USING YOUTUBE VIDEOS BY ENGLISH WITH LET'S TALK-FREE ENGLISH LESSONS CHANNEL IN IMPROVING THE EFL STUDENTS' VOCABULARY MASTERY IN FIRST GRADE OF SMP NEGERI 2 MANGARABOMBANG TAKALAR

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Abstract

This research aims at finding out whether or not using YouTube videos in English with the let's talk-free English lessons channel in improving the EFL students' vocabulary mastery in first grade of SMP Negeri 2 Mangarabombang Takalar. This study uses a quantitative method with a pre-experimental research design, where the sample is class VII A, with Twenty-three (23) students, and uses simple random sampling. The instrument used is a test (posttest and pretest) which has the purpose to obtain data for the study. The results of the data analysis showed that by watching YouTube videos students' vocabulary mastery improved. It can be proven by the t-test value was lower than P ($0.000 < 0.05$) which means (H0) of this research was rejected and (H1) was accepted. in addition, it is concluded that using YouTube video in English with let's talk-free English lessons channel can develop the vocabulary mastery of the first-grade students of SMP Negeri 2 Mangarabombang Takalar.

Keywords — Vocabulary, watching, YouTube, videos.

INTRODUCTION

The use of social media has grown significantly in the global era. This would be evidenced by the prevalence of gadgets among students who are constantly connected to the internet. Students prefer to find information that is factual or audiovisual. The presence of the internet is currently growing rapidly, not only from the side of ordinary users but also from the business side or as a platform to support marketing activities.

By using the internet, we can access services or sites online anywhere and anytime, there are various online services on offer but the most popular today is social media. In simple terms, social media is a website or service that makes it possible for users to access and take part in

the creation, going to comment, and distribution of content in various formats including text, images, audio, or video.

With social media, users can build conversations, even communities, because social media also makes it easier to meet several or many people with the same interests. The services include social media it might be easy to immediately mention some popular brands such as Facebook, Twitter, Instagram, YouTube, or Pinterest. According to Data Report January 2021, Indonesia has 202.6 million internet users, a 27 million or 16 percent increase over the previous year (Dahono, 2021).

The advantage of media in students' educational process, first is to make students' attention more focused on the material when learning so that the enthusiasm for learning is even higher. Second, the teaching material is more obvious as a result, the purpose of the teaching and learning process can be met, and students can effectively master the material. Third, students do many activities while studying because students do not only listen to the material given by the teacher but students have other activities such as observing, practising something, and many others. Based on Sudjana and Rivai, it can be concluded that the benefits (usability) of the media in learning are to be able to focus teaching and learning activities more effectively. So that students become more enthusiastic and enthusiastic in participating in the process of learning activities, and in the end, the initial learning objectives are expected to be achieved properly.

YouTube is a media website that is used to share videos online. YouTube is very popular among internet users all over the world. The goal of using YouTube as a teaching method is to create an environment of the teaching process that develops student interest in participating in the learning process from start to finish, as well as good communication and interaction. There are many learning videos on YouTube, so teachers can choose and use them for interesting learning activities. YouTube can be used as a learning medium and can be used anytime without limits. Students can open the YouTube link if they do not know the material. YouTube can be used by various groups, from young people, and children to adults.

Related to the previous study, this current study shows the novelty of this research by using and focusing on the channel learn English with let's talk-free English lessons. Let's Talk is an easy-to-use English learning program that combines audio and video lessons. This channel aims to make learning easier by utilizing modern pedagogical principles and cutting-edge web technologies. As a result, the channel's tagline is "Fluent English with Neutral Accent." YouTube

videos on learning this channel provide a brief video with a variety of topics and discussion of English lessons that can help in learning English. Such as vocabulary, grammar, pronunciation and also a conversation for daily life. The videos displayed on this channel, which now has nearly 6 million subscribers, are also professionally and maturely produced which are good sources for learning. We can access it for free and select which videos are suitable for students' English learning needs.

LITERATURE REVIEW

1. Vocabulary

Hornby (1984), vocabulary cannot be divided into the four language skills reading, writing, listening, and speaking. Vocabulary is an important part of learning a different language, and students must accomplish word by word to increase their vocabulary. Additionally, Jackson (2003) as cited in Sujayanti (2017) The stock of words in a language, or that an individual knows or uses, or that is associated with a specific activity, is referred to as vocabulary. The words we teach in the foreign language are referred to as vocabulary. From the definitions of vocabulary given above, vocabulary is the fundamental element of language that someone needs to learn to communicate effectively with others. Furthermore, based on all definitions, the study found that an individual knows or uses to effectively communicate.

Vocabulary is an important skill that must be known by students. It has many kinds according to some experts. Harmer (1991) as cited in Elmahdi & Hezam (2020) divided into two, namely active vocabulary and passive vocabulary. Another opinion comes from Kasim (2011) explained everyone has three kinds of vocabulary: active, reserve, and passive.

