

USING YOUTUBE MEDIA TO ENHANCE STUDENTS' VOCABULARY MASTERY

Tazkia nurul ikhlasa¹, Suryadi²

STKIP Situs Banten, Indonesia

¹ Tazkia.nurul.ikhlasa@stkipsitusbanten.ac.id, ² suryadiyadi426@yahoo.com

Abstract

The purpose of this research was to examine how students can benefit from using YouTube media to expand their vocabulary. Learning outcomes were compared between the experimental class and the control class using a quasi-experimental approach with a nonequivalent control group. The pre- and post-treatment group (PPG) was employed. At SMP Negeri 5 Kota Serang, where the pre- and post-design (PPG) methodology was implemented, the research population was comprised of 297 students in grade VIII, and the sample size was 80 from this group. A random sampling strategy was used for the sampling. T test was employed for examination of the data. Based on the data, the calculated T value was 7.313, and the associated sig value was $0.000 < 0.05$. So, it was safe to say that students who used youtube media had a marked increase in their command of the English language. Future studies should focus more on how students use new media and technology in English classroom materials.

Keywords: Youtube Media; Students' Vocabulary Mastery

INTRODUCTION

Everyone benefits greatly from expanding their vocabulary. Vocabulary knowledge plays a significant role in a person's success in language-based tasks. It's challenging even for someone with a moderate vocabulary. Therefore, it is believed that students' ability to comprehend and retain the meaning and substance of a reading will greatly benefit from their familiarity with the language used in that reading. In order to engage in linguistically-based communication activities, it is important to acquire a substantial vocabulary. There are two types of vocabulary knowledge: knowing words passively and knowing words actively and productively. Vocabulary acquisition through passive-receptive means, such as knowing the meaning of words when they are used by someone else or offered to be simply selected, but lacking the ability to use them on one's own initiative. Meanwhile, active-productive mastery is the ability to use a language not simply in terms of knowing the meaning of the words one hears or reads, but also in the context of expressing one's own ideas and opinions (Djiwandono, 2011). A language's vocabulary is the sum of all its terms. A person's lexicon consists of all the words they are able to articulate and express in written and verbal forms. A person's vocabulary is the sum amount of the words they know and can effectively employ while communicating verbally and in writing. An ever-increasing complexity of existence drives constant change and development in a language's vocabulary. Although the actual number of words in the English language is unknown, a conservative estimate places it at around 1 million (Susanti, 2019). Dictionary, or if we translate it into Indonesian, it's Students who are serious about becoming fluent English speakers would do well to take note of the many advantages associated with expanding their vocabulary. Of course, being aware of these numerous advantages will boost our incentive to memorize vocabulary and use such terminology in context (Nurdianti, 2017). A language's vocabulary is the sum of all its terms. A person's lexicon consists of all the words they are able to articulate and express in written and verbal forms. A person's vocabulary is the

