

# CHAPTER I

## INTRODUCTION

### **1.1. Background of the study**

Jumariati (2010) said that vocabulary learning is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. According to (Richards, 2001) it is a vital to know a lot of words if you want to make progress in a foreign language. Therefore, students have to mastery vocabulary to support their learning process. (Cameron, 2005) states that vocabulary is a basic knowledge in learning of a language at the beginner level. (Rahmadhani, 2015) said that young learners must get vocabulary building for the first, because that's an important thing that students must have. (Alqahtani, 2015) states that the acquisition of a quantity vocabulary is an important aspect for the successful use of a foreign language because without a broad vocabulary, students cannot use language functions effectively to communicate. Vocabulary mastery is depend on students skill in manage how fast they think the meaning words of a language (Rivers, 1989). Avid Wilkins quoted by (Thornbury, 2002) concludes about the importance of studying vocabulary by saying "Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Students are relying on vocabulary in their learning process and the lack of vocabulary mastery become the biggest problem overcome (Huckin et al., 1993). On the other hand, vocabulary has been recognized as a resource of the problem in second language learners (Meara, 1980). Recent studies have shown that many problems when teaching vocabulary are due to teachers lack of confidence in teaching their students, sometimes teacher confused about the steps to deliver material and also the method that they should use (Berne & Blachowicz, 2008). While learning process, teacher have to face the problem during the class. The teacher should mastery the material, preparing their self to find various technique and the best learning media to use. Another problem is the lack of experience of the students in learning language, so that it affects the amount of their vocabulary mastery

(Lutviana & Mafulah, 2017). (Juhana, 2014) said that the most of the students easily to feel bored and their level of concentration is very short.

According to Scramm Hermawan (2009: 11) argues that 'technology is a media for conveying messages that can be used for learning purposes'(Harmer, 2007) states that teachers should view technology as a tool to support them in develop how the way to teach students. It can be said that there is one way to make teaching vocabulary are more interesting and can increase student vocabulary by using technology such as audiovisual media or video. Based on a survey conducted by the Corporation Public Broadcasting (as cited in Harianja, 2013, p.12), Media is considered very valuable and becomes something that can help the learning process to be very effective. When the survey was conducted, most of the teachers agreed that teaching using videos was able to make the learning process very effective and able to increase students' interest in learning English. It is relatable with (Kaltura, 2015) which revealed that students feel satisfied in learning through videos. The use of interactive videos such as YouTube into the learning process will increase students' understanding and vocabulary mastery (Burnett, 2008). The use of videos on YouTube can make the atmosphere in the learning process more enjoyable and meaningful, so that students can more easily remember the material (Almurashi, 2016; Juhana, 2014).

Based on the previous study most of the researcher focus on the impact of using video from YouTube can increase students' interest and their ability in vocabulary mastery. Most of the previous state that using interactive video on YouTube can make students easily remember the material that already delivered. In here the researcher want doing something new for the novelty of this study. In this research, the author does not use videos from YouTube. However, the author prefers to use the part of the movie to know the impact on student's vocabulary mastery.

## **1.2 Research of the problem**

Based on background above, the problem of this study is: “does teaching English using video improve student’s vocabulary mastery?”

## **1.3 Objective of the study**

Based on research of the problem above, the objective of this study is to find out whether there is a significant impact of teaching using videos on students' vocabulary mastery.

## **1.4 Hypothesis**

Based on previous explanation the hypothesis of the research was follow:

1. Null Hypothesis (H0): there is no significant difference of teaching English using video on student’s vocabulary mastery.
2. Alternative Hypothesis (H1): there is a significant difference of teaching English using video on students’ vocabulary mastery.

## **1.5 Significance of the study**

The results of this study are expected to contribute to the following parties:

1. The results of this study are expected to contribute to English teachers being able to use videos from film clips with the aim of improving students' vocabulary skills.
2. This research is expected to make students feel comfortable and easier to understand the material presented they can improve their vocabulary mastery.
3. For other researchers, the researcher hoped that they can use this research as a reference and also find deficiencies for further research novelty.

## **1.6 Scope and Limitation of the study**

In this study, the research focuses on the impact of teaching English using videos on students' vocabulary mastery. And the limitation of video in here is the part of the animation movie.

## 1.7 Definition of Key Term

In this study, it is important to know the definitions of related terms in order to be able to easily understand this research. And the following are definitions of some of the terms in the study:

1. Vocabulary: in here the students get some vocabulary about the animal that relatable with the topic such as kind of animal, characteristic and physical appearance.
2. Teaching using video: the researcher chooses part of the animation movie as teaching media in this research.
3. English Young Learners: the researcher has an idea to give something that makes EYL students interested to learn English, so the researcher is used interesting media like part of animation movie.

