

## USING YOUTUBE VIDEOS TO ENHANCE THE EFL STUDENTS' VOCABULARY MASTERY

Robi Soma  
Jambi University  
robisoma858@gmail.com

**ABSTRACT:** Vocabulary is one of the important elements of language. It supports students to be able to master four skills in English. YouTube Videos as a digital-based learning medium can demonstrate language skills better than using audio, which is usually used in conventional teaching. This research aimed to find out whether students who were taught using YouTube videos could improve their vocabulary mastery compared to students who were not taught using YouTube videos. This research used a quantitative approach with a quasi-experimental design. The samples used in this research were students in Class VIII C and VIII D. To collect the data, the researcher used the research instrumentation in the form of vocabulary to measure the students' prior knowledge before the treatment and to see the students' treatment results. Furthermore, to analyze the data, the researcher used the t-test. Based on the results collected after conducting this research, the results of the research showed that there was a significant effect of using YouTube videos on vocabulary mastery in students in the experimental class. students' English vocabulary learning using YouTube videos was more effective than without using the conventional way of teaching vocabulary. In conclusion, YouTube videos could be used as an alternative way to teach vocabulary to EFL students, especially in the Indonesian context.

**Keywords:** *YouTube videos, vocabulary mastery, digital-based learning media*

---

## MENGGUNAKAN YOUTUBE UNTUK MENINGKATKAN PENGUASAAN KOSAKATA SISWA

**ABSTRAK:** Kosakata merupakan salah satu elemen penting dalam bahasa. Penguasaan kosakata mendukung para siswa agar mampu menguasai empat keahlian dalam Bahasa Inggris yaitu mendengarkan, berbicara, membaca, dan menulis. Salah satu dari media pembelajaran berbasis digital adalah video YouTube. Menggunakan video YouTube dapat menciptakan suasana proses pembelajaran yang lebih menyenangkan dan berarti. Penelitian ini bertujuan menyelidiki apakah para siswa yang diajarkan menggunakan video YouTube dapat memperbaiki penguasaan kosakata dibandingkan dengan para siswa yang tidak diajarkan menggunakan video YouTube media di sebuah kelas SMP Negeri di Muaro Jambi. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimental. Sampel penelitian ini adalah para siswa kelas VIII C dan VIII D. Dalam pengumpulan datanya, peneliti menggunakan tes sebagai instrument, yakni pre-test dan post-test. Selain itu, untuk menganalisa data, peneliti menggunakan t-test berdasarkan hasil yang diperoleh setelah melaksanakan penelitian ini. Berdasarkan analisis data terdapat pengaruh signifikan dari penggunaan video YouTube terhadap penguasaan kosakata di kelas eksperimen, pembelajaran kosakata bahasa Inggris para siswa lebih efektif dibandingkan pembelajaran menggunakan metode konvensional dalam pengajaran vocabulary menggunakan YouTube. Oleh karena itu, YouTube dapat digunakan sebagai Teknik mengajar alternative dalam mengajarkan kosakata kepada para pembelajar bukan Bahasa Inggris terutama dalam konteks Indonesia.

**Kata Kunci:** *video YouTube, penguasaan kosakata, media berbasis digital*

---

---

---

## INTRODUCTION

Vocabulary is one of the important elements of the language. At the very basic understanding, vocabulary connects meaning the real world with language (Schmitt & Schmitt, 2020). The good mastery of vocabulary supports students to be able to master four skills in English, namely listening, speaking, reading, and writing. Vocabulary is the first step to learning a foreign language particularly speaking skill as a performative skill since the EFL students in all levels should practice it more often to communicate better. In other words, EFL students frequently apply productive vocabulary to perform their speaking skills (Julistri et al., 2024). By mastering many productive words, it would be easy to talk about lots of things in contexts of meaning as well as exchange points of view on various topics of discussion. When the learner can understand the word well, it would be easier to communicate in written or spoken English. Thornbury (2002) said: “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed”. Therefore, vocabulary teaching is a priority in English language teaching and learning.

