

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In this modern era people demand to have more than one language because as a tool for communication, it takes an important role in our daily activities. Without communication, people was be left behind. Communication in a foreign language is a bridge to get information, knowledge and culture. Indonesia, as a developing country has realized that English as an International language is needed to be mastered by Indonesia people. As consequence, it cannot be separated from vocabulary mastery because, vocabulary is the basic language component.

Vocabulary is total number of the words which make up a language. Everyone cannot learn a language without learning vocabulary. Especially in elementary school students. Their statement just left kindergarten school and a huge amount of vocabulary. Therefore, it is very important to find out elementary school students' vocabulary learning difficulties and help them effectively deal with vocabulary. Vocabulary is collection of words where the meaning can be known and to find whether the learners can match each word and then use it in sentences. The wealth of persons' vocabulary is generally considered to be an overview of intelligence or education level. Teaching English in general apply at elementary school average about four hours a week. It was not only study the list of words (vocabulary), but also other subjects such as grammar, conversation,

pronunciation, reading, writing, and so on. It is impossible if we have to memorize the vocabulary.

The process of teaching and learning is good was come from teachers who have a good competence. Which teachers are able to provide lessons or material to students so that students can receive and understand it. Material or instructional materials submitted by the teacher should be in accordance with the curriculum and as we all know that the education department has implemented the curriculum and syllabus in force. The curriculum and syllabus as a reference in teaching teacher, and as we all know that the education department has implemented the curriculum and syllabus to be possessed by a teacher for teaching and learning process. At this time SDN 129 Pekanbaru curriculum and syllabus character.

However, after observing the teaching and learning process at the fifth grade students of SD Negeri 129 Pekanbaru the researcher finds out that the students' vocabulary mastery is still low. It can be seen from the students' answer when they are asked about English, i.e. *Bahasa Inggris sulit, Bu; nggak tau arti kata-katanya; sulit membacanya, tulisan sama bacanya udah beda; sulit mengingat kata-katanya, Bu, sering lupa; etc.*

From the students' statements above, the researcher concludes that 1) the students get difficulties in recognizing words; 2) the students have problem in remembering words; 3) the students get difficulties in understand the meaning of English words; 4) the students get difficulties in pronouncing words correctly; and 5) the students get difficulties in writing words correctly.

In addition, because of their assumption that English is a difficult subject, it makes the classroom situation do not conducive for teaching-learning process. It can be seen from 1) students often play and chat with friends during teaching-learning process; 2) students often ask permission to go to toilet; 3) most students did not write notes given by teacher; 4) students are easy to get bored in following English class; and even 5) some students look sleepy in the class.

Those problems arise because the students do not have highly motivation in following English class and even they think that it is not interesting. Besides, there are limited media that can be used by teacher as teaching aids. In teaching them, the teacher tends to use drilling and translation method. Those are useful methods if those are applied on higher level, but it is not effective for elementary level. The students, which still belong to young learners, are easy to get bored and only can concentrate in a short time. Basically, they cannot learn in a serious way and need to be taught in a fun activity. Therefore, the students not only have a perception about English that it is a difficult subject but also it is a boring subject.

Remembering that young learners different from adults, it is different teaching English at elementary students from teaching it in the higher level students. Elementary students as young learners or children have certain characteristics and it needs certain treatments too. For instance, they are easy to get bored and cannot learn seriously in long time. For the teachers in elementary school, it is not only necessary to know the characteristics of young learners but also to master the technique to reach a good development in teaching-learning process.

Considering the importance of vocabulary that should be mastered by the students, it promotes the writer to find out one method that can help the students become easier in learning English vocabulary. Besides, it should provide them to learn in an attractive way in order to make they get spirit in teaching-learning process. Thus, in this research the researcher was bring forward the way of teaching vocabulary by using YouTube media.

