



The effectiveness of using English YouTube videos on students' vocabulary achievement of the eleventh grade of SMAN 4 Bombana

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ABSTRACT

The objective of this study was to find out the effect of using English YouTube videos on students' vocabulary achievement in the eleventh grade of SMAN 4 Bombana. English YouTube video was used as a media in the learning-teaching process. This study used a quasi-experimental design. The population was all eleven-grade students, and the samples were class XI MIA¹ as the experimental group and XI MIA² as the control group. The experimental group consisted of 24 students, while the control group consisted of 24 students. The research instrument consisted of 18 questions of a vocabulary test. In order to collect the data, the researcher gave a pre-test, taught by using English YouTube videos, and gave a post-test. The mean score of the post-test (77.58) in the experimental class was higher than the pre-test score (53.33). Meanwhile, the control class also had improvement that was too significant. The post-test score (68.62) was higher than the pre-test score (40.37). Based on the calculation of the T-test, it showed that $t_{count} = 2.147$, while $t_{table} = 2.012$ at a level of $\alpha = 0.05$, with $DF = 46$. It meant that t_{count} was higher than t_{table} . Therefore, H_0 was rejected and H_1 was accepted. This could be concluded that using English YouTube videos significantly affected students' vocabulary achievement among the eleven grade students of SMAN 4 Bombana..

Keywords:

English YouTube Video, Vocabulary Achievement.

1. Introduction

Vocabulary is the words to communicate effectively in listening, speaking, reading, and writing (Muscle in Khamesipour, 2015). Then, Utami et al. (2021) added vocabulary is a set of words owned by someone according to the language that they are learning. Talking about teaching vocabulary leads us to the past when our teacher asked us to memorize 15 words weekly in every meeting. For some students, this order may be very easy since the students may memorize some short words. However, the students may be easy to forget the words as well. Moreover, the teacher asked the students to memorize them without teaching them how to use or pronounce them because they did not have enough time to do them. Learning vocabulary is essential in speaking a language. Wallace et al. (1982) stated that "learning a foreign language is basically a matter of learning the vocabulary of that language. Not finding the words you need to express yourself is the most frustrating experience in speaking another language". In addition, Azizah & Miftakh (2021) also mentioned that vocabulary learning can make it easier for students to speak, write

and read in English. It means that when you want to express what you truly feel, you should have enough vocabulary to tell your friends.

In the other case, some students are lazy to memorize vocabulary because students think that memorizing is of difficult and boring activity. It's because the teacher gives the students list of vocabulary and then asks them to memorize the words. This problem is supported by Nuur et al. (2019), who mentioned that the important of vocabulary as an element of language become the one aspect that the students should focus to increase their English ability (Nuur et al., 2019). In addition, Holden (1999) also added that remembering and recovering vocabulary are the hardest aspects of studying a foreign language, especially for EFL situations. These problems come because the teaching strategy, method, or technique is not interesting for the students. Therefore, students feel bored and passive in the learning process. Students need media that can attract their attention and provide comfort in learning vocabulary.

Teaching vocabulary is not an easy thing for everyone to do. Everyone must use interesting media so that the students will be more interested in the learning process in the classroom. Alabsi (2016) found most Indonesian students use their mobile phone for translation of vocabulary, rather than other aspects of the language. Also, Alhammad (2009) found that the most frequently used strategies in learning vocabulary among EFL students were guessing from context, writing the meaning of new words, and looking up the meaning in a dictionary. Besides the reason above, the students' attention usually lacks in the teaching and learning process, confidence, and vocabulary mastery. This same happens in SMA Negeri 4 Bombana, where some students have difficulties expressing ideas orally and are still not confident speaking English. This is based on the researcher's observation that the students of SMA Negeri 4 Bombana, especially the eleventh grade, needed learning media that can motivate and not boring in the teaching and learning process because the teacher still uses conventional methods to teach vocabulary.

