

THE EFFECTIVENESS OF YOUTUBE MUSIC VIDEO TO IMPROVE STUDENTS VOCABULARY

(A QUASI-EXPERIMENTAL RESEARCH STUDY IN THE SECOND GRADE AT STUDENT OF JUNIOR HIGH SCHOOL BPPI BALEENDAH)

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ABSTRACT

The research paper entitled “The Effectiveness of Youtube Music Video to Improve Vocabulary”. The purpose of the study was to know is there any significance difference between Youtube Music Video and conventional method in teaching vocabulary at the second grade students Junior High School. This research using Quasi-experimental study and was conducted at SMP BPPI Baleendah that were involved in the study. The samples of this study were two class. Class VIII-B as the experimental group and class VIII-C as the control group. Each class consist of 30 students. From the findings, it was shown that Youtube Music Video is effective to improve students vocabulary as indicated by statistical score in post-test, as the derived $t = 2.000$, at $p = .05$ with $Df = 58$ ($2.83 > 2000$). Therefore, the Alternative Hypothesis (H_a) is accepted, stating that there is significance difference between Youtube Music Video to Improve Vocabulary and conventional method in second grade of SMP BPPI Baleendah and the Null Hypothesis (H_o) is rejected. Based on the result above, it can be conducted that Youtube Music Video is effective to improve students’ vocabulary. Then, result of the data from the questionnaire was almost all of students answered like being taught vocabulary by using Youtube Music Video. It was shown by the result of questionnaire that was 96.6% of the students answered that learning English in Youtube Music Video to Improve Vocabulary is effective. It can be concluded that students’ response were positive that can improve students’ vocabulary.

Keywords: *Youtube, Vocabulary, Music Video*

INTRODUCTION

In many aspects of the important part in language skills are; listening, speaking, reading and writing. One of the problems that has to be faced by English teachers, students or English learners is how to deal with vocabulary and the purpose of it is intended for the lower intermediate to high level students, beside that we cannot speak properly if we have a limited vocabulary. Cameron (2003) stated building up a practical vocabulary is central to the learning of a foreign language at fundamental level. It means that the functional of words and phrases is crucial for beginners or individuals starting to learn a new language, these words typically include common nouns, verbs, adjectives, adverbs, and simple phrases that allow learners to convey their thoughts, ask questions, and understand basic information who related to everyday life in communication.

Low vocabulary is an issues for English language learners. Otherwise, mastering vocabulary will increase students' motivation to communicate in their environment. Nowadays, the teaching of vocabulary has assumed as a fundamentally important aspect of language development. In teaching new vocabulary, teachers should make variation and make teaching learning process more interesting. It is important to give students a lot of variety in what they learn to.

Based on the writer experience and observations during the Field Experience Practice (PPL) program in October 2023 at SMP Tunas Baru Ciparay, the researcher found that many students face problems in remembering vocabulary. They only remember at the time when they do their memorizing, and later they forget again. Students are not motivated to master their vocabulary. Because of the problem, students might consider that learning vocabulary is difficult and they are also not interested anymore in mastering it as their teacher rarely create instructional media for learning vocabulary. This shows that a creative way of learning is needed to master the vocabulary.

YouTube can be used as a learning medium that is interesting and motivating for students. YouTube offers a variety of video content that can cater to different levels of student difficulty. According to Jones and Cottrell discussed the use of YouTube videos to introduce more difficult subject matters, to illustrate a point during a lesson, or to review concept taught during a lesson. Videos may also be used in order to prompt language learning activities with a focus on specific skills, concept, or cultural aspect to be reinforced or explored.

Using songs from YouTube is considered to make students easier to master their vocabulary with fun and enjoyable learning process. Song is considered as one of alternative ways to improve English especially vocabulary. According to Wrenshall (2002), stated that plenty of evidence that songs can help in memorization and the rhythm and rhyme of the lyrics can also help vocabulary as well.

From the previous studies it is hoped that this paper, students will be motivated in learning vocabulary, thus the writer applied the title. “The Effectiveness Of Youtube Music Video To Improve Students Vocabulary”. As the title of this paper.

