

CHAPTER I

INTRODUCTION

A. Background Of The Problem

English has been taught as a foreign language in Indonesian secondary schools since 1946, one year after the country's independence in 1945, indicating that Teaching English as Foreign Language (TEFL) in Indonesia has been going on for almost 75 years. As the world has been encountering the Mechanical Transformation 4.0 since 2011, with its three primary characteristics that depend intensely on the utilize of innovation: development, robotization, and data exchange, English instructors will require a few fortification and improvement to keep up with the current advancement, which basically centers on the teachers' proficient and academic competencies. The first is to master the four English language skills of listening, speaking, reading and writing (language skills).

English topics (subjects) in Elementary School, Madrasah Ibtidaiyah, and equivalent will become required beginning in the 2027/2028 education year. This provision is found in Permendikbudristek No. 12 of 2024, which outlines the curriculum for PAUD, Basic Education, and Secondary Education. According to the Kemendikbud, English will be an optional subject beginning March 26, 2024, and can be held based on school readiness until the 2026/2027 academic year. Then, beginning in the 2027/2028 school year, English will become a required subject (Kemendikbud, 2024).

Vocabulary is one of the foremost crucial components of English, and it is particularly crucial for understudies considering English as a remote dialect. Since of their restricted vocabulary, they cannot communicate their thoughts transmitted to them, Kufaishi in (Dwiastuty, 2010). Students must master their vocabulary before they can progress to other talents such as listening, speaking, reading, and writing. In other words, vocabulary mastery is essential for understanding English's four basic skills. When it comes to teaching and acquiring the four English skills, vocabulary is an essential component of any language acquisition, such as reading. It is outlandish to master a dialect without vocabulary. It ought to be displayed, clarified, coordinates into all sorts of dialect learning exercises, and learned by students. Mastering vocabulary would be amazingly useful to students English learning, especially their reading skills.

Learning vocabulary is very important for students. Wahyuning in (Auliya, 2023) stated that Vocabulary has an imperative part in English language teaching programs. This may be seen from the approach used in teaching all language skills (listening, reading, writing and speaking) as well as the characteristics of language forms. There are various reasons why vocabulary is taught, including proper vocabulary research, which can help students build practical language skills, particularly in speaking; children still have limited vocabulary; and students and teachers believe that vocabulary is very important in English learning. Many students believe that their difficulties in using language skills, both receptive skills and productive skills, are due to a lack of vocabulary.

The importance of vocabulary to English learning covers several aspects, they are that vocabulary makes students to easy what other people say. Listeners can understand the topics conveyed by the speaker. Then Vocabulary can make it easier to to get it reading or content unequivocally and implicitly. Perusers will have no trouble finding data within the content. Readers can rapidly discover the meaning of a arrangement of words or sentences within the content, so that readers can rapidly conclude the substance of the perusing. The third is Vocabulary which makes it less demanding for understudies to specific their thoughts. The more vocabulary you have, the easier it will be to articulate concepts so that listeners can easily comprehend what is being transmitted, such as when students ask questions to the teacher, during speeches, discussions, debates, or when telling stories. Finally, Vocabulary makes it easier to explain concepts through a sequence of sentences.

How imperative it is to ace the vocabulary as we now know. Presently the issue is addressing the vocabulary itself. (P Vitasmoro, A I Chandra, 2019) stated that feel bored and sad when confronted with the expansive number of words in English. They discover it troublesome when their vocabulary is troublesome to get it. This appears that their propensity to deny to memorize English is caused by a need of vocabulary and troubles in procuring it. In current conditions, numerous understudies need information almost how to utilize words in genuine settings, since they think learning lexicon is learning a list of unused words beside their implications within the student's mother tongue. Hence, there must be several ways that can be connected to stimulate students' intrigued in learning English since intrigued is one of the most variables in accomplishing the objectives of the instructing and learning handle

Based the interview and observation done by researcher the English subject teacher at SMP Negeri 7 metro, the researcher found several problems, that students' low vocabulary mastery effect to students' English scores, The teacher still use traditional learning strategy, Students participation in the learning process are still low. Based on the data, the scores on the daily tests are as follows:

Table 1. Daily test scores for class VIII B

Description	Grade point	Audience
High	85-100	3
Average	75-84	6
Low	<74	22
Total		31

