

CHAPTER 1

INTRODUCTION

In this chapter will provide the research background, identification of research problems, limitations of the study, research question, research objectives , and research significance.

1.1 Research Background

Technology is essential in various fields, especially education, as a learning medium that helps transfer knowledge. Pulatbek (2023) explain that the use of digital technology in language learning, especially in mastering vocabulary provides benefits for students. This is due to various kinds of technology that support learning media and the times. Many learning innovations were introduced in the 21st century as tools to improve vocabulary mastery, such as the Internet, blogs, videos, digital dictionaries, and others (Kuning, 2019). For example study conducted by Jaid in 2018, which focused on evaluating the effectiveness of using vlog videos on YouTube to teach English vocabulary to second language learners. According to the study's results, the use of video vlogs was found to enhance participants' vocabulary comprehension and increase their learning motivation. This type of research aligns with the broader trend of incorporating multimedia and digital resources into language education. The use of YouTube and other video platforms provides an interactive and compelling way to learn a new language, providing learners with authentic language input and context. Video blogs (hereinafter referred to as vlogs) are becoming a trend for use in education.

According to (Premana et al., 2021), video vlogs are a means of expressing oneself and opinions to the public.

Meanwhile, vlogs are one of the main content, namely videos uploaded on the YouTube channel to share information, both in the form of entertainment and education, which are used as content (Baran, 2007; Oktaviani, 2020; Aminatun, 2021). Vlogs are used in teaching centred on communication methods as a learning medium. Another opinion from Rakhmania and Kusmaningrum (2017) states that using Vlogs as a conceptual medium in technology-based learning can provide material and assignments. Video blogs can improve reading, listening, writing and speaking skills. In learning English, Wang (2020) The use of vlogs as a medium has proven to be effective in enhancing students' vocabulary skills, and students have shown a positive response to this instructional approach.

In education, especially as a learning medium, vlogs can be an effective learning medium to train and improve students' vocabulary mastery in education. What is interesting about using vlogs is that they are trending, easy to access, and videos can be played repeatedly. Therefore, vlogs can help the learning process, especially for students, increase vocabulary mastery, motivation, and self-confidence (Yang, 2019). Vlog is a video component that provides various video genres and allows everyone to watch, create and post content (Maulidah, 2017). In addition, Isaiah (2020) found many advantages of using vlogs on the YouTube platform as a learning medium, especially in improving speaking skills, namely in mastering vocabulary. In vlogs, the use of words is often accompanied by pictures, videos or situations that provide clear context.

This helps students make connections between words and their meanings in authentic contexts. Through vlogs, students can get used to language variations, intonation, expressions, and appropriate words in everyday conversations.

Vlogs can introduce students to new vocabulary and language variations they might not encounter in traditional textbooks. Through vlogs, students can learn new words, phrases and expressions native speakers use, Isnaniah (2020). This helps expand their vocabulary and enriches their understanding of the language used in real situations. In addition, through vlogs, students can see and listen to native speakers using vocabulary in the proper context. It provides hands-on examples of how to use words correctly and provides references to students on intonation, pronunciation, and proper use of vocabulary. Vlogs can be accessed and watched anywhere and anytime to allow students to study according to their need (Debbag, 2018; Citrawati et al., 2021; Brilliant & Fithriyani, 2020). In addition, exciting and informative vlogs can increase student engagement in learning due to visual media and engaging content.

Nevertheless, remember that even though technology has many benefits in education, its use must be directed wisely. Teachers and students need to develop appropriate digital skills and understand how to properly manage their time and technology resources to achieve optimal learning outcomes. Vlogs on the YouTube application can be applied numerous benefits and enhance the learning experience, especially at the junior high school level, the application of vlogs in education can be tailored to meet the developmental and educational needs of students. This is due to the widespread use of vlogs on social media, which young people regularly watch.

Furthermore, junior high school students have the option to select their viewing material. At this stage, students are able to set up a YouTube account, from creating an account to watching and organizing videos they watch, all the way to creating their own content to upload on YouTube. Several studies have investigated the impact of Vlogs on vocabulary mastery, such as Pane (2019), who investigated the effect of using videos in providing a better understanding of teaching English vocabulary. The results of this study showed an increase in students' cognitive aspects. Apart from that, research from Sismona (2020) investigates the use of videos on vocabulary mastery. This study's results stated that video use significantly affected students' vocabulary mastery. Video can serve as an option for students to enhance their vocabulary skills as opposed to using visual images as a learning tool. Likewise, Nababan (2023) researched the effectiveness of using YouTube videos on vocabulary mastery and improving students' cognitive abilities. The results indicated that students had a strong command of vocabulary and were capable of expressing their thoughts through writing, reading, and speaking English.

To explore the effect of Vlogs on vocabulary learning more deeply, researchers are interested in conducting the same research but with a different research setting, namely "The Effect of Watching Vlog Videos on Students' Vocabulary Mastery at SMP Negeri 4 Sawan." Also, the authors of this study attempted to enhance students' vocabulary knowledge at SMP Negeri 4 Sawan by encouraging them to watch Vlogs, identify complex words, find meanings of difficult words, and search for synonyms and antonyms in the words encountered while watching Vlogs.

1.2 Identification of problem

Having adequate vocabulary mastery allows someone to communicate clearly and effectively. By mastering a variety of words, students can convey ideas more precisely. There are several factors that influence students' lack of vocabulary mastery, such as students not having access to adequate learning resources, such as books, dictionaries, or online learning resources. Furthermore, teachers have yet to fully exploit the potential of technology for teaching vocabulary to students. This leads to a lack of enthusiasm for learning vocabulary because of uninspiring learning materials, which is a weakness that needs to be addressed.