In general, there are two common ways used by a language learner to learn words or vocabulary. The first one is accidental vocabulary learning which means the process of learning a set of vocabulary items by chance and the second one is intentional vocabulary learning meaning that a language learner learns vocabulary on purpose (Soma, 2015). Those two different approaches of learning vocabulary can be effective for each EFL learners depending on which of the two approaches best suit the EFL learners to learn and apply the vocabulary learning strategies implemented in the process of learning itself.

In this technology era, it is suitable if we use digital-based learning media for learning. One of the digital-based learning media is YouTube videos and it has become one of the most frequent strategies used by language teachers to teach vocabulary as well as the EFL students in the context of autonomous vocabulary learning. As a visual medium, YouTube can be used as an open medium to obtain an interesting learning experience (Riyadi & Tridinanti, 2023). By using this online platform, students do not get bored and avoid themselves from monotonous learning activities. There are a lot of YouTube Videos that provide vocabulary teaching materials for students from basic to advanced levels. According to Kaboocha & Elyas (2018), YouTube has a big impact on increasing students' vocabulary materi. Furthermore, Watkins & Wilkins (2011) also argued that besides enhancing students' knowledge of words, vocabulary has a role in improving students' pronunciation.

YouTube is one of the best-known internet-based resources for language learning which enables the users to upload and share videos with other users Albahlal (2019) & Nofrika (2019) and it is available in more than sixty different language all over the world (Silviyanti, 2014). According to Sun (2009), YouTube is a superfine program for exchanging video and audio materials in the classroom and the teacher can make use of them to teach vocabulary and speaking (Lee, 2010; Noytim, 2010; Kelsen, 2009).

This research aimed at finding out whether students who were taught using YouTube videos could improve their vocabulary mastery compared to students who were not taught using YouTube video media in Class VIII at a public junior high school in Muaro Jambi. The researcher wants to use YouTube videos as an interesting medium and make it easier for students to master vocabulary and the most important thing is that students enjoy their process to increase enjoyment of the learning process will make it

easier for them to understand the lesson, especially for English vocabulary. Therefore, the main purpose of the research tried to answer one single question “Is there any significant effect of using YouTube videos toward the eighth-grade students’ vocabulary mastery at SMP Negeri 8 Muaro Jambi?”

## METHODOLOGY

### 1. Design

In this research, the researcher used quantitative approach with the experimental method by applying quasi-experimental design. In this case, the researcher used the non-equivalent control group design. This research involved two classes, namely the experimental class and the control class. Both of groups were given one pre-test and one post-test to determine the differences between the two groups. The differences between them were only in treatment. The experiment class was a class that was given treatment by using-YouTube Videos and the control class was a class that was given conventional vocabulary teaching technique.

### 2. Research Procedures

Before conducting the teaching experiment, the researcher made an appointment with the class teacher at SMP Negeri 8 Muaro Jambi by conducting a survey. The researcher met the headmaster by administering the letter from the faculty of teacher training and education and visited some rooms which were used by the school students such as natural science lab for scientific experiments and practicums, school library for reading books.

The research was conducted from 20 July until 24 August 2023, and it took place at a junior high school in Muaro Jambi. The researcher held 10 meetings each in the experimental class and the control class. There were eight meetings held in both experimental and control classes. The experimental group was taught using YouTube videos, and the control group was taught using conventional teaching. At each meeting, the researcher used one hour of lessons to provide treatment, one hour of lessons lasting 45 minutes, which was indeed a requirement of the school.

### 3. Sampling Technique

In this research, the technique of sampling was non-probability sampling with a purposive sampling technique. Sugiyono (2016) stated that the purposive sampling was a technique was that not all samples have criteria that match the phenomenon under research. The sample of this research were students in VIII D as the experimental class. The reason for choosing this class was because class D was once suggested by their English Teacher to use YouTube videos to improve students’ vocabulary. Then, the teacher chose class C as a sample of the control class with the same number of students as class D because the class teacher. The process of choosing the experimental groups was carried out based on the consideration that those two classes have the same ability both teacher and the researcher used a lottery to decide the experimental and control class.

