

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

First Author ¹ Anggun Lestari, Second Author ² Nuri Latifah, Third Author ³ Arby Abdillah MR

e-mail: ¹lestarianggun781@gmail.com, ²nurilatifah012@gmail.com

Affiliation ^{1 2 3} IAIN Syekh Nurjati, Cirebon, Indonesia.

ABSTRACT

The Use of YouTube Media in Improving Students' Vocabulary through Online Learning is the title of this article. One of the programs that can help students learn vocabulary and understand English online is YouTube. Based on these factors, this journal will analyze how students' success in mastering English vocabulary is affected by YouTube media.

Ten students from grade 10 at MAN 1 Cirebon provided the data for this study, which is based on the results of the exams they took. After watching English-related YouTube videos, the students took an exam to determine their progress in learning new vocabulary in the language. Both quantitative and qualitative methodologies were used to analyze the data in this study.

The research findings show that if YouTube is used consistently and effectively, it can improve word comprehension. Students can learn new English expressions and recognize new terminology by using YouTube programs repeatedly. In addition, YouTube applications can help students develop their speaking, listening, reading, and other skills in English.

Students at MAN 1 Cirebon can better understand English and learn new vocabulary by using the YouTube application. This is evident from the observation results which show how students' language skills improved after watching English videos on the YouTube application in their spare time.

Keywords: youtube media, teaching vocabulary, online learning, english videos, english skills.

INTRODUCTION

Humans use language as a tool to convey information or express their feelings. Language can be expressed through words or gestures. There are

several languages spoken around the world, and each country has a unique national language. "A language can be designated as the official language of a country," according to Crystal (2003: 20), "so it can be used as a medium of communication in areas such as government, courts, media, and the education system."

The most frequently spoken language in the world, English, has a significant impact on society. The majority of international events are held in English, and English is also used as a medium of information in the fields of science, culture, and technology. Therefore, English can be called the first (international) language. It is also worth noting that most scientific literature is published in English. Therefore, everyone should have adequate English skills, including Indonesian students, in order to understand these books for learning.

In addition, children have to learn English, which requires four language skills: speaking, listening, reading and writing. However, children need vocabulary to be able to understand these skills. No matter how effectively students learn grammar or how well they understand the sounds of language, according to McCarthy (1990), communication cannot occur in a meaningful way without words.

It was found that many students at MAN 1 Cirebon had very little vocabulary knowledge based on information received from English teachers. The majority of students, it was found that they could not answer questions in English. They asked the instructor to translate the question into Indonesian. In addition, another factor contributing to this problem is the teacher's failure to incorporate media into vocabulary teaching. Teachers only instruct their students to read the text and look up the definition in the dictionary. As a result, children find learning vocabulary boring.

To encourage students' enthusiasm in learning vocabulary, teachers should offer interesting media. One method of teaching vocabulary is by using the YouTube app, which allows teachers to occasionally play vocabulary-related videos from the site for their classes. Students can then record these new words

or expressions as vocabulary, which they can then practice and memorize so that they do not forget after watching the video.

As technology advances, learning is no longer limited to what is taught in school. Through YouTube videos, we can also learn more about the language for ourselves. YouTube is one of the most efficient ways to acquire vocabulary, and it can also inspire us.

1. Background of the Study

Some students may be inspired by youtube to pick up new words and improve their English comprehension. When students are exposed to youtube, they can learn some of the words and phrases used in youtube. They can also learn how to pronounce many words by using youtube, which also helps students learn new vocabulary and idioms. youtube is a resource rich in material that intrinsically motivates students. Word recognition, vocabulary learning, and students' reading and listening comprehension can be enhanced with the use of youtube.

In addition to learning the definition of terms, students can also understand the context in which the words are used by watching youtube videos. In addition, there can be improvements in word pronunciation, sentence building skills, and the capacity to recognize different words in spoken language.

2. Problems of the Study

How was the English ability of the students before and after watching youtube in learning English vocabulary? And how effective was the youtube help the improvement of vocabulary of students in learning English vocabulary?

3. Aims of the Study

The aims of this study were to find out the ability of the students before and after watching youtube in learning English vocabulary, and also to find the effectiveness of youtube in improving vocabulary of students in learning English.

METHODOLOGY

The researchers used both quantitative and qualitative methodologies in this study, and as the medium, they used tests and questionnaires. Only 10 students were used as samples for the test and questionnaire.

