THE INFLUENCE OF USING YOUTUBE SOCIAL MEDIA ON VOCABULARY DEVELOPMENT TOWARD ENGLISH DEPARTMENT STUDENTS AT IAIN LANGSA

SKRIPSI

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MINISTRY OF RELIGIOUS AFFAIRS
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STATEMENT OF APPROVAL

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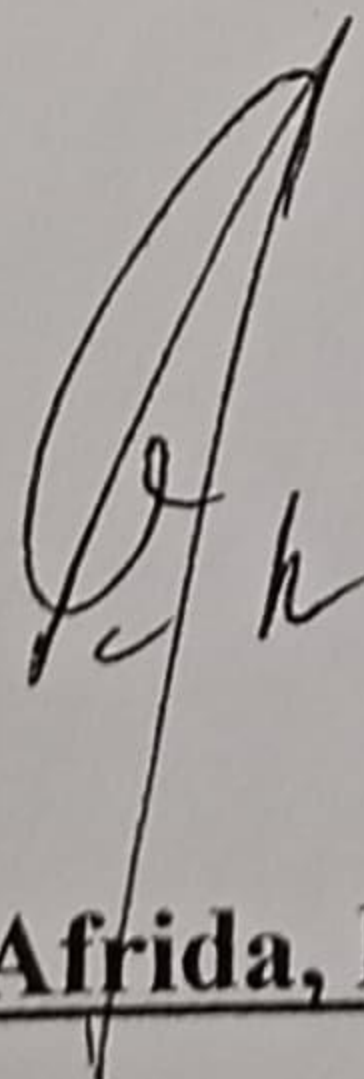### By:

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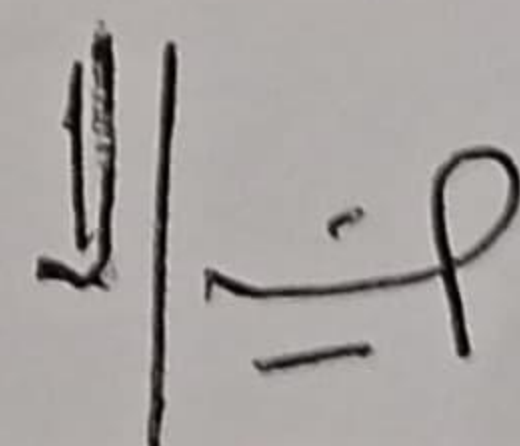**1042020019**

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STATEMENT OF CERTIFICATION
THE INFLUENCE OF USING YOUTUBE SOCIAL MEDIA ON VOCABULARY DEVELOPMENT TOWARD ENGLISH DEPARTMENT STUDENTS AT IAIN LANGSA

Skripsi

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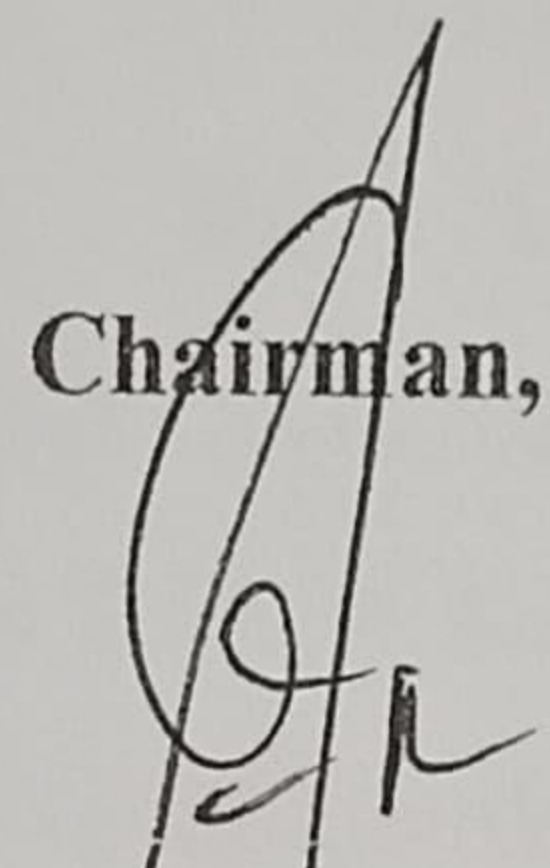
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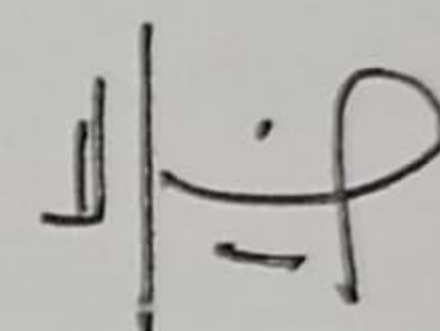
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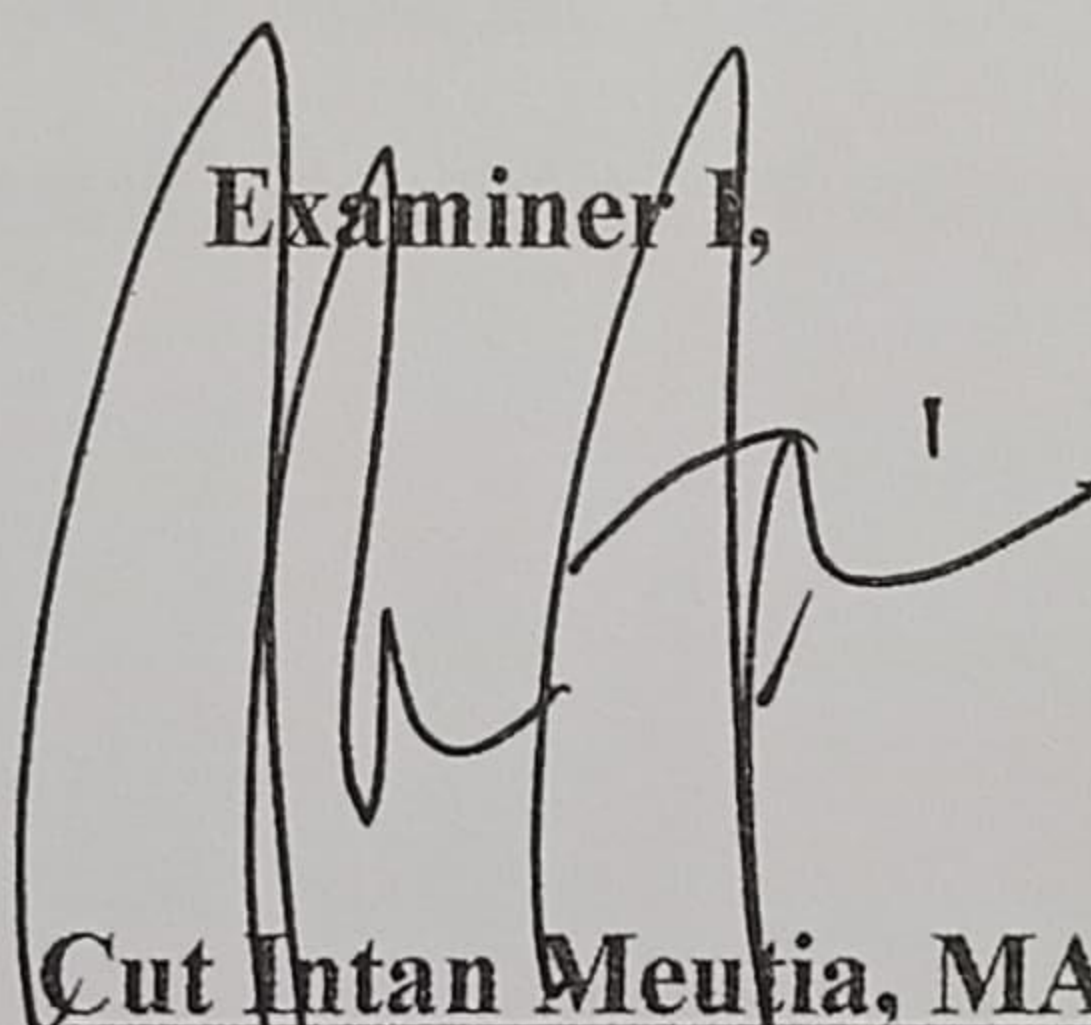NIP. 198405012011012015

