

**THE EFFECT OF YOUTUBE TO ELEVENTH GRADE
STUDENTS' VOCABULARY IN SMAN 8 KEDIRI 2024/2025**

SKRIPSI

**Presented as a Partial Fulfillment of the Requirement the Sarjana Degree of
Education of English Department Faculty of Teacher Training and
Education University of Nusantara PGRI Kediri**



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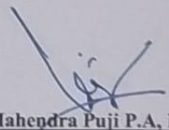
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MOTTO AND DEDICATION

MOTTO:

"Every step taken is part of your success story"

DEDICATION:

- Allah SWT, who always gives strength and blessings in the process of completing this thesis.
- My beloved parents (Mr. Eka Wahyu and Mrs. Sulis T. Ariani) who always provide support and prayers.
- My beloved older brother (Yanuar Lazuardy) who always supports and encourages me to complete this thesis.
- Of course, to myself who always gives me the encouragement to get to this point.
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ABSTRACT

PUTRI ZAZABILA OCA FITRI. 2025, The Effect of YouTube To Eleventh Grade Students' Vocabulary at SMAN 8 KEDIRI in Academic Year 2023/2024, Skripsi, English Department, Faculty of Teacher Training and Education, UNIVERSITAS NUSANTARA PGRI KEDIRI 2025.

Keywords: Vocabulary, YouTube, Reading

Vocabulary is very important for language learning, including English. Teaching and mastering vocabulary must receive great attention during the foreign language learning process because it is very important. Students can build a strong vocabulary foundation that will support them in all aspects of English acquisition, be it reading, writing, speaking or listening, by paying attention to the elements in the learning process. High school students, especially at SMAN 8 Kediri, have poor English skills, especially vocabulary. This can be seen from the way they complete assignments when asked by the teacher. This shows that students have difficulty understanding the contents of the text, their vocabulary is very limited, which can affect their comprehension skills, and students often make English structural errors when reading.

This study focuses on improving the vocabulary of grade XI students of SMAN 8 Kediri. Based on the results of initial observations, there are still many students who have limited vocabulary. In addition, monotonous and uninteresting learning media cause students' interest and participation in English classes to be low. The purpose of this study was to determine how to use YouTube as a learning medium to improve students' vocabulary. This study was conducted to see the differences in students' vocabulary abilities before and after being taught using

YouTube videos. It is hoped that this study can contribute to developing more varied and effective learning media. This study uses a quantitative approach with a quasi-technique, using a one class pre-test and post-test design. The researcher conducted a pre-test and post-test on one group of grade XI students of SMAN 8 Kediri. This study involved teaching vocabulary to 36 grade eleven students of SMAN 8 Kediri using YouTube in the teaching and learning process. Data were obtained from student scores from the pre-test and post-test, which measured their vocabulary proficiency before and after being exposed to YouTube as a learning medium. The data obtained were analyzed using the SPSS application to measure the impact of YouTube usage on improving students' vocabulary. This study concluded that YouTube is an effective medium for improving students' vocabulary and reading skills. By combining interactive and dynamic content, YouTube helps engage students and improves their ability to learn and remember vocabulary.

Suggestions for further researchers are expected to anticipate obstacles when the research is conducted, such as signal constraints when playing YouTube, video constraints that are not relevant to the material. Suggestions for further researchers, this research can be aimed at junior high school or elementary school students.

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In accordance with the title of this thesis "The Effect of YouTube to Eleventh Grade Students' Vocabulary in SMAN 8 Kediri 2024/2025". It is realized that this thesis still has many shortcomings, so criticism and suggestions from various parties are highly expected.

