

# THE EFFECT OF USING YOUTUBE ON STUDENTS' MOTIVATION IN LEARNING ENGLISH VOCABULARY

**Megati Hia**

*English Language Teaching Department*

Universitas Panca Sakti Bekasi

[megachristy99@gmail.com](mailto:megachristy99@gmail.com)

**Abstract:** YouTube is an online media platform containing a variety of videos. It is also a place to post, share, and download videos. Its users range from children, teenagers, adults to parents, and no exception including students. This study aims to investigate the effect of using YouTube on students' motivation in learning English vocabulary of the ninth grade at SMPN 35 Bekasi. A quantitative method was employed in this study involving 74 students from two groups – experimental class and control class. Data were obtained using questionnaires and interviews. Questionnaires were distributed to both groups and interviews were conducted in one group, i.e., experimental class. Data were calculated using the SPSS 22.00 computer program for the window. The results show that there was a significant effect of the use of YouTube on students' motivation in learning English vocabulary in the ninth grade. The effect can be seen from the difference in the results of table of descriptive statistics with the mean value of the experimental class of 51.38 higher than that of the control class of 43.59 with each respondent (N) 37. The significant value of independent sample t-test calculated sig. (2-tailed).000 was < 0.05. This study indicates that the technique of using YouTube motivates students in learning English vocabulary.

**Keywords:** *YouTube; students' motivation; English vocabulary.*

## INTRODUCTION

The use of YouTube learning media in the world of education is a field of study that is effective, efficient, and applicable to use and application to students, but is not widely publicized (Snelson, 2011). Based on this theory, as we know that the use of YouTube as a learning medium can have a positive impact on students because YouTube is one of the learning media that presents a variety of interesting creative content such as English vocabulary learning content ranging from beginner to proficient can even provide and increase student motivation in learning, especially in learning English vocabulary. However, there are still some educators who may still not use YouTube or even not apply it to students as a medium of learning in the classroom that can help them in the teaching and learning process. The use of YouTube media in teaching vocabulary to students is very interactive because students become passionate about learning in class by using YouTube (Hariyono, 2020).

Along with the development of increasingly advanced times and rapid

technology, the education system in Indonesia has undergone many changes. Nowadays, rapid technology such as television, computer, radio, smartphone has become inseparable in everyone's life, including students. Today's students are very different from the students of old. Today's students grow up surrounded by new technologies and without using such technology they can't imagine their lives without using them. They use them as a tool to find information updated daily such as events happening in their respective countries and also as a resource to add knowledge to learn and socialize with others. According to Prensky (2001), this generation has been described as "digital natives". He claims that students have changed radically. Today's students are no longer the ones designed to be taught by our education system.

Because of the current technology, one of the educational problems in Indonesia is the lack of students' motivation in learning, especially in the mastery of English vocabulary. Knowledge of vocabulary learning is very important to be mastered and understood and learned to become a

colloquially so as to produce a good and correct second language (L2) (Arndt & Woore, 2018). Indeed, Alderson (2005, p. 88) concludes that "language skills are largely assessed or known through the vocabulary one speaks."

According to pre-observation, students of SMPN 35 Bekasi are still lacking learning motivation and the use of English is still low due to the lack of mastery of English vocabulary. Based on the case, it is said that students of SMPN 35 Bekasi still lack motivation to learn in the use of English vocabulary. It can be inferred from the research result its interviews and Likert scale questionnaire that have been done and made by researchers. When researchers conducted interviews in class XI at SMPN 35 Bekasi school, students' use of English vocabulary was still lacking and also their motivation in learning English vocabulary. Therefore, researchers conducted this study to look at and test whether the effect of using YouTube on students' motivation in learning English vocabulary. Researchers also provide solutions for students of SMPN 35 Bekasi in learning by using and utilizing YouTube as a learning medium that can have a positive impact for students and can also provide motivation for students in learning English vocabulary.

Therefore, interactive learning is required by using learning media to increase students' learning motivation in understanding and mastering English vocabulary. English vocabulary is a collection of words that must be owned by a person to improve the mastery of foreign languages in communicating with others. Learning media increase students' motivation in learning English vocabulary, one of which is YouTube. Students of SMPN 35 Bekasi can watch YouTube videos online and can also download YouTube videos that are YouTubers content that discusses learning motivation and how to master English vocabulary.