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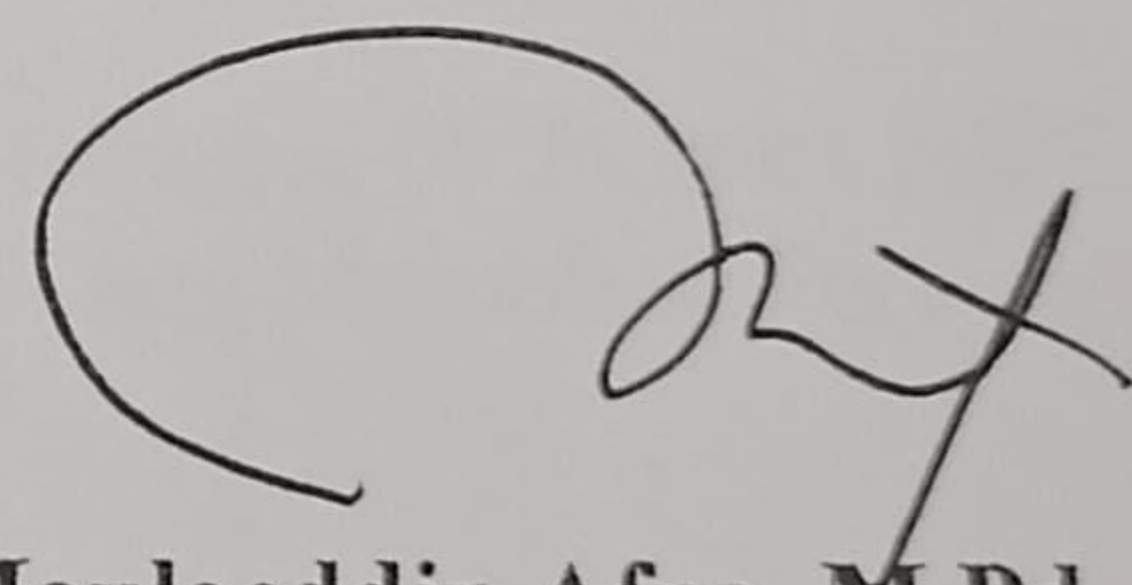NIP. 198409042023212028

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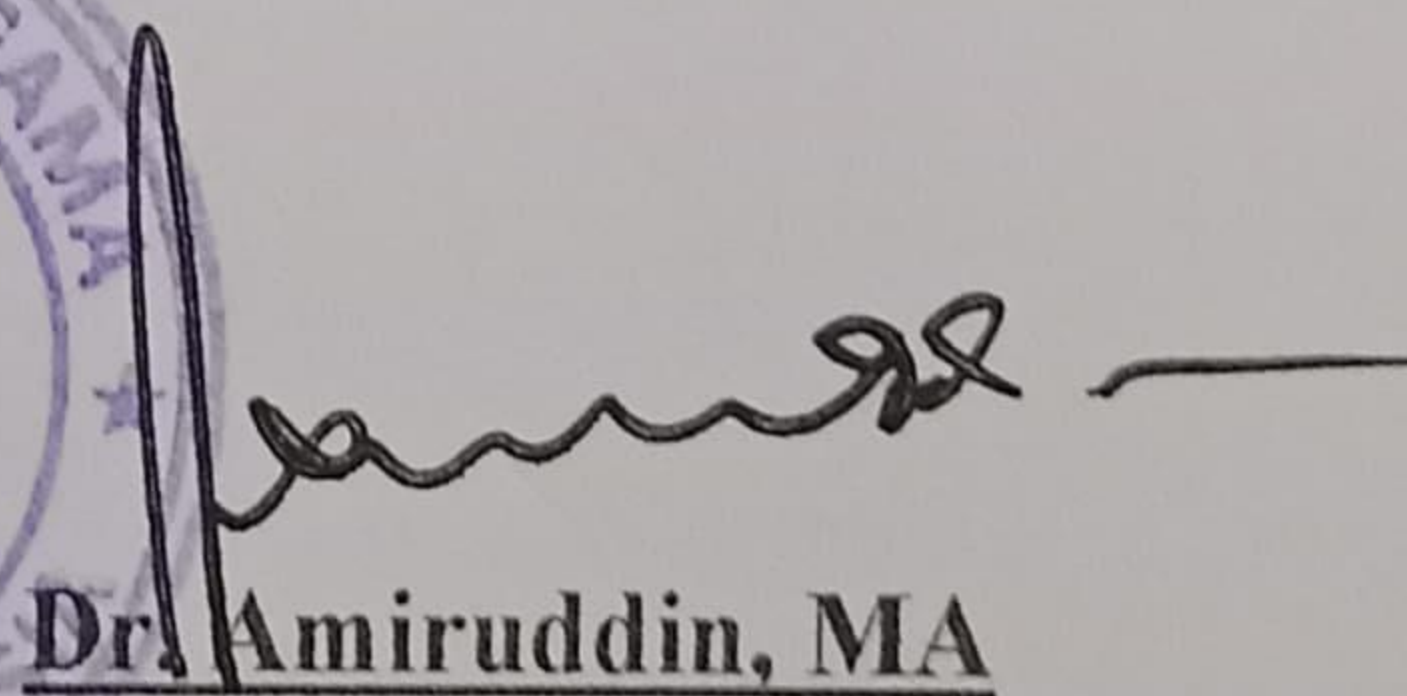NIP. 197905292009122005

