

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

Learning vocabulary is a crucial part of learning a language, particularly when learning a foreign language. Vocabulary is considered as an important tool of mastering any language skills (Viera, 2018). Acquiring a large enough vocabulary is essential for language learners. Students who have a strong vocabulary can successfully communicate their ideas both orally and in written form. To communicate in the target language, students need to know a large number of words (Nation, 2001).

It is well known that Indonesia still regards English as a foreign language, yet many students are required to be proficient in communicating in English. In fact, learning English as a foreign language poses challenges, as it is often more difficult than studying one's native tongue. This is because a lack of vocabulary knowledge might hinder an individual's ability to communicate effectively in English (Tene et al., 2024).

Many high school students in Indonesia still struggle with English because they have a lack of vocabulary. Research conducted by Wahyuningsih and Afandi (2020) found that Indonesian senior high school students experienced significant difficulties in speaking English, and one of the main causes was they have a lack of vocabulary. The lack of vocabulary not only

makes it hard for students to form sentences and speak fluently, but also affects their confidence and learning in other areas like writing, reading, and listening.

The students at SMAN 8 Kota Jambi experience the same problem mentioned above. They find it difficult to speak English because of their limited vocabulary. Based on preliminary observation, many students feel that learning English is difficult and boring. Their lack of vocabulary makes it difficult for them to understand the lesson, and this also affects how they respond during class. When the teacher asks questions in English, most students only answer with simple words like “yes” or “no”. This condition shows the need for more engaging and helpful learning media to support vocabulary learning. Therefore, SMAN 8 Kota Jambi is considered a suitable place to conduct the research.

This problem can be solved by offering something different and providing resources that engage the interest of English learners in improving their vocabulary (Csabay, 2006). Students can use interesting learning media such as YouTube to help them learning vocabulary. Research by Kabooaha and Elyas (2018) indicates that YouTube has a statistically significant influence on students' vocabulary learning. The findings reveal that participants had a positive opinion of using YouTube in the classroom, and there is evidence of significant improvement in students' vocabulary achievement. The implications of these findings are particularly relevant in the context of teaching and learning foreign languages.

One of the popular YouTube channels for learning English is *Learn English with Jessica*. The researcher chose the *Learn English with Jessica*

channel in this research not only because of its popularity, but also based on academic considerations. This channel presents English vocabulary material in a contextual, interesting and easy to understand for learners. The videos are presented using animations, everyday situations, and clear pronunciation, which is in accordance with the principles of audio-visual learning that can help students in understanding and remembering vocabulary. In addition, this channel has the advantage of a special playlist that focuses on vocabulary learning, making it easier for students to choose and learn topics that suit their needs. The material presented is also relevant for all ages and levels of learners including intermediate levels such as high school students (Nadeak, 2024). So this channel is considered appropriate to be studied in terms of students' perceptions of its use in learning vocabulary.

While there have been many studies that investigated students' perceptions of the use of YouTube in learning English vocabulary, most of them were conducted at different levels of education, used different YouTube channels, and differed in their approaches and data collection methods. There has been no specific study that discusses high school students' perceptions of the use of the *Learn English with Jessica* channel in learning new vocabulary by using qualitative methods through interviews. This is a gap to get a deeper understanding of students' perceptions of the channel as a medium for learning new vocabulary.

The outcomes of this study could offer valuable insights into strategies for enhancing students' vocabulary through multimedia resources. By learning

vocabulary through the *Learn English with Jessica* YouTube channel, it is hoped that students will acquire enough vocabulary to communicate more effectively in the target language. Students may find it difficult to use the language effectively if they lack the necessary vocabulary. To effectively convey their thoughts and opinions and interact in the target language, students must possess a sufficient vocabulary (Abidin et al., 2011; Nation, 2001). Therefore, the researcher decided to formulate a research topic entitled "Students' Perceptions of The *Learn English with Jessica* Youtube Channel in Learning New Vocabulary".

## **1.2 Research Question**

Based on the background mentioned above, the researcher formulated the problems "What are students' perceptions of the *Learn English with Jessica* Youtube Channel in learning new vocabulary?"

## **1.3 Research Objective**

In accordance with the problem statement above, the objective of this research is "to explain students' perceptions of the *Learn English with Jessica* Youtube Channel in learning new vocabulary".

## **1.4 Research Significance**

1. Theoretically, this research might serve as a source of knowledge and inspiration for the further research.

2. Practically, this research can be used as a reference for students to find alternative media in learning vocabulary.
3. Pedagogically, this research can be useful for teachers to see if the channel can be a helpful medium in teaching vocabulary.

### **1.5 Research Limitation**

This research is limited to explain students' perceptions of *Learn English with Jessica* Youtube Channel, specifically focusing on learning new vocabulary. Students at SMAN 8 Kota Jambi who have used the *Learn English with Jessica* YouTube channel will be the subjects of this research.

### **1.6 Definition of Key Terms**

To avoid ambiguity and misunderstanding, several key terms used in this research are defined as follows:

#### **1. YouTube**

YouTube is an online video-sharing platform that allows users to watch, upload, and share videos. In this study, it is used as a medium for learning vocabulary.

#### **2. Vocabulary**

Vocabulary is the set of words in a language that a person knows and uses in communication. It includes word meanings, forms, and usage in different contexts.

#### **3. Perception**

Perception is how someone sees, feels, or thinks about something based on their experience. Personal experiences, emotions, motivations, and expectations can influence perception.