

# CHAPTER I

## INTRODUCTION

The introduction conducts the background of the research, the questions of the research, the purposes of the research, the significance of the research, the conceptual framework of the research, the hypothesis of the research, and the previous study of the research.

### A. Background

In Indonesian curriculum (The 2013 and *Merdeka* curricula) teaching English to young learners in Indonesia is designed as an optional subject. As stated by Jalal and Musthafa (2001) cited in Musthafa (2010) decentralization of education in Indonesia has allowed local governments to make their own choices about some curricular space, such as the use of some learning hours for what is commonly referred to as "local content." While the decision to teach English to children in elementary schools has been implemented, teachers who are given the opportunity to do so are charged with doing it successfully.

In general, English in elementary school taught according to theme that has been agreed. The subject is focuses on vocabulary than the other aspects. One of the most important aspects of language in communication is vocabulary. Because vocabulary is vitally important to learn as the foundation for mastering language (Maley, 2013), especially for English. Moreover, someone who wants to improve their second or foreign language skills must be aware of the vocabulary. It is reasonable to assume that learning vocabulary is the most significant component of acquiring a language.

In fact, teaching English vocabulary is not easy. The students cannot remember easily the vocabularies, especially English vocabulary as a foreign language. Based on the teacher interview, students are unable to recall the material (vocabulary) after the class has ended. The students were instructed to write down the material and memorize it. It seems the way teacher taught did not leave an impression, and as a result, students will instantly forget what has been taught. In this case, the teacher used a traditional teaching method and lacks in the use of instructional media.

It is no longer difficult to locate a reliable source of instructional media. The source that closely relates to our lives. That is the internet. Everyone has access to and is able to utilize the internet as a source of information. The internet has a wealth of information, including English lessons. One of the media online teaching is British Council website.

British Council website is considered the largest technology-based English teaching organization in the world (Movahedi & In, 2017). This website is a popular site to use by English teachers. The British Council website, which offers a variety of features for learning English, can be a promising medium for teaching English (Alimi & Syafei, 2013). The features are given by British Council website can be used in learning process, such as videos, songs, games, and worksheets. They use colourful and easy sentences that are repeated so that kids can imagine and indirectly comprehend the meaning. This aid can assist the teacher in creating interest and enjoyment situation in the classroom. Several stages are provided on this website based on the needs of the user. The stages are English for adults, English for kids and teens, and corporate training and assessment. Because it is appropriate for the participants' age and level, this paper used English for kids and teens. The feature used in this paper is "listen and watch" in the song section. That section's content was appropriate for the school's requirements.

This paper is related to several previous studies. The first study by Alimi and Syafei (2013) described the procedures and benefits of the British Council website. Using a literature review, this study concludes that the website plays an active role in increasing students' vocabulary. The second study, conducted by Sholihah and Wijaya (2020), investigated the impact of the British Council on students' vocabulary in the eighth grade. A quantitative method was used in the procedure. The pre-test and post-test result demonstrated that the students' vocabulary improved after utilizing the website in class. Putri and Franscy (2022) mentioned that British Council as an effective supporting media that can support learning English in a fun way. They cooperate with several schools to investigate the application of British Council website. The researcher used observation,

questionnaires, and documentation to collect valid data. Due to the research, the British Council website could be the medium for assisting students in enhancing their language competence. The websites offer a variety of instructional assets that are relevant to the growth of students (Alimi and Syafei, 2013).

Despite the fact that the efficiency of the British Council website has been demonstrated, this study differs from previous studies. Previous research has explored the use of a website on students' grade eight vocabulary, the student's interests, and a literature evaluation of the website's implementation. Compared to the other studies, this one will concentrate on improving the vocabulary of young learners. The quantitative method was used to determine the efficiency of the website.

## **B. Research Question**

Based on the background, the researcher focuses on:

1. What is students' vocabulary before using the British Council website?
2. What is students' vocabulary after using the British Council website?
3. How does the British Council website give a significant effect on the students' vocabulary?