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Table of Contents

Cover.....	i
Approval Page.....	ii
Approval Sheet.....	iii
Statemen of Writing Originality.....	iv
Motto and Dedication.....	v
Abstract.....	vi
Acknowledge.....	viii
Table of Contents.....	ix
List Appendices.....	xi
Chapter I: Introduction.....	1
Background of the Problem.....	1
Identification of the Problem.....	4
Limitation of the Problem.....	5
Problem Formulation.....	6
Purpose of the Research.....	6
Significance of the Research.....	6
Definition of Key Term.....	7
Chapter II: Theoretical Framework.....	9
Learning Vocabulary.....	9
Role of Vocabulary.....	12
Media.....	14
Teaching Vocabulary.....	21

Assessment Vocabulary.....	23
Review of Related Research.....	23
Rationale.....	25
Hypothesis.....	27
Chapter III: Research Method.....	28
Identification of the Research Variable.....	28
Approach and Technique of the Research.....	29
Place and Time of the Research.....	30
Population and Sample of the Research.....	30
Research Instrument and Techniques.....	31
Technique of Analyzing.....	33
Chapter IV: Research Findings and Discussion.....	35
Description of Variable Data.....	35
Procedure of Data Analysis.....	39
Chapter V: Conclusion, Implication and Suggestion.....	44
Conclusion.....	44
Implication.....	45
Suggestion.....	47
Bibliography.....	49
Appendices.....	52

List of Appendices

Permission Letter to Conduct the Research.....	52
Modul Ajar.....	53
Worksheet.....	64
Table Pretest and Posttest.....	79
Pretest and Posttest.....	81
Result of Pretest.....	97
Result of Posttest.....	97
Documentation.....	99
The Card of Advising.....	101

CHAPTER I

INTRODUCTION

This chapter provides an overview of the research by presenting the background, research questions, objectives, significance, scope and limitations, hypotheses, and definitions of key terms. It begins by explaining the context and rationale behind the study, followed by formulating questions and objectives that guide the investigation. The chapter then discusses the significance of the study, potential beneficiaries, and outlines the boundaries and limitations of the research. It also presents hypotheses, if applicable, and defines key terms to ensure clarity. Altogether, these components establish a clear foundation for the direction and relevance of the study.

A. Background of the Problem

English is one of the most widely used languages in the world. English is also known as a lingua franca or international language. This shows that English is used in various sectors such as social, economic, educational, and others. The ability to understand and use English effectively can open up greater opportunities for individuals, both academically and professionally. Some skills that must be mastered when learning English are listening, speaking, reading, and writing. In addition, some components that must be mastered well, such as grammar, vocabulary, and pronunciation. These components will help to improve English skills.

Vocabulary mastery is a prerequisite for language proficiency. Without sufficient vocabulary, students will have difficulty understanding written texts, constructing meaningful sentences, and participating in conversations. According to Tenorio (2020), vocabulary is very important for English learners, with good vocabulary, students can communicate effectively in writing and speaking. Vocabulary is not just about learning new words; but about understanding their

meaning, context, and application. A rich vocabulary improves reading comprehension, increases confidence in communicating, and contributes to overall language development.

However, even though English has been included in the school curriculum, many students in Indonesia, especially at the high school level, still face significant challenges in mastering English. At SMAN 8 Kediri, for example, students' English proficiency, especially in reading, is still relatively low. Observation results and initial data show that students often have difficulty understanding reading texts, mainly due to limited vocabulary. These limitations hinder their ability to understand the meaning of the text, infer the context, and engage critically with reading materials.

The classroom environment at SMAN 8 Kediri also presents several obstacles to effective English language learning. Students often show low motivation and engagement during English lessons. When asked to read aloud in front of the class, many students show reluctance, grumble, or ask their peers to replace them. This behavior disrupts the learning atmosphere and indicates a lack of confidence in their reading skills. In addition, students tend to be passive during lessons, showing little interest or creativity in learning activities. They often ignore teacher explanations, which contributes to a monotonous and unproductive learning environment.

In addition, the teaching methods used in the classroom are often traditional and uninspiring. Teachers rely heavily on textbook-based exercises without incorporating engaging or interactive learning media. As a result, students become bored and disconnected from the learning process. Teachers also tend to prioritize academic grades over language skill development, leading to a focus on rote learning rather than meaningful language use. This situation requires innovative approaches to improve students' learning experiences and outcomes, especially in reading skills.

