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## 32 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.

#### 4 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 <sup>47</sup> 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.

<sup>18</sup> 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 <sup>18</sup> 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 <sup>25</sup> content. By incorporating YouTube videos into English teaching, teachers <sup>25</sup> 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 <sup>98</sup> allows students to learn at their own pace. YouTube <sup>54</sup> 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 Indonesian 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

<sup>1</sup>Based on the explanation of the research background and facts for class XI students at SMAN 8 Kediri for the 2023/2024 academic year, <sup>5</sup>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 ?

#### <sup>1</sup>E. Purpose of the Research

This research has two possible objectives:

1. To find out students' vocabulary before being taught a YouTube.
- <sup>6</sup>2. To find out students' vocabulary after being taught a YouTube.

#### <sup>42</sup>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  
<sup>6</sup>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

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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. <sup>20</sup> 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.

## CHAPTER II

### Theoretical Framework

In this chapter, the researcher provides an in-depth exploration of several key concepts central to the study. The chapter begins with a thorough discussion of the concept of reading, examining its importance in educational settings and its role in developing critical thinking skills. Following this, the researcher explores the use of YouTube videos as an instructional tool, analyzing how they can enhance the reading experience and provide new avenues for engagement and comprehension. Additionally, the chapter discusses specific strategies for teaching reading through YouTube videos, highlighting the potential benefits and challenges associated with this approach. Finally, the researcher presents the rationale for the study, explaining why the integration of YouTube videos into reading instruction is relevant and timely, and outlines the purpose and significance of the study in contributing to the field of education.

#### A. Learning Vocabulary

##### 1. Definition of Vocabulary

Vocabulary is one of the important components of language that must be mastered by learners when learning a foreign language. Vocabulary plays an important role in enabling individuals to express their thoughts, emotions, and ideas effectively through communication. Without sufficient vocabulary, learners may struggle to understand and convey meaning, which can hinder their language proficiency. As stated by Hatch & Brown (2001:1), vocabulary refers to a list or set of words for a particular language or a list of words that may be used by an individual speaker. Similarly, Wu (2009:5) defines vocabulary as a collection of words,

usually arranged alphabetically and accompanied by explanations of their meanings.

Furthermore, Schmitt (2000:19) emphasized that vocabulary knowledge is fundamental to language acquisition, as words serve as the building blocks for communication. Nation (2001) also highlighted the importance of vocabulary in language learning, stating that learners must acquire both receptive and productive vocabulary to achieve fluency. Research by Laufer & Nation (1999) showed that the size of a learner's vocabulary has a significant impact on reading comprehension and overall language proficiency. In addition, Wilkins (1972) famously stated that "without grammar, very little can be said; without vocabulary, nothing can be said," which underlines the important role of vocabulary in language use.

Based on the explanation above, it can be concluded that vocabulary is a fundamental aspect of language consisting of words and their meanings, which individuals use to communicate effectively. Mastering vocabulary is very important for language learners, because it improves their ability to understand and produce language both in spoken and written forms.

## 2. Type of Vocabulary

Types of vocabulary can be categorized based on spoken and written vocabulary. Children begin to build vocabulary through listening and speaking even before writing and reading. Each type of vocabulary has different aims and objectives. However, the development of one type of vocabulary facilitates other types of vocabulary. According to Graves (2006), vocabulary knowledge is central to language comprehension and use, and its development is a cumulative process.

### 3 1. Listening Vocabulary

Listening vocabulary consists of words that we understand through hearing.

In the context of second language acquisition, Interactive Second Language Learning (ISL) emphasizes the role of authentic spoken interaction in vocabulary development. Krashen (1982) argues that comprehensible input, especially through listening, plays a critical role in acquiring new vocabulary naturally. Learners internalize vocabulary more effectively when exposed to meaningful listening activities that involve real-life communication.

### 3 2. Speaking Vocabulary

Speaking vocabulary consists of the words we actually say. It has a horizon of around 5,000 to 10,000 words. According to Nation (2001), productive vocabulary—used in speaking—is typically smaller than receptive vocabulary due to the higher demands placed on retrieval and correct usage during spontaneous communication. It is commonly used for conversation and giving instructions, but it is limited compared to listening vocabulary.

### 3 3. Reading Vocabulary

The main element in building vocabulary is reading. Reading grows and expands your vocabulary. Anderson and Freebody (1981) noted that there is a strong correlation between reading volume and vocabulary size, with reading being one of the most effective ways to develop a rich and extensive vocabulary. The words we learn while reading texts are called reading vocabulary, and these often include words not found in daily conversation.

### 3 4. Writing Vocabulary

The words we retrieve when expressing ourselves through writing are called writing vocabulary. Writing vocabulary is usually influenced by the words we are able to spell and recall correctly. According to Coxhead (2000), academic writing requires a more specialized vocabulary set, which is why learners need to be

explicitly taught words that are common in written but not spoken texts. Unlike spoken language, writing lacks non-verbal cues and thus depends heavily on vocabulary precision.

### <sup>3</sup> 5. Final Vocabulary

Richard Rorty (1989) coined the term "Final Vocabulary" to describe the set of words individuals use to express their core beliefs and justify their actions. This vocabulary includes the words used to express praise, criticism, hopes, and doubts. Rorty emphasized that final vocabularies are deeply personal and shape the way individuals understand and interpret the world.

This research focuses on reading vocabulary, which <sup>29</sup>plays an important role <sup>29</sup>in language development. Reading vocabulary consists of words that individuals recognize and understand when reading texts. Stahl (2005) found that repeated exposure to vocabulary in meaningful reading contexts significantly enhanced both recognition and comprehension. Since reading often introduces more complex and varied language than spoken interaction, it becomes essential for learners seeking to improve their language proficiency. In this study, the influence of YouTube as a digital platform is examined to see how it supports students' reading vocabulary, as multimedia exposure becomes an increasingly significant source of language input (Guo & Wills, 2020).

### **B. Role of Vocabulary**

<sup>7</sup> Reading would not exist without human ability in language. Because language components and associated terminology align with our demarcations for many elements of reading, they are briefly described in this section. Linguists have identified five basic components. Language acquisition progresses through these components with increasing quantity and gradual

refinement, as well as more refined comprehension and more complex points of use.

