

THE USE OF YOUTUBE MEDIA IN IMPROVING STUDENTS' VOCABULARY THROUGH ONLINE LEARNING

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Abstrak

Kosakata merupakan aspek penting dalam pembelajaran bahasa asing, sehingga hal tersebut tidak dapat dipisahkan. Karena pentingnya kosakata menjadi perhatian utama, para guru harus menyediakan media pengajaran baru yang menarik yang terintegrasi dalam TIK atau ICT seperti YouTube. Tujuan dari penelitian ini adalah untuk mengetahui dan mendeskripsikan tentang penggunaan media YouTube dalam meningkatkan kosakata siswa melalui pembelajaran online untuk siswa sekolah menengah pertama. Metode penelitian yang digunakan adalah kuantitatif dengan menggunakan desain penelitian pra-eksperimen. Populasi dalam penelitian ini adalah siswa kelas VII SMP Islam Chairiyah Mansyuriah. Sampel penelitian ini adalah dua kelas, namun dikumpulkan menjadi satu kelas yang terdiri dari 84 siswa yang akhirnya terpilih 17 siswa sebagai sampel penelitian ini. Pengumpulan data dilakukan dengan menggunakan tes kosakata dalam bentuk pilihan ganda. peneliti memberikan pre-test pada pertemuan pertama, dan kemudian memberikan post-test pada pertemuan kedua untuk mengetahui kemajuan siswa. Peneliti menggunakan SPSS untuk menghitung berdasarkan dari analisis data. Maka, diperoleh hasil bahwa nilai signifikansi adalah $0,21 > \alpha = 0,05$ yang berarti H_a diterima dan H_0 ditolak. Dapat disimpulkan bahwa ada hasil yang signifikan dalam meningkatkan kosakata siswa dengan menggunakan media YouTube untuk siswa sekolah menengah pertama.

Kata kunci: YouTube media, teaching vocabulary, online learning

Abstract

Vocabulary takes an important aspect in learning foreign language, so it cannot be separated. Since the significance of vocabulary is a primary concern, the teachers need to give another interesting educational media which is integrated in ICT such as YouTube. The objectives of this research are to find out and to describe the use of YouTube media in improving students' vocabulary through online learning for junior high school students. The research method was quantitative by using a pre-experimental research design. In this research, the population was the seventh grade students at SMP Islam Chairiyah Mansuriah. The sample of the research was two classes, but they gathered into one class consisting of 84 students which were finally selected as 17 students as a sample of this research. The data collected by using vocabulary test in a form of multiple choices. The researcher gave the pre-test in the first meeting, and then gave the post-test in the second meeting to know the students' progress. From the data analysis, the researcher used SPSS to compute the data. Therefore, the result showed that the significant value was $0.21 > \alpha = 0.05$ which means that H_a is accepted, and H_0 is rejected. It can be concluded that there is significant result in improving students' vocabulary by using YouTube media for junior high school students.

Keywords: YouTube media, teaching vocabulary, online learning

A. Introduction

Technology is turning into the primary piece of life. Technological advances make individuals need to adjust. This is planned so that individuals can participate in the headway of innovation which is being escalated each day. One of the technological advances is in terms of language. In this era, people are popular with the term of Internet. People can easily access the internet everywhere and every time for several needs such as economy, international relations, finance, education, etc. The Internet gives various sites particularly the use of online media, including Facebook, Twitter, Instagram, and YouTube. On those sites, individuals can share and talk about an issue. We live in a world overwhelmed by cutting edge computerized innovation which is a technology highlighting cell phones, iPads, and YouTube recordings upheld by exceptionally modern ICT applications in each viewpoint in our lives so it plays a most fundamental part in education.

Moreover, since last year, we have been facing a new situation that caused people all over the world to not go outside. Thus, advances like cell phones, the Internet, TV, PCs, and computer games are becoming indistinguishable pieces of understudies' life since COVID-19 pandemic. The present circumstance is especially unique in relation to their past life. They grow up encompassed by technology. They use it for concentrating just as in associating with others since the public authority prescribes all individuals to remain at home.

Since this pandemic keeps spreading a lot, teachers are needed

to give materials for students through online. As stated in Belawati (2019), learning is not just sharing learning materials on the internet. In online learning, apart from online learning materials, there is also an online teaching and learning process. According to the Centers for Disease Control and Prevention (2020), e-learning plans have been implemented, including digital and distance learning options, as feasible and appropriate to ensure the continuity of education for students during the COVID-19 pandemic.

