

CHAPTER I

INTRODUCTION

A. Background of Study

Learning a second or foreign language necessitates a variety of skills, capacities, and knowledge. The growth of vocabulary, an important part of language learning, has a substantial impact on foreign language acquisition. The reason for this is that the English language has a limited vocabulary. Learners are unable to communicate or understand written language. to another. As stated by Thornbury (2002) , if students spend a significant amount of time in grammar they won't have the ability to get very far with their language learning. studying, but expanding their vocabulary and idioms will enable students to produce greater enhancement since they have little grammatical skills, yet you can nearly express everything verbally. In connection with Harmer (1991), Vocabulary is the fundamental building block of language; he goes on to say that if the framework of linguistic structure is what makes up the vocabulary supplies the flesh and the essential organs that make up the language's skeleton. Therefore, the vocabulary serves as the body and the essential organs of language. A key component of learning a language is expanding one's vocabulary, which calls for several additional methods for teaching it, one of the several methods in with visual assistance, language is taught. Numerous investigations have revealed that the

using visual aids increases knowledge retention and enhances pupils' comprehension of foreign language Thornbury (2002). Image aids are helpful in getting students to focus on the material being taught.

Nathaniel L. Gage (2019) stated teaching is an activity that include as one person's influence aiming to boosting the learning of others. Bakhruddin, M. (2021) added that educators engage in the practice of teaching. Teaching is the activity of passing on information, skills, and beliefs to students in order for them to learn. Teaching is more than simply educators communicating information to students; there are other factors and actions that must be addressed before it is completed. Teaching is not an easy task, especially in today's millennial era, when every student's potential must be realized.

The definition of teaching above explain that teaching is an action performed by the teacher to offer direction, instruction, examples, guiding, and teaching to others, also known as students, in order for them to receive particular knowledge or learning.

Furthermore, Handi Pratama et al. (2020) state, teaching is an action in accordance with understanding and explanation on a certain ground, with the goal of magnifying students' knowledge, character, and behavior are required for them to be decent individuals with a positive attitude. English, being a worldwide language, is used in a wide range of industries and settings, including education, business, and professional efforts. In Indonesia, English is considered a foreign language because it is not used as a daily or formal language. However, English is

a highly valuable foreign language, and most higher education programs include English as a mind lesson in their curriculum.

The growth of the internet and the advent of Web 2.0 platforms have expanded user connection and communication, encouraging the sharing and creation of online content. This trend is extending to educational objectives, with universities attempting to communicate with students via platforms such as YouTube and Facebook. However, there is disagreement among higher education institutions on the extent to which they should be visible on Web 2.0 sites. Despite these misgivings, many academics are actively adopting platforms like blogs, wikis, and YouTube to communicate material in open online environments.

In this sophisticated digital era, the use of video as a learning medium has received a lot of attention. YouTube is one of the most popular venues for watching videos. With millions of videos available on YouTube, teachers and students can easily find engaging and relevant educational content.

Learning methods have also undergone a significant change, from conventional to more interactive and creative thanks to the use of videos. Videos on YouTube allow teachers to present learning materials in a more interesting way, thus increasing students' interest and engagement in teaching and learning process.

The use of videos in English language learning can provide significant benefits. Videos assist students become acquainted with diverse dialects and speaking styles in English. and improve their understanding of vocabulary and

grammar. In addition, through videos, students can also practice listening, speaking, reading and writing skills in English in a more fun and interactive way.

Allah words related to calm technology include in Surah al-Anbiya Verse 80-81:

وَعَلَّمْنَاهُ صَنْعَةَ لَبُوسٍ لَّكُمْ لِيُحْصِنَكُمْ مِنْ بَأْسِكُمْ فَهَلْ أَنْتُمْ شَاكِرُونَ

وَلَسَلَّيْنَا الرِّيحَ عَاصِفَةً تَجْرِي بِأَمْرِ إِلَى الْأَرْضِ الَّتِي بَارَكْنَا فِيهَا وَكُنَّا بِكُلِّ شَيْءٍ عَلِيمِينَ

The verse indicates that Allah instructed Prophet Daud to create protective attire for battle. From the lessons conveyed, we observe the evolution of technology in crafting specialized armor like iron hats and bulletproof vests for soldiers. This illustrates the ongoing guidance from Allah to His prophets in advancing protective measures over centuries. In addition, practically everyone enjoys viewing movies and thinks it pretty intriguing to talk about movies. From a motivational standpoint, movies appear to be ideal instruments for use in a language teaching-learning classroom Ebrahimi (2016). Concerning Reinders and Balcikanli (2011) in Shafaei & Nejati (2009). YouTube is useful for meeting kids' interests and requirements for language from everyday life by delivering real dialogue. Additionally, YouTube provides an array of chances for second language acquisition that students can also see as you take in various verbal forms of content (Formal and Informal), genres

(music, literature, discussions, talk programs, movie snippets); hence, gaining actual vocabulary or extra language proficiency.

