

CHAPTER I

INTRODUCTION

1.1 Background

English has become a global language used in various fields such as education, technology, business, and international communication. As a compulsory subject at the senior high school level in Indonesia, English requires students to master essential components of language learning, one of which is vocabulary. Vocabulary mastery plays a fundamental role in enabling students to understand texts, express ideas, and communicate effectively. Without sufficient vocabulary knowledge, students will face difficulties in meeting academic demands and participating in real-life communication.

However, in practice, many students still struggle to learn English vocabulary. Based on preliminary observations and interviews with English teachers at SMAN 6 Palopo, it was found that many Grade XI students have low vocabulary mastery. Students often fail to identify the meanings of common English words, struggle to translate simple sentences, and are unable to use familiar vocabulary in both spoken and written tasks. These problems occur due to several factors, including limited exposure to authentic English, low learning motivation, and teacher-centered methods that rely heavily on memorization without meaningful context. These issues hinder students' ability to develop their language skills effectively.

To address these problems, innovative and engaging learning media are required. One promising instructional solution is the integration of short English videos. Short videos present vocabulary in meaningful contexts supported by visuals and audio, allowing students to understand word meanings more naturally. Their short duration makes them practical for classroom use, especially within limited teaching time, and their digital format matches students' learning preferences.

Short English videos also offer several benefits, including increased learning motivation, higher student engagement, and improved comprehension through contextualized input. They are easier to replay than long videos or textbook

lessons, which helps students retain vocabulary more effectively. Platforms such as YouTube provide various accessible short videos such as animated clips, story videos, interviews, and educational content that teachers can adapt based on students' interests. These resources expose students to authentic language use and support the development of vocabulary, listening, speaking, and reading skills.

This research was conducted at SMAN 6 Palopo because, despite the school's good academic potential, students continue to experience difficulties in vocabulary mastery. Limited exposure to English, ineffective learning strategies, and lack of interesting materials contribute to their low achievement. Moreover, the researcher previously conducted a teaching internship at the school, giving firsthand insight into the students' learning challenges.

Unlike previous studies that mostly focused on full-length films or traditional media, this research highlights short English videos as a modern learning tool suited to today's learners. It is expected that the use of short videos will not only improve vocabulary mastery but also enhance students' motivation, participation, and overall interest in learning English. skills while also fostering greater interest and motivation in learning English

1.2 Problem Statement

Based on the research background described above, the statement of the problem is "Can the use of short English videos improve the vocabulary of eleventh grade students at SMAN 6 Palopo?"

1.3 Objective of The Research

To determine whether or not the use of short English videos can improve the vocabulary of eleventh-grade students at SMAN 6 Palopo.

1.4 Significance of The Research

1. For English teachers, to offer alternative media in teaching vocabulary that are more interactive and effective.
2. For student's, helps improve students's understanding and mastery of English vocabulary in a more enjoyable way.
3. For future researchers, as a reference for people interested in conducting more research on media-based vocabulary learning.

1.5 Scope of the Research

This research is limited to the use of short English videos to improve the vocabulary of class XI students at SMAN 6 Palopo. Specifically focusing on nouns, verbs, and adjectives.

1.6 Operasional definition:

1. A vocabulary is collection of English words that students must understand and use in order to communicate effectively in the four language skills: listening, speaking, reading, and writing. However, in this research, the researcher would like to limit the vocabulary ability on the word meaning.
2. Short English videos are audiovisual media with a short duration of 1 to 10 minutes, used in learning English vocabulary. These videos may take the form of dialogues, short stories, daily conversations, and educational animations.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Partinent Ideas

1. Definition of Vocabulary

According to Supraba (2019), the definition of vocabulary is a collection of all words taught in English, where vocabulary refers to words that must be understood to communicate effectively. According to Harmer (2007), vocabulary is the knowledge of words and word meanings. Vocabulary plays a crucial role in all language skills such as listening, speaking, reading, and writing. Furthermore, according to Becker and Collin (2000), mastering the vocabulary in a language is very important in helping people to communicate with each other, and the richer the vocabulary, the greater the ability to speak the language. Vocabulary is necessary to give students something to hold on to when learning structures. Students need to learn how to memorize vocabulary in sentences and their daily lives. The students can feel comfortable when they are speaking or writing because they are backed up by abundant vocabularies. Vocabulary is an important part of learning a language because it is the main part of learning to write, speak, read, and listen. In addition to improving our ability to speak with others, vocabulary helps us translate some words into English or Indonesian.