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"THE INFLUENCE OF USING YOUTUBE SOCIAL MEDIA ON VOCABULARY DEVELOPMENT TOWARD ENGLISH DEPARTMENT STUDENTS AT IAIN LANGSA"** adalah benar hasil karya sendiri dan original sifatnya. Apabila dikemudian hari ternyata/terbukti hasil plagiat karya orang lain, maka akan dibatalkan dan saya siap menerima sanksi akademik sesuai dengan peraturan yang berlaku.

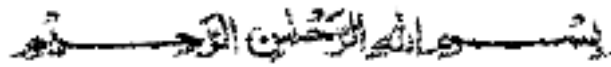Demikian surat pernyataan ini saya perbuat dengan sebenar-benarnya.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalamualaikum Warahmatullahi Wabarakatuh

By expressing praise and gratitude, we pray to Allah SWT for His mercy and grace, so that the author can complete this thesis.

The author's hope in making this is so that it can fulfill the assignment, as well as be useful for the author in filling in and adding a little knowledge about learning in the influence of the use of YouTube social media on vocabulary development.

The author is fully aware that there are still many shortcomings in preparing this case study, due to the author's limited knowledge and abilities. For this reason, we hope for constructive criticism and suggestions from readers for the perfection of this Case Study.

Thus, we have written this foreword, we hope this is useful for the author and also for the readers.

Wassalammualaikum Warahmatullahi Wabarakatuh

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ABSTRACT

Siti Rahmawati. 2024. The Influence of Using YouTube Social Media On Vocabulary Development Toward English Department Students At IAIN Langsa.

Supervisor (1). Nina Afrida, M.Pd **(2).** Shafrida Wati, MA

This study investigated the influence of YouTube social media usage on vocabulary development among students in the English Education Department at IAIN Langsa. The research aimed to determine whether YouTube, as an independent variable, significantly affects vocabulary acquisition, the dependent variable. Employing a quantitative approach with an ex post facto design, the study examined cause-and-effect relationships without direct manipulation of variables. The participants consisted of 19 first-semester English major students at IAIN Langsa, with a total population of 20 students. Data collection instruments included vocabulary tests and questionnaires to assess students' vocabulary proficiency and their engagement with YouTube as a learning tool. The findings revealed a notable improvement in vocabulary acquisition following the intervention. The average pre-test score of 26.00, reflecting students' initial vocabulary proficiency, increased significantly to 70.50 in the post-test. This improvement corresponds to an N-Gain score of 0.60, or 60%, indicating moderate effectiveness. The results suggest that YouTube serves as an effective medium for enhancing vocabulary learning, as evidenced by the substantial

progress observed between the pre-test and post-test phases. Furthermore, the study highlights the importance of active engagement with YouTube content to maximize vocabulary development. The study demonstrated that students are encouraged to adopt a proactive approach when using YouTube for educational purposes, effectively leveraging its diverse and accessible resources to enhance their language learning. Therefore, the findings contribute to the growing body of research on the integration of digital platforms in language education, emphasizing the potential of YouTube as a valuable tool for vocabulary enhancement in academic settings.

Keywords: *Vocabulary, YouTube, Social Media*

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LIST OF CONTENT

CHAPTER I

INTRODUCTION

A. Background of Study

English is a language that is widely spoken around the world, especially as an international language, making it easier to communicate with people from different countries and cultures in various fields of life, such as business, education, science, and culture[1]. Therefore, the importance of knowing English in Indonesian education and learning English systematically or consistently is very important to increase opportunities in various aspects of life[2]. English is also the most widely spoken language in the world and has a rapidly growing vocabulary. It is also very open, as many resources and information are available in this language. In addition, many countries use English as an official language or medium of instruction. The Oxford English Dictionary lists over 250,000 words in the English vocabulary, which is vast and complex. Mastering a lot of English vocabulary can help you communicate better and understand concepts or context in writing or conversation[3]. The classification of English vocabulary includes nouns, verbs, adjectives, adverbs, and pronouns.

In today's internet age, social media platforms like YouTube have become an important part of people's lives, especially for the younger generation.

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[1] Nurlaily Sofyan, "The Role of English As Global Language," *Journal of English Language Teaching and Learning (JELTL)* 19, no. 1 (2021): 21.

[2] Endang Sri Andayani, "The Importance of Learning and Knowing English in Higher Education in Indonesia," *Research and Development Journal Of Education* 8, no. 1 (2022): 372–379.

