

## The Impact Of Youtube Media On Efl Students' Vocabulary Acquisition

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### Abstrak

Banyak teknologi baru yang digunakan dalam lingkungan pendidikan untuk meningkatkan proses pembelajaran bahasa di dunia yang terus berubah saat ini. Youtube Media adalah platform yang memungkinkan pengguna mengunggah dan berbagi video secara online. Pemerolehan kosa kata bahasa Inggris, di sisi lain, merupakan tantangan bagi pembelajar EFL yang ingin mahir dalam bahasa tersebut. Tujuan dari makalah ini adalah untuk melihat penggunaan Media YouTube dalam meningkatkan penguasaan kosakata di kalangan mahasiswa Administrasi Publik di Provinsi Riau, Indonesia. Penelitian ini melibatkan dua puluh lima responden, sepuluh di antaranya adalah siswa laki-laki dan lima belas di antaranya adalah siswa perempuan. Perangkat lunak SPSS digunakan untuk menganalisis data. Data dari pre-test dan post-test. Temuan mengungkapkan bahwa minat siswa dalam proses belajar mengajar mempengaruhi peningkatan mereka. Terakhir, penggunaan media YouTube memberikan lebih banyak manfaat dalam penguasaan kosa kata.

**Kata Kunci:** Akuisisi Kosakata, Bahasa Inggris sebagai Bahasa Asing (EFL), YouTube Media.

### Abstract

Many new technologies are being used in educational settings to improve the language learning process in today's ever-changing world. Youtube Media is a platform that allows users to upload and share videos online. English vocabulary acquisition, on the other hand, is a challenge for EFL learners who want to be proficient in the language. The purpose of this paper was to look into the use of YouTube Media in improving vocabulary acquisition among Public Administration students in Riau Province, Indonesia. This study included twenty five respondents, ten of whom were male students and fifteen of whom were female students. SPSS software was used to analyze the data. Data from both the pre-test and post-test. The findings revealed that the students' interest in the teaching and learning process influenced their improvement. Finally, the use of YouTube media provided more benefits in vocabulary acquisition.

**Keywords:** *English as Foreign Language (EFL), Vocabulary Acquisition, YouTube Media.*

### INTRODUCTION

People nowadays want to know more than one language because it is such an important tool for communication in our daily lives. The goal of learning English is to improve students' ability to communicate in English, both orally and in writing. The acquisition of vocabulary is required to achieve the goal. The total number of words in a language is referred to as its vocabulary. Nobody can learn a language without first learning vocabulary. Based on (Fabiana Meijon Fadul, 2019) stated that a good command of the English language is also required for job opportunities. As stated by (Sofyan, 2021), many international corporations and multinational business organizations are looking for

people who are fluent in English. The same is true for local job advertisements and other types of jobs such as travel guide and media manager. English has become a foreign language in Indonesia due to increased awareness of the importance of the language. Learning a foreign language, on the other hand, is a difficult task. One factor that has contributed to learners' difficulties in learning English as a second language is a lack of vocabulary (Mumary Songbatumis, 2017). Vocabulary knowledge is essential for learners because a lack of vocabulary in a foreign language hinders successful communication (Malik et al., 2021). There are several reasons why students struggle to learn vocabulary. According to (Instruction, 2001) said that one of the most difficult aspects of vocabulary acquisition is the individual nature of expanding one's personal lexicon through personal reading. Teachers are also unsure about the best practices in vocabulary teaching and are unsure where to begin in developing an instructional emphasis for word learning (Susanto, 2017). In light of the description above, the writer wishes to solve problems and improve students' vocabulary acquisition through video, and the writer believes that using YouTube media in the English teaching learning process can benefit EFL students.

### **The Definition Of Vocabulary Acquisition**

One of the language aspects that should be learned is vocabulary. Vocabulary development is an important step in learning a foreign language. This is due to the fact that vocabulary is at the heart of foreign language acquisition, and without it, no language skills exist. According to (Ibhar et al., 2018) that Indonesian students who learn English as a foreign language in school have limited words or vocabulary, and English is a new challenge in their country because there is no support from the environment, and not everyone is able and understands the language. For example, (Aravind & Rajasekaran, 2019) mentions that The words we must know in order to communicate effectively are referred to as our vocabulary. They are listening words and speaking words (expressive vocabulary) (receptive vocabulary). This means that learners must have a strong vocabulary and an understanding of the meaning(s) of the words they use in order to express themselves and respond naturally.

