

# THE CORRELATION BETWEEN THE HABIT OF WATCHING ENGLISH YOUTUBE VIDEOS AND STUDENTS' VOCABULARY MASTERY IN EFL CLASS

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## **Abstract**

*This research was aimed to know the students' habit on watching English videos on YouTube, the students' vocabulary mastery, and the correlation between the habit of watching English YouTube videos and students' vocabulary mastery in EFL class. The study applied a correlational research design. The population of this research was the second grade of SMA Negeri 3 Takalar taking 36 students as a sample by using cluster random sampling technique. The instrument of this research was questionnaire to know students' habit in watching English YouTube videos and vocabulary test to know the students' vocabulary mastery. The result of this research indicates that: (1) the students' habit at the second grade of SMA Negeri 3 Takalar is in often category, (2) the students' vocabulary mastery is classified in good classification, and (3) the correlation between the habit of watching English YouTube videos and students' vocabulary mastery was positive because  $r$  calculation = 0.895 was high than value of  $r$  table = 0.329, which means that the  $H_0$  of this research was rejected and  $H_1$  was accepted. Therefore, it can be concluded that there was any significant correlation between the habit of watching English YouTube videos and students' vocabulary mastery.*

**Keywords**— Correlation, Habit, YouTube, EFL.

## **INTRODUCTION**

Vocabulary is an important component of foreign language learning. The root of the problem is that without a number of vocabulary, English learners cannot understand written texts and they cannot communicate with other people. Furthermore, Thornbury concludes that "if beginners spend a great deal of time studying grammar, they will not be able to make much progress in their language mastering," but that "mastering more vocabulary and terms will help them make greater progress, as they will be able to say little or no with grammar, but you can almost talk everything with words". Recent studies on vocabulary and its position in EFL

teaching and getting to know have focused on the various strategies' students use to learn vocabulary.

Flanigan (2015) states that one of the notions in acquiring vocabulary is that we become experts when we discover new words that we do not understand, and if we know that, we will use it. As claimed by Thornburry (2002, p. 13), "without grammar very little can be conveyed, without vocabulary, nothing can be conveyed".

Learning vocabulary is important for students, because from learning vocabulary students are able to express themselves. However, nowadays, especially in SMA Negeri 3 Takalar students, learning vocabulary becomes an obstacle in English communication because students feel bored with the learning model provided by the teacher such as discussions and lectures.

To improve students' vocabulary mastery, strategies are needed, which means that students take special actions to make learning easier, faster, and more efficient. Students can learn vocabulary with the use of learning strategies. Learning does not have to take place in a classroom, it can take place everywhere. Students also do not have to learn language directly from the teacher. They can study whenever and wherever they want.

English teacher has an important role to support and help their students practice English in class. Teachers must have an imaginative spirit to help students in learning activities in the classroom. During the process of learning English, students should be stimulated and motivated by the use of appropriate media. One of source of the media provider is by watching English Youtube videos.

Youtube videos are one of the audiovisual media through which people can watch animated pictures, reading, and also listening sounds. Alimemaj (2010, p.10) stated that "The real benefit of YouTube is that it provides real instances of ordinary English used by real people." (Ktoridou, Yiangou, & Zarpetea, 2002) also states that "using films to boost students' vocabulary acknowledgment and comprehension gives language inexperienced folks exposure to actual topic material and context, therefore the learners can develop their language skills".

The habit of students to watch English videos on YouTube could be a technique to improve their vocabulary. The habit of watching English videos on YouTube helps to learn vocabulary in the language. They should set aside time to improve their English skills by learning new vocabulary and learning a lot about English grammar. They may also have issues with structure or tough new terminology as a result of the videos they view on YouTube. They can then explore

for additional sources of information. Students will learn English vocabulary indirectly by watching English videos on YouTube.

Based on the problems above and the positive effect of watching English videos on YouTube in improving vocabulary, the researchers conducted a research the correlation between the Habit of Watching English Video on Youtube and Students' Vocabulary Mastery of SMA Negeri 3 Takalar.

## LITERATURE REVIEW

### 1. Definition of Vocabulary

One of the aspects of language that must be discovered and taught is vocabulary because vocabulary is such an important aspect of discourse, it is essential for a person or learner to master a language. According to Krashen (1995: p.155), vocabulary is essential for communication.

The understanding of vocabulary is always a crucial aspect of English. For communication purposes, it is much more than grammar, especially at the beginning of the school year, when students are encouraged to learn fundamental sentences. Students have difficulty using English if they do not have a proportional English vocabulary. Generalization (ability to define words) and application phrases can be used to assess vocabulary competence (choosing suitable usage).

