CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary plays an essential role in foreign language learning because it enables learners to construct meaning and communicate effectively. Nation (2022) states that vocabulary knowledge is central to language proficiency, as it supports both receptive and productive skills. Learners with limited vocabulary tend to encounter difficulties in understanding input and expressing ideas fluently. Schmitt & Schmitt (2020) also notes that vocabulary is strongly related to reading comprehension, which in turn contributes to the development of other language abilities. Thus, vocabulary is not a supplementary aspect of language learning but a core component that determines learners' communicative success.

Vocabulary learning involves more than understanding what a word looks or sounds like; learners must also develop the ability to use vocabulary accurately and appropriately in communication. Thornbury (2002) states that knowing a word includes understanding how it functions across different contexts. Similarly, Nation (2022) explains that vocabulary knowledge consists of three dimensions; form, meaning, and use. That successful learning requires a balance between meaning-focused input, meaning-focused output, language-focused learning, and fluency development which is called as the Four Strands. This theoretical foundation has become one of the most widely referenced frameworks in contemporary vocabulary pedagogy (Alizadeh, 2019), providing a useful lens for evaluating how vocabulary

is introduced and reinforced in instructional materials.

In the Indonesian context, many students continue to struggle with vocabulary acquisition. Putri & Kurniasih (2022) report that limited vocabulary mastery significantly affects students' ability to comprehend texts and participate actively in classroom interaction, even when basic grammatical knowledge is present. Wulandari (2020) further explains that vocabulary development requires repeated exposure and meaningful contextual use rather than rote memorization of word lists. This issue has also been observed among Indonesian learners, where insufficient vocabulary has been shown to hinder reading comprehension and classroom participation (Lestari, 2018). These findings suggest that vocabulary instruction should avoid over-reliance on isolated word lists and instead provide learners with opportunities to encounter and apply vocabulary meaningfully in context.

Senior high school students, who are categorized as adolescent learners, tend to be more engaged when instructional materials relate to their interests, emotions, and real-life experiences. Brown (2001) highlights that adolescent learners show higher involvement when learning content aligns with their developmental needs. Harmer (2007) adds that materials integrating familiar cultural themes can increase classroom participation. Supporting this, Putri & Suryani (2021) found that Indonesian adolescent learners demonstrate higher vocabulary retention when exposed to content that reflects popular cultural topics. Therefore, English learning materials that incorporate pop-culture-based content, such as seasonal themes, can enhance student motivation and promote meaningful

vocabulary acquisition.

With the rapid development of digital media, YouTube has become one of the most accessible platforms for English vocabulary learning because it provides authentic language supported by visual and auditory cues. Kabouha & Elyas (2015) found that YouTube videos enhanced EFL learners' vocabulary retention, while Harlinda (2019) reported that students were more motivated when learning vocabulary through video-based explanations. These findings suggest that YouTube can serve as a meaningful supplement to classroom instruction. The Kurikulum Merdeka supports the integration of authentic and multimodal learning materials in English instruction (Kementerian Pendidikan Dasar dan Menengah, 2025). Students are expected to understand and produce language based on context rather than memorizing isolated words. This approach opens space for the use of digital materials, including YouTube videos, in vocabulary learning.

A very popular English learning channels on YouTube is Learn English with TV Series, which teaches vocabulary through short clips from films, TV shows, and music videos. The channel provides pronunciation modeling, written subtitles, and contextual examples. Asmawati & Widyastuti (2022) found that vocabulary presented through this channel improved students' vocabulary mastery because learners encountered words in meaningful situations. Likewise, Rahmawati & Farida (2022) reported that multimodal input from this channel supported vocabulary comprehension by combining images, spoken examples, and written captions.

Despite the growing number of studies on YouTube-assisted language

learning, previous research has tended to focus on learners' perceptions, motivation, or general improvement, rather than on how vocabulary is systematically presented in the videos. For instance, Febriani & Yusuf (2022) highlighted students' positive responses to YouTube learning but did not analyze the instructional strategies used in the videos. More recent studies such as Alverina et al. (2023) identified techniques for introducing vocabulary but did not use a theoretical model to evaluate alignment with principles of vocabulary learning. Therefore, there remains a gap in understanding how vocabulary teaching strategies in Learn English with TV Series correspond to Nation's framework.

To address this gap, the present study analyzes three videos from the "Christmas English Lessons with TV Series" playlist of the channel. All videos in the playlist were included to maintain data completeness and coherence. The selection of this playlist is not based on religious considerations but on its potential to expose learners to culturally contextual vocabulary commonly found in global media. The study examines how vocabulary is introduced, explained, and reinforced in the videos and to what extent the teaching strategies reflect Nation's (2022) principles of effective vocabulary instruction for Indonesian learners.