YouTube is a video-sharing website that hosts a variety of videos. Additionally, it is a location for uploading, sharing, and downloading videos. YouTube users today include almost everyone, from children and

teenagers to adults and parents, and without exception, students. Through YouTube, anyone can share a variety of videos, including English language learning videos, tips and tricks for fluent English speakers, and global news. They are free to upload, download, search for, watch, share, and discuss videos. Thus, YouTube is an excellent medium for learning, such as learning English vocabulary. The purpose of this online platform as a medium for English instruction is to enhance the learning environment by making it more interesting, fun, and interactive.

YouTube is one of the learning communication media that contains information conveyed through videos and images and then uploaded through YouTube which gives an excellent meaning that can be used by students (Sitorus, 2018). Videos on YouTube can be English learning videos, how to improve English vocabulary, how to increase learning motivation, and even other videos that can provide benefits to inspire students in terms of learning. According to Hafner & Miller (2011), "studies have also examined the effect of YouTube on autonomous learning. In addition, videos on YouTube are limited in length; this makes them suitable for the tight classroom's time". And According to Callow & Zammit (2012), "the use of YouTube can improve students' involvement and participation in the classroom and learning strategies". With the use of YouTube as a medium of learning in the classroom is very strategic and efficient for students is no exception for teachers. Where by the way students use YouTube as a teaching medium, they can practice and learn according to the material they learn. YouTube is very helpful for students in terms of learning, such as listening to music to train their listening, watching podcasts with English, and also students can learn by increasing English vocabulary mastery through YouTube videos.

In addition to the existence of YouTube as a learning medium to support student learning, of course, the learning must also be accompanied by student motivation in improving their learning process. Motivation is

the drive and energy that is directly felt by a person to achieve a certain goal direction. Learners will have high learning motivation if they have an interest in learning and achieving their goals.

According to Dörnyei (2005) "there are several important factors that influence the process of learning foreign languages including: talent, interest, motivation, learning style, personality, learning strategy, the learner's trust, and so on". All of these facilities greatly affect the student's individual learning process. Motivation becomes a strength, energy, and preparation that occurs in a person to move towards a certain goal both consciously and unconsciously (Makmun, 2003). For example, motivation in the process of learning activities, motivation will occur in each learner in order to guarantee or encourage the interest and learning outcomes of students to do their job as learners. Therefore, motivation greatly affects the learning outcomes and interests of learners.

According to Sardiman (2006: 21), "the learning process will achieve success if students have good learning motivation". To limit the motivation of learning students in the teacher's classroom has an important role. Before starting the teaching and learning process, teachers can start the class by telling their experiences with the aim to provide motivation for students. So that it creates a learning atmosphere more fun and not boring. Therefore, the existence of YouTube as an interesting and unique learning medium is very providing solutions for students in learning problems, especially to motivate them in learning English vocabulary.

Because the instructional videos on YouTube can be used as interactive learning in the classroom and for the students themselves. Without limiting time and place, students can use it as a medium to learn English whenever they want. YouTube can be used by school institutions as a teaching medium that is liked by everyone, especially students. No exception is that the community, especially the students, is easier to understand the information in the form of knowledge through media related to information

technology such as YouTube.

The majority of students are more interested in video than in more traditional methods of imparting knowledge, such as through books. Because students will be bored to learn if they are only using the source material from the book, the classroom atmosphere will be unpleasant and non-interactive. Students will more easily comprehend a theory of knowledge and its delivery from the teacher when YouTube is used as a learning medium. One of the benefits of using YouTube in the classroom is to provide an authentically good picture of English vocabulary and learn how to pronounce English correctly and that will have a positive impact on students.

The use of internet should be aligned with the users' purpose. YouTube it also has a function for the community, for learners, and for teaching.

1. For the community

The function of YouTube for the community is to be able to access various information, watch videos online or live stream, download, and even share. People can watch and use YouTube freely and that suits their needs indefinitely.

