

CHAPTER I

INTRODUCTION

This chapter describes the reason for conducting the research, and it deals with several points; an introduction that concerns with the background of the research, the research questions, the research objectives, significances of the research, rationale, and previous studies.

A. Background of Problem

In learning English, students are expected to be able to master all language skills of English such as listening, speaking, reading and writing. To master all the skills, students should master in vocabulary. According to Linse (2006), vocabulary is the collection of words that an individual knows. Learning vocabulary is important as a part of learning English since students learn vocabulary first before they master more complex structure but, sometimes students have difficulties; in understanding the meaning of the word, in differentiating the word form, and in applying the word in sentences.

Based on the researcher's interview with an English teacher in one of Vocational School in SMK Negeri Manonjaya (22th of February, 2018). The students there found a difficulty, especially to makes an oral sentence which requires the vocabulary. It identified from the test that the teacher conducted, the teacher gave some vocabularies in a list and asked the students to make a sentence using the vocabularies. The result of the test is almost 50% students cannot made a sentence well. One of many reasons is they feel hard to memorize

English words because of less attention, not interested and less motivation to learn English in classroom and they do not makes some glossaries or noted after they learning English lesson. This problem also related with the method or media that can be applied in the class while the teacher teaching vocabulary. As a teacher, it is necessary to find new teaching media to overcome the problems and not to forget to motivate the students. Therefore, the researcher aims to investigate how the specific method or media can help students' vocabulary mastery.

There are many media can be used to help students' vocabulary mastery like audio-visual. One of the example media is by using video. In this study, video is chosen as a media for teaching vocabulary especially an advertisement video. According to Goodman (2003) "There have been important media related trends in education that have flowed through and around for factory system, causing some changes in approach in education. In particular, three strands of media education-technology integration, media literacy, and community media-arts have made a mark boarder landscape of school and community based education". Then, advertisement video is one of the examples of audio visual media which can help students' interest and decrease students' boredom in class during the teaching and learning process. Besides, using video students can know every words or sentences in the notebook advertisement video such as notebook advertisement video from Apple MacBook. Therefore, students can learn about language accent, style, pronunciation and also the native speaker's expression. So, they can help their English vocabulary easily. Media such as video has very

significant role to motivate the students to learn English. They will feel something new and different from what they usually get in their class. There are a lot of studies investigated about the use of notebook advertisement video to help student vocabulary mastery the first carried by Anke Nawanda Citra Isnaini Surabaya State University entitled “Utilizing Tourism Advertisement Video as Media for Teaching Writing Descriptive Text to Tenth Graders of SMAN 1 Lamongan”. The study used quantitative an experimental method, and from the data of the students’ writing result, it shows significances that the students can easily write a descriptive text by watching tourism advertisement video. However, this research will focus on vocabulary mastery and using pre-experimental design which is different from previous research. The Researcher conducted pre-experimental research under the tittle a “THE USE OF NOTEBOOK ADVERTISEMENT VIDEO TO HELP STUDENTS VOCABULARY MASTERY”

B. Research Questions

Based on the problems above, the researcher formulates the research questions below:

1. What is the result of students’ vocabulary mastery before being taught by using notebook advertisement video?
2. What is the result of students’ vocabulary mastery after being taught by using notebook advertisement video?
3. How effective is using notebook advertisement video to help students in mastering vocabulary.

C. Research Objectives

Based on the research questions, the researcher formulates the research objectives below:

1. To know students' vocabulary mastery before being taught by using notebook advertisement video
2. To know students' vocabulary mastery after being taught by using notebook advertisement video
3. To know how effective using notebook advertisement video is to help the students in mastering vocabulary.

D. Significances of the Research

The result of this study can be contributing some benefits to students, teachers, and readers. Here are the benefits:

1. Theoretically, the result of this study is expected to give contribution by using notebook advertisement video as the media in order to help students' vocabulary mastery.
2. Practically, this study is expected to provide contributions:
 - a. For students, this research may motivate students to improve their interest in learning English since they will find out that learning English is not always difficult to learn. Their improvement of interest in learning English will help them master English well.

- b. For teachers, the research findings could be used to help the success of teaching learning process and how to teach and motivate the students to learn English
- c. For readers, the research is expected to give more information how to help students' vocabulary mastery by using notebook advertisement video in learning vocabulary

E. Research Framework (Rationale)

Vocabulary is a component of language that maintains all of information about meaning and using word in language. Thornbury (2002) states “that having an extensive vocabulary means knowing lots of words. At the most basic level, knowing a word involves knowing its form and its meaning. In other words, knowing the meaning of a word does not just about know its dictionary meaning. The students have to pay attention on vocabulary to improve their language skill.” From the explanation, it is so important to give the teaching technique that makes the students enjoy the learning in the class, in order to develop their vocabulary.

