

Analysis of the Effectiveness of Using YouTube for Vocabulary Mastery at Grade X Of SMA Negeri 1 Kisaran Indonesia

Hamidah Sidabalok¹

English Study Program, Asahan University, Indonesia
Email: hamidahsidabalok27@gmail.com

Susi Masniari Nasution

English Study Program, Asahan University, Indonesia
Email: susienasution1980@gmail.com

Harry Sambayu

English Study Program Asahan University, Indonesia
Email: harry.sambayu1986@gmail.com

Abstract

This research was intended to find out the empirical evidence of the students' achievement in listening skills of vocabulary by using YouTube at grade X of SMA Negeri 1 Kisaran. This research was experimental. The population of this research was all students of class X SMA Negeri 1 Kisaran and the sample of this research was taken from 25 students of the experimental group (class X IPS 2) and 25 students of the control group (class X IPS 5). The instrument for collecting data was a test. The data were analyzed by using the t-test formula. From this analysis, the experimental group's mean was 67.9 and the control group's mean was 61, 4. This research found that using YouTube has a significant effect on Listening skills. It can be proved by the result of the analysis that t-score (t_o) = 4.06 was higher than the t-table (t_t) = 2.0126 with a significant 0.05. As a result, H_a is accepted. On the other hand, YouTube is more effective and significant than the conventional method.

Keywords: Listening Skill, Vocabulary, YouTube, Grade X.

Introduction:

A language is an important tool of communication. As a system of communication, it becomes means for people to express their ideas, thoughts, feelings, and desires through language. In Indonesia, English has become the main language abroad, taught from standard to university stages. It is also used intensively in oral and written Intentional communication. In every aspect, vocabulary is an important component learning of English. Huyen and Nga (2003) stated that vocabulary occupies an important position in foreign language learning because one detail connects the four abilities. Vocabulary is the basic language that must be mastered to learn English skills. Currently, English is used by many countries in the international world and is also one of the most studied foreign languages.

Based on studies and all the observations, students indicated that their problem in gaining knowledge of English stems from their mastery of vocabulary. Vocabulary is not always handiest restricted to understanding the sounds of vocabulary, however, in understanding every phrase whilst used additionally want to be considered. Listening skills are

¹ Corresponding author

basic skills that need improvement. Listening is different from hearing. Listening is a skill, but it is also a physical skill, as is reading. Listening entails paying close attention and attempting to make sense of what you are hearing. To put it another way, listening skills enable you to comprehend what someone is saying. YouTube videos are one way to help students interestingly learn vocabulary. Students can learn vocabulary according to their interests by watching videos. The video contains subtitles for students to read. Students can use it to learn new words and discuss them with their teachers.

Review of Literature

Vocabulary is a component of linguistic knowledge and is critical to the success of language learners (Cameron, 2001). The importance of terminology cannot be overstated. We learn the language of that language when we study English. As Yusnita (2015) points out, “all words used or understood by a certain individual (class), profession, etc.” Researchers have found that vocabulary has meanings and definitions based on some of the above vocabulary definitions. It is a list of words in different languages and concludes that it is very important to improve the ability of students to learn to speak, listen, interpret, and express as the basis of language learning and making it theirs particularly to put it into practice in a meaningful way in your life (Harmer, 2001). One aspect of language that must be learned is vocabulary. Learning is important because, to communicate, write, and listen, the learner must first become familiar with the necessary vocabulary.

A word is considered to be known by someone if they can recognize it when they see it (Cameron, 2001, p. 75). To put it another way, when learning vocabulary, students must be able to recognize and understand the meaning of the words to be able to use them in the context of sentences and paragraphs. To master English language skills, students must be familiar with the language’s vocabulary as well as a list of words that have meaning, which will aid them in improving their abilities. It is recommended that children learn between 1000 and 2000 words to communicate and write in English (Cameron, 2001, p. 95). As well as providing a high-level overview of how to learn vocabulary, this section includes examples of various methods and approaches to teaching vocabulary that can be used in the classroom.

As Hatch and Brown (1995) point out, there are two types of vocabulary, one for receptive comprehension and another for productive comprehension.