#### 1. Phonology<sup>30</sup>

The study of the structure<sup>14</sup> of speech in a language, including both basic speech unit patterns and accepted rules of pronunciation, is known as phonology.<sup>2</sup> The smallest sound units that make up a language are called phonemes.

#### 2. Morphology

Moving to the next level of language, we find the study of the smallest units of meaning, morphemes.

#### 3. Syntax

The study of how individual words and their most basic meaning units are combined to create sentences is known as syntax.<sup>31</sup> As words are grouped together when we communicate, we must follow the grammatical rules for our language, in other words, the syntax.

#### 4. Semantics

The grammatical structure of our language not only provides those things needed to understand it, we also have a lot of figurative language and rich descriptions that add color and nuance to our communications. Semantics refers to the way a language conveys meaning.<sup>3</sup> It is our understanding of semantics that allows us to recognize who a person is. The word «green with envy» does not change its color, nor the word «is cold» has much effect do with the appendages in the tips of our toes and has more to do with our anxiety about new experiences.<sup>30</sup>

#### 5. Pragmatic

<sup>10</sup> 'Pragmatics' refers to the ways in which members of a speech community achieve their goals by using language.»<sup>4</sup> The way we talk to our parents is not the same as the way we interact with siblings, for example. The language used in formal speech may bear little resemblance to what we hear at lunch with five friends. The conversational style of everyday

interaction is quite different from the language used even when reading story books to toddlers. Knowing the differences and when to use which style is the essence of pragmatics.

### C. Media

Akbar (2008) said that teaching and learning are considered complex processes that are influenced by different multiple factors, including the use of media or instructional aids. Media plays a significant role in the learners' education. According to Naz and Akbar (2008), media means the way for transmitting or delivering messages and delivering content to the learners to achieve effective instruction in teaching-learning perspective. According to Mayer (2001), media in education refers to the use of multimedia elements—such as text, images, audio, and video—to enhance the understanding of educational content by helping learners make connections between verbal and visual representations.

Seth (2009) defines, instructional media are some devices are designed to present information of a kind that would not be available in an ordinary school experience. Examples include, films, television, sound recordings. Other types of instructional media have the function to help the learners grasp the underlying structure of a phenomenon. Visual media are primarily for seeing, audio devices for hearing, and multi-sensory materials for use via two or more senses. Furthermore, Nyam (2006) states that instructional media are the various materials that appeal to the five senses—seeing, hearing, touching, feeling and tasting which enhance teaching and learning.

Technology is increasingly becoming a part of the English classroom as an instructional and research aid for lecturers and students. In common usage, the term multimedia refers to an electronically delivered

combination including video, images, audio, text in such a way that can be accessed interactively (Pangaribuan, Andromeda & Kammer, 2017).

The role of teacher as well as the material are important to help learners in improving their listening ability. It is another factor contributes to the success of listening instruction besides media used to present the listening materials and language laboratory (Brown, 2007). In short, media is a tool or devices that teachers use to deliver the material of study for learners to make the teaching-learning environment more interesting and effective. It includes visual media for seeing, audio devices for hearing, and multi-sensory materials for more senses.

## <sup>24</sup> 1. MALL ( MOBILE ASSISTED LANGUAGE LEARNING )

Mobile Assisted Language Learning (MALL) has had a significant impact on vocabulary acquisition, particularly through the use of YouTube and mobile apps. This technology makes vocabulary learning more interactive and accessible, supports a variety of learning styles, and increases learner independence (Kukulska-Hulme & Shield, 2008).

YouTube provides a variety of channels and videos specifically designed for vocabulary learning. These videos often include visual aids, pronunciation guides, and use of words in context, making it easier for learners to understand and remember new vocabulary. In addition, creating and sharing videos on YouTube encourages active learning and improves language skills through practice and feedback (Godwin-Jones, 2011).

## <sup>17</sup> 2. Kinds of media

There are 3 types of media, namely audio media, visual media, and audio visual media. Media is an important tool for teachers. Media is a tool which helps teachers to teach students. Vocabulary teaching asks teachers to be more creative, innovative and also full of motivation. In submission creativity when teaching students in class, there are many media that can be used that teachers can use to teach vocabulary, such as:



### a. audio media

Audio media encompasses a broad range of content that is designed to be listened to, rather than viewed or read. This includes:

1. Music : Various genres and styles of music available through streaming services, radio, and physical media like CDs and vinyl records.
2. Podcasts : <sup>44</sup>Audio programs available for download or streaming, often episodic and covering a wide range of topics from news and storytelling to education and interviews.
3. Audiobooks : Recorded versions of books, which can be fiction or non-fiction, and are often available through services like Audible.
4. Radio : Traditional AM/FM radio as well as internet radio, which includes a wide variety of talk shows, music programs, and news broadcasts.
5. Sound Effects and Ambient Sounds : Used in various forms of media production, including films, video games, and apps, as well as for personal relaxation and focus.
6. Voice Assistants: <sup>58</sup>Devices like Amazon Echo, Google Home, and Apple's Siri, which use voice recognition and synthesis to interact with users.

<sup>90</sup>These forms of audio media are consumed through various devices, including smartphones, tablets, computers, smart speakers, and traditional radio receivers. The growth of streaming services and podcasts has significantly expanded the accessibility and popularity of audio media.

### b. visual media

Visual media includes content primarily designed to be seen, encompassing various formats and platforms. Key types include: <sup>44</sup>

1. Television : Broadcast, cable, and streaming services that provide a wide range of programming, including news, entertainment, sports, and educational content.

2. Films and Movies : Full-length features produced for cinema, television, or streaming platforms, covering diverse genres from drama and comedy to action and documentaries.
3. Videos : Shorter video content available on platforms like YouTube, TikTok, and social media, as well as video blogs (vlogs) and tutorials.
4. Photography : Still images captured by cameras, used in art, journalism, advertising, and personal expression, and shared through platforms like Instagram and Flickr.
5. Animation : Includes traditional hand-drawn, computer-generated (CGI), and stop-motion animation, found in films, TV shows, and online videos.
6. Graphic Design : Visual content used in marketing, advertising, web design, and print media, including logos, infographics, and promotional materials.
7. Comics and Graphic Novels : Illustrated storytelling mediums that combine visuals and text, available in print and digital formats.
8. Virtual Reality (VR) and Augmented Reality (AR): Immersive experiences that use special headsets or devices to create interactive environments.
9. Websites and Apps : Digital platforms and applications that incorporate a wide range of visual elements, including layout design, user interfaces, and multimedia content.
10. Live Performances : Theater, dance, and concerts, often recorded or streamed for visual consumption.

