# CHAPTER I

# INTRODUCTION

## A. Background

Teaching a foreign languange has been carried out for a long time at all levels of education. In some big cities in Indonesia, primary young learners have been taught English since the elementary levels. This has made educators both in formal and non formal schools try to facilitate the best way for teaching and learning English. Moreover, Englis is as an autonomy subject, it is till important subject. Althougt it is not a compulsory subject, it is strongly recommended by the government to be taught at the elementary education level. The objectives are to make the students familiar with English in their early age, and to make them master, hopefully, in written and oral form. Teaching English to young learners in Indonesia refers to teaching English for children especially those of elementary school ages. It has been now carried out as legitimate subject since it is supported by an official policy. The educators both in formal school and language institutions have been trying to formulate a concept of teaching which suit to young learners' need. There are some numerous problems accompanying both in formal as well as formal setting. The first problem encountered by Indonesian learners is the lack of use English language.

According to August and Shanahan et all, (2006) insufficient vocabulary is a critical problem for many young children particularly English language learners. The critical problem may come up is when speaking and reading are required in the classroom. It means that students should be equipped with sufficient vocabuary.

Primary young learners have been taught English since the elementary levels as an autonomy subject. Even though English is not a main subject at school, but parents want their kids can be master in English. It happens because parents hope that their kids can become the member of globalization. Parents more interested with school that has long time for English subject. That's why goverments have to prepare the curriculum which can help the students based on their mental grow of learning.

Vocabulary is one of the important parts in language because it helps students to increase their English performance through four skills, sucs as: listening, speaking, reading and writing. If someone has enough vocabulary he is more easy to apply that four skills. So, the increasing of vocabulary is very important part in elementary school ages.

Based on my experience as an English teacher, there are some points that we need to do to increase the vocabulary. First, mostly the students tend to avoid speaking because they are not confidence to make a conversation because of they have limit vocabularies. Second, between 3-7 years are the important part for kids to

increase the vocabulary for examples are noun and verb. Third, to perform their understanding in questions orally and written.

Nowdays, introducing vocabuary by using multimedia is a popular method in education field, for examples are: the using of audio record, short clips which we can find from the website ESL/EFL or *YouTube* and we can download short clips, and make vocabulary games by using audio flash player. It is the easiest to do. If the sudents don't recognize the things it will be a problem to retain the new vocabulary. They can mention the names of tropical fruits fastly like guava, banana, apple, grapes, ect because they can find them in their daily life. But, if they find the words like raspberry, kiwi, and cantaloupe they will get a trouble to make sure is in their mind are those words. With this condition there is a posibility that student can mention a name of fruit which he sees but the fact is not that fruit.

**B. Research Questions**

1. Can *YouTube* video clips effectively improve the students' vocabulary mastery?
2. What are the procedures of using *YouTube* video clips?

**C. Research Objectives**

The goals of this study are to get empirical data related to the followings:

1. To see whether *YouTube* video clips can effectively improve the students' vocabulary mastery.

2. To discover the procedures of using *YouTube* video clips to students' mastery.

**D. Research Significances**

This research has some advantages for students, teachers and researchers as described below:

1. Students:

Students have the opportunity to see and learn very many new words by learning vocabulary techniques and strategies. After each lesson, the students are to articulate words well, and comprehend what they are reading. Students also allow learning more how to analyse the representation of the individual sounds of those words more easily in their oral insufficient vocabulary.

2. Teachers:

The result of this study will hopefully equip teachers with an effective technique to teach English vocabulary. Teachers have a chance to get an interesting way for appropriate teaching English in elementary.

3. Researchers:

The result of this study will provide information to other researchers who will conduct the same interest of research in this study.

**E. Research Scope**

This research was conducted at Stella Maris School, BSD. The participants are 22 students of the second graders in the first semester. The reason for using the second graders as the research target is to help them in their mastery in vocabulary as well. Vocabulary students' development increase dramatically during the elementary school years, especially when they were in first and second graders and by the end of elementary school most children can apply appropriate rules of grammar.

The research was conducted in two cycles which are finished in approximately 5-week sessions with time allocation two sessions per week about 70 minutes. My consideration to have the research in two cycles is to emphasize the main result of research which is to see before video clips treatment (Post-Test Cycle 1) and after the treatment (Post-Test Cycle 2). The material for the tecahing and learning process were taken from *YouTube* video clips ([www.YouTube.com](www.YouTube.com)).

The video clips that were used in this research were:

1. The names of clothes

   http://www.youtube.com/watch?v=j62HR51Npzw,

   http://www.youtube.com/watch?v=taoCF1cKZSY

   These videos introduces name of clothes. The videos are enriched by verb, adjective or adverb which has relationship to that vocabulary and it applies in simple sentences that use the mentioned vocabulary, so it can make the pupils easier to understand the meaning such of the vocabularies and how to use it in the sentences.

2. The names of fruits and vegetables

   http://www.youtube.com/watch?v=j62HR51Npzw,

   http://www.youtube.com/watch?v=taoCF1cKZSY

   These videos introduces name of fruits and vegetables. The videos are enriched by verb, adjective or adverb which has relationship to that vocabulary and it applies in simple sentences that use the mentioned vocabulary, so it can make the pupils easier to understand the meaning such of the vocabularies and how to use it in the sentences.

**F. Operational Definitions.**

   a. Vocabulary is a list or collection of the words or phrases of a language, usually arranged in alphabetical order and defined.

b. Multimedia is an extension of hypertext allowing the provision of audio and video material cross referenced to computer text.

c. Video is a tool to communicate with viewers on an emotional, as well as a cognitive, level.

d. Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual.