

The Effect of Using Youtube in Teaching Vocabulary for First Year Students at SMA Negeri 1 Tanah Jawa

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ABSTRACT

This research conducted at SMA Negeri 1 Tanah Jawa which is located at Jalan. Balimbingan, Kec. Tanah Jawa, TanaH Jawa. The subjects of this study were students of class X 1 with a total of 11 students. The objectives of this study were to find out whether there was a effectiveness of using offline YouTube video toward students' vocabulary mastery 2) to improve the cognitive abilities of students on the vocabulary. The data collection techniques used are tests and observations. The researcher found that YouTube has many videos content which was useful for a students need, and is able to access everywhere. YouTube has become a new solution as a best media for learning and teaching. Data analysis revealed how YouTube tutorial videos could improve the students' speaking skill of the second-grade students of SMA Negeri 1 Tanah Jawa. This study used a quantitative approach and the experimental method with a quasi-experiment design of non-equivalent control group design. The research subjects were divided into two groups, namely the experimental group and the control group. The two groups were given pretest and posttest, then the results difference could later show whether the implementation of group exercises techniques was effective or not.

INTRODUCTION

Linguistics is the scientific study of language. Linguistics is an understanding of the unconscious knowledge that humans have about language, how humans acquire language, the general and specific structures of language, how languages vary, how language influences the way in which humans interact with each other and think about the world. Linguistics is a major that provides insight into one of the most intriguing aspects of human knowledge and behavior. Majoring in linguistics means learning about many aspects of human language. These include sounds (phonetics), words (morphology), sentences (syntax), and meaning (semantics). It can involve looking at how languages change over time (historical linguistics) or how language varies from situation to situation.

Language is a communication tool that humans use to interact with other humans. With language, humans can understand the information and intentions conveyed by the speaker. According to Edward Sapir (1921) "Language is a purely human and noninstinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols". Language is the most important thing in human life because as social beings, humans need language to communicate and interact with other humans. Likewise, to meet their needs, humans need language to express what they want. So, without language, humans will have difficulty communicating with other people around them. Language has several functions, including the function of language as a communication tool. Humans cannot live alone. In meeting their needs, everyone needs cooperation with others.

In language learning, there are four skills - listening, speaking, reading, and writing. Receptive and productive skills are the term used for reading and listening skills where meaning is extracted from discourse. According to Harmer (2007:265), speaking and writing skills are where students actually have to produce language themselves. Reading offers a productive approach to improving language- vocabulary and word power for example. Listening, one of the means of language communication, is used most widely in people's daily lives. Listening activities is a good way of improve their vocabulary. On the other hand, it also helps the learners improve their listening comprehension. The largest difference between mother language learning and foreign language learning is the environment. Speaking is the most important of these and involves more than just using your mouth. Writing is the productive skill in the written mode. It often seems to be the hardest of the skills, even for native speakers of a language, especially if they are writing in a foreign language.

Vocabulary plays important role in language learning. Vocabulary is an essential skill for learning to read, write, speak and listen in a foreign language. The more people master vocabulary the more they can express themselves effectively. Without sufficient vocabularies it is impossible to speak up without a variety of words. Wilkins in Thornbury (2004: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. In addition, it is supported by Ur (1996: 60) that

vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words.

A Curriculum is a set of educational design programs used as a guide for learning activities. 2013 curriculum is the newest curriculum concept which designed with improving the character and spiritual building, besides improving the knowledge. It was promoted by minister of education and culture in the beginning of 2013 and now have been revised in Kemendikbud No. 24 in 2015. Curriculum 2013 emphasize greatly in building students' characters, developing relevant skills based on students' interests and needs, and developing thematic approach that benefits students' cognitive abilities. Curriculum is based on cultures value of the province, so that the competitiveness and character are built. Curriculum 2013 also proposed to produce Indonesian citizen with religious tolerance and mental health; it is based on the fact that recently, a lot of young generation citizens lack such character.

There are several factors that cause these students to feel difficult and bored in learning English, some students still have problems in defining the meaning of new vocabularies. It means that they still have difficulties in mastery vocabularies. They are difficult in finding the definition of new vocabularies and also the students feel confused in choosing words to say or write while learning English. Almost all of the students have difficulties in pronouncing the words, how to write and spell, the different grammatical form of a word known as inflections was one of causes of student difficulties in learning vocabulary. Students' problems in mastery vocabulary are related to grammar, pronunciation, meaning and spelling. In pronunciation, this is because the vocabularies that are produced are pronounced different to the written form. In grammar aspect, students have problem in using verb two forms or past tense.

