

CHAPTER 1

INTRODUCTION

This chapter covers the background of the research, research question, the purpose of the research, the research significances, the research scope and limitation, and previous studies of similar research.

A. Background

In learning English, there are four components of language skills, they cover listening, speaking, reading, and writing that the learners should learn deeply and appropriately. These four competences cannot be isolated since they are incorporated. On the other hand, vocabulary is a fundamental sub-skill that students have to learn. Improving our vocabulary has a good effect on our competence in language. It can improve our capacity to build our language as a whole. The learning of vocabulary items plays a vital role in all language skills in English as a second language (ESL) and English as a foreign language (EFL) (Alqahtani, 2015: 22)

Besides, (Thornsbury, 2002: 13) stated: “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed”. Students will struggle to understand what they hear and read and convey their communication goals without a sufficient vocabulary. For every teacher, teaching vocabulary is a critical task. It is also crucial for children to be exposed to new language and terminology that they can acquire, interpret, and apply successfully in learning, communication, and new circumstances.

According to Crook & Schofield (2017), vocabulary that characterized the structure, functions, and characteristics of 'offline', or conventional and educational connections, had been legitimately applied to 'online' educational designs, such as information given on an explanatory video recording. This study explores how media differences require different student experiences and how these differences relate to the design decisions associated with each and

consider the concept embodied in online and offline contexts.

In fact, vocabulary instruction is not simple. Teaching vocabulary, especially to beginners, presents several challenges. (Thornsbury, 2002), who claims this theory by stating that students struggle with pronunciation, spelling, grammar, word length and complexity, meaning, range, connotation, and idiomaticity when acquiring vocabulary.

Furthermore, in this pandemic era, distance and online learning are being pursued by students and educators with various iterations (Veletsianos, 2016). Although this long-distance learning challenge is not a new one, the impact of the epidemic has undoubtedly reignited the discussion about it. The purpose of these educational observations, on the other hand, is not to promote or oppose specific teaching approaches. When it comes to motivating pupils, the teacher should come up with a unique strategy that will allow students to love the learning process itself.

Interest in and use of technology in the field of English Language Teaching (ELT) has increased significantly in recent years, resulting in significant changes in the way students learn English as a Foreign Language (EFL). That's because incorporating technological elements into the learning process is likely to make it more fascinating and effective (Cahyono, 2010) cited in (Suparmi et al., 2017). For example, video, as technological products, have been asserted to be beneficial to the enhancement of language abilities because of their potential to provide linguistic input to pupils, which has been demonstrated. Videos provide a visual stimuli (pictures) as well as verbal expressions (sounds) that can be utilized as models of legitimate language as it is employed in real-life circumstances, according to the creators. As a result, video can help students improve their knowledge of context-dependent expressions better while also allowing them to learn new vocabulary in English as a foreign language (EFL). (Suparmi et al., 2017)

The researcher then discovered that teacher's pre-recorded instructional

video in teaching English vocabulary are an interesting and innovative technique to assist students better comprehend learning content by incorporating engaging technology into the classroom. Due to the COVID-19 epidemic, this is becoming the solution in teaching since the students feel exactly as they do in the classroom while they are trying to understand what the teacher is saying. Because the program is simple to use and has only a few features, teachers can get started straight away with it. Creating video on their own schedule and in their own style will be a lot of fun for teachers. Today, it is widely recognized that the majority of students are addicted to technological devices. Then they must take advantage of the student's personal interests.

The implementation of video in teacher education is more closely related to the progress of the teaching process than discussing or reading about teaching practices without video (Christ et al., 2017). The use of video can improve teacher development practices in many countries in bridging the gap between theory and practice ((Christ et al., 2017); Bencze, Hewitt, & Pedretti, 2001; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006; Tochon, 2008). Furthermore, self-reflection can help the teacher identifies problems and reflect on videos with friends, with different video methods facilitating different types of results and can help him/her to find solutions; also integrates several video methods which over time result in broader and deeper learning.

Based on the researcher's prior teaching experience in one of English Foreign Language classroom in Bandung, there is a question that deals with the complete English learning process, specifically students' involvement and enhancement in vocabulary learning. The video technique uses a distinct mechanism to assist in the teaching process, such as recorded video case studies, to support the learning process. ", a variety of voices and interactions a person's body language." written case studies (Christ et al., 2017); Koc, Peker, & Osmanoglu, 2009: 1159). The teacher explains how video may be used as a tool in the teaching-learning process because it is intended to increase students' knowledge of the content.