2. For learners, YouTube function for learners is very relative and efficient. Because YouTube provides a variety of interesting videos about education so it is very helpful for students in experiencing learning difficulties. Learners can use YouTube freely and also improve their ability to learn so that the learning atmosphere is more interesting and fun.

3. For teaching Teachers can use YouTube as a medium of learning in the classroom. Teachers can upload interesting teaching videos through YouTube, thus creating a fun and not boring learning atmosphere for learners.

Learning media using YouTube can be used by students anytime and anywhere. Because YouTube itself provides a wide variety of learning videos that are easier

for students to understand. Because usually YouTube learning media is made more creative and interesting, so students will not feel saturated in the learning process. It is concluded that the effect of using YouTube can increase students' learning motivation in English vocabulary.

In this case, students can use YouTube as a learning medium that can attract students' attention with interesting content that discusses learning about English vocabulary to make it easier for students to use English according to the material being studied to create a lively and not boring class for students. This study aims to investigate the effect of using YouTube on students' motivation in learning English vocabulary and to provide solutions for students in learning English vocabulary at SMPN 35 Bekasi.

## METHOD

A quantitative method was used in this study, it's quasi-experimental. Quasi-experimental is used to know the effect and focusing on identifying why the problem of the research occurs and trying to obtain the different responses from a large group. In conducting quasi-experimental research, we should decide an experimental class and control class. Both of the group was held a Likert scale questionnaire and interviews for experimental class.

## Respondents

The respondents of the study were 74 students of SMPN 35 Bekasi, consisting of 37 students of the class IX-1 and 37 students of the class IX-2.

## Research Instruments

To collect the data, a Likert scale questionnaire and interviews were employed. The filling out of questionnaires by students was conducted in an online system.

## Procedures for Collecting Data

Data were collected in one day. The system used was a non-test (questionnaire Likert scale and interview). The questionnaire included 14 questions that served as statements that the

respondents in class XI-1 shared with the other respondents in class XI-1 and the other respondents in class XI-2. A Google form application was used in the online questionnaire to administer the survey. There were no interviews done in class XI-1, an experimental class in which there were only five students. For face-to-face interviews, Google hangouts were used.

## Data Analysis

In this study, the data was obtained from the results of questionnaires that had been completed in the contents by respondents. Next, the researchers conducted an assessment of the results of the questionnaire.

**Table 1. Assessment of Likert scale questionnaires in positive to negative experimental class**

No	Likert Scale	Annotation	Score
1	Totally Agree	TA	5
2	Agree	A	4
3	Nervous	N	3
4	Disagree	D	2
5	Strongly Disagree	SD	1

**Table 2. Assessment of Likert scale questionnaires in negative to positive control class**

No	Likert Scale	Annotation	Score
1	Strongly Disagree	SD	1
2	Disagree	D	2
3	Nervous	N	3
4	Agree	A	4
5	Totally Agree	TA	5

No	Likert Scale	Annotation	Score
1	Totally Agree	TA	5
2	Agree	A	4
3	Nervous	N	3
4	Disagree	D	2
5	Strongly Disagree	SD	1

Based on the assessment table above, researchers conducted a validity test and reliability test on each questionnaire item.

1. In the experimental class, validity test was conducted with 14 question items, judging by the distribution of the value of r table with  $N=37$  using the significance level of 5% r table value of  $N$  (no.37) is 0.325. Therefore, the calculated r- value of the question item 1 to 14 with an average person correlation value of  $.797 >$  from the r table value (0.325), then the question items 1 to 14 were declared Valid.
2. In the control class, validity test was conducted with 14 question items, judging by the distribution of the value of r table with  $N=37$  using the significance level of 5% of the r table value of  $N$  (no.37) is 0.312. Therefore, the calculated r value of the problem items 4, 6, 7, 9,10, 11, and 13 with an average person correlation value below the r table value of 0.325 then the problem in the control class was that not all items were valid.

Based on the validity test results for the experimental and control classes, it can be concluded that the experimental class's value (using YouTube) is more valid, as SMPN 35 Bekasi students use YouTube more as a learning medium to motivate them in learning English vocabulary.

