

CHAPTER I

INTRODUCTION

In this chapter, the introduction divides into six parts, they are: research background, research questions, research objectives, scope of the research, research benefits, and definition of terms.

1.1 Background of the Problem

Vocabulary is one of the English components that needs to be mastered by the students. When the students learn a new language, they should have lot of vocabularies in order to implement their language into four language skills that are listening, speaking, reading, and writing. In other word, if the students master vocabulary, the students will be able to produce many sentences easily either spoken or written. It is difficult for the students to express their opinions, ideas, and feelings if they have only limited vocabulary. David Wilkins in Thorbury (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In addition, Dellar and Hocking in Sukrina (2013) say that we will see most improvement if we learn more words and expressions. It means that students will have much improvement if they learn more words and expressions. Even if their grammar are excellent, they won't be able to communicate without vocabulary. Considering the importance of vocabulary competence, it is better to introduce new

vocabulary earlier to the students. It makes them know and understand a lot of vocabularies. Lack of vocabulary will obstruct the students' chances to speak, listen, read, or write. It is also the key of learning language which consist of a list or set of words that individual speaker of language might use for speaking, listening, reading, and writing.

The problems from the school are the students find difficulties in recognizing words, remembering words, grasping the meaning of English words, pronouncing words correctly and writing words correctly. Those problems come up because of the limited media that can be used by teacher for teaching. The students, which still belong to young learners, are easily bored and only can concentrate in a short time. Basically, they cannot learn in a serious way and need to be taught in a fun activity. Therefore, the students do not only have a perception that English is a difficult subject but also it is a boring subject. Remembering that young learners are different from adults, teaching English for elementary school's students is also different from teaching higher level students. Elementary school's students as young learners have certain characteristics and need certain treatments. Elementary school's teacher has to know the characteristics of young learners and also master the technique to reach a good development in teaching-learning process.

Considering the importance of vocabulary that should be mastered by the students, this research is intended to find out one method that can

help the students to be easier in learning English vocabulary. Besides, it should be attractive in order to make them enthusiastic in teaching-learning process. Thus, this research focuses on the teaching vocabulary through YouTube. YouTube is chosen based on the theme on syllabus of English for the fifth grade students to make the students more interested in teaching-learning process. By applying YouTube in English class, it helps the students to learn new vocabulary. Learning by YouTube can change the students' opinion that English is difficult subject become English is easy and interesting subject. Next, it will improve their interest in following English class. Based on that reason, this research is hoped to solve the problems that come up and improve the students' vocabulary through video.

According to Davies (1996:8) in Wiranata (2015), English teachers should try to vary the teaching to improve the students' ability in learning English. The teacher has to look for ways that can be used to make students' interested in learning English. Furthermore, Lyne (2001) states that the students' interest is one of the main factors to achieve the goal of teaching learning English. Based on the previous statements, YouTube is chosen as media to improve the students' vocabulary mastery. YouTube is a video-sharing website that allows users to upload, share and view videos (Dean, 2008, 231; Weinberg, 2009, 292). YouTube is chosen to improve

the student's interest in learning English especially for the vocabulary competence.

1.2 Research Questions

Based on the background of the problem above, the researcher formulate the research questions as follow:

1. Is there significant difference in the vocabulary mastery between the students who are taught by using YouTube video and those who are taught without using YouTube video?

1.3 Research Objective

From the background problem above, the researcher determine the objective of the research as follow:

1. To investigate whether or not there is a significant difference in the vocabulary mastery between the students who are taught by using YouTube video and those who are taught without using YouTube video.

1.4 Scope of the Research

This research is conducted to investigate the implementation of YouTube in teaching vocabularies for elementary school's students. YouTube is chosen as media to teach English Vocabularies and the impacts toward their vocabularies will be examined. The YouTube that

will be used in this research is related to the syllabus of the second semester for fifth grade of Elementary school students, they are describing people. To limit the subject of the research, grade VB students at one of favorite elementary schools in Yogyakarta are chosen to be the subject of the research. The research will be conducted in the second semester of 2019/2020 academic year. The class consists of 30 students.

1.5 Research Benefits

The result of the analysis is hoped to be useful contribution for educational research particularly to improve students' vocabulary mastery through YouTube. The input as follows:

1.5.1. Practically

Practically, the significances of this research are expected:

a. Teacher

This result of the research will be an alternative for English teachers to teach English vocabulary. In addition, it can be useful to improve the teaching technique by using YouTube as a teaching media.

b. Students

The result of the research can help them in learning English and there will be significant improvement in their vocabulary mastery.

c. School

The information can be useful input for the school to improve its quality in teaching learning process, especially in English. In addition, it is also expected to be able to motivate the school in facilitating its institution with technology and electronic media.

d. Other researchers

The result of the study is expected to give a highly contribution for other researchers in doing the same research.

1.5.2. Theoretically

This paper is of references for hopefully can be useful to support existing theories on vocabulary. Furthermore, this research will enrich the theory about students' vocabulary mastery.

1.6 Definition of Terms

In order to make the research more specific, there are some definitions of term related to the research to avoid misunderstanding. These are the definitions of some terms which are related to the research:

a. Vocabulary is a set of words known to a person or part of a specific language.

b. The Mastery of English Vocabulary is the knowledge of vocabulary by understanding the meaning of the words.

c. Media is something that is used to transfer message or information from teacher to students in teaching and learning process.