Another definition given by Burns and Browman (1975: p.295) is that vocabulary can be described as a person's bank of phrases, their brilliance, or their vocation. Then they explained that words are symbols of thoughts; in order to express and transmit thoughts, one requires proficiency in the use of words; this has an impact on how one perceives the world and what one may imagine of it. Furthermore, according to Hornby (1995: p.1331), vocabulary is the complete range of phrases (together with their meanings and norms for mixing them) that make up the language. Caroline (2006: p.121) defined vocabulary as "the set of terms that a person is aware of."

Vocabulary is one of the most important components of learning a language. Failure to acquire vocabulary can lead a negative perception in communication. Therefore, a strategy is needed in learning a vocabulary, most of the strategies are vocabulary mastery so that the target language can be mastered in a short time. Vocabulary is knowledge that learns about

words, components of words that provide clues approximately the which means of the entire word.

To summarize, vocabulary is a set of words that must be learned along with their definitions in order to be used as a tool for conveying language and interpreting information in communication.

## 2. Kinds of Vocabulary

According to Red John (2000:10), a sentence contains a few phrases, and those phrases are included in the vocabulary. These phrases could be a noun, which is usually employed as a problem or an item, a verb, which can also be used as a predicate in a sentence, or an adverb.

Haycraft, as cited by Hatch & Brown (1978: p.370), divides between receptive and productive vocabulary.

- a. Receptive vocabulary is made up of words that exist in context and are easier to understand but difficult to produce precisely. Many novices understand vocabulary after seeing and understanding it in context, as well as utilizing it in speech and writing. Many terms are recognized when the learner is listening or reading but are not employed when the learner is speaking, therefore it is much more than effective vocabulary.
- b. Students' productive vocabulary consists of terms they comprehend, can pronounce correctly, and can effectively employ in speaking and writing. It includes everything needed for receptive vocabulary as well as the ability to speak and write appropriately. As a result, productive vocabulary can be handled as an active way since students can acquire the words to express their thoughts to others.

## 3. The Importance of Vocabulary

Students can improve their listening, speaking, reading, and writing skills by having a large vocabulary. Not only in the way they comprehend language, but also in the way they produce it. There's no doubting that mastering a language without learning or comprehending a certain amount of vocabulary will be difficult.

McCharty & Schmitt (1997: p.140) stated, vocabulary is required at all levels of language development. Furthermore, (Varmeer, 1992:147) claims that knowing language is the most significant aspect of obtaining knowledge and understanding. The majority of learning a new language entails acquiring new phrases. Grammatical comprehension does not imply a high level of proficiency in a language.

Vocabulary is taught for a variety of reasons: (1) because of the numerous researches on vocabulary, teaching students that vocabulary is directed to beneficial phrases can provide positive abilities practice; (2) because a teacher is confronted with pupils who have limited vocabulary. Students desire to continue their academic studies for several months in order to learn new language, and (3) students and researchers believe that vocabulary is critical to learning.

#### 4. Aspects of Vocabulary

According to Harmer (1991, p.158), "Knowledge a vocabulary involves "knowing about meaning, word use, word creation, and word grammar." This is comparable to Lado's (1957) belief that some parts of vocabulary must be understood, such as word meaning, spelling, pronunciation, word classes, and word use. This is similar to Lado's opinion (1957) that there are some aspects that have to be known in vocabulary, such are word meaning, word spelling, word pronunciation, word classes, and word use.

- a. Meaning. The meaning of the word has an impact on this, and it must be adjusted to the context. Consider the word novel. Novel words can be classified into two different word classes. If in noun or verb class, novel means reading a book. An example sentence is I have read this novel yesterday. On the other hand, the word novel can also be included in the category of adjectives or adjectives meaning "new", "different", or "unusual". An example sentence would be This is a new approach to fixing the problem.
- b. Spelling. The technique of forming phrases by arranging letters, the writing of phrases in a consistent order with the primary letters and diacritics, and the connecting of letters that make up a word or section of a phrase What is meant by spelling is the appearance of the word.
- c. Pronunciation. The way a language, a specific word, or a set of sounds is uttered is referred to as pronunciation. " pronunciation of a language is the mixing of the principal components of speech," according to Hewings (2004:3).
- d. Word classes. Word classes or elements of speech. Hatch and Brown's opinion (1995) that "the word classification based on their purposeful classes that are referred to as part of speech". Nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections are examples of parts of speech.
- e. Use. According to Nation (2001:1), " there are several approaches to draw attention to the use of words by showing quickly the grammatical pattern that corresponds to the word

(countable/uncountable, transitive/intransitive, etc.), providing several similar collocations, mentioning any rules regarding usage. words (formal, informal, rude, most simply used with children, and so on), and provide a widely known opposite or well-known word that describes the organization.