## **C. Research Purpose**

From the question above, the aim of the research is:

1. To know students' vocabulary before using the British Council website.
2. To know students' vocabulary after using the British Council website.
3. To know the significant effect of the British Council website on the students' vocabulary.

## **D. Research Significances**

This study is expected to inform the English teacher in enhancing the teaching of vocabulary and hopefully can support the way English teacher teach students' vocabulary. Moreover, this research gives significances to:

1. For the teachers, this study offers a solution for teachers to teach English utilizing a British Council website. Based on numerous studies that have been conducted on enhancing vocabulary, it theoretically informed the teacher that this study proposes the use of the British Council as a learning media that can assist teachers in teaching vocabulary to pupils. Practically, the British Council website includes a number of resources that teachers can utilize to support their students improving their vocabulary.
2. For the students, hopefully, this study will have a positive impact on young learners' vocabulary learning.

### **E. Conceptual Framework**

In language, vocabulary is the main thing to success in language skills such as speaking, listening, reading, and writing (Hamer & Rohimajaya, 2018). The foundation of language is mastery the vocabulary. By knowing the vocabulary, we can convey the message and people can understand, even one word. As Thornbury (2002) defined that even without grammar people could convey the message, but without vocabulary, people have nothing to convey. Vocabulary is vital in language learning. People who lack a suitable vocabulary are unable to effectively explain their ideas through verbal and written communication.

When acquiring vocabulary knowledge in a second language, it is important to grasp the context in which words are being utilized. Nation (2001) explains the relationship between vocabulary knowledge and vocabulary usage as complementary: vocabulary knowledge facilitates language use, and language use leads to an increase in vocabulary knowledge. Staehr's study (2008) found a positive correlation between vocabulary and language skills such as listening, speaking, reading, and writing. Teaching about words and expressions is a more effective way to improve language skills. The lack of vocabulary will give some trouble to people. Because to deliver the message, the speaker or the writer must know the vocabulary that uses.

Vocabulary knowledge is more than merely citing a word; it also necessitates meaning based on a specific context and is frequently seen as a key tool for second language learners. As Jamalipour and Farahani (2012) affirm, vocabulary is widely considered as the primary communication tool. Learning vocabulary is an important ability that must be acquired for learning the English language. As a result, because vocabulary is such a crucial tool for comprehending language, it is more important to teach vocabulary to young learners.

Teaching young learners is more challenging than adult. Because students have characteristics are different from that of adolescents. They need more attention. As mentioned by Nunan (1999) in teaching young learners the teacher must carefully plan, be adequately supported and resourced, and be closely monitored and evaluated. The teacher must consider the student's characteristics and be well-prepared while teaching.

Children are the type of learners who enjoy the movement and physical activity. Their comprehension is gained through their hands, eyes, and physical senses (Scott & Ytreberg, 2001). When it comes to teaching language to young learners, active learning may be the greatest option. According to Piaget in Saputra (2017), children learn by exploring and interacting with their environment. They can absorb from the world around them. Since they learn from the world around them, the participation of every aspect of their body and senses can help pupils memorize better through experience.

Furthermore, Piaget stated in Hudelson (1991) that young children learn from experience as naturally as their cognitive development. This means they acquire knowledge through hands-on experience, visual observation, and active exploration of their environment. As a result, English teachers must communicate information in ways students understand, such as through media or practical methods.

The use of media in the classroom to teach English for young learners assists teachers in creating better conditions in the classroom. Videos, images, songs, and varied object materials can bring the classroom to life and make it more similar to

the outside world. Young learners have the advantage in imitate and they usually enjoy the activities have been prepared by teacher (Mulyadi, 2021). Providing young learners with activities that involve playing is crucial since they learn best through play, rather than just through explanations. Besides playing, Krogh (1994) said that an effective classroom setting is for children to improve their cognitive skills through hands-on exploration. Utilizing these tools is essential for teachers to enhance their observation and facilitating skills, leading to a significantly more enjoyable language learning experience (Abe, 1991). It is reasonable to conclude that the use of media in teaching young learners has a significant impact on the classroom setting and activities. One of them is the name technology, which refers to a type of media that is widely used currently and is also freely available to anybody.