sum amount of the words they know and can effectively employ while communicating verbally and in writing. An ever-increasing complexity of existence drives constant change and development in a language's vocabulary. While the precise number of words in the English language is unknown, a conservative estimate places it at around 1 million. From this description, it is evident that having a sizable vocabulary is crucial for effective language learning. Vocabulary is an integral part of any discussion of language. A person's vocabulary consists of the collection of words he or she is comfortable using and understanding the meaning of. How extensive a vocabulary do you think an individual should have? Possessing a large enough vocabulary to comprehend what is read and heard, as well as the ability to express oneself well in speech and writing, is essential (Susanti, 2012). Dictionary, or if we translate it into Indonesian, it's Students who are serious about becoming fluent English speakers would do well to take note of the many advantages associated with expanding their vocabulary. Of course, being aware of these numerous advantages will boost our incentive to memorize vocabulary and use such terminology in context. (Nurdianti, 2017). In addition to grammar, vocabulary is the most important part of any language. Vocabulary, on the other hand, is perhaps a far more fluid part of language than grammar. It's impossible to maintain a static vocabulary due to the constant influx of loanwords from other languages and the omission of essential words (Izzati, 2013). In addition to grammar, vocabulary is the most important part of any language. Vocabulary, on the other hand, is perhaps a far more fluid part of language than grammar. It's impossible to maintain a static vocabulary due to the constant influx of loanwords from other languages and the omission of essential words (Puspaardini et al., 2019). Another opinion expressed by (Soedjito, 2006) : 1) a list of terms organized like a dictionary with a brief and useful explanation; b) the entire body of words in a given language; c) the entire body of words used in a given field of knowledge; d) the entire body of words commonly used by a given set of individuals in a certain environment. There is a lack of effective vocabulary study materials, making it difficult for students to develop a strong command of the English language (Suryadi, 2022). A person's vocabulary is just a collection of words whose meaning can be understood even if they are never used again in everyday speech or writing. Learning new words is a crucial part of picking up any language. Students of a foreign language need to acquire a large vocabulary as one of the building blocks of the language. If they don't know enough words, students will struggle to express themselves in English (Hastuti, 2011). An agreed-upon set of principles allows for the organization of words into phrases, clauses, and sentences. This set of words is then utilized to build ideas/ideas which are subsequently expressed verbally when speaking. So, the depth and breadth of a person's vocabulary have a direct bearing on his or her oratory prowess. With a larger and more diverse vocabulary comes a higher potential for eloquence in one's speech. One of the first things that students should focus on is expanding their vocabulary (Kuncoro, 2017). You may have heard the term "youtube" before. If you want to upload and share videos online, you should check out Youtube. YouTube has amassed a massive global fan base of internet users. Any age group from kids to adults can benefit from Youtube's wide range of content. Users, often known as "YouTubers," can use YouTube for free to share and view music videos, as well as to publish, search for, and view videos on a wide range of topics. A large number of people from many different countries use YouTube every day. It's safe to say that YouTube is widely utilized and might be included into classroom instruction (Devy, 2020). Over the past five years, video-based social media platforms like Youtube have exploded in popularity. YouTube as a social media platform is a great way to get your videos in front of a large audience. You Tube is a web-based platform for sharing and viewing videos. YouTube is the most popular social media platform for viewing videos on mobile devices. YouTube is a social networking platform where users can readily access a wide variety of videos, including news, humor, and the newest music clips. Information in the form of videos is also available on the YouTube website. Information seekers who prefer visual aids

should head to Youtube. Users of this site can do more than just watch videos; they can also add their own content to YouTube and share it with the world (Sari et al., 2022). The following is a related study that looks at the effectiveness of using YouTube videos to improve vocabulary retention. In addition, this research was conducted by (Heriyanto, 2015) according to the research titled “ the effectiveness of using youtube for vocabulary mastery “ and (Hakim, 2019) Findings from a study titled "The Use of YouTube to Teach Vocabulary to Young Learners" show that there are significant differences in the research approaches taken by the two groups of researchers and the researchers themselves, (Heriyanto, 2015) Using a pretest-posttest design with a control group, he found no statistically significant difference ($t(98) = -.495, p > 0.05$) in the mean and standard deviation of pre-test scores for the experimental group ($m=22.6, sd=7.5$) and the control group ($m=23.4, sd=8.3$). This shows that the sample of the population used for the study was representative of both the experimental group and the control group, as they were both at the same level of proficiency before the module began. The post-test evaluations of the experimental group's students ($m= 46.5, sd= 8.6$) were substantially higher than those of the control group's students ($m= 31.3, sd= 9.2$), as shown by the results ($t(98) = 7.515, p 0.05$). The results show that students' recognition and understanding of the target vocabulary improved significantly after including YouTube, whereas same outcomes improved just somewhat when using the target vocabulary in context (Hakim, 2019) his study uses a mixed study method, namely a combination of qualitative and quantitative components in one research project, the result experimental group was 36.4. The mean of the control group was 27.2. Degrees of freedom is 48 and t-observed is 2.507. In this case, the t-observed is 2.507 and the t-table is 2.013. This means that the t-table is smaller than the t-observation. As a result, teaching vocabulary using YouTube videos is very important to improve students' vocabulary mastery. In addition, based on data from questionnaires and observations, students have a positive perception of the use of YouTube in teaching vocabulary.

Students at SMPN 5 Kota Serang have a sufficient vocabulary, but the researcher does not believe they have mastered the vocabulary necessary for academic success. Their inability to comprehend standard vocabulary instruction, as well as a lack of teachers with adequate experience in the subject, are major contributors to their difficulties in this area. Since YouTube content is widely consumed by students and is available in a variety of formats, it stands to reason that these resources would improve students' ability to expand their vocabularies. This study's research question is as follows: (1) Does students' use of YouTube-based media have an effect on their ability to learn new words? The second question asks whether or not YouTube videos help kids learn new words. The study's objectives were drawn from the study's research question, which aimed to characterize the impact of utilizing YouTube content on students' vocabulary acquisition and the efficacy of using YouTube content to improve students' vocabulary acquisition.