## 5. Teaching and Learning Vocabulary

One of the least important teacher responsibilities is teaching vocabulary, yet it is critical to understand learner strategies. According to Schmitt and McCharty (1997: p.208), there are four types of vocabulary learning strategies:

### a. Discovery Strategies

When novices don't understand words, they should try to figure out what they mean by guessing from the language's structure, assuming from the L1 cognate, assuming from context, assuming from reference material, or assuming from others.

### b. Social Strategies

The social strategy of asking someone who is aware of is the second way to learn something that meanings.

### c. Memory Strategies

The majority of memory tactics involve linking the word to be remembered with a few earlier pieces of information from pupils, as well as employing a few different shapes of pictures or grouping. That image/imagination, similar and unrelated words, groupings, and other techniques are used on this level.

### d. Cognitive Strategies

Brown and Payne divide the process of learning vocabulary into five steps: (1) obtaining sources for encountering new phrases; (2) obtaining a clear impression of the new words' shapes, either visually or auditorily, or both; (3) understanding the phrases' meanings; (4) forming a strong cognitive relationship between the paperwork and the phrases' meanings, and (5) employing phrases.

## 6. Definition of Habit

Prayitno (2004: 19) says that habit is behavior that tends to usually be displayed by individuals in dealing with certain instances or whilst in certain occasions, behavior appear in real conduct such as greeting, smiling, or unreal including thinking, feeling and feeling. behave. Attitudes and behavior in everyday existence, such as in social relationships, following guidelines, reading and attitudes and habits in dealing with positive situations such as falling

sick, facing exams, meeting teachers or parents and when having something horrifying and so forth.

Furthermore, Sumadi (Muhyono, 2001: 12) states that habits can be interpreted as things that are done repeatedly, so that in doing so without the need for thought. For example, people who usually study at dawn, will do it every day without so requiring full thought and concentration. In connection with this, Burghardt (Syah, 2010: 116) says that habit is the process of reducing the response tendency by using repeated stimulation, so that a new pattern of behavior that is relatively permanent and automatic appears. The reason of the conduct described bureaucracy students' habits in shaping college students' social behavior at faculty especially and makes behavior of each day lifestyles activities, private life together with: playing habits, behavior in magnificence, consuming, consuming, napping, praying, praying, studying, following policies or regulations, norms and different activities.

According to Covey 1997:21, habit is something that is carried out considerably but is carried out slowly, time and again, and constantly. Habit is defined as a pattern of behavior that develops over time by repeated repetition or mental exposure and manifests itself in regularity or a high level of performance capability.

## 7. The Habit's Factor

A habit is a repetitive or behavior-based activity that people engage in on a regular basis. It may persuade participants to continue participating in the activity because they enjoy it. According to Verplanken (2010), the following elements influence a person's habit:

### a. The frequency

Frequency is the number of times something happens in a particular amount of time or the reality of something occurring on a regular basis or over a wide range of times. If a person visits to the grocery shop twice a week, for example, her purchasing frequency is twice a week.

### b. Repetition

Saying or writing something a second time after it has already been stated or written. The act of doing or pronouncing something again and over again is known as repetition.

### c. Behavior

Individual phenomena are defined as observable, quantifiable motion of some component of the frame through space and time. According to the definitions above, the researchers

believe that a habit can form when a person does something frequently, in the pursuit of a pastime, and the end result of the students' actions is satisfaction.

#### 8. Definition of Media

One manner to support teaching and gaining knowledge of English is by way of using media. According to Usman and Asnawir (2002) media is described as tool to peer, pay attention, communicate, and examine used in teaching getting to know process and it is able to affect the effectiveness of instructional application. Additionally, Sudjana and Rifai (2000) said that media is something used to assist trainer in teaching studying system. Those can be inferred that media is tool to convey message extra concrete and additionally inspire the students in learning English.

#### 9. Definition of Youtube Videos

In recent times, as the internet turns into extra on hand, it is seen through many as one of the most powerful improvements ever invented, and with appropriate reason. one of the reasons it is continually endorsed to adopt internet technology is that it results in efficiency gains. In different words, it facilitates people do what they already do, but faster, less expensive, or less complicated.