English is the language of instruction in all countries in the world; therefore, it is very important thing to learn. In learning English, there are four skills that should be mastered; listening, speaking, reading and writing. There are also four main important components; they are grammar, pronunciation, spelling and vocabulary. English was the first foreign language in Indonesia. So, many schools or courses have given English as one of the lessons. However, most of Indonesian students encounter difficulties in lack of learning vocabularies because there are a lot of vocabularies that they are not familiar with.

Vocabulary is generically defined as the knowledge of words and word meanings. Vocabulary plays an important role because it appears in every language skill, so vocabulary building is really important in any language learning. (Gushendra, 2017). Therefore, vocabulary is one aspect of language that must be considered. It is the main aspect of acquiring and understanding language. Nowadays, Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is

making sure that it does not overwhelm other essential parts of the course. (Nunan et al., 2003, p.135). In teaching new vocabulary, teachers should make variations and make the teaching learning process more interesting.

In addition, the teachers need to try to create or adapt several techniques in teaching English that can be used to solve the problem especially in this pandemic situation because this will affect their learning style. Teachers are required to be creative in class so that children become more interested in English. When they were taught using a fun and creative way, students will start to love coming to classes and by this it is a great way for teachers to achieve success with their students (Aziz & Ngadiron, 2019). Therefore, their interest in English will be an important foundation to achieve more satisfying English skills (Sari et al., 2019). Thus, teachers ought to take a benefit in using ICT media. There is an attractive website which offers the social media user to use, and it is called YouTube. YouTube becomes the top popular video-sharing website in the world (Nofrika, 2019). YouTube supports the learning process in English online class. YouTube enhances students' English skills, such as reading skills, writing skills, listening skills, vocabulary lists, and pronunciation.

According to Dowse (2009) cited in Abidin et al., (2011) stated that the YouTube website provides a wide variety of content suitable for English teaching and it should be effectively manipulated by the teachers in the language classroom. He states that using successful techniques and appealing tools especially songs to teach new vocabulary items make students find words easier to

remember and become more motivated in class. Harmer (2007, p.79) states that teachers should see technology as tools to help them in whatever techniques and approaches they have chosen to use. The teacher's role is to focus on the most useful vocabulary, to provide strategy training for the low frequency vocabulary, to ensure that vocabulary learning has a chance to occur in all parts of a course, and to help learners take control of their own vocabulary learning. (Nunan et al., 2003) and (Sudarmaji & Yusuf, 2021)

To support this research, some of the previous journals were taken as references. The first research was conducted by Lystiana Nurhayat Hakim (2019) entitled "The Implementation of YouTube in Teaching Vocabulary for Young Learners". The research discussed the differences between students who are taught by using YouTube and those who are not and to find out students' perception of using YouTube in teaching vocabulary. The result of the study showed that the use of YouTube in this study is effective in teaching vocabulary for young learners and students who are taught by using YouTube are master in vocabulary.

The second research was conducted by Rizky Gushendra (2017) entitled "An Experimental Study: Improving Students' Vocabulary Mastery by Using English Songs". This research was to find out a significant effect of using English songs to improve students' vocabulary mastery. This research was a quantitative research by an experimental design. The result of the research showed that the students' ability on vocabulary mastery using English songs can improve the students' vocabulary mastery.

The last research was conducted by Saed et al., (2021) entitled "The Use of YouTube in Developing the Speaking Skills of Jordanian EFL University Students". This study examines the effectiveness of using YouTube videos in teaching the speaking skills among English as a Foreign Language (EFL) students in Jordan. The results also showed significant progress in the speaking performance of the students subjected to the YouTube experiment in four constructs under investigation, pronunciation and fluency & coherence.

Based on the background of the problem above, the researcher was interested to conduct a research in having a teaching observation at SMP Islam Chairiyah Mansyuriah in West Jakarta. One of the main problems found was the lack of learning vocabulary. The students often find difficult words which they are not familiar with. In order to overcome the problem, many methods, techniques and media can help the students in enhancing new vocabulary. One of the media is by using media. Therefore, researcher tried to use distributed practice by using ICT media with YouTube as interesting teaching media for their medium learning during this pandemic in their online class to find out about improvement in their vocabulary.

B. Research Method

The research method was quantitative by using a pre-experimental research design. According to Lodico (2013), experimental research involves random assignment of whole groups rather than individuals to treatments. The variety of experimental design can be divided

into two main categories, they are post-test only control group design and pretest-posttest group design. (Marczyk et al., 1961).

