CHAPTER I

INTRODUCTION

This chapter provides the issues and the importance related to the topic of this study. It shows through the background of this research, research questions, purpose of the study, and significance of the study.

1.1 The background of the study

English is a well-known as a language that is used by people almost all over the world. According to Gumartifa & Indah (2020), English is known as the second language in many countries, so it is an international language. Because of the utility of using English, English is one of the subjects that is taught in Indonesian schools. Mattarima & Hamdan (2011, as cited in Morin, 2021) explains that in Indonesian educational system, English is one of the compulsory subjects instructed at school. However, English has been a challenge for most of Indonesian students.

If English should be taught in Indonesian schools, it means that students should learn how to speak, read, write, and listen. All those skills have similarity that students must know. It is vocabulary. According to Lessard-Clouston (2013), vocabulary is very important in language. All languages have vocabulary. Moreover, it is the basis of all languages. Before students do speaking, writing, and listening, they have to know and understand the meaning of the vocabulary. When students have rich vocabulary, they can deliver their ideas although sometimes they get grammatical errors. However, it also does not mean that grammar is not important.

In classroom, teaching and learning process come in. Both of them are not easy for teachers and students. In the position of being a student, students also have difficulties in learning vocabulary. According to Thornbury (2002), the difficulties faced by students are pronunciation, spelling, grammar, meaning,

range connotation, and idiomaticity. Meanwhile, according to Astatia (2019), it showed that teachers have difficulties explaining the vocabulary materials to students; most students are lazy to find the difficult vocabulary in the dictionary and the student's ability in memorizing vocabulary is low. It means that they do not have the motivation to learn English vocabulary. Also, according to Astatia (2019), those difficulties appear because there's a factor; difficulties in using media, and the teaching media limited.

According to Yidi Zhang (2022), one of the ways to teach a foreign language by using traditional videos. It means that students or learners learn vocabulary through films, TV programs, and so on. However, it is impossible to play films or TV programs at every meeting. It will waste the time of the teaching and learning process. Therefore, it is found that teachers have difficulties in teaching vocabulary.

During the development of technology, teachers do not to be worry in preparing the learning material. Teachers can use any types of media. It can be audio-visual or audio-media visual. Here, audio-media visual means video. Teachers can use video as a media for teaching and learning process. However, teachers need to pay attention to the length of the video. According to Ellis and Childs (2006), students lost interest or were bored after viewing 15-minutes video segments and suggested using shorter video clips. It means that the video should under 15-minutes. Cakir et al described "Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programme can be useful for more advanced students". If the shorter video can replace to introduce an activity for five minutes, it is possible for teachers to use short video in teaching vocabulary. Moreover, ideally a learning video is no longer than three minutes (JawaPos.com).

From the background the researcher has mentioned above, it is clear that vocabulary is important. But it is a fact that teachers still have difficulties in

teaching, especially vocabulary. It is hoped that by teaching students' vocabulary through video, especially short videos can give effect to their vocabularies.

1.2 The research problem

Considering the background of the study, the research questions are formulated as follows:

1. Does teaching vocabulary using short videos improve junior high school students' vocabulary mastery?
2. Why is the result after teaching vocabulary using short videos as such?

1.3 The objective of the study

In this research, the researcher focuses on the effect of using short videos to junior high school students' vocabulary. The research objective is to find out short videos improve Junior High School Students' Vocabulary Mastery. The second one is to find out the reason of the result after teaching vocabulary using short videos as such.

1.4 The hypothesis

Due to the fact that this study is intended to investigate the effect of short videos to junior high school students' vocabulary mastery, there are two hypotheses to answer the problem statements. They are Null-hypothesis and the working hypothesis.

In this study, the Null-hypothesis (H0) that the writer use is as follows: There is no significant difference between before and after the treatment (using short videos)

Because the working-hypothesis (H1) is the prediction that the writer made before the data is collected and it is the opposite of Null-hypothesis. The statement of working-hypothesis for this study is: There is a significant difference between before and after the treatment (using short videos)

1.5 Theoretical Framework

This study is based on four essential points, namely vocabulary, vocabulary mastery, difficulties in teaching vocabulary, and short videos. Thus, the elements of creating video will also be described.

According to Napa (1991), vocabulary is one of the components of language and language has bunch of words as sign or symbol. It means that vocabulary is one of the important components in language. Moreover, vocabulary provides much of the basis for how well learners speak, listen, read, and write.

For learners who have ability to know and understand the meaning and use of vocabulary are called vocabulary mastery. However, it is not easy for teachers to teach vocabulary. Also, learners have difficulties in learning vocabulary.

Brown (1995) states there are several strategies for improving vocabulary learning; having sources for exposure new words, obtaining a clear image, either visual or auditory or both, learning the meaning of the words, creating a strong memory connection between words of words. Those are some strategies that teachers can use when teaching vocabulary.

In conducting this research, pre-experimental; single group pre-test & post-test is used as a research design. According to Creswell (2014), in a pre-experimental design, researcher study a single group and intervene during the experiment. Additionally, this design does not have a control group to compare with the experimental group.

Therefore, through this research, it is hoped that by knowing the result of the score of the students in vocabulary, it can give an alternative way for teachers to have new learning material by creating short videos. Also, it can help students to improve their vocabulary.

1.6 The Scope and Limitation

This study is conducted to find out the effect of short videos on English students' vocabulary mastery. The use of short videos here is only for the junior high school students of a private school in Surabaya. The

students are 7th grade in a class. Also, the short videos will be made by myself.

1.7 The significance of the study

This research is expected to bring theoretical and practical benefit. In addition, this study could improve students' vocabulary by enriching various media according to learning materials. Hopefully this study will be helpful and have a contribution for further researchers in the field of media learning in vocabulary. Practically, this study will give general information about the condition of students' vocabulary mastery. Furthermore, it will be useful for teachers who are interested in teaching vocabulary. The result of this study can be used as a reflection to improve the teaching vocabulary.

1.8 The definition of key terms

The researcher provides some important definitions to avoid misunderstanding and give a clear concept of some terms used in this study, as follows:

Vocabulary

Vocabulary is a core part of language proficiency and provides much of the base to people how they speak, listen, read and write (Richards and Renandya, 2002)

Vocabulary Mastery

A complete skill to understand the stock of words and their meanings of a particular language (Setiawan, 2010).

Short video

Short video is one of the things that have sprung up from social media especially with the advanced and dynamic web 2.0 (Zhang, 2020)