

## CHAPTER I INTRODUCTION

### ***A. Background of the Research***

The development of vocabulary may be thought out in two ways: supporting the acquisition of vocabulary or encouraging vocabulary education. The first offers the teacher possibilities from which children build their language repertoire accidentally and indirectly. The setting is vital in this regard for the acquisition of words. This study use the latter to indicate specific and thoughtful tactics employed by teachers to guarantee the students acquire new terms.<sup>1</sup> For this study, the phrase “vocabulary development” includes chances given for both the accidental acquisition and explicit learning of words by learners.

In other words, in L1 (first language), the vocabulary did not forecast that Turkish–Dutch bilingual children might acquire L2 (second language) as receptive or expressive vocabulary. Song argued that vocabulary development is the product of social interactions in which children are continually exposed to new words and associated concepts. These proximal experiences are nested within a broader ecological context, which for dual-language learning children include factors that might affect their parent's language to them, such as parents' education or years in the United States.<sup>2</sup> Sherin and colleagues at Northwestern Universitat have created a number of video clubs. Their study showed that the teacher talks evolved from an early focus on questions of pedagogy and the atmosphere in classes to a focus on student thought.

Based on the researchers' experience as a teacher at SMP Negeri 1 Awangpone, there are still many students who have trouble learning English,

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<sup>1</sup>Jabulani Sibanda and Jean Baxen, “Third-Grade English Second Language Teachers’ Vocabulary Development Practice”, *South African Journal of Childhood Education*, 2018, p. 1-9.

<sup>2</sup>Catherine S. Tamis-LeMonda a , Lulu Song b , Rufan Luo a , Yana Kuchirko a , Ronit Kahana-Kalman c , Hirokazu Yoshikawa a & Julia Raufman a, “Children's Vocabulary Growth in English and Spanish Across Early Development and Associations With School Readiness Skills”, *Developmental Neuropsychology*, 2015, p. 69-87.

particularly vocabulary in writing, pronunciation, word use, and understanding of meaning. Based on the results of their daily learning, their average score is 41.7, which is not excellent. Based on the results of the pre-test, pupils have poor abilities in learning English, particularly in vocabulary mastery (comprehension, meaning, word use, and pronunciation). Three students (30%) received a fair grade, whereas seven students (70%) received a poor score. Because English is a foreign language, most students struggle to remember and pronounce words. That's because their first language is Buginese, and English is still foreign to the majority of them. Furthermore, because of the function of their tongue, some of them still have difficulty pronouncing words.

Using videos on YouTube can create an atmosphere in the learning process more enjoyable and meaningful, so learners are easier to remember the material.<sup>3</sup> Watching English videos can be considered an effective and popular strategy for learning English as a foreign language, and it should be given considerable consideration by teachers and researchers. The current study aims to investigate the potential impacts of watching real English videos (movies, TV series, etc.) without subtitles English on listening and reading skills. In addition, to the other discipline concepts presented by the students' in the videos, teachers have also created new techniques for analyzing these ideas, including students' comments and linkages between ideas produced by many student's.<sup>4</sup>

Prospective teachers living with low socioeconomic levels struggle to adjust to online learning during the COVID19 pandemic, as they do not have the necessary facilities such as internet access. On the other hand, having such facilities for e-learning is not enough for e-learning. In addition, future teachers must be able to adapt to the changes caused by COVID19.

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<sup>3</sup>Tira Chairiah Hariyono1, "Teaching Vocabulary To Young Learner Using Video On Youtube At English Course", Volume 1, Issue 1, May 2020, p. 42.

<sup>4</sup>Sharon J. Derry, Miriam Gamoran Sherin and Bruce L. Sherin, "Multimedia Learning with Video", 2017, p. 785-812.

Prospective teachers must have computer and digital learning skills, self-study skills, self-regulation, and metacognitive awareness for online learning.<sup>5</sup> Talal Alodwan studied the effectiveness of e-learning during the COVID19 pandemic among student's, they found that e-learning could not perform well in developing countries such as Pakistan, because most poor student's could not use the Internet and is unavailable or weak in their villages and towns.<sup>6</sup> UNESCO investigated that online education is not a satisfactory substitute for face-to-face education. In Ukraine, students in higher education institutions have been urged to stay at home and continue their studies online. All courses and seminars have been completely switched to e-learning at Taras Shevchenko National University.<sup>7</sup>

This strategy cannot be properly executed in a number of areas in Indonesia, including Bone district under the present pandemic state. This is not just because the connection to the internet is hard to get, but it is also necessary to by internet quota so that most children from low-income households can learn about this.<sup>8</sup>

In Indonesia, the COVID-19 pandemic has impacted educational institutions in various aspects, including humans, institutions, and the system as a whole. For student's, the most immediate impact is the temporary cessation of the face-to-face teaching mode, which then leaves them with completely new situations in their daily life and continuous learning. For teachers, the pandemic has had a significant impact on them at work and professionally. They cannot teach subjects that require them to meet students'

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<sup>5</sup>Kasim Karatas and Ibrahim Arpaci, "The Role of Self-directed Learning, Metacognition, and 21st Century Skills Predicting the Readiness for Online Learning", *Contemporary Educational Technology*, 2021, p. 1-13.

<sup>6</sup>Talal Alodwan, "Online Learning During the COVID-19 Pandemic from the Perspectives Of English As Foreign Language Students", *Educational Research and Reviews*, Vol. 16 (7), July, 2021, pp. 279-288.