According to Hatch and Brown (1995), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Therefore, vocabulary is not only about memorizing words, but also about understanding how those words are used in everyday conversation. Having a strong vocabulary base makes students more confident and fluent in communicating, so that they can interact more effectively in the language they learn. Meanwhile according to Jack and Willy (2002), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them. This is also supported by Joan Sedita (2005), who

states that Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Therefore, vocabulary is a very important aspect in the language learning process that students need to master to improve their language skills.

Based on the above explanation, the researcher concluded that vocabulary is an important aspect in the language learning process because it affects a person's ability to communicate and understand language. By mastering a broad and accurate vocabulary, a person can speak, read, write, and listen more effectively. Vocabulary can be defined as a collection of words that must be understood to communicate effectively, including all words taught in English. Therefore, vocabulary is an important component of language skills that students need to master to improve their language skills.

2. Types of Vocabulary

According to Hatch and Brown (1995) , there are several types of vocabulary, but the most common ones are divided into two types, namely:

a. Receptive Vocabulary:

This is the vocabulary that someone understands when reading or listening. In this case, a person does not have to be able to use it actively, but he understands its meaning when he finds it in a certain context.

b. Productive Vocabulary:

This is a vocabulary that can be used by someone to speak or write. That is, a person not only understands the word, but is also able to use it appropriately in communication.

3. Types of Vocabulary based on Word Classes

According to Nurul Fitri (2018), there are eight types of vocabulary based on word classes. These include nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

a. Noun

A noun is a word that names people, things, ideas, or qualities. Examples: boat, telephone, sausage, cyclone, discussion, and disaster.

b. Pronoun

A pronoun is a word used instead of a noun. Examples: it, that, he, she, and they.

c. Verb

A verb is a word used to describe what someone or something does or what happens to them. Examples: eat, search, slice, drive, discuss, think, talk, is, has, like, laugh, sneeze, and cause.

d. Adverb

An adverb is a word that tells something about a verb, adjective, or another adverb. It usually explains how, when, where, or under what circumstances something happens. Examples: slowly, carefully, quickly, soon, now, overhead, beautifully, and occasionally.

e. Adjective

An adjective is a word used to describe or give more information about a person or thing. Examples: green, dusty, enormous, old, smelly, tall, sharp, and frightening.

f. Interjection

An interjection is a word or short expression used to express a sudden feeling or reaction. Examples: surprise, happiness, anger, pain..

g. Preposition

A preposition is a word that begins a phrase to show place, time, manner, or other relationships. Examples: on, in, for, from, by, at, onto, above, after, to, and below.

h. Conjunction

A conjunction is a word used to link two clauses, groups of words, or individual words. Examples: and, but, or, then, if, also, when, and because.

Based on the explanation from the research, it can be concluded that understanding the basic structure of language is key to improving clear and effective communication. Recognizing each element's function helps learners express ideas coherently and supports quality language learning and teaching. Referring to this research, the research focuses on there types of vocabularies, there are: nouns, verbs and adjectives.

4. The Importance of Vocabulary

- a. Vocabulary is the main foundation in language skills, which include listening, speaking, reading, and writing. Without good vocabulary mastery, a person will have difficulty understanding or conveying messages effectively.
- b. With a good mastery of vocabulary, readers can understand the text more accurately and efficiently, which is very important in academic and professional contexts.
- c. The wider a person's vocabulary, the more it allows them to express ideas and opinions more clearly and effectively, both in formal and informal situations.
- d. Good vocabulary mastery has a strong correlation with academic achievement, especially in subjects that require the ability to read, write, and understand texts.
- e. Increase Confidence in Communication: By having enough vocabulary, individuals can feel more confident in discussing, presenting, and interacting.

Thus it can be concluded that good vocabulary mastery is the main basis in language skills such as listening, speaking, reading, and writing. With a wide vocabulary, a person can understand texts more effectively, convey ideas clearly, achieve better academic achievements, and communicate confidently in various situations.