Vocabulary mastery implies that students have a thorough understanding of vocabulary, including their meaning, form, and application in the context of communication. Vocabulary mastery itself is closely related to the potential of the learner in acquiring the vocabulary. It is presented as the first element of the language that students learn before the other elements. Vocabulary mastery is essential for mastering all language skills, including speaking, reading, listening, and writing. A great skill or knowledge of something can be defined as mastery. According to Bromley (2007), mastery is the student's ability to inculcate the essence of the given lesson as a whole. It means that mastery is the possession of skill, ability, and technique in conducting a certain activity. Furthermore, according to Hornby (1995), mastery is

comprehensive knowledge or skill. By this definition, mastery means completeness of the great knowledge or skill that allows a person to master a specific subject.

Based on the definition above, Vocabulary mastery is one component of mastering English as a foreign language at the elementary, intermediate, and advanced levels, according to the definition above. Vocabulary is an essential component of mastery in learning the four language skills (listening, speaking, reading, and writing). It means that students can understand and use vocabulary, not just knowing the words but also their meanings.

Harmer (1993) in Elmahdi & Hezam (2020) there are four aspects of vocabulary that students want to understand. The four aspects are means, word use, word formation, and word grammar. Word meaning, spelling, pronunciation, and word classes are some of the aspects of vocabulary that should be recognized.

Vocabulary is important in all aspects of English language proficiency, including listening, reading, speaking, and writing. Vocabulary knowledge has a significant impact on English language skills. Language skills such as reading and speaking rely on vocabulary knowledge. This means that the ability to read and speak a language is closely related to vocabulary mastery. English proficiency in listening, reading, speaking, and writing is inextricably linked to vocabulary. It is obvious how crucial vocabulary is to English proficiency.

Alqahtani (2015) is a word-based language, teaching vocabulary is an important aspect of learning it. Without words, it is nearly impossible to learn a language. People communicate using words as well. According to recent research, teaching vocabulary may be difficult because several teachers are unclear about the best practices in vocabulary teaching and, at times, do not know where to begin to form initiatives aimed at vocabulary knowledge. According to Walters (2004), either teachers or students agree that vocabulary acquisition is a critical component of teaching vocabulary. A good teacher might also arm himself or herself with a variety of current methods. Teachers must be innovative and understand the material for students to understand and be interested. Teachers should be aware of the characteristics of their students.

2. YouTube

According to Budiargo (2015), YouTube is an online video platform that allows users to search, view, and share original videos from all over the world via the internet. While Baskoro (2009), as cited in Tumanggor (2021), YouTube is a digital media site (video) that can be

downloaded, uploaded, and shared throughout the country. YouTube is a popular and popular social media site among citizens. Residents use YouTube to view the latest news, find information, and even for entertainment purposes such as watching movies, listening to music, or watching a variety of tutorials. According to Sianipar (2013) in Tutiasri & Febriyanti (2021), YouTube is a database that contains famous video content on social media as well as a provider of various helpful information.

YouTube has an exclusive function for searching for videos or viewing information videos. YouTube was being used as a medium of learning for international students studying. It is used as a medium for interactive learning between teachers and students. Where they can learn lesson tutorials that their teachers have uploaded. It is also possible to study long distances and facilitate online learning, especially at school in today's digital age. There are so many types of videos that we can get on YouTube, this website is perfect for those of you who are looking for news, news, and entertainment in the form of videos.

METHODS

This study used a pre-experimental (one group pre-test post-test) research design. Gay (2006) describes the research design of the One Group Pretest-Posttest method. The researcher's research instrument in this study was a test. Multiple-choice and fill-in-the-blank questions were used in the exam. It includes a pre-test and a post-test with 50 items (15 multiple choices 15 fill-in-the-blanks, 10 matchings, and 10 sentence completions) to assess the students' vocabulary. The test is given twice; the pretest could be given to students at the first meeting or before treatment. It aims to measure the level of students' vocabulary knowledge and the usage of methods previous to date. The posttest was given to students at the final meeting or after being given treatment. It aims to peer the achievement or failure of this study.

RESULTS

The purpose of this study is to determine the effectiveness of using YouTube to teach English in improving students' vocabulary at SMP Negeri 2 Mangarabombang's first grade. The data from the pretest and post-test will be formulated in the same manner as described in chapter 3 to determine the percentages, classification score, and scoring test of the students' vocabulary. The findings of this study are as follows:

1. The Mean Score and Standard Deviation of Student's pretest and posttest

Table 1. The means score and standard deviation of the students' pre- test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	59.4783	23	12.10886	2.52487
	Post-test	85.7391	23	5.76208	1.20148

From the Table 1 indicated that there was a significant increase before and after implementation of YouTube video. Table 4.1 also shows that the improvement of mean score is (59.4783-85.7391). The average post-test score is classified as good, with a mean score of 85.7391, and a standard deviation of 5.76208. It can be seen that after the treatment, the students' vocabulary increased.