[3] Syahar Nurmala Sari and Dyah Aminatun, "Students' Perception on the Use of English Movies To Improve Vocabulary Mastery," *Journal of English Language Teaching and Learning (JELTL)* 2, no. 1 (2021): 16–22.

YouTube not only provides entertainment content, but also provides educational content, such as language learning resources. The engagement of the English language is essential all over the world, especially for students studying in English-speaking institutions such as the English Department at IAIN Langsa. Research should be conducted on how YouTube affects the vocabulary skills of Tadris English students at IAIN Langsa.

YouTube increases students' motivation to learn English because interesting and interactive video content can make students more interested in learning. YouTube is particularly useful for learning English vocabulary because it combines visuals and audio, making it easy to understand vocabulary in a real context. Diverse content, such as vlogs and tutorials, offer opportunities to learn everyday vocabulary. The subtitle feature also helps clarify the pronunciation and meaning of words. In addition, YouTube provides videos for different ability levels, and choosing topics according to interest makes learning vocabulary more interesting and memorable. Thus, YouTube really helps students in understanding English materials better[4]. Learning vocabulary on YouTube helps students become better at communicating in English because they see examples of words in various situations and understand how to use words in a clearer context, so they communicate better. Learning vocabulary also helps students in using technology, such as accessing information[5].

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[4] Megati Hia, "Effect of Using Youtube on Students' Motivation in Learning English Vocabulary," *Dialectical Literature and Education Journal (DLEJ)* 6, no. 2 (2021): 62–71.
[5] Anthony Kola-Olusanya, "Environmental Conservation: Espousing Indigenous Knowledge System as a Model for Caring for the Earth," *Journal of Educational and Social Research* 2, no. 3 (2012): 359–368.

This research will explore YouTube usage patterns, measure its impact on vocabulary improvement, and identify factors that influence its effectiveness. The methods used include vocabulary tests and questionnaires with 19 university students. This researcher chose 1st semester students in higher education as the research site in order to explore the influence of YouTube in vocabulary development in the early stage of English learning. Freshmen are at a period of basic language formation and are more open to technology, including social media, making them an appropriate group to measure the impact of YouTube. At this stage, they also need a lot of vocabulary to succeed in their English studies, and YouTube offers educational content that helps enrich their vocabulary. This study aims to provide insight into the effectiveness of YouTube as an English learning tool in early college.

Every student of IAIN Langsa is able to learn English vocabulary from YouTube. Students are able that by using YouTube social media, they can easily access various sources of learning vocabulary without being bound by a certain time or location. They can improve their English skills significantly. They believe that by gaining access to high-quality and diverse content, they can expand their vocabulary quickly and effectively.

Although YouTube is great as a resource to help students learn vocabulary, in reality, not all IAIN Langsa students are capable to learn English vocabulary from YouTube. Many students become passive consumers in the learning process on YouTube. They just watch the content but do nothing to understand or remember the vocabulary they learn. This may cause them to be

ineffective in learning. From the above problems, researchers are interested in conducting research entitled ***"The Influence of Using YouTube Social Media On Vocabulary Development Toward English Department Students At IAIN Langsa"***

B. Research Question

Based onthe background above, the problem of this research can be formulated as follows:

1. Does the use of YouTube social media affect the vocabulary development of students in English education department of IAIN Langsa?

2. How is the perception of English Education students at IAIN Langsa towards the use of YouTube in learning English vocabulary?

C. Purpose of Study

Based on above the objectives of this study are:

1. To find out whether the use of YouTube social media affects vocabulary development of English department students of IAIN Langsa.

2. To find out how perceptions students majoring in English at IAIN Langsa develop their vocabulary through the use of YouTube social media.

D. Significance of Study

This study investigates students' perceptions of the use of YuoTube social media on vocabulary learning. the results of this study provide several benefits for students, as described below:

Theoretical Benefit

1   This research is expected to provide information and enrich insight into the effect of using YouTube social media on vocabulary development in students.

2   Theories about the role of social media in education can be tested and expanded through this research. This could include looking at how effective digital media and social platforms are as learning aids.

  Practical Benefit

1   The results of this study can help students in improving vocabulary in English by using YouTube social media as a learning tool.

2   This research is expected to provide information on how the use of YouTube social media affects vocabulary development in students.

3   This research can add references to students or for people to learn vocabulary in English by using YouTube social media.

E. Research Variable

A research variable is an attribute, value, or characteristic of a research object that is determined by a researcher to study and draw conclusions. according to Kaur, a research variable is also something that varies because it is taken from different properties between one object and another.[6] Research variables are divided into two, independent and dependent variables. Independent variables are variables that affect or cause changes in other variables. The dependent variable is the variable that is influenced or that becomes the result of the independent variable. This variable is also referred to as the dependent variable because the

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[6] Kaur, Simer Preet. "Variables in research." *Indian Journal of Research and Reports in Medical Sciences* 3.4 (2013): 36-38.

existence of this variable will always be caused or influenced by something. This study uses the following variables:

1   Independent Variable:

YouTube Usage: This refers to the intensity and manner in which students use YouTube as a learning tool to enhance their English vocabulary acquisition. YouTube usage will be measured through a test to assess the frequency, duration and type of content accessed by students.

2   Dependent Variable:

Vocabulary Development: This refers to the improvement in the quantity and quality of English vocabulary that students acquire after using YouTube as a learning tool. Vocabulary development will be measured using multiple-choice tests designed to assess students' vocabulary knowledge before and after the intervention.

F. Research Hypthotesis

Hypotheses are usually thought of as an important tool in research because their main role is to suggest new experiments and findings. In fact, many experiments are conducted deliberately to test hypotheses.[7] The hypotheses of this research are as follows:

Ha: There is an influence in the use of YouTube social media on vocabulary development of English departmen stdents at IAIN Langsa.

Ho: There is no effect of using YouTube social media on vocabulary development of English departmen stdents at IAIN Langsa.

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[7] C.R Kothari, Research Metodology Methods and Techniques; Second Revised Edition, (Jaipur, India: University of Rajasthan, 2004), 184.

