

CHAPTER 1

INTRODUCTION

This chapter will discuss the research background, research questions, research purpose, research significance, conceptual framework, previous study, and theoretical hypotheses.

A. Research Background

English is the global language used for human communication in the world. Many people want to master English because it is very much needed. For example, some companies need their employees who master English. According to Rimando (2010), English has become one of the most important languages in the world. It has trickled even into lesser-known countries as something that is needed to communicate with others. English is used in politics, business dealings, and everyday life. Many peoples are finding it hard to get by without knowing English. The global language of English is found in popular music, television programs, and even on the internet. As a whole, there are more websites made in English than anywhere. Realizing the Importance of English, many people have taken it on as a second language.

In the academic field, it is essential to master English. Therefore, English has a crucial position in education in our country and now it has become a compulsory subject from the elementary school to university level. An educational process is not only done in one place but also can be done in-house, in society, and in schools. As a result, a student has to know the key to mastering it by engaging four language skills. They are listening, speaking, and writing. To gain comprehensions of those skills, a student has to enrich new vocabulary by utilizing innovative and fun techniques.

Unfortunately, from my limited observation, the researcher discovered that MTs Darul Amira students, particularly class VIII, had trouble meeting learning

indicators during the English learning process because they lacked adequate vocabulary mastery and showed little motivation to learn the language. Some students have difficulties acquiring new vocabulary because they need to get something fun and different in learning English for foreigners to enrich their vocabulary because without knowing vocabulary people can not communicate with each other.

English is influence by several causes and limitations. Students' interest studying, low average student ability, lack of accountability for assignments, and the perception that English is still too difficult to learn are all factors. They can lose interest in learning and get bored rapidly, which makes the learning period very brief even though they still struggle with learning English vocabulary. (Lutviana & Mafulah, 2017), they lack experience with the language, which affects the quantity and type of languages they know. To boost the interest of young students in learning, teachers should be aware of variables in teaching, such as method, methods, techniques, and materials that can be used (Lelawati et al., 2018; Rahmadhani, 2015) asserted that a competent teacher would not be effective if the method they chose is not appropriate and that a good method does not function if the teacher does not know how to apply it.

Students and teachers can benefit greatly from using YouTube. From learning vocabulary to advising on how to speak English, it helps students with a variety of English language learning topics. According to Almurashi (2016:32), YouTube is thought to be a valuable resource for online content for educational purposes. As mentioned before, YouTube contains numerous English learning videos. This is one of Indonesia's most well-known vloggers. Mr.Dennis, also known as Mr.D. The researcher picked Guruku Mr.D's YouTube channel for several reasons. He uses a variety of techniques to draw viewers to his content on his YouTube channel, such as speaking effectively in Indonesia while maintaining his obvious American accent His channel took equal joy in recording every new phrase he learned in his videos, which surely makes it easier for the viewers to pay attention and adds a

hilarious touch. From his videos, the viewers are also given new knowledge of Indonesian vocabulary do not know what is the English jargon of some words, learn correct grammar, to entertainment about English such a fun language to know.

The difference between this research and several previous studies is that previous studies focused more on the methods used in teaching vocabulary to students in class. This study is to find out how much influence the impact of using Mr.D's Youtube Video has on students learning English vocabulary using YouTube videos. The teaching process in this study can make it easier for students to better understand vocabulary learning and use several relevant methods. So that students' understanding can increase well.

B. Research Questions

Based on the background explained above, these are the specific issues:

1. What is the student's vocabulary mastery before using the Mr.D's YouTube?
2. What is the student's vocabulary mastery after using the Mr.D's YouTube?
3. How significant is the difference between EFL Learners' Vocabulary mastery before and after using Mr. D's YouTube Channel?