In recent years, there has been extensive research on the use of Vlog media in students' speaking and listening skills. (e.g., Simamora, 2020; Cepik & Yastibas, 2013; Julia et al., 2019; Lestari, 2019) but efforts are rarely directed at teaching vocabulary (e.g., Pane, 2019; Hakim, 2019; Wang, 2020; Yunita, 2022). For example, Pane (2019) This research was conducted at SDN 018 Samarinda with a sample size of thirty second grade elementary school students. This research was conducted by treating second grade children using videos in learning activities. The results indicate that there is a notable difference in students' vocabulary scores before and after watching videos. According to this study, the implementation of videos has a notable impact on the English vocabulary proficiency of second grade students at SDN 018 Samarinda. The same research was conducted by Hakim (2019), regarding the application of YouTube social media for teaching vocabulary. This research was conducted on young students at an elementary school in West Java. The implementation is carried out by inviting

students to watch videos on YouTube. This research uses tests, observations and questionnaires to collect data from the research conducted. This study found a correlation between learning outcomes and performance of students who used YouTube to teach vocabulary in class. Research shows that teaching vocabulary using YouTube videos helps students improve their vocabulary mastery and understanding. On the other hand, On the other hand, Wang (2020) Conducted a study that examined the increasing popularity of English language learning in Taiwan. This study examines how EFL students engage in self-directed language learning by utilizing Vlogs on YouTube. This study included twenty students from two public universities in northern Taiwan. The research shows that learning English through YouTube offers more flexibility and interactivity compared to traditional classroom learning. Continuing the discussion above, research regarding the use of technology-based learning media using videos was also carried out by Yunita (2022), Specifically, the focus is on using project-based learning through vlogs to enhance vocabulary skills in young children. In his study, he employs a video project in which students produce videos following specific themes set by the teacher, and then upload them to the YouTube app. These themes are still based on everyday life. The outcomes of student learning indicate that their enthusiasm levels vary after engaging with video-based projects to understand concepts. The findings of this study indicate that utilizing vlog media as a learning method has a notable impact on enhancing student learning results, particularly in bolstering their vocabulary proficiency.

Although the studies above have provided some enlightenment regarding teaching vocabulary mastery to students using Vlog, there is still a lack of more specific information regarding the influence of using Vlog media in teaching student vocabulary at several school levels. One of them is at junior high school level. In this case, it is necessary to examine in detail the influence of using Vlog media on vocabulary mastery in junior high schools. Several facilities and infrastructure such as computer laboratories, classrooms and LCD projectors at SMP Negeri 4 Sawan are sufficient to support learning accompanied by technological assistance as support to help the learning process effectively. There are several reasons for choosing junior high school, especially class VII of junior high school as a place of study. First, Class VII is a class with a transition period from junior high school to prepare for better learning in senior high school, which requires students to practice mastery of English language skills by knowing the basics of English, namely vocabulary. Apart from that, the facilities at SMP Negeri 4 Sawan are complete and support English language learning using technology, The limited creativity in how teachers use technology to support reading instruction negatively affects students' engagement and understanding of vocabulary. Using Vlogs (Video Blogs) as a medium can facilitate student learning involvement in vocabulary mastery. This information may also be interesting and become material for consideration for teachers and students developing or using teaching media regarding the use of Vlog as a medium for mastering vocabulary. Therefore, to fulfill the empirical gap analysis regarding the results of using Vlog media in mastering vocabulary in junior high schools, The purpose of this study is to

investigate the impact of utilizing Vlog media on vocabulary sub-skills among students at SMP Negeri 4 Sawan.

1.3 Limitation of the study

Based on research that focuses on the effect of watching vlog videos on students' vocabulary mastery, this research then uses experimental and control group. The students in the experimental group were provided with a treatment consisting of watching vlogs, while researchers examined the impact of vlog-watching on the students' vocabulary knowledge. Apart from that, researchers also compared them with conventional classes.

1.4 Problem of the Study

Given the information provided, there are several issues identified, including:

1. Is there a significant difference in the effect of watching Vlog on students' vocabulary mastery grade VII at SMP Negeri 4 Sawan?

1.5 Objectives of the Study

In light of the previously stated problem, the aim of this study is:

- 1) To identify watching Vlogs has a significant effect on students' vocabulary mastery grade VII at SMP Negeri 4 Sawan.

1.6 Significance of the Study

Generally, we expect this research to achieve two types of research significance, namely:

1.6.1 Theoretically

The research findings theoretically add to our understanding of how students in junior high schools can improve their vocabulary skills through the use of Vlogs. The teaching materials delivered through these media can match the students' requirements and assist them in reaching the intended learning outcomes.

1.6.2 Pratical Significance

a) For students

This research is anticipated to have a positive effect on students, especially in improving students' vocabulary comprehension. Hopefully, this research can provide appropriate media for students in the learning process, especially in vocabulary mastery.

b) For Teacher

It is anticipated that this study will yield information and advantages by utilizing vlogs to support vocabulary learning in junior high school. Furthermore, teachers can use this research as a reference and guidance to create

high-quality English language learning materials and assess how well they suit the needs of their students.

c) For other researchers

It is expected that other researchers who utilize this study as a source will be able to contribute to and effectively utilize the findings by conducting comparable research that can offer insights into the use of media for teaching vocabulary in English language learning, specifically in junior high school settings.