METHOD

Research Design

The design used in this research was quasi-experimental study in quantitative research to investigate the relationship between two variables. According to Nunan (1992:41) Quasi-experimental design is types of experimental research which included random assignment of subject to experimental and control group.

In this research, two groups are selected as sample in this research, Youtube music video is given for experimental group as a treatment and for control is not given any treatment. Teaching and learning process in control group use conventional technique as they usually do in daily. While in experimental group uses technique that will be implemented in this research. The research design of this study can be represented into this table:

Table of Quasi-Experimental Research Design

Experimental	X ₁	T	X ₂
Control	X ₃	O	X ₄

Where:

X ₁ : Pre-test	X ₄ : Post-test
X ₃ : Pre-test	T : Treatment
X ₂ : Post-test	O : No Treatment

Population and Sample

Population, according to Arikunto (2010:173) means that the population is all the number of students taken by the researcher for the subject in the study. And sample, according to Sugiyono (2012:81) is part of population which wants to be analyzed.

Therefore, the subject in this population is third grade of junior high school BPPI Baleendah. There are 3 classes and the writer take 2 classes as a sample which consist of 30 students each class. So (class VIII B) 30 students are used as an experimental group and (class VIII C) 30 students as a control group. The total of the students in this research are 60.

Research Instrument

In this research, the writer used test and questionnaire for collecting the data. Furthermore, the research instruments are described as follows:

Test

There are two kinds of test that given to both control and experimental group, those are pre-test and post-test.

The data obtained from the test will be processed using t-test for the result.

The formula of t-test for one group pre-test and post-test design

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2} \right)} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

where :

$\bar{X}_1$ = the mean of the scores of the first group

$\bar{X}_2$ = the mean of the scores of the second group

$\sum X_1^2$ = the sum of the squares of the first group

$\sum X_2^2$ = the sum of the squares of the second group

$(\sum X_1)^2$ = the squares of the sum of the scores of the first group

$(\sum X_2)^2$ = the squares of the sum of the scores of the second group

N_1 = the total number of scores in the first group

N_2 = the total number of scores in second group

Questionnaire

The formula of percentage was applied to analyze the data of the questionnaire data based on the students answer. The formula of percentage can be described as follows:

$$P = \frac{F \times 100}{N}$$

Where:

P = Percentage

N = Responses

F = Frequency

100 = Constant

The interpretation criteria:

No	R%	Criteria
1	0	None
2	01-25	Small number of
3	26-49	Nearly half of
4	50	Half of
5	51-75	More than half of
6	76-79	Almost all of
7	100	All of

RESULTS AND DISCUSSION

The Data of Pre-Test

The Pre-test of the data of is shown in the following table:

Table of the students' pre-test score

No.	Experimental Group			Control Group		
	Sample	X_1	X_1^2	Sample	X_2	X_2^2
1	Student 1	26	676	Student 1	28	784
2	Student 2	34	1156	Student 2	30	900
3	Student 3	31	961	Student 3	45	2025
4	Student 4	37	1369	Student 4	46	2116

5	Student 5	47	2209	Student 5	50	2500
6	Student 6	50	2500	Student 6	54	2916
7	Student 7	55	3025	Student 7	57	3249
8	Student 8	57	3249	Student 8	57	3249
9	Student 9	58	3364	Student 9	55	3025
10	Student 10	61	3721	Student 10	56	3136
11	Student 11	65	4425	Student 11	67	4489
12	Student 12	65	4425	Student 12	66	4356
13	Student 13	71	5041	Student 13	68	4624
14	Student 14	70	4900	Student 14	65	4225
15	Student 15	70	4900	Student 15	63	3969
16	Student 16	75	5625	Student 16	70	4900
17	Student 17	55	3025	Student 17	60	3600
18	Student 18	40	1600	Student 18	53	2809
19	Student 19	37	1369	Student 19	40	1600
20	Student 20	52	2704	Student 20	44	1936
21	Student 21	44	1936	Student 21	57	3249
22	Student 22	35	1225	Student 22	30	900
23	Student 23	60	3600	Student 23	25	625
24	Student 24	46	2116	Student 24	46	2116
25	Student 25	50	2500	Student 25	40	1600
26	Student 26	30	900	Student 26	33	1089
27	Student 27	56	3136	Student 27	45	2025
28	Student 28	44	1936	Student 28	50	2500
29	Student 29	53	2809	Student 29	44	1936
30	Student 30	50	2500	Student 30	50	2500
Σ		$\Sigma X_1=1.524$	$\Sigma X_1^2=82,502$	Σ	$\Sigma X_2=1.494$	$\Sigma X_2^2=78,368$