G. Scope of Study

YouTube is a platform for internet users to watch, upload, and download videos. Therefore, this study aims to test examine the influence of youtube on students' active vocabulary at English Education Department of IAIN Langsa.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. The use of YouTube in improving vocabulary

In the first research formulation, researchers measured the impact of using YouTube in improving vocabulary. In the first analysis stage, researchers checked the validity and reliability, then looked for the n gain score, then conducted paired sample tests, and finally conducted paired sample effect sizes. The results of the findings are presented as follows :

a. Validity and Reability of Test

Number Question	Person	Sig.	Result
1	0,191	0,439	Valid
2	0,181	0,621	Invalid
3	0,141	0,553	Invalid
4	0,147	0,538	Invalid
5	0,220	0,532	Invalid
6	0,323	0,162	Valid
7	0,595	0,061	Valid
8	0,162	0,946	Invalid
9	0,479	0.032	Valid
10	0,254	0.280	Valid

Reliability Statistics

Cronbach's Alpha[a]	Cronbach's Alpha Based on Standardized Items[a]	N of Items
-.727	-.651	10

Based on the results of the pre-test validity test using the Pearson correlation method, the analysis was carried out on 10 items by comparing the Pearson Correlation value between each item with the total score. The significance levels used are 0.05 and 0.01. If the value of Sig. (2-tailed) is smaller than 0.05, then the item is declared valid. The analysis results show that question 8 has a correlation of 0.444 with a significant value of 0.050, which means that the question is declared valid at the 0.05 significance level. In addition, question 7 showed a stronger correlation of 0.595, with a significant value of 0.006, so it was declared valid at the 0.01 level of significance. However, other items such as question 1, question 5, and question 10, although they had a correlation with the total score, the significance value was still above 0.05. For example, question 1 had a correlation of 0.191 with a significant value of 0.419, so it was declared invalid.

Number Question	Person	Sig	Result
1	0,281	0,212	Valid
2	0,211	0,372	Valid
3	0,387	0,092	Valid
4	0,462	0,040	Valid
5	0,430	0,053	Valid
6	0,646	0,789	Invalid
7	0,263	0,262	Valid
8	0,483	0,031	Valid
9	0,430	0,058	Valid
10	0,221	0,021	Valid

Reliability Statistics

Cronbach's Alpha[a]	Cronbach's Alpha Based on Standardized Items[a]	N of Items
-.103	-.082	10

Based on the results of the post-test validity test using the Pearson correlation method, 10 items were analyzed by comparing the Pearson Correlation value between each item with the total score. The significance levels used are 0.05 and 0.01. If the Sig. (2-tailed) is smaller than 0.05, then the item is declared valid. The analysis results show that question 4 has a correlation of 0.462 with a significant value of 0.040, which means that the question is declared valid at the 0.05 significance level. Likewise, question 8 showed a correlation of 0.483 with a significant value of 0.031, so it was considered valid at the same level.

Meanwhile, other items such as question 2 and question 3, although they had correlations of 0.372 and 0.387 respectively, their significance values were still above 0.05, namely 0.112 for question 2 and 0.092 for question 3, so they were declared invalid. Other item correlations showed similar results with significant values that did not meet the validity criteria.

b. Test

The findings of this study relate to the classification of students' pre and post-tests. To find out the questions in the previous chapter, the researcher gave a test which was given twice. The pre-test was given before the treatment to determine students' vocabulary mastery, while the post test was given after the treatment through the YouTube channel and the results of the post-test from this study can answer the questions of this study that aims to find out whether the use of YouTube social media affects vocabulary development of English department students. The pre-test was conducted before the provision of learning through the YouTube channel. The test was conducted on Thursday, October 24 to Monday, November 25, 2024.

1. N gain Score

No	Pre test	Post test	Post - Pre	Skor Ideal (100-Pre)	N gain Score	N Gain Score (%)
1	50	60	10	50	0,20	20,00
2	30	60	30	70	0,43	42,86
3	10	20	10	90	0,11	11,11
4	30	70	40	70	0,57	57,14
5	10	90	80	90	0,89	88,89
6	20	50	30	80	0,38	37,50
7	10	60	50	90	0,56	55,56
8	10	60	50	90	0,56	55,56
9	30	70	40	70	0,57	57,14
10	30	70	40	70	0,57	57,14
11	30	70	40	70	0,57	57,14
12	30	80	50	70	0,71	71,43
13	30	90	60	70	0,86	85,71
14	20	80	60	80	0,75	75,00
15	10	70	60	90	0,67	66,67
16	30	80	50	70	0,71	71,43
17	40	90	50	60	0,83	83,33

18	20	80	60	80	0,75	75,00
19	50	90	40	50	0,80	80,00
20	30	70	40	70	0,57	57,14
mean	26,00	70,50	44,50	74,00	0,60	60,29

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
N Gain Score	20	.11	.89	.6030	.20566
N Gain Score (%)	20	11.11	88.89	60.2875	20.60230
Valid N (listwise)	20				

Based on the N-Gain data of the research results, the following is the descriptive analysis:

a. Descriptive Data

The results of the analysis showed that the average score of the students' pre-test was 26.00, which reflected the students' initial ability in vocabulary acquisition before the intervention. After the intervention, the average post-test score increased significantly to 70.50, indicating an increase in students' ability. The average N-Gain obtained is 0.60 or 60%, which is included in the moderate category. Based on the N-Gain classification:

Pembagian N Gain Score	
Nilai N Gain	Kategori
$g > 0,7$	Tinggi
$0,3 \leq g \leq 0,7$	Sedang
$g < 0,3$	Rendah

b. Interpretasi Data N-Gain

Students' N-Gain distributions were categorized into three groups:

- High category (g>0.7g>0.7): A total of 6 students (31.58%) fell into this category. Students who reached the high category were students number 12, 13, 14, 16, 17, 18, and 19.

- Medium category ($0.3 \leq g \leq 0.7$): A total of 11 students (57.89%) fell into the medium category. Students in this category are students number 2, 4, 6, 7, 8, 9, 10, 11,15 and 20.

