

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

English is a universal language that can be learned by people who want to communicate with others in the world. Knowing English is the chance for people to increase their knowledge of the language. In Indonesia, English has been learned since primary school that the government has confirmed in Law 2 of 1989 on the National Education System (UU No. 2, 1989 *Sistem Pendidikan Nasional*). Lauder (2008) stated that English is one of the required subjects to be taught at the secondary level and as a place in the first foreign language, which the 1989 Law appointed.

There are four basic skills in learning a language, especially in English, i.e., listening, speaking, reading, and writing. Moreover, to succeed in the learning process, every student must complete the sub-language skills, such as vocabulary, grammatical, pronunciation competencies, etc. The sub-skills are foundational of basic skills. Specifically, students cannot master basic skills if students cannot understand the sub-skills.

In the English learning process at SMP Negeri 102 Jakarta in eighth-grade by observation, the teacher mostly taught vocabulary to the students with a traditional method such as memorizing vocabulary. The teacher asked, and students answered the question; few students could answer a teacher's question correctly. The teacher taught vocabulary material to students using a dictionary. Students

had to open the dictionary when students do not know the meaning. The opinions were what happened in the field, especially on this pandemic COVID 19; the learning process was happening online, that students could not have a face-to-face meeting with their teacher. The teacher only gave the assignment through Google classroom without explaining the material in English subject. It could make the students feel bored. It decreased students' motivation to learn English. Students had difficulties in interpreting the sentence because of a lack of vocabulary in learning. Students had limited vocabulary to express their opinions, ideas, and thoughts. Vocabulary is the sub-skill that is a master in the learning process. This statement is supported by Cameron (2001), who argued that to elaborate children's skill and knowledge is words and fundamental to foreign language learning at primary school is to develop useful words for learners. Besides, in primary school, students have to identify, mention, and complete bloom's taxonomy in *When English Rings a Bell Kelas VIII Cetakan Ke-3, 2017 (Edisi Revisi)*.

Nowadays, watching videos is a popular activity. Altman (1989) claimed that using video as a tool in learning the language effectively improves students' vocabulary. In addition, Swaffar & Vlatten (1997) explained that the use of video to language is to: 1) videos are taught to provide more motivation and interest to EFL students; 2) videos give the proper pronunciation to the students' practices; 3) video is the media that can show the picture and accompanied by voice and displayed at the same time.

The teacher can use short stories in the video to teach students because short stories in the video show the activities of the role, the body language, and the

value of the short stories. Özkan (2002) explained that the use of short stories video has power attention in language teaching. Therefore, teachers should find out the new material using short stories video instead of teaching vocabulary through a book because it can make the students feel bored.

The problems of short stories video can be influenced by the media used by the teacher in the teaching-learning process. Thus, using short stories video in learning English, especially in vocabulary achievement, can increase students' motivation. The researcher would like to find out the effectiveness of using English video in the learning vocabulary process on this technique.

A previous study conducted by Grathia in 2017 entitled "The Effect of Using English Video on Students' Vocabulary Mastery at SMP PSKD 6 Depok". The researcher found that using English videos is one of the effective techniques to improve students' vocabulary, especially in teaching English in seventh graders. Another study conducted by Ceyhun Yükselir and Şevki Kömür in 2017 entitled "Using Online Videos to Improve Speaking Abilities of EFL Learners". The researcher found that it can be concluded that using online videos in classes can be of vital importance and effective in improving EFL learners' speaking ability. Then, the last previous study was conducted by Dwi Heriyanto in 2015 entitled "The Effectiveness of Using Youtube for Vocabulary Mastery" at SMK Ma'arif 1 of Kebumen. The researcher found that the group using Youtube improved the effects of the control group significantly. The researcher also found that the pretest score of pretests in the students' vocabulary achievement were increased than pretest. The researcher found that three previous studies had a difference

between the sample of the study, the types of the video in the previous study there were using YouTube for vocabulary achievement and another one used English video for speaking ability. However, this study was focused on using short stories as the media towards students' vocabulary achievement. The researcher found that the three previous studies are the basis of the research that using video is a more effective media than researchers used.

### **B. The Problem of the Study**

Based on the description in the background, the researcher intended to find out the effectiveness of using English video toward students' vocabulary. The problem was specifically formulated as follows: "Does English Video significantly affect the eighth-grade students' vocabulary achievement at SMP Negeri 102 Jakarta?"

### **C. The Objective of the Study**

At the end of the research, the researcher tries to find out whether English video significantly affects the eighth-grade students' vocabulary achievement at SMP Negeri 102 Jakarta.

### **D. The Scope of the Study**

Due to the current condition of COVID-19, the researcher used virtual meetings. The researcher was more considerate to limited time, sample, budget, knowledge, and resources so that the research limited on the use of English Video in learning English, especially in vocabulary achievement. To overcome the data,

the participants in this study were limited to the students in Grade-8C and Grade-8D of SMP Negeri 102 Jakarta only. The process of distributing the instruments and collecting the data, this research accomplished by the virtual implementation. This research is limited to vocabulary and video; the location is limited to eighth-grade at SMPN 102 Jakarta thus, this condition cannot be generalized to other conditions of students in other schools or institutions.

#### **E. The Significances of the Study**

The result of this study was expected to give the information and contribution to the teachers, students, and other researchers whether theoretically, this study was expected to develop learning English theory especially in vocabulary achievement base on media using English video and practically:

1. For teachers, the result of this study can help the teacher teach the students' vocabulary using video, and the students can understand and be more effective.
2. For students, it can also be used to increase their abilities in vocabulary because it will give them a lot of interest in learning English since students think learning English is more difficult. Furthermore, it is hoped to give positive influences to students.
3. Also, the researcher of this study is expected to be useful for the readers or many researchers to give a portrait or general technique of SMP Negeri 102 Jakarta students' in mastering the vocabulary using video.