USING ISLAMIC VIDEOS ON YOUTUBE TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS' ENGLISH VOCABULARY MASTERY

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Abstract

This research aims to discover whether applying Islamic videos on YouTube might increase junior high school students' English vocabulary mastery. This research used a pre-experimental method with a one-group pre-test and post-test design and a questionnaire. The study population was 40 grade 8 students at SMP IT Nurul Fikri Makassar, South Sulawesi, in the 2021–2022 academic year. The respondents were recruited using a random sampling technique. The research instruments were a vocabulary test administered as a post-test and a pre-test, and a questionnaire. In analyzing the data, descriptive statistics was used. The post-test mean score was 84.5455; which shows that the post-test mean score was more significant than the pre-test mean score (68.6364). Of the percentage of students' perceptions while using Islamic videos on YouTube, 85% answered yes, and only 15% answered no. Furthermore, the value of this study (0.001) was lower than the alpha level (0.05). These mean that H1 is accepted and H0 is rejected. Consequently, Islamic videos on YouTube could be used as medium to improve the students' English vocabulary mastery in grade 8 of SMP IT Nurul Fikri Makassar.

Keywords: Islamic videos, vocabulary mastery, YouTube.

INTRODUCTION

Language is immensely complex, and numerous factors affect how it is learned. Schmitt (2010) states that technology can facilitate language learning. There are always technological innovations made by one generation to the next; every innovation is created to provide positive benefits for human life.

Undeniably, technology has provided many conveniences and new ways of carrying out human activities during the pandemic that has occurred for approximately two years, changing some of our behaviors and thought patterns.

Then various kinds of innovation and creativity are created daily, especially in the academic world. Many technological products are used to improve students' English vocabulary and build their skills. Another way is using technology in the form of video games, using online sites for learning, or watching drama series or movies (Cetinkaya, 2011).

The revolution of social networks is changing fast; social networking sites are now not only revolutionizing how we interact with each other, but it is also possible to provide other online experiences. If we usually use this platform only in our spare time, now students are starting to turn to social networks to provide new experiences in teaching and learning activities. Not only is it used for learning together, but it can also be used to establish relationships with the industries they are interested in, which is very helpful for entering the world of work in the future.

LITERATURE REVIEW

Some websites are created for sharing videos; one is YouTube, and it is easier for the owner to create an account and then make a video permanent so anyone can access it.

1. Vocabulary

Vocabulary is the core component of all aspects of language competence. A learner's vocabulary mastery can dramatically affect his or her ability to learn a language, especially in reading skills (Nurdini, 2017). According to Carthy (1990), "In the vocabulary of a language like English, all words are of equal status, or some words are more central to language use than others." With vocabulary, someone can write their thoughts in beautiful language with connected words.

2. Youtube

There are many sites in this area where people play videos or look for trending topics. One familiar online site to share the video is YouTube. This medium has become the largest and most highly visited online video-sharing service, and interest in the educational use of YouTube has become apparent.

3. Motivation

According to Harmer (2007), motivation is an internal force that arouses someone to perform something to reach a desired goal. Moreover, motivation is believed to include three elements: effort, desire, and positive effect.

4. Words

One definition of the word is that small parts of phonemes can be spelled differently and have objective meanings. In other words, it is a letter between spaces in the sentence.

METHODS

1. Research Design

In conducting this research, we, the researchers applied a pre-experimental design in which we used a pre-test and post-test design with one group of students, and applied a series of treatments. We conducted the treatments to determine the effectiveness of using Islamic videos on YouTube. After conducting the treatments, we administered the post-test, and compared and calculated the results.

After administering the post-test, we sought the students' perceptions of the treatments using a questionnaire, which was based on Syarifuddin's (2022) work. The questionnaire consisted of ten yes-or-no questions that the students had to answer. The students' answers were then calculated based on the score classification in the following table.

Table 1. Students' Score Classification

SCORE	CLASSIFICATION
90-100	EXCELLENT
75-89	GOOD
61-74	FAIR
51-60	LESS
X<50	POOR

(Depdiknas, 2015)

2. Time and Setting

The site of this research was an Islamic junior high school called SMP Islam Terpadu Darul Fikri Makassar. In the Indonesian education system, a junior high school is a formal education institution that teaches teenage students at grades seven, eight, and nine. SMP Islam Terpadu Darul Fikri is located at Jl. Meranti, Pandang, Panakkukang, Makassar, Sulawesi Selatan. The study was conducted at the school from June to July 2022.