#### 4. Instrumentation

The researcher used a vocabulary test as the pre-test and the post-test that consisted of 30 items in the form of multiple-choice as the research instrument to collect the data. The researcher analyzed the data that had been given to both classes, namely the experimental class and the control class. The data analyses used by the researcher were intended to answer the research questions.

## FINDINGS AND DISCUSSION

### Findings

This section attempted to explain the main findings of the research to answer the research's main question regarding whether there was any significant effect of using YouTube videos on the eighth-grade students' vocabulary mastery at SMP Negeri 8 Muaro Jambi. It also provided some statistical analysis which tried to answer the research question and also to relate the findings with the previous empirical findings with the same topic. In addition, since this is a quantitative research, the researcher would like to present some tables containing numbers, explaining the results of the research represented by the tables.

*Table 1: Descriptive Statistic Analysis of Pre-test*

Score	Category	Pre-test experimental class	Pre-test control class
		Frequency	Frequency
81-100	Very good	-	-
61-80	Good	7	7
41-60	Fair	11	15
21-40	Weak	12	8
0-20	Poor	-	-
Total		30	30

Based on Table 1, the pre-test mean score result of the experimental class was 46.60 while the control class was 47.70. In the experimental class, there were 7 students who achieved the good category. In the control class, 7 students achieved the good category. In the experimental class, there were 11 students who achieved the fair category. In the control class, there were 15 students who achieved the fair category. In the experimental class, there were 12 students who achieved the weak category. In the control class, 8 students achieved the weak category. Based on the table above, there were no students who could achieve in the very good category. It meant that students had difficulties in mastering vocabulary.

Table 2. Descriptive Statistic Analysis of Post-test

Score	Category	Post-test experimental class	Post-test control class
		Frequency	Frequency
81-100	Very good	3	-
61-80	Good	27	15
41-60	Fair	-	15
21-40	Weak	-	-
0-20	Poor	-	-
Total		30	30

The post-test mean score result of the experimental class was 75.23 while the control class was 61.57. In the experimental class, there were 3 students who achieved the very good category. In the control class, no one student achieved the very good category. The students who achieved the score in good category in experimental class were 27 students, while in the control class were 15 students. In the experimental class, there were no students who achieved the fair category. While in the control class, there were 15 students who achieved the fair category. In both experimental class and control classes, they were no one student in the experimental class and in the control class. Based on the table above, most of the students in the experimental class were categorized in the good and very good categories.

Table 3. Significant level between Experimental and Control Class

	Class	Mean	t-count	t-table	df	Sig. (2-tailed)
Post-test	Experimental	75.23	8.389	2.002	58	0.000
	Control	61.67				

The researcher used an Independent Sample T-test in the SPSS program to calculate the data. Independent sample t-test analysis of the post-test of the experiment class and post-test of the control class aims to determine whether there is a significant difference in post-test scores in the experimental class and the control class. The conclusion of the research was stated to be significant if  $t\text{-value} > t\text{-table}$  at a significance level  $< 0.05$ .

Based on the table shown above, it was found that the mean score of the post-test of the experimental class was 75.23 and the mean score for the control class was 61.57. it means that there was a significant difference between the experimental and control class. Meanwhile, the result of  $t\text{-value} = 8.389$  with the Sig. (2-tailed) is 0.00, and  $t\text{-table}$  of 0.05 (5%) as the significance level is 2.002. It can be found that  $t\text{-value} = 8.389 > t\text{-table} = 2.002$  and the sign (2-tailed) is  $0.00 < 0.05$ . This shows that there was a significant effect of using YouTube videos on eighth-grade students' vocabulary mastery at SMPN 8 Muaro Jambi.

