

CHAPTER I

INTRODUCTION

A. Background

The educational landscape has changed significantly in the era of rapid technological advancement. Today, the main focus is the use of multimedia tools to improve student learning outcomes (Hutasuhut & Harahap, 2024). This change has greatly impacted the field of language education, especially the teaching and learning of English, which is a very important language in global communication. Especially on improving students vocabulary mastery: Some research indicates that students exposed to video-based learning demonstrates higher vocabulary retention compared to traditional methods. For instance, a study found a significant difference in vocabulary mastery between groups using audiovisual media and those that did not use it, with a t-count of 2.778, indicating strong effectiveness (Jember, 2022). This ability is critical for academic success and everyday interactions in the English language.

Although incorporating video-based multimedia learning into the classroom has many benefits, its implementation is still lacking in some schools. SMPN 52 North Bengkulu, as the research site, represents these challenges as it is located in a rural area where traditional teaching methods still dominate classroom practices and media

are rarely used. Effective training programs are essential for teachers to feel comfortable and competent in using technology, which directly impacts student learning outcomes (Aguiar, 2018). The choice of SMPN 52 North Bengkulu reflects the need for innovative teaching approaches to improve students' vocabulary mastery and demonstrates the potential of video-based multimedia to transform traditional learning methods.

Many schools still use the traditional text-based approach to teaching vocabulary, although more and more people are recognizing the importance of multimedia in education. Agila said that Studies show that students respond positively to multimedia tools, finding them more engaging than traditional methods (Nuzulia, 2019). This method often relies on memorization, which can lead to students learning passively and becoming disengaged. It is clear that a more dynamic and interactive educational approach is needed for English language teaching at SMPN 52 North Bengkulu. Digital learners, according to Oblinger, are more comfortable with an environment full of images rather than text. A situation where a student in a class realizes that he does not understand his teacher's lecture and even the PowerPoint slides do not provide new information. In everyday life, students are digital natives who are accustomed to visual and interactive content. However, the classroom environment does not always

accommodate this. As a result, students may have difficulty staying motivated or truly engaging with the lesson (Yuliana, 2022).

Ganihanova said that Multimedia encompasses multiple formats such as text, graphics, animation, and sound, creating a rich environment for information presentation (Barbosa, 2018). Filmstrips, audio-tapes, videos, models, and others are examples of media. Video-based multimedia is one of the innovative approaches that is gaining popularity in various educational environments. A more engaging and comprehensive learning experience is created through the combination of visual, auditory, and sometimes kinesthetic elements. By utilizing videos as contextual language input, students can see and hear vocabulary used in real-life situations, helping them remember and understand it better. Video content can also appeal to different learning styles, making it a useful tool for teaching different groups of students. In this study, YouTube is used as the platform for delivering video-based content. YouTube provides a wide variety of accessible, real-life context videos that are rich in vocabulary usage, enabling students to learn vocabulary in meaningful and engaging ways. This platform allows students to see and hear vocabulary used in everyday situations, enhancing their ability to understand and retain new words. The use of YouTube videos for teaching English vocabulary in

this study aims to make the learning process more engaging and interactive by leveraging students' familiarity with digital tools and their natural inclination toward multimedia content. The use of video-based multimedia to teach English language students, especially secondary school students, such as students at SMPN 52 Bengkulu Utara, can make vocabulary learning can make vocabulary learning more understandable, engaging, and effective. Over the past ten years, many studies have shown a strong relationship between vocabulary knowledge and comprehension (Aziz, 2021). Therefore, children who join school with low levels of vocabulary knowledge are likely to have a relatively small vocabulary and are likely to have difficulty comprehending texts in school (Wright & Cervetti, 2016).

The initial observations conducted on August 20, 2024 at SMPN 52 revealed several problems related to students' English learning. Many students had difficulty understanding English lessons due to a lack of vocabulary, further worsened by their low motivation to learn the language. They showed little desire to engage with the English language inside and outside the classroom alike. Furthermore, the teaching of English at SMPN 52 seldom incorporates video-based media or other technologies that can enhance students' comprehension and expand their vocabulary.

