

The Effect of Youtube Videos on Enriching The Vocabulary of The Eighth Grade Students of SMP N 3 Palembang

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Abstract: *Vocabulary is an important thing in learning a foreign language, without mastery of vocabulary, we will have difficulty in learning a language because vocabulary is a basic aspect of language that must be mastered before mastering language skills. The use of video from YouTube which is interesting for students is certainly a special attraction to enrich vocabulary for students. This study used a quantitative method with quasi-experimental and nonequivalent control group design. The samples were class of VIII.5 as experimental group consisted of 33 students and class of VIII.6 as control group consisted of 33 students. Technique of collecting the data used pre-test and post-test. The data were analyzed by using t-test (paired sample and independent sample t-test) with SPSS v.25 program. The result of paired sample t-test in experimental group showed that t-obtained was 10,044 > t-table (df=32) was 2,036. Furthermore, the result of independent sample t-test showed that t-obtained was 0,1359 > t-table (df=64) was 1,997. It means that there was significant mean difference between experimental and control groups. The findings revealed that teaching by YouTube video was effective to enrich student's vocabulary at the eighth-grade students of SMP Negeri 3 Palembang.*

INTRODUCTION

English was an international language that connects the whole world. Mastering English would make it easier for us to communicate with other individuals and groups around the world. Currently English has also entered the world of education, business, social media, and there have been many job vacancies that make English as the main requirement for applying to the company. English had become the most commonly used language in international trade, diplomacy, international telecommunications, scientific publications, and also printing newspapers and books. According to Rao (2019, p.66) english is always used between international agencies and companies. In addition, English is also used to communicate ideas and culture, as well as to

encourage positive interactions between individuals from different countries. Prachanant (2012, p.117) stated that English plays an important role as the main communication tool in a globalized world. people who live in countries where English is needed for external purposes, such as communicating and doing business with people from other countries and following commercial advances usually do not use English as their first language but they use it in their daily life. From the explanation above, it can be concluded that mastering English will make it easier for us to communicate with other individuals or groups around the world because English is an international language that connects the whole world. English has also become very important in our country because English has entered the world of education, business, social media, and many companies have made English as a requirement for applicants.

Teaching English in our country has developed rapidly, almost all schools and many courses provide English as a subject. The Indonesian government has made it a compulsory subject since junior high school because English is the first foreign language in Indonesia and an international language in the world. According to Syafrizal & Haerudin (2018, p.40) teaching English has developed dramatically in recent years because globalization impacts and everyone should understand English as their international language. There are various aspects that must be considered in mastering English, including mastery in making sentence structures and vocabulary richness. without mastery of a well-organized sentence structure, it will be difficult for us to convey messages through communicative language, both orally and in writing, and the written or spoken language will become chaotic and cannot be understood properly by the interlocutor if what is conveyed is not appropriate with the structure. According to Syafrizal & Haerudin (2018) english vocabulary as one of the language skill elements has an important role for young learners in learning foreign languages, before the students master the four skills they have to know some vocabulary to support them in learning English. It can be concluded that to help students learn or communicate in English, it is necessary to teach vocabulary mastery. In learning English, the teacher acts as a facilitator and motivator of the students and helps them in their efforts to enrich and improve their vocabulary.

Vocabulary is an important thing in learning a foreign language, without mastery of vocabulary we will have difficulty in learning a language because vocabulary is a basic aspect of language that must be mastered before mastering language skills. According to Ambarwati & Mandasari (2020) learning vocabulary is a very important factor in learning English and it is one of the main elements in learning foreign languages. According to Hornby (2006, p.1645) vocabulary is all the words that a person knows or uses and it is all the words in a particular language. Learners' fluency in speaking, listening, reading, and writing, they are depended on the amount of vocabulary that they have. According to Ayu & Zuraidah (2020) vocabulary can make it easier for us to master several skills in English, namely speaking, listening, reading, and writing. So, from the explanations of these experts, it can be concluded that vocabulary is a very important component for us to master when we want to learn English because without mastering vocabulary we will have difficulty in speaking, listening, reading, and writing.