The researcher gave the pre-test to the students in the first meeting in order to know the students' prior knowledge in vocabulary before giving treatment. After that, in the second meeting, the students were given a post-test to know the students ability in vocabulary through YouTube media. This pre-experimental design was used to reveal cause-and-effect relationship only by involving one group of subjects so that there is no strict control of external variables. (Winarno, 2013)

Location

This research location was conducted at SMP Islam Chairiyah Mansyuriah in West Jakarta in the academic year of 2020/2021. It is located in RT.7/RW.1, Jembatan Lima, Tambora, West Jakarta City. The researcher did the teaching experiment from March until April in 2021 with a total of 2 meetings only in a week.

Population and Sample

The population of this research was the seventh grade students at SMP Islam Chairiyah Mansyuriah in the 2020/2021 academic year. Moreover, the sample of the research was two classes. These two classes were taken in class VII A and VII B consisting of 84 students; however, the researcher had selected 17 students who became the sample of this research due to their participation in attending the online meeting through Google Meet. In addition, The data instrument that was used in this research was only a vocabulary test in the form of multiple choice

through Google Form containing observation and pre-test and post-test.

Research Procedures

In conducting this research, the researcher applies some procedures. Firstly, the researcher took 17 samples from one class, then did a try out. Try out is a test to be measured by the reliability and validity of the test items. After that, the researcher was administrating the pre-test before giving the treatment. Secondly, in conducting treatment, the researcher taught the students using YouTube media and tried listening to an English song entitled "Count on Me" by Bruno Mars. Finally, after the treatments had been done, administrating the post-test was given to the students by using Google Form in the form of

multiple choice. This test is aimed to know the students' vocabulary improvement after giving the treatment. In analyzing the data, the researcher used those pre-test and post-test.

C. Result and Discussion

After having several tests, the researcher gets the result from this research. The research examined whether there is an improvement in vocabulary, and the students were taught by YouTube as an ICT media.

There were 17 students who became the sample of this research. The students had 2 meetings. They also filled the questions form given.

1. Research Finding

1.1 The result of Pre-Test and Post-Test

Tabel 1. The result of Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest	17	70	30	100	1010	59,41	25,117	630,882
Posttest	17	60	30	90	1230	72,35	17,511	306,618
Valid N (listwise)	17							

Based from the table above in pre-test and post-test, the result of both of them were; the pre-test, it was found that: the range was 70, Minimum was 30, Maximum was 100, Sum was 1010, Mean was 59.41, Standard Deviation was 25.117 and variance was 630.882. Meanwhile, the post-test result found that; the range was 60, Minimum was 30, Maximum was 90, Sum was 1230, Mean 72.35, Standard Deviation was 17.511 and Variance was 306.618.

In addition, there are assumptions that must be fulfilled in parametric statistics. They are

normality and homogeneity.

12 The result of Normality Test

The normality test is used to find out whether the data obtained during the teaching process had normal distribution or not. The researcher applied statistical computation by using SPSS (Statistical Package for Social Science). The tests of normality applied are Kolmogorov-Smirnov and Shapiro Wilk. The hypothesis formulas are:

H_0 = the data has normal distribution.

H_a = the data does not have normal distribution.

The criteria of acceptance or rejection

of hypotheses for normality test are:
 H_0 is accepted if $\text{sig} > \alpha = 0.05$
 H_a is accepted if $\text{sig} < \alpha = 0.05$

Tabel 2. Normality Test

Tests of Normality			
	Kolmogorov-Smirnov ^a		
	Statistic	Statistic	Statistic
Pretest	,206	,206	,206
Posttest	,257	,257	,257

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	,852	17	,011
Posttest	,852	17	,011

a. Lilliefors Significance Correction

The above table presents the results from two well-known tests of normality, namely the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The Shapiro-Wilk Test is more appropriate for small sample sizes (< 50 samples), but can also handle sample sizes as large as 2000. For this reason, the researcher will use the Shapiro-Wilk test as the numerical means of assessing normality. If the Sig. value of the Shapiro-Wilk Test is greater than 0.05 the data is normal. If it is below 0.05, the data significantly deviates from a normal distribution.

Based on the table, it can be seen that the sig in the pre-test in Kolmogorov-Smirnov was 0.206 and in Shapiro-Wilk was 0.11. Meanwhile the post-test result in Kolmogorov-Smirnov was 0.257 and in Shapiro-Wilk was 0.11. It can be concluded from the result in Shapiro-Wilk was 0.11 it means that H_a is accepted if $\text{sig} < \alpha = 0.05$ and H_0 is rejected if $\text{sig} > \alpha = 0.05$. Therefore, it can be concluded that the data is considered as no normal.