Visual media is consumed through various devices like televisions, computers, smartphones, tablets, and VR headsets. Advances in technology, such as high-definition and 4K displays, have enhanced the quality and accessibility of visual media, making it a central part of modern communication and entertainment.

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**c. audio visual media**

Audio-visual media combines both audio and visual elements to create a cohesive experience. This type of media is pervasive in modern entertainment, education, and communication. Key examples include:

1. Television Shows and Movies : These combine dialogue, sound effects, and music with moving images to tell stories and convey information.
2. Video Games : Interactive digital games that use graphics, sound effects, voice acting, and music to create immersive experiences.
3. Webinars and Online Courses : Educational content that combines video lectures, slides, and interactive elements like quizzes, often accompanied by narration and sound effects.
4. Music Videos : Short films that integrate a song with visual imagery, often used to promote musical artists and albums.
5. Live Streams : Real-time broadcasting of events, gaming, or personal vlogs through platforms like Twitch, YouTube Live, and Facebook Live, which often combine live video with audio commentary.
6. Virtual Reality (VR) Experiences : Immersive environments that combine 3D visuals with spatial audio, often allowing interaction and exploration within the virtual space.
7. Multimedia Presentations : Business or educational presentations using software like PowerPoint, which combine text, images, audio, and video to convey information effectively.
8. Digital Platform : Digital platforms can include various forms of media, such as applications, websites, social media, streaming video, and others that utilize the internet or digital technology.
9. Advertising and Commercials : Promotional content that combines visuals and audio to convey messages, promote products, and engage viewers.

YouTube channels are classified as audio-visual media because they combine elements of sound (audio) and moving images (visual) simultaneously. The content displayed on YouTube channels can be in the

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form of educational videos, entertainment, documentaries, vlogs, music, tutorials, and others. Viewers not only listen to sound, but also see images or actions visually, creating a more comprehensive and interactive experience. Thus, YouTube channels are included in the category of digital platform-based audio-visual media because they rely on the internet and digital technology to present and access their content globally. This type of media is very effective for learning, because it allows teachers to present interesting and easily understood material for students through a combination of sound and images.

### <sup>20</sup> 3. Youtube

YouTube is a video sharing platform that can be used as a learning medium because it provides various educational content that can be accessed for free and flexibly. In the context of education, YouTube allows teachers and students to access learning materials, video tutorials, lectures, experimental demonstrations, and academic discussions that support the <sup>84</sup>teaching and learning process. The use of YouTube as a learning resource can also increase student motivation and understanding because it presents information in an interesting and easy-to-understand audiovisual format. According to research by Kelsen (2009), YouTube has been proven effective in increasing student engagement and interest in learning, especially in language learning and practical skills.

### 4. Features

YouTube has a number of features that enrich the user experience and make it a popular platform for content consumption on a wide range of topics, including vocabulary learning. Here are some YouTube features:

#### 1. Video Content

- Varied Content: Various types of content are available, ranging from video tutorials, vlogs, music, documentaries, to live streaming events.

- Quality: Videos can be presented at up to 4K resolution, providing a clear and detailed visual experience.

## 2. Search and Discovery

- Search Bar: Allows users to search for videos based on keywords, title or channel name.

- Recommendations: YouTube's algorithm recommends videos based on viewer history, preferences, and currently popular content.

## 3. User Interaction

- Comments : Users can leave comments below the video to discuss, ask questions, or provide feedback.

- Likes and Dislikes: Allows viewers to express appreciation or dissatisfaction with the video by giving a "like" or "dislike".

## 4. Channel Subscriptions

- Subscribe: Users can subscribe to their favorite channels to get updates about the latest videos from that creator.

- Notifications: Provides notifications to users when the channels they subscribe to upload new content.

## 5. Playlists and Collections

- Playlists : Content creators can group their videos into playlists by topic or series, making it easier for viewers to find related content.

- Watch Later: Users can save videos to the "Watch Later" list to watch at another time.

## 6. Accessibility

- Subtitles and Closed Captions : Many videos include subtitles or closed captions in a variety of languages, facilitating access for viewers with varying language or hearing needs.

- Translation : The automatic translation feature allows users to translate video descriptions and comments into the language of their choice.

## 7. Monetization and Support

- Monetization : Eligible content creators can monetize their videos through advertising, channel memberships, or merchandise sales.

- Creator Support : YouTube provides a variety of resources and guides to help content creators improve the quality and distribution of their videos.

#### 8. Live Streaming

- Live Broadcast : Allows content creators to conduct live broadcasts, including webinars, live events, or interactive Q&A sessions.

#### 9. Analytics and Insights

- Analytics Dashboard : Provides data on video performance, such as number of views, average viewing duration, and audience demographics, which helps content creators understand their audience better.

#### 10. Community Features

- Community Posts : Content creators can share text posts, images, or polls directly with their community in the "Community" tab.

- Super Chat : Users can contribute in live chat to get the creator's attention or send messages that are shown to all viewers.

Using YouTube video content about studying makes you want to learn. Learning is also fun with interesting animations and pictures. Video content makes it easier for students to understand lessons. The video learning content that teachers provide via YouTube also allows students to read and listen to the teacher's explanations repeatedly. This makes it easier for students to understand the lesson. In addition, students can easily remember lessons.

### D. Teaching Vocabulary

Teaching vocabulary effectively involves a combination of methods and techniques to ensure students not only learn new words but also retain and use them correctly. Here are some strategies for teaching vocabulary:

#### 1. Direct Instruction

Word Lists : Provide students with a list of vocabulary words relevant to their current studies.

Definitions and Examples : Give clear definitions and use the words in context to show how they function in sentences.

Pronunciation : Ensure students can pronounce the words correctly by modeling and practicing.

#### 2. Contextual Learning

Reading Comprehension : Introduce new vocabulary through reading passages, encouraging students to infer meanings from context.

