

## **Chapter One**

### **Introduction**

The researcher will introduce her research in this chapter. Several points will be raised by the researcher. Research background, problem formulation, delimitation, research questions, research objectives, and the importance of research are all covered in this chapter. The researcher will discuss the organization of this research at the end of this chapter.

### **Background of the Study**

In Indonesia, the position of English is a foreign language, not a second language. A foreign language is a language that is not used as the main communication in a particular country for daily activities. According to Susanto, (2017), Learning English for *EFL* students is like constructing a complex structure, especially for Indonesian students. Typically, a qualified engineer or a well-drawn plan is developed for builders to follow. Meanwhile, in Indonesia English is put into one of a subject in schools with the aim of basic communication and mastering four language skills (reading, listening, writing, and speaking). It demonstrates how crucial it is for Indonesian students to learn English as part of their studies.

Normally, to be able to understand a sentence in a foreign language like English, we need to understand the words in it. Having lots of vocabulary is needed to be able to understand a sentence or words in a foreign language, like English. The learning of vocabulary students is essential for mastering a foreign language Syafrizal et al., (2019). Vocabulary does not have a set order in which

words should be learned; it is very flexible and must be learned. Devanti and Amalia (2018), stated that the importance of vocabulary enhancement has gained much importance for students learning a foreign language.

According to Katemba (2022), vocabulary is one aspect of linguistic ability that contributes to overall language proficiency, because a vocabulary is a set of familiar words within a person's language. Whereas learning vocabulary is essential for students learning English, it is critical to find a way to teach young learners how to participate in the learning process. English is not the majority of people's first language, especially in Indonesia, and it is not a common language in their everyday routines.

YouTube videos are one type of teaching media that can be used in learning Vocabulary. Heriyanto (2015) stated that YouTube provides countless possibilities for EFL/ESL students to optimize learning and can hook instruction in such rich learning contexts. YouTube videos offer all the materials required to teach English. While young learners were quickly bored, YouTube media could be utilized to teach them vocabulary. Since YouTube is very easy to use and includes visual video forms of learning, it can enhance students' motivation to study vocabulary.

### **Identification of the Problem**

Thus, vocabulary enhancements play a fundamental role in the learning process of a foreign language, and it is critical for students to be able to enhance their vocabulary, especially during their Elementary years. However, based on the preliminary study conducted by the researcher in Private Islamic Elementary

School, there are still many students who are not familiar with a simple vocabulary or a question that had been asked. It was proven by the pre-test that was conducted in the preliminary study; it was found out that there are still many students that lack in their lists of vocabulary. The reason for these problems can be divided into two, which are the teachers' problems and students' problems. The teacher's problems could be that they did not integrate a variety of teaching media and did not apply a variety of learning activities. Some educators still perceive technology as a strategy for teaching, and YouTube is not widely used in elementary school English instruction (Hakim 2019). This kind of problem may lead to the students' problems they can get bored easily, do not want to pay any attention, and it could be too hard for them to understand which makes them not want to be engaged in the learning process.

Furthermore, an English Teacher from Private Islamic Elementary School said that English is a compulsory subject, and it also comes under self-development subject at school. For nearly two decades, English has been a local content topic for elementary students in Years 4, 5, and 6 (Masita, 2019) Which makes it very important for the students in Muhammadiyah Elementary School to be able to enhance their vocabulary list. The problems that the students at Private Islamic Elementary School fourth grade students faced could have been caused by media teaching that only focused on textbooks; however, in this era of globalization, media is also an important tool for teaching. There is no denying the value of media, which should be properly utilized in education (Nguyen, 2021) Furthermore, the difficulty they are experiencing may be due to

the fact that English is not their first language, making it difficult for them to learn it. According to Masita (2019), English as a foreign language differs greatly from their mother tongue.

Integrating YouTube Videos is one type of media that can be implied, although many media are able to assist learners to acquire lots of vocabulary, the researcher wanted to see the effectiveness of YouTube in her research. As stated by Kabooha and Elyas (2018) researchers and academics who focus on the acquisitions of second languages are concerned of its effectiveness on YouTube even though it is still a relatively new issue.

The problems that are mentioned above can be interesting and important problems to research since they can be used as an overview of the use of the effectiveness of using YouTube-video for students' vocabulary. Therefore, the researchers' aims are to conduct research on identifying students' enhancement on vocabulary through YouTube video-based learning and to prove whether the researcher's hypothesis of the use of YouTube Video-based learning can improve students' vocabulary enhancement or not.