A large number of studies have been undertaken on video as a teaching tool, like Christ et al., (2017) establish more extensive research on the use of educator technology has combined the effectiveness of several findings regarding teacher's educator's use of videos. Crook & Schofield (2017) stated that vocabulary used to describe the structures, positions, and interactions that are distinctive of traditional, or 'offline' education has been smoothly transferred to the design of 'online' education. Mishra et al. (2020) discussed about the importance of online. The available resources of educational institutions can successfully transition formal offline education into online education with the help of virtual and other key online classes as solutions for learning in education in a pandemic.

Research by Christ et al., (2017) establishes more extensive research on the use of educator technology which has combined with the effectiveness of several findings regarding teacher educator use of videos. Another research conducted by Mishra et al., (2020) according to their findings, the entire educational system, from the elementary to the tertiary level, was brought to a grinding halt during the lockdown period of the book COVID-19 across the globe (Mishra et al., 2020). Mizoram University, India. This study, which covers the online teaching-learning method for the teaching-learning process and the subsequent semester assessments, was adopted by them. During times of struggle, it looks forward to intellectually enriching chances for future academic decision-making that will help it go forward. The research discussed the importance of online. The available resources of educational institutions can successfully change formal education into online education with the help of virtual and other essential online classes as solutions for learning in education in a pandemic condition.

Meanwhile, Perez, Peters and Desmet (2018) specifically, in the article "vocabulary learning through viewing video," researchers investigate the effects of enhancing video by (1) adding different types of L2 subtitling (i.e., no captioning, full captioning, keyword captioning, and glossed keyword

captioning which provides access to meaning) and (2) informing vs. not informing students that viewing would be followed immediately by a test of vocabulary from the video (test announcement). Students in the glossed keyword captions group (who had access to the meaning) performed the best on the form recognition and meaning recall assessments, according to the findings of the study. (Perez et al., 2018).

Researchers Lyons, Reysen, Pierce (2012), conducted research to investigate the effect of incorporating social presence cues into online video and their technological efficacy on college students' reported learning, class social presence, and perception that the videos supported their learning. An analysis of mediated moderation revealed that the interaction between a person (efficacy) and media (instructor image in video versus no image) was associated with greater perceived learning through the mediators of perceived usefulness of videos, class interactivity, and felt comfort in the class environment, among other things. (Lyons et al., 2012)

According to Lyons, Reysen, Pierce (2012), A study looked into the impact of incorporating social presence cues into online video, as well as the effectiveness of the technology, on college students' assessed learning, class social presence, and their perception that the videos improved learning. (Lyons et al., 2012)

Many researchers have conducted audio visual media as the way of teaching vocabulary like Perez et al., (2018) who wrote about vocabulary learning through viewing video. This study examines the effects of two enhancement approaches, both of which are aimed at exciting learners, on vocabulary acquisition while viewing audio-visual input. Al Idris Saichun Nizar (2019) of English program University of Islam Malang did his research about Teaching Vocabulary Through the Use of Digital Media at University of Islam Malang Faculty of Teacher Training and Education English Education Department. The researcher attempted to determine the best way to teach vocabulary at the

university. Furthermore, the previous research completed by Anggi Juwita Rahayu (2013) was about improving students' vocabulary through magic English video watching, a case study in the fourth grade students of SD Al-Fatih Cirendeu, Tangerang Selatan.

Then, this study is concerned with the improvement of students' vocabulary (noun of things around us), which is based on the problem stated above through teacher's pre-recorded instructional video at an Islamic Junior High School in Bandung Regency. Based on pre-observation in research site, the researcher discovered that students were having problems in learning English, and some of them were having difficulty with English vocabulary. While students got some quizzes or competence tests to evaluate their understanding on a material unit one which taught by the teacher, some students got score below standard of minimum completeness (*KKM*). In the evaluation, students have experienced difficulties to understand some English vocabulary. The teacher should employ various techniques to help students enhance their vocabulary mastery. One of the strategies that can be used in teaching vocabulary is teacher's pre-recorded instructional video as a media in learning process. Then, when learning from home during the Covid 19 Pandemic, students can still reach the teacher teaching the material while learning process as learning implemented in the offline classroom.

In conclusion, those vocabulary problems need to be solved, because if the students' vocabulary reached less than the target, it created difficulties for them to follow English learning process in the next level or grade. Furthermore, students who have less scores in vocabulary can experience insufficient learning motivation. They find English difficult because they do not have enough vocabulary to understand the language and the low vocabulary knowledge of a student can have a negative impact on the development of his or her English language skills.