5. Teaching of Vocabulary

Teaching vocabulary is a crucial component in language learning because vocabulary is the basic foundation for listening, speaking, reading, and writing skills. Without adequate vocabulary mastery, students will have difficulty understanding the content of the text, conveying ideas, or actively participating in communication. According to Alpino Susanto (2017), vocabulary teaching is one of the most discussed aspects in teaching English as a foreign language (EFL), because without vocabulary, no message can be conveyed.

Having a good vocabulary is very important for students to communicate effectively in formal and informal situations and also has an impact on their academic success. However, many students have difficulty remembering and using new vocabulary, so innovative teaching strategies are needed in accordance with their needs. Teachers have a key role in creating a learning environment that

is conducive to vocabulary mastery. They need to design learning activities that are not only theoretical but also interactive and actively involve students. One way to make learning more interesting is to use media such as short videos in English, which can help students understand and remember new vocabulary in a real and fun context.

Based on the explanation above, the researcher concludes that vocabulary mastery is essential in language learning. Therefore, innovative teaching strategies tailored to students' needs are necessary. Teachers play a key role in creating interactive learning, one of which is through the use of short English videos to help students understand vocabulary in a contextual and enjoyable way.

6. Short English Videos

a. Definition of Short English Videos

Short English videos are short audio-visual media, usually between 1 and 10 minutes, which are very effective in conveying information or educational purposes, including teaching vocabulary. The main characteristics that make it a powerful teaching tool include: short duration (easy to integrate and watch repeatedly), content focused on one topic or communicative situation, and high visual support (movement, expression, image, and action) that helps learners understand the meaning of words more easily without always having to explain it verbally, in line with Lynne Cameron (2001)'s opinion that vocabulary is learned better when the meaning is illustrated.

This type of videos such as educational animation, motivational video, or conversation video that focuses on the expressions of agreeing, disagreeing, and making suggestions uses clear and simple language, making it suitable for EFL learners. The varied content, both original and semi-original, provides meaningful language exposure. Can be repeated and attract students' attention, short videos increase motivation and participation because they are in accordance with their digital habits. In addition, Berk (2009) explained that short videos can be used to illustrate language concepts and improve vocabulary mastery through repetition and real context.

Based on the description above, the researcher concludes that the use of short English videos in vocabulary learning is very effective because it combines visual and audio elements that support each other in helping students understand the meaning of words faster, more accurately, and contextually. Through videos, students not only hear the pronunciation of words but also see how the word is used in real situations relevant to daily life, such as in dialogues, short stories, or routine activities. Visuals such as images, body gestures, facial expressions, and the background of the situation in the video help students associate words with meaning naturally, without always having to rely on the teacher's long translation or explanation. Other than that, the attraction of video can increase students' motivation and focus on learning because learning becomes more lively, interactive, and not monotonous. This is very important, especially for students who find it difficult to learn vocabulary through conventional methods such as memorizing word lists or reading dictionaries.

b. The Use of Short Videos in Language Teaching

In the current digital learning era, the integration of multimedia media, especially short videos, has become an effective approach in language teaching. Short videos in English, which are generally 1–10 minutes long, are effective media to present language in a real-life context. According to Harmer (2007), technology must be seen as a tool that helps teachers apply the chosen teaching method more effectively. Short videos can improve vocabulary learning by providing contextual language input and stimulating students' interest in learning. The use of short videos can also help students understand the meaning of words faster and remember them longer.

Lynne Cameron (2001) states that vocabulary is easier to learn when the meaning is illustrated through images, actions, or real objects. Short videos naturally present this illustration, so they are very suitable for vocabulary teaching. Berk (2009) also explained that short videos can be used to introduce vocabulary through repetition and real context, making it easier to understand and improve memory. The use of short videos in language teaching not only makes learning more interesting and fun but also increases student involvement.

Therefore, the use of short videos in language teaching, especially in vocabulary development, is a modern educational innovation that is practical and effective.

In this study, the short videos used are selected based on their appropriateness for senior high school students. These videos typically have a short duration of 1 to 5 minutes and include content such as simple conversations, daily life dialogues, short animated stories, and educational clips. The language level of the videos is adjusted to match the vocabulary proficiency of high school students, ensuring that the words and context presented are understandable and relevant to their learning level. According to Mayer (2009), effective multimedia materials should be concise, visually supported, and contextually meaningful to improve student comprehension and retention.