(source : teacher in English class VIII)

Therefore, based on the existing problems that the researcher has a solution in order to enrich students' vocabulary mastery using video-based learning methods. Many techniques and media are available at this time, rather than relying on old methods of learning to enrich vocabulary. By utilizing wonderful devices, students can center more on studying, allowing them to achieve their learning goals. One of the above is the utilization of video-based methods for learning. According to Kabooha and Elyas in (Katiandagho, 2022) Videos provide had a beneficial effect on EFL learners' vocabulary knowledge. Videos on YouTube can improve students' vocabulary significantly. In addition, students are favorable about using movies to learn new English vocabulary. The videos chosen ought to be in accordance with students' needs to enhance their vocabulary knowledge and motivation in studying the target language. Indicators of video-based learning include clarity of message, stand alone capability, user-friendliness, content representation, media visualization, high-resolution quality and versatility.

To conduct research on the use of video-based learning to enrich vocabulary mastery at SMP N 7 Metro, the researcher will begin with a through literature review to understand the current state of video-based learning in education, particularly in language acquisition and vocabulary development. This includes gathering scientific articles, research papers, and educational studies on

the efficacy of video-based learning approaches. Next, the researcher looks at existing techniques and case studies for introducing video-based learning in similar educational environments. This could include investigating how schools or other educational institutions have used video to increase student vocabulary learning, taking into consideration variables such as video selection, instructional design, and assessment methodologies. Based on the literature analysis and requirements assessment, the researcher will apply a research technique to test the efficacy of video-based learning in improving vocabulary mastery at SMP N 7 Metro. This could include creating educational materials, administering interventions, and gathering data to assess learning objectives, including vocabulary retention, understanding, and engagement.

This research will use video-based learning to improve students' vocabulary mastery at SMP Negeri 7 Metro in the 2024/2025 academic year. This research will identify how the use of videos as a learning tool affects students' ability to master English vocabulary. Research methods include collecting data before and after using videos, as well as analyzing actions taken by students when using videos. Finally, researchers will analyze the data obtained to draw conclusions regarding the results of video-based learning on vocabulary mastery at SMP N 7 Metro. This includes determining strengths, weaknesses, and opportunities for improvement, as well as making recommendations for implementation and future studies in this area.

B. Identification Of The Problem

Based on the background of the problem, several problems can be identified as follows:

1. Students' low vocabulary mastery effect to students' English scores.
2. The teacher still use traditional learning strategy.
3. Students' participations in the learning process are still low.

C. Limitation Of The Problem

With regard to problem identification, This research focused Implementing Video Based Learnings To Enrich Students' Vocabulary Mastery at SMP Negeri 7 Metro in Academic Year of 2024/2025.

D. Formulation Of The Problem

Based on the presentation of the problems of learning English that have been mentioned in the problem identification and based on the limitations of the research problem. So the problem is formulated as follows:

1. Can implementing video based learning develop the students vocabulary mastery?
2. Can video based learning strategy improve students' vocabulary scores?
3. Can implementing video based learning increase students' participations in the learning process?

E. Objective

In accordance with the formulation of the problem previously mentioned, the objective of this research as follows:

1. To know how video-based learning develop the students' vocabulary mastery.
2. To find out how video-based learning strategy improve students' vocabulary scores.
3. To find out whether implementing video based-learning can increase students' participations in the learning process.

F. Scope

The scopes on the research are as follows :

1. This research used a Classroom Action Research (CAR).
2. The subject of the research was the students of the eighth grade of SMP Negeri 7 Metro in academic year of 2024/2025.
3. The object of this research was " implementing video-based learning to enrich students' vocabulary mastery in eighth grade at SMP Negeri 7 Metro in academic year of 2024/2025."
4. The place of the research was at SMP Negeri 7 Metro.
5. The research was conducted in the first semester of the eighth grade at SMP Negeri 7 Metro in academic year of 2024/2025.

G. Benefit Of The Research

This research is expected to be useful for:

1. For Education.

The findings of this study are expected to be a valuable source of information to improve the quality of the English teaching and learning process.

2. For Teacher.

The findings of this study are expected to be a useful reference for using an effective method.

3. For Researcher.

It is hoped that the findings of this research can become good reading information to back up their references when writing the thesis and to expand their expertise of teaching and acquiring English.