LITERATURE REVIEW

In teacher problem the factors that caused the difficulties in teaching vocabulary are laziness, lack of motivation and lack of vocabulary. Teachers need to learn how to overcome their problems in the English especially vocabulary of the students. And if see from the media, teaching media is limited (especially textbooks); teacher's difficulties telling students for memorizing vocabulary because employ a traditional style. Teaching English is not something that is easy to do, there will be many challenges that will be experienced. The challenges experienced by a teacher can be experienced both inside and outside the classroom. Teachers need to motivate students in learning English by using methods according to students' interests.

Teaching media based on Arsyad (2009:4) is a media that bring to messages or information of learning. Media is means of expressing message and information. According to Heinich, et al in Nurrochim (2013:17-18) stated that medium as a mediator that delivers information between sender and receiver. The importance of using media for teaching is that it can be used to make the teaching process more effective and efficient. For example, the use of video in students' speaking activities is helpful to stimulate and motivate them to speak. Kurniawan (2016) conducted an experimental study focused on teaching

speaking skills using Audio-Visual Media. Teaching media helps teachers to deliver the material more clearly. Using YouTube provides videos that are considered to make the learning atmosphere more interesting and fun for students in schools around the world. The use of teaching media will help determine the product of speaking. During the process of speaking, students should be stimulated and motivated by the use of appropriate teaching media.

YouTube is an easy-to-access resource that provides videos in all areas of learning and has multiple dimensions, so it can be judged a profitable learning instrument. The importance of using media for teaching is that it can be used to make the teaching process more effective and efficient. Videos on YouTube are not only entertainment because they contain funny videos, but can be a medium in the educational process. This will upgrade the students' quality in improving their English skill. It also gives new situation when the teacher uses YouTube as learning media for the students. The videos can be accessed wherever and whenever we are connected to the internet.

Based on the problem above that can conclude using video as a medium for teaching speaking allows students to have a new perspective of the teaching-learning process. The teacher has a limited chance to develop students' speaking skills during online learning. Screening YouTube videos is also an exciting means of learning. Teachers has new strategy in teaching their students in the class, this helps them to make their students get interested in learning. This new thing will upgrade the students' quality in improving their English skill. Teaching students to use YouTube as a learning media is effective because it provides variety in vocabulary teaching. Students will learn new vocabulary and they will note it then practice. This learning can be learnt at home easily because the media is YouTube, the website that is full of video.

Vocabulary

Vocabulary is one of the English components that needs to be mastered by the learners. People use vocabulary to express their opinions, ideas, and feelings. In context of learning a foreign language, vocabulary means basic knowledge and useful material in the form of words. With a limited vocabulary one has a limited understanding in terms of listening, reading, speaking, and writing. Therefore, vocabulary mastery must be the first priority in English teaching and learning. Cameron (2001) stats that vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a foreign language. Students who have a lot of vocabulary will be more confident and have good mastery in understanding the meaning of written and spoken text contexts. Some of the reasons that make vocabulary important to learn are that students will find it difficult to learn English with limited vocabulary, and by knowing the vocabulary they can write, read, and speak English to express their thoughts.

Vocabulary Mastery

Mastering vocabulary is one of the methods to be better in speaking in order to avoid misunderstanding issue. Vocabulary plays an important role in constructing the idea conveyed through a language. (Harmer, 1985: 8). "Vocabulary is one of the language aspects which should be learnt. Learning it is

important because in order to be able to speak, write, and listen learners have to know vocabulary first. Cameron (2001: 95). In order to speak and write English, children need to learn one to two thousand words. How vocabulary is learned will be discussed briefly and some methods and approaches of how to teach them will be put forth.

Kinds of Vocabulary

According to Hatch and Brown (1995) There are two kinds of vocabulary, namely receptive and productive. Receptive vocabulary is words that learner recognize when they are used in context, but which they cannot produce. Productive vocabulary involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. In learning vocabulary, the students must know content words. Thornbury (2002: 3) says that there are six kinds of vocabulary, they are:

1. Word classes

Word classes or parts of speech. They are divided into eight classes, such as: noun, pronouns, verb, adjective, adverb, preposition and determiner.