Technology nowadays plays an important role in human society development and this widespread growing created a new change to the education. As stated by Liton (2015) technology in the teaching/learning environment has recently brought about a transformation in education. The learning process can more variative with different activities using of technology. The technology assists the teacher in providing limitless resources to language learners (Bull & Ma, 2001). Since technology facilitates the provision of numerous resources, teachers must identify appropriate activities to ensure the success of language acquisition.

Based on Gençlter (2015), the usage of technology offers learners with quick access to relevant information and materials. The information and materials provided to students can be more relevant and may relate students' experiences to the real world. In addition, Liton (2015) wrote that the use of technology supports learners to learn based on their interests. This will engage both the visual and auditory senses of the learners, and this type of learning activity may attract the interest of young learners.

Technology has positive effects on teaching and learning English. Applying technology in the classroom can enhance and facilitate the students in language learning. As previously stated, technology provides a lot of useful material easily

accessible, especially what is known as online instructional material. The online material provides such as images, videos, audio, songs, and games, and they are used in the target language learning process to increase students' motivation and awareness of languages (Altun, 2015). The use of online learning resources will result in a wider variety of English material, situations, and teaching techniques in the classroom. Online learning materials enhance the interactive, adaptable, and innovative nature of the English language environment (Qin and Shuo, 2011). It allows course administrators and instructors to modify lesson presentation approaches to motivate students with various interests, gives learning chances throughout the classroom, and is thought to adapt more to individual diversity. It can be concluded that using online learning materials can assist teachers in accessing various resources and making the classroom environment more active and innovative in engaging young learners in learning a language.

#### **F. Hypothesis**

The problem that this study addresses is the lack of using instructional media in class. The learning process had little impact on the students and was easily forgotten. Therefore, the researcher investigated the effectiveness of the British Council website as media on young learners' vocabulary mastery. Then, the criteria of the hypothesis are:

$H_0$  : There is no significant effect after using the British Council website on young learners' vocabulary mastery.

It means hypothesis is rejected because between before and after using British Council website there is no significant effect on young learners' vocabulary.

$H_a$  : There is a significant effect after using the British Council website on young learners' vocabulary mastery.

It means hypothesis is accepted because between before and after using British Council website there is significant effect on young learners' vocabulary.

#### **G. Previous Study**

Several researchers have been conducted related to the use of the British Council website as a learning method. First, Movahedi, Lotfi, and Sarkeshikian

(2017) conducted an experimental to find out the Iranian EFL learners' attitudes toward using British Council video clips and podcast for listening comprehension. The participants were 90 females ranged in age from 11 to 15 who were chosen through an English competency test. There are three classes, each with two experimental and one control group. The experimental classes were treated with the video clip and the podcast, while the control group received no treatment. The questionnaire result showed that the video clip group excelled the podcast group, which excelled the control group on the attitude questionnaire. It can be concluded that the video clip group give significantly increase learners' attitude toward listening learning.

Second, Aisyah (2021) written the use of the learning English website as the alternative media to enhances the students' competence in learning English. The classroom action research approach was used in this study with first-term students at the Faculty of Economics and Business, Muhammadiyah Pekajangan Pekalongan University as respondents. The research demonstrates how a website might assist students learning English. The same website is used for the class activities, homework, and assignments. The result revealed that using the website gave significant outcomes for Economics students. Besides that, the atmosphere in the class seemed to be more active and enjoyable.

Ningtias, Prastikawati, and Wahyuni (2021) mentioned British Council Podcast Apps was effective to improve students' listening skill in Senior High School. This study was conducted at SMA Negeri 9 Semarang using a quasi-experimental design. Two classes were used as experimental and control classes. The experimental group used the British Council Podcast, while the control group used a conventional media audio recorder. After comparing the pre-test and post-test result of the two classes, the researcher concluded that the class which utilized the British Council Podcast performed significantly better than the other.

The gap between this study and the previous studies are the research participants and the variable. The previous study was conducted in senior high school, university, and random participants aged 11 to 15, on their listening skills, whereas



this current study is looking for the improving vocabulary mastery in middle school students, who are known as young learners as research participants.

