

CHAPTER I

INTRODUCTION

1.1 Background

English is one of the most important subjects in education, especially in the era of globalization. English language skills are not only needed in the academic world, but also become the main requirement in various fields of work, international communication, and access to global information. One of the basic components in mastering English is vocabulary. Sufficient vocabulary mastery will make it easier for students to understand reading, writing, speaking, and listening in English.

In learning English at the high school level, especially eleventh grade, ideally students are able to understand and master English vocabulary widely in order to support their language skills, both orally and in writing. The ideal learning process should not be limited to textbooks, but also involve interesting, interactive, and contextual learning media. One approach that is considered ideal is the use of audiovisual media such as short videos that can help students understand the meaning of words in real contexts. With a fun learning atmosphere and materials that are relevant to everyday life, students are expected to be more active, enthusiastic, and motivated to enrich their vocabulary. In ideal conditions, teachers are also able to facilitate learning with creative and innovative methods so that English learning becomes more effective and not monotonous.

However, the reality in the field shows conditions that are quite different from what is expected. In SMA Negeri 2 Palopo, especially in eleventh grade, English learning is still dominated by conventional methods such as lectures and practice questions from textbooks. The use of varied learning media such as short videos has not been utilized optimally in the teaching and learning process. As a result, many students feel bored, unmotivated, and have difficulty in enriching their English vocabulary. In addition, there are still many students who only know vocabulary in limited contexts and do not understand its use in real situations. This is certainly an obstacle to improving their English skills as a whole. Therefore, innovation is needed in learning, one of which is through the use of

short videos sourced from platforms such as YouTube so that the learning process becomes more interesting, interactive, and in accordance with the times.

The urgency of the research process is the main reason why this study is crucial, and why each stage must be carried out seriously and in a structured manner. Many students still struggle to master English vocabulary. A limited vocabulary makes it difficult for them to understand texts, have difficulty speaking, and lack confidence. Therefore, this research is crucial to find effective solutions. Proving the Effectiveness of New Learning Media Short videos from YouTube are a medium closely related to students' lives. However, there has been little research examining the effectiveness of this medium in improving vocabulary. Therefore, this research is crucial to provide concrete evidence. Improving Student Motivation and Learning Experience Students are more interested in learning through audiovisuals than through text alone. This research is urgent because it can help increase student interest and interaction during learning.

According to Richard and Willy (2002), vocabulary is a component of language proficiency since it enables students to talk, listen, read, and write. According to Hiebert and Kamil in Amri (2016), vocabulary understands a word's meaning that enables us to utilise in speaking and writing. According to Lehr and Obsorn (2004), vocabulary is the ability to recognise and understand words and their meanings. According to Nunan (2005:121), vocabulary is the knowledge of words and word meanings also includes vocabulary knowledge, as understanding of a word involves not just a definition, but also how that word fits into the context. According to Neuman and Dwyer (2009), vocabulary can be described as the words that an individual must know in order to communicate effectively: words for speaking (expressive vocabulary) and words for listening (receptive vocabulary).

As is widely known, English is Indonesian's first foreign language. As a result, students in senior high school are expected to have a command of the English language, on a conventional level. However when people study English as a foreign language, they must first master the vocabulary. A lack of vocabulary proficiency can also result in an inability to communicate in English. This is

because they must acquire a necessary amount of language, which is frequently complicated. As a result, students must devote considerable effort to remembering vocabulary (Thornbury, 2002).

Learning vocabulary is one of the needs for students to communicate effectively, whether orally or in writing. Before studying English skills such as listening, reading, writing, and speaking, an individual needs to acquire a working vocabulary knowledge. Schmitt (2000, p.190) states that “one of the keys to mastering a second language is knowledge of the second language is critical because it serves as the foundation for other language components such as, grammar meaning, spelling and pronunciation. It is essential to assist kids in acquiring and comprehending the language. Larsen (2007:27) asserts that kids acquire vocabulary more readily when they utilize in whole sentences rather than memorizing words lists. Nathan (2013) defines vocabulary as a collection or collection of words the people know and use daily.