From the statement above, it is concluded that the use of short videos in language learning, especially vocabulary development, is an effective and relevant innovation in today's digital era. Short videos are able to present vocabulary in a real context through visual illustrations and action, making it easier to understand and helping students remember vocabulary longer. In addition to making the learning process more interesting and fun, short videos also increase student involvement in learning. Thus, the integration of short videos becomes a practical strategy to support more meaningful language learning.

c. The Advantages and Disadvantages of Using Short English Videos in Vocabulary Teaching

According to Agustin et al (2022) there are several advantages and disadvantages to using videos as a learning media, as outlined below:

Advantages:

1. Visual and Auditory Learning Support

Short videos combine visual and auditory elements, making it easier for students to associate words with images and sounds, thereby enhancing memory retention and vocabulary recognition.

2. Contextual Learning

Vocabulary presented in videos is often shown in real-life contexts, helping students understand how words are used in different situations. This improves both comprehension and the ability to use vocabulary in speaking and writing.

3. Increased Student Engagement

Videos are more effective at capturing students' attention, which can boost their motivation and interest in learning.

4. Exposure to Native Speaker Pronunciation

Videos provide students with opportunities to hear native speaker pronunciation, intonation, and accent, which supports the development of listening skills and accurate vocabulary usage.

5. Easy Access and Time Efficiency

Short videos are easily accessible and can be replayed multiple times for reinforcement. Their brief duration makes them ideal for use within limited classroom time.

Disadvantages:

1. Limited Vocabulary Focus

Some short videos are not specifically designed for vocabulary instruction, making it difficult for teachers to identify or extract words that are relevant to the learning objectives.

2. Technical Issues

The use of videos requires adequate technological equipment. Problems such as unstable internet connections, broken projectors, or poor audio quality can disrupt the learning process.

3. Passive Learning occurs when students only watch videos without engaging in interactive activities. This limits their active involvement and may reduce their ability to fully understand and remember new vocabulary.

4. Without the support of active learning strategies such as discussions, quizzes, or note-taking, watching videos may lead to passive learning, preventing students from fully understanding and mastering new vocabulary.

5. Inappropriate Language Level

Some videos may contain vocabulary that is either too simple or too advanced for students. If not carefully selected according to their proficiency level, the videos may become less effective in supporting vocabulary acquisition.

Strategies to Minimize the Disadvantages:

1. Selecting Appropriate Videos

The researcher should select or design short videos that match the students' language proficiency and align with the vocabulary learning objectives. Videos from educational platforms or those specifically created for English language learners (ESL) are generally more effective and relevant to the learning context.

2. Providing Supporting Materials and Activities

To avoid passive learning, the researcher can prepare supporting materials such as worksheets, vocabulary lists, or comprehension questions to accompany the videos. These materials encourage students to actively engage by identifying new vocabulary, creating sentences, and participating in group discussions.

3. Preparing for Technical Issues

To address potential technical problems, the researcher should check all equipment before the lesson begins and prepare a backup plan, such as downloading the video or providing offline copies. Ensuring a stable internet connection is also essential to avoid disruptions during the learning process.

4. Post-Viewing Reflection and Practice Activities

After watching the video, the teacher can conduct follow-up activities such as vocabulary games, group assignments, or oral presentations to reinforce students' understanding. These activities help transform the viewing experience into an active, reflective, and meaningful learning process.

4. YouTube as a Teaching Media

YouTube has become one of the most widely used platforms in education, particularly in language learning. As a free and easily accessible video-sharing site, YouTube offers a wide range of audiovisual materials that support the teaching and learning process. In English language instruction, it serves as an effective medium to present authentic language use, enhance listening skills, and enrich students' vocabulary. According to Brook (2011), YouTube also promotes student-centered learning by increasing participation and building students' confidence in using English.

One of the key advantages of using YouTube in the classroom is its ability to combine both visual and auditory stimuli, which helps students better understand and retain new vocabulary. Short English videos on YouTube often include visual cues, native-speaker pronunciation, and examples of language used in real-life contexts, making the learning experience more engaging and meaningful.

In practice, YouTube videos can be effectively utilized in vocabulary learning through various strategies. For example, teachers may play short videos that contain target vocabulary in the form of dialogues or brief stories. After watching, students can be asked to identify new words, match them with their meanings, classify them into word classes such as nouns, verbs, and adjectives, use them in sentences, or discuss their contextual meanings. Teachers may also pause the video at specific points to highlight vocabulary, explain pronunciation, or check students' understanding. This kind of active engagement strengthens vocabulary acquisition and supports a more meaningful and interactive learning process.