Youtube is a website where users are capable of add and share any motion pictures, Kesley (2010). It is not important for people to sign up; even unregistered users can watch the videos free of charge. meanwhile, Dowse (2009) argues that Youtube website gives a huge kind of content appropriate for English teaching and it need to be efficaciously manipulated with the aid of the teachers inside the language classroom.

There are various types of media that may be used within the teaching and studying technique. One of them is known as YouTube. Youtube is a totally famous internet video sharing website that allows each person to keep videos for viewing both privately or publicly. Youtube offers an area to share videos among friends and circle of relatives. There are many types of videos including entertainment, education, advertising, etc.

The benefits we get from YouTube, at least from the standpoint of language learning, are that it provides actual examples of English being used by people. YouTube movies, on the other hand, allow educators to connect pupils to the real-life nature of the videos. Students might be assisted in exploring the sector of opportunities for learning English online by providing context for this little movie.



In general, video refers to the electronic age of photographing, recording, processing, storing, transmitting, and reconstructing a series of still images that represent a moving scene. Video is an excellent tool to use in the classroom, and there are several ways to use it to produce engaging and memorable classes with high-level language production. It's becoming a lot easier to use video production to teach academic concepts.

## **METHODS**

### **1. Research Design**

The researchers applied a correlational research design. Gays et al. (2006) argues, correlation research entails gathering data to establish if and to what extent, there is a relationship between two or more measurable variables. It provides a numerical estimate of how two or more variables are related (Cresswell, 2003). The purpose of this study is to analyze the correlation between the habit of watching English Youtube Videos and students' vocabulary mastery.

### **2. Research Site**

This research started in 3rd February 2022. There are two rounds of collecting the data process. The first was distributed the questionnaire and second round was distributed the vocabulary test. The participants of this research are students in Class 11 MIPA 1 of SMA Negeri 3 Takalar. Research Instruments: this research used two instruments to obtain and collect data. These instruments are questionnaire and vocabulary test. Especially for this article, the instrument that is served is questionnaire which is important to obtain rational and to provide answers to the first research question listed in the research question.

### **3. Data Analysis**

After collecting the data, the researchers analyzed the data using the following steps:

#### **a. Analyzing the Questionnaire**

The researchers choose the scale column and the point based on the scale as an indication of strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). The questionnaire consists of 10 items of statements.

#### **b. Analyzing the Vocabulary Test**

The researchers used vocabulary test which consisted of 50 items in form of 20 items in multiple choice, 10 items suitable words, 10 items in match the English words into

Indonesian translate, and 1 reading simple text. The researchers analyzed the students' knowledge about those vocabulary by giving the vocabulary test.

- c. Calculating the correlation between the habit of watching English YouTube videos and students' vocabulary mastery

To analyzed the correlation between the habit of watching English Youtube videos and students' vocabulary mastery, the researchers used correlation analysis in SPSS.

## FINDINGS

The findings present the answer of the research questions: 1. What is the students' habit on watching English videos on YouTube, 2. What is the students' vocabulary mastery, and 3. Is there any correlation between students' habit on watching English video on YouTube with their vocabulary mastery in SMA Negeri 3 Takalar. The description of findings is in the following lines.

### 1. Students' Habit in Watching English Youtube Videos

Students' habit in watching English YouTube videos were found through the questionnaire which given to 36 students of the second grade XI Mia 1 of SMA Negeri 3 Takalar who became the research respondents. The students' habit in watching English YouTube videos are provided in frequency and percentage as in the following table.

Table 1. Questionnaire Results

Categorization	Interval	Frequency	Percentage
Very often	42-50	3	8.3%
Often	34-41	17	47.2%
Undecided	26-33	11	30.6%
Sometimes	18-25	4	11.1%
Never	10-17	1	2.8%
Total		36	100

Based on the description in the table, it can be explained that there were 17 students (47.2%), 11 students (30.6%) in the undecided category, 4 students (11.1%) in the sometimes category, 3 students (8.3%) in the very often category, and 1 student (2.8%) in the never category. It means that the students' habit in watching English YouTube videos on YouTube is mostly classified in often category with frequency 17 students and percentage 47.2%.

## 2. The Students' Vocabulary Mastery

The vocabulary test score of the students of SMA Negeri 3 Takalar based on the result of the test was classified into good classification. It means most of the students achieved the current vocabulary mastery from watching English YouTube videos. The complete data on students' vocabulary test scores can be seen in the following table:

Table 2. Vocabulary Mastery

Categorization	Interval	Frequency	Percentage
Very good	90-100	7	19.4%
Good	70-89	24	66.7%
Fair	50-69	5	13.9%
Poor	30-49	0	0%
Very poor	10-29	0	0%
Total		36	100

Table shows that the score in vocabulary mastery, there were 7 students (19.4%) who got the very good score, 24 students (66.7%) got a good score, 5 students (13.9%) got a fair score, there was none of the students got poor and very poor score.