The use of short videos has the potential to improve the English language skills of eleventh grade students of SMA Negeri 2 Palopo through several mechanisms. Visualization in videos can help understand the context and meaning of new vocabulary. Listening to native speakers in various situations and accents can improve listening and pronunciation skills. In addition, diverse video content, ranging from everyday conversations, material explanations, to presentations, can enrich students' insights into the use of English in various contexts.

This study aims to explore the effectiveness of using short as a learning aid to improve the English language skills of eleventh grade students of SMA Negeri 2 Palopo.

1.2 Problem Statement

Based on the background above, the researcher formulates the research problem as follows: Can the use of short videos enrich the English vocabulary of eleventh grade students at SMA Negeri 2 Palopo?

1.3 Objective of the Research

Based on the formulation of the problem, this study aims to determine the effectiveness of using short videos in enrich the vocabulary of English language

knowledge of eleventh grade students at SMA Negeri 2 Palopo. To determine the effectiveness of using short videos in enriching the English vocabulary of eleventh grade students of SMA Negeri 2 Palopo.

1.4 Significance of the Research

This research has the following benefits:

1. For the students, this research is expected to make the students more interested and motivated in improving their vocabulary.
2. For the teacher, this research is expected to be useful for English teachers as one of the alternative techniques to teach vocabulary students.
3. For the next researcher this research is expected to be helpful for those interested in conducting relevant studies with these various research objects.

1.5 Scope of the Research

In this research focused on the student's vocabulary, specifically in adjectives verbs, and noun.

1.6 Operational Definition

1. Vocabulary

Vocabulary is a set of words that the person known or understand and uses to form new sentences.

2. Short video

Short videos are an effective tool in the modern learning process that demands high efficiency and involvement from students. Via YouTube media With a short duration and interesting presentation, this video can help students understand the material better and improve student learning outcomes.

3. Enrich vocabulary

Enriching vocabulary is the process of increasing and expanding the number of words we understand and are able to use appropriately, both in spoken and written contexts.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Definition of Vocabulary

According to Richard and Willy (2002), vocabulary is a component of language proficiency since it enables students to talk, listen, read, and write. According to Hiebert and Kamil in Amri (2016), vocabulary understands a word's meaning that enables us to utilise in speaking and writing. According to Lehr and Obsorn (2004), vocabulary is the ability to recognise and understand words and their meanings. According to Nunan (2005:121), vocabulary is the knowledge of words and word meanings also includes vocabulary knowledge, as understanding of a word involves not just a definition, but also how that word fits into the context. According to Neuman and Dwyer (2009), vocabulary can be described as the words that an individual must know in order to communicate effectively: words for speaking (expressive vocabulary) and words for listening (receptive vocabulary).

Larsen (2007:27) asserts that kids acquire vocabulary more readily when they utilize in whole sentences rather than memorizing words lists. Nathan (2013) defines vocabulary as a collection or collection of words the people know and use daily. Vocabulary is critical communication because no matter how good one is in grammar and other language components, communication might break down without a large pool of vocabulary. This is consistent with Folse (2004), who claims that while a lack of syntax can constrain discourse, a lack vocabulary can completely silence it.

According to the definition of vocabulary provided above, vocabulary is the fundamental aspect of language that an individual requires when learning in language, mainly to communicate effectively with others. Additionally, based on the definitions mentioned above, the researcher concludes that vocabulary refers to the words in a given language that an individual understand or utilizes successfully in communication.

2. Teaching Vocabulary

Hatim (2009: 2, teaching vocabulary by showing the use and functions of the words is more effective than teaching vocabulary by providing only the dictionary definition of words. This teaching vocabulary is more effective by putting the words in context and indicating the use and function than delivering the definition of vocabulary in a dictionary.

(Suri, 2012), argue that teaching vocabulary is a process or a unit of ways to make students learn or acquire vocabulary presented by a teacher. From this quotation, vocabulary is significant in language learning due to its density in comprehending grammatical lexis. It means that the teachers teach vocabulary is crucial for learning a language, as languages are based on words (Alqahtani, 2015).