METHOD

The methodology used in this investigation is statistical. When attempting to provide an explanation for a social phenomenon, quantitative researchers often look to the relationships between the various factors at play. Statistics and other quantitative approaches. It is called positivism because it is a research method that adheres to positivist principles. This research makes use of an experimental design classified as "truly experimental." All variables being studied are controlled for, just like in a real experiment, but the correlations between them are not. Statistics and other quantitative approaches. It is called positivism because it is a research method that adheres to positivist principles. In this investigation, a True Experimental design was used. All quasi-trials have is that they are not truly random, hence it is impossible to draw conclusions about whether or not a treatment actually caused a change. Using "non-equivalent

groups" is a common research strategy in field studies where randomization is impossible or impractical owing to practical constraints. In these cases, we must deal with the dangers ourselves rather than relying on the real experiment's clean and automatic reaction to numerous concerns regarding validity. This is because the impacts of baseline group differences must be taken into account in order for a quasi-experimental study to provide convincing evidence of causation (Dornyei & Griffee, 2010). This study employs a pre-post test group design. Group A (the norm) and Group B (the experimental) are two sets of students (the experimenters). Then, they compare their results on a pretest to those of their classmates. This experiment involves the participation of two groups, one serving as a control and the other as the experimental subject. Even while using youtube media is made available to both groups, only the control group actually plays it, while the experimental group sits on the sidelines. The treatment includes using youtube media to improve the pupils' vocabulary. In terms of how the research was conducted. According to the data in Table 1. According to the pre- and post-test research design, both first-period classes in Year 1 are using youtube media as a pre-test. After teaching both courses using youtube media, Y2 will provide a posttest to gauge their retention of the material. X is instructing Y1 on the before and posttest research methodology, and Y1 is using youtube media as a diagnostic tool before presenting new material (both classes). To wrap up Y2, we gave a posttest after using youtube media in both classrooms. X is instructing his experimental class in the fine art of using youtube media. The demographic and sample of this study are high school seniors enrolled in class VIII for the 2021–2022. Using random sampling, the researcher determines how many samples are needed. This study used a random sampling technique to choose its sample of 80 students from the population of 297 at VIII SMP Negeri 5 Kota Serang. There are two types of exams given to students to ensure they learn everything they need to. The researcher gives the students a vocabulary test as preparation. Meaning-form relationships are only an issue for the most commonly used lexical forms. Multiple-choice questions include numerous instances, including Cloze and translation (Kremmel & Schmitt, 2016). In order to help participants learn new words, the researcher introduces them using youtube media. As a follow-up, students were given a vocabulary exam similar to the one they took as part of the pretest. The results from both the pre- and post-tests were analyzed. After the tests are completed, the results are compiled by a researcher into a single report. For this strategy to work, a representative sample of the population must be chosen at random. Because of the random nature of the selection process, no irrelevant or subjective factors are considered. This implies that a sizable sample should comprise individuals who are representative of the general populace. Non-random samples are typically less representative than random samples, though this is not always the case (Dornyei & Griffee, 2010).

Table. 1 Shows the pretest and posttest research designs

Class	Pre-test	Treatment	Post-test
Control	Y1	-	Y2
Experimental	Y1	X	Y2

RESULTS AND DISCUSSION

Results

The following are the results of the descriptive statistical test of the variable data.

Table 2. Descriptive Statistics Class Control

Pair 1	Mean	N	Std.
Pretest	65.40	80	9.489
Posttest	73.55	80	13.563

Table 3. Descriptive Statistics Class Experiment

Pair 2	Mean	N	Std.
Pretest	68.55	80	6.250
Posttest	82.50	80	13.563

Table 4. Paired Samples T Test

Mean	Std. Deviation	Std. Error	Mean		95% Confidence Interval of the Difference	t	df	Sig.(2-tailed)
			Lower	Upper				
8.529	6.801	1.166	6.156	10.902	7.313	33	.000	