3. Population and Sample

The population of this research was the grade eight students at SMP Islam Terpadu Darul Fikri Makassar. A total of forty students from the two grade eight classes (A and B) were

selected as the sample of the study. They consisted of twenty students from class A and twenty students from class B both of whom were chosen using a random sampling technique.

4.   Variables and Operational Definition

There are two variables in this experimental research. The first variable is the independent variable, which is the students' perceptions of the use of Islamic videos on YouTube. The videos are the teaching aid that are used to help students increase their vocabulary mastery. The second variable was the dependent variable, which refers to the student's vocabulary achievements gained after being taught using Islamic videos on YouTube.

5.   Instruments of The Research

In this study, we used a vocabulary test and a questionnaire as the research instruments. We gave the students the test twice, first at the beginning of the research (as a pre-test) and then at the end of the research (as a post-test). We used this test to determine whether or not the students' vocabulary mastery improved after being given the treatments. We then used the questionnaire to measure the students' perceptions of the use of Islamic videos on YouTube to improve their vocabulary mastery.

6.   Techniques of Data Analysis

The data were collected from June 25, 2022, until May 02, 2022. As stated above, we conducted the data collection in two stages: at the beginning of the research and at the end of it. The data collection instruments were a pre-test, a post-test, and a questionnaire.

7.   Data Analysis

We used the Statistical Product and Service Solution 25 (SPSS 25) software to calculate the research findings. We analyzed the students' perceptions using the questionnaire by calculating the mean score of each question and then classifying it according to the mean score range.

RESULTS

Before we gave the test, we conducted an observation of the class teacher's activities. This was done to measure the learning environment and culture of learning at the school. It is important to note that, at this school, students are required to speak English and Arabic during school hours, and are not allowed to access the media such as a phone or a computer. They are only allowed to use these during the learning process or when they need to communicate with their parents.

We talked to the teacher about the students' situation before giving them the test. The conversation was conducted to gain information about students' age, habits, and learning culture. We were aware that some of the students have high motivation to learn English, some have low motivation, some are very interested in English, and others see English as their favorite subject at school. Some students have good critical thinking, and others have a lack of response to the situation around them.

After conducting the observation, we gave them treatments using Islamic video YouTube find out the students' improvement in vocabulary mastery. The findings are presented below, based on the data analysis results of students' improvement in vocabulary mastery using YouTube videos which we collected through the pre-test and post-test.

1. The Effects of Using Islamic Videos on YouTube to Developing Students' English Vocabulary

The data collected are of three forms: the pre-test results, the post-test results, and the questionnaire results. In addition, we also had some data taken from the observation that was conducted before knowing the student's vocabulary mastery and before implementing the Islamic Videos strategy in the teaching and learning process. The post-test was given after the treatments to know the student's improvement after being taught using Islamic videos on YouTube. The students' scores and classification of the pre-test are presented in the following table.

Table 2. Students' Pre-Test scores

NO.	NAME OF STUDENTS	CLASS	PRE-TEST
1	FN	8A	60
2	AN	8A	50
3	NA	8A	70
4	NM	8A	85
5	AD	8A	85
6	AN	8A	50
7	AN	8A	55
8	NT	8A	85
9	AM	8A	80
10	IZ	8A	65
11	NK	8A	70

Students' scores in the pre-test were categorized as follows.

- 90 – 100: Excellent
- 75 – 89: Good
- 61 – 74: Fair

- 51 – 64: Poor
- 50 or less: Very poor.

Based on the data analysis, only four students achieved scores that belonged to the *Good* and *Excellent* categories before the treatment. In addition, three students gained a score classified as *Fair*, and three students' scores were categorized as *Poor*.

After conducting the treatments, we directly gave the students a post-test to find out their English vocabulary improvement after watching Islamic videos on YouTube. The students' scores are presented in the following table.

Table 3. Student's Post-test Scores

NO.	NAME OF STUDENTS	CLASS	POST-TEST
1	FN	8A	70
2	AN	8A	90
3	NA	8A	90
4	NM	8A	90
5	AD	8A	90
6	AN	8A	70
7	AN	8A	80
8	NT	8A	100
9	AM	8A	80
10	IZ	8A	80
11	NK	8A	90

After the treatments, it was apparent there was an improvement in most of the student's scores. As seen in the post-test results, six students in this research achieved scores categorized as *Excellent*. This finding is interesting because in the pre-test, there were only four students whose scores were classified as *Good*. Most of the scores were over 70 on the post-test, meaning that only two students, in this case, received a score classified as *Fair*, and no student achieved scores classified as *Poor*.

