

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

To learn English, knowing vocabulary is crucial. How English is taught to students as a global language has been the subject of numerous research. According to (Alqahtani, 2015) vocabulary knowledge is widely seen as a key asset for second-language learners, because a limited vocabulary in a second language may inhibit effective communication.

However, each nation retains the right to independently set its own rules for English language instruction at all levels of education. Despite the fact that English is a universal language, certain nations still have prohibitions on teaching English as a foreign language. English instruction in elementary schools is not required in Indonesia but is recognized as a local content subject, with just a few hours occasionally allotted to schools (Astutik & Munir, 2022).

With the government's decision on this matter, it cannot be denied that teachers also have difficulties in developing learning strategies for introducing English to students. Children should be taught vocabulary in a different way than teenagers and adults (Rahmadhani, 2015). It is because young learners have a distinct personality.

According to the results of the interviews, books, and visual aids are typically the only types of media used to teach vocabulary at SD N 1 Sengonbugel Jepara. However, students at SDN 1 Sengonbugel Jepara showed interest in the English course. Many students during the lesson enthusiastically imitated the pronunciation of vocabulary that sounded new and foreign to them. Teachers have also occasionally suggested using YouTube to help students acquire language.

Additionally, teachers teach students to record 10–15 noun-related vocabulary words.

According to (Munir, 2016) listening, speaking, reading, and writing are the four competencies of English. Vocabulary is one aspect of these abilities. A person's views cannot be expressed if he lacks words. Teachers must be familiar with the vocabulary, which includes the word's form, meaning, and application.

YouTube was selected in this study because it makes a significant contribution to the teaching and learning process. It offers a wealth of video information that can be used in the classroom. According to (Riswandi, 2016) predicted that after watching YouTube videos, students would be able to gain ideas for speaking from the speaker's real environment, giving them the possibility to produce imitative, intensive, responsive, intensive, interactive, and extended speaking performances. Students can also gain new vocabulary and pronunciation examples to help them improve.

YouTube praises the app's sleek, basic design and huge icons for easy touch and navigation. It works with consoles and smart TVs, making it simple to access apps across different devices in your home. For home browsing, channels and playlists are organized into four categories: Shows, Music, Learning, and Explore. According to (Burroughs, 2017) stated that the primary motivator behind the YouTube Kids app is that children have a lot of fun with their consumption choices. Kids enjoy the surprises of material that keep them interested while they browse and watch. They also actively engage and participate in the flow of digital consumption, regardless of the application's limits.

1.2 Statements of the Problem

Based on the background above, the researcher wants to observe whether “Is there any significant differences in teaching vocabulary for 4th grades students at SDN 1 Sengonbugel Jepara in the academic year 2023/2024 before and after being taught by using Youtube kids?”

1.3 Objectives of the Research

Based on the problem statement above, the objective of the study “To discover significant differences in vocabulary development between before and after the use of Youtube kids as a medium for teaching vocabulary for 4th grade students at SDN 1 Sengonbugel Jepara.”

1.4 Significance of the Research

This research was predicted to give several benefits and be valuable to four categories :

1. Benefits for teachers

With the research findings, teachers can get insight into media differences to improve student learning outcomes in line with the learning content. Through Youtube, teachers can create more communicative and fun learning so that students can easily master the vocabulary they are learning.

2. Benefits for students

It is believed that this research would result in modifications in young learners' vocabulary learning processes, hence improving learning results. When kids learn English lessons, using YouTube in the vocabulary learning process can create a fresh learning environment. Because the teacher employs suitable teaching strategies, they should be able to solve their challenges by grasping the meaning of words.

3. Benefits for schools

Based on the findings of the study, it is hoped that it can make a good contribution in schools to improving the teaching and learning process in schools. Especially on the techniques and media for teaching used by teachers.

4. Benefits for researchers

Researchers are aware of the advantages of "using YouTube media to improve young students' vocabulary mastery".

1.5 Scope of the Research

This research focuses on the vocabulary of fourth grade in SD N 1 Sengonbugel Jepara 2023/2024. The participant of this research was the students in the fourth grade of SDN 1 Sengonbugel Jepara in academic year 2023/2024. In addition, the research discussed using Youtube kids' channel *English Singing* to teach vocabulary, the topics are *what are you doing?* and *parts of the house*.

1.6 Operational Definition

There are several operational definitions in this research :

1. Teaching Vocabulary

One of the most challenging aspects of language is vocabulary, which necessitates the use of innovative teaching strategies and technologies by teachers (Amireza, 2019). Teachers must employ creative instructional methods to improve student's language skills (Permana, 2020).

When acquiring vocabulary, young learners must focus on numerous aspects of English, including pronunciation, spelling, structure, and vocabulary. They should also begin acquiring words at the lowest frequency possible (Bakhsh, 2016). According to (Nunan et al., 2003) I.S.P Nation stated that the teacher's job is to focus on the intended vocabulary goals, to give strategic training for low-frequency vocabulary, to make sure that vocabulary acquisition occurs throughout the course, and to assist students in taking responsibility for their own vocabulary learning.

Additionally, teachers need to be more inventive when creating learning materials for students. Students will find it simpler to comprehend the terminology that the teacher is trying to teach them by using unique and inventive media.

2. Student of 4th Grade at SDN 1 Sengonbugel Jepara

For the 2023/2024 academic year, fourth-graders at SDN 1 Sengonbugel Jepara are group students who learn English. In 4A and 4B, there are two classrooms. For class 4A there are 22 students and class 4B 21 students.

3. The Youtube Kids Channel English Singing

English Singing is the channel where children around the world can joyfully play with English and learn English. Children want to see things in person, think by themselves and meet various worlds. We try to produce fun and various contents suitable for these children's characteristics. We offer videos in various forms such as Nursery Rhymes, Dialogue, Song, Rap, Story, Phonics, etc. Students can read new terms through the lyrics on the screen while singing and imitating. The *English Singing* YouTube kids channel selected by the researcher are : *what are you doing? and parts of the house.*