- a. Nouns, nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of prepositions. The examples of nouns are Adam Malik, Muhammad Ali, table, door, Indonesia, Australia and etc.
- b. Pronouns, pronouns are words that are used to replace a person or thing, for example: I, you, we, they, he, she and it.
- c. Verbs, some examples of verb are like, looking, doing, help and other.
- d. Adjectives, adjectives are words that are used to explain or modify a person, place, or thing; for example: old, new, beautiful, good, handsome and etc.
- e. Adverbs, adverbs are words that are used to describe verb adjectives or adverbs. For example: beautifully, upstairs, now, ago, and so on.
- f. Preposition, preposition is words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They are: at, on, in, into, from, of and etc.
- g. Conjunctions, conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example: although, as, if, for, because and others.
- h. Determiner, the determiners-words like "a", "the", "some", "this", "last". To make easier in learning, Thornbury divide them into two groups; they are grammatical words or function words and content words. Grammatical words consist of preparations, conjunctions, determiners and pronouns. On the other hand, content words are usually nouns, verbs, adjectives and adverbs. Grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was more concerned with content words.

Listening Skill

Listening is the act of hearing attentively. Successful listening involves skills in segmenting the stream of speech into meaningful words and phrases, and interpreting rhythm, stress and intonation. Thomlison (1984) defines listening as, "Active listening, which is very important for effective communication". Listening can be also defined as, "More than just hearing and to understand and interpret the meaning of a conversation" (Thomlison, 1984:225). Listening skill makes students successful in workplace, family and in the society. Listening skills involve listening with comprehension, attention and appreciation. Eye contact with the speaker and sitting straight and alert are good gestures of a good listener. Good listening activity involves integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Ur (1996:111), says that there are some students' difficulties in learning listening.

Kinds of Listening

According to Rivers, W.M. (1981:20), there are five different types of listening:

1. Discriminative, People who are sensitive to the speakers tone, rate of speech, pitch and emphasis allow that you to better understand when there are differences meaning.
2. Comprehensive, the ultimate goal of comprehensive listening is to understand the message the speaker is communicating. 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, namely; Vocabulary, concentrating, memory and memory.
3. Relationship, listening is a therapeutic listening type, where the ultimate goal of the listener is to be a sympathetic ear, without requiring detailed verbal responses.
4. Critical listening is needed to scrutinize what is being said, and play an active role because it usually makes a decision, form an opinion or solve a problem. It's important to have an open mind and not let bias or stereotypes influence your judgment, and by doing so you'll become a much better listener.
5. Listening appreciatively differs for everyone, and the quality of it depends on three factors - presentation, medium and who the speaker is.

Media

Teaching media refers to the tools and methods used by teachers to deliver teaching material to students in order to reach learning goals. Teaching media are all aids which may be used by teachers and learners to attain educational objectives. Li-Ling (1996:80) states that a medium is called the educational medium when the medium transfers message for teaching. Media are flexible because they can be used for all level of students and in all subjects. Using teaching media in a learning process can attract students' interest and motivate their learning. Students can learn from activities such as taking notes,

responding, and sharing their ideas. It makes the learning material clear and understandable for the students to allow students to achieve learning goals.

Kinds of Media

Teachers use various types of media to teach students in the classroom. Harmer (2007:143) states that there are several kinds of media that can be used by teachers: The students themselves, the students themselves, teacher can do many things in the classroom. Realia, realia is defined by Nunan (1999:313) as —objects and teaching _props from the world outside the classroom that are used for teaching and learning. Course book, course book is a "form of print media" that contains material or verbal information passed down through the generations. It can also be used as basic instructional guide by the teacher to help students understand how to use the internet and social media. Boards, boards refer to chalkboard/ blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. Teachers can use boards as a notepad, explanation aid, picture frame, public workbook, gameboard, and noticeboard.

