

CHAPTER 1

INTRODUCTION

A. Background of the Study

Learning vocabulary is important because it is the basis of language ability, such as reading, writing, speaking, and listening. According to Rasulova (2023), vocabulary is important because it's the basis of all language. It's the raw element that we can use to express our thoughts and ideas, share information, understand others, and grow personal relationships. Furthermore, he explains that someone would struggle when reading a book in another language without knowing the vocabulary. Meanwhile, Fatima (2017) states that vocabulary is the most crucial element of a language that can be utilized for appropriate communication at different levels. Meanwhile, according to Egamova (2022) Vocabulary is plainly crucial for language learning because it underpins all Other language skills can serve as a stepping stone to higher levels of language usage and can assist students in achieving fluency more quickly. To teach vocabulary, learning media will be needed to help teachers teach vocabulary to the students

Choosing suitable learning media is important when teaching learning activities because it will affect student learning outcomes. According to Angraini (2021), Learning media has an impact on students; also using suitable learning media can provide an engaging experience for the students to encourage them to actively participate in their learning. Wulandari (2023) states that Learning media is one factor that is important in teaching and learning activities, furthermore, she explains that using learning media in the teaching and learning process can develop students' interest and motivation for learning activities and have a good impact on their psychology. Additionally, according to Wiratmojo and Sasonohardjo (2019), using learning media in the orientation stage could help improve efficiency in the learning process and in conveying the subject material to the student.

One of the learning media that is often chosen by teachers is video, and it can be accessed on a smartphone. Premana (2021) in her research states that video is

one of the solutions for learning English, especially during the pandemic because students are already familiar with gadgets and have easy access to them. One of the popular video streaming applications is YouTube and during Covid 19 outbreak this platform is commonly used by a lot of teachers in teaching-learning activities, including in English as Foreign Language (EFL) classes. Nasution (2019) stated that YouTube not only provides entertainment videos but also educational videos and can be used as learning media for beginner-level to advanced-level students. Furthermore, he explains that YouTube facilitates the language learner with various sources to help them achieve their language learning goal. Rahmatika (2021) in her study found that YouTube is an effective learning media for online learning media, his research implies that YouTube can be used for learning media. It can also improve students' basic English skills. However, there are a lot of learning videos on YouTube that last more than 1 minute contain too much vocabulary, and are not suitable for the subject being studied, and may cause the students to be overwhelmed and lose track of what they should learn. Because of that, for this research, the writer will use YouTube Shorts for the learning media in EFL class.

The researcher decided to use short videos as learning media because of how this format became popular among internet users, including students in teenager age (10-24 years old). According to Pebrianti (2021), short videos have become popular among teenagers; it can be seen in the large numbers of active users of social media platforms like TikTok, Instagram, and YouTube Shorts that give access to the user to watch and create short videos for entertainment. Meanwhile, according to Rozaq (2023), the short video platform via social media has become very popular in Indonesia and is one of the main tools for strategic communication for entrepreneurs. Besides being used for entertainment and communicating some commercial products, short videos can also be used as learning media. According to Rahmawati (2023), in her thesis stated that using social media like YouTube Shorts in teaching idiomatic at the university level has positive results, such as increasing students' enthusiasm for learning activities, making them more active in the classroom, making the students more enjoy and understand the materials, and increasing student learning outcomes. Hamsia (2022) in his journal explains that

using short video applications can significantly students' intrinsic motivation, make the students enjoy, and easy to understand the material, and improve their scores because it contains pictures and audio that cause the students to see the material directly. From the previous research above it can be concluded that using short video platforms like YouTube Shorts can generally improve students' understanding and learning outcome and their motivation to learn English at the university level; hence, in this study, the researcher will focus on the junior high school level

As for on-field implementation, the researcher created short videos that focus on vocabulary and are relevant to the subject being studied by the students. It was based on the result of consultation with the teacher, then uploaded it on YouTube Shorts to be used by students as learning media in the classroom, and last but not least, asked the students' perception about it.

B. Formulation of Problem

From the phenomenon above, the writer has the following question: What are the students' perceptions on using YouTube Shorts as a learning medium to learn English vocabulary?

C. Operational Definition

The researcher provides three definitions related to this study to avoid misunderstanding about the term in this study:

1. Learning Media

Learning media is a physical or non-physical tool that is used by teachers to transfer knowledge material to learners. In this study, the researcher used short videos as learning media to teach English vocabulary about things around the house to the students.

2. Short Video

Short video or reels is a subformat video where the length of the video is under 60 seconds and comes in portrait or vertical format. The characteristic of this format is how it's straight to the point of the creator's idea due to the short duration, and it makes the audience able

to get a lot of information in a short time. Short videos are often used as entertainment, commercial, and education by sharing tips, facts and quick tutorial. One popular short video platform is YouTube Short.

3. YouTube Short

YouTube Short is a feature of YouTube that focuses on short video sharing and streaming as response to short video trends among people. YouTube Shorts allow the creator to create short video that will appear on dedicated page called “Short Feed”. In this study, the researcher used this format as learning media by created short videos that contain vocabulary of things around the house and share it to the students

D. Aim of the Research

This research aims to know and describe the students' perceptions when using YouTube Shorts as English Vocabulary learning media in a classroom.

E. Significances of the Study

1. Theoretical Use

This research investigated students' perceptions when using YouTube Shorts as English Vocabulary learning media in the classroom

2. Practical Use

This research encouraged teachers and students to consider using YouTube Shorts as a learning medium in classroom activities.

3. Empirical Use

This research will be useful for other researchers who want to research the same topic in future research.