Basuki Y, (2017:13), Teaching vocabulary is necessary, and it is a life long study to pursue language development from time to time. Camero (2001) teaching vocabulary is not too easy, especially for children.

Teaching vocabulary is a process or unit of ways to make students learn or acquire vocabulary presented by teachers in the classroom. From this quotation, vocabulary is significant in language learning due to its density in comprehending grammatical lexis. It means that the teachers teach vocabulary as the basic foundation of the students' learning.

Based on the explanation above, it is concluded that the teaching vocabulary is a complex task because it includes the meaning of the words.

3. The Importance Vocabulary

According to Sedita (2005), vocabulary knowledge is critical because it comprises all terms that an individual must know to access his or her past knowledge, convey his or her ideas, communicate successfully, and learn new concepts. Additionally, Nathan (2013) explain that it is critical to aid learners in developing a vocabulary that their personal lives and adds to social interaction in their community job progresses.

In particular, vocabulary has long been recognized as a significant predictor of reading comprehension in language learning. This means that the more vocabulary a learner possesses, the easier it is to comprehend the material.

Additionally, vocabulary acts as a barometer for how well students perform in speaking, listening, reading, and writing (Richard and Renandya, (2010).

The term “vocabulary mastery” refers to an individual’s knowledge of a large number of terms. The term “mastery” does not refer solely to the ability to recognize the meaning of specific words. In other terms, it is more clearly described as to know a word because learners are considered command of the language. They can recognize the meaning and comprehend the form, syntax, collocation, meaning, and word construction (Ur, 1991:60).

According to the argument above, the value of vocabulary can help improve all aspects of communication listening, speaking, writing, and reading.

4. Definition Short Video

Short video is a form of digital media that presents content in a very short duration, generally between 5 minutes and 10 minutes. One platform that provides special features for this short video is YouTube, with a service known as YouTube Shorts.

According to Pratiwi (2022), short videos are audio-visual media that convey information in a short time but are still able to convey messages effectively through a combination of images, sound, and text. In the context of education, short videos can be used as innovative learning media because they are able to attract students' attention and convey material in a concise and interesting way.

In this research, short videos from YouTube refer to short English learning videos that contain elements of vocabulary learning in the context of everyday life. The videos used are selected based on certain criteria such as: language comprehension, relevance of the topic to students' lives, clarity of word meaning delivery, and the potential to improve students' memory and understanding of the vocabulary. The main advantage of this short video is that its presentation is not boring, easy to repeat, and in accordance with the characteristics of the current digital generation who tend to prefer short, visual, and easy-to-digest content. According to Sadiman, Rahardjo, and Haryono (2010),

Audio visual media such as videos can stimulate attention and increase learning motivation because they touch more than one sense in the process receiving information.

Purpose of Using Short Videos From YouTube

The use of short videos from YouTube in this study aims to identify how effective the media is in improving the mastery of English vocabulary of eleventh grade students at SMA Negeri 2 Palopo. The purpose of using short videos in the context of this study is described as follows:

1. Increasing students' interest and motivation to learn

One of the biggest challenges in vocabulary learning is the low motivation of students to memorize and understand new words. By using interesting media such as short videos, it is hoped that students will be more interested and motivated to learn. According to Arsyad (2019), visual and audio learning media such as videos can significantly increase students' attention and enthusiasm for learning.

2. Presenting Vocabulary in Relevant Context

Vocabulary presented in real contexts or in everyday conversations will be easier for students to understand. YouTube Shorts allows vocabulary to be presented in real situations, such as dialogues or daily activities, which makes it easier for students to understand the meaning of words in the correct context (Nation, 2001).

3. Improving memory and vocabulary retention

According to Mayer (2009), the combination of text, sound, and images in multimedia can improve students' cognitive abilities in remembering and understanding lesson materials. Short videos from YouTube, with repetition and contextual presentation, have the potential to strengthen students' memory of the vocabulary learned.