Definition of YouTube

YouTube is one of the most popular video sharing sites on the internet. By being used as a video sharing site, it can be used as an interactive learning medium. Arsyad (2017) says that learning media is media that carries messages or information that is instructional or contains teaching intentions. YouTube has the potential to be used as an interactive learning medium. Even if users do not register an account, they can still see the video post. By utilizing YouTube as a learning medium, it can create conditions and an interactive learning atmosphere. The use of YouTube can be used for interactive learning in the classroom, both for students and teachers. YouTube can help students explore a target culture in various ways. It can also help students develop their learning autonomy by encouraging them to watch videos and clips. Screening YouTube videos is also an exciting and stimulating means of learning. So, the students excited to learn will focus more on their work and will not get bored easily.

Teaching Vocabulary using video

Mastering English vocabulary means know the meaning and understand the words being used in communication. Students can master English vocabulary if they know how to pronounce the words, know its category and meaning, use it in grammatical sentences, and be able to perform it orally. Palmberg (in Sukmawati, 2006:10) points out that video is a powerful tool for teaching students how to communicate. Teaching by using YouTube video had good impact on students' vocabulary mastery. By using video, students could see and listen the video and caused the improvement of their vocabulary. Adjectives became the most improved then nouns, verbs and adverbs. Based on the result of interview, the difficulties mostly faced were students hard to understand the difficult words or.

The Advantages of using Video

Use of videos in the language classroom can help students gain an understanding of complex ideas in a variety of ways. Videos have advantages of motivating students' interest, providing realistic listening practice and stimulating language use. Teachers play a key role in the success or failure of any videos used in the classroom. Using videos for learning makes it a lot easier for students to understand various topics and ideas. With help from video support tool you are free to bring that information to life. It's fun, easy and your students will definitely appreciate the great experience and value they can acquire. Using video as a medium for teaching listening allows students to have a new perspective of the teaching-learning process. A video is a tool that can consist of text and graphics and the way to enjoy it, it such as the audience can watch by jumping from one scene to another.

METHODOLOGY

This study used a quantitative approach and the experimental method with a quasi-experiment design of non-equivalent control group design. The research subjects were divided into two groups, namely the experimental group and the control group. The two groups were given pretest and posttest, then the results difference could later show whether the implementation of group exercises techniques was effective or not. The research conducted at SMA Negeri 1 Tanah Jawa. The researcher has chosen this design to know whether or not there is a significant difference on students' vocabulary mastery between those who taught using YouTube video and those who taught using conventional learning at SMA Negeri 1 Tanah Jawa.

RESEARCH RESULT

Research variables

Research variables can be explained as dependent variables (X) and independent variables (Y). The independent variable is the variable selected, manipulated, and measured by the researcher. (Hatch and Farhady, 1982: "The dependent (x) variable of this research is the students' vocabulary mastery". The independent (y) variable is the variable selected, manipulated, and measured by the researcher, which is YouTube video.

Research Population and Sample

Population is the main subject of the research, with the population being first year students from SMA Negeri 1 Tanah Jawa. According to Arikunto (2010: 174), "sample is a portion of representative of population that will be research and sampling is technique choosing from population". It means that not all must be chosen by the researcher. In this research, the researcher used cluster random sampling to divide the sample of the research at first years in SMA Negeri 1 Tanah Jawa into two classes.

DISCUSSION

Findings The data were taken from SMA Negeri 1 Tanah Jawa in academic year 2022/2023 and administrated to the first-grade students that have been

presented through pre-experimental research. The speaking test was covering vocabulary and pronunciation. Furthermore, the vocabulary tests were given before after the treatment. The result of the students' vocabulary tests can be seen as in the following:

Table 1. Students' Score of Pre-Test in Vocabulary in CONTROL & Experiment Class

Sample	Pre- Test		Total	Score gain	Classification
	Control	Experiment			
Students 01	40	40	80	40	Poor
Students 02	40	60	100	50	Poor
Students 03	40	60	100	50	Poor
Students 04	40	60	100	50	Poor
Students 05	40	40	80	40	Poor
Students 06	60	60	120	60	Less
Students 07	20	40	60	30	Poor
Students 08	20	40	60	30	Poor
Students 09	20	40	60	30	Poor
Students 10	20	60	60	40	Poor
Students 11	60	40	100	50	Poor

The table 1. above describes that were 11 students who took a pre-test. It also shows that there were 10 students who classified as poor classification. There was 1 student who obtained less classification. The highest score was 60, while the lowest score was 30.