There are two types of vocabulary learning: incidental learning and intentional learning. The acquisition of vocabulary through independent listening or reading activities is referred to as incidental vocabulary learning (Wang, 2019). Similarly, (Ghobain, 2020) states that The acquisition of new words from various contexts without explicit instruction is referred to as incidental vocabulary learning. This indicates that students learn vocabulary without paying close attention. In contrast, intentional vocabulary learning refers to the acquisition of vocabulary through direct conscious study (Wong et al., 2021). This indicates that learners intend to acquire vocabulary through proper instruction. Intentional vocabulary learning is defined as any activity that aims to store lexical information in the human brain as memory. This means that students will remember the words they have learned.

### **Youtube Media**

Nowadays, as the internet has become more widely available, many people regard it as one of the most powerful innovations ever devised, and for good reason. One of the main reasons for adopting internet technology is that it increases efficiency. On the other hand, it enables people to do what they were already doing but more quickly, cheaply, and easily. The internet has the potential to be used as a teaching tool in English language learning. YouTube is an example of how information technology (IT) is progressing in this globalization era. According to (Gunada, 2018) said that a website for sharing videos, YouTube offers a variety of content, including short original videos, video blogs, music videos, movie trailers, and video clips from TV shows and movies. There are numerous

types of media available on the internet that can be used in the teaching-learning process. The real benefit of YouTube, at least in terms of language learning. Simultaneously, YouTube videos allow teachers to connect students to the real-life nature of these videos. YouTube and other related learning strategies add value to the classroom (Alkathiri, 2019). The use of video technologies to demonstrate educational materials has become significantly more feasible. The use of video as media as a learning tool is beneficial to all EFL students. According to (Sakkir et al., 2020) that when using YouTube videos in their lessons, which helped students and was perceived as a useful approach to enhance their learning and an important tool, instructors must pay close attention to the opinions of their students. Additionally, because YouTube videos are entertaining, they are suitable for EFL students to learn English through. As a result, it increases the learnability and enjoyment of learning a language.

## METHOD

This research was conducted at the STIA Lancang Kuning Dumai in Riau province, Indonesia. The participants of this research were the Public Administration students. The researchers chose the class where the amounts of participants were ten males and fifteen females. This study was pre experimental research. It uses only one group of sample that pre-test ( $Y_1$ ), treatment (teaching and learning process through YouTube media ( $X_1$ ) and post-test ( $Y_2$ ). It is quantitative research. In this research is concerned to investigate the use of Youtube Media in enhancing vocabulary acquisition among Public Administration students in Riau Province, Indonesia. To collect data from the sample, the researchers used test. The researcher used two series of test; pre-test, and post-test. After the data of this research was collected, it was necessary to analyzed the data. The researchers was used SPSS software to analyze data obtained from them (pre-test and post-test).

## FINDINGS AND DISCUSSION

This section the researcher presented the results and discussion in the analysis of data collected based on the research question. The researcher used an independent t-test in SPSS to analyse data in each group.

*Is there a significant effect of YouTube media through EFL students' vocabulary acquisition in pre post-test?*

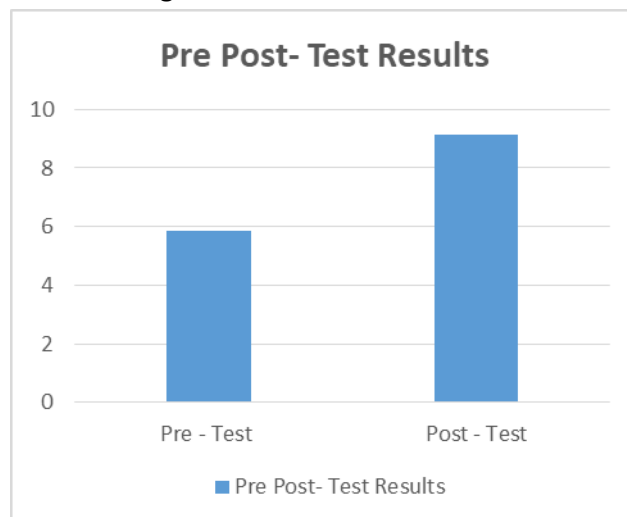
**Table 1. Pre Post – Test Results**

No	Sample	Pre- test score	Pre-test value	Post-test score	Post-test value
1	Student 1	65	6,5	100	10,0
2	Student 2	70	7,0	90	9,0
3	Student 3	25	2,5	80	8,0
4	Student 4	45	4,5	85	8,5
5	Student 5	85	8,5	95	9,5
6	Student 6	45	4,5	80	8,0
7	Student 7	70	7,0	95	9,5
8	Student 8	40	4,0	95	9,5
9	Student 9	65	6,5	100	10,0
10	Student 10	45	4,5	95	9,5