2. Students' junior high school perception of Using Islamic videos on YouTube

According to Amodu (2006) in Perreault and McCarthy (2005), perception is how we gather and interpret information from the world around us. Perception is one of the processes gained from experiences that occur in our lifetime. It shows our behaviors to know about things, like the good and bad, or how to socialize with others.

The tests were conducted to know the students' vocabulary mastery before and after being taught using the Islamic videos on YouTube as a strategy in teaching and learning English. The questionnaire gave students the opportunity to voice their perception regarding their scores

and score classification related to the use of Islamic videos on YouTube. The findings are presented in the following table.

Table 4. Students Perception

NO.	NAME	YES	NO
1.	NT	10	0
2.	FW	7	3
3.	AN	9	1
4.	NM	9	1
5.	AD	9	1
6.	NK	9	1
7.	AN	7	3
8.	AN	8	2
9.	IZ	8	2
10.	AM	8	2
11.	NA	9	1
TOTAL		93/110	17/110
(in percentage)		85%	15%

After the treatments, there was a good improvement in most of the students' scores. As seen in the results contained in the table above, 85% of the students agreed with their English teachers' use of YouTube as media for learning. The students enjoyed learning English in the classroom while using YouTube as a learning medium. It is also worth noting that based on the questionnaire results, only 15% of the students who disagreed with the questions in the questionnaire. This means that most students perceived positively the use of YouTube videos as a medium to learn English.
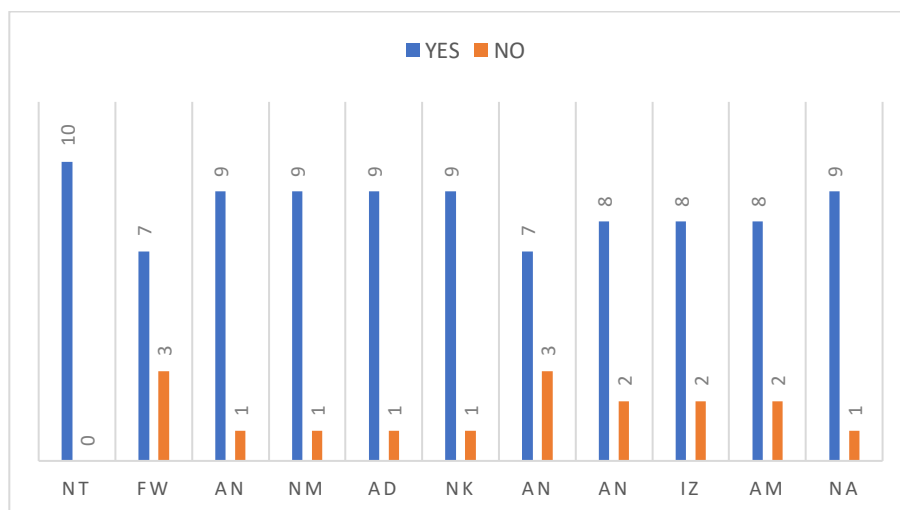

Figure 1. Students' Perception Items

Additionally, according to the above figure, most students answer*ed Yes* to all of the questionnaire items. Only seventeen students answered *No* to some of the questions. The current study's findings support the previous study by Syarifuddin (2022) in relation to the students' motivation. It is also related to the students' perceptions regarding when they learn English which depends on their motivation and perception of their motivation.

a.   Test of Normality

Table 5. Mean and standard deviation of the tests

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	68.6364	11	13.80053	4.16102
	POST-TEST	84.5455	11	9.34199	2.81672

The pre-test mean score was 68.6364, while the post-test had a mean score of 84.5455 out of the maximum score of 100. The mean scores of both tests indicate an improvement in the students' scores on the vocabulary tests.

b.   Hypothesis Testing

Table 6. Hypothesis Testing

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	PRE-TEST – POST-TEST	-15.90909	11.13961	3.35872	-23.39278	-8.42540	-4.737	10	.001

As mentioned previously in the hypothesis, the study predicted two possible outcomes. The first outcome is the H0 (null hypothesis), where using Islamic videos is ineffective in improving the students' vocabulary mastery. The second is the H1 (alternative hypothesis), in which using Islamic videos effectively improves the students' vocabulary mastery. The criteria for hypothesis testing are that if the Sig (2-tailed) or level of significance is lower than the alpha level (Sig < α), it can be stated that the students' scores of improvement in vocabulary between the pre-test and post-test was significantly different and there was an improvement indeed.