2. The Frequency and Rate Percentage of the Student's pretest and posttest Score

Students' scores on the pre-test and post-test are classified into five categories, which are very good, good, average, and poor scores. The classification of the students' scores is presented below:

Table 2. The frequency and rate percentage of the student's pre-test and post-test score

No.	Classification	Score	Pre-Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1.	Very Good	93-100	0	0	4	17.4%
2.	Good	84-92	0	0	13	56.5%
3.	Average	75-83	3	13.04%	6	26.1%
4	Poor	<75	20	86.96%	0	0
	N			23		

Table 2 shows that the majority of students obtained the poor category (86.96%) while three students 13.04% were in the average category in pretest. In addition, after given treatment the data shows that half of the students are in good category (56.5%) while four students are in very good category and the remaining six (26.1%) students are in the average category. It means that there is a significant improvement from pretest to posttest.

3. Gain Score

After analyzing the value of the students' pretest and post-test scores, the researcher calculated the gain score of students' vocabularies. The purpose of gain score is to find out the different values of the pretest and posttest. It shows the improvement of students' vocabulary after being given treatment.

Table 3. N-gain score & N-gain score percent

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
N-GAIN SCORE	23	.48	.80	.6561	.07964
N-GAIN SCORE PERCENT	23	47.83	80.00	65.6131	7.96354
Valid N (listwise)	23				

Based on the table 3 shows that the average value of the n-gain score is 0.6561 which means it is included in the medium criteria. While the mean n-gain percentage is 65.6131 indicating that watching YouTube videos is it is quite effective in increasing students' vocabulary.

4. Hypothesis Testing

Table 4. The t-test of pretest and post-test

Paired Samples Test								
		Paired Differences						Sig. (2-tailed)
					95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df
Pair 1	PRETEST & POST-TEST	-26.26087	7.72962	1.61174	-29.60341	-22.91833	-16.294	22	.000

Based on the Table 4 above shows that the column t test is -16.294 < 0,05 which is means HI was accepted and H0 is rejected. From these data, it is possible to used YouTube video to improve students' vocabulary.

DISCUSSIONS

Based on the results of this study there is a similarity with Ismawati (2020) that found YouTube videos can enrich students' vocabulary and were effective in grade 5 SD Negeri Sanggrahan Surakarta. In the first post-test and increased to 74.78 in the second post-test. The results prove that teaching vocabulary by using YouTube videos can enrich students' vocabulary.

Furthermore, Aini (2021) concluded using a YouTube video on recount text was better than students who were not taught by using a YouTube video recount text. Previous studies found that using YouTube videos improves students' skills.

In line with Despiati's research (2021) which shows an improvement in student's vocabulary using YouTube using action research with the title optimizing the use of YouTube channel to improve student's speaking ability during online learning, the result for data shows that t-count $\geq$ t-table (5.36 $\geq$ 2.0). That is, the null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted.

Be accordance with the research above, this study also found that the use of YouTube videos could increase the vocabulary of the students. This study shows that watching YouTube videos improves students' words and has a significant effect. The procedures performed in data collection are pre-test, treatment, and post-test. Students are given a pre-test as a first step to determine the level of student's ability before doing the treatment, after that, they take care to improve student's vocabulary mastery by watching YouTube videos. And the last is a post-test to find out whether students experience changes after doing the treatment and to see the effectiveness of using YouTube as a medium for learning English. In the pretest and posttest data that have been analyzed that the average value and standard deviation show that the post test data are higher than the pretest data, which means that there is an increase in student scores after doing the treatment by watching YouTube videos. In addition, the frequency and percentage also increased after doing the treatment, it showed that students' knowledge of vocabulary increased compared to before.

From the explanation above, it can be said that the use of YouTube videos can be used as a method of learning English, especially in the process of developing vocabulary. Besides this technique being quite common and easy to use by students, students also become more active and enjoy learning because they watch and hear an explanation. The use of YouTube videos has a significant influence on the development of students' vocabulary, from the results of the data analysis.

CONCLUSIONS

Based on the results of the vocabulary mastery test given to first- grade students at SMP Negeri 2 Mangarabombang, it can be concluded that there was the development of English vocabulary mastery was taught through watching YouTube videos by with let's talk-free English

lesson channel. The researcher analyzed the data consisting of the result of the pre-test and post- test. The data consisted of the result of the pre-test and post-test. This result proved that this method was effective to improve the students' vocabulary. The use of YouTube videos in teaching vocabulary can improve the students' vocabulary because at the time before and after the treatment has a different result. A comparison of students' pretest and posttest results showed an increase in vocabulary after treatment by watching YouTube videos.

The result pretest students scored 59.4783 and the post-test students scored 85.7391. Meanwhile, there is a statistically significant difference due to the value of Sig (2-tailed) < P or (0.000 < 0.05). So, it can be concluded that watching YouTube videos there was develop students' vocabulary mastery in the first grade of SMP Negeri 2 Mangarabombang.

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