The incorporation of multimedia elements, such as sights, motions, emotions, and gestures, in YouTube video segments, as posited by MacKinnon (2013), can significantly enhance the visual stimulation for language learners. Furthermore, the integration of audio-visual aids through information technology, particularly animated effects, has been shown to captivate students' attention and facilitate comprehension and conversational skills, as noted by Lin (2010). The utilization of multimedia tools and media to enrich and develop pupils' vocabulary is strongly recommended. For instance, leveraging engaging YouTube videos to augment pupils' vocabulary is a viable and attractive option. Additionally, Zainal and Rahmat (2020) emphasize that social media, including platforms like Facebook, Twitter, Instagram, and YouTube have become an important part of our daily activities., with varying perspectives on its effectiveness in enhancing and broadening English language skills. Students frequently utilize a range of social media-related websites and programs, with these platforms being among the most frequently accessed at present. YouTube's unique appeal lies in its capacity to engage learners through a multifaceted approach, combining visual and textual elements with films and animated videos, thereby fostering a strong inclination among students to utilize the platform. The incorporation of YouTube materials in educational settings has been found to have a profound impact on vocabulary expansion, as it not only captures students' attention through its multimedia content

but also offers user-friendly features that facilitate easy access for both students and teachers. Furthermore, YouTube's vast repository of audio-visual lessons provides learners with a convenient means of accessing a wide range of educational resources, thereby enhancing their vocabulary development. The significance of YouTube in vocabulary development cannot be overstated, as its videos have been found to make a substantial contribution to this process. Ultimately, YouTube's accessibility and versatility make it an invaluable tool for students eager to increase their English language abilities and vocabulary. Kaboocha and Elyas (2018) has consistently demonstrated that the integration of YouTube in educational settings has a substantial impact on students' vocabulary acceptance and comprehension. Experts agree that the incorporation of multimedia technologies and media used in teaching and learning activities can considerably boost vocabulary development by providing a more engaging and entertaining experience than traditional book-based learning. The utilization of YouTube as a media has been found to have a profound effect on increasing students' interest in learning English, thereby making it easier for them to acquire new vocabulary. This is largely attributed to YouTube's accessibility and the inclusion of videos and audiovisuals that make learning more enjoyable and captivating, ultimately attracting students' interest in the learning process.

YouTube research as a learning media has been carried out by several researchers, one of which is in previous research by Pakiding (2022), in his research YouTube as a brainstorming media to improve students' speaking skills, with

measurements using pre-experimental methods to measure students' speaking skills. Silaen (2023a) also examined YouTube as a learning media which from his research YouTube can improve the vocabulary of school students. The aforementioned research does not include YouTube as a brainstorming platform to develop student vocabulary, which is an important element of learning English. This study intends to explore if YouTube may be a medium for student brainstorming to improve student vocabulary, where brainstorming itself becomes a pre-learning activity. This research aims to see YouTube can be a medium for student brainstorming to improve student vocabulary, where brainstorming itself becomes a place as a pre-learning activity.

B. Definition of Key Terms

1. YouTube

YouTube, a widely used social media network, is extremely popular. Users use it to get the latest news, information, and entertainment, and to do things like watch movies, listen to music, and follow tutorials Samosir et al. (2018). It evolves into a platform where users may actively engage by creating channels that allow them to post and share videos, comment, review, find, and produce material relevant to their interests. (Biel and Gatica-Perez (2011) YouTube supports advertising and high-caliber professional videos in addition to private or amateur videos (Juhasz, 2009). According to Yang et al. (2010),

anyone can upload videos to YouTube under the appropriate categories, such as entertainment, news and politics, gaming, animation, and education. Nonetheless, according to Noam and Pupillo (2008), comedy, music, and entertainment continue to be the most well-liked. Burke et al. (2009) point out that the majority of people that exploit the videos' classification as "education" include the government, community organizations, educators, and students themselves.

2. Brainstorming

Brainstorming is a discussion-based learning strategy that collects opinions, facts, ideas, experiences, and knowledge from all pupils in the class. In contrast to general conversations in which students' ideas are responded to, supplemented, supported, diminished, or disagreed with by other students in the class, the usage of brainstorming or brainstorming methods, or student ideas, are not to be responded to or commented on. The brainstorming approach utilized in the classroom is that the teacher throws or delivers an issue or topic to the students, who then answer or make remarks such that the problem or topic that was given earlier develops into a new problem and can be used as a new problem. Develop into new problems and can be used as new ideas from other students (Irawan and Kurniawan, 2024).