Storytelling : Use stories or scenarios where the vocabulary words are naturally integrated.

#### 3. Engagement and Interaction

Games and Activities : Implement word games such as crosswords, word searches, or flashcards to make learning fun.

Group Work : Encourage group discussions and activities that require the use of new vocabulary.

#### 4. Repetition and Review

Spaced Repetition : Revisit words over spaced intervals to reinforce memory.

Daily Practice : Integrate vocabulary practice into daily routines, such as a "word of the day" activity.

#### 5. Multisensory Techniques

Visual Aids : Use pictures, diagrams, and graphic organizers to help students visualize the meanings of words.

Kinesthetic Activities : Incorporate physical activities where students act out or use gestures to demonstrate the meanings of words.

#### 6. Personalization

Word Journals : Have students keep a personal vocabulary journal where they write definitions, sentences, and draw pictures for each word.

Connection to Prior Knowledge : Relate new vocabulary to words or concepts students already know.

#### 7. Technology Integration

Educational Apps : Use apps designed for vocabulary building, which often include interactive and adaptive learning features.

Online Resources : Leverage websites and online dictionaries for students to explore words independently.

#### 8. Assessment and Feedback

Quizzes and Tests : Regularly assess vocabulary knowledge through various forms of testing.

Immediate Feedback : Provide prompt feedback on students' use of vocabulary to correct mistakes and reinforce correct usage.

By combining these methods, educators can create a comprehensive vocabulary instruction program that addresses different learning styles and helps students build a strong and functional vocabulary.

### **E. Assessment Vocabulary**

Vocabulary evaluation refers to specific terms and language used to describe, evaluate, and measure student understanding and performance. This vocabulary includes words such as "rubric" and "formative assessment" that apply evaluation criteria. It is related to ongoing research during the learning process to direct improvement. A "summative assessment" appears at the end of the study time and measures overall performance. Terms such as "criterion-referenced" refer to comparing student performance to specified criteria, while "norm-referenced" are compared to colleagues' performance. Vocabulary such as "diagnostic assessment" helps identify a student's strengths and weaknesses before a new topic begins. "Feedback" is important to guide students on what they are doing well and where they can improve.



## F. Review of Related Research

Journal of Putri Annisa and Elise Muryanti (2022), Padang State University, with the title "The Effectiveness of Animation Videos on Vocabulary Recognition Early Childhood English". This research uses methods Quantitative research with a quasi-experimental approach (Quasi Experiment). The results of this research are language animation videos English is effective in increasing the English vocabulary of young children at Hangtuah Padang Kindergarten. This can be seen from the average of each group, the experimental class average is 15.11 higher compared to the control class average of 13.22. Introduction to language vocabulary English in the experimental class improved more than the control class. The similarities between this research and this research are the same using English animated video media and using quantitative quasi experimental design method. Research differences This research is based on the research sample. Study It was not stated that the research samples were children aged 4-5 or older 5-6 years, whereas this study used a research sample children aged 5-6 years.

Elya Sintya (2019) entitled "Development of Learning Media Audio Visual Youtube Banyuwangi Hindu-Buddhist Site in the Eyes Class X High School History Lesson ". This research produces media audio visual learning YouTube videos with local history material Hindu-Buddhist in Banyuwangi. Developed learning media has gone through a validation process involving material experts carried out in 3 stages of improvement and obtain the final value, namely 93.3% in the very good category. Carried out with expert validation tests media obtained a final score of 91.67%. Then the user testing stage which involved history subject educators for class X SMA obtained a score of 90% in the very good category. Equation with Current research is both producing learning media video based. Meanwhile, the difference is that previous research focused local history material in class X, then research is now the focus of the material the arrival of western nations to Indonesia class XI semester 1. Differences Furthermore, previous research used a development model Borg and Gall, and current research using the model ADDIE development.

<sup>1</sup> A research paper by Sofyan A Gani entitled “Using the Snowball Throwing Method to Improve Students' Reading Comprehension Skills in the 2016/2017 academic year”. This thesis uses the snowball throwing method to improve students' reading comprehension skills. In his research, he used quasi-experimental research and the populations of this study were students of class X SMAN 1 Darul Makmur Nagan Raya which consisted of four classes. A total of four meetings were used to teach reading comprehension by using Snowball Throwing and treated by using narrative text. The conclusion from his research is that using Snowball Throwing works. Students who are taught by this method can build students ability in reading comprehension and subsequently in creating their social interactions among peers.

### G. Rationale

<sup>64</sup> Vocabulary is a collection of words that are known and used by someone in speaking, writing, reading, and listening. <sup>12</sup> Vocabulary mastery is very important in the language learning process because it is the foundation for forming effective communication skills. However, in the context of language learning, many students have difficulty in enriching their vocabulary. Some of the problems that are often found include low interest in reading, limited exposure to new words, and the lack of interesting and interactive learning methods. In addition, students often only know the literal meaning of words without understanding how the words are used in different contexts. Difficulty in pronouncing and recognizing words orally is also a challenge, especially when students are not used to hearing the words in real situations or everyday contexts.

YouTube is one of the world's largest video sharing platforms that provides various types of content, including educational content in various languages. In the context of language learning, YouTube offers a great opportunity to deliver materials visually and auditorily, which is very useful in helping students understand and remember vocabulary.

To improve students' vocabulary mastery, especially in terms of recognizing words and their meanings, vocabulary videos on YouTube can be used strategically. Teachers can use the automatic or manual subtitle feature on videos to help students recognize words visually and hear the correct pronunciation. Subtitles also allow students to associate sounds with words, helping them understand the spelling and pronunciation of words. In addition, many educational channels on YouTube, such as "English with Lucy" or "BBC Learning English," provide detailed explanations of word meanings and examples of their use in various communication situations. Teachers can ask students to note new vocabulary from the video, create a word list, and write their own sentences using the words. Video transcripts can also be used as reading materials, so that students can read and listen simultaneously, strengthening their understanding of the meaning of words in context. With this approach, <sup>102</sup> students not only know the words superficially, but also understand how and when the words are used in real life. Teachers can use YouTube videos as a learning medium by selecting videos that are relevant, interesting, and appropriate to the students' ability level. Vocabulary learning videos usually feature new words, example sentences, visual illustrations, and correct pronunciation. Through these videos, teachers can introduce new words, discuss their meaning with students, and provide practice in understanding and using them in context. The use of YouTube also allows students to learn independently outside of class, repeating the videos as many times as they need to reinforce their understanding.