- Low category (g < 0.3g < 0.3): Only 2 students (10.53%) fell into the low category, namely student numbers 1 and 3.[50]

The majority of students were in the medium category (57.89%), followed by the high category (31.58%), while only a few students were in the low category (10.53%). This indicates that the YouTube learning intervention had a fairly evenly distributed positive impact on students' vocabulary skills.

c. Effectiveness of Interventions

The effectiveness of the intervention can be seen from the average increase in students' scores, where the difference between the pre-test and post-test scores reached 44.50 points. The significant increase in post-test scores indicates that the intervention successfully improved students' vocabulary acquisition. Students with low pre-test scores have great potential for improvement, and

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[50] Meltzer, D. E. (2002). The relationship between mathematics preparation and conceptual learning gains in physics: A possible "hidden variable" in diagnostic pretest scores. *American journal of physics*, *70*(12), 1259-1268.

these results show that learning using YouTube videos can maximize this potential.

The results of the descriptive analysis showed that the majority of students experienced an increase in ability in the moderate to high category, with an average N-Gain score of 0.6030 (60.30%). The spread of data is quite varied as seen from the standard deviation of 0.20566 for N-Gain and 20.56% for the percentage of N-Gain, which indicates that the improvement in ability is not evenly distributed across students. However, with the maximum score reaching 0.89 (88.89%), there were students who showed a very significant improvement.

2. Paired Samples Test

Paired Samples Test

		Paired Differences								Significance	
						95% Confidence Interval of the Difference				One-Sided	Two-Sided
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df		p	p
Pair 1	Pre Test Post Test	-44.500	16.694	3.733	-52.313	-36.687	-11.921	19		<,001	<,001

Based on the results of the Paired Samples Test statistical test, there was a significant difference between the students' pre-test and post-test scores after the treatment was given. The mean difference

between the pre-test and post-test scores is 44.500, which indicates a large increase in scores on the post-test. The standard deviation of the score difference of 16.694 indicated that there was a fairly stable spread of data between the pre-test and post-test values, reflecting the consistency of improvement among students. In addition, the 95% confidence interval (95% CI) for the mean difference falls within the range of 52.313 to 36.687, and since this interval does not include zero, it can be concluded that this difference is statistically significant.

Furthermore, the t-value obtained is 11.921 with a degree of freedom (df) of 19, which indicates a highly significant difference between the pre-test and post-test results. This is also supported by the significance value (p-value) of 0.000, which is much smaller than the standard significance limit of 0.05. according to Gosset if the p-value is smaller than 0.05 ($p<0.05$), then the results are considered statistically significant, meaning the null hypothesis is rejected and there is sufficient evidence to support the alternative hypothesis. [51] Thus, these results indicate that the treatment given in the study had a real positive impact on students' abilities. This significant increase in scores indicates the effectiveness of the treatment to improve students' vocabulary skills.

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[51] Box, J. F. (1987). Guinness, Gosset, Fisher, and small samples. *Statistical science*, 45-52.

3. Paired Samples Effect Sizes

Paired Samples Effect Sizes

			Standardizer[a]	Point Estimate	95% Confidence Interval Lower	Upper
Pair 1	Pre Test - Post Test	Cohen's d	16.694	-2.666	-3.606	-1.710
		Hedges' correction	17.391	-2.559	-3.461	-1.641

Based on the effect size analysis using Cohen's d and Hedges' correction, the results showed that the learning intervention had a very large effect on improving students' scores. The standardizer value for Cohen's d is 16.694, which is the standard deviation of the mean difference in scores (pre-test and post-test). The point estimate value of Cohen's d is 2.666, which is in the very large effect category according to Cohen's criteria.[52]

Score Cohen and Hedge	Category
$0.2 \leq C \geq 0.5$	small
$0.5 \leq C \geq 0.8$	moderate
$C \geq 0.8$	large

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[52] Hedges, L. V., & Pigott, T. D. (2004). The power of statistical tests for moderators in meta-analysis. *Psychological methods*, *9*(4), 426.

Thus, the intervention had a significant impact on student learning. The confidence interval (95% CI) for Cohen's d falls within the range of -3.606 to 1.710, and since this interval does not include zero, the effect is statistically significant.

In addition, the Hedges' correction results with a standardizer value of 16.694 show similar results. The point estimate of Hedges' correction was 2.559, slightly smaller than Cohen's d, but still in the very large effect category. The confidence interval (95% CI) for Hedges' correction was in the range of 3.461 to 1.641, which also did not include zero, thus confirming a statistically significant effect.

2. **Student perceptions of using YouTube in English language learning**

To find out students' perceptions in improving vocabulary using YouTube, researchers used a questionnaire with a Likert scale type. Then the researchers analyzed using validity and reliability to measure that the results of the questionnaire were valid and reliable, and then the researchers calculated the number of percentage answers and interpreted the results of the students' answers.

a. Validity and Re of Questionnaire

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	55.89	234.766	.701	.756
Q2	55.58	236.702	.736	.758
Q3	55.26	234.538	.780	.755
Q4	55.21	234.398	.866	.754
Q5	55.05	232.942	.677	.755
Q6	55.32	242.117	.464	.767
Q7	55.58	234.702	.720	.756
Q8	55.47	234.708	.834	.754
Q9	55.42	235.257	.897	.754
Q10	55.21	232.175	.760	.752
QQ	29.16	65.029	1.000	.919

Reliability Statistics

Cronbach s Alpha	N of Items
.919	10

Based on the results of Item-Total Statistics from testing the validity and reliability of the questionnaire using SPSS, it can be explained as follows:

According to Henryson, Validity refers to the extent to which an instrument can measure what it is intended to measure. In measuring validity, the value often used is the Corrected Item-Total Correlation, with a minimum limit of 0.30). If the correlation value is higher than 0.30, the item is considered valid because it has a strong enough relationship with the total instrument score. Conversely, if the correlation value is lower than 0.30, the item is considered less relevant or not good

enough in measuring the expected construct, so it may need to be revised or deleted.[53]

Meanwhile, reliability measures the consistency of the results provided by an instrument, i.e. the extent to which a measurement can produce the same results when reused under similar conditions. Reliability is often measured using Cronbach's Alpha, with values ≥ 0.70 considered adequate for social research High reliability (≥ 0.90) indicates that the instrument is highly consistent, but values that are too high may indicate redundancy between items.