Students had to first fill out the questionnaire before proceeding to the given pretest, which contained 20 questions and was completed within 60 minutes. This initial pretest had to be completed before the students watched the YouTube video content.

When the students had completed the first pretest, they were then asked to watch the vocabulary-related videos on YouTube, then after watching the videos, students had to do the second pretest after watching YouTube with questions consisting of 20 questions and the same time duration. In addition to the pretest, the researcher also prepared a lottery for students and for students who could answer questions from the researcher based on the video that had been watched, students were entitled to a prize.

The researcher took several steps to collect data, including determining the population and sample, searching and selecting materials, giving the pretest and getting the results, conducting the treatment using the YouTube application, giving the posttest, and finally, analyzing the results. After collecting the data, the researcher evaluated it to determine whether or not students' vocabulary achievement had improved as a result of the treatment. A

repeated measures t-test was used by the researcher to determine whether the effect of the therapy had increased.

DISCUSSION

After conducting the questionnaires, the results indicate that the impact of learning vocabulary from YouTube videos varies. This could be due to different interests and also different learning approaches and styles. The results of the questionnaires will be presented in the table below:

QUESTIONS	RESULT
Have you watched YouTube videos to learn vocabulary?	100% yes
Do you often use YouTube for vocabulary learning?	80% yes 20% no
Do you find YouTube videos helpful in expanding your vocabulary?	50% yes 50% no
Are YouTube videos more engaging than traditional vocabulary learning methods?	30% yes 70% no
Do you think YouTube videos improve your understanding of vocabulary words?	50% yes 50% no
Do you enjoy watching YouTube videos to learn new vocabulary?	80% yes 20% no
Do you find YouTube videos visually appealing for vocabulary instruction?	50% yes 50% no
Do YouTube videos with animations and visuals help you remember vocabulary words better?	90% yes 10% no
Do you think YouTube videos make vocabulary learning more interactive?	50% yes 50% no
Have YouTube videos increased your motivation to learn new vocabulary?	60% yes 40% no

QUESTIONS	RESULT
Do you feel more confident using vocabulary words after watching YouTube videos?	50% yes 50% no
Do YouTube videos provide a better context for learning vocabulary compared to textbooks?	50% yes 50% no
Have YouTube videos improved your pronunciation of vocabulary words?	80% yes 20% no
Do you prefer YouTube videos over other online resources for vocabulary learning?	60% yes 40% no
Do YouTube videos cover a wide range of vocabulary topics that interest you?	80% yes 20% no
Do YouTube videos expose you to different accents and dialects when learning vocabulary?	80% yes 20% no
Do you find it easier to remember vocabulary words presented in YouTube videos compared to traditional methods?	60% yes 40% no
Do YouTube videos provide diverse perspectives and cultural insights related to vocabulary words?	50% yes 50% no
Do you believe that incorporating YouTube videos into online learning has improved your overall vocabulary skills?	80% yes 20% no
Do YouTube videos increase your study time?	50% yes 50% no

From the above results, it can be observed that most students indicate a preference for visual learning when it comes to vocabulary acquisition. However, due to variations in individual learning styles, some students may prefer direct or hands-on learning methods. The results suggest that catering to different learning preferences and styles is crucial for effective vocabulary instruction. Educators should consider incorporating a combination of visual, auditory, and kinesthetic learning strategies to accommodate the diverse needs

of students. This personalized approach can enhance vocabulary learning outcomes and engagement among learners.

The findings of this survey provide in-depth information on the use of YouTube videos for vocabulary development. It is clear that most participants (100%) have used YouTube to view vocabulary learning videos, which shows the popularity of this platform for language learning. While 80% of participants said that they use YouTube regularly for vocabulary acquisition, 20% said that they rarely or never use it. This suggests that not all students will use YouTube exclusively and some students may opt for alternative resources.

50% of participants said that YouTube videos were useful for improving vocabulary, while 50% said they were not. The participants were divided in their opinions on this topic. Similarly, 30% of participants said that YouTube videos are more interesting than conventional videos. According to Purwanti, N. K. R., et al. (2022), YouTube videos are mostly used in online learning environments. However, several studies have found drawbacks in using YouTube videos from technological, psychological, and physical perspectives.

