

CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is the most basic element of a language and it becomes a component of language that must be taught to students for getting a better understanding of language, especially in English. Vocabulary knowledge can help us to express our ideas precisely in communication. Vocabulary is one of the important aspects of teaching the English language. Another aspect that should teachers know is to be creative and patient in finding, choosing, and simplifying the materials which make the students master the vocabulary.

In communication, students need a vocabulary that they use to produce meaningful sentences. Without vocabulary enrichment, it is difficult to study grammar, speaking, listening, writing and etc. It notes that without adequate knowledge of vocabulary, students get difficulties in performing the task required of them in their school. Vocabulary is very important in teaching and learning English because by having many vocabularies someone can be easier to learn English.

Based on the syllabus of curriculum 2013 the students of tenth grade in hospitality SMK N 1 Metro, they have to capable for compiling spoken and written text with pay attention in social functions, generic structure of the text and elements of the language correctly and it can be used in real context.

As a matter of fact, some students get difficulties to master vocabulary because they do not know the media that can be used for helping them in memorizing vocabulary. They are bored and inactive in the class. It causes

they are not able to speak English to communicate. They get difficult to understand the meaning of any strange and new word in English subject, thus learning activities tend to remain silent during the subject. They are also still confused in writing and pronouncing the word when they find a new vocabulary. Therefore, most of students of tenth grade in hospitality SMK N 1 Metro limited in vocabulary mastery. In addition, those descriptions depend on the researcher's data from an English teacher and the data were shown in Table 1.1 below:

Table 1.1 Pre Survey Vocabulary Score of Tenth Grade in Hospitality SMK N 1 Metro

No	Category	Score	Students Frequency	Percentage
1.	Excellent	80-100	23	23%
2.	Good	65-79	38	37%
3.	Fair	60-64	41	40%
Total			102	100%

Sources: English Teacher's Score of English Subject in SMK N 1 Metro

Based on pre-survey above, it can be explained that there are 23 students or 23% of the students got the score almost 100, it means that they have excellent vocabulary mastery. There are 38 students or 37% of the students got the score up to 79, it means that they have good vocabulary mastery. The last, there are 41 students or 40% of the students did not pass the minimum passing grade or low vocabulary mastery. In fact, the minimum passing grade of English learning is 75, if the lowest score is 60, the vocabulary mastery do not reach by students.

There are many ways that can be used to increase students vocabulary mastery, one of them is using media. Media is needed to conduct English teaching and learning process in the class. The development of technology contributes to the spread of many kinds of websites, application,

and social media. The media can help the students and the teachers to support the teaching and learning process. Taking a look at the problems that occur, the researcher proposes one of the important media to teach vocabulary is using TED talks videos.

TED talks are one of the aforementioned online services that are now widely available. One of the availability of linguistic support, another being the innovative and engaging content. The full transcripts and subtitle in a multitude of languages which are available in TED talks enable the incorporation of content into language instruction with ease for both teachers and students (Hashimoto, 2015 p.229).

Video is useful in the teaching and learning process because it provides interesting visual media, so the teaching and learning process will be fun. According to Cameron (2001, p.73) Vocabulary is best learned when the meaning of words is illustrated, for example by a picture, an action or real object. Videos are available on almost any topic and for all types of learners in all the domain of instruction including cognitive, affective, motor skill, and interpersonal.

Based on the descriptions above it concludes that the use of media is very important in the teaching and learning process in the class. The researcher is going to do the research entitled "The Effectiveness of Using TED Talks Video toward Students' Vocabulary Mastery at Tenth Grade of SMK N 1 Metro in academic year 2019/2020".

B. Problem Identification

Based on the background of the study that has been explained above, the researcher identifies the problem as follows:

1. Some students get difficulties to master vocabulary because they do not know the media that can be used for helping them in memorizing vocabulary.
2. They are bored and inactive in the class.
3. They get difficult to understand the meaning of any strange and new word in English subject.
4. They are also still confused in writing and pronouncing the word when they find a new vocabulary.

C. Problem Limitation

Based on problem identification above the researcher limits the problem. The limitations of the problem are:

1. There are some factors of the media that affect students' interest in teaching vocabulary.
2. The students are bored and inactive in the class.

D. Problem Formulation

Based on the background of the study above the researcher formulates the problems as these:

1. Is there any effectiveness of using TED talks video toward students' vocabulary mastery at tenth grade of SMK N 1 Metro in academic year 2019/2020?
2. Is there any significant difference of using TED talks video toward students' vocabulary mastery at tenth grade of SMK N 1 Metro in academic year 2019/2020?

E. Research Objectives

According to Problem Identification, Problem Limitation and Problem Formulation above, the Researcher finds several aspects that will be Research Objective in this research as follows:

1. To find out whether using TED talks video effective toward students' vocabulary mastery tenth grade of SMK N 1 Metro in academic year 2019/2020.
2. To find out whether there is a significant difference of using TED talks video toward students' vocabulary mastery at tenth grade of SMK N 1 Metro in academic year 2019/2020.

F. Research Scope

This research conducts in tenth grade of SMK N 1 Metro in academic year 2019/2020 that consists of three classes with 102 students. This research focused on the effectiveness of using TED talks video toward students' vocabulary mastery on content words and students' problems in learning vocabulary through video.

G. Research Benefit

After the research objective found, the researcher establishes the research benefits as follows:

1. For Students

The results of this research can be used to help students in learning vocabulary. It means that TED talks video make students more active and they broaden the new vocabulary.

2. For English Teachers

The results of this research are expected that it will be a consideration in determining media to be implemented in vocabulary

learning. Therefore, the English teachers can use TED talks video as a media to English learning.

3. For Other Researchers

Hopefully, the result of this research can be useful references for other researchers who have the interest to do the research in the same topic.