According to Zahro (2022), to use YouTube effectively in learning vocabulary, teachers can follow several steps as a structured guide:

1. Choosing the Right Video

Teachers must choose short videos that are suitable for the vocabulary topic and the student's language level.

2. Introducing Vocabulary Before Watching

Before showing the video, the teacher can introduce and explain the key vocabulary that will appear in the video.

3. Directed Watching Activity

When watching a video, students can be given worksheets or questions that guide them to focus on certain vocabulary.

4. Discussion and Practice After Watching

After watching, teachers can lead discussions about video content, help students identify new vocabulary, translate them into Indonesian, or complete vocabulary exercises related to the video.

5. Assessment

To ensure students truly understand vocabulary, teachers may provide homework, quizzes, or small projects that ask students to use new words in

different contexts.

The use of YouTube can also increase students' motivation and interest, because this platform offers various content formats such as animation, everyday conversations, short stories, educational tutorials, and vlogs. Each content format provides specific advantages for vocabulary learning. For instance, animated videos present visual storytelling that helps students associate vocabulary with images and actions. Everyday conversations expose learners to practical vocabulary used in real-life situations. Short stories support the acquisition of narrative-based vocabulary in meaningful context. Educational tutorials deliver structured and topic-based vocabulary, while vlogs present natural and spontaneous language that reflects authentic communication. These formats are not only informative but also entertaining, helping to create a more dynamic and enjoyable learning experience. However, the use of YouTube must be supported with the right strategy. Teachers need to guide students to stay focused on learning goals and avoid potential distractions.

Based on this analysis, it can be concluded that YouTube is an effective tool for learning English, especially for improving vocabulary and listening skills. By providing authentic and engaging audiovisual materials that are easy to access, YouTube can increase students' participation, motivation, and confidence. To use YouTube effectively, it is important to choose the right videos, introduce vocabulary before watching, guide students during watching activities, hold discussions and practice after watching, and assess students to ensure their understanding. With the right strategy, YouTube can create a more interactive, enjoyable, and effective learning environment.

2.2 Previous Study

1. Putri Melinia Amanda, Ahmad Talib, and Mardiyanah Nasta(2023), in this research, *"Improving the Vocabulary Mastery of the Second Year Students' of MAN 1 Barru by Using Youtube Videos"*. This study aims to determine the effectiveness of using YouTube media in improving students' vocabulary skills. This research uses quantitative method. This study uses a classroom action research design, with two cycles with a sample of 1 class, namely 23 students. The research data was collected using multiple-choice tests consisting

of a pretest and a posttest. The test used is a vocabulary test. The results, in the first cycle, only 26.09% of students achieved a passing grade with an average score of 65.07. However, in the second cycle, all students (100%) achieved a passing grade with an average score of 84.49. This shows an increase in vocabulary mastery of 73.91% after using YouTube media in learning.

2. Anggun Lestari, Nuri Latifah, and Arby Abdillah MR(2023), this research, *'The Use of YouTube Media In Improving Students' Vocabulary Through Online Learning'*. This study aims to determine the effectiveness of using YouTube to improve students' vocabulary. This study uses quantitative and qualitative methods. The tests used are pretest, posttest, and questionnaire. Used 10 students as a sample questionnaire of 20 questions, which were worked on for 60 minutes. Questionnaire Results a) 100% of students have used YouTube to learn vocabulary. b) 80% feel that YouTube increases their motivation to learn vocabulary. c) 80% feel that their pronunciation improves after watching YouTube videos. d) However, only 50% feel that YouTube truly helps them understand vocabulary effectively. The findings suggest that YouTube has significant potential as a medium for vocabulary learning, particularly due to its visual and interactive characteristics. Nevertheless, its effectiveness is contingent upon individual students' learning styles.
3. Valentino Tamara, Nitha Liando, and Ignatius Tuerah(2022), in this research, *"Improving Students' Vocabulary Through Audio-Visual by Using YouTube Videos at SMA Negeri 2 Tondano"*. The study aims to find out whether the use of audio visuals through YouTube videos can improve vocabulary. This study uses a quantitative method with a pre-experimental research design with one group of 13 students as a sample. The instrument used was a vocabulary test in the form of a pre-test and post-test. The results showed that the use of YouTube videos significantly improved the vocabulary mastery of class X students at SMA Negeri 2 Tondano. The average score of students increased from 45.77 in the pre-test to 90.92 in the post-test.