The teaching and learning process is also monotonous and uninteresting. Therefore, some students do not listen to the teacher's explanations. One potential

solution to overcome this problem is the integration of multimedia resources into the English language learning process, especially the use of YouTube videos. YouTube has become one of the most popular online platforms in the world, offering a variety of video content on almost every subject, including educational topics. Wenner (2009: 1) states that YouTube is a place to share online videos on the internet. YouTube is a website where internet users can upload and share their videos. According to Kindarto (2008: 1), YouTube is a portal site that functions to share videos using YouTube, students as users can watch the videos.

For high school students, especially those who are teenagers, visual media such as YouTube are very interesting and relevant. Teenagers tend to spend a lot of time online, watching videos, and exploring digital content. By incorporating YouTube videos into English teaching, teachers can make the learning process more interesting, relevant, and effective. Educational videos that focus on reading strategies, vocabulary development, pronunciation, and grammar usage can help students improve their reading comprehension. In addition, videos with subtitles and context-based vocabulary can help students infer meaning and expand their word knowledge naturally.

The use of YouTube in the classroom offers many advantages: it supports differentiated learning, accommodates different learning styles, and allows students to learn at their own pace. YouTube also creates a more interactive and student-centered learning environment, where students are actively involved in the learning process rather than passively receiving information. With the right guidance, YouTube can serve as a powerful complementary tool that enhances traditional teaching methods and promotes better learning outcomes.

Based on this, considering the low reading ability and limited vocabulary of students at SMAN 8 Kediri, as well as the lack of interesting teaching methods, the use of YouTube videos as a learning medium is proposed as an effective strategy to improve students' English reading skills. The integration of multimedia resources such as YouTube is not only in line with students' interests and digital habits, but

also offers a modern and innovative approach to vocabulary acquisition and reading comprehension. Based on these reasons, the researcher believes that the use of YouTube videos can significantly improve the reading skills and vocabulary mastery of grade XI students of SMAN 8 Kediri in the 2023/2024 academic year.

B. Identification of the Problem

Based on this study, several main problems that affect students' reading ability can be identified. First, students have difficulty in understanding the meaning of the text being read. This is due to the limited vocabulary possessed by grade XI students, so that their ability to understand the contents of the text is very limited. This limited vocabulary directly impacts students' low reading skills, which leads to difficulty in capturing important information from the reading.

Second, the lack of use of interesting and varied learning media is also a factor causing students' weak reading ability. The available learning media is very limited, so students do not get enough opportunities to learn to read in an interesting and effective way. The unavailability of media that supports reading learning also makes the learning process less interactive and monotonous.

Third, students experience boredom with certain reading skills and the material taught by the teacher. The use of teaching methods that do not actively involve students, as well as the lack of in-depth explanations of the text being studied, causes students to have difficulty understanding the contents of the text. In addition, monotonous and less interesting learning models make students easily bored and lose interest in learning to read.

Often, students also do not understand the information conveyed through teaching materials from native English speakers, so they feel increasingly difficult and less confident in understanding English reading. To overcome this problem and increase student motivation, alternative learning media are needed that are more interesting and easily accessible, such as the use of YouTube videos. YouTube

videos provide a variety of interesting and informative content that can enrich students' reading learning experiences. Through videos, students can see real examples of how to improve their reading skills, while creating a more enjoyable and conducive classroom environment for learning.

By identifying the specific elements that cause students to have difficulty understanding the meaning of the text, educators can design more appropriate solutions and approaches. The goal is to overcome these obstacles and encourage students to better understand and actively engage with written language effectively.

C. Limitation of the Problem

This study focuses on a teaching method that aims to improve students' reading skills by using the English with YouTube channel Back 2 Basics Aventures about Indonsian secret paradise World's Best Diving video for Grade XI students at SMAN 8 Kediri. This study uses pre-test and post-test instruments to measure students' progress. The main focus is to examine how YouTube functions as a learning medium in the classroom and its effectiveness in improving students' English reading skills.