It is interesting to note that participants' opinions on the impact of YouTube videos on their understanding of vocabulary terms were divided, with 50% saying that the videos helped understanding and 50% saying they did not. The appeal of the visual and multimedia components in this medium, however, was highlighted by the majority (80%) who said that they enjoyed watching YouTube videos to acquire new vocabulary. Participants' opinions on the visual appeal of YouTube videos for vocabulary education were evenly divided, with 50% of them finding the videos aesthetically appealing and the other 50% disliking them. However, most (90%) agreed that YouTube animations and graphics help improve recall for vocabulary terms. YouTube, in the opinion of Husna, A. N., et al. (2019), facilitates comprehension of material through a combination of auditory, visual and movement features, making information easier to digest while enabling comprehension and recovery of new vocabulary.

50% of participants said that watching YouTube videos made vocabulary learning more interesting, and 50% said it did not. However, 60% of participants stated that watching YouTube videos increased their desire to acquire new vocabulary, indicating that the platform can be used as a motivational tool for language learning. (Nguyen, N. T. T. 2021) confirmed that YouTube video clips are essential in helping students acquire and retain vocabulary, and all participants agreed that watching YouTube videos is a good approach to learning new words.

Although the participants were divided on whether YouTube videos or textbooks offered a better contextualized learning experience for vocabulary, 80% of them stated that their pronunciation skills improved thanks to YouTube. Video technology can aid learning efforts by improving long-term listening comprehension ability, student confidence, and pronunciation ability, according to (McNulty, A., & Lazarevic, B. 2012). Participants' opinions on how easy it was to remember vocabulary terms were evenly divided, with 60% of them believing that it was easier than using more conventional techniques to learn the words provided in the YouTube videos. This suggests that YouTube's audiovisual format helps people learn correct pronunciation.

80% of participants found that YouTube videos covered a wide range of vocabulary subjects that appealed to them in terms of breadth and diversity. In addition, 80% of those who learned vocabulary through YouTube videos said that they encountered many accents and dialects. With 50% agreeing and 50% disagreeing, participants' opinions on whether YouTube videos offer a variety of viewpoints and cultural insights related to vocabulary terms were divided. This suggests that more movies that accommodate diverse cultural settings are needed. 80% of participants thought that using YouTube videos in online lessons had improved their overall vocabulary skills. This favorable opinion highlights the potential value of YouTube as a teaching tool.

Lastly, participants were equally divided on whether YouTube videos increase their study time, with 50% answering yes and 50% answering no. This suggests

that the impact of YouTube videos on study habits may vary among learners. The varied impact and preferences related to using YouTube videos for vocabulary learning. Educators should consider the individual learning styles and needs of students when incorporating YouTube videos into online learning environments, as well as provide a diverse range of resources to enhance the overall vocabulary learning experience.

CONCLUSION

The study explored the use of YouTube media in improving students' vocabulary through online learning. The results of the questionnaire shed light on the impact and preferences of students when it comes to utilizing YouTube videos for vocabulary acquisition. The effectiveness and engagement of YouTube videos in expanding vocabulary varied among participants. While half of the students found YouTube videos helpful and engaging, the other half did not. This suggests that the impact of YouTube videos on vocabulary acquisition may depend on individual preferences and learning styles. Motivation and enjoyment were key factors associated with YouTube videos for vocabulary learning. The study also revealed that YouTube videos have positive effects on pronunciation skills, with a majority of participants reporting improvement. This indicates the potential of YouTube in aiding accurate pronunciation through its audiovisual nature. The coverage of vocabulary topics and exposure to different accents and dialects were seen as strengths of YouTube videos. YouTube videos into online learning can be a valuable tool for improving students' vocabulary. However, it is important for educators to consider the individual preferences and learning styles of students when using YouTube videos as a resource. Providing a diverse range of resources and incorporating a variety of learning strategies can enhance the overall vocabulary learning experience. Future research can further investigate the

specific factors that contribute to the varying impact of YouTube videos on vocabulary acquisition.

