

CHAPTER I

INTRODUCTION

A. Background of Study

Enriching vocabulary plays an essential role in learning English as a Foreign Language (EFL). Furthermore, Bai (2018) defines that vocabulary as the most crucial aspect of language learning. Thus, improving vocabulary for students has become a piece of demand in learning English. Therefore, enriching vocabulary will help students to master a language as well as communicate with others well by using various words.

Moreover, vocabulary is as essential as primary English skills; speaking, listening, reading, and writing. It is also in line with Groot & Keijzer (2000), who argue that vocabulary is hugely related to speaking, reading, listening, and writing. In fact, vocabulary is an essential element in English that can help students to enhance their writing, reading, listening, and speaking abilities (Simamora, 2020). In other words, Mustafa (2019) also claims that vocabulary is necessary to be taught due to it is an essential aspect of any language. Thus, vocabulary is important to be mastered by every student to enhance their ability to learn EFL.

Unfortunately, on the other side, the fact that vocabulary is considered to be one of the most critical skills in EFL that has to be learned and taught by students and teachers. Moreover, vocabulary is also still considered a skill that is difficult and challenging to be learned and mastered by students. It is also supported by Rohmatillah (2015), who believed that pronouncing the

words, writing and spelling the words correctly, grammatical forms of a word, selecting the appropriate meaning of the words, getting confused to choose the words based on a certain context and confused about idiomatic words are the students' difficulties in enriching vocabulary. On the other perspective, Suardi & Sakti (2019) assumed that teachers have faced many difficulties in teaching vocabulary, such as; choosing the appropriate vocabulary to be taught, implementing the teaching technique as well as evaluating the students' comprehension.

In the seventh grade of Junior High School at Muhammadiyah 1 Banjarbaru Junior High School, South Kalimantan, where the researcher took to do the research, the researcher found that the problems are similar to other problems faced in the research above, such as The students get confused about understanding the meaning of the words, using the appropriate words in a certain context, the spell and the pronunciation and so on. On the other side, teacher's problem was also found which was the teaching methods is boring and monotone.

The problems can be seen and noticed when the researcher teaches the students and asks them to guess the meaning of a certain word and speak in the classroom. The problems are caused by the students who do not fully pay attention to the teacher's explanation and be passive in the vocabulary teaching and learning process Suardi & Sakti (2019). Thus, considering those facts is able to be definitely a big challenge for teachers to deal with the students' problems. Creating an exciting classroom environment in teaching

and learning vocabulary by utilizing technology can be considered in this case.

In addition, technology has been increasingly utilized globally nowadays. People use technology such as the internet to access information around the globe that surely can be utilized for educational purposes as well. Wieking (2016) agreed that the use of technology in the teaching and learning process is beneficial and can engage the student to learn more effectively. Furthermore, there is no doubt that YouTube has become a daily consumption for children, teenagers to adults around the world due to they can see and feel what is exactly happening in the world as well as can be downloaded easily and freely on the internet. Thus, the existence of technology such as YouTube must be utilized effectively to support better the teaching and learning process.

Additionally, YouTube has been integrated to assist in improving students' vocabulary. In addition, in teaching and learning, YouTube is a trendy online material that provides learners with authentic and everyday situations that will also help them get better at understanding the lessons given (Maness, 2016). Moreover, Anjaniputra & Salsabila (2018) also defined that utilizing technology in learning vocabulary is an engaging way. Khalid & Muhammad (2012) Point out that YouTube is a video-sharing web page that allows users to upload, share and view videos. In addition, there are a lot of videos that can be watched by people on YouTube. One of them is the English Speech Videos on English Speeches Channel which has a lot of speech videos

with big subtitles. Furthermore, English Speech Videos can be a good model for students.

During teaching the students in the classroom, to conduct the research, the researcher employed Classroom Action Research by (Kemmis and McTaggart, 1988, 2002). It consists of some procedures which cover 1) Plan, 2) Action, 3) Observation, and 4) Reflection. Therefore, based on the theoretical backgrounds and contexts above, this proposed study attempts to investigate the impacts of using English Speech on YouTube Videos to enrich students' vocabulary, focusing on enriching vocabulary by applying this step.

In this case, students need to enrich their vocabulary due to it will be beneficial for them to speak and communicate with others with a variety of words kindly through lecturing. Allah said in surah Ali-Imran verse 104:

وَأَتَّكِنُ مِنْكُمْ أُمَّةً يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَأُولَئِكَ هُمُ
الْمُفْلِحُونَ

The verse above implied that we, as the people of Rasulullah Peace Be Upon Him who obey His commands, should be able to invite people around us to a better path, which is under Islamic Law. In other words, if we can enrich our vocabulary, then we can communicate with others well, and we will also be able to invite people to distinguish what is right and wrong through communicating.