<sup>15</sup> Based on the explanation above, it can be concluded that vocabulary mastery is an important aspect in language learning <sup>29</sup> that often faces various challenges, especially in terms of understanding the meaning and use of words contextually. YouTube as a learning platform offers an interesting and effective solution to overcome this problem. With the right approach, teachers can utilize vocabulary videos on YouTube to create a fun and interactive learning experience for students. The use of subtitles, transcripts, and videos with real-life examples helps students in recognizing and understanding words more deeply. Therefore,

using YouTube as a medium for learning vocabulary not only enriches students' learning experiences, but also helps them improve their overall language skills, especially in reading, listening, and speaking. The use of this technology can be an innovative step in presenting modern language learning that is relevant to the needs of the times.

## H. Hypothesis

This research is to answer the question about whether or not there is an effect of using YouTube in teaching reading. To get the answer to this question, the writer should propose alternative hypothesis (Ha) and null hypothesis (Ho) as below:

### 1. Alternative Hypothesis (Ha)

There is a significant effect of using YouTube in teaching reading to the eleventh grade students of SMAN 8 Kediri.

### 2. Null Hypothesis (Ho)

There is no significant effect of using YouTube in teaching reading to the eleventh grade students of SMAN 8 Kediri.

## 28 CHAPTER III

### RESEARCH METHOD

In this chapter, the writer presents some references which are relevant to the study of research. This chapter describes about variable identification, technique and approach of the research, place and time of the research, population and sample, research instrument, technique of collecting the data, and technique of analyzing the data.

#### A. Identification of Research Variable

Fraenkel (2009) states that "a variable is any characteristic or quality that varies among members of a particular group". In line with Fraenkel, Ary (2010) also explains variables as characteristics or constructs that can convey different values or scores. It can be said that variables are important elements and basic units for obtaining information in conducting research. Based on this statement, there are two variables in this research, namely the independent variable and the dependent variable whose explanation is:

#### 1. Independent variable

Independent variables are attributes or characteristics that influence or influence the results or dependent variables (Creswell, 2012:116). Independent variables are the causes of other variables. Based on the definition above, the independent variable of this research is the YouTube application. The use of this method initiates students' vocabulary deficiencies, boredom in learning to read using the classroom method, and provides motivation to solve problems in learning to read. To increase students' motivation, they can be flexible in learning English, especially in reading.

## 2. Dependent variable

According to Creswell (2012:115) the dependent variable is an attribute or characteristic that depends on or is influenced by the independent variable. This is the influence of the independent variable. This variable is not manipulated by the researcher, but is influenced by the independent variable. The dependent variable of this research is students' reading skills. Listening provides full attention to listening, understanding and appreciating (Russell, 2008). This method uses three indicators, namely vocabulary, phrases and the moral value of the song. Thus, this is a result of the influence of the independent variable.

## B. Approach and Technique of the Research

### 1. Approach of the Research

The research approach is quantitative research. According to Ary, Jacobs, and (Sorenso, 2008), quantitative research uses objective measurements to collect numerical data used to answer questions or test predetermined hypotheses. Meanwhile, West and Kahn (2006: 79), "Quantitative research consists of research in which the data can be analyzed in terms of numbers". In other words, this study aims to analyze students' reading skills assessed from tests and has a hypothesis. There are several types of pre-experimental designs, but in this study the researcher used a one group pretest posttest research design. In this study, the researcher carried out treatment or actions whose results were then measured through tests.

### 2. Techniques of the Research

The technique in this research is experimental research. Ary (2009:26) states that experimental research involves the study of the effect of systematic manipulation of a variable on other variables. So, researchers used this technique to determine the effect of the independent variable, videos on YouTube on the

dependent variable, namely students' listening skills. Apart from that, the researcher used 1 (one) class to conduct research. Researchers gave pre-tests and post-tests to students to analyze the use of YouTube in students' reading skills. Researchers also provide concern for students by showing the material. This method is more accurate because it compares two conditions, namely before treatment is given and after treatment is given.

### C. Place and Time of the Research

#### 1. Place of the Research

This research will be conducted at SMAN 8 Kediri. Located at Jl. Pahlawan Kusuma Bangsa No.77, Banjaran, Kec. Kota, Kediri City, East Java 64129. The researcher chose this school based on several aspects of consideration, one of which is the capacity and number of students. The researcher needs a place that has sufficient capacity and number of students. The researcher also considered the problem of low vocabulary learning ability of students in this school. This school was chosen as a place for research because the researcher was concerned about the state of vocabulary learning, and also the researcher had observed the students' vocabulary ability while the researcher was following the PLP program at this school.

#### 2. Time of the Research

This research was conducted from August to October 2024. Starting from the preparation of the research proposal, submitting a permit, preparing and arranging the instrument, collecting data, analyzing the data, and finally writing and reporting the results. The research schedule can be seen in the attachment.

#### **D. Population and Sample of the Research**

Before conducting the research, the writer tries to observe what is required. Population and sample are important in this research to know the data collection. The following are:

##### **1. Population**

In conducting research, researchers must determine their population. Population includes all elements, individuals, or units that meet the criteria for selecting a study group. According to Creswell (2012), population refers to a group of individuals who have the same characteristics and are the target of research. This means that population is not only a collection of individuals, but also includes objects or elements that have certain characteristics that are relevant to the research.

The population in this study consisted of grade XI students of SMAN 8 Kediri in the 2023/2024 academic year. The number of grade XI students is approximately 256 people, divided into 12 classes: XI-1 to XI-12. Each class has around 35-36 students.

##### **2. Sample**

A sample is a part of a population selected for research purposes. According to Fraenkel, Wallen, and Hyun (2012:91), a sample is a group of participants selected from a population for a study in such a way that they represent the entire population. Likewise, McMillan and Schumacher (2010:129) define a sample as a group of subjects selected from a larger group (population) to participate in a study. In this study, the sample used was class XI-10 of SMAN 8 Kediri in the 2023/2024 academic year. The number of students in this class is 36, consisting of 17 male students and 19 female students.