According to Cheppy (2007), the uses of video as a media in teaching and learning process has three purposes, namely to deliver the messages more simply and clearly, to manage the time, place, and infrastructure, and to make the learning more variation. One of the media that can be used in the teaching and learning process, especially in vocabulary, is YouTube videos. Therefore, the researcher has to focus on the aspects of vocabulary by using YouTube videos. YouTube video is one of many media that can be used as a learning source in teaching and learning. According to Dale (1969), learning sources are all things that can be utilized to facilitate someone in the teaching and learning process. Many ways are more modern and more effective to improve speaking skills, one way in accordance with the technological development in learning English through YouTube videos. YouTube videos can be used as a learning source. Jalaluddin (2016) said that YouTube is a website that shares various kinds of videos like video clips, TV clips, music videos, movie trailers, and other content, namely video blogging, short original videos, and educational videos. YouTube as an educational video means that the content of the video is English material that is easy to access.

YouTube video is one of the support learning sources in teaching vocabulary. Learning vocabulary skills using YouTube videos is more effective and easy because

many teaching objectives are difficult to merely explain by the teacher without using media or learning sources. Learning English using YouTube videos is an innovative learning system to develop. However, this is not a formal system, but it has a nice effect on improving English. On YouTube, video students watch the English material with enjoyment.

The researcher chooses YouTube Video in teaching English because watching videos is more effective in making it easier for students to catch lessons, especially with social media like YouTube; students will be more enthusiastic about learning English vocabulary. It is undeniable that nowadays, the use of social media is one of the mandatory references that students in learning can make.

In this case, the researcher has an idea to ask and answer questions. Putrawansyah (2020) investigated the effectiveness of using YouTube videos in improving students' speaking skills by asking and answering questions (a Pre-Experimental Research at SMA Negeri 7 Selayar). His study showed that YouTube videos effectively improved the students' speaking skills in terms of vocabulary and pronunciation. In addition, his study only focused on any significant effect of watching English videos on aspect speaking, not aspect vocabulary.

Based on the reason above, the researcher was interested in conducting a study entitled "The Effectiveness of Using English YouTube Video on Students' Vocabulary Achievement of the Eleven Grades of SMAN 4 Bombana". In this study, the researcher used an English video downloaded from YouTube entitled "Natural Disaster and Party Time." The researcher applied this YouTube media in the face-to-face teaching and learning process in class.

2. Methods

In this study, the researcher used a quantitative approach with an experimental research design. The researcher used a quasi-experimental study with two classes, namely the experimental and control classes. The researcher would have three actions in both classes: pre-test, treatment, and post-test. The experimental class was taught using an English video, and the control class was taught using the regular teaching method.

The population was all eleven-grade students, and the samples were class XI MIA¹ as the experimental group and XI MIA² as the control group. The experimental group consisted of 24 students, while the control group consisted of 24 students. The researcher used a purposive sampling technique because the students in SMAN 4 Bombana were not distributed based on their ranking, so it was considered homogeneous.

The instrument of this study was a vocabulary test. The vocabulary was from an English video on YouTube containing 18 numbers in multiple-choice forms. The topics were Natural Disasters and Party Time. The technique of data collection will use the following procedures. First, the researcher did a pretest in the first meeting of both the group, control group and experimental group. The materials included Things in the Classroom, Things in the House, and Public Buildings. Second, the researcher conducted the treatment in the experimental class, especially in class XI MIA1. The researcher emphasized 7-10 vocabulary in every meeting, and the

treatment was conducted in three meetings. Third, the post-test was given to know students' ability to learn vocabulary.

In analyzing the data, the researcher used descriptive and inferential statistics to analyze the data. Descriptive statistics were used to determine the results' differences between the experimental and control classes. Meanwhile, the inferential statistic was used to test the hypothesis. To know the significant effect of using English video on students' vocabulary achievement, the researcher used an independent sample t-test by using the SPSS application version 16.0.

3. Results

3.1. Students' Vocabulary Achievement in Pre-Test

In this section, the researcher explains two kinds of analysis, namely descriptive analysis in the experimental class and control class. The following explanation is the result of students' pre-test scores for the experimental class.

