

Chapter One

Introduction

This first chapter contains of the topic of the research. There are several points to discuss. These are all the background of the study, identification of the problem, delimitation of the problem, research questions, objectives of the research, importance of the research, and organization of the research.

Background of the Study

Language is an important key to communicate each other as a simple way to expresses our self, especially English. English as people known as international language is popular in several country. Even in Indonesian school, English become a lesson of the study. Research by Mappiase and Sihes (2014), Indonesia's elementary and high schools has used the academic curriculum, which includes English as course of the study, as approved by the Department of National Education of Indonesia. Therefore, English become important subject for students in Indonesia to learn it in the classroom.

In learning English as a foreign language, vocabulary knowledge has a significant role. With mastering English vocabulary, students can be easier to learn English in school. As Susanto (2017) mentioned vocabulary learning is a crucial component of learning a foreign language. Whether in books or recorded dialogue, the definitions of new words are usually highlighted. The relevance of vocabulary to a language learner is acknowledged as being crucial to language

courses. The foundation of learning a new language is vocabulary. Moreover, the fundamental way to learn English is you have to consider many words as you can as a basic.

Technology development has grown so fast. Nowadays, technology is frequently used in the process of teaching and learning., especially English course. The advancement of technology create convenience called social media. Through the social media everyone can explore any kinds of events that happen in the wide world. YouTube, Twitter, Facebook, Instagram, and TikTok are the example of it. In this case, YouTube can be the best sources for the students in learning English as a foreign language. Research by Latifah (2021) stated YouTube may be used for educational purposes as a social media platform as well as a video with audio and visual components. EFL students may choose from a range of instructional video content on YouTube based on their choices, such as the skill they want to acquire, and which one best matches their learning style. Furthermore, YouTube is a social media platform that can use as a learning resource.

From the explanation above, videos are one of the many media which can be used to learn English. Metruk (2018) said watching English videos may be seen as an effective and popular strategy in relation to learning English as a foreign language, which should be paid considerable attention by teachers and students. Hence, videos can be good sources to learn English vocabulary.

Nevertheless, in every step on learning English as foreign language has difficulties itself. Learning English through videos on YouTube has its difficulties too. For example, students need to have some reason to motivate them to watch videos on YouTube, then know the content of the videos created by the content creator. As Hia (2021) stated on learning vocabulary using YouTube, students need to have some motivation and reason to help them find better learning strategy on increasing their vocabulary knowledge. Also students have to know and heard carefully word by word the content creator said in English. Even though, if students' listening well but they are lack of vocabulary it will make them difficult to them to learn English from the videos. The lack of vocabulary can be their barrier to learn English because they have to know the meaning of the words said or scripted in the videos. As Ibhara (2022) mentioned the difficulties on using YouTube as vocabulary learning may be seen as barriers on students learning. Such as, observe the video carefully, and understand the meaning of word spoken by native speakers.

In this occasion, the researcher wants to know the use of YouTube videos as English learning media at higher level education with research entitled "Watching English Videos on YouTube as Students' Vocabulary-Building Strategy".

Identification of the Problems

In learning vocabulary using YouTube, students may find several of problems. This kind of problems inspire the researcher to take an observation about the student use of YouTube as vocabulary learning media. According to the researcher's observation, there are some interesting phenomena happen in English language education department. Including, the lecturer use YouTube as learning media inside the classroom. The use of YouTube in the classroom by the lecturer such as presenting the learning material, and give video assignment for the students, then tell the students to upload the video in YouTube. In addition, the phenomena come from outside of the classroom is many students using YouTube while they are hangout or on a groupwork. Usually, the students watch the video on YouTube in English. But sometimes they use translation feature in YouTube video or watching the video in Indonesian language.

Based on the phenomena above, the researcher found that students faced several problems. First, some students choose to learn English Independently instead of learning in the classroom. Because there are some explanations after they learn English using YouTube in the classroom have not been clearly conveyed. Second, the monotone of teaching technique. In this case, students seem bored when learning English using YouTube in the classroom. Last, YouTube provide many videos for students to access it anywhere anytime. So, students rather to learn English independently through YouTube after learning in the classroom. Therefore, students' strategy in learning English vocabulary is varied, and the researcher making this research related to that topic.

Delimitation of The Problem

This study focusses on the individual usage of YouTube outside the classroom for enhancing students' vocabulary. The researcher will investigate their vocabulary skill based on their experience on using YouTube in individual learning.

Research Questions

Based on the study background outlined above, the researcher created the questions of this research in the way detailed below:

1. What factors that encourage students to use YouTube as their vocabulary learning media?
2. What are students' strategies to learn vocabulary using YouTube videos?

Research Objectives

Based on the research question above, the researcher formulated the following research objective:

1. To find out the factors that encourage students to use YouTube as their vocabulary learning media.
2. To find out the strategies for students to learn English through watching vocabulary videos on YouTube.

Significance of the research

In this part, the researcher expects that this research study was useful to a wide range of people, including further researcher, lecturer, and students. The advantages listed below are:

Students

The researcher expected that this research can give knowledge for students on how to use YouTube videos as a learning material, also vocabulary development tool.

Teachers

The researcher expected that this research give insight about learning strategies who can be used by future teachers to teach vocabulary on the classroom.

Future Researchers

The researcher expected that this research can be used as a reference for other researchers who are working on projects with a related topic in the future. Thus, the results of the future research are expected to accomplish this research study related to same topic of the research.

Organization of The Chapter

This research consists of five chapters. Those chapter is introduction, literature review, methodology, finding & discussion, and Conclusion.

Chapter one contains research background, problem identification, and problem delimitation. Also, this chapter consist of research questions, research objective, significance of the research, and organization of the chapter.

Chapter two discuss theoretical studies, and theory on all matters related to the topic of watching videos on YouTube as vocabulary building-strategy. Apart from that, this chapter also explains definition of learning media, the importance of learning media, types of learning media, and video as learning media. Also, the definition of YouTube, the feature of YouTube, YouTube users' statistics, YouTube for foreign language learning, and types of YouTube videos for foreign language learning. In addition, there is the definition of vocabulary, strategy of using YouTube for vocabulary learning, review of related study, and conceptual framework.

In the third chapter, there is research design, research setting, research participants, data collection technique, data collection procedure, and data analysis.

In the fourth chapter, there are research findings and discussion. The analysis of the data the researcher gathered from the interviews is included in the research findings. Also, this chapter contain the answers from the research questions of this study.

In the final chapter there are summary of the research followed by recommendations based on the findings of the research.