## 3. The correlation between the habit of watching English YouTube videos and students' vocabulary mastery

The correlation between the habit of watching English YouTube videos and students' vocabulary mastery was positive because  $r$  calculation was high than value of  $r$  table ( $0.895 > 0.329$ ). The result showed that hypothesis  $H_1$  was accepted and  $H_0$  was rejected. It means that there was any significant correlation between the habit of watching English YouTube videos and students' vocabulary mastery at the second grade of SMA Negeri 3 Takalar.

## Discussions

This section presents a further explanation of the previous research findings, namely the result of: (1) what is the students' habit on watching English videos on YouTube, (2) what is the students' vocabulary mastery, and (3) is there any correlation between students' habit on watching English video on YouTube with their vocabulary mastery in SMA Negeri 3 Takalar.

### 1. Students' habit in watching English YouTube videos

Based on the calculated data in the research findings, generally the students were in often category for watching English YouTube videos. Watching English YouTube videos is kind of entertainment. Watching English YouTube videos is a technique for providing material based on our audio and visual intelligences. As a result of these benefits, watching English YouTube videos can be a manner of increasing vocabulary.

Furthermore, Sumadi (Muhyono, 2001: 12) states that habits can be interpreted as things that are done repeatedly, so that in doing so without the need for thought. For example, people who usually study at dawn, will do it every day without so requiring full thought and concentration. In connection with this, Burghardt (Syah, 2010: 116) says that habit is the process of reducing the response tendency by using repeated stimulation, so that a new pattern of behavior that is relatively permanent and automatic appears. According to Covey 1997:21, habit is something that is carried out considerably but is carried out slowly, time and again, and constantly. Habit is defined as a pattern of behavior that develops over time by repeated repetition or mental exposure and manifests itself in regularity or a high level of performance capability. A habit is a repetitive or behavior-based activity that people engage in on a regular basis. Someone's habit can develop if they do something repeatedly for a long period of time.

Therefore, the most students enjoyed to watching English YouTube videos as their way to learn English. The habit of watching English YouTube videos provides an opportunity to learn language about vocabulary. When they get used to watching they have more opportunities to acquire new vocabulary. They will also encounter problems with structure, difficult new vocabulary, based on native speaker dialogue. Then, they can look for other references. Students will learn about English vocabulary by watching English videos on YouTube.

## 2. The students' vocabulary mastery

Based on the calculated data of the research findings, generally the score of students' vocabulary mastery was in a good category. The results of the test based on vocabulary aspects such as meaning, pronunciation, word classes, and use got good results. With a lot of vocabulary, it can help students maximize their English learning during the learning process.

Vocabulary is one of the most important parts. Failure to acquire vocabulary can lead to negative perceptions in communication. Therefore, a strategy is needed in learning a vocabulary, most of the strategies are vocabulary mastery so that the target language can be

mastered in a short time. Vocabulary is knowledge that learns about words, components of words that provide clues approximately the which means of the entire word.

Most of the students achieved the current vocabulary mastery from watching English YouTube videos. This result pointed that students enjoy watching English YouTube videos, so their score was good.

### 3. Correlation between the habit of watching English YouTube videos and students' vocabulary mastery

Based on the research findings, the correlation those two variables showed a positive correlation which means that  $H_0$  is rejected and  $H_1$  is accepted. This current research had similar with others which were found by Suci (2017). This research found that there is a positive correlation between students' habit in watching English movie and their vocabulary mastery. Therefore, it can be considered that when students often watching English YouTube videos, they can get a lot of vocabulary. So, it strongly affects their English learning achievement to be better.

## CONCLUSIONS

Based on the result of data analysis, research findings, and discussion in the previous chapter, then the researchers put the following conclusions:

1. The result of this research showed that the students' habit at the second grade of SMA Negeri 3 Takalar is in often category.
2. The result of the students' vocabulary mastery is classified in good classification.
3. The result of this research showed that the correlation between the habit of watching English YouTube videos and students' vocabulary mastery was positive because  $r$  calculation was high than value of  $r$  table ( $0.895 > 0.329$ ). The result showed that hypothesis  $H_1$  was accepted and  $H_0$  was rejected. It means that there was any significant correlation between the habit of watching English YouTube videos and students' vocabulary mastery at the second grade of SMA Negeri 3 Takalar.

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