Table 1. The result of students' pre-test score in experimental Class

Mark	Criteria	Frequency	Percentage
81-100	Very High	2	8%
61-80	High	7	30%
41-60	Average	9	37%
21-40	Low	5	21%
0-20	Very Low	1	4%
Total		24	100%

The table above shows that there are 2 students (8%) who get a "very high" score (81-100). The students who get a "high" score (61-80) are 7 students, or 30%. There are 9 students, or 37% who get an "average" score (41-60). There are 5 students, or 21% who get a "low" score (21-40). Also, there is 1 student, or 4% who gets a "very low" score (0-20). Therefore, based on the student's scores on the pre-test, the experimental class is dominated by average criteria, of which 37% of students score between 41-60.

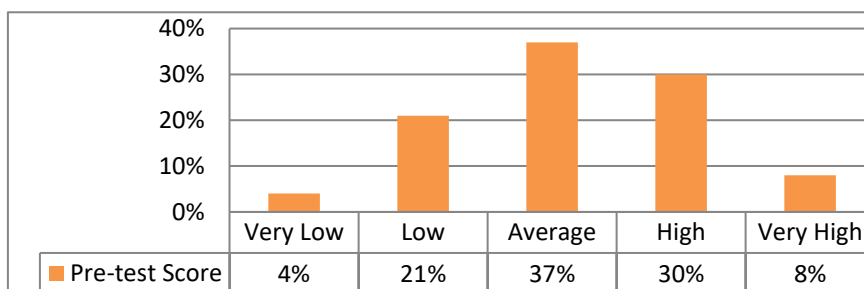


Figure 1. Distributions of students' pre-test score in experimental class

Based on the pre-test results shown on the chart above, we can see a higher score in the experimental class is classified as "average" criteria with 37% (9 students), followed by "High" 30% (7 students), "Very High" criteria with 8% (2 students), then "low" criteria 21% (5 students), and "very low" criteria there is 1 student (4%) who get it. Therefore, the researcher finds that students' vocabulary

achievement before getting treatment in experimental class is categorized in average criteria.

Furthermore, the following description results from the students' pre-test scores in the control class.

Table 2. The result of students' pre-test score in control class

Mark	Criteria	Frequency	Percentage
81-100	Very High	0	0%
61-80	High	3	15%
41-60	Average	9	35%
21-40	Low	8	30%
0-20	Very Low	4	20%
Total		24	100%

The table above shows that no student or 0% gets a "very high" score (81-100). The students who get a "high" score (61-80) are 3 students or 15%. There are 9 students, or 35%, get a "average" score (41-60). 8 students, or 30%, get a "low" score (21-40). Also, 4 students, or 20%, get a "very low" score (0-20). Therefore, based on the student's scores on the pre-test in the control class, it is dominated by average criteria, 30% of students have a score between 41-60.

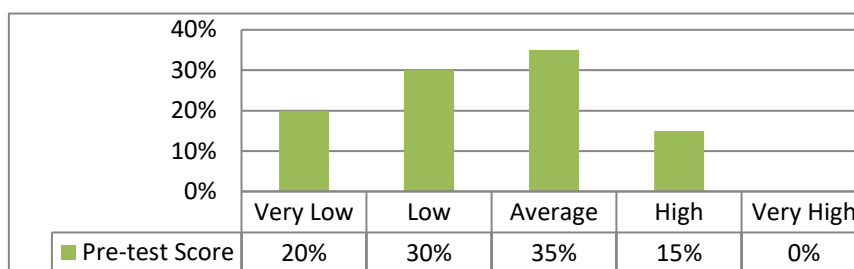


Figure 2. Distributions of students' pre-test score in control class

Based on the pre-test results shown on the chart above, we can see a higher score in the control class is classified as "average" criteria with 35% (9 students), followed by "low" criteria with 30% (8 students), then "very low" criteria 20% (4 students), "High" criteria with 15% (3 students), and "very high" criteria there is no student (0%) who get it. Therefore, the researcher finds that students' vocabulary achievement in the control class is categorized in average criteria.

