CHAPTER I
INTRODUCTION

A. Background of the Study

Language has a central role in the development of students' self potential, including intellectual, social, and emotional development. Language is also a supporter of the success of studying all fields of study. Language is not only in the form of words that are expressed in the form of speech (utterance) but also use, image cues or languages. Ancient human civilization before recognizing writing was using image language.

Language development in Indonesia today does not only include learning national languages and local languages, but also has developed learning of foreign languages, including English, French, German, Arabic, and Chinese. The demands of the development, science and technology make learning these languages important. The main purpose of language learning is directed at increasing students' ability to communicate with language, both verbally and in writing.

English is one of the foreign languages studied at school. In the current era of globalization English is an important language to learn, this is because English is an international language. The facts show that many books of science, science, language, etc. are written in English so that in understanding the books must certainly understand English. In addition, in the advancement of technology and information, many things written in English, such as procedures for use, features or other things such as using e-mail, certainly need an understanding of English.

Acquiring a second/ foreign language requires a number of competencies and constituents (Mansourzadeh, 2014). Vocabulary is one of these essential components in language learning (Kabooha & Elyas, 2015). The crux of the matter is that without enough vocabulary, the English language learners cannot comprehend written texts; nor can they convey

messages to others. The language learners cannot communicate effectively without vocabulary. According to Harmer (2001), vocabulary is the core of language; he further suggests that if grammar is considered the skeleton of language, then vocabulary is the flesh (Harmer, 2001: 246). Thornburry (2002) believes that if learners spend a great amount of time studying grammar, they will not be able to make much progress in their language learning, but learning more vocabulary will help them make more improvement in language learning. However, vocabulary teaching and learning have been considered a challenge for EFL teachers as well as learners because there has been minimal attention given to vocabulary teaching in the EFL classrooms over the years (Shoaib, 2014). Thus, the need for developing effective pedagogical techniques for L2 vocabulary teaching is one of the main concerns among many second language acquisition researchers and scholars. Language mastery includes various skills, namely listening skills (listening skills), speaking skills (speaking skills), reading skills (reading skills), and writing skills (writing skills) (Andika, 2011: 1).

Language mastery requires a lot of vocabulary and adequate forms of grammar. A lot of vocabulary without being based on strong grammar is impossible for us to understand a reading well and vice versa, good grammar without having a lot of vocabulary then a writing cannot be read perfectly (Yusran Pora, 2001: 1). Mastery of important English vocabulary is taught at the age of elementary students because students can remember and understand more vocabulary. Mastery of vocabulary will affect the making of sentences, suitability of content and expected explanations in English. Mastery of English vocabulary also affects conversations, grammar and English tenses at the next level. Vocabulary mastery is the basis of the concept of understanding in English.

Based on preliminary observation and interview with the English teachers at SD Al-Azhar Syifa Budi Solo, learning English for grade IV at SD Al-Azhar Syifa Budi Solo took place during one lesson. One time the teacher teaches seven to ten vocabulary words and does not include the training given

to students. Teachers need more time to teach vocabulary. The Minimum Completion Criteria (KKM) determined by the school for learning English is 70. As many as 51.52% of the total number of students have met the KKM and as many as 48.48% of the total number of students have not met the KKM.

Based on the results of observations made on February 26, 2019, it appears that the teacher has used various media in delivering the material. The media used by the teacher here has been integrated with social media technology, namely YouTube and Instagram. The teacher gives lessons on vocabulary through YouTube social media in the form of videos that display English vocabulary images by reading them and students were randomly asked to answer questions from the teacher about the meaning of the word verbally. Students were asked to read a vocabulary that was displayed on YouTube at a glance and there is no understanding for students. Students recite the vocabulary according to the example on YouTube and wrote it in their notebooks, and the teacher checked the way students read by giving each individual the opportunity to recite it. Then the teacher gave various vocabulary exercises that were shared through Instagram social media, such as crossword puzzles, vocabulary games, and songs.

Based on preliminary observation, it can be seen that YouTube can stimulate the occurrence of active learning and provide additional knowledge beyond the expected abilities. YouTube can be used to explain theory by involving students in innovative learning methods. Teachers can use this technology for student discussion activities, sharing information and creating learning communities so that they can be applied in the 2O13 curriculum.

YouTube is an alternative source of timely learning related to learning videos for educators and students. Integrating certain videos from Youtube can develop students' appreciative abilities and provide learning experiences, not only limited to subject matter but also technology used. In Curriculum 2013, YouTube can be used to find information, learn language skills and get an audiovisual picture of various language and literary skills so that students

are able to fulfill the objectives of the 2013 curriculum which in turn students are able to communicate or present their findings from the YouTube video.

