



Boosting Students' Vocabulary Mastery through YouTube: A Game-Changer in Learning

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ABSTRACT

This study investigated the impact of YouTube as a learning medium on vocabulary mastery among seventh-grade students at SMP Negeri 33 Bandar Lampung during the 2024/2025 academic year. While YouTube is primarily known as an entertainment platform, it can also serve as an effective tool for learning, particularly in enhancing vocabulary. Employing a quantitative pre-experimental design with a one-group pretest-posttest approach, the research involved 35 students selected from a population of 173 across five classes. The study utilized descriptive text materials, with data collected through pretests and posttests administered before and after using YouTube videos as learning aids. Pretest and posttest scores were analyzed using paired sample t-tests via SPSS 16. The analysis revealed a significant result ($\text{Sig.} = 0.000 < \alpha = 0.05$), confirming that YouTube had a significant effect on students' vocabulary mastery. The findings imply that incorporating YouTube as a teaching tool can enhance language learning outcomes and provide an engaging platform for vocabulary development.

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INTRODUCTION

Learning English serves as a cornerstone for equipping students with the skills necessary to use the language effectively in various contexts. The goal is for learners to become proficient in the four primary language skills: listening, speaking, reading, and writing (Waziana et al., 2024). These skills are interdependent and form the backbone of language communication. However, achieving proficiency in these areas is not solely about focusing on the core skills themselves; it also requires a solid foundation in sub-skills such as vocabulary, pronunciation, and grammar. These sub-skills act as building blocks, enabling learners to understand and produce

language accurately and effectively. Without a strong grasp of these foundational elements, learners face significant challenges in achieving the broader goal of communication competence.

Among the sub-skills, vocabulary holds particular importance. Vocabulary represents the total number of words a person knows and can use to convey their thoughts, ideas, and intentions. As Aminatun and Hastomo (2024) highlight, vocabulary encompasses the words a person understands or can actively use to form sentences. It is the gateway to understanding and expressing meaning in both spoken and written communication. Mastery of vocabulary allows learners to decode messages, express their ideas clearly, and engage in meaningful interactions (Sari et al., 2023). Without an adequate vocabulary, learners often struggle to comprehend texts, formulate coherent sentences, or participate effectively in conversations. Thus, vocabulary is not merely a sub-skill but a crucial component that underpins all language use.

Vocabulary mastery also plays a pivotal role in facilitating the process of learning English. It enables students to better comprehend instructional materials, participate in discussions, and complete language tasks with greater ease (Andeska et al., 2021). However, teaching vocabulary presents unique challenges. Traditional methods, such as relying solely on textbooks, often fail to engage students and make the learning process monotonous. This lack of engagement can lead to disinterest, fatigue, and frustration, particularly when students are required to memorize long lists of words without practical application. Teachers must recognize the need for innovative approaches to vocabulary instruction that not only stimulate students' interest but also align with their diverse learning styles and needs.

To address these challenges, teachers must consider both internal and external factors that influence learning. Internal factors, such as student motivation and confidence, play a critical role in determining how well learners engage with vocabulary lessons. External factors, including the teaching methods and tools employed, are equally important. As Thornbury (2002) emphasizes, effective teaching requires the use of engaging and innovative instructional methods. Teachers need to acquire and implement strategies that foster active participation and sustain students' interest in learning. By integrating creative approaches and leveraging modern educational tools, teachers can create a more interactive and dynamic learning environment that supports vocabulary mastery and enhances overall language proficiency.

At SMPN 33 Bandar Lampung, flashcards are commonly used to teach English vocabulary. Flashcards are visual learning aids, typically measuring 25x30 cm, with images either drawn, photographed, or pasted on the cards. While flashcards are a useful teaching tool, they also have limitations. According to Dronjic (2019), flashcards provide limited space for information, which may prevent teachers from presenting detailed content. Additionally, not all students learn effectively through

visual aids alone, as individual learning styles vary. Furthermore, traditional paper-based flashcards used at SMPN 33 are prone to damage or loss, making them less durable and practical. Although digital flashcards are an alternative, some students may prefer other learning tools, such as mobile applications or interactive media.

To address these limitations, YouTube has emerged as a modern and versatile learning medium. YouTube offers significant advantages in education, providing convenience and accessibility (Candarli, 2023). It features a wide array of educational content, including tutorials, lectures, and hands-on lessons, created by various content creators and channels. The platform enables students to access diverse learning resources at their own pace and convenience, promoting autonomy and flexibility in learning. YouTube videos incorporate both visual and auditory elements, catering to diverse learning styles and enhancing comprehension.