13 The result of Homogeneity Test

The next calculation is a homogeneity test. It is used to determine whether the data obtained from the sample is homogeneous or not.

The hypothesis are:

H_0 = the variance of the data is homogeneous.

H_a = the variance of the data is not homogeneous.

The criteria of acceptance or rejection of hypothesis for homogeneous test are:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

Table 3. Homogeneity Test

Test of Homogeneity of Variances

Pretest

Levene Statistic	df1	df2	Sig.
,966	3	11	,443

Based on the table, it can be seen that the sig was 0.443 > $\alpha = 0.05$. this means that H_0 is accepted because $\text{sig} > \alpha = 0.05$. Thus, it can be concluded that the data above was homogenous.

14 The Result of Hypothetical Test

Based on the calculation of normality and homogeneity test, the result showed those data are not normal, yet homogeneous. Then, the researcher continued to calculate the independent t-test in the Wilcoxon Signed Ranks Test by using SPSS. The research hypothesis are:

H_a = There is a significant improvement in the use of YouTube media in improving students' vocabulary through online learning.

H_0 = There is no significant improvement in the use of YouTube media in improving students' vocabulary through online learning.

Table 4. The Result of Test Statistics
Test Statistics^a

		Posttest - Pretest
Z		-2.311 ^b
Asymp. Sig. (2-tailed)		,021

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the computation above, the researcher used the Wilcoxon signed-rank test. It is the nonparametric test equivalent to the dependent t-test¹. Since the previous test in normality does not show a normal, the Wilcoxon signed-rank test is used.

From table 4, it can be seen that the value of significance generated by sig. was $0.021 < \alpha = 0.05$, it means that H_a is accepted. Therefore, the result from the calculation shows there is a significant improvement in the use of YouTube media in improving students' vocabulary through online learning case study in junior high school.

2. Discussion

As we see on the result of the data analysis, the data has not a normal distribution, but it is homogenous. Although it is not considered as a normal distribution, yet, the final calculation using Wilcoxon Signed Ranks Test shows that there is a significant value. The p value was $0.021 < \alpha = 0.05$, it means that H_a is accepted because it is higher than alpha 0.05. Thus, the research has shown that using YouTube as an ICT media in learning English through online learning has a significant result in

improving students' vocabulary.

In this research, the students were tested by using an instrument in a vocabulary test in the form of multiple choice through Google Form. According to the calculation data, the students' score increased starting from the pre-test then continued to the post-test.

Previous research has supported the researcher to conduct the research. The first research was conducted by Lystiana Nurhayat Hakim (2019), the result of the study showed that the use of YouTube in this study is effective in teaching vocabulary for young learners and students who are taught by using YouTube are master in vocabulary. The second research was conducted by Rizky Gushendra (2017), the result of the research showed that the students' ability on vocabulary mastery using English songs can improve the students' vocabulary mastery. The last research was conducted by Saed et al., (2021), the results also showed significant progress in the speaking performance of the students subjected to the YouTube experiment in four constructs under investigation, pronunciation and fluency & coherence.

D. Conclusion

In this era, the technology is growing so fast, and it makes people need to adapt with the technology. Since we are facing the pandemic era, everything is completely using technology in order to help people do an interaction. Moreover, the use of technology indeed takes a main role in the education field especially in teaching and learning. English is one of the most important lessons to be taught to students because it is an international language which has to

¹ Wilcoxon Signed-Rank Test using SPSS Statistics. <https://statistics.laerd.com/spss-tutorials/wilcoxon-signed-rank-test-using-spss-statistics.php>

be mastered.

According to the research, some of the students in SMP Islam Chairiyah Mansuriyah is having difficulties in learning English especially in their vocabulary. They lack of vocabulary mastery, and since the pandemic, their exposure in learning English has decreased. Therefore, the researcher used an innovative way of learning which integrated with ICT Media; *YouTube*, in teaching English. *YouTube* is a great potential resource in learning English. Thus, it is important to use *YouTube* in the classroom to gain students' motivation and help them to acquire new vocabularies.

Furthermore, the students' score has increased starting from the pre-test then continuing to the post-test. It means that the *YouTube* media is able to help students in improving their vocabulary in learning English. Moreover, *YouTube* media is considered as an interesting media and can be one of the ways for teaching in online learning.

In conclusion, there is a significant result in conducting this research by using *iCT* media in *YouTube*. Even though the implementation of teaching using *ICT* media *YouTube* was not that easy due to some problems coming in online learning, yet the media has a beneficial thing to help teachers in order to find an innovative and creative learning environment particularly in teaching English through online.

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