The YouTube medias are chosen based on the theme on syllabus of English for the fifth grade students and chosen in form of cartoon or animation video in order to make the students being more interested in teaching-learning process. Sherman (2003: 1) states that video allows us to introduce any aspect of real life into the language learning environment, contextualizing the learning process. Besides, it can be used in many different instructional settings, from the classroom to online distance learning campuses. The great value of video lies in its combination of sounds, images, and sometimes text in the form of subtitles, together with the socio-cultural information about habits, traditions, culture, etc. All this makes it a very comprehensible tool for teaching vocabulary to foreign language students.

By applying video in English class, it can serve many advantages in helping the students to learn new vocabulary. Learning by watching video, it can change the students' opinion about English as a difficult subject become English is an easy and interesting subject. Next, it leads to improve their interest in following English class because they was get an entertainment by watching the video. The learners who saw video pictures were able to produce a higher

percentage of acceptable vocabularies than the learners who read only the narratives or those who read both the narratives and definitions.

Based on the description above, the researcher wants to solve the problems that arise and to improve the students' vocabulary mastery through video. The researcher believes that by implementing YouTube media in English teaching-learning process can improve the fifth grade students' vocabulary mastery of SDN 129 Pekanbaru.

1.2 Setting of the problems

Based on the primary explanation of the background above researcher, mastery of the English vocabulary in the fifth grade students at SDN 129 Pekanbaru is still low can be seen from the:

1) the students get difficulties in recognizing words; 2) the students have problem in remembering words; 3) the students get difficulties in understand the meaning of English words; 4) the students get difficulties in pronouncing words correctly; and 5) the students get difficulties in writing words correctly.

They learn monotonous and not specific students to know every word they read. Consequently they do not understand the word they read because they basically do not know every word. They need a strategy possible to encourage them to learn while the vocabulary in a fun and effective. Students said that is difficult for them to get the meaning of part of speech that are only used noun, adjective, verb and adverb; they do not understand what the teacher told about. The students SDN 129 Pekanbaru have difficulty with it, difficult to absorb the

knowledge of the subjects that have been submitted by the teachers and their impact on students who are no longer motivated to learn English.

Researcher saw that the students are not able to learn English, they assume English is difficult and hard to understand and even they feel this very unpleasant lessons, because they simply did not know. The researcher intends to apply learning YouTube media to improve students' vocabulary mastery.

1.3 Limitation of the Problem

Based on the setting of the problem above, it is clear that there are many problems involved in this research. So, the researcher only focuses on the use of YouTube media in increasing students' vocabulary mastery. To solve the problem, the researcher tries to apply YouTube video. This strategy focus on multimedia presentation. Multimedia presentation such us Video and Picture. These medias use to increase students vocabulary consist of noun, adjective, verb, adverb, conjunction, pronoun and interjection, but the researcher only teach about noun, adjective, verb and adverb because it is easy with the students level. In addition, there are so many procedures related to teach vocabulary by using YouTube media. In passed the researcher used procedure suggested by Kasihani K.E Suyanto (2010). Students' vocabulary mastery of the fifth grade at SDN 129 Pekanbaru. In this research all media was combine in each treatment process.

1.4 Formulation of the Problem

Is there any significant effect of youtube media toward students' vocabulary mastery of the fifth grade at SDN 129 Pekanbaru?

1.5 Objective of the Research

To find out whether there is any positive effect of YouTube media toward students' vocabulary mastery of the fifth grade at SDN 129 Pekanbaru?

1.6 Significance of the Research

The need of the study identified as follow:

1. To contribute information to English teachers in increasing quality in teaching learning process.
2. To expand the researcher's knowledge about YouTube media.
3. To apply and develop the students' mastery in vocabulary through YouTube.

1.7 Definition of the Key Terms

In order to avoid misunderstanding in this research, it is necessary for the researcher to define the following terms:

1. Effect

Effect means change caused by something. (Manser, 1995:134).

However, in this research, the term of effect refers to the effect of YouTube media toward students' vocabulary mastery of the fifth grade at SDN 129 Pekanbaru

2. YouTube

According to Kelsey (2010) YouTube is a website where users are able to upload and share any videos. It uses Adobe Flash Video technology to display a wide variety of user-generated content, video content, including movie clips, television clips and music videos.

3. Vocabulary Mastery

Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990: 12) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic word.