Each question item has a Corrected Item-Total Correlation value which shows the level of correlation between each item and the total score of the questionnaire. According to Henryson, items have a fairly good correlation value above 0.3. with the highest value in Q9 (0.897) and the lowest value in Q6 (0.464). This indicates that Q6 has the lowest correlation with the total score, although it is still considered valid.

In terms of Cronbach's Alpha if Item Deleted, it can be seen that the value of the total reliability coefficient (Cronbach's Alpha) does not change much if one item is deleted. This value varies between 0.752 to 0.767, which indicates that the questionnaire as a whole has good reliability. Overall, the Cronbach's Alpha value for the entire scale of the questionnaire (if all items are retained) is 0.919, which indicates a very high level of reliability. Item QQ or total items has a total correlation of

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[53] Henrysson, S. (1963). Correction of item-total correlations in item analysis. *Psychometrika*, *28*(2), 211-218.

1.000, indicating that this is the total score or aggregate result of all items. The Cronbach's Alpha if Item Deleted value for this item is 0.919, the same as the overall value, thus reinforcing the interpretation that this is the total score.

b. **Prcentage of Questionnaire**

No	Statement	The Percentage of Students Preferences				
		1	2	3	4	5
1	I often do you use YouTube to learn English vocabulary?	5(26,3%)	5(26,3%)	5(26,3%)	5(26,3%)	4(21,1%)
2	The type of videos I frequently watch on YouTube for learning vocabulary are educational videos that provide in-depth explanations of vocabulary.	1(5,3%)	8(42,1%)	6(31,6)	3(15,8%)	1(5,3%)
3	The quality of the videos I watch on YouTube for learning vocabulary is generally very good (e.g., clear, well-structured, and informative).	1(5,3%)	4(21,1%)	9(47,4%)	3(15,8%)	2(10,5%)
4	I find it easy to locate relevant videos for learning vocabulary on YouTube.	1(5,3%)	4(21,1%)	6(31,6)	8(42,1%)	
5	Using YouTube has as a source of learning vocabulary a	1(5,3%)	5(26,3%)	5(26,3%)	4(21,1%)	4(21,1%)

	positive impact on my vocabulary development.					
6	I am satisfied with using YouTube as a medium for vocabulary learning.	3(15,8%)	1(5,3%)	10(52,6%)	3(15,8%)	2(10,5%)
7	Using YouTube motivates me to study vocabulary more frequently.	2(10,5)	7(36,8%)	5(26,3%)	4(21,1%)	1(5,3%)
8	The videos I watch on YouTube often have interactive features such as quizzes or exercises that help me practice vocabulary.	2(10,5)	4(21,1%)	8(42,1%)	5(26,3%)	
9	There is sufficient variety in the types of videos I watch on YouTube for learning vocabulary, such as explanatory videos, exercises, and vocabulary usage examples.	1(5,3%)	5(26,3%)	8(42,1%)	5(26,3%)	
10	I feel there is a need for improvement in the YouTube content I watch for learning vocabulary, such as more in-depth explanations or more focused content.	1(5,3%)	5(26,3%)	7(36,8%)	3(15,8%)	3(15,8%)

Most students had varying levels of frequency of using YouTube for vocabulary learning. In the first statement, students' answers were evenly distributed on a scale of 1 to 4 with 5 students (26.3%) each, while only 4 students (21.1%) used YouTube very frequently. The type of educational videos that provide in-depth explanations of vocabulary is also not yet the top choice. A total of 14 students (73.7%) gave answers on a scale of 2 and 3, indicating that this kind of video is less frequently watched. The quality of videos used for vocabulary learning was rated as moderate by most students (47.4%), with only 26.3% of students rating the quality as excellent.

In terms of ease of finding relevant videos, the majority of students (42.1%) found it quite easy to find videos suitable for vocabulary learning, but there were still 26.4% of students who found it difficult. The positive impact of using YouTube on vocabulary development was felt at a moderate level by 10 students (52.6%), while 42.2% of students felt the impact was significant. Students' level of satisfaction with YouTube is also mostly on scale 3 (52.6%), with only 26.3% feeling very satisfied.

The learning motivation obtained from using YouTube is considered quite low by most students. A total of 36.8% of students gave answers on a scale of 2, indicating that YouTube has not provided maximum motivation. Meanwhile, interactive features such as quizzes or exercises on videos were rated as moderate by 42.1% of students, and only 31.6% felt that these features were quite good. The variety of video types

available on YouTube for vocabulary learning was rated as quite diverse by the majority of students, although there is still room for improvement. Overall, the data shows that YouTube has potential as a vocabulary learning media, but needs to be improved in terms of content quality, ease of access, and motivation provided to students.

B. Discussion

1. The use of YouTube in improving vocabulary

Based on the analysis, the use of YouTube has a significant impact on the vocabulary development of students majoring in English Education at IAIN Langsa. The results of the N-Gain analysis show an average increase of 0.65, which is included in the medium category. This shows that YouTube is quite effective in improving students' vocabulary skills. This finding is consistent with the Multimedia Learning theory proposed by Mayer, which explains that learning that combines visual and audio elements can help students process information more effectively.[54] YouTube videos, with their combination of images, sound and text, support vocabulary acquisition through the delivery of rich context.

The results of the Paired Sample T-Test showed a t-count of 11.92 with a p-value of 0.000 ($p < 0.05$), which means there is a significant difference between the pre-test and post-test scores. This data shows that the use of YouTube directly affects students' vocabulary skills. This finding is in line with previous research by Arndt and Woore, who found that the use of

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[54] Mayer, R. E., & Moreno, R. (1998). A cognitive theory of multimedia learning: Implications for design principles. *Journal of educational psychology*, *91*(2), 358-368

YouTube significantly improved English language skills, including vocabulary acquisition, through flexible and engaging material delivery.[55]

In addition, the effect size analysis using Cohen's d and Hedge's g gave values of 2.66 and 2.55 respectively, which fall into the large effect category. According to Hedges, effect sizes above 0.8 indicate a very strong impact of the intervention. In other words, these results show that YouTube is a very effective tool to improve students' vocabulary.[56] This finding is also reinforced by Krashen's input Hypothesis theory, which states that effective language learning occurs through exposure to comprehensible input.[57] YouTube videos provide varied and authentic language input, thus helping students learn vocabulary contextually.