From the data above, the researcher did some steps to compute the data using t-test formula, the steps are:

Step 1: Calculate the $\bar{X}_1$ (the sum of mean of experimental group)

$$\bar{X}_1 = \frac{\sum X_1}{N_1}$$

$$\bar{X}_1 = \frac{1524}{30}$$

$$\bar{X}_1 = 50.8$$

Step 2: Calculate the $\bar{X}_2$ (the sum of mean of experimental group)

$$\bar{X}_2 = \frac{\sum X_2}{N_2}$$

$$\bar{X}_2 = \frac{1494}{30}$$

$$\bar{X}_2 = 49.8$$

Step 3: Calculate the $\sum X_1^2$ (the sum of square of experiment group)

$$\sum X_1^2 = 82,502$$

Step 4: Calculate the $\sum X_2^2$ (the sum of square of control group)

$$\sum X_2^2 = 78,368$$

Step 5: Calculate the $(\sum X_1)^2$ (the square of the sum of the scores of the experiment group)

$$(\sum X_1)^2 = 1524^2$$

$$(\sum X_1)^2 = 2.313.441$$

Step 6: Calculate the $(\sum X_2)^2$ (the square of the sum of the scores of the control group)

$$(\sum X_2)^2 = 1494^2$$

$$(\sum X_2)^2 = 2.232.036$$

Step 7: Calculate the Df (sum the number of experimental and control group)

$$N_1 = 30$$

$$N_2 = 30$$

$$Df = N_1 + N_2 - 2$$

$$Df = 30 + 30 - 2 = 58$$

Step 8: Enter the values obtained in steps 1-7 into the formula for the t-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t = \frac{50.8 - 49.8}{\sqrt{\left(\frac{82,502 - \frac{2.313.441}{30} + 79,368 - \frac{2.232.036}{30}}{30+30-2} \right) \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$t = \frac{1}{\sqrt{\left(\frac{82,502 - 77,114 + 79,368 - 74,401}{58} \right) \left(\frac{1}{15} \right)}}$$

$$t = \frac{1}{\sqrt{\left(\frac{5388+4967}{58}\right) \left(\frac{1}{15}\right)}}$$

$$t = \frac{1}{\sqrt{\left(\frac{10.355}{58}\right) \cdot \left(\frac{1}{15}\right)}} = \frac{1}{\sqrt{(178.5) \cdot \left(\frac{1}{15}\right)}}$$

$$t = \frac{1}{\sqrt{11.9}} = \frac{1}{3.4} = 0.29$$

T-test value = 0.29

The Data of Pre-Test

The t-test computation of the post-test was as follows:

Table of the students' post test score

No.	Experimental Group			Control Group		
	Sample	X_1	X_1^2	Sample	X_2	X_2^2
1	Student 1	55	3025	Student 1	36	1296
2	Student 2	60	3600	Student 2	50	2500
3	Student 3	80	6400	Student 3	80	6400
4	Student 4	56	3136	Student 4	60	3600
5	Student 5	85	7225	Student 5	84	7056
6	Student 6	85	7225	Student 6	70	4900
7	Student 7	61	3721	Student 7	68	4624
8	Student 8	85	7225	Student 8	80	6400
9	Student 9	65	4225	Student 9	92	8464
10	Student 10	70	4900	Student 10	92	8464
11	Student 11	70	4900	Student 11	88	7744
12	Student 12	90	8100	Student 12	70	4900
13	Student 13	76	5776	Student 13	68	4624
14	Student 14	80	6400	Student 14	80	6400