3.2. Students' Vocabulary Achievement in Post-Test

In this section, the researcher explains two kinds of analysis, namely descriptive analysis in the post-test in the experimental class control class. The following explanation is the result of students' post-test scores for the experimental class.

Table 3. The result of students' post-test score in experimental class

Mark	Criteria	Frequency	Percentage
81-100	Very High	9	37%
61-80	High	12	50%
41-60	Average	3	13%
21-40	Low	0	0%

0-20	Very Low	0	0%
Total		24	100

The table above shows that there are 9 students (37%) who get “very high” scores (81-100). The students who get “high” scores (61-80) are 12 students or 50%. 3 students, or 13%, get an “average” score (41-60). No student gets a “low” score (21-40) or a “very low” score (0-20). Therefore, based on the student’s score on the post-test in the experimental class, it is dominated by high criteria in which 50% of students have a score between 61-80.

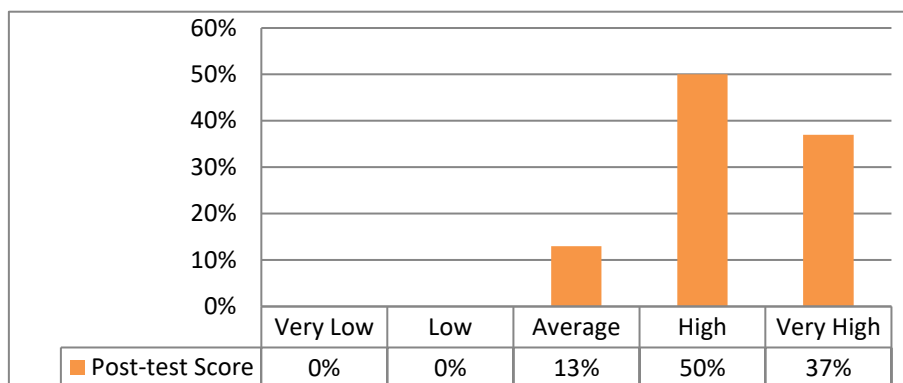


Figure 3. Distributions of students’ post-test score in experimental class

Based on the post-test results shown on the chart above, we can see the higher score in the experimental class is classified as “high” criteria with 50% (12 students), followed by “ Very High” criteria with 37% (9 students), then “average” criteria 13% (3 students), and “low” also “very low” criteria there is no student (0 %) who get it. Therefore, the researcher finds that students’ vocabulary achievement after treatment in experimental class is categorized in high criteria.

3.3. Descriptive Statistic of Pre & Post-test in Experimental and Control Class

The descriptive statistic of pre-test and post-test scores in the experimental and control classes will be explained in the following table:

Table 4. Descriptive statistic of pre & post test score in experimental class and control class

Statistics				Statistics			
		PRE-TEST	POST-TEST			PRE-TEST	POST-TEST
N	Valid	24	24	N	Valid	24	24
	Missing	0	0			Missing	0
Mean		53.3333	77.5833	Mean		40.3750	68.6250
Std. Deviation		21.35755	15.99434	Std. Deviation		17.60635	12.73070
Minimum		15.00	50.00	Minimum		11.00	40.00
Maximum		97.00	100.00	Maximum		71.00	94.00

As we can see in the table above, the minimum pre-test score in the experimental class is 15, while in the control class is 11. Then, the maximum score in the experimental class is 97, while in the control class is 71. The mean score of the experimental class is 53.33, while the control class is 40.37. It means that students’

vocabulary achievement of pre-test in the experimental class is categorized as average criteria, while in the control class is average criteria. The mean score also shows that students' vocabulary achievement before treatment in the experimental class is higher than in the control class.

The maximum post-test score in the experimental class is 100, while in the control class is 94. Then, the minimum score in the experimental class is 50, and 240 in the control class. The mean score in the experimental class is 77.58, while in the control class is 68.62. After getting treatment, students' scores in the experimental class are classified as high criteria, while in the control class are average. The mean score also shows those students' vocabulary achievements after treatment in the experimental class were higher than in the control class.