- i. **Receptive Vocabulary:** Receptive vocabulary is a word that the student can identify as well as understand when it is used in context, but which cannot be developed by the student on his or her own. It is known as adverbial vocabulary when students identify a word or phrase when they read it or find it in a text but do not utilize it when they are speaking (Hatch & Brown, 1995)
- ii. **Productive vocabulary:** Learners can employ productive vocabulary in a variety of situations, such as when they are understanding, pronouncing, speaking, or writing. A receptive vocabulary and the capacity to talk and write at the appropriate times are both included in this category of learning. Consequently, productive vocabulary can be treated as an active process, since learners can generate words to share their thoughts and feelings with other people. Students must be familiar with the content words when acquiring vocabulary (Hatch & Brown, 1995).

Listening is the demonstration of hearing mindfully. It is additionally an interaction like perusing which ought to have information on phonology, sentence structure, semantics, and message understanding. Mayer (2005) characterizes tuning in as, “undivided attention, which

is vital for successful correspondence”. Listening can be additionally characterized as, something other than hearing to comprehend and decipher the significance of a discussion. A good listener, according to Nunan (1999), possesses the ability to break down discourse waves into significant words and expressions, identify word classes, and decode rhythms, stresses, and tones to distinguish data centers and arousal/attitude tones. Students’ ability to listen makes them valuable in their job, in their families, and society as a whole. When making calls for letters, executives, arrangements, deals, and other purposes, good listening skills are necessary.

Listening abilities include an alternate arrangement of behaviors, addressing for clarification, showing compassion, and giving an appropriate reaction. Great listening abilities incorporate the getting capacity. Non-verbal communication is likewise a piece of listening expertise. Making direct eye contact with the person, sitting up straight, and setting an alarm are all indicators of a deserving audience. Septin (2021) likewise says that listening expertise is tuning in with understanding, consideration, and appreciation. Then, at that point, the listening movement needs to integrate the ability of language, like elocution, jargon dominance, composing, talking, and perusing. Lessard-Clouston (2013) says that there are a few understudies’ challenges in picking up tuning in: getting issues with sounds, requiring getting each word, being not able to see quick and normal local discourse, expecting to hear things at least a time or two, find it difficult to reach up and become fatigued. According to Rivers (1966), listening can be divided into five categories:

Discriminative: The purpose of this type of listening is to target a specific sound. At it is generally fundamental level this is likened to recognizing the speakers’ orientation, or the number of individuals in a discussion. This is the main kind since it shapes the premise of the other four. Individuals who are touchy with the speakers’ tone, the pace of discourse, pitch, and accentuation permit them to be all the more likely to comprehend when there are contrasts in meaning.

In the Indonesian language, it rapidly learns to distinguish the different sounds, but it soon forms a habit that makes it very difficult to hear the different sounds in another language. This is the reason many people struggle to speak a second language perfectly they are unable to fully distinguish all of the sounds.

1. Comprehensive: The ultimate goal of comprehensive listening is to understand the message the speaker is communicating. The problem is that many people often interpret the same conversation in different ways, depending on their individual and social backgrounds. To fully comprehend what is being said requires you to hear the words, understand the body language, and take it to the next step by extracting the key message from a long spiel (Rivers, 1981, p. 20).

This listening type is found in nearly all aspects of our life and is one of the primary ways that students learn. In university, listen to lectures from the instructor, and what students learn is based on how well they can listen. The same applies to their work, as listening to new procedures, instructions, briefings, and reports, how well we can do our job is directly related to understanding what is being told. If we don’t listen effectively, our work will suffer. Comprehensive listening demands that the concentrate on the message and its source, and it can work to improve our ability by focusing on these three variables.

i. Vocabulary: It is hard to determine the precise relationship, but having a larger vocabulary significantly increases your ability to understand what is being said. Luckily it is never too late to improve the different words by making a conscious effort to learn new words and understand the unfamiliar. In a pinch also use the