REFERENCES

- Purwanti, N. K. R., Suwastini, N. K. A., Adnyani, N. L. P. S., & Kultsum, U. (2022). *YouTube videos for improving speaking skills: The benefits and challenges according to recent research in EFL context*. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 19(1), 66-75.
- Husna, A. N., Purnawarman, P., Suherdi, D., & Lubis, A. H. (2019, September). *YouTube® for the 21 st-century English language E-learning: What Works and What Doesn't?*. In 2019 2nd International Conference of Computer and Informatics Engineering (IC2IE) (pp. 222-225). IEEE.
- Nguyen, N. T. T. (2021). *A review of the effects of media on foreign language vocabulary acquisition*. *International Journal of TESOL & Education*, 1(1), 30-37.
- McNulty, A., & Lazarevic, B. (2012). *Best practices in using video technology to promote second language acquisition*. *Teaching English with technology*, 12(3), 49-61.
- Heriyanto, Dwi. (2015). *The Effectiveness of Using Youtube for Vocabulary Mastery*. *English Teaching Journal*, 6(1), 50-62.
- Dewi, Hernalia Citra. (2021). *Language Acquisition of English Vocabulary on 5 Years Old Child Through Social Media YouTube*. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 44-49.
- Hia, Megati. (2021). *The Effect of Using Youtube on Students' Motivation in Learning English Vocabulary*. *Dialectical Literature and Education Journal*, 6(2), 63-79.
- Silviyanti, Tengku Maya. (2014). *Looking into EFL students' perceptions in listening by using English movie videos on YouTube*. *Studies in English Language and Education*, 1(1), 69-74.
- Alwehaibi, Huda Omar. (2015). *The Impact Of Using YouTube In EFL Classroom On Enhancing EFL Students' Content Learning*. *Journal of College Teaching and Learning*, 12(2), 37-53.
- Yeh, Hui-chin. (2018). *Exploring the perceived benefits of the process of multimodal video making in developing multiliteracies*. *Language Learning & Technology*, 22(2), 54-71.
- Aravind, B R and Rajasekaran. (2018). *Identifying the Determination Strategies of Engineering Students' Vocabulary Knowledge through Technological Modalities*. *The ELT Practitioner*, 5(4), 70-87.
- Maziriri, Eugene Tafadzwa; Gapa, Parson; Chuchu, Tinashe. (2020). *Student Perceptions towards the Use of YouTube as an Educational Tool for Learning and Tutorials*. *International Journal of Instruction*, 13(2), 86-93.

- Ghonivita, Yeni., Pahamzah, John., Wijayanti, Murti Ayu. (2021). *Improving Students' Listening Skills and Vocabulary Mastery through Contextual Teaching and Learning by Using Online Learning*. Journal of English Language Teaching and Cultural Studies, 4(1), 58-75.
- Pamungkas, Ihdal Bayu., dkk. (2022). *Maximizing English Speech on Youtube Videos to Enrich Students' Vocabulary*. English Teaching Journal, 12(2), 62-65.
- Irawan, Dede. (2022). *Children Vocabulary Mastery of English as a Foreign Language from Youtube Video*. Jurnal Scientia, 11(2), 93-104.
- Ibhar, Muhalida Zia. (2022). *The Impact Of Youtube Media On Efl Students' Vocabulary Acquisition*. Jurnal Pendidikan dan Konseling, 4(6), 83-87.
- Hakim, Lystiana Nurhayat. (2019). *The Implementation Of YouTube in Teaching Vocabulary for Young Learners*. Journal of Advanced English Studies, 2(1), 73-77.
- Maulana, Andri. (2023). *The Effectiveness of Using Youtube Channel in Improving Students' Vocabulary Mastery*. Journal of Social Studies, 4(1), 44-49.
- Ikhlasa, Tazkia Nurul., Suryadi. (2023). *The Effect of Vlog Content Youtube Media on Learning English*. International Journal of Indonesian Education and Teaching, 7(1), 137-146.
- Devanti, Yeni Mardiyana. (2018). *The Use of Video as a Media to Improve Students' Vocabulary Mastery*. Journal of English Language, Literature, and Teaching, 3(1), 129-143.
- Hidayati, Dini. (2022). *Utilization of Youtube Media in Developing English Speaking Ability*. Budapest International Research and critics Institute-Journal, 5(1), 44-57.
- O'Dell, Felicity., Michael McCarthy. (1999). *English Vocabulary in Use: Elementary*. Jakarta: Erlangga.
- Hwa, Lie Pu. (2009). *Refresh Your Vocabulary Fun Learning English Vocabulary*. Penerbit Andi.
- Weganofa, Riza. (2019). *English Insights*. MNC Publishing.
- Elsjelyn, Evelyn Rientje. (2014). *English Made Easy*. Kesaint Blanc Publishing.