11	Student 11	75	7,5	100	10,0
12	Student 12	60	6,0	90	9,0
13	Student 13	55	5,5	80	8,0
14	Student 14	85	8,5	100	10,0
15	Student 15	30	3,0	95	9,5
16	Student 16	75	7,5	100	10,0
17	Student 17	50	5,0	100	10,0
18	Student 18	70	7,0	100	10,0
19	Student 19	50	5,0	80	8,0
20	Student 20	30	3,0	80	8,0
21	Student 21	70	7,0	90	9,0
22	Student 22	85	8,5	85	8,5
23	Student 23	60	6,0	85	8,5
24	Student 24	50	5,0	90	9,0
25	Student 25	65	6,5	95	9,5
<b>Total</b>		1465	146,5	2285	228,5
<b>Mean</b>		58,6	5,86	91,4	9,14

Based on the table 1 showed that the students who were instructed with YouTube media. It can be seen from the average value result of post-test was 9,14 with the highest average score gotten by students was 10,0.

**Figure 1. Pre Post- Test Results**



However, from the figure.1 frequency above, it can be concluded that the average score of students in pre-test was 5,86. It means that the average each students in pre-test was low than in post-test.

**Table 2. Normality Test**

		Unstandardized Residual
N		25
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	15.27118794
Most Extreme Differences	Absolute	.117
	Positive	.098
	Negative	-.117
Test Statistic		.117
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Table 2. display that the P value was 0.200 which is bigger than 0.05 it means the data was normally distributed. As the result, the data can be further analysed using independent sample test.

As previously mentioned, this study focused on the vocabulary development of EFL students at STIA Lancang Kuning Dumai. The researchers examined how pupils learn English language before conducting this study. After analyzing, the researchers found that the students were very weak even with English vocabulary problems and also many teachers find it difficult to teach English because students cannot interact in the learning process. Since the vocabulary is very important, it is complicated. If they do not master the vocabulary, of course, they will be in trouble and confused when they want to make a sentence. Students difficult to get the meaning of English text. Therefore, to overcome the problems, the researchers introduces YouTube media to investigate the use of Youtube Media in enhancing vocabulary acquisition in EFL students. Based on the result of this research, the researchers found that had improved their knowledge in vocabulary acquisition. The mean score for the in the pre-test was 58,6 before given treatment, it became 91,4 after given treatment. It indicated an improvement in their knowledge of vocabulary acquisition that had been taught. It means YouTube media on EFL students' vocabulary acquisition had given the positive impact on their vocabulary scores. The result of this study was similar to study done by (Arndt & Woore, 2018) who investigated the vocabulary learning from watching YouTube videos and reading blog posts, 84 EFL learners from various backgrounds volunteered to participate in the study online after seeing a call for participation made on social media platforms linked to the Nerdfighter1 online community. They learned vocabulary via viewing YouTube videos and reading blog articles. The main instruments used for data collection were the pre-test and post-test. According to the findings of this study, incidental vocabulary learning occurred in roughly equal amounts from reading blog posts and watching video blogs. In another study conducted by (Romadhon & Qurohman, 2017) who sought to investigate the relationship between the use of YouTube material and vocabulary understanding in mechanical engineering. The study was a classroom action research with two cycles of planning, action, observation, and reflection. Both cycles make use of learning models developed by Teaching English for ESP and aided by YouTube. According to the findings of the study, there is a significant improvement in problem-solving ability in English.

## CONCLUSION

As an outcome, the students' interest in using YouTube media indicated that they enjoyed and were interested in learning vocabulary through YouTube media. This demonstrates that the elements that affected EFL students' vocabulary learning through YouTube media were brought on by the students' enthusiasm in utilizing YouTube media. They were also shown to be more motivated to participate in English-related activities when YouTube media was used, according to earlier literature. The use of YouTube media has provided more benefits in learning English. According to the findings, the factors that influenced the EFL students' improvement were the students' interest in the teaching and learning process, which in turn increased their motivation in English learning, particularly vocabulary acquisition.

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