After testing the validity test, the next stage is to test reliability. Researchers analyse and process data results from reliability tests in experiment and control class. Test reliability results in the experimental class showed that Cronbach's alpha value was .937 with  $N$  of item 14. It can be concluded that Cronbach Alpha value in the experimental class reliability test is 0.937, indicating that the item has a very high reliable value. While the reliability test results in the control class showed the value of Cronbach's alpha .548 with  $N$  of item 14. It can be concluded that Cronbach Alpha value in the control class reliability test is 0.548, indicating that the item has a very low reliable value. Data processing results above using the SPSS 22.00 computer program.

## RESULTS AND DISCUSSION

The subjects were two classes that were studied. They were randomly selected. The experimental class IX-1 was IX-1, and the control class IX-2 was IX-2. The experimental class used YouTube as a teaching and learning media for English vocabulary, while the control class did not.

In the experimental class, questionnaires and interviews were administered, while in the control class they were only used. There were two forms of questionnaires: the ones that didn't use YouTube and the ones that did. As the experiment class, only interviews were conducted in class IX-1. After completing the questionnaire evaluation process, the researchers analysed both groups' questionnaire scores.

The categories of assessment of questionnaire results from experimental classes and control classes ranged from strongly agreeable to disagreeing. After assessing all questionnaires, researchers continued assessing the interviews in the class experiment. For the assessment of the interviews, the researcher transcribed all the responses from the interview sample.

### 1. Experimental class

**Table 3. The scores of the individual students of the experimental class (by using YouTube)**

Students	Scores
1	55
2	53
3	33
4	63
5	49
6	44
7	54
8	52
9	55
10	57
11	59
12	56

13	51
14	42
15	43
16	54
17	56
18	27
19	51
20	57
21	67
22	15
23	53
24	38
25	50
26	66
27	61
28	60
29	56
30	55
31	59
32	49
33	56
34	53
35	51
36	45
37	56
<b>Total</b>	<b>1901</b>

The table of questionnaire scores above in the experimental class showed that all students of class IX-1 amounted to 37 students with total questionnaire responses from all classes IX-1 totalling 1901 from 14 statements.

## 2. Control Class

**Table 4. The scores of the individual students of the control class**

Students	Score
1	36
2	43
3	41
4	45

5	45
6	48
7	44
8	40
9	46
10	46
11	50
12	53
13	44
14	39
15	43
16	44
17	40
18	41
19	42
20	44
21	43
22	42
23	43
24	50
25	43
26	50
27	54
28	46
29	41
30	44
31	35
32	49
33	46
34	45
35	45
36	33
37	30
<b>Total</b>	<b>1613</b>

The table of questionnaire scores above in the control class showed that all students of class IX-2 amounted to 37 students with total questionnaire responses from all classes IX-2 totalling 1613 from 14 statements.

### Descriptive Statistics

A descriptive statistic is an image that describes data showing the average value (mean), range, minimum, maximum, sum, standard deviation, and variance.

**Table 5. Descriptive Statistics Score**

Descriptive Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Students Questionnaire Results	Experimental Class (IX-1)	37	51,38	10,286	1,691
	Control Class (IX-2)	37	43,59	5,008	,823

Based on the results of the table of the descriptive statistics above, the mean value in the experimental class is 51.38 while the mean value in the control class is known to be 43.59 with each number of respondents (N) 37. This indicates that the mean of the experimental class is higher than that of the control class.

### Test of Normality

This test looks to see if the data distribution is normal. To test the data, Kolmogorov Smirnov tested the normality of the data. Included in the classic assumption test is the Kolmogorov-Smirnov test of normality. To ensure that residuals have a normal distribution, a good regression model uses residual values.

#### Basic Decision Making:

1. If the significance value (sig.) is  $> 0.05$ , the residual value is a normal distribution
2. If the significance value (sig.) is  $< 0.05$ , the residual value does not distribute normally.

**Table 6. One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		37
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	4,93407167
Most Extreme Differences	Absolute Positive	,146
	Negative	-,145
Test Statistic		,146
Asymp. Sig. (2-tailed)		.046 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the normality test, it is known that the value of significance of Asymp. Sig. (2-tailed) of  $0.046 > 0.05$ . Under the basis of decision making in the Kolmogorov Smirnov normality test above, it can be concluded that the data values of experimental classes and control classes are normally distributed.