Educational video-based multimedia offers significant

advantages in teaching English vocabulary. By combining visual, auditory, and contextual elements, it helps students understand and retain vocabulary more effectively than to traditional methods (Shadiey, 2020). Videos present words in real-life contexts, enhancing comprehension and practical application while accommodating various learning styles. Additionally, video-based learning increases student engagement and motivation, making the learning process more interactive and enjoyable, especially for digital native. This approach not only improves vocabulary mastery but also aligns with modern technological advancements in education. According to Qamariah in a journal titled *English Vocabulary Introduction using Video Media to Grade 2 Children at Budi Mulia Elementary School*, research indicates that students exposed to video media demonstrate improved retention of vocabulary than traditional methods (Qamariah et al., 2023). Based on the scores obtained by students, it can be seen that learning videos can improve students' ability to build vocabulary among deaf students. This increase is because learning videos are one of the most effective media for students for building vocabulary (Sinjai, 2023).

Based on the explanation above, this research aims to find out how video-based multimedia teaching impacts students' understanding of English vocabulary at SMPN 52 Bengkulu Utara. The purpose of this study is to determine

whether the use of videos in the classroom can improve students' vocabulary learning than traditional methods. In addition, this study also examines how the video-based multimedia approach can improve students' motivation, engagement and overall language proficiency. This research contributes to the broader discussion on the role of technology in contemporary education and its potential to transform language teaching in Indonesia by analyzing the outcomes of video-based teaching.

B. Problem Identification

Based on the background of the problem as described above, the problem identification is as follows:

1. Variation between students' Digital Learning styles and Classroom Teaching Methods
2. Lack of use of video-based media in Teaching Vocabulary.
3. Students at SMPN 52 North Bengkulu lack Vocabulary Mastery, which impacts on Their overall language skills.

C. Research Limitation

This research is limited on The Implementation of video-Based Multimedia toward Student English Vocabulary Mastery for 8th Grade students at SMPN 52 North Bengkulu.

D. Research Questions

Based on the identification of the problem and the background of the research above , then the researcher formulated the research questions as follow:

Is there a significant effect of video-based multimedia learning on students' English Vocabulary Mastery at SMPN 52 North Bengkulu?

E. Research Objectives

The objective of this research is aimed to find out whether there is a significant effect toward students who are taught using video-based multimedia and those who are not taught using video-based multimedia on right grade.

F. Significant Of the research

This research aims to provide significant contributions to improving vocabulary learning by utilizing engaging and interactive video-based multimedia. For students, this research helps to enhance their mastery of English vocabulary through a more effective and enjoyable learning process. For teachers, it offers valuable insights into integrating multimedia as a dynamic teaching tool, allowing them to create a more interactive and stimulating learning environment. The results of this research are expected to be useful for:

a. For Students

This research helps improve students' English vocabulary mastery through engaging and interactive

video-based multimedia, enhancing retention and application.

b. For Teachers

It provides teachers with insights into using multimedia as an effective teaching tool, offering a more dynamic and engaging approach to teaching vocabulary.

c. For Next Researchers

Future research can expand on the impact of video-based multimedia on other language skills and explore its use in different educational settings or age groups.

G. Definition Of key terms

The following definitions are provided to ensure that readers have the same understanding or perspective regarding certain terms used in this study. These definitions aim to prevent any potential misunderstandings between readers and researchers and provide clarity about the key concepts discussed.

1. Educational Video : Educational videos are audiovisual materials used as didactic resources to enhance teaching and learning processes by making concepts easier to understand and more engaging for students (Serrano-arenas, 2023).
2. Multimedia : Multimedia is a means of disseminating information that combines various formats such as visual, audio, text, and graphics to create interactive and engaging

learning experiences, making it easier for learners to understand and retain information (Aji, 2023). In this study, multimedia specifically refers to YouTube videos into the teaching process serves as an educational tool for teaching vocabulary. By utilizing YouTube videos, the aim is to equip students with dynamic and visually engaging content that can enhance their vocabulary mastery and make the learning process more enjoyable and effective.

3. Vocabulary Mastery : Vocabulary mastery refers to the ability to acquire, understand, and effectively use words in various contexts with accuracy and confidence. According to Havwini, Vocabulary mastery is crucial for understanding new concepts and ideas, facilitating better communication (Havwini et al., 2024). In this study, vocabulary mastery specifically focuses on students' ability to learn, retain, and apply English vocabulary effectively through the use of video-based multimedia, which is expected to enhance their language skills in a more engaging and interactive manner.