When enriching vocabulary, students can find difficulties or obstacles in obtaining it. According to (Maiza, 2020) there are some difficulties that may be found by students, such as difficulties in pronouncing words that they think are foreign, and memorizing. In SMP N 3 Palembang the researcher noticed that many students had only a few English vocabulary which made them not confident to speak or answer when the teacher asked them questions and then there

were some students who could not speak English at all and did not master the vocabulary, so they get confused when the teacher explains or asks questions.

The use of tools/media to improve and enrich students' vocabulary is highly recommended. For example, the use of video from YouTube which is interesting for students is certainly a special attraction to enrich vocabulary for students. According to Scholz (2010) where, when, how, and even what we are learning is changing, teachers need to consider how to engage learners with content by connecting to their current interests as well as their technological habits and dependencies. Technological development grows fast especially technology of the internet. According to Zainal & Rahmat (2020) social media is no doubt a part of our life and there are mixed views on the effectiveness of social media in improving and widening English skills. There are many websites and applications used by students called social media. Besides, Facebook, Twitter, Instagram, and YouTube are the most visited websites at this time. However, YouTube becomes more interesting and fun than other websites because YouTube not only provides images and text but also provides videos and animated videos which makes students feel interested to use it. According to Ramli (2020) the use of YouTube media is very helpful in the process of increasing vocabulary. In addition to attracting students' interest because of the pictures and audiovisuals, YouTube also has features that are easy to access by anyone, so it allows students and teachers to access YouTube easily. According to Abbas et al (2019), YouTube helps learners to improve their vocabulary by giving them easy access to several number of audio-visual lessons. YouTube videos have the potential to play a major role in developing vocabulary. According to Zaidi et al (2018) YouTube helps students to improve English skills and can improve students' vocabulary, Kabooha and Elyas (2018) confirmed that in their findings, YouTube integration had a major impact on vocabulary acceptance and comprehension. In the expert's opinion, it can be concluded that the use of tools or media can facilitate the process of enriching students' vocabulary because the use of tools or media in teaching and learning activities is more interesting and fun than just focusing on using books. And then the use of Youtube as a media has a big impact in increasing student interest in learning English and making easier for students to learn new vocabulary because the Youtube feature is very accessible and has videos and audiovisuals that make learning more fun and can attract students' interest in learning.

In this study, the researcher selected the eighth-grade students of SMP Negeri 3 Palembang. SMP Negeri 3 Palembang has 2 English teachers who teach the eighth grade and there were 336 eighth grade students. Before doing the research, the researcher had done a teaching practice (PPL) at this school and taught eighth and ninth grade students. During the teaching practice, the researcher noticed that many students had only a few English vocabulary which made them not confident to speak or answer when the teacher asked them questions and then there were some students who could not speak English at all and did not master the vocabulary, so they got confused when the teacher explains or asks questions. From these problems, researcher was interested in seeing or researching the benefits of using YouTube videos to enlarge students' vocabulary.

From the explanation above, it could be concluded that vocabulary was one of the most important things in the process of teaching and learning English. In the process of increasing student vocabulary, the use of youtube videos as a medium was the right choice because the youtube feature was easily accessible by anyone and at any time so it could make it easier for teachers and students in the process of teaching and learning English. Besides being easy to access, YouTube had video and audio-visual features, this could increase students' interest in learning

because the learning and teaching process would feel more relaxed and fun than just focusing on learning using books. In this study, researcher chose eighth grade students at SMP N 3 Palembang because they didn't have much vocabulary, which made the students difficult to learn English. In addition, the learning process was still focused on books so it made students difficult to understand the material and students also lost interest in learning due to the boring learning process and lacked of vocabulary that they had. In addition, based on the above explanation, the researcher was interested to identify the effect of youtube videos on enriching vocabulary of the eighth-grade students of SMP N 3 Palembang.

METHOD

This study used quantitative methods. According to Sugiyono (2017, p.7) Quantitative methods usually use numerical data and statistical analysis. According to Creswell (2012, p.12) there are three designs in quantitative methods, namely: experimental, correlation, and survey. In this study, researcher would use experimental research as a research design. Furthermore, the research design that would be used in this study was the nonequivalent control group design which was included in the quasi-experimental research design. The researcher would use a quasi-experimental design because the researcher wanted to compare the results of the experimental and control groups without using a random sampling technique.