1.2 Research Questions

1. How are vocabulary items presented in the Learn English with TV Series videos in terms of Nation's aspects of word knowledge (form, meaning, and use)?

2. To what extent do the vocabulary teaching strategies in the selected videos reflect Nation's Four Strands of effective vocabulary instruction?

1.3 Research Purposes

This study aims to analyze how vocabulary items are presented and taught in the Learn English with TV Series YouTube videos and to evaluate how these strategies correspond to Paul Nation's theory of vocabulary instruction. Specifically, the study focuses on examining how the vocabulary is introduced, explained, and contextualized through key elements such as definition clarity, meaningful context, repetition, and visual reinforcement. The research also seeks to assess the extent to which these presentation techniques align with Nation's principles of vocabulary learning, particularly the aspects of word knowledge (form, meaning, and use) and the Four Strands of effective language instruction. Furthermore, by examining these elements, the study aims to determine the appropriateness of these strategies for Indonesian learners within the framework of the *Kurikulum Merdeka*. Through a qualitative content analysis, this study intends to provide a detailed understanding of how digital media, particularly YouTube, can serve as an effective tool for vocabulary instruction and contribute to more engaging and contextualized English learning experiences.

1.4 Research Focus and Scope

This study focuses on analyzing vocabulary presentation strategies in three selected videos from the "Christmas English Lessons with TV Series" playlist on the Learn English with TV Series YouTube channel. The research aims to identify how vocabulary is introduced, explained, and reinforced within these videos and to evaluate the extent to which the teaching techniques align with Paul Nation's

vocabulary learning framework. Specifically, the analysis is based on Nation's (2022) three aspects of word knowledge which are form, meaning, and use. Also, his Four Strands of effective language instruction: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

The scope of this study is intentionally limited to one playlist that is both pedagogically and thematically cohesive. The decision to narrow the analysis stems from both practical and academic considerations. From a methodological perspective, conducting an in-depth qualitative content analysis of all 500+ videos on the channel would not be feasible for an undergraduate project due to time and resource constraints. As Krippendorff (2019) notes, content analysis requires systematic and replicable coding procedures, which are best achieved using a focused dataset. Similar delimitations were also applied by previous researchers, such as Asmawati & Widyastuti (2022), who analyzed a small sample of Learn English with TV Series videos and still obtained meaningful findings about vocabulary learning effectiveness.

The "Christmas English Lessons with TV Series" playlist was selected under the guidance of the academic supervisor because it provides a coherent thematic focus, cultural depth, and rich language input. The playlist consists of three videos, all of which were analyzed in this study. These videos offer vocabulary related to familiar and culturally relevant themes, which are considered suitable and motivating for Indonesian learners. As Harmer (2007) emphasizes, adolescent learners engage more deeply with materials that connect to their interests and emotional experiences.

Moreover, the selected videos meet several academic criteria for data suitability. They contain explicit vocabulary instruction supported by subtitles, visuals, and contextual examples; they are concise (each under 20 minutes), allowing for full transcription and systematic coding; and they feature general, communicative vocabulary appropriate for EFL learners at the senior high school level. These characteristics make the playlist particularly appropriate for examining how multimodal input supports vocabulary teaching based on Nation's theoretical principles.

This study, therefore, focuses on these three videos as representative and information-rich cases within the broader content of the channel. The goal is not to generalize findings to all Learn English with TV Series videos, but to provide an in-depth understanding of how vocabulary teaching strategies are structured and applied in a specific, pedagogically cohesive context. Consequently, this study acknowledges its limitation in scope; future research may expand the dataset, explore different playlists, or investigate learners' perspectives to complement the present analysis.

1.5 Significances of the Study

Theoretically, this study contributes to the field of English language teaching by applying Paul Nation's vocabulary acquisition framework in the context of digital learning media, specifically YouTube. It offers insights into how vocabulary instruction principles can be observed in real-world multimedia content and how these principles are reflected in the structure and delivery of vocabulary

items in educational videos.

Practically, this study is expected to benefit both teachers and students. For teachers, it provides a reference for evaluating and selecting online video materials that are pedagogically sound and appropriate for senior high school learners. The findings can guide educators in integrating supplementary video-based resources into their classroom instruction. For students, especially young EFL learners in Indonesia, this study highlights accessible and engaging video content that supports vocabulary growth through visual, contextual, and repeated exposure to language in use.