C. Research Purpose

Based on the problems above, this paper presents an inquiry:

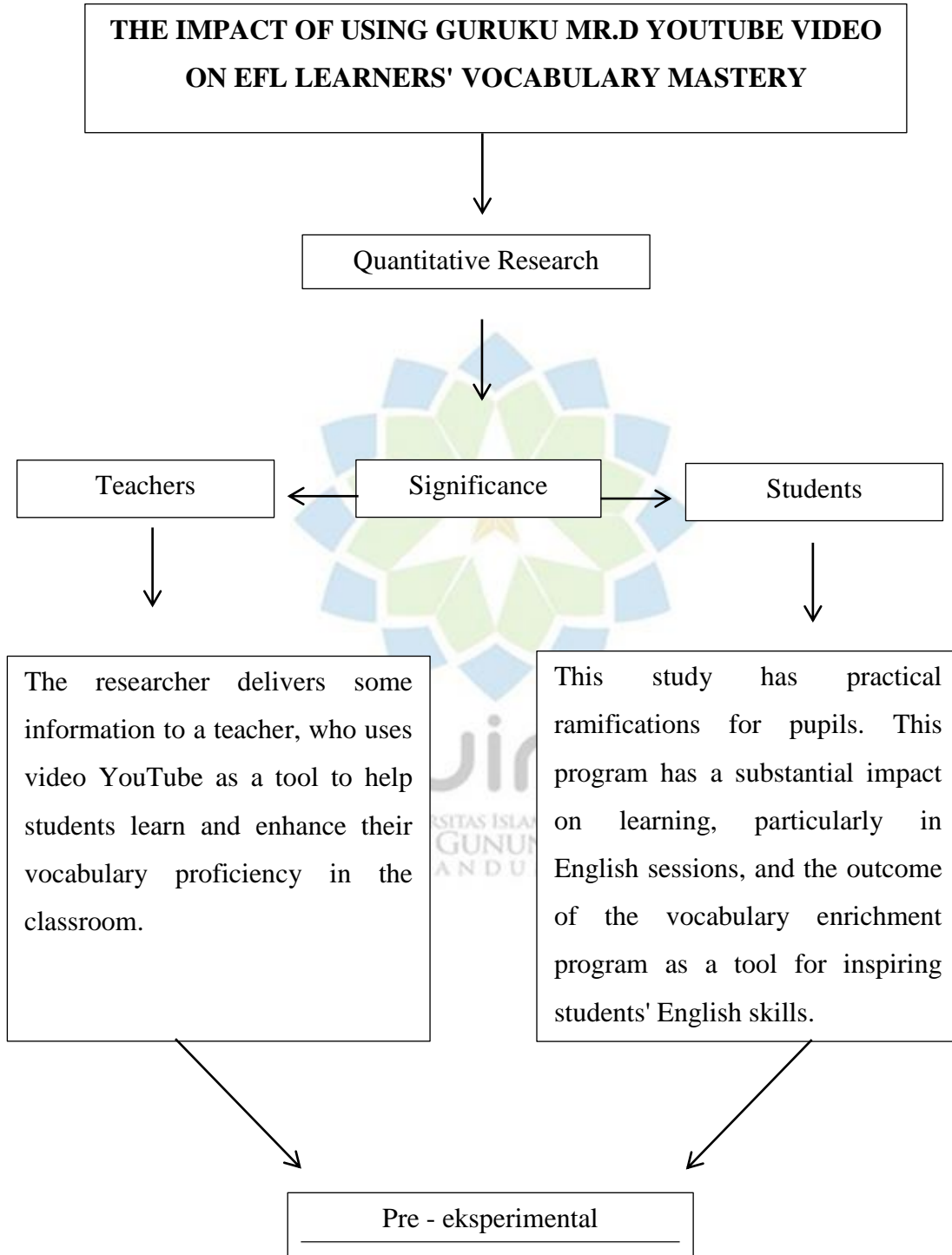
1. To know the student's vocabulary mastery before using the Mr.D's YouTube.
2. To know the student's vocabulary mastery after using the Mr.D's YouTube.
3. To find the difference between EFL Learners' Vocabulary mastery before and after using Mr.D's YouTube.

D. Research Significance

The significance of this study will be determined by how the problem was defined above. Theoretically, This study may be utilized as evidence that Guruku Mr.D's YouTube channel can be useful as a learning resource for pupils and provide information on how to acquire Vocabulary mastery at Mts Darul Amira. Practically, for the researchers, This study can help another researcher discover and determine the optimal technique for improving students' vocabulary. For the student, It can be vocabulary with interesting methods and explanations by learning using video YouTube. For the teacher, The teacher can discover various media to teach English in a fun environment for the students.