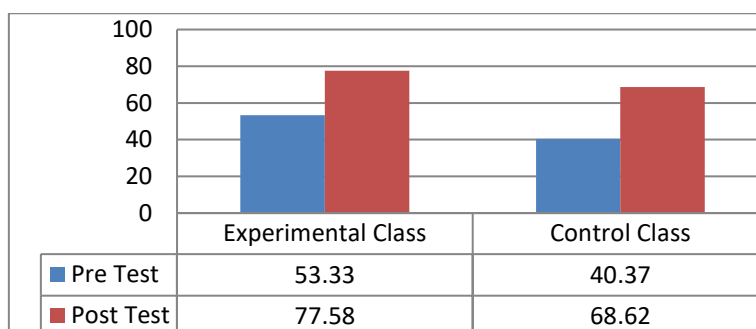


Figure 4. Mean Score of Pre-test and Post-test in Experimental Class and Control Class

The chart above shows the differences in mean scores between both classes. The mean scores in the experimental class have high differences between pre-test and post-test scores. The mean post-test score is 77.58 (high), which is higher than the pre-test of 53.33 (average). Therefore, students' vocabulary achievement after getting treatment has improved, so there is a significant effect on students' vocabulary achievement after being taught using mnemonic strategies.

The mean score of the post-test in the control class is higher than the pre-test. The mean post-test score is 68.62 (average), while the pre-test is 40.37 (low). Although the score has improved in the pre-test, the differences are not high. Thus, there is no significant effect on students' vocabulary achievement after being taught by non-English YouTube videos.

3.2. Analysis of Hypothesis Testing

After calculating the homogeneity and normality test, the researcher continues the hypothesis testing. To determine whether there is a significant effect of using English YouTube Videos on the students' vocabulary achievement, the researcher uses post-test scores in the experimental and control classes and then analyzes them using the Independent Sample t-test in the SPSS 16 application.

Table 5. Descriptive statistic of independent sample t-test

CLASS	N	Mean	Std. Deviation	Std. Error Mean
SCORE Experiment	24	77.5833	15.99434	3.26483

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
SCORE	Experiment	24	77.5833	15.99434	3.26483
	Control	24	68.6250	12.73070	2.59864

As shown in the table above, the mean post-test score in the experimental class (77.58) is higher than the mean score in the control class (68.62). Although both classes learned the same material, students' vocabulary achievement after being taught English YouTube Videos significantly improve than those in the control class taught by using non-English YouTube videos. For more explanation, see the following table:

Table 6. Statistical analysis of independent sample t-test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	2.385	.129	2.147	46	.037	8.95833	4.17278	.55897	17.35770
	Equal variances not assumed			2.147	43.796	.037	8.95833	4.17278	.54755	17.36912

Based on the table above, the score of equal variances assumed are F score is 2.385, Sig. 0.129, t 2.147, Df 46, sig. (2-tailed) 0.037, means difference 8.95833, Std. Error Difference 4.17278, lower 0.55897, and upper are 17.35770. While the equal variances not assumed are, the t value is 2.147, Df 43.796, Sig (2-tailed) 0.037, mean difference 8.95833, Std. Error difference 4.17278, lower is 0.54755, and upper is 17.36912. Because the result of homogeneity variance is homogeny, the researcher uses the value in equal variance assumed for testing the hypothesis and effect size.

From the table, we can see that tcount = 2.147, while t-table = 2.012 at level of $\alpha = 0.05$ with DF = 46. It means that tcount is higher than ttable, so the hypothesis is accepted. Besides, to answer the hypothesis, we also can see the pvalue (sig 2-tailed) with $\alpha = 0.05$. If the pvalue is higher than 0.05, the hypothesis is rejected, and if the pvalue is lower than 0.05, the hypothesis is accepted. From the data above, we can conclude that H1 is accepted because the pvalue (0.037) is lower than $\alpha = 0.05$. It means that "there is a significant effect using English YouTube Video on students vocabulary achievement at SMAN 4 Bombana," and H0 is rejected: there is no significant effect using English YouTube Video on students' vocabulary achievement at SMAN 4 Bombana".