The importance contributions of this research are that it can be used as a theoretical overview for the other researcher to see a gap in the studies, and to helps teacher in benefiting the implication of YouTube in teaching learning activities. Also, this study was conducted during a pandemic of covid-19, which can be utilize for pandemic settings.

## **Delimitation of the Problem**

This research looks at the effectiveness of YouTube video-based learning for improving elementary school students' vocabulary. The study is delimited in the following ways:

The participants of the research will be twelve fourth-grade students from Yogyakarta's Private Islamic Elementary School. The research sample will be restricted to students who have agreed to participate in the study and are available during the data collection period.

The study will assess students' vocabulary mastery before and after using YouTube video-based learning method. The assessment will be based on a test; pre-test and post-test, pre-test will be conducted before the implication of YouTube video-based learning. After, the pre-test and treatments had been conducted the post-test will then be held.

The study will use YouTube videos specifically designed for vocabulary instruction. The videos will be selected based on their grade and based on *curriculum K13* learning objectives. The videos were about “family: family members”.

The study will last one month, with five meetings scheduled for elementary school students, including the pre-test and post-test, and twelve students in the experimental group. The data will be summarized using descriptive statistics, and the differences between pre-test and post-test scores will be analyzed using inferential statistics.

## **Research Question**

This research is intended to answer the following questions:

1. How is the students' vocabulary mastery before using YouTube Video-based learning method to learn vocabulary?
2. How is the students' vocabulary mastery after using YouTube Video-based learning method to learn vocabulary?
3. How is the difference in the students' mastery before and after using YouTube Video-based learning methods to learn vocabulary?

## **Objectives of the Study**

Based on the research questions, the objectives of the research are:

1. To investigate the students' vocabulary mastery before using YouTube Video-based learning method.
2. To find out the students' vocabulary mastery after using YouTube Video-based learning method.
3. To perceive the difference in the students' mastery before and after using YouTube Video-based learning method.

## **Significance of the Study**

This research is intended to benefit some parties, including the teacher, researcher, and other researchers.

*For the Teachers.* This study provides chances for teachers to develop the use of video-based media in learning-teaching activities, particularly for fourth-gradepupils. It informs the teacher whether or whether employing video-

based learning influences their students' vocabulary knowledge; if so, the teacher can incorporate this strategy into their teaching. It will make teaching easier for them and the learning-teaching environment considerably more exciting. In this era, technology has dominated daily lives, including the learning-teaching process.

***Other Researchers.*** Other researchers will be able to learn about the influence before and after treatment of using YouTube Video-based Learning in teaching students as a result of this study. Furthermore, other researchers can utilize the findings of this study as a theoretical overview of future research on the same topic, and they may become recommendations for future research. As a result of conducting this research, other researchers may be encouraged to conduct research on vocabulary mastering using YouTube Video-based learning material in another area of this research.

***For other institutions.*** This research is beneficial to the institution because it can be adapted to apply the use of YouTube video-based learning, which may improve students' learning abilities. This will benefit the institution so that students can participate in teaching and learning activities with enthusiasm and develop in their school environment through this method.

### **Organization of the Chapter**

This paper is split up into five chapters. The first chapter is an introduction in which the researcher discusses the study's background and develops why the researcher is motivated in conducting the research. This first chapter also looks at problem identification and problem delimitation. In this

first chapter, the challenges are articulated into a single research question, and the study objectives are also presented.

The second chapter is a literature review, which includes theories and concepts that functioned as the framework for this research on student vocabulary enhancement. Furthermore, this chapter two discusses vocabulary enhancement, YouTube videos, definitions, importance, reasons, and a review of related studies. The researcher will outline the conceptual framework and hypothesis at the end of chapter two.

The third chapter will concentrate on the methodology, which will contain various points. The first methodology is the research design, which describes the quantitative approach employed in this study. The second section is about the research setting, which outlines where the researcher conducts her research. The third component contains information about the research population, sampling technique, and sample. The data collection method also describes how the researcher acquired data through the use of a test. In the last of chapter three, the researcher will represent the data analysis and how to analyze data.

In chapter four, the findings and discussion are included. The research findings will be that students' vocabulary will enhance as a result of using YouTube video-based learning. As a result of the findings, a vocabulary test will be carried out before and after the treatment utilizing YouTube videos. Additionally, the discussions explain in detail the findings that are supported by many theories from relevant previous studies undertaken by experts.



The fifth chapter contains the research's conclusion, recommendations, and implications. The conclusion explains various important study results. Further to that, this research includes recommendations and implications for several parties involved in this research, including English teachers, other researchers, and other institutions.