The alternative hypothesis ( $H_a$ ) proposed in this research stated that there was a significant effect of using YouTube videos on students' vocabulary mastery, while the null hypothesis ( $H_o$ ) proposed in this research states that there was no significant effect of using YouTube videos on students' vocabulary mastery. If the  $t\text{-value}$  was more

significant than the t-table with a certain level of error, used 5% and the related df is 58, the  $H_0$  was rejected, and  $H_a$  was accepted.

Based on the result of post-test of the experimental class and the control class, it could be found that  $t\text{-value} = 8.389 > t\text{-table} = 2.002$  and in the significance level of 0.05 (5%) and the Sign. (2-tailed) is  $0.00 < 0.05$ . Then, to sum up, the  $t\text{-value} > t\text{-table}$  and the Sign. (2-tailed)  $< 0.05$ . It means that  $H_a$  was accepted. So, the researcher could conclude that YouTube videos had a significant effect on students' vocabulary mastery.

## Discussion

For further elaboration of the statistical findings, the researcher found that there was a significant effect between the experimental class, which used YouTube videos on students' vocabulary mastery, and the control class, which used conventional teaching. It was proven by the result of the T-test data analysis which was higher than the T-table. YouTube video was given as the treatment in the experimental class. The students felt they had a new experience and enjoyed when they learned English by watching YouTube videos. The students were always excited and focused and watched the video in every meeting because they could increase their vocabulary using this strategy. This finding was in line with what had been found out by Bhusaery et al (2024) that YouTube as a learning media could help students to learn English vocabulary more enjoyable. In addition, from the result of researchers' observations as well as students' interviews, it was revealed that YouTube had a major effect on the students' vocabulary acquisition, and they got good benefit from vocabulary-learning videos to increase their vocabulary mastery, to support their English proficiency.

Based on the overall results of testing the hypothesis using the independent sample t-test. Thus, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. The statistical calculation of pre-test and post-test results shows that there was a better improvement in students' vocabulary mastery in the experimental class than in the control class at eighth-grade students at SMPN 8 Muaro Jambi.

There was a better achievement of class which was using YouTube video in the experimental class than in the control class which was not using YouTube video as media learning. It can be concluded that the students get good achievement in mastering vocabulary after they were taught by using audio-visual media, especially YouTube videos. The students' vocabulary mastery improves significantly by using YouTube videos. YouTube videos have a good impact on the learning process of students; therefore, students can also use YouTube as a media to learn vocabulary or English at home, watching English videos can strengthen vocabulary and improve English language skills.

This empirical fact was also claimed by the research finding from Bhusaery et al., (2024) and Albahlal (2019) who stated that using YouTube for learning purposes could be very helpful to enlarge the EFL students' vocabulary mastery and at the same time improve their speaking ability and this is in line with a research done by Dila and Tridinanti (2021) who investigated how to improve speaking skill by using YouTube. In the findings, those researchers claimed that using YouTube as an online platform to learn language skills and language components was very helpful as a medium of treatment in conducting research experiment. Furthermore, YouTube videos gave the students more encouragement to expose their speaking ability and boost their active vocabulary that they had already acquired during their study in university and as a result of incidental and

intentional vocabulary learning (Stratton, 2022) In addition, through vocabulary items presented in YouTube English learning channels, they can also get close encounters with various kinds of foreign cultures and get acquainted, communicate and interact with native speakers (Dila & Tridinanti, 2021) who use English as their mother tongue or first language, specifically those who use English as the first language for daily communication.

## **CONCLUSION**

Based on the findings discussed in the previous section, it was found that YouTube videos were effective in developing the students' vocabulary mastery of SMP Negeri 8 Muaro Jambi it as shown by the significant difference in terms of the post-test score compared with the students who were taught by using a conventional teaching method. In other words, it could be concluded that the students in the experimental class who were taught by using YouTube videos get better results than the students in the control class who were taught without using YouTube videos. In conclusion, YouTube video had a significant effect in teaching English vocabulary for students.