According to Creswell (2012, p.142) population is a group of individuals who have the same characteristics. The population of this study is all of the eighth grade students of SMP N 3 Palembang in the academic year of 2021/2022 consisting of 10 classes divided into VII.1 until VII.10.

In this study, the researcher would propose VII.5 as the experimental group and VII.6 as the control group to be the sample since these classes are taught by the same English teacher and had almost the same or equal average English scores at SMP Negeri 3 Palembang in the academic year 2021/2022.

Validity was a data analysis activity that requires evidence and is collected from many sources to establish that the data was correct. According to Creswell (2012, p.630) validity was the process of gathering evidence to show that the interpretation of the intended test was in accordance with the intended purpose of the test. Test content, response mechanisms, internal structure, relationships with other factors, and test results all contributed to this data. As the result, the researcher gave the test to two experts to check the content validity before giving it to class VII.5 and VII.6 some results obtained in checking the validity of the two expert judgments are valid and also, there were 1,00, 0,875, 0,75, 0,625 and 0,5 were greater or $> 0,4$ and also, there were 0,375, 0,25, 0,125 and 0 were lower or $< 0,4$.

Reliability was the activity of evaluating the data to measure the offered test in such a way that the findings remain consistent throughout the measurement procedure.

Table 1. The Result of Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
,749	40

As the result, a test was regarded to be reliable if its reliability coefficient was between 0,6 – 0,8 because the Cronbach's Alpha value was 0,749. The scale was High reliability.

In this study, the researcher chose to used a test to collect data. The test would be conducted to find out the students' vocabulary and the test would be applied to the experimental and control groups. The tests that will be used are pre-test and post-test in the form of multiple choice consisting of 40 questions that related to vocabulary understanding.

The researcher would used the t-test with the help of SPSS (Statistical Product and Service Solutions) version 25 to analyze the data. Paired sample t-test and Independent sample t-test will be applied in this study. Paired sample t-test was used to see the difference in the average scores of students' vocabulary understanding.

FINDINGS AND DISCUSSION

To find the data, the researcher used the results of the pre-test and post-test in the form of questions about vocabulary comprehension from both groups (experimental and control groups). The pre-test was given before the treatment and the post-test was given after the treatment. After all the data were collected, the data were analyzed by t-test with SPSS v.25 program. The researcher used paired sample t test and independent sample t test. Paired sample test was used to see the difference between the average score of students' vocabulary comprehension achievement in the form of questions that were done before and after treatment.

Before analyzing the hypothesis, the researcher had to analyze the normality of the data. This analysis is to measure that the data got in the research was normally distributed or not. The writer used SPSS v.25 program to find the normality of the data by looking at the significant of the data. According to Febry and Teofilus (2020, p.43) if the significance value higher than 0,05, it means that the data is normally distributed. The results of pre-test and post-test normality test from both experimental and control groups were described in a table as follows:

Table 2. The Result of Normality Test

Tests of Normality			
Groups	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-Test Experimental Group	.947	33	.109
Post-Test Experimental Group	.940	33	.067
Pre-Test Control Group	.943	33	.085
Post-Test Control Group	.943	33	.082

In the Normality test, the significance level of the pre-test score in the experimental group based on Shapiro-Wilk is 0.109. It can be concluded that the data is normally distributed because 0.109 is higher than 0.05 ($0.109 > 0.05$). Furthermore, the significance level of the post-test score in the experimental group based on Shapiro-Wilk was 0.067. It can be concluded that the data is normally distributed because 0.068 is higher than 0.05 ($0.068 > 0.05$). The significance level of the pre-test score in the control group based on Shapiro-Wilk was 0.085. It can be concluded that

the data is normally distributed because 0.085 is higher than 0.05 ($0.085 > 0.05$). Furthermore, the significance level of the post-test score in the control group based on Shapiro-Wilk was 0.082. It can be concluded that the data is normally distributed because 0.082 is higher than 0.05 ($0.076 > 0.05$). Based on the calculation of normality, the researcher concluded that all the data in the pre-test and post-test both the experimental and control groups were normally distributed.