- context of what's being said to help us understand a word that does not know, but this can hinder our overall understanding if we get it wrong.
- ii. **Concentrating:** It is difficult to stay focused when a lecture that is not exciting, or a meeting in the office is drawn out and dancing around the point. All the times in our lives can be admitting that we have not concentrated on what was being said. Sometimes this happens because attention is divided, or the listener is preoccupied with something else. Sometimes the listener is simply more concerned with their own needs and lacks the curiosity, interest, and energy to stay focused. Good concentration skills require motivation and discipline.
 - iii. **Memory:** Using memory to process the data would be inefficient, and it is essential in the process of tuning in completely. It assists with laying out assumptions for what the experience, is and gives the foundation and encounters to work on the planet. The first step toward understanding is to recognize the significance of the words, ideas, and concepts that are said.
2. **Relationship:** Relationship listening is a sort of reparative listening since the ultimate goal of the audience is to be a thoughtful ear, rather than to respond verbally to the content of the conversation. The most effective model is assisting a companion with talking through an issue, and it is the most fundamental as a foundation for developing strong relational connections. Being the one who is there for a companion when the situation calls for it and who is willing to "get things out into the open" can make the fellowship substantially more grounded. The listening relationship requires the listener to pay attention to the facts; the only thing that has to be accomplished is to locate the speaker. Concentrate on learning as much as possible about other people, and express your appreciation for them regardless of whether or not certain aspects of their behavior are wrong. All of us are capable of being excellent members of a relationship audience, and doing so successfully will significantly deepen existing relationships.
 3. **Critical:** This is referred to as fundamental tuning in, and it occurs at the point when audience members must assess a message and respond with their perspective. It is necessary to critically examine what is being said and to take an active role since it is frequently necessary to make a decision, form an opinion, or solve a problem. Making an assessment expects one to analyze what is happening, and expects to both pay attention to what is being stated and evaluate it concurrently (Rivers, 1981, p. 20). Having the option to listen simply is crucial to have the opportunity to learn. Every one of the choices we make consistently has a premise (but little) in basic tuning in.
 4. **Appreciative:** The last kind of listening will be tuning in for an unadulterated delight. This incorporates music, theater, TV, radio, and movies, where a definitive reaction is the one from the audience for unadulterated happiness. This incorporates music, theater, TV, radio, and movies, where a definitive reaction is the one from the audience (not the speaker). Listening thankfully contrasts for everybody, and its nature relies upon three elements. (Rivers, 1981, p. 20) This show combines the medium, setting, and who is the speaker. Sound can be conveyed in a variety of ways, and the performance is very important - have a special way to tune it. The assumptions have an enormous influence on appreciation, which depends on the disposition. All that we pay attention to has been chosen and is the center of what we pay attention to in any case.

Understanding the meaning and understanding of words used in communication is very important for mastering English vocabulary. Thornbury (2006) suggests the following: the authority of unknown dialect terms, the authority of unknown dialect words, students know and remember them both in spoken and composed structure. This implies that students are

ready to spell or articulate them, yet additionally should have the option to recognize classes and their implications while applying them to linguistically address sentences. Moreover, students can likewise communicate it orally.

From the assertion above, one might say that understudies master vocabulary they know how to articulate words, know the classes and their implications, can involve themselves in syntactic sentences, and can do it orally. In Indonesia, most English students have difficulty learning English they lack the motivation in learning English because they believe that English is a difficult subject. The song is a language learning tool in teaching English foreign language. It is used to motivate the students and create a relaxing with the result that the students are interested in listening to songs as a methodology in the language classroom. Video as a medium in the teaching and learning process to connect limitations, and trigger the active involvement of educative participants in learning with visual media. Based on the explanation above, this research will be using video songs with a YouTube application. Here are the videos in which the teacher demonstrated the formation of language using an overhead projector (OHP). Using YouTube, people can watch videos recorded by other clients while also uploading their material to the service. The help was launched as an independent website in 2005 and secured by Google in 2006. Videos uploaded to YouTube may appear on the official YouTube website as well as on other websites, but the videos are hosted on YouTube's servers. YouTube is a web-based video platform, and the primary reason for this website's existence is as a medium for people to look at, see, and offer unique recordings to and from people all over the world over a web, according to Sutanto, Aritonang & Wijayanti, (2021), individuals from all over the world, representing a diverse spectrum of foundations, publish videos on YouTube. As a result, there is a diverse range of recordings available on YouTube.