15	Student 15	85	7225	Student 15	92	8464
16	Student 16	90	8100	Student 16	75	5625
17	Student 17	92	8464	Student 17	65	4225
18	Student 18	85	7225	Student 18	60	3600
19	Student 19	100	10000	Student 19	50	2500
20	Student 20	85	7225	Student 20	50	2500
21	Student 21	88	7744	Student 21	76	5776
22	Student 22	92	8464	Student 22	50	2500
23	Student 23	80	6400	Student 23	40	1600
24	Student 24	60	3600	Student 24	60	3600
25	Student 25	75	5625	Student 25	56	3136
26	Student 26	55	3025	Student 26	56	3136
27	Student 27	65	4225	Student 27	60	3600
28	Student 28	70	4900	Student 28	60	3600
29	Student 29	66	4356	Student 29	55	3025
30	Student 30	75	5625	Student 30	60	3600
Σ		$\Sigma X_1=2.281$	$\Sigma X_1^2=178,061$	Σ	$\Sigma X_2=1.983$	$\Sigma X_2^2=137.859$

Step 1: Calculate the $\bar{X}_1$ (the sum of mean of experimental group)

$$\bar{X}_1 = \frac{\Sigma X_1}{N_1}$$

$$\bar{X}_1 = \frac{2281}{30}$$

$$\bar{X}_1 = 76.03$$

Step 2: Calculate the $\bar{X}_2$ (the sum of mean of experimental group)

$$\bar{X}_2 = \frac{\Sigma X_2}{N_2}$$

$$\bar{X}_2 = \frac{1983}{30}$$

$$\bar{X}_2 = 66.1$$

Step 3: Calculate the ΣX_1^2 (the sum of square of experiment group)

$$\Sigma X_1^2 = 178,061$$

Step 4: Calculate the ΣX_2^2 (the sum of square of control group)

$$\Sigma X_2^2 = 137,859$$

Step 5: Calculate the $(\Sigma X_1)^2$ (the square of the sum of the scores of the experiment group)

$$(\Sigma X_1)^2 = 2.281^2$$

$$(\Sigma X_1)^2 = 5.202,961$$

Step 6: Calculate the $(\Sigma X_2)^2$ (the square of the sum of the scores of the control group)

$$(\Sigma X_2)^2 = 1.983^2$$

$$(\Sigma X_2)^2 = 3.932,289$$

Step 7: Calculate the Df (sum the number of experimental and control group)

$$N_1 = 30$$

$$N_2 = 30$$

$$Df = N_1 + N_2 - 2$$

$$Df = 30 + 30 - 2 = 58$$

Step 8: Enter the values obtained in steps 1-7 into the formula for the t-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\Sigma X_1^2 - \frac{(\Sigma X_1)^2}{N_1} + \Sigma X_2^2 - \frac{(\Sigma X_2)^2}{N_2}}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t = \frac{76.03 - 66.01}{\sqrt{\left(\frac{178,061 - \frac{5.202.961}{30} + 137,859 - \frac{3.932.289}{30}}{30+30-2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{10,2}{\sqrt{\left(\frac{178,061 - 173,432 + 137,859 - 131,076}{58}\right) \left(\frac{1}{15}\right)}}$$

$$t = \frac{10,2}{\sqrt{\left(\frac{4,629 + 6,783}{58}\right) \left(\frac{1}{15}\right)}}$$

$$t = \frac{10,2}{\sqrt{\left(\frac{11,412}{58}\right) \cdot \left(\frac{1}{15}\right)}} = \frac{10,2}{\sqrt{(196.7) \cdot \left(\frac{1}{15}\right)}}$$

$$t = \frac{10,2}{\sqrt{13.1}} = \frac{10,2}{3.6} = 2.83$$

T-test value = 2.83

Step 9: Interpret the result of the computation

With the $Df = N_1 + N_2 = 30 + 30 - 2 = 58$ at $p = .05$ of two-tailed, the critical value of the derived t (to) is bigger than that of the critical t (t-table) $\rightarrow 2.83 > 2.000$, the Null Hypothesis (H_0) is rejected, and the Alternative Hypothesis (H_a) is accepted, starting that there is significant difference in result between Youtube Music Video and conventional method in improving vocabulary to the second grade of SMP BPPI Baleendah. This means that Youtube Music Video as a means of improving vocabulary to the second grade of SMP BPPI Baleendah has significantly better result than the conventional method. This also means that this media is effective.