Some studies related to the EFL teaching context in Indonesia show positive results regarding the use of YouTube videos in enriching students' vocabulary. Study research conducted by Widiastuti (2011) reveals that the use of YouTube videos can help enrich vocabulary so that the students can remember and

recognize words more easily, students can write and pronounce words correctly, and it gives a more fun and enjoyable classroom environment. Additionally, another study conducted by Ismawati (2011) under the title “Optimizing YouTube Videos to Enrich Students' Vocabulary” also concludes that by utilizing YouTube videos, students can improve their vocabulary, which they can remember, spell, write and pronounce words correctly. On the other hand, Muna (2011), who conducted his study under the title “Utilizing YouTube Videos to Enhance Students' Speaking Skill” in the Eleventh grade of Vocational High School at SMK Negeri 3 Surakarta, reports that the use of YouTube Videos in teaching and learning speaking can also improve students' speaking skill and classroom environments.

From those previous studies explained earlier, the researchers investigated YouTube Videos and YouTube Tutorial Videos, which have the same area as the present study that was finished by the researcher. However, the present study is different from the previous studies. The researcher would like to assist in enriching the students' vocabulary and creating a different classroom environment. Moreover, this study attempts to answer research questions related to the implementations and the improvements of English Speech on YouTube Videos in different levels of students and applied Classroom Action Research as the method of the study entitled “Maximizing English Speech on YouTube Videos to Enrich Students' Vocabulary.”

B. Definition of Key Terms

To avoid misunderstanding possibilities in this study, the researcher gives some definitions of key terms that are necessary to be known and understood as follows:

1. YouTube

It refers to the technology used in teaching and learning vocabulary for educational purposes. The use of YouTube can engage students in enriching vocabulary effortlessly. The statement Kabooha & Elyas (2018) pointed out that YouTube hands over authentic videos that can be connected quickly and smoothly as well as an impactful learning tool. In order to prevent misconceptions, the researcher used the videos on YouTube by English Speeches (<https://www.YouTube.com/c/EnglishSpeeches>) as the media used in conducting the research. The speech videos provide big subtitles that will ease students to understand the videos more easily.

2. English Speech Videos

In this case, English Speech Videos refer to videos that can be found and watched on YouTube. In addition, based on Guswita & Suhardi (2020), speech is the process of delivering minds and ideas orally in front of numerous audiences to address information, influence, and entertain audiences. Particularly, English Speech Videos here refer to the videos that talk about actual issues, motivational talks, and even rumors which also include English subtitles to be understood by students more easily.

3. Vocabulary

At this stage, vocabulary refers to the words that exist in English Speech on the YouTube videos. Therefore, vocabulary is the main crucial element in language learning Endarto & Subekti (2020). In particular, the vocabulary from the video was taught as material to enrich the students' vocabulary, as well as will be obtained from the English Speech Videos that have big subtitles.

C. Research Questions

Based on the background study explained, the researcher proposed two research questions, as shown:

1. How is the English Speech on YouTube videos implemented in the teaching and learning process?
2. How can the English Speech on YouTube videos able to enrich students' vocabulary?

D. Objective of Study

To answer the formulated research questions, the researcher has two main objectives, as shown:

1. To reveal the implementations of maximizing the English Speech on YouTube videos in the teaching and learning process
2. To enrich the students' vocabulary by utilizing English Speech on YouTube videos

E. Significance of Study

The research is expected to have meaningful benefits for both students and teachers as well as the researcher and the reader. Here are the following benefits:

1. Students

By maximizing the English Speech Videos on YouTube, students can get a new insight into how to enrich vocabulary in a new but enjoyable way. In addition, using English Speech on YouTube Videos will be helpful for them to enrich their vocabulary bank individually at home without any teacher's help.

2. Teachers

By maximizing English Speech on YouTube Video, the teacher will know how to deal with the students' problems with technology such as YouTube. It is such a great teaching media to help teachers to engage students to improve their vocabulary.

3. Researchers

It is hoped that it will be beneficial for other researchers as a reference for further research. Other researchers can get new insights about the impacts of English Speech Videos on YouTube videos in enriching students' vocabulary.

4. Readers

The readers can get new knowledge about the study that will be investigated.