In this research, the mean is statistically significant at α level = 0.05 because the significance level or Sig =.001 is not more significant than the alpha level or α = 0.05 (Sig < 0.05). So, the H1 (alternative hypothesis) is accepted, meaning that the use of Islamic videos on YouTube is effective in improving the students' vocabulary mastery, and the H0 (Null Hypothesis) is rejected because H0 means that the use of Islamic videos on YouTube is not effective in improving the students' vocabulary mastery.

DISCUSSION

1. The Effects of Using Islamic Videos on YouTube to Developing Students' English Vocabulary

    The data analysis result showed that using Islamic videos as media in teaching and learning significantly affects the development of students' vocabulary mastery. The students' vocabulary mastery showed improvement in most of the vocabulary tests, with writing content being the most considerable improvement among the other test. The current study supports the previous study, which was conducted with vocabulary helping students to learn and deal with a new thought, enjoying the glory of language. According to Beck (2013) and Snelson (2011), YouTube has helped many learners in education to solve their problems. We learn from the observation that the students had previously studied vocabulary because it was used daily. We met with the teacher to apply the Islamic videos on YouTube strategy to further develop the students' English vocabulary mastery. The students were more comfortable and found it easier for them to understand Islamic videos on YouTube when they are shown with subtitles for the speaker; this will be discussed further in the next point of this discussion part.

    The average score of students on the post-test of 84.5455 increased from the pre-test of 68.6364. This is an improvement with a difference of as much as 15.9091. Using a paired t-test and 2-paired non-parametric test for all the vocabulary tests, we conducted data analysis, which showed a significant difference or effect between the two tests. Furthermore, from the results of the t-test, the null hypothesis was rejected, and the alternative hypothesis was accepted. Therefore, the use of Islamic videos on YouTube is effective in improving students' English vocabulary mastery.

    The current study's findings support the previous study conducted by Magfirah (2017) and Nurdini (2017). The two studies used a pre-test-post-test control group design and found that the experimental group showed significant improvement in the mean scores of the pre-test and the post-test.

2. Junior high school students' perceptions of using Islamic videos on YouTube

The questionnaire data results show that the students answered all the 10 questions. They answered *yes* to most of the questionnaire items, as can be seen from the fact that 85% of the students answered *yes* and only 15% of the students answered *no*. That is one of the reasons why the data of the questionnaire was detected using Excel to analyze and calculate a score to show clear answers and comfort in analyzing the data.

It is important to note that the study has some limitations. These limitations relate to the fact that when we were conducting the research in 2022, the school was on holiday and there were only 11 out of 20 students from the two classes who were available for participating in the research. The other limitation relates to the treatments which used Islamic videos on YouTube and the two tests that were done online. This means that the students needed access use the Internet connection and subtitles for the videos. Therefore, the results were not as effective as if it was conducted offline. Besides, there was the need to download the videos and using the subtitles in the class sessions so that we can get more or better results and can supervise the students when they were doing the treatment and the tests. This part is one of the reasons the students answered *no* to some of the questions in the questionnaire.

CONCLUSIONS

Based on the result of data analysis of findings and discussions, the study concludes that:

1. The students' vocabulary mastery improved after using Islamic videos in the treatment. The results showed improvement in the students' mean score on the pre-test compared to the post-test or using a questionnaire, and the paired t-test result showed significant differences between the pre-test and the post-test. By this data calculation, Islamic videos were effective to be used as medium for learning vocabulary mastery in English.

2. The percentage of students' perceptions of the use of YouTube videos as a medium for learning was assessed in the percentage scores where 85% of students answered *yes* to most of the questions. Except for the requirement that there be subtitles for the speaker in the video and a stable network connection, only 15% of the students said *no*, demonstrating that the majority of them thought it had a tremendous impact and were willing to learn and improve their vocabulary while using Islamic videos on YouTube.

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