<sup>7</sup>Nataliia Avsheniuk, Nataliya Seminikhyna, Tetiana Svyrydiuk and Olena Lutsenko, "ESP Students' Satisfaction with Online Learning during the COVID-19 Pandemic in Ukraine", *Arab World English Journal*, 2021, p. 222-234.

<sup>8</sup>Priyono Tri Febrianto, Siti Mas'udah and Lutfi Apreliana Megasari, "Implementation of Online Learning during the Covid-19 Pandemic on Madura Island,Indonesia", *International Journal of Learning, Teaching and Educational Research*, Vol. 19, No. 8, August 2020, pp. 233-254,

intensively, such as laboratory experiments or field projects. In addition, teachers are asked to continue their teaching activities using virtual modalities which require some knowledge and technology skills.<sup>9</sup>

Based on the arguments above, the researcher conducted research on the English vocabulary development of EFL e-classroom through English videos as assisted learning media. As the result, it can increase student learning understanding, ability, motivation, and as means of entertainment and help students to find and upgrade new vocabulary words.

### ***B. Research Question***

Based on the background of the research that has described above, the researcher formulates the research question, do English videos develop Indonesian junior high school students' English vocabulary understanding?

### ***C. Operational Definition***

The title of this research is developing Indonesian junior high school students' English vocabulary understanding in EFL e-classroom context through English videos as assisted learning media. The researcher must state the definition of each word from the title, as follows:

#### 1. Vocabulary

Vocabulary is taught from beginners to expert levels at all stages of language acquisition. Teachers start teaching vocabulary from the outset, offering homework vocabulary exercises and assessing vocabulary knowledge over their whole language course. The primary component of language is vocabulary. Foreign language teachers integrate skills such as reading, writing, listening and speaking in all their language learning courses.<sup>10</sup>

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<sup>9</sup>Hermanto, Ni Gusti Made Rai, Arfan Fahmi, "Students' opinions about studying from home during the COVID-19 pandemic in Indonesia", *Cypriot Journal of Educational Sciences*, Volume 16, Issue 2, 2021, p. 499-510.

<sup>10</sup>Munassir Alhamami, "Observation Of *Youtube* Language Learning Videos (YouTube LLVS)", *Teaching English with Technology*, p. 3-17.

## 2. English videos

English videos are one method L2 students may learn Exercise outside the classroom their listening skills. Films, television series, soap operas, and a various video clips might be seen as both appealing and valuable authentic sources of EFL students' language.<sup>11</sup>

YouTube videos were intriguing in learning English because they provided a better and easier understanding. YouTube video has given students the opportunity to play the video as much as they needed. It means that students can continuously view the movie till they understand the video information. Furthermore, YouTube videos offer a variety of learning contents, providing students with numerous opportunities to choose the video accordingly.<sup>12</sup>

## 3. EFL E-Classroom

In EFL contexts, schoolbooks being the major sources of education and education, academics investigate their cultural contents in order to analyze the immersion or teaching of cultural features.<sup>13</sup> E-Classroom refers to the use of information and communication technology that makes it possible to access online learning or teaching resources. E-classroom is one of the latest educational innovations. E-classroom is a programmatic, dynamic and integrated environment equipped with modules for learning, multimedia, video, and other relevant applications.<sup>14</sup>

## 4. Learning Media

Learning media are all tools that can be used by teachers to deliver teaching materials to students in the learning process to achieve certain

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<sup>11</sup> Rastislav Metruk, "Extensive Listening Practice Of Efl Learners With Authentic English Videos", *Teaching English with Technology*, p. 3-19.

<sup>12</sup> A.A.C. Cahyana, "The Use Of Youtube Video In Teaching English For Foreign Language At Vocational High School", *English Language Education, Post Graduate Program, Universitas Pendidikan Ganesha, Singaraja*, Vol. 8, No. 2, 2020, P. 1-11.

<sup>13</sup> Rong Xiang & Vivian Yenika-Agbaw, "EFL textbooks, culture and power: a critical content analysis of EFL textbooks for ethnic Mongols in China", *Journal of Multilingual and Multicultural Development*, 2019, p. 1-15.

<sup>14</sup> Fauziyya Umar Adamu, "Students' perception of e-classroom and their motivation in learning computer science in Bauchi State, Nigeria", *Journal of Statistics and Management Systems*, Vol. 20, No. 4, 2017, p. 731-741.

learning objectives. Learning media is not only related to teaching through the media but also as a tool to provide stimulation to students to undergo the learning process.<sup>15</sup>

#### ***D. Research Objective***

Based on the research question that have been formulated previously, this study aims to find out whether the English videos develop Indonesian junior high school students' vocabulary understanding or not.

#### ***E. Research Significance***

The result of this research is expected to provide the following benefits:

1. For the students

With this research, students can convey what they feel and express what is on their minds about English vocabulary development. The results of this study are expected to be a means to convey their English vocabulary about how to implement EFL e-classroom context.

2. For the English teachers

This research will provide information about developing Indonesian junior high school students' English vocabulary understanding in EFL E-Classroom context. The results of this study are expected to help teachers know the development of students' vocabulary to find out what is needed and what needs to be evaluated from the e-classroom.

3. For the readers

This research is expected to provide information on how to develop Indonesian junior high school students' English vocabulary understanding in the EFL e-classroom context, especially in teaching English.

4. For the researchers

This research will serve as a resource for other researchers interested in learning more about the subject.

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<sup>15</sup> Alice Y. L. Lee, "Media education in the School 2.0 era: Teaching media literacy through laptop computers and iPads", *Global Media and China*, 2016, p. 1-15.