This research shows significant differences with the previous research. The

previous research focuses on using video and about the strategies, design the material and the idea of teaching offline and online variations in teaching media involve various student experiences in learning vocabulary. This research is different from the others because it focuses and concerns on how using teacher's pre-recorded instructional video is implemented, and how students' responses and perceive the teachers' give explanations through video for teaching- learning process tool as it is purposed to involve more students' understanding material even though they learn from home, because this research has been conducted during COVID-19 pandemic. This is the reason why the researcher takes a research entitled' "**The Implementation of Teacher's Pre-Recorded Instructional Video to Enhance Students' Learning Vocabulary**" is conducted.

B. Research Questions

According to the description above, the researcher has the following research questions regarding to the problem in the background:

1. How is the implementation of teacher's pre-recorded instructional video in learning English vocabulary during Covid 19 Pandemic?
2. How do students respond toward the implementation of teacher's pre-recorded instructional video in learning English vocabulary during Covid 19 Pandemic?

C. Research Purposes

Regarding to the research questions above, the purposes of the research are:

- a. To find out the implementation of teacher's pre-recorded instructional video in learning English vocabulary during Covid 19 Pandemic.
- b. To find out students respond toward the implementation of teacher's pre-recorded instructional video in learning English vocabulary during Covid 19 Pandemic.

D. Research Significances

The results of the research are expected to provide some valuable advantages for teachers, students, as well as for readers.

a. For teachers

This research should contribute to teachers to fix the problems in teaching online during COVID-19 pandemic. It is expected to give insights about digital learning media teaching through teacher's pre-recorded video usage, especially to the teachers as the most important roles in education and it will be useful for them to teach vocabulary more effectively in online teaching. Besides that, the researcher is expected that the result of this research can be beneficial for English teachers to apply it in the classroom which should also influence to the effectiveness of the learning process. Practically, the result of this research can be as information for the teacher to apply the strategy to overcome student's vocabulary enhancement while English online learning.

b. For students

In order to incorporate into the implementation of digital learning media teacher's pre-recorded instructional video as a learning tool in providing instructional material, it is expected that the research's findings will serve as a representation of how to deliver educational material.

c. For readers

While conducting this research, the researcher hopes that it will be utilized as a reference to determine the most appropriate digital learning media or as a comparative study with other digital learning media tools in English language education online during the COVID-19 epidemic and in the future.

E. Research Scope and Limitation

The research reports in this research paper is inevitably characterized by a number of limitations. In this research, the researcher focusses on the teacher's strategy in teaching English using video during the COVID-19 pandemic at an Islamic Junior

High School in Bandung Regency.in the Academic Year 2021/2022. The subjects of this study are the seventh grade students who learnt by online learning in the middle of the COVID-19 pandemic. The writer would like to make limitation of the study in this research is structured to make it clear, precise, and intelligible.

F. Rationale

Theelen, van den Beemt, den Brok (2020) state that the one way to stimulate the development of theory-based knowledge is videos. It has been shown that the use of video in teacher education is helpful in planning teaching contexts. Previous analysis, for example, focused on videos containing classroom management problems (e.g., distracting students, classroom discipline, motivating students)). The alternative environment for individuals to meet and engage in a variety of activities, like attending online courses in online platforms are frequently used (Star & Strickland, 2008).

Vocabulary mastery becomes the most important part of the teaching and learning process. The most common issue that students face is a lack of vocabulary (Hu & Deng, 2007). Furthermore, students who have limited vocabularies find it difficult to study English. Teachers must devise an engaging strategy for removing the barriers to learning the English language. Children are interested in learning a language, which can be enhanced if the teacher employs a joyful and enjoyable teaching technique. Using media is one approach to make learning vocabulary more enjoyable. According to Asyar (2012), there are four types of learning media, namely: a) Audio-visual media b) Multimedia, c) Audio media, d) Visual media. The researcher focuses solely on audio-visual media in this study. According to Gagne and Briggs (1992; as cited in Arsyad (2011), Books, tape recorders, tapes, video cameras, video recorders, movies, slides, photographs, pictures, graphics, television, and computers are examples of physical delivery tools. Media is an important role in teaching learning. In order to teach the English language, the teacher can use the media to provide content of material to students.