Research Methodology:

This research was conducted in experiment design namely the effectiveness of using Video YouTube for vocabulary mastery. There are two gatherings of understudies, in particular, trial gathering and control bunch exploratory class treated by YouTube video and control class were instructed without the use of a YouTube. The population of this research at grade X SMA Negeri 1 Kisaran in the 2021/2022 Academic Year consists of 5 classes. There are about 177 students as the population, 104 male and 73 female as the population. The grade X understudy of this school was partitioned into two classes with 25 understudies in each class. Thus, the number of inhabitants in this examination is 50 understudies of two classes.

According to Arikunto (2010, p. 174), "test is a piece of an agent of the populace that was exploration and examining is procedure looking over populace". The sample is expected to represent the population and in this research, the sample is randomly selected by using a lottery technique. The grade X understudy school was partitioned into two classes with 25 understudies in each class. Thus, the number of inhabitants in this examination is 50 understudies of two classes.

To collect the data was collected by using an essay test (Arikunto, 2002). The test was divided into two forms that are pre-test and post-test. A pre-test was given to know the understanding of students about a material that was taught by the conventional model. The post-test was given to know the understanding of the material after being taught by using YouTube. This study used two different types of tests to gather information. There are two tests: a pre-test and a post-test. The learners were given a pre-test and a post-test before class. The students were allowed to practice learning their basic vocabulary. Following that, a pre-test was administered before therapy and a post-test was administered following treatment.

Result and Discussion:

The source of data was taken from students of SMA Negeri 1 Kisaran grade X IPS which consisted of five classes with the number of students 177 students. This research was taken it was only for grade X IPS 2 as the experimental group and X IPS 5 as a control group of SMA Negeri 1 Kisaran with the number of students being 25 students for every class. The data above shows that the highest learning outcome of students is 85 and the lowest is 75 which differs from the experimental class. Class control of learning was given conventionally. The above result can be seen there was a difference between Experimental classes and Control classes because of the learning outcomes of students in lower grade control. Based on the data above, it can be seen there are differences in students' scores. Students who learn to use YouTube learning (Experimental Class) got better results compared with conventionally taught classes (Control Class). To test the hypothesis, the formula of the t-test is applied the result shows that the t-critical must be higher than the t-table, the hypothesis testing is done to know whether is accepted or rejected.

After analyzing the data in the t-test, the calculation of the score by using the t-test for the degree of freedom (df) 48 at level significance 0,05 where the t-critical value is 2,0126. The result of computing the T-test shows that the T-test is higher than T- the table or it can be seen that $T\text{-test} > T\text{-table}$ (0, 05) with Df 48 or $4, 06 < 2, 0126$ (0, 05) with Df 48. So, this research had been successful. H_a is accepted and it revealed that the hypothesis using YouTube in Vocabulary Mastery is effective because using YouTube.

Based on the analysis above, it can be seen that the students score on the post-test is higher than the students' score on the pre-test but there is no significant effect on the students' score. After this research calculated the data, the score of the experimental group was higher than the control group. It means that YouTube is effective in the success of students in Vocabulary. There are several effective the success of students as below:

- i. The high motivation of students to the study
- ii. The students diligently come to school
- iii. The students interact in class and always re-study at home

Conclusion:

From the discussion in the previous chapter, it can be concluded that using YouTube can increase the students' ability in Vocabulary Mastery. The students' vocabulary mastering before using YouTube is very poor. It is different from the students' mastery after using YouTube. It was found in the students' post-test was higher than the pre-test, which proved that the use of YouTube in learning activities contributed to the students' being more effective in teaching vocabulary mastery. YouTube can increase the students' ability in Vocabulary Mastery. Therefore, YouTube is helpful to activate the students' background knowledge which is very important to help students practice their mastering vocabulary.

The student's achievement in learning simple present tense through YouTube has a significant improvement. It can be seen in the following facts: The students' improvement of vocabulary mastery can be seen in the improvement of their achievements in the pre-test, post-test I, and post-test II. The result of field notes showed that the class condition during the teaching and learning process creates a positive atmosphere in the classroom, and also makes students active in the teaching and learning process. From the result of observations and interviews showed the students were motivated and interested to participate and actively in teaching and learning vocabulary by using YouTube.

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