However, there were still some limitations in this research the researcher intended to mention. First, the experimental group which was taught by using YouTube videos should have an equal online platform for examples Vimeo, Dailymotion, Twitch, Netflix and so on. Second, it was suggested that the type of vocabulary should be specified, for example, active or passive vocabulary, parts of speech which were limited to verbs, adjectives, and nouns. How the EFL students acquire vocabulary could be an interesting topic for further research. In addition, it could be considered whether or not formal teaching helps or does not help students to master vocabulary.

This research was useful for the student to learn and improve their vocabulary. For the teacher, the result of this research can be used as feedback on teaching vocabulary, and it can optimize performance in teaching as well. It could help them to choose the appropriate method and media for teaching especially vocabulary as one of the language components besides grammar. The next researchers should consider the appropriate strategy of integrating YouTube videos in teaching language skills like reading, listening, speaking and writing based on students' grade level.

## **REFERENCES**

- Albahlal, F. S. (2019). The impact of YouTube on improving secondary school students' speaking skills: English Language Teachers' perspectives. *Journal of Applied Linguistics and Language Research*, 6(2), pp. 1-17.
- Bhusaery, R. D., Chaerul, A., & Kamil, A. B. (2024). Investigating students' response of using video-based learning method through YouTube on English vocabulary learning. *INFOTECH Journal*, 10(1), 128-131.
- Cabanas, L. G., & Mercado, P. N. (2024). Using YouTube videos to improve students' speaking skills: EFL teachers' perceptions. *MEXTESOL Journal*, 48(4), 1-11.



- Dielman. (1961). *Applied regression analysis for business and economics*. PWS KENT Publishing Company.
- Dila, V. & Tridinanti, G. (2021). Improving speaking skill by using YouTube. *Didascein Journal*, 2(2), pp. 125-131.
- Stratton, J. M. (2022). Intentional and incidental vocabulary learning: The role of historical linguistics in the second language classroom. *The Modern Language Journal*, 106(4), pp. 837-857.
- Julistri, A., Tridinanti, G., & Manurung, J. E. (2024). The correlation between vocabulary learning strategies and reading comprehension. *Didascein Journal*, 5(1), pp. 30-43.
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: perception of EFL students and teachers. *English Language Teaching Journal*, 11(2), 72-81.
- Kelsen, B. (2009). Teaching EFL to the iGeneration: A survey of using YouTube as supplementary material with college EFL students in Taiwan. *CALL-EJ Online*, 10(2), pp. 1-18.
- Lee, L. (2010). Fostering reflective speaking and interactive exchange through blogging in an advanced language course. *ReCALL*, 22(2), pp. 212-227.
- Lelawati, S. D. (2018). The teaching of English vocabulary to young learners. *PROJECT (Professional Journal of English Education)*, 95-100.
- Nofrika, I. (2019). EFL students' voices: The role of YouTube in developing English competencies. *Journal of Foreign Language Teaching and Learning*, 4(1), 56-73.
- Noytim, U. (2010). Weblogs enhancing EFL students' English language learning. *Procedia Social & Behavioral Sciences*, 2(1)127-132.
- Riyadi, R. A., & Tridinanti, G. (2023). The correlation between students' habit in watching English movie and vocabulary mastery. *Didascein Journal*, 4(1), pp. 27-34.
- Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching*. Cambridge University Press.
- Silviyanti, T. (2014). Looking into EFL students' perception in listening by using English movie videos on YouTube. *Studies in English Language and Education*, 1(1), pp. 42-58.

- Sugiyono. (2015). *Metode penelitian pendidikan: pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sun, Y. (2009). Voice blog: An exploratory study of language learning. *Language Learning & Tecnology Journal*, 13(2), pp. 88-103.
- Soma, R. (2015). *The effect of authentic texts to increase the vocabulary mastery and reading literacy of the sixth semester English major students of Jambi university*. Unpublished magister thesis Sriwijaya University.
- Thonbury, S. (2002). *How to teach vocabulary*. England: Pearson Educational.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language in Education in Asia*, 2(1), 113-119.