Based on the result of data analysis of post-test that there was significant difference between experimental and control group after the treatments are given. It means that in the same levels of both class, the treatment by using Youtube Music Video is success. It can be seen from the average score that the experimental score was bigger 76.03 than control group 66.1

The Result of Questionnaire

Table Percentage result of Questionnaire

No	Questions	Students Answer	
		Yes	No
1.	(Do you like to study English?) <i>Apakah anda suka belajar bahasa Inggris?</i>	28 (93.3%)	2 (6.6%)
2.	(Do you think learning English is difficult?) <i>Apakah belajar bahasa Inggris sulit?</i>	18 (60%)	12 (40%)
3.	(Do you know what is vocabulary?) <i>Apakah anda tahu kosakata?</i>	26 (86.6%)	4 (13.3%)
4.	(Do you understand vocabulary?) <i>Apakah anda mengerti tentang kosakata?</i>	20 (66.6%)	10 (33.3%)
5.	(Do you have any difficulties in understanding vocabulary?) <i>Apakah anda mempunyai kesulitan dalam memahami kosakata?</i>	21 (70%)	19 (63.3%)
6.	(Does the Youtube music video improve your vocabulary?) <i>Apakah Youtube music video meningkatkan kosakata anda?</i>	29 (96.6%)	1 (3%)
7.	(Does learning vocabulary become easier after using Youtube music video?) <i>Apakah setelah menggunakan Youtube music video belajar kosakata menjadi lebih mudah?</i>	29 (96.6%)	1 (3%)
8.	(Is learning vocabulary in English using Youtube music video fun?) <i>Apakah pembelajaran kosakata dalam bahasa Inggris menggunakan Youtube music video menyenangkan?</i>	27 (90%)	3 (10%)
9.	(Do you find any difficulty learning vocabulary using Youtube music video?) <i>Apakah anda menemukan kesulitan belajar kosakata menggunakan Youtube music video</i>	29 (96.6%)	1 (3%)
10.	(Is your English vocabulary increased after learning using Youtube music video?) <i>Apakah kosakata bahasa Inggris anda meningkat setelah belajar menggunakan Youtube music video?</i>	25 (83.3)	5 (16.6)

Discussion

The research investigate the effectiveness of Youtube Music Video to improve vocabulary. After the treatments done, the result of the study showed the score of experimental group increased. It can be seen the mean score of experimental group was 76.03 and control group was 66.1 The t-test both groups was 2.83. The degree of freedom (Df) was 58 and the table of critical-t that is got from 58 and .05 level of significance was 2.000.

After got the result by did some tests to the students both to experimental and control group, the research showed The effectiveness of Youtube Music Video to improve vocabulary means that the alternative hypothesis (H_a) that said “there is significant difference between Youtube Music Video and conventional method; is accepted and the null hypothesis (H_o) is rejected. It can be concluded that Youtube Music Video as means of improving vocabulary to the second grade of SMP BPPI Baleendah have significantly better results than conventional method.

In addition the writer got the data from the questionnaire and the result was almost all of students answered liked being taught to improving their vocabulary by using Youtube Music Video. It was shown by the result of the questionnaire that was 96.6% of the students answered that learning English by using Youtube Music Video to improve vocabulary are effective. The percentage of the questionnaire result to the first questions shows that almost all of students (93.3%) like studying English. They were interested and enthusiast in studying English from the beginning to the end of the lesson. Small number of the students (6.6%) were not interested in English subject because it is hard to understand.