Based on some findings, the combination of the aural input with the visual images on YouTube has encouraged many educators to adopt it as a teaching tool in their classes (Kuo, 2009). The language learners can receive the utterance and visual stimuli simultaneously, which can enhance their language learning skills as well as their vocabulary comprehension. In addition, using videos to improve students' vocabulary recognition and comprehension provides language learners the exposure to authentic content and context, thus the learners can improve their language skills (Ktoridou, Yiangou, & Zarpetea, 2002). Research on the application of YouTube in language classrooms has shown significant findings that encourage its use with systematic planning.

Meanwhile, Instagram can be a link and share information between students, teachers and even parents. Teachers can use Instagram Social Media to announce Homework creatively, share experiences with students in the classroom with the help of pictures and other things related to education.

Based on the above explanations, the researcher is interested in conducting a research on the the use of social media YouTube and Instagram by the English teachers. Therefore, ths research entitled: "**AN ANALYSIS OF THE USE OF SOCIAL MEDIA YOUTUBE AND INSTAGRAM BY THE ENGLISH TEACHERS IN TEACHING VOCABULARY FOR THE FOURTH GRADE STUDENTS OF SD AL-AZHAR SYIFA BUDI SOLO**".

B. Scope of the Study

This research has broader scope and it is impossible for the researcher to handle all problems. Therefore, in this research, the analysis is limited on the use of social media YouTube and Instagram by the English teachers in teaching vocabulary for the fourth grade students of SD Al-Azhar Syifa Budi Solo in the academic year of 2019/ 2020.

C. Problem Statement

Based on the research problem, the writer proposes the following research problems:

1. How is the process of teaching and learning vocabulary using social media YouTube and Instagram by the English teachers for the fourth grade students of SD Al-Azhar Syifa Budi Solo in the academic year of 2019/ 2020?

2. How is the students response on the use of social media YouTube and Instagram by the English teachers in teaching vocabulary for the fourth grade students of SD Al-Azhar Syifa Budi Solo in the academic year of 2019/ 2020?

3. What are the difficulties in the use of social media YouTube and Instagram by the English teachers in teaching vocabulary for the fourth grade students of SD Al-Azhar Syifa Budi Solo in the academic year of 2019/ 2020?

D. Objective of the Study

Based on the problem statements, the research objectives are to :

1. Describe the teaching and learning process of vocabulary using social media YouTube and Instagram by the English teachers for the fourth grade students of SD Al-Azhar Syifa Budi Solo in the academic year of 2019/ 2020.

2. Describe the students response on the use of social media YouTube and Instagram by the English teachers in teaching vocabulary for the fourth grade students of SD Al-Azhar Syifa Budi Solo in the academic year of 2019/ 2020.

3. Find out the difficulties in the use of social media YouTube and Instagram by the English teachers in teaching vocabulary for the fourth grade students of SD Al-Azhar Syifa Budi Solo in the academic year of 2019/ 2020.

E. Significance of the Study

There are two kinds of advantages, namely theoretical and practical. The advantages of this research are as follows:

1. Theoritical Benefit
   a. The result of this research paper can be used as the reference in the social media integration in teaching vocabulary for elementary school students.
   b. The result of this research paper can give some input in the use of social media to improve the acquisition of vocabulary for the elementary school students.

2. Practical Benefit
   a. This research will be useful for the students to find the way of learning English vocabulary correctly. And the result of this research is hopefully able to bring the students improve their English vocabulary acquisition.
   b. The result of this research will give additional information to the teacher regardless the social media integration in the teaching learning of English. Besides, it is hoped that this research will show concrete ways of using technologies, web solution and interactive apps to empower and support education.
   c. This research will give readers extensive knowledge, particularly on the role of social media in education to provide students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient.

F. Research Paper Organization

This research paper is organized into several chapters in order to make it easier to understand the contents of this research, the content of the research is divided into five chapters as follow:

Chapter I is introduction. It concerns with background of the research, problem statement, objective of the research, limitation of the research, significance of the research, and research paper organization.

Chapter II is review of related literature. This chapter discusses literature review and previous study. Literature review explains theories related to this research such as Definition of Teaching and Learning, Definition of Vocabulary, Teaching and Learning Vocabulary, and Testing Vocabulary. Meanwhile, previous study consist of similar studies.

Chapter III is research method. This chapter shows type of the research, subject of the research, object of the research, data and data source, technique of collecting data, technique for analyzing data, and the last is data validity.

Chapter IV is research finding and discussion. The researcher describes the use of social media YouTube and Instagram by the English teachers in teaching vocabulary for the fourth grade students of SD Al-Azhar Syifa Budi Solo in the academic year of 2019/ 2020.

Chapter V is conclusion and suggestion. This chapter presents the conclusion of this research and purposes the suggestion for future studies.