Table 2. The Rate Percentage of Students' Score in Pre-Test

Score	Classification	Pre-Test	
		Frequency	Percentage
91-100	Very good	-	-
75-90	Good	-	-
61-74	Fair	-	-
51-60	Less	1	9,1%
X≤51	Poor	10	90,9%
Total		11	100%

Based on the table 2, it indicates the percentage of the score of students in pre-test, no students got very good, good and fair classification (0%). From 11 students who took a pretest, there was 1 student who obtained less classification (9,1 %), and the rest (10 students) were poor classification (90,9%). From the table

it can be concluded that poor classification was the most frequently obtained by the students.

Table 3. Students' Score of Post-Test in Vocabulary in Control & Experiment Class

Sample	Post- Test		Total	Score gain	Classification
	Control	Experiment			
Students 01	80	80	160	80	Good
Students 02	60	60	120	60	Less
Students 03	80	80	160	80	Good
Students 04	80	60	140	70	Fair
Students 05	60	60	120	60	Less
Students 06	80	80	160	80	Good
Students 07	20	80	100	50	Poor
Students 08	40	40	80	40	Poor
Students 09	20	40	60	30	Poor
Students 10	60	60	120	60	Less
Students 11	60	60	120	60	Less

The table 3. shows that 11 students took post-test, with 3 students receiving good classification, 1 receiving fair classification, 4 receiving less classification, and 3 receiving poor classification.

Table 4. The Rate Percentage of Students' Score in Post-Test

Score	Classification	Pre-Test	
		Frequency	Percentage
91-100	Very good	-	-
75-90	Good	4	27,3%
61-74	Fair	1	9,1%
51-60	Less	4	36,3%
X≤51	Poor	3	27,35%
Total		11	100%

The post-test results showed that the students' vocabulary ability was increased during the treatment, indicating that the students acquired the materials. The researcher compared the students' score in pre-test and post-test.

Table 5. The Total Score of Students in Pre-test and Post-Test

Sample	Pre-test (X1)		Post-test		Derivation (D)	
	XI	XI ²	x2	X2 ²	D=X1-X2	D ²
Students 01	40	1600	80	6400	40	1600
Students 02	50	2500	60	3600	10	100
Students 03	50	2500	80	6400	30	900
Students 04	50	2500	70	4900	20	400
Students 05	40	1600	60	3600	20	400
Students 06	60	3600	80	6400	20	400
Students 07	30	900	30	900	-	-
Students 08	30	900	40	1600	10	100
Students 09	30	900	30	900	-	-
Students 10	40	1600	60	3600	20	400
Students 11	50	2500	60	3600	10	100
Total (Σ)	ΣX1	Σ(X1) ²	ΣX2	Σ(X2) ²	ΣD	ΣD ²
	470	21100	650	41900	180	4400

The table 5. shows that pre-tests (X1) had 470 and post-test (X2) had 650, while post-test had 650 and gain score (D) was 180.

Data analysis revealed that YouTube tutorial videos could improve the students' speaking skill of the first year students of SMA Negeri 1 Tanah Jawa. Riswandi (2016) and Jalaluddin (2016) suggested that YouTube is used as a media in learning and teaching speaking because it provides exposure to authentic English materials, and can be accessed outside and inside of the classroom. The researcher found that YouTube has many videos content which was useful for a students need, and is able to access everywhere. YouTube has become a new solution as a best media for learning and teaching. Data analysis revealed how YouTube tutorial videos could improve the students' speaking skill of the second-grade students of SMA Negeri 1 Tanah Jawa.

CONCLUSIONS AND RECOMMENDATIONS

The result of the calculation in the previous chapter showed that students who were taught by using offline YouTube video got better achievement than those who were taught without using online and offline YouTube video. The score of the vocabulary test has fulfilled the criteria of success, and the students actively involved in learning activities and had high motivation. The nature of video, which provides picture and audio at the same time, can help the student train their vocabulary and make it easier to find an meaning of the text. The use of offline YouTube video in teaching English especially vocabulary gave positive effective to the students, who were enthusiastic to follow the materials, felt relax and enjoy during learning process, did not get bored, and were interested in learning English. Students who have a lot of vocabulary will be more confident and have good mastery in understanding the meaning of written and spoken text

contexts. Some of the reasons that make vocabulary important to learn are that students will find it difficult to learn English with limited vocabulary, and by knowing the vocabulary they can write, read, and speak English to express their thoughts.

ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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