## E. Research Instruments and Techniques

### 1. Research Instruments

According to Creswell (2012:151), <sup>25</sup> a research instrument is a tool used by researchers to collect, measure, and analyze data related to their research. Johnson and Christensen (2014:158) explain that research instruments help researchers obtain accurate and reliable data systematically.

<sup>26</sup> In this study, there are two types of tests, namely pre-test and post-test. The pre-test is used to measure students' vocabulary skills before treatment, while the post-test is used to measure students' vocabulary skills after treatment. Creswell (2020:297) states: <sup>23</sup> "The pre-test provides a measure of several attributes or characteristics that are assessed for participants in an experiment before they receive treatment. The post-test is a measure of several attributes or characteristics that are assessed for participants in an experiment after treatment."

The researchers used written tests as both pre-tests and post-tests. The test format includes multiple-choice questions and rearranging random letters, all based on everyday vocabulary. This test focuses on understanding the meaning of vocabulary and organizing vocabulary related to everyday activities.

### <sup>5</sup> 2. Data Collection Techniques

<sup>5</sup> In this study, the researcher used a written test as a data collection technique. Test is a tool used to measure students' abilities or knowledge in a particular field. In this case, the test is used to assess students' vocabulary mastery. The data collection process is carried out through the following steps:

## 78 1. Pre-test

A pre-test is an initial test given before the treatment or learning intervention is carried out. This test aims to measure students' initial knowledge and skills in vocabulary. The pre-test was given to students in grades XI-10. The researcher gave the test directly without providing an explanation or teaching about the material to assess students' initial vocabulary mastery and identify the obstacles they face. The initial test consisted of 20 questions: 10 questions tested the meaning of vocabulary (students were asked to choose the correct meaning of the word), and 10 questions tested recognition (students arranged random letters to form the correct vocabulary related to daily activities).

## 17 2. Treatment

After the initial test, the researcher conducted treatment for three meetings (three days). The researcher taught vocabulary using a YouTube video from the Back 2 Basics Adventures channel titled Indonesian Secret Paradise World's Best Diving. During the treatment:

- 1) The video was played and paused every two sentences.
- 2) Students were asked to identify and name the vocabulary they heard.
- 3) The researcher wrote the words on the board.
- 4) Students were then asked to retell the vocabulary they learned.
- 5) The researcher corrected pronunciation and explained the meaning of each word.

This process was repeated until the video ended. The purpose of the treatment was to make vocabulary learning more interesting and easier to understand.

### 3. Post-test

A post-test is a test given after the treatment to measure the effectiveness of the learning intervention. The researcher gave the post-test to the same group of students in grades XI-10 to evaluate their improvement in vocabulary mastery after being taught using YouTube videos. The post-test had the same structure as the pre-test: a total of 20 questions, with 10 questions about vocabulary meaning and 10 about vocabulary recognition. The results of this post-test were then compared with the results of the pre-test to determine the level of student progress.

## F. Technique of Analyzing

### 1. Type of Analysis

In this study, researchers used the t-test to analyze the data, to compare the average values of the pre-test and post-test, to prove the hypothesis that has been stated in the previous chapter. Researchers get data from the pre-test and post-test assessments given to students. After the assessment, student data is presented in tabular form to compare the results of the pre-test and post-test. From this process, researchers will know whether or not the research that has been carried out is significant by looking at the results of the pre-test and post-test. Measurement using the t-test formula adapted from Ary et al (2012: 177):

$$MPre = \frac{\sum pre}{N}$$

$$MPost = \frac{\sum post}{N}$$

$$D = \frac{\sum D}{N}$$

$$\sum X^2 d = \sum d^2 - \frac{(\sum d^2)}{N}$$

$$t = \frac{\frac{D}{\sqrt{\sum D^2 - \frac{(\sum D^2)}{N}}}}{N(N-1)}$$

Where :

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t = ratio

D = average difference

$\sum D^2$  = difference score squared, then summed

$(\sum D)^2$  = difference score summed, then squared

N = number of student

## 5 2. Norm

To analyze the hypothesis, it is necessary to know the significance of the t-test when compared to the t-table by following the rules below:

- a. 1 If the t-score > t-table at the 1% significance level (0.01), it means that this study is highly significant. So, Ha is accepted and Ho is rejected.
- b. 5 If t- score > t- table at the 5% significance level (0.05) means that this study is significant. So, Ha is accepted and Ho is rejected.
- c. If t- score < t- table at the 5% (0.05) significance level, it means that this study is not significant. So, Ha is rejected and Ho is accepted.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

It is important to report the result of the study clearly and completely. In this chapter of the research, the writer would like to describe the result from the overall processes that have been done. There are four sub chapters into the description of research finding, data analysis, testing of hypothesis and discussion.

#### A. Description of Variable Data

##### 1. Description of Independent and Dependent Variables

In this study, there are two types of variables, namely independent variables and dependent variables. The independent variable in this study is the use of YouTube, and vocabulary as the dependent variable. The purpose of this study is to analyze the effect of YouTube on the vocabulary of class X students at SMAN 8 Kediri in the 2023/2024 academic year.

In conducting this study, the researcher took one class at SMAN 8 Kediri, namely class XI-10. The class consists of 36 students. The researcher took one class because it was easier to obtain data and the results could be more valid.

In this study, all students in class X-I10 were given a pre-test, treatment, and post-test. This was done in five meetings: October 17, October 18, October 19, October 20, and finally October 21, 2024. The description of each meeting is as follows:

##### a. Students abilities before being taught

One week before the research was conducted, the researcher first met with the homeroom teacher of class XI-10 SMAN 8 Kediri to ask for permission to conduct the research, because the researcher also happened to be a substitute English teacher at the school. On the first day of the research,

the researcher entered the class and started the activity by greeting and explaining about the pre-test that would be conducted. After that, the researcher distributed the pre-test sheets to the students.