The second questions shows that more than half of students (60%) learning English is difficult because they got difficulty to understanding some subject especially in vocabulary. Nearly half of students (40%) can get easier to learning English because they can understand the subject especially in vocabulary also answered the teacher questions.

The third questions shows that almost all of students (86.6%) know what is vocabulary, they also can mentions about what words and meaning that can be answered in their daily activities and make the sentence about words they found. Small number of students (13.3%) cannot mention and describe what is vocabulary and the purpose of improving their English while learning in the classroom and understand of what teacher said to the students for giving a material.

The result to the fourth questions showed that more than half of students (66.6%) understand about what vocabulary is, also the students can know the purpose of vocabulary in learning English also in their daily activities. Nearly half of students (33.3%) don't know about what vocabulary is because they get hesitant to describe about their knowledge of vocabulary.

The result to the fifth questions more than half of students (70%) have a difficulties in learning vocabulary, such as part of speech that also contain a words that they don't understand and types of the words they found. More than half of students (63.3%) didn't found difficulties in learning vocabulary while they can answer a words to the students.

The result to the sixth questions almost all of students (96.6%) believed that Youtube Music Video is really improving their vocabulary about words that sound familiar from the students knowledge, furthermore while giving a worksheet including lyric text the students found more words and know the meaning especially the music of the vocabulary itself. And small number of students (3%) can't improve their vocabulary also didn't get any message about meaning that being teach to the students.

The result to the seventh questions almost all of students (96.6%) with Youtube Music Video, the students get more easier to learning English especially vocabulary because before the lesson that being taught, the students didn't know about what subject they read in the book or listening the words by audio or spoken. Small number of students (3%) still found any difficulties of identitying the sentence in subject that contain the audio visual media of Youtube Music Video.

The eight questions showed that almost all of students (90%) agreed that learning English with Youtube Music Video is fun, it is showed that in some treatment they ask some another music video that they like and they agreed for teacher giving again some questions for the meaning and vocabulary through the part of speech that has been taught. And small number of students (10%) Not really enjoying the media that been given because of the words, sentence that they don't understand of what the teacher say or the media played.

The next result showed that almost all of students (96.6%) found some difficulties to learning vocabulary using Youtube Music Video because thay have to knowing first and should be giving an explanation of what teacher say. Small number of students (3%) didn't have any difficulties, furthermore they can give the explanation to their classmate of words they didn't know

The last result showed that almost all of students (83.3) the students vocabulary is more increased then before giving Youtube Music Video. Small number of students (16.6), not increased their vocabulary after giving Youtube Music Video.

Therefore, it can be conducted that students' responses about Youtube Music Video as a means of improving vocabulary were positive. The students agreed that Youtube Music Video encourage them to be more active, creative in the class, the students also felt so happy and enthusiast with studying with this media. And this media helps the students to increase their vocabulary about unfamiliar

words and meanings. In addition this media make them want to continue with another songs play in the projector in every meeting.

It can be concluded that students' response were positive and can improve students' vocabulary.

It also means that improving vocabulary using Youtube Music Video to improve vocabulary is effective to the second grade of SMP BPPI Baleendah. This is supported by evidence from statistical calculation.

CONCLUSION

Based on the data analysis and the interpretation in the previous chapter, the result show that the effectiveness of Youtube Music Video to improve vocabulary got significant result. It can be seen from the result of the data computation of the post-test score in experimental group and post-test score in control group. The data showed in experimental group highest scores obtained in the post-test in control group. It means that the effectiveness of Youtube Music Video to the second grade of SMP BPPI Baleendah had significantly better result than conventional method.

In addition, the students' responses in the questionnaire responses about the effectiveness of Youtube Music Video to improve vocabulary are positive. Youtube Music Video makes the students to be more active and motivate to learn in the class, the students look happy, excited, and enthusiast when Youtube Music Video media applied. The writer takes the conclusion that the effectiveness of Youtube Music Video as means to improve vocabulary is effective to the second grade of SMP BPPI Baleendah.

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