At SMPN 33 Bandar Lampung, a notable issue among seventh-grade students is their limited English vocabulary. Consequently, exploring innovative teaching methods, such as integrating technology like YouTube, becomes crucial for addressing this challenge. Teaching vocabulary is inherently complex and requires creative and effective teaching methods. As Meinawati et al. (2020) emphasizes, engaging and interactive teaching media facilitate better comprehension and engagement in learning. Videos, particularly YouTube content, can serve as an effective audiovisual tool to create an interactive and stimulating learning environment. By utilizing YouTube as a teaching medium, teachers can make learning more engaging and effective, ultimately enhancing students' vocabulary mastery and overall language proficiency.

METHOD

A research approach refers to the systematic process undertaken in a study, beginning with the formulation of the problem and culminating in the conclusion. There are two primary types of research approaches: qualitative and quantitative (Creswell, 2012). The qualitative approach, often referred to as the investigative approach, involves collecting data through direct interaction and face-to-face communication with participants in the research setting. On the other hand, the quantitative approach focuses on presenting information or data in numerical form. This study employed a quantitative research approach, which is suitable for examining the relationships between variables and testing hypotheses in an objective manner.

This research adopted a pre-experimental design as part of the quantitative methodology. The experimental method, as defined by Sugiyono (2009), is a research approach aimed at determining the effects of specific treatments under controlled conditions. In this study, the researcher utilized YouTube videos as an intervention to examine their impact on students' vocabulary mastery. Pre-experimental designs are often employed as a preliminary step before conducting a

true experiment, as they help researchers predict potential outcomes and refine their experimental processes. This design enabled the researcher to assess the effectiveness of the YouTube intervention on the target variable.

The specific design used in this study was the one-group pretest-posttest design. This design involved measuring students' vocabulary mastery before and after the intervention to identify any changes resulting from the treatment. According to Dörnyei (2007), this design allows researchers to observe changes within a single group and determine whether the intervention has produced measurable effects. In this case, the intervention consisted of using YouTube videos as a teaching tool for vocabulary instruction.

By comparing the pretest and posttest results, the researcher sought to determine whether the use of YouTube videos significantly influenced students' vocabulary mastery. This design provided insights into the effectiveness of the intervention, offering evidence of the potential advantages of incorporating multimedia tools, such as YouTube, into vocabulary instruction. The findings aimed to highlight the differences in teaching outcomes with and without the use of YouTube as a learning medium.

RESULTS AND DISCUSSION

RESULTS

The purpose of this study was to examine the influence of using YouTube on students' vocabulary mastery among seventh-grade students of SMP Negeri 33 Bandar Lampung during the academic year 2024/2025. The sample consisted of 35 students from an experimental class, where all participants received instruction through the use of the YouTube application. This study was conducted in a single experimental class, with the primary focus on investigating the effectiveness of YouTube as a teaching tool.

The data for this study were collected in the form of students' scores, which were derived from a pretest and a posttest. Prior to the intervention, the pretest was administered to assess the students' initial vocabulary knowledge. The pretest consisted of multiple-choice questions designed to evaluate their vocabulary mastery before the treatment. Following the intervention, the posttest was conducted, utilizing a similar format with different questions to measure the students' progress after being taught using YouTube.

The intervention involved the use of YouTube videos as a medium for vocabulary instruction, aiming to provide an engaging and interactive learning experience. The comparison of pretest and posttest scores allowed the researcher to determine whether the use of YouTube had a significant effect on improving students' vocabulary mastery. The data collected from the tests were processed and analyzed using SPSS software version 16 to ensure accuracy and reliability in statistical analysis.

The results of the pretest and posttest were analyzed to evaluate the effectiveness of the treatment. By comparing the scores before and after the intervention, the

researcher aimed to identify whether there was a significant improvement in students' vocabulary mastery. The findings provided valuable insights into the potential of using YouTube as a learning tool to enhance vocabulary acquisition and contribute to more effective teaching strategies in English language instruction.