4. Supporting independent and flexible learning

Because videos from YouTube are easily accessible through digital devices, students can use them to study anytime and anywhere. This greatly helps the development of independent learning and the use of time outside of formal class hours (Putra, 2020)

5. Adapting to the Learning Style of generation Z students

Generation Z has a high preference for technology-based and visual learning. Therefore, the use of short videos from YouTube is in line with their learning

style. According to Prensky (2001), digital generation students absorb information more quickly through visual and interactive media than traditional text media.

5. Teaching Short Videos

In today's digital era, the use of technology-based learning media has become an inseparable part of the teaching and learning process, including in English language learning. One form of media that is widely used is short videos. Short videos are short audiovisual content, usually between 1 and 5 minutes, that convey information directly, clearly, and interestingly. According to Harmer (2001), videos can provide authentic situational contexts and help students understand how language is used in real life. This makes short videos very suitable for use as learning media because they are able to present real situations and visuals that support students' understanding of the material. In addition, YouTube as the largest video sharing platform in the world provides a variety of short videos that can be used by teachers and students. Short videos from YouTube allow students to learn flexibly, both inside and outside the classroom. Mayer (2009) also emphasized that multimedia-based learning, such as videos, allows students' brains to process visual and audio information simultaneously, thereby increasing learning effectiveness. In the context of English language learning, short videos can enrich students' learning experiences because they present vocabulary in real contexts supported by sound, images, and expressions.



Picture 1. The example picture Teaching short video

6 .The Advantages of Short Videos in Improving English Vocabulary

The use of short videos in English learning has several advantages, especially in enrich vocabulary.

1. Short videos present new vocabulary in the context of real sentences and situations, so that students not only know the meaning of the words, but also understand how to use them. According to Nation (2001), context is very important in vocabulary learning because it helps students remember and use the words correctly. With the presence of images, facial expressions, gestures, and intonation of voice, students can connect the meaning of words with the situations shown in the video.
2. The short duration of the video makes students not easily bored. This is very important because many students quickly lose focus when learning through conventional methods. According to Brown (2007), students' learning motivation will increase if the learning media used is in accordance with their learning style. Short videos that are interactive and entertaining can attract students' attention, increase their involvement in the learning process, and facilitate understanding of vocabulary material.
3. short videos from YouTube are often equipped with subtitles and clear pronunciation of words. This helps students recognize the written form and pronunciation of the vocabulary being studied. In addition, students can also repeat the video according to their needs, so that the learning process becomes more independent and in accordance with each person's abilities.

With all these advantages, it can be concluded that short videos are one of the effective learning media to improve students' English vocabulary mastery. This media not only helps in understanding the meaning of words, but also builds listening and speaking skills through natural and enjoyable language exposure.

2.2 Previous Study

1. In Ningsi, W., & Tambusai, A. (2023). The population were students of grade X SMA Negeri 2 Tebing Tinggi which consisted of two classes. So the sample was grade X MIA 4 consisted of 29 students as the experimental group (using animated youtube videos) and X MIA 1 consisted of 29 students as control groups (without using animated youtube videos). The results in the experimental group showed that the mean value of the pre-test was 69.89 while the average value of the post-test was 78.96. The results in the control group showed that the average value of the pre-test was 55.37 while the post-

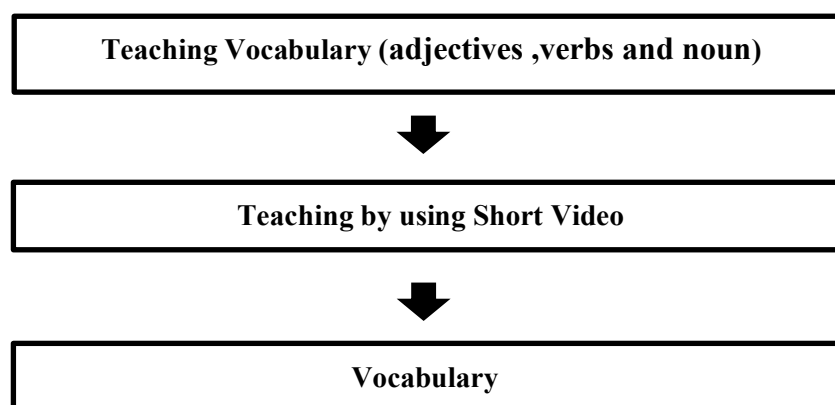
test was the average test score was 58.51. The results of data analysis, the value of $t\text{-test} > t\text{-table}$, where the $t\text{-table}$ is 1.674 and the result of the $t\text{-test}$ is 7.55 so that the $t\text{-test}$ is higher than the $t\text{-table}$. It was concluded that the effect of using youtube animated videos was more significant than the effect without using youtube animated videos on students' vocabulary learning achievement.

