



The Effect of Youtube to Eleventh Grade Students' Vocabulary in SMAN 8 Kediri

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ABSTRACT

This study focuses on improving student vocabulary of grade XI students at SMAN 8 Kediri. Based on plenary reiset, there are many students have limited vocabulary. In addition, the monotonous and uninteresting learning media causes low student interest and participate in English class. The purpose of this study is to determine how the use of YouTube as a learning medium to improve students' vocabulary. This study was conducted to see the differences in students' vocabulary skills before and after being taught using YouTube videos. It is hoped that this study can contribute to develop more varied and effective teaching media. This study uses a quantitative approach with quasi techniques. The researcher conducted a pre-test and post-test on one group of grade XI students at SMAN 8 Kediri. This study involved teaching vocabulary with 36 eleventh grade students of SMAN 8 Kediri using YouTube in teaching learning process. The data is gotten from students' 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 was analyzed using the SPSS version 25 application to measure the impact of using Duolingo on improving students' vocabulary. The results obtained were that there was a significant difference in students' vocabulary. The study concluded that YouTube videos are an effect medium for improving students' vocabulary and reading skills. By combining interactive and dynamic content, YouTube helps engage students and improve their ability to learn and remember vocabulary.

KEYWORDS: Reading, Vocabulary, YouTube

1.1 INTRODUCTION

English is a foreign language that is a compulsory subject starting at the elementary school level. Several skills must be mastered when learning English, namely listening, speaking, reading, and writing. In addition, some components must be well mastered, such as grammar, vocabulary, and pronunciation. These components will help to improve English skills. Furthermore, vocabulary is the one important language component in learning English before mastering the four English skills. Vocabulary is essential for foreign language students, with a good vocabulary, students can communicate effectively in written or spoken form. Vocabulary is always related to word, this indicates that vocabulary is used to understand the meaning of words and apply them in sentences.

The teaching and learning process is boring because the teacher teaches without using media, the material is not interesting, and the learning is monotonous. There are indeed many learning media such as audio, visual, and audio-visual. Audio-visual media is accessed through various devices, including televisions, computers, smartphones, tablets, and VR headsets. This combination of sight and sound is very powerful in attracting attention, conveying complex information, and evoking

emotions, making it a major part of modern media consumption.

Therefore, to overcome this condition, the teaching and learning process can use YouTube videos. The rapid growth of digital media, especially platforms like YouTube, has revolutionized how young people access information, entertainment, and educational content. YouTube has become a vital tool in the learning process, offering a variety of resources that can enhance students' language skills, including vocabulary. Vocabulary acquisition is crucial for language development, particularly for eleventh grade students who are preparing for advanced studies and need a strong language foundation.

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 serves to share videos; using YouTube, students as users can view these videos. YouTube provides learners with an engaging, visually appealing way to access authentic language contexts, ranging from educational channels to popular culture content, tutorials, and interactive language lessons. Given its vast reach, YouTube enables students to encounter new words, phrases, and expressions used in real-life contexts, making vocabulary learning more meaningful and relevant. The platform fosters both understanding of the meaning of words and the recognition of how these words. Moreover, the interactive nature of YouTube—where students can pause, replay, and engage with content—may foster a more personalized and self-paced learning experience.

This study aims to explore the effect of YouTube on students' vocabulary development by examining how exposure to various YouTube content can impact vocabulary growth, retention, and application in academic and social settings. Researchers chose YouTube videos as a medium because they offer engaging content that can support reading practice, which, in turn, can improve students' reading skills and vocabulary acquisition. Since teenagers often enjoy watching videos and browsing the internet, YouTube provides an appealing, dynamic, and interactive platform for vocabulary learning, utilizing its rich content, accessibility, and flexibility. Through an analysis of students' vocabulary progress and engagement with YouTube, this study seeks to determine whether YouTube can serve as an effective supplementary resource for vocabulary acquisition among high school students, contributing to a better understanding of digital media's role in modern education and offering insights into how educators and students can use YouTube as a powerful learning tool to enhance English skills.