This meeting was held on October 17, 2024. On this day, the researcher gave a pre-test to the students to find out their vocabulary skills before being taught using YouTube media. This pre-test was in the form of a multiple-choice written test with material about adventures in one of the places in Indonesia. Students were given 40 minutes to work on the questions given by the researcher. The number of students who took the test was 36 students. The pre-test scores can be seen in the table. The Minimum Completion Criteria (KKM) score for the English subject for class XI-10 SMAN 8 Kediri is 75. So, students who get a score of less than 75 are considered to have failed.

b. Teaching using YouTube videos

1) First Meeting

In this meeting, the researcher gave the first treatment to students in grade XI-10. This first treatment was carried out on October 18, 2024. The researcher began the activity by inviting students to pray together before starting the lesson. After that, the researcher greeted the students and took attendance. The researcher then showed a video from a YouTube channel about an adventure vlog in one of the places in Indonesia, and gave an example to the students first.

In this treatment, the researcher used the vocabulary learning method through YouTube videos with the following steps:

The researcher prepared an adventure vlog video that would be used in the lesson. Students prepared books and stationery to record the vocabulary that appeared in the video. The researcher gave students

goals or targets before watching the video so that students could focus, and asked simple questions such as. What are they doing?, What is the speaker's mood in the video?, The researcher started playing the video gradually, namely every two sentences then paused. Students listened to the two sentences, noted the vocabulary they heard, then imitated them to practice pronunciation. The researcher repeated the pronunciation of vocabulary related to daily activities. The researcher played the continuation of the video and did the same steps every two sentences. The researcher rewrote the dialogue in the video on the board, asked students to mention some vocabulary, then deleted some words and asked students to repeat the dialogue orally. The researcher recorded the vocabulary mentioned by students based on the sequence of activities in the adventure video.

## 2) Second Meeting

The second treatment was carried out on October 19, 2024, for students in grade XI-10. The researcher again invited students to pray together, greet students, and take attendance before starting the lesson.

In this treatment, the researcher used the same method but with a different video, namely a video about a climbing adventure on one of the mountains in Indonesia. The researcher played the video gradually, stopping every two sentences, and students were asked to note and mention the vocabulary that appeared in the video.

## 3) Third Meeting

The third treatment was carried out on October 20, 2024 for students in grades XI-10. The activity began with praying together, greeting, and taking attendance.

The method used was still the same, namely showing a video from a YouTube channel about adventure vlogs in Indonesia. However, in this meeting the video used also contained advertisement vocabulary as part of the learning material. The video was played gradually, stopping every two sentences, and students mentioned the vocabulary they heard.

The focus of this learning was on the meaning and recognition of the word. Video material was given periodically and repeatedly to improve students' understanding of the vocabulary being learned.

In addition, students took turns coming to the front of the class to write the vocabulary they found in the video on the board. This activity aims to train courage, memory, and visual reinforcement of the vocabulary that has been learned together.

c. Students' abilities after being taught

The post-test was conducted on October 21, 2024. On that day, the researcher entered class XI-10 and started the activity by greeting and explaining the purpose of the post-test, which was to determine the extent to which students' vocabulary skills had improved after being taught using YouTube media.

The post-test given had the same format as the pre-test, namely in the form of multiple-choice questions with material about adventures in one of the places in Indonesia, but with different variations of questions. Students worked on the questions individually and the results would be used as comparative data with the previous pre-test.

This test was used to determine students' vocabulary skills after being taught using the YouTube platform. Students were given 40 minutes to complete the questions given by the researcher. A total of 36 students took the post-test. The post-test scores can be seen in the table below. The standard score for the English

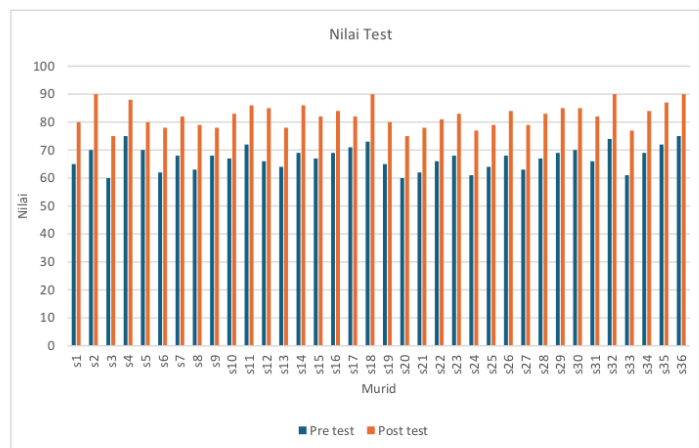


subject for class XI-10 students of SMAN 8 Kediri is 75. Therefore, students who get a score of less than 75 are considered to have failed.

## B. Procedure of Data Analysis

In this part, the procedure carried out by the researcher before analyzing the data is described. It relates to the research questions of this study, which are: how is the vocabulary mastery of eleventh-grade students before and after being taught using YouTube, and what is the effect of using YouTube on the vocabulary scores of XI-10 students at SMAN 8 Kediri in the academic year 2023/2024.

In order to answer those research questions, the researcher gave the XI-10 students a vocabulary test, which was divided into a pre-test and a post-test. After that, the researcher corrected the results of both the pre-test and post-test. The data were analyzed using a t-test. Before analyzing the data, the researcher presented the frequency distribution results of the pre-test and post-test.



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**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	67.56	36	4.171	.695
	Post Test	82.47	36	4.273	.712

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The Pre Test value obtained an average learning outcome or Mean of 67.56. While for the Post Test value, the average learning outcome value was 82.47. The number of students used as research samples was 36 students. The Std. Deviation value (Standard Deviation) in the Pre Test was 4.171 and the Post Test was 4.273. And finally the Std. Error Mean value for the Pre Test was 0.695 and for the Post Test was 0.712.

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**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	36	.714	.000

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The Correlation Coefficient value is 0.714 with a significance value (Sig.) of 0.000. Because the Sig. value is 0.000 < probability 0.05, it can be said that there is a relationship between the Pre Test variable and the Post Test variable.

### Paired Samples Test

		Paired Differences					t	df	43 Sig. (2 tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair									
1	Pre Test - Post Test	-14.917	3.193	.532	-15.997	-13.836	28.033	35	.000

It is known that the Sig. (2-tailed) value is  $0.000 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted, which can be concluded that there is a difference in the average learning outcomes of the Pre-Test and Post-Test, which means that there is an influence of YouTube on the vocabulary of students in grade eleven at SMAN 8 KEDIRI.