RESEARCH CHART



E. Conceptual Framework

YouTube technology has the potential to be a powerful learning tool. A rising body of research has shown significant findings in favor of the usage of YouTube video clips in education. Mayer notes that using films is highly useful, especially for introductory classes, because it can help students understand difficult ideas and capture the attention of visual students. YouTube is a useful resource. delivers easily available videos in various fields of study. Furthermore, YouTube videos are limited in length, making them appropriate for the time constraints of the classroom. Studies have also looked into how YouTube might be used as part of a learning system to support autonomous learning and language learning. YouTube has been proven in research to boost students' involvement and participation in the classroom and learning approaches. According to Barnhart (2004, cited in Fatahussalam 2018: 47), vocabulary is the stock of words used by a person, class of people, profession, etc. Therefore, the student needs a vocabulary to motivate themselves to speak, listen, read, and write. There are some vocabulary definitions presented by some experts. Hornby (1989:1425) is vocabulary is body of words known to a person in particular book subject. Vocabulary is the total number of words that make up language.

YouTube, according to Balcikanli (2009), may be useful in meeting students' interests and demands for real-life language by delivering actual speech. Furthermore, YouTube provides a plethora of alternatives for second language learning because a learner can view and listen to various types of spoken material (formal, casual) and genres (songs, debates, talk shows, film clips) to learn new vocabulary or other language skills. According to McKinnon, the events, movements, emotions, and gestures shown in YouTube video segments provide excellent visual incentives for language learning. Some experts believe that integrating YouTube in language schools could reduce the amount of stress pupils feel when learning a new language because they may regard it as fun rather than

educational.

Although the literature on the use and effectiveness of dynamic videos and YouTube videos in education in general and the language classroom, in particular, is varied, little work has been done to investigate the effects of integrating YouTube in EFL classrooms to improve EFL students' vocabulary recognition and retention. The current work attempts to overcome this problem. I've activity.

F. Previous Study

The first previous study is from Ahfi Fathiya Nur Hidayah (2020) entitled "The Correlation of Watching Mr. D's Youtube Channel Toward Autonomous Vocabulary Learning". at IAIN Salatiga in the Academic Year of 2020/2021) This study employs a quantitative research method, with questionnaires and tests used to obtain data from respondents. The researcher employs 40 students from the English Education Department's third semester, and the respondents complete the instruments using a Google Form. As a consequence, there is no significant relationship between watching Guruku Mr.YouTube D's channel and students' learning autonomy in vocabulary learning.

The second is the study "Enhancing Young Learners' English Vocabulary Mastery by Contextual Word Clap Game" by Purnama Auliah Dwi (2022). This study was intended to determine students' vocabulary mastery using contextual word clap games for young learners. It aimed to find out the significant difference between students' voicelessness with and without using context-based word games in learning English lessons. Finally, after receiving treatment, students' vocabulary mastery skills were improved.

The last previous study is from Ratna Eli Susanti (2021) entitled "The Use of Youtube Media in Improving Students' Vocabulary Through Online Learning". At Universitas Islam Syekh-Yusuf, Kota Tangerang. The goals of this study are to discover and describe the usage of YouTube media in increasing juniorhigh school

students' vocabulary through online learning. A pre-experimental research design was used in the quantitative research approach. The study concludes that using YouTube media to improve pupils' vocabulary has a substantial effect on junior high school students.

There are several differences between this research and previous studies. Although one of the previous studies used Mr.D's YouTube video previous research used participants in class 7 and used scoring to get data. In addition, what is different from previous research is the situation in the field where the location chosen by the researcher has not been studied by previous researchers so the problems that occur at that location are different from locations that have been studied previously.

G. Theoretical Hypotheses

According to Hatch and Farhady (1982), the hypothesis is a tentative statement about the outcome of the result. Hypotheses must be based on experimentation and logic, or they must be explained. The relationship between variables must be clearly stated. Furthermore, the hypothesis can determine the research question. This study has two variables, the first is the method of watching Guruku Mr.D's YouTube video as the "X" variable. and the second is students' vocabulary mastery as variable "Y". The research hypothesis relationship was proposed as follows: "The effectiveness of the method of watching YouTube videos of Guruku Mr.D in improving vocabulary mastery of EFL students'. The formulation of this research as in the following hypothesis:

Ho: There is no significant correlation between watching Mr.D's YouTube channel toward students learning autonomy in learning vocabulary.

Ha: There is a *significant* correlation between watching Guruku Mr.D's YouTube channel to students learning autonomy in learning vocabulary.