### Test of Homogeneity

After determining an item's normal distribution, the next step is to determine its homogeneity. The homogeneity test is used to determine whether or not the sample variance is homogeneous. The data were validated using the Levene test. A homogeneity test is one that is used to determine whether or not the variation within a population has the same variance (is homogeneous).

#### Basic Decision Making:

1. If the significance value (sig.) is  $> 0.05$ , the distribution of data values is equal or homogenous.
2. If the significance value (sig.) is  $< 0.05$ , the data value distribution is not equal or not homogeneous.

**Table 7. Test of Homogeneity of Variances**

Students Questionnaire \_Results

Levene Statistic	df1	df2	Sig.
6.962	1	72	.010

Based on the results of the homogeneity test, it is known that the significance value (sig.) of  $0.10 > 0.05$ . Under the basis of decision making in the homogeneity test using the Levene test above, it can be concluded that the data values of experimental classes and control classes are distributed equally or homogeneously.

### Result of Hypothesis Testing

An independent sample t-test was used to test the hypothesis. The independent sample t-test is a statistical test analysis or component of a parametric inferential statistic that is used to determine or compare the difference in the average values of two unpaired samples.

#### Basic decision making:

1. If the sig value. (2-tailed) is  $< 0.05$ , there is a significant difference between the results of questionnaire scores in the experimental class and the control class.
2. If the sig. (2-tailed) value is  $> 0.05$ , there is no significant difference between the results of questionnaire scores in the experimental and control classes.

**Table 8. Independent Sample Test**

Independent Samples Test	Students _Questi onnaire. Results	
	Equal varianc es assume d	Equal varianc es not assume d
Levene's Test F for Equality Sig. of Variances	6.962	.010
t-test for t Equality of df Means	4.139	4.139
	72	52.161
Sig. (2-tailed)	.000	.000
Mean Difference	7.784	7.784
Std. Error Difference	1.881	1.881
95% Lower Confidence Interval of the Difference	4.035	4.010
	11.533	11.558

Based on the results of the table of independent sample t-test above, it is known that the sig value. (2-tailed). $000 < 0.05$ . By comparing the experimental class questionnaire data values to the control class questionnaire data scores, it can be seen that the experimental class questionnaire data values do not match the control class questionnaire data scores. The experimental class questionnaire differs from the control class questionnaire in this regard. As a result,  $H_0$  was ignored and  $H_a$  was noticed.

Based on the data analysis, it was found that students who used YouTube to motivate them in learning English vocabulary had a greater overall level of English vocabulary knowledge than students who did not use YouTube. Consider table 5 in this regard. Descriptive statistics demonstrating that the experimental class has an average value (mean) of 51.38 above that of the control class (class used as a baseline or control) of 43.59 with each number of respondents (N) = 37. Additionally, the test t shows that the value of the test t-value has a significance level. is less than 0.05.

This proved that the experimental class questionnaire score was not the same as the control class questionnaire score. This means that  $H_a$  is accepted to motivate students in learning English vocabulary by using YouTube. In addition to providing questionnaires for students of class IX-1 and class IX-2 in junior high school SMPN 35 Bekasi, the researchers have also conducted interviews in class IX-1 as an experimental class with 5 samples. The researchers have prepared several questions that will be asked in the experimental class. These questions include:

1. What do you think about YouTube?
2. Do you think YouTube provides support, passion, motivation and helps you in the learning process, especially in improving the mastery of English vocabulary both in school and outside school?
3. Do you think if YouTube motivates you in learning English vocabulary, how does it increase that motivation?



Based on the above questions, the researchers have transcribed all the responses from 5 samples in the experimental class that have been interviewed. The results of the interview concluded that: YouTube is very helpful, providing encouragement, support and motivation in learning especially in learning English vocabulary, because YouTube provides tips and advanced English tricks that are interesting for students to learn. YouTube can also be used as a place to deepen the mastery of English vocabulary. If there is something that is not understood by students, they can directly search for it through YouTube, especially in the current pandemic situation. So, YouTube is very effective and interesting to use in supporting the student learning process.