2. In Rachmawati, A. (2024). The study aims to investigate the practical implications of using YouTube videos to improve the vocabulary mastery ability of students in class X RPL B (Rekayasa Perangkat Lunak) SMK Negeri 4 Kendari. The researcher used a pre-experimental research method using one group pre-test and post-test design. The sample of this study was 30 class X students from the RPL B (Rekayasa Perangkat Lunak) department of SMK Negeri 4 Kendari. The data collection instruments used in this study were pre-test and post-test. Based on the results of the data analysis, the average pre-test score was higher than the post-test, with a pre-test of 54.78 and a post-test of 81.44. Based on the results of statistical calculations using paired sample $t\text{-test}$, the standard deviation value was 10.47 with a significance level of 0.000. Thus, it can be assumed that H_1 is accepted, which indicates a significant increase in students' comprehension ability before and after learning using YouTube videos. Therefore, it can be concluded that the application of YouTube videos effectively improves the comprehension ability of class X RPL B students of SMK Negeri 4 Kendari in the 2023/2024 academic year, providing practical insights for language educators and stakeholders.
- 3 In Astuti (2023). This study aims to investigate the correlation between senior high school student's vocabulary mastery and their alignment with the proficiency levels defined by the Common European Framework of Reference for Languages (CEFR). The study used a quantitative approach with a correlational design. The researcher used a questionnaire and a vocabulary test based on CEFR to collect data. The questionnaire was used to gather data on students' habits in watching English YouTube videos. In contrast, the vocabulary test was used to gather data about students' CEFR level of vocabulary mastery. This study's population consisted of 11th-grade Senior High School students. This study's sample size was 32 students, and purposive

sampling was used. Using SPSS 25 version, the researcher analyzed the data using Pearson's correlation product-moment. According to the results, students' average vocabulary scores based on CEFR are B1 (Intermediate) and A2 (Pre-Intermediate), and their average habits score is 45 out of 60. The data analysis revealed a higher-than-0.05 correlation coefficient for both variables, with a score of 0.435 and a Sig. value of 0.013. The t-test was applied based on the hypothesis test, with $t_{count} = 2.938$, $t_{table} = 2.042$, degree of freedom $df = 30$, and significant value 0.05. The alternative hypothesis is approved, while the null hypothesis is disallowed because the t-count is more than the t-table. As a result, it can be said that there is a correlation between students' habits in watching English YouTube and the CEFR level of their vocabulary mastery. This study found a correlation between students' habit of watching English videos on YouTube and their vocabulary mastery level based on the Common European Framework of Reference for Languages (CEFR). This study utilized a comprehensive approach to assess students' vocabulary acquisition levels and their conformity to CEFR levels. The findings have highlighted a noteworthy positive correlation between the two variables, indicating that as students' vocabulary mastery increases, their alignment with CEFR levels also shows an increasing trend.

2.3 Conceptual Framework

The theoretical framework in this research is shown in diagram as follows:



2.4 Hypothesis

In this research, the hypothesis is formulated based on the researcher's temporary assumptions regarding the effect of using short videos on improving English comprehension of eleventh grade students of SMA Negeri 2 Palopo. The hypotheses are as follows:

- a. Null Hypothesis (H_0): The use of short videos is not effective in improving students' skills.
- b. Alternative Hypothesis (H_1): The use of short videos is effective in improving students' comprehension skills.

General Testing Rules using the following formula:

1. If $\text{sig } a < 0.05$ then (H_0 is accepted and H_1 is rejected)
2. If $\text{sig } a > 0.05$ then (H_0 is rejected and H_1 is accepted)