2.0 METHODOLOGY

No	Student	Pretest Score	Posttest Score
1.	S1	65	80
2.	S2	70	90
3.	S3	75	75
4.	S4	75	88
5.	S5	70	80
6.	S6	62	78
7.	S7	68	82
8.	S8	62	80
9.	S9	68	78
10.	S10	67	83
11.	S11	72	86
12.	S12	66	85
13.	S13	64	78
14.	S14	69	86
15.	S15	67	82



16.	S16	69	84
17.	S17	71	85
18.	S18	72	90
19.	S19	65	80
20.	S20	60	75
21.	S21	62	78
22.	S22	66	81
23.	S23	68	83
24.	S24	61	77
25.	S25	64	79
26.	S26	68	84
27.	S27	63	79
28.	S28	67	83
29.	S29	69	85
30.	S30	70	85
31.	S31	66	82
32.	S32	74	90
33.	S33	61	77
34.	S34	69	84
35.	S35	72	87
36.	S36	75	90

This study analyzed by spss. The data from the mean of pre test dan total score. And then compared with post test using this steps or with following steps.

$$M_{Pre} = \frac{\sum pre}{N}$$

$$M_{Post} = \frac{\sum post}{N}$$

3.1 FINDING

This study shows that YouTube media can improve the vocabulary of eleventh grade students. Students' vocabulary skills before being taught using YouTube video media were still classified as poor due to students' lack of interest in learning and the monotonous learning process and media in teaching learning process. This is supported by the results of the pre-test conducted by the author before the teacher teach vocabulary using YouTube . The total number of the 36, female students are 17 and male students are 19. The results of pre- test shows that 3 students with the scores above the passing grade which is 75 and 33 students below the passing grade. The highest score in pre- test is 75, and the lowest score is 60 with the average score is 67,5.

Then the researcher implemented YouTube for teaching Vocabulary with focusing on meaning and recognizing the word. After being taught using YouTube media, students' vocabulary increased. This is supported by the results of the post- test conducted by the author after the teacher teach vocabulary using YouTube . The results of post- test shows that all students get the scores above the passing grade . The highest score in post- test is 90, and the lowest score is 75 with the average score is 82,47.

Based on the pre- test and post- test results are analyze using SPSS and get the results as below:

Table 1
Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	67.5556	36	4.17095	.69516
	Posttest	82.4722	36	4.27274	.71212

Based on the table above, it showed that the mean score of the pre-test was 67,55 with a standard deviation 4,17 and the mean of the post-test score was 82,47 with a standard deviation of 4,27. The number of participants in each test (N) is 36.

Table 2
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	36	.714	.000

Based on the paired sample correlations table above, the output showed the data before and after being given a treatment is 0.714 with a significance value (sig.) 0.000. It means that there was a relationship between students' listening skills before and after being given the treatment.

Table 3
Paired Sample Test

		Paired Differences					T	df	Sig. (2-tailed)			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
					Lower	Upper						
Pair 1	Pretest - Posttest	-14.91667	3.19263	.53210	-15.99690	-13.83644	-28.033	35	.000			

In Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS 25 by pretest minus posttest. It showed the t-test is -28.033 with the degree of freedom 35 and the significant is 5%. It means that t-test is higher than t-table. It can be concluded that t-test is higher than t-table, so Ha is accepted.

4.0 CONCLUSION

The conclusion of this study shows that YouTube can help students to improve their vocabulary significantly. It can be seen from the results of SPSS more than 5%. And all students' score more than passing grade. Furthermore, the results of data analysis related to meaning also increased. So YouTube can facilitate students to learn vocabulary and increase their motivation. This study found that meaning is one of the criteria for vocabulary that is much more to be understood easily by students than recognizing the world and the class situation more alive.



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