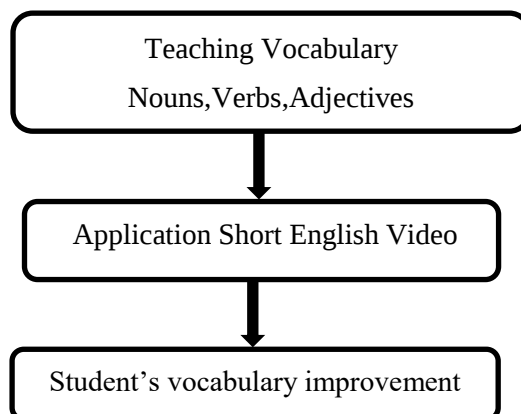
Based on the previous studies, with this research, they have similarities and differences. First, there are several similarities between the study conducted by Putri Melinia Amanda, Ahmad Talib, and Mardiyannah Nasta (2023) and ny

research. Both studies employed audiovisual media to enhance student's vocabulary. In addition, both involved eleventh-grade students as the sample, applied a quantitative method, and collected data through multiple-choice tests administered as pre-tests and post-tests. However, there are also some significant differences. The study by Putri Melinia Amanda, Ahmad Talib, and Mardiyana Nasta (2023) aimed to examine the effectiveness of using YouTube as a media to improve student's vocabulary skills. In contrast, the objective of my research is to investigate whether the use of English short videos can enhance student's vocabulary. Moreover, the previous study adopted a classroom action research design, while my research uses a pre-experimental design.

Secondly, the study conducted by Anggun Lestari, Nuri Latifah, and Arby Abdillah MR (2023) also shares similarities and differences with this research. The similarity lies in the fact that both studies used high school students as the subjects of the research. The differences lie in the research objectives and the methods used. Their study aimed to determine the effectiveness of using YouTube to improve students' vocabulary, while the objective of my study is to find out whether using short English videos can enhance students' vocabulary. In addition, they used a mixed-method approach (quantitative and qualitative) with research instruments including a pre-test, post-test, and questionnaire. In contrast, my study uses only a quantitative method with research instruments consisting of a pre-test and a post-test.

Thirdly, the study conducted by Valentino Tamara, Nitha Liando, and Ignatius Tuerah (2022) has several similarities and differences with my research. The similarity lies in the research objective, which focuses on determining whether the use of audiovisual media through YouTube videos can improve students' vocabulary. Both studies also employed a quantitative method using a pre-experimental research design with a single group, and the instruments used were vocabulary tests in the form of a pre-test and a post-test. The difference is that their study used tenth-grade students as the research subjects, while my study uses eleventh-grade students as the subjects.

2.3 Conceptual Framework



Three elements will be explained in this study, which are briefly explained as follows:

1. This research provides vocabulary learning about the material that focuses on this research in Nouns, verb and adjective.
2. In the learning process, the research applies Short English Video
3. Researcher see student's Vocabulary Improvement

2.4 Hypotesis

Based on the above, the hypothesis that can be taken from the short English video application to teach students at SMAN 6 Palopo is:

1. (H₀): There is no significant effect of the use of short English videos to improve the vocabulary of eleventh-grade students at SMAN 6 Palopo.
2. (H_a): There is a significant effect of the using of short English videos to improve the vocabulary of eleventh-grade students at SMAN 6 Palopo.
 - a. If $\text{sig } \alpha < 0.05$ then (H₀ is accepted and H_a is rejected)
 - b. If $\text{sig } \alpha > 0.05$ then (H₀ is rejected and H_a is accepted)

According to the above criteria, if a significant value is lower than α ($\alpha=0.05$), it means that H_a is accepted. This means that there is a significant difference between the students' pre-test and post-test results after they use Short English videos in the learning process. On the other hand, if a significant value is higher than α ($\alpha=0.05$), it indicates that H₀ is accepted. If the value is higher than 0.05, it means there is no significant difference between students test scores before and after using a Short English videos.