4. Discussion

This study shows some findings that the effect size of English YouTube Video in experimental class showed that based on Cohen's Criteria, it can be said that the effect size of using English YouTube Video is categorized as medium effect size. Based on findings confirms that teaching vocabulary by using English YouTube videos can have a significant effect on students' vocabulary achievement. The result of the statistical analysis indicates that the students can achieve a very high category score after being treated using English YouTube Video in four meetings and showed a significant improvement in mean score. Therefore, it can be said that H_1 was accepted, and H_0 was rejected.

The increase in the student's vocabulary based on the medium effect size might be caused by some factors. Firstly, the researcher provides new media that is more interesting than printed dictionaries in the teaching and learning process, especially in the field of vocabulary. It is an English YouTube Video. Then, by using this media, students do not need to carry a thick dictionary in the learning process and allow students to study anywhere and anytime. It was supported by Swaffar (1988), who cites that access to media or glosses fails to improve performance in reading. It seems reasonable to infer from this that such practices also fail to increase vocabulary. Also, Goundar (2011) pointed out that regardless of the educational features of mobile-device technology, it may fail if teachers are not trained to use the technology to improve their teaching activities. Thus, English YouTube videos have been shown that can improve students' vocabulary achievement.

Secondly, this media also provides questions and material that are taught and equipped with pictures and pronouncements. Besides, the questions are also provided in the form of games so that students do not easily feel bored and bored in the learning process by guessing pictures, rearranging, and so on. English YouTube Videos also made the students feel enjoyed and more motivated in the learning process. Students enjoyed presenting and learning using YouTube on their gadgets (Smartphones, laptops, etc.). In other words, they did not learn monotonous vocabulary so that they could learn vocabulary differently. It is supported by Gliksman (2011) that educational software companies, teachers, and researchers have to coordinate and develop digital content for successful learning outcomes to make the teaching-learning process effective and resourceful.

Based on some factors explained above and supported by some theories, it might be a reason why the experimental class had higher scores than the control class in the post-test. Meanwhile, in the conventional method that uses non-English YouTube Video or conventional method, the students memorized the words in the worksheet. The post-test score was not significantly improved because students just memorized the words without combining them with fun and interesting activities. Academic support explained that people forget all kinds of information all the time. Waring (2002) also stated that in a normal situation, if the students can memorize ten vocabularies, then forget them in the next few days and may remember just two words of them. It is because human brains are created not for memorizing but for forgetting. Therefore, students in the control class were easy to forget the vocabulary because not supported by fun and interesting activity.

In applying English YouTube Video, the researcher found some problems. They were time, lack of gadgets, and not all students had Smartphones/laptops.

Time was the most crucial factor because it can affect the student's performance. The second was the lack of a gadget. It could be seen when students applied the YouTube application, but other students did not have gadgets to disturb their friends. Besides, they are just focused on their Smartphone, so when the teacher asks a question or explains the material once, the students do not understand because of a lack of concentration, so the teacher must explain again to make the students understand. Also, not all students have Smartphones, which can reduce learning effectiveness.

5. Conclusion

The result of this study shows a significant effect of using English YouTube videos on students' vocabulary mastery. The result of descriptive analysis in the post-test has significant improvement. The mean score of the post-test (77.58) in the experimental class is higher than the pre-test score (53.33). While in control class, it also has improved but not too significantly. The post-test score (68.62) is higher than the pre-test score (40.37). Therefore, H_1 is accepted, and H_0 is rejected with an effect size is 0.47. The increase in the student's vocabulary based on the medium effect size might be caused by several factors. It provides new media that is more interesting than printed dictionaries in teaching and learning, especially in the field of vocabulary. It is English YouTube Video. English YouTube Video is not only a media but also a technique because it makes the students learn more actively and fun when they learn through video. Thus, English YouTube Video has shown that it can make effective students' vocabulary achievement. As a result, using English YouTube videos has a positive effect on the students and helps them accomplish their goal of increasing their word recognition by the words. It is important to note that even though there is improvement between the pre-test and post-test due to the engaging activity being presented in an English YouTube Video sheet. This does not reflect the true rate of learning for this individual.

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