Based on the explanations of the results of data analysis and interview results above, a conclusion can be drawn that junior high school student SMPN 35 Bekasi prefer or they are more interested in using YouTube to motivate them in learning English vocabulary.

## CONCLUSION

The purpose of this study was to find out whether the effect of using YouTube on students' motivation in learning English vocabulary. In addition, researchers also provide solutions for students of SMPN 35 Bekasi in improving motivation and mastery of English vocabulary. Therefore, based on the results of the research, it can be concluded that there is a significant effect of using YouTube on students' motivation in learning English vocabulary. The effect can be seen from the difference in the results of table of descriptive statistics with the mean value of the experimental class of 51.38 higher than that of the control class of 43.59 with each respondent (N) 37. The results can be explained that based on statistical calculations using SPSS 22.00 concluded that statement items in the experimental class are more or more interested in using YouTube in improving their English vocabulary compared to not using YouTube.

As for the results of independent sample t-test between-sample, comparisons

show that sig. (2-tailed).000 < 0.05. The results of the hypothesis test calculations show that (Ho) was rejected and (Ha) was accepted. In addition, the interview results show that students of class IX SMPN 35 Bekasi prefer or are more interested in using YouTube to motivate them in learning English vocabulary.

## REFERENCES

- Arndt, H. L., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning and Technology*, 22(3), 124–142.
- Ahmad, D. R. P., & Daud, W. (2020). The effect of using YouTube as an it-based media on student's speaking skill. *Proceeding of the 2nd International Conference on English Language Education*, 30–38.
- Hariyono, T. C. (2020). Teaching Vocabulary To Young Learner Using Video on Youtube At English Course. *Language Research Society*, 1(1), 41–46. <https://doi.org/10.33021/lrs.v1i1.1038>
- Hia, M. S. (2019). *The Effect Of Using Instagram On Writing Recount Text Ability Of The Ninth Grade Students At Smp Angkasa Halim Perdanakusuma, Jakarta Timur Academic Year 2019/2020*. STKIP PANCA SAKTI BEKASI.
- Indonesia, S. (2014). *cara melakukan uji statistik deskriptif dengan software spss*. <https://www.spssindonesia.com/2014/01/uji-statistik-deskriptif-spss.html?m=1>
- Iwantara, I. W., Sadia, I. W., & Suma, I. K. (2014). Pengaruh Penggunaan Media Video Youtube Dalam Pemahaman Konsep Siswa. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 4(1), 2.
- Hariyono, T. C. (2020). Teaching Vocabulary To Young Learner Using Video on Youtube At English Course. *Language Research Society*, 1(1), 41–46.

<https://doi.org/10.33021/lrs.v1i1.1038>

Kabooha, R., & Elyas, T. (2018). The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers. *English Language Teaching*, 11(2), 72. <https://doi.org/10.5539/elt.v11n2p72>

Rifa'i, R. (2020). *Pengaruh Media Youtube Terhadap Minat Dan Hasil Belajar Siswa Dalam Mata Pelajaran Pai di SMAN 1 Gondang Tulungagung*. Institut Agama Islam Negeri Tulungagung. <http://repo.iain-tulungagung.ac.id/id/eprint/17432>

Rizkan, A. M., Mukhaiyar, M., & Refnaldi, R. (2019). *The Effect of Using Youtube as A Teaching Media on the Students'*

*Listening Skill (The Case of 2nd Semester Students of English Education Study Program of IKIP-PGRI Pontianak)*. 301(Icla 2018), 286–291. <https://doi.org/10.2991/icla-18.2019.48>

Romadhon, S. A., & Qurohman, M. T. (2017). The Advantages of Youtube To Enhance Student'S Vocabulary in Mechanical Engineering Classroom. *Wiralodra English Journal*, 1(1), 14–20. <https://doi.org/10.31943/wej.v1i1.13>

Roodt, S., & Peier, D. (2013). Using Youtube© in the Classroom for the Net Generation of Students. *Issues in Informing Science and Information Technology*, 10, 473–488. <https://doi.org/10.28945/182>