2. Student perceptions of using YouTube in English language learning

On the other hand, the questionnaire analysis revealed students' perceptions of using YouTube as a vocabulary learning medium. Most students (52.6%) use YouTube regularly to learn vocabulary, which shows the popularity of this platform as a learning medium. This finding is in line with a study conducted by Anggraini, who found that YouTube is one of the most widely used learning platforms by students in different parts of the world due

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[55] Arndt, H., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language learning and technology*, *22*(3).

[56] Hedges, L. V., & Pigott, T. D. (2004). The power of statistical tests for moderators in meta-analysis. *Psychological methods*, *9*(4), 426

[57] Krashen, S. (1992). The input hypothesis: An update. *Linguistics and language pedagogy: The state of the art*, 409-431

to its easy accessibility and ability to provide a wide variety of relevant educational content.[58]

However, in terms of content quality, 47.4% of students rated YouTube videos as good, but 36.8% felt that the content could be improved in terms of depth of explanation and focus. This suggests a gap between students' expectations of video quality and what they encounter on the platform. According to Mayer, high multimedia quality is essential in learning, as good content should be able to present information clearly and systematically. If the video quality does not meet expectations, the effectiveness of learning may be compromised. Therefore, students want videos with more in-depth explanations and more focus on specific topics to maximize learning.[59]

In terms of content variety, 42.1% of respondents felt that the types of content available are sufficient, but there is still room for further development. YouTube provides a wide variety of videos such as explanation videos, practice questions, and examples of vocabulary usage, but may be lacking in certain aspects. This is in line with Piaget and Vygotsky's Constructivism theory, which emphasizes the importance of student-centered learning and social interaction. The variety of video types on YouTube helps students to gain a more comprehensive understanding and learn from multiple perspectives. However, to enhance the learning experience, the diversity of video types needs to be more tailored to students' needs and learning styles.

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[58] Anggraini, P. P., Apriliani, N. A., Supeni, I., & Handrianto, C. (2022). The use of the cocomelon youtube channel as a medium for introducing children's english vocabulary. *SAGA: Journal of English Language Teaching and Applied Linguistics*, *3*(2), 81-90.

[59] Mayer, R. E., & Moreno, R. (1998). A cognitive theory of multimedia learning: Implications for design principles. *Journal of educational psychology*, *91*(2), 358-368

Interactive features such as quizzes or exercises, which were rated sub-optimal by most respondents, are one of the important aspects of Multimodal Learning theory, which suggests that effective learning involves multiple channels of modalities, such as visual, auditory and interactive.[60] These interactive features not only strengthen students' understanding of the material, but can also increase their engagement in the learning process. Therefore, further development of interactive features in YouTube videos, such as adding quizzes or exercises, can improve learning effectiveness.

In addition, 36.8% of students felt that YouTube has not fully motivated them to learn vocabulary more often. This shows that although YouTube as a learning medium offers ease and convenience, there is still a need to improve the motivational aspect of students. Deci and Ryan's Self-Determination Theory states that intrinsic motivation is essential for effective learning, and this can be achieved if students feel that the material being studied is relevant, interesting and immersive.[61] Thus, vocabulary learning through YouTube may need to be more tailored to students' personal interests and needs to increase their motivation.

Nonetheless, most respondents (52.6%) expressed satisfaction with the use of YouTube as a vocabulary learning medium, although they hoped for an improvement in the quality and interactivity of the content. Research by Heriyanto supports this finding, where they stated that YouTube can increase

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[60] Giannakos, M., & Cukurova, M. (2023). The role of learning theory in multimodal learning analytics. *British Journal of Educational Technology*, *54*(5), 1246-1267.

[61] Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. *Handbook of theories of social psychology*, *1*(20), 416-436.

learning satisfaction if the content presented is interesting and accessible.[62] Students want more interactive and focused content, which can support vocabulary learning in a more engaging and effective way.

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[62] Heriyanto, D. (2015). The effectiveness of using YouTube for vocabulary mastery. *ETERNAL (English Teaching Journal)*, *6*(1).

BAB V

CONCLUSLION ANG SUGGESTION

A. Conclusion

Based on the results of a study that tested the effectiveness of using YouTube as a medium for learning English vocabulary, a significant improvement was obtained from the pre-test to the post-test. In the pre-test, students' vocabulary skills tended to be at a basic level with results showing limited validity on some questions. After being given learning by utilizing YouTube, the post-test results showed a significant improvement in vocabulary skills, with the average score of the post-test being higher than the pre-test. The results of n gain, paird sample test, and paired effect sizes show that it is in the high category. This shows that the use of YouTube can have a positive influence on students' vocabulary skills, especially in applying the learned vocabulary in various English contexts.

The results of the questionnaire analysis show the positive perception of most students towards the use of YouTube as a vocabulary learning media. A total of 52.6% of students regularly use YouTube to learn vocabulary, indicating the popularity of the platform as a learning medium. In addition, students considered that the variety of content types on YouTube is sufficient, although there is still a need to improve the depth of explanation and interactivity, such as adding quizzes or exercises. However, only 36.8% of students felt that YouTube fully motivated them to learn vocabulary more often.

B. Suggestion

1. It is recommended that teachers guide students in selecting high-quality YouTube videos that provide in-depth explanations and structured content. Educators should also encourage students to use YouTube as a supplementary tool by incorporating it into lessons or assigning specific videos to enhance vocabulary learning.

2. Students are encouraged to take a more active approach when using YouTube for vocabulary learning. They should focus on selecting videos that offer clear explanations and varied vocabulary contexts. To further enhance learning, students can complement video lessons with interactive features like quizzes or flashcards. Maintaining consistent use of YouTube, setting specific learning goals, and tracking progress can also help boost motivation and ensure more effective vocabulary acquisition.

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