YouTube offers a variety of educational content that is easily accessible to students. YouTube provides useful features such as subtitles, playback speed adjustments, and interactive comments, which can help students better understand the reading material.

The population of this study included all Grade XI students at SMAN 8 Kediri during the 2023/2024 academic year. However, the researcher specifically chose class XI-10 as the research sample, which consisted of 36 students (19 female students and 17 male students).

D. Problem Formulation

Based on the explanation of the research background and facts for class XI students at SMAN 8 Kediri for the 2023/2024 academic year, the problem can be formulated as follows:

1. How is Eleventh Grade students' vocabulary before being taught using YouTube?
2. How is Eleventh Grade students' vocabulary after being taught using YouTube?

E. Purpose of Research

This research has two possible objectives:

1. To find out students' vocabulary before being taught a YouTube.
2. To find out students' vocabulary after being taught a YouTube.

F. Significance of the research

It is expected that the results of this study can contribute to students, teachers, and schools. The following are significant contributions of this study:

1. Students

This study can be used as a reference for students in finding methods or media to improve reading skills, so that the media used by students in reading learning is more varied.

2. Teachers

This study can be used by teachers to implement YouTube in student learning to improve reading skills. Teachers can apply YouTube as one of the media variants in student learning.

3. Further Researcher

This study is expected to be a reference for further research, so that it can find the benefits of the YouTube application not only to improve students' vocabulary, but also in other English skills.

G. Definition of Key Term

1. Reading

Reading is a multifaceted cognitive process that involves decoding symbols to derive meaning. Reading is a dynamic interaction between the reader and the text, where the reader actively constructs meaning based on prior knowledge, experience, and linguistic cues provided by the text (Grabe, 2009). According to Hughes (2007), reading is not just a passive activity, but a complex interaction in which the reader engages critically and analytically with written material. Reading develops important skills such as inference, synthesis, and evaluation, which are fundamental to academic success and lifelong learning. In addition, Anderson (2003) emphasized that reading proficiency contributes significantly to the development of vocabulary, writing skills, and overall language acquisition. Therefore, reading plays an important role in personal, educational, and professional contexts, enhancing not only comprehension but also critical thinking and communication skills.

2. Vocabulary

Vocabulary refers to a set of words in a language that is familiar to a person. This includes receptive vocabulary, which includes words that are recognized and understood in reading and listening, and productive vocabulary, which includes words that a person can use effectively in speaking and writing (Nation, 2001). A rich vocabulary is essential for effective communication, academic achievement, and cognitive development. According to Laufer (1997), vocabulary size is a strong

predictor of reading comprehension and language proficiency, highlighting the importance of vocabulary instruction in language education. Furthermore, Schmitt (2010) stated that continued vocabulary acquisition is necessary for learners to fully engage with increasingly complex texts. Vocabulary acquisition not only facilitates comprehension but also allows individuals to express nuanced ideas and engage more deeply with content across disciplines.

3. YouTube

YouTube is a widely used online video sharing platform that allows users to upload, view, comment on, and share videos. Founded in 2005, YouTube has grown to become one of the most influential digital media platforms, offering a variety of content ranging from entertainment to education (Burgess & Green, 2009). In education, YouTube serves as a powerful tool to enhance language learning by providing access to authentic materials, multimodal content, and real-world language use. Berk (2009) argues that YouTube videos can significantly increase student engagement, motivation, and comprehension, especially when used thoughtfully in a learning environment. Furthermore, according to Watkins and Wilkins (2011), YouTube offers opportunities for incidental vocabulary learning and listening comprehension through exposure to natural language use in diverse contexts. By integrating visual, auditory, and contextual elements, YouTube facilitates deeper cognitive processing, making it an effective medium for developing vocabulary knowledge and improving reading comprehension skills.

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