There are a lot of media that have designed to teach and practice in learning vocabulary. One of them is by using video. According to Stemplesky (1990)

“The importance of moving picture component as a language teaching assist is a crucial addition to the teacher's resources. First of all, video can increase motivation of the students. Children and adults feel their interest quicken when language is experienced in a lively way through television and video. Video can present language more comprehensively than any other teaching medium. Second, video can be used as a mean of communication. A video sequence used in class makes the students more ready to communicate in the target language. Third, non-verbal aspect of communication can be presented by video. Video allows the viewer to see the non-verbal communication, such as gestures,

expression, posture, etc. Finally, by using video, cross-cultural comparison can be done in language teaching.”

One definition of advertising which the writer took from the article of Richard F. Taflinger (2011) is "Advertising is the non personal communication of information usually paid for and usually persuasive in nature about products, services or ideas by identified sponsors through the various media”. Video advertisement is one of the system for learning the vocabulary because automatically when the students watch the video they also see and hear with the same actions. According to Julian (1993) “That matter is indicated from two indicators: See communication and action).”

Notebook is a modern device that contains the considerable proportion of entertaining functions or it is intended for entertainment and as a rule has compact dimensions. Notebook advertisement video has more the students in learning vocabulary. The students are also familiar with this tool to do their homework and save their data of lessons that they have learned. Besides, with notebook features various programs to create amount of activities in vocabulary learning. The students are also able to connect the notebook to the internet or Wi-Fi that provides a ton of activities in many websites. That can use them to support their vocabulary learning.

In this study case, the researcher uses the video advertisement about notebook such as advertisement from MacBook, ASUS, or etc. The researcher show the video advertisement in the class during process in learning vocabulary. They watch and they will memorize the vocabulary and the meaning of words from the video.

F. Previous Studies

There are three previous researches used as a basis for this happening research. First, the research was conducted by Anke Nawanda Citra Isnaini S1-English Education, Languages and Art Faculty, Surabaya State University entitled “Utilizing Tourism Advertisement Video as Media for Teaching Writing Descriptive Text to Tenth Graders of SMAN 1 Lamongan”. Where the result is there are two objectives of this research. The first is to describe how the teacher implements Tourism Advertisement. Second is the description of students’ writing result during teaching writing descriptive text to tenth Graders of Senior High School. From the data of the students’ writing result, it shows that the students can easily write a descriptive text by watching tourism advertisement video.

There is another study related with the use in learning process. That is, a research done by Kamarullah 2013 entitled “Developing Vocabulary Mastery through Watching Video (A classroom Action Research at the 2nd Grade Students of SMAN 3 Langsa)”. Where the result is using the video are helpful in stimulating the development of students’ vocabulary. The Researcher conducted in presenting the progress of developing vocabulary mastery of 2nd Grade Students at SMAN 3 Langsa, the researcher and the English teacher of that school were decided to choose 2 IPA 7 as subject of research. There were 40 students in that class. The researcher is opened the lesson by applying the pretest of vocabulary test to continue it with the flashback of generic structure of narrative text. Both of those activities took time at least 40 minutes. After a

great discussion about the material with the whole class, the teacher brings an example of narrative text by video. The teacher delivered them the task about the video, after they had to watch it about 3 times. While the process of teaching, the collaborator of researcher was observing the entire class. The next activity is the students were brought the same vocabulary test like the first opening test. Those took time at least 45 minutes. And the final activity is the teacher and his companion were distributing. In this research the researcher concerned to use video as a media to learn a material about narrative text according to the syllabus. It means that we have to choose the appropriate video when we want to teach the students or learners.

Then, another study research done by Wawan, 2015 entitled “Teaching Vocabulary Using Animation Video for VII Grade First Semester of Junior High School” said that watching animation video encourages research which is using animation video in the students to have more exercises in teaching vocabulary to the basic level pronouncing words; the writer would like to purpose improve their pronunciation to listen by listen some suggestions as follows; to the language of native speaker and English teacher should be creative to imitating them. The students learn by use interesting media and technique in practicing the exercise given. The teaching vocabulary, so that the teaching animation video pronounced word first learning process will not only learnable but then the teacher asked the students to also enjoyable. They should also create a good repeat it. It could be done repeatedly until atmosphere in teaching-learning process in students were able to pronounce words order to make the students are

motivated to correctly. Using animation video as a learning media, students learns and do not get bored even feel sleepy in the classroom. And the result is Animation media for teaching and learning is very important and facilitate and also more efficient for teacher to explain and convey the information of learning materials.

And the last, that is a research done by Tsany Fatimatu Zahra 2016 entitled “The Effectiveness of Using Video Lyric as a Media to Improve Students’ Vocabulary Mastery” (A Quasi Experimental Study at Seventh Grade of SMP Fullday School Almanshuriyah), where the result is using the video lyric is helpful in stimulating the development of students’ vocabulary, this study focus on using video lyric at Seventh Grade of SMP Fullday School Almanshuriyah.

The four previous researches had conducted research on the Video. However, there are some similarities and differences between those researches and this happening research. The significant difference between this research with four previous research is this research Using Notebook Advertisement Video to helping students’ vocabulary mastery (Pre-Experimental Study at Second Grade Students of SMK Negeri Manonjaya Tasikmalaya)