A vocabulary is a list or collection of words or words and phrases that are usually sorted alphabetically and described or defined: lexicons. Vocabulary is defined as the total number of phrases that (together with the rules for combining them) make up a language, expressed in word order.

Students learnt vocabulary in general by the method chosen by their teacher. In terms of teaching methodology, a lack of vocabulary may be created by a teacher's style that does not pay attention to the orientation or needs of the pupils. When it comes to English learning, the teacher does not drill the students on the terms. To ensure that students' vocabulary retention is improved, the instructor must select the most effective ways for teaching English vocabulary, especially for junior high school students.

In order to stimulate students' interest in learning, teachers must find an interesting technique that allows them to enjoy the learning process. When students enjoy learning, they will easily remember a lot of vocabulary because they don't have any pressure to learn. Therefore, teaching English by video is very useful. Many language elements are delivered clearly by using video. One of language elements that is suitable delivered by video is vocabulary. By using video, students get good understanding in learning vocabulary, because video provides sounds, pictures, the writing of words, and even the phonetic symbols of it.

According to Mardianti (2018), a lot of things can be perceived when watching a video, because the video contains multiple images, which are created through the editing process to create a moving image, and then the sound.

To stimulate students' interest in learning, teachers must find an interesting technique that allows them to enjoy the learning process. When students enjoy learning, they will easily remember a lot of vocabulary because they do not have any pressure to learn. According to Mardianti (2018), a lot of things can be perceived when watching a video, because the video contains multiple

images, which are created through the editing process to create a moving image, and then the sound. Then, teaching vocabulary by using teacher's pre-recorded video can be the solution to face the problem.

G. Previous Study

There are several previous researches regarding the use of video and learning vocabulary. The previous study by Montero Perez et al., (2018) exposes vocabulary learning through viewing video. This study focuses on vocabulary learning through viewing audio-visual input and investigates the effect of two enhancement techniques which aim at stimulating learners to. The participants were 227 undergraduate students (122 males, 105 females) at a Flemish University. This study focuses on vocabulary learning through viewing audio-visual input and investigates the effect of two enhancement techniques which aim at stimulating learners' noticing and form-meaning mappings of novel words.

The study was conducted by Nizar (2019) about Teaching Vocabulary Using Digital Media. At the Faculty of Teacher Training and Education's English Education Department at the University of Islam Malang, the researcher attempted to determine how to teach vocabulary. The research design for this study was a case study with descriptive qualitative analysis. In this study, interviews and observations were employed as instruments. The data collected by the researcher focused on the teacher's approach of teaching English vocabulary. The information centered on various areas, such as the strategy implemented by teachers in class to teach vocabulary, the media utilized to assist the teaching activity, the difficulties encountered in teaching vocabulary, and the solutions to issues that came up in class.

The previous research completed by Rahayu (2013) was about improving students' vocabulary through magic English video watching. A case study in the fourth-grade students of SD Al-Fatih Cirende. The data gathering in this study through interview, observation, field notes, and test. The findings of this

study reveal that applying the Magic English Video viewing approach, students improved their skills during the teaching and learning process. The data collected from this research supports this statement.

Sari and Aminatun (2021) conducted study to learn about students' perceptions regarding utilizing movies to increase vocabulary proficiency. This study was conducted at Universitas Teknokrat Indonesia, Bandar Lampung. Questionnaires and interviews were the primary data gathering instruments. According to the study's findings, students had a good attitude about using movies in class to boost their vocabulary proficiency. As a result, it can assist students in improving their vocabulary acquisition so that they can apply it in their English conversations or writing.

An approach for increasing vocabulary has been researched by other researchers, in the meantime. One of them is offering the researcher with information based on a lack of vocabulary. The students were unable to respond to the questions and did not use any variation words. The pupils require a more engaging strategy that will help them develop their vocabulary building abilities.

However, this research is different from those previous researchers, there are two gaps between this research and those three previous researchs. The first gap is the population used; Montero Perez, Al Idris, and Sari on their research take college students as the population, and Anggi take elementary students as the population, while this research take Junior High School students as the population. The second gap is the media used. Sari and Aminatun used movies, and Anggi Juwita used magic English video to improve students' vocabulary mastery but this research use teacher's pre-recorded instructional video as a technique to improve students' vocabulary mastery

Students' vocabulary knowledge will be improved with the usage of a teacher's pre-recorded instructional video in the online classroom when

teaching English, as video is intended to be more effective and can be used in COVID-19 pandemic situations to teach students vocabulary.

