a combination of quantitative and qualitative procedures in this experiment. This study's results revealed that the experiment participants outperformed those in the control group regarding their vocabulary development. The differences in this study are due to the variables and participants. This study focuses on the impact of watching subtitled TV shows on the vocabulary development of EFL students in Iran. In contrast, this current study focuses on the variables of watching English videos on YouTube and the lessons of CEFR vocabulary.