

CHAPTER I

INTRODUCTION

This study is going to discuss EFL students' vocabulary maintenance through self-video recording. This chapter explained some fundamental aspects in this presented study such as; background of the study, the scope of the study, the research question, the purpose of the study, significance of the study, and also the definition of the key terms.

1.1 Background of the Study

It has been argued that the more one considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from, acquiring a second/foreign language requires a number of competencies, skills, and constituents. Vocabulary is one of those essential parts in foreign language learning. The root of the matter is that without plenty of vocabulary, the English language learners cannot comprehend written texts; nor can they convey communications to others. Relating to Harmer (2001), vocabulary is the core of vocabulary, he further suggests that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. Thornburry (2002) believed 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 and phrases will

help them make more improvement as they can say very little with grammar, but you can almost communicate everything with words.

Research on maintaining vocabulary has been carried out by many language researchers around the world. Previously, a study in China conducted by Hackel (2021) provided an overview of the research on maintaining vocabulary using mobile application which is easily accessible to learn English, improve and maintain vocabulary. On the other hand, the use of the application is constrained by the need for a network connection in order to get the full features of the application. In this case, the researcher intends to take another role so that vocabulary maintenance activities will run smoothly and available in any condition by using self-video recordings of students as maintaining vocabulary tool.

Research on vocabulary that occurs in Pontianak conducted by Trisnawati, Bunau & Susilawati (2021) also shows another way of maintaining vocabulary with a word game called crossword puzzle. This is indeed enough to keep students' memories of the vocabulary they have acquired and hone their vocabulary. Then, this time the researcher will design this research on how students not only hone and maintain their vocabulary but also apply it to speaking. So it can be said that this research will show that students practice speaking in their self-video recordings using the vocabulary they already have as their vocabulary application to maintain it. Similar research was also conducted by Fitriyani, Dewi & Nahartini (2020) which discussed the application of self-video recording. The difference is, in this case the

previous researchers used self-video for teaching recount text. Students just tell their stories. They are directly trained to be more confident in speaking and so that they can speak fluently. It is different with this research, in addition to training speaking skills, it also trains students' reading and writing. Vocabulary income and maintaining it are the most important. Students need to read a lot to get new vocabulary and then maintain it.

Vocabulary learning has been problematic for most learners. Accordingly, vocabulary acquisition has currently received attention in second language pedagogy and research (Tian & Macaro, 2012). But it is still a contentious issue how learners acquire vocabulary effectively and efficiently or how it can best be taught. However, vocabulary is generally given little emphasis in the university curriculum in Asian countries (Fan, 2003). Generally, the emphasis on English teaching in universities in Asian countries is on the four language skills they are speaking, reading, writing and listening. Congruently, inadequate vocabulary instruction and practice may not lead to obtaining adequate vocabulary and this in turn also leads them to lose interest in learning English language. Although there are many factors that make students successful or unsuccessful in language learning. In addition, Şener (2009) confirms that vocabulary is central to language and of critical importance to the typical language learner (Zimmerman 1998). Although it has always been an indispensable part of language teaching and learning, it is said that vocabulary teaching has not

been responsive to problems in the area and teachers have not fully recognized the great communicative advantage in developing an extensive vocabulary.

A strong vocabulary is a source of power. Words can make you a better reader, writer, speaker, thinker and learner. They can dramatically increase your chances of success in school and in your job. But words will not come automatically, they must be learned in a program of regular study, if you commit yourself to learning words, and you work actively and honestly (Sherrie & Carole, 2002). It means learning of vocabulary aims to make us to be aware of the importance of integrating of vocabulary into the four English skills (listening, speaking, reading and writing). The thing that needs to be considered is how to maintain the vocabulary that has been obtained. This is where the difficulty of learning vocabulary comes in. Language learners need to maintain vocabulary so that they can interact freely while speaking. A common thing that we usually find among language learners is stuttering when speaking due to lack of vocabulary (Tsai, 2018). Uniquely, when compared to writing, it feels easier than when speaking. Oberreuter & Velásquez (2013) suggested when writing the concentration can be stable so that previously known vocabulary is easily recalled compared to when speaking. The right way not to forget vocabulary is to use it frequently in our daily life.

In fact, there are many ways that can be found in the teaching English field, one of which is recording the vocabulary. In this modern teaching era, students already know the application of technology. Getting new vocabulary can now record

the results of reading books, be it printed books or e-books, listening to music and videos and getting them through social media. The application of the vocabulary that has been obtained is necessary to maintain vocabulary memory Hackel (2021). In this study, the researcher will use self-video recording as maintaining student's vocabulary. This is something interesting because students can easily apply the vocabulary that has been acquired by themselves speaking using some new vocabulary while describing something about what they have read, felt and seen. In this way, students can generate their own feedback in increasing their vocabulary production by reviewing their self-video recordings.

1.2 Scope of the Study

In this study, the researcher focused on the maintenance of EFL students' vocabulary through self-video recording. This research was conducted on students majoring in English Education Department in the third semester. The frequent application of vocabulary in speaking maintained the immortality of the vocabulary in the memory of language learners (Sherrie & Carole, 2002). Self-video recording maintains students' vocabulary because it is directly applied in speaking, it keeps students' vocabulary in mind even in spontaneous conversation.

1.3 Research Question

Based on the background of the study above, the researcher focused on the following questions: “How does self-video recording maintain EFL students’ vocabulary?”

1.4 Purposes of the Study

Based on the explanation of the background above, the purpose of this study investigated and describe the maintaining EFL students' vocabulary through self-video recording at the third semester of students in English Education Department.

1.5 Significances of the Study

Based on the purpose of the study, the significance of the study is as follows:

1. Theoretical significance

The result of this study can be used as a useful reference to know the maintenance of vocabulary through self-video recording.

2. Practical Significance

For the students, this research will help students to more easily understand the learning material from the teacher and make students more confident and active in learning activities using self-video recording to maintain their vocabulary. Besides, students can improve several skills in English, especially speaking.

Meanwhile for the teachers, this research will assist teachers in measuring the level of student activity and confidence after using self-video recording to maintain vocabulary. The teacher also can make the new teaching strategy so that students cannot get bored when receiving the material.

1.6 Definition of Key Terms

On the purpose of the study, the researcher will define the definition of term used in this study as follow:

In this research, maintaining vocabulary means to exist language in its users so that there is no extinction. This is very necessary for students so that the vocabulary that has been obtained does not just disappear and be forgotten.

Meanwhile, self-video recording is a tool for maintaining students' vocabulary which also as the application to apply directly students' new vocabulary in recording themselves while speaking what they have got, read, felt and seen.