Knowing the Sig. (2-tailed) value of  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted which can be concluded that there is a difference in the average learning outcomes of the Pre Test and Post Test which means that there is an influence of YouTube on the vocabulary of eleventh grade students at SMAN 8 KEDIRI.

The Mean Paired Differences value is -14.917. Which means the difference in the average Pre Test results with the average Post Test results is  $67.56 - 82.47 = -14.917$  and the difference is between -15.997 to -13.836 (95% Confidence Interval of the Difference Lower and Upper). If the t count value  $>$  t table then  $H_0$  is rejected

and  $H_a$  is accepted. If the  $t$  count value  $< t_{table}$  then  $H_0$  is accepted and  $H_a$  is rejected. Based on the data above  $t$  count 28.033 <sup>13</sup>  $> t_{table}$  2.030. So as a basis for taking the decision data above, it is concluded that  $H_0$  is rejected and  $H_a$  is accepted.

## 73 CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

This final chapter presents the conclusions drawn from the research findings, followed by the theoretical and practical implications, and ends with several recommendations directed toward key stakeholders including teachers, students, curriculum developers, and future researchers.

#### A. Conclusion

Based on the results of data analysis, which included the comparison of pre-test and post-test scores of XI-10 students at SMAN 8 Kediri, it can be conclusively stated that the use of YouTube as a learning medium had a significant positive effect on students' vocabulary mastery. The implementation of vocabulary instruction through YouTube videos led to measurable improvements in students' vocabulary knowledge, as indicated by increased scores in the post-test phase. This supports the alternative hypothesis ( $H_a$ ), confirming that YouTube has a statistically significant effect on enhancing vocabulary acquisition among high school students.

The observed improvement is attributed to several key factors. YouTube provides visual, auditory, and contextual exposure to real-life English usage, which is rarely present in traditional textbook-based instruction. By incorporating videos related to real-world topics, such as travel vlogs and daily routines, the lessons became more engaging and relatable. Furthermore, the step-by-step instruction model pausing videos every two sentences, identifying vocabulary, and discussing usage fostered deeper understanding, retention, and active participation. Students were no longer passive recipients of information but active constructors of meaning, encouraged to listen, speak, and write.

YouTube functioned as a powerful multimodal educational platform that not only enriched vocabulary acquisition but also increased student engagement

and confidence. Its dynamic format accommodated diverse learning styles, enhanced retention through repeated exposure, and provided a bridge between classroom instruction and real-world English communication. Therefore, YouTube is an effective, accessible, and innovative supplementary tool for teaching vocabulary in the context of English as a foreign language.

## B. Implications

This study aims to determine the effect of YouTube usage on students' vocabulary mastery. Based on the results, there are several theoretical and practical implications regarding the integration of digital media, especially YouTube, in vocabulary teaching.

### 1. Theoretical Implications

According to Mayer's Cognitive Theory of Multimedia Learning (2005), students learn better when words are combined with relevant images and sounds, which are core features of YouTube-based learning. The integration of YouTube in vocabulary learning allows students to engage with the language through authentic audiovisual content. By watching English videos, students are exposed to real-life contexts, accurate pronunciation, and rich vocabulary input, thereby improving retention and comprehension.

Furthermore, Krashen's Input Hypothesis emphasizes the importance of comprehensible input in second language acquisition. YouTube videos, especially those with subtitles, provide learners with comprehensible and contextualized input, thus facilitating the acquisition of new vocabulary. Therefore, the use of YouTube can be justified theoretically because it supports natural language exposure and self-directed learning.

## 2. Practical Implications

<sup>6</sup> The use of YouTube in vocabulary teaching has significant practical benefits. For teachers, YouTube provides an alternative medium that increases student engagement and motivation. Teachers can select specific video content such as songs, interviews, or short stories that align with learning objectives. These materials can be used to introduce new vocabulary, demonstrate usage in context, and encourage classroom discussion.

For students, YouTube offers an easily accessible platform for self-directed learning. They can watch videos repeatedly, adjust playback speed, and use subtitles to reinforce vocabulary comprehension. Practicing outside of class using YouTube supports continuous learning and accommodates a variety of learning styles.

From an institutional perspective, curriculum designers and schools should consider incorporating digital tools such as YouTube into the English curriculum. This includes providing technical support, internet access, and training for teachers to use multimedia effectively in teaching. In addition, educational policymakers should support the integration of technology in language learning to promote digital literacy and prepare students for the demands of communication.

<sup>80</sup> Finally, this study contributes to the growing body of research on educational technology. It encourages further exploration of platforms such as YouTube, Duolingo, and Instagram to develop <sup>99</sup> students' language skills. Future studies could investigate the specific impact of different types of YouTube content on vocabulary acquisition and overall language proficiency.

## C. Suggestion

In line with the study's findings and implications, several actionable recommendations are proposed for the following stakeholders:

### 1. For English Teachers

Choose YouTube videos that are appropriate to your students' proficiency level and lesson objectives. Include activities during and after watching such as vocabulary prediction tasks, comprehension questions, and vocabulary games. Create an interactive environment where students are encouraged to reflect, discuss, and use new vocabulary in real contexts. Continue to improve digital teaching skills through peer coaching and collaboration.

### 2. For Students

Use YouTube as a self-learning tool outside the classroom. Subscribe to English language learning channels such as [English with Lucy](#), [BBC Learning English](#), and [Speak English with Mr. Duncan](#). Keep a vocabulary notebook or digital journal to record new words, their meanings, usage examples, and personal sentences. Re-watch videos, use subtitles, and repeat pronunciation practices to reinforce learning. Take initiative to explore topics that align with personal interests to stay motivated.

### 3. For School Administrators and Education Policy Makers

Provide necessary infrastructure such as stable internet, projectors, and speakers in classrooms to support multimedia learning. Encourage and fund teacher development programs focused on digital literacy and the pedagogical use of multimedia. Revise existing school policies to accommodate modern teaching practices that embrace student autonomy, creativity, and engagement through digital platforms.

### 4. For Future Researchers

Investigate the long-term retention effects of YouTube-assisted vocabulary instruction. Compare the effectiveness of YouTube with other social media or educational platforms. Explore the application of YouTube in improving other English skills such as grammar, pronunciation, listening, or writing. Conduct



qualitative studies to understand students' perceptions, motivation, and challenges when learning vocabulary through digital media.



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