Discussion

The outcomes of this study's data analysis were as follows: after getting the data, the researcher compared the results of the posttest using youtube media. Students who learnt to use using youtube media had a significant impact on their vocabulary knowledge, according to the findings. This technique greatly enhances students' word comprehension. Students in class VIII had significantly different average test scores before and after treatment. The pre-treatment mean score for ClassVIII was 68.55, while the post-treatment mean score was 86.70. Before treatment, the mean score was 65.40, but after treatment, it was 73.55. Thus, reseachers can conclude that using youtube media was superior to more conventional vocabulary instruction methods. For academics, the use of multimedia in the classroom was nothing new. Teachers and tutors are encouraged to use a range of media to help students become more engaged in the process of teaching and learning (Syafrizal, 2021). In addition, the value of To is 7.313, and the Sig is $0.000 < 0.05$. Students' vocabulary knowledge so varied between before and after students using youtube media. Vocabulary is an integral part of all Indonesian school curricula, and students are expected to use this knowledge while expressing themselves orally and in writing (Umar et al., 2019). To begin, there is a great deal of jargon to learn. To give another example, studying a foreign language's lexicon includes more than just memorizing a list of words and their translations into the target language. Thirdly, different people learn words in different ways; some speak openly, some in silence, some write them down, and yet others may benefit from comments. Another source of difficulty for pupils learning grammar is idiosyncratic regular and irregular forms. Memory problems and inability to maintain concentrate only make things worse (Kurniawan & Tanone, 2016). In order to be successful in vocabulary acquisition, students need to maintain their motivation and modify their learning strategies over time. For this reason, it is essential that students take an active role in their own education and assume responsibility for their vocabulary acquisition (Tseng & Schmitt, 2008). Student performance using youtube media was compared for analysis. The results of the study show that using youtube media significantly increased pupils' vocabulary. It makes learning English much

simpler for them. A To of 7.313 and a significance level of $0.000 < 0.05$ demonstrated the outcome. The incorporation of instructional features into using youtube media intended for instructional use The cognitive preferences of students with varying levels of fundamental cognitive thinking resources are met, and the educational value of the video is enhanced by the students' own autonomous learning (Li & Leng, 2020). One of the most important skills for students of a foreign language to acquire is the ability to quickly and accurately identify and translate between the target language and its target culture's most often used idioms and colloquialisms (Gonzalez Fernandez & Schmitt, 2017; Hartono & Prima, 2021). Using youtube media proved to be an effective means of imparting vocabulary instruction and raising students' levels of knowledge and skill in the field. This was shown because 1) Great improvement in student performance was seen from the first to the third treatment, indicating that students were responding well to the material. Second, learning the terminology associated with new concepts helps students retain more of what they are being taught. In the end, most students got a 9 on the assignment, proving this point. The data in the table above suggest that using youtube media help students increase their vocabulary and enhance their command of the English language. The incorporation of learning resources into educational games not only enhances the games' content, but also allows for student-driven, individualized learning that caters to a wide range of cognitive preferences and learning modalities (Li & Leng, 2020).

CONCLUSION

Utilize any of the numerous study tools available to students, whether provided by your instructor or independently. Utilizing technological developments in educational tools is beneficial for both students and teachers. YouTube videos can considerably aid English language learners. YouTube media was provided to SMP Negeri 5 Kota Serang students for use in a research project. Class VIII pupils reported a range of obstacles in learning English vocabulary, including difficulties in comprehending English word and a dearth of English learning resources, especially vocabulary study resources. Due to a scarcity of resources, the pupils are unable to acquire a sufficient grasp of the English lexicon. This study indicated that pupils who learnt English vocabulary through YouTube material outperformed those who used conventional methods. In light of the past findings, certain recommendations have been made. English teachers at all levels, but notably in the senior year of high school, must be able to discern appropriate media for presenting the language to students. Students will have the opportunity to improve not only their vocabulary but also their study habits. The author utilized YouTube content to help students enhance their vocabulary. This is the most successful way for maintaining students' enthusiasm in growing their English language and vocabulary knowledge in the classroom. Due to the facts, anyone is capable of utilizing YouTube media. Second, the author of the report recommends that all English teachers constantly utilize YouTube media. Because this study demonstrates that the usage of YouTube media stimulates student enthusiasm for the activity and subsequent test. A small proportion of students were disinterested in the game or activity, but this did not appear to impair their performance on the method. Since before the activity, the students' enthusiasm for learning new words has visibly grown. Third, future scholars should explore the function of digital and contemporary technology in the English-learning medium of today's students, despite time and financial restrictions..

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