The next step of the calculation was finding the homogeneity of the data. The purpose of this calculation was to see whether the data in both groups were homogenous or not. The writer used SPSS v.25 program to find the homogeneity of the data by looking at the significant of the data. If it is higher than 0,05. It means that the data is homogeneous. The results of pre-test and post-test homogeneity test were described in a table as follows:

Table 3. The Result of the Homogeneity Test

	Levene Statistics	df1	df2	Sig.
Pre-Test Homogeneity Test	1.802	1	64	.868
Post-Test Homogeneity Tets	.28	1	65	.184

the significance of pre-test scores between experimental and control groups were 0,868. Therefore, it can be inferred that the pre-test data of both groups were homogenous since 0,868 was higher than 0,05 ($0,868 > 0,05$). Furthermore, the significance of post-test scores between experimental and control groups were 0,184. Therefore, it can be concluded that the post-test data of both groups were homogenous since 0,184 was higher than 0,05 ($0,184 > 0,05$). Based on the calculation of homogeneity, the researcher got the results that all data in pre-test and post-test of both experimental and control groups were homogenous. The data must be homogeneous because of one of the pre-requisite t-test.

After knowing the data is normal and homogenous. To answer the research question in this research, the paired sample t-test was conducted with SPSS v.25 program. Paired sample t-test was used in this research to find out the influence of youtube video on enriching the vocabulary of students of Smp Negeri 3 Palembang. The statistical analysis of experimental and control groups were shown in presented below.

Table 4. The Result of Paired Sample T-Test in Experimental and Control Groups

Variable	Pre-test		Post-Tets		Mean Difference Pre and Post Exp Within	Mean Difference Pre and Post Cont Within	T-Value and Sig. between Pre and Post Exp Within	T-Value and Sig. between Pre and Post Cont Within	T-Value and Sig. between Post Test Exp and Cont
	Mean Exp	Mean Cont	Mean Exp	Mean Cont					
Vocabulary Achievement	71,894	72,424	93,106	91,288	21,2121	18,8636	-9,974 (.000)	-10,025 (.000)	-1,359 0,184

In the table above, it showed that t-obtained was 9,974 > t-table (df=32) was 2.036 at the significant level of 0.05 and sig. (2-tailed) was 0.000 < 0.05. It can be concluded that there was significant enrichment of the students' vocabulary after being taught by using YouTube video as

a media of the eighth-grade student of SMP Negeri 3 Palembang. Furthermore, the data table in control group showed that t -obtained was $10,025 > t$ -table ($df=32$) was 2.036 at the significant level of 0,05 and sig. (2-tailed) was $0.000 < 0.05$. It can be said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was any significant enrichment, but not assnificant as in experimental group.

Based on the explanation above, it can be concluded that using youtube videos was effective to enriched the vocabulary of the eighth grade student of SMP Negeri 3 Palembang. Because there was significant enrichment of the students' vocabulary after being taught by using YouTube video. There were factors that might cause why learning by using YouTube videos was effective to enriched students' vocabulary when it was applied in the experimental group, namely: after the researcher conducted the research learning by YouTube videos, of course, it can increase students' interest in learning new vocabulary. It is supported by Ramli (2020) the use of YouTube videos is very helpful in the process of increasing students' vocabulary, in addition to attracting students' interest because of the pictures and audio-visuals, YouTube also has features that are easy to access by anyone, so it allows students and teachers to access YouTube easily. During the research, the researcher had difficulties regarding to student attendance. There are some students that have a difficulty to attending classes through zoom meeting because their cellphones do not have the capacity to use zoom. To overcome this problem, the researcher still sends a video link to the class group so that students who cannot attend the zoom meeting can watch the learning video at that time.

CONCLUSION

Based on the results of analyzing the data in this research, it can be known that there is significant enrichment of students' vocabulary after benging giving treatment by using YouTube videos in Smp Negeri 3 Palembang. From the result of the analysis indicated that there was improvement in control-group, but not as significant as in experimental group. Furthermore, the mean of post-test in experimental group was higher than the mean of post-test in control group. From the explanation above, it can be concluded that youtube videos has an influence to enriched students' vocabulary at the eighth-grade students of SMP Negeri 3 Palembang.

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