3. Vocabulary

Education is a two-way street between instructors and pupils. Certain authors define teaching as the process of leading individuals by establishing habits, conveying information, imposing values, and cultivating long-lasting interests. (Bennion, 2015). Edmund Amidon describes teaching as an interactive process, primarily centered around classroom discourse between a teacher and a pupil during specific, identifiable activities. Teaching, as per the Oxford Dictionary, is the occupation or work of a teacher, involving the communication of ideas or principles from an authority. It is the teacher's practice to impart skills, encompassing knowledge, know-how, and interpersonal skills, to learners, students, or any audience in a learning institution. This process is closely connected to learning, where the pupil absorbs the conveyed knowledge. (knowledge, know-how, and interpersonal skills) to a learner, student, or employee any additional audience in the setting of a learning institution. It is closely related to learning, which is the practice of absorbing this knowledge by the pupil.

4. Teaching and Learning English

In this study, teaching and learning English is limited to vocabulary instruction at the eighth-grade level. The vocabulary focus includes three main topics taught during the treatment sessions: *verb-ing*, *prepositions of place*, and

describing people. These topics are selected to match the students' learning level and are assessed through both pre-tests and post-tests.

5. Brainstorming Media

The term Brainstorming media in this study refers specifically to the use of YouTube videos to stimulate students' ideas before the main lesson begins. The videos are used as visual-auditory tools to help students generate vocabulary related to the lesson topics. YouTube serves as the only medium used for brainstorming activities in this research.

C. Research Questions

1. How effective is implementation of Brainstorming Technique through English YouTube videos in enhancing students' Vocabulary skills?
2. How can YouTube videos improve students' vocabulary development?

D. Objectives of Study

1. To assess the effectiveness of implementing the Brainstorming Technique through English YouTube Videos in enhancing students' Vocabulary skills.
2. To compare the vocabulary skills of students before and after the implementation of the Brainstorming Technique through English YouTube Videos.

E. Significance of Study

1. Theoretically

This study provide an understanding of students' learning experience and challenges in Intensive English class using the Photovoice method.

2. Practically

a. For Students

By maximizing English Videos on YouTube before learning, students can get new vocabulary and enthusiasm to learn English with fun. In addition, using Videos on YouTube before learning will really help them to be excited to learn English.

b. Teacher

By maximizing English vocabulary on YouTube Videos, teachers will know how to address students' issues with technology like YouTube. It is a very good teaching approach to helping learners enhance their vocabulary. As well as being able to see the enthusiasm of students' learning that can be seen from watching YouTube videos before learning.

c. Researcher

For the researcher, this study provides an opportunity to add to the growing body of research on media-assisted language acquisition, including vocabulary instruction. This study enables the researcher to have a better understanding of the effectiveness of YouTube videos as an educational tool and brainstorming as a learning strategy. It also improves the

researcher's knowledge and skills. in designing and conducting a quasi-experimental study, analyzing statistical data using SPSS, and interpreting findings in relation to theoretical frameworks. Furthermore, this study serves as a foundation for future academic work and professional development in the field of English language education.

F. Hypothesis

This study formulates hypotheses based on theoretical foundations and previous research findings related to multimedia learning, vocabulary acquisition, and the effectiveness of brainstorming techniques. The hypotheses are designed to examine the impact of using YouTube videos as a brainstorming tool on students' vocabulary mastery. The formulated hypotheses are as follows:

Ha: There is a statistically significant difference in vocabulary improvement between students who were taught using YouTube videos as a brainstorming media (treatment groups) and those who were taught using conventional traditional methods (control groups).

Ho: There is no statistically significant difference in vocabulary improvement between students who were taught using YouTube videos as a brainstorming media (treatment groups) and those who were taught using conventional traditional methods (control groups).

In addition to comparing the differences between the Treatment and control groups, this study also investigates whether the use of YouTube videos as a

brainstorming medium leads to improvement in students' vocabulary mastery within the Treatment group. The following hypotheses are formulated:

Ha: There is a statistically significant improvement in vocabulary mastery of students in the Treatment group after being taught using YouTube videos as a brainstorming.

Ho: There is no statistically significant improvement in vocabulary mastery of students in the Treatment group after being taught using YouTube videos as a brainstorming.

G. Assumption of Study

This study is based on several key assumptions related to the utilization of YouTube videos as a brainstorming tool and its impact on students' vocabulary mastery in an EFL classroom. These assumptions form the basis of the study framework, setting logical expectations and guiding the interpretation of results. The main assumptions of this study are as follows:

1. Students who are exposed to YouTube videos as a brainstorming medium are likely to experience greater vocabulary improvement compared to those taught using conventional methods, as multimedia content is assumed to enhance student engagement, contextual learning, and retention.
2. Students in both treatment and control groups are assumed to have relatively comparable baseline vocabulary levels, ensuring that any post-treatment

differences can be attributed to the use of the YouTube-based brainstorming strategy.

3. Participants in the study respond truthfully and thoughtfully to the test questions, ensuring the accuracy of the collected data.

By establishing these assumptions, the study ensures a strong theoretical and methodological foundation for evaluating the effectiveness of YouTube videos as brainstorming media in teaching and learning English vocabulary.