1. Result of Pre-test

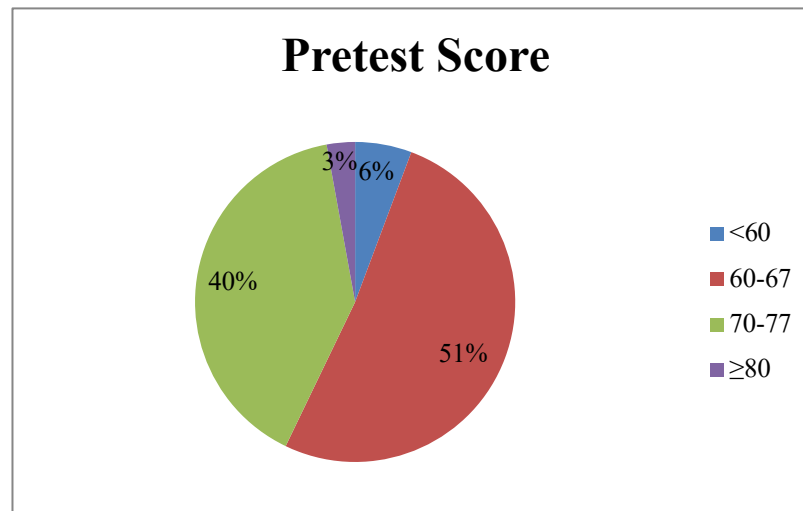


Figure 1. Graphs of the Result of the Pre-test in Experimental Class

Based on Figure 1, the data reveals that 6% of students scored below 60 in the pretest, 51% of students scored between 60 and 67, 40% of students scored between 70 and 77, and only 3% of students, or one individual, achieved a score of 80. The statistical analysis of the pretest results in the experimental class indicates that the mean score was 66.67, with a standard deviation of 6.64. The total number of participants (N) was 35, while the median score was 67.00, the mode was 60.00, and the variance was calculated to be 44.11. Additionally, the minimum score observed was 53, and the maximum score was 80.

The average pretest score of 66.67 highlights that the students' initial vocabulary mastery was relatively low. This is further supported by the fact that the majority of students scored below the minimum standard of completeness, set at a score of 75. The wide distribution of scores, as reflected in the range between the minimum and maximum values and the variance, suggests variability in students' initial vocabulary knowledge.

The findings from the pretest underscore the need for effective intervention strategies to improve students' vocabulary mastery. The mean score falling below the standard value indicates that the current level of vocabulary knowledge is insufficient for meeting the learning objectives. This provides a clear rationale for implementing innovative teaching methods, such as using YouTube videos, to enhance students' vocabulary acquisition.

2. Result of Post-Test

The researcher conducted a posttest to assess students' vocabulary mastery following the implementation of the treatment. The results of the posttest, administered to the experimental group, are presented in Figure 2.

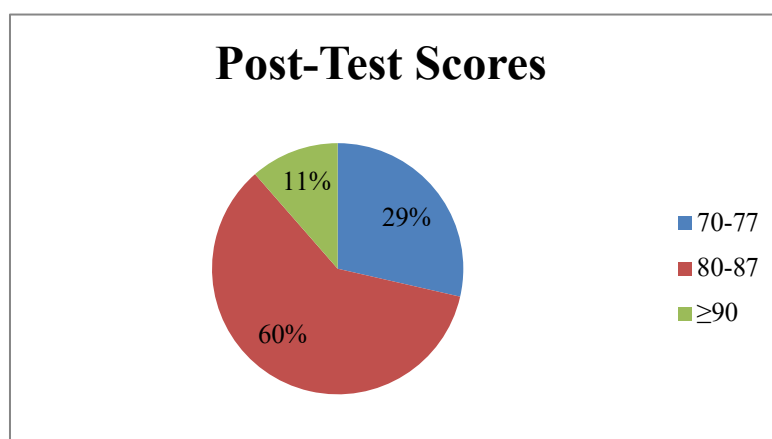


Figure 2. Graphs of the Result of the Post-test in Experimental Class

According to Figure 2, 29% of students achieved scores ranging from 70 to 77, 60% of students scored between 80 and 87, and 11% of students obtained scores above 90. The statistical analysis of the posttest results in the experimental class revealed a mean score of 81.11, with a standard deviation of 5.27. The total number of participants (N) was 35, while the median and mode were both 80.00. The variance was calculated to be 27.81, with a minimum score of 73 and a maximum score of 93.

3. Result of Data Analysis

The normality test was conducted to determine whether the data were normally distributed. This test is essential for ensuring the validity of subsequent statistical analyses. The hypotheses for the normality test were formulated as follows: H_0 , which states that the data follow a normal distribution, and H_a , which states that the data do not follow a normal distribution. The acceptance or rejection of these hypotheses depended on the significance value (P-value) obtained from the test. If the significance value (P-value) was greater than $\alpha = 0.05$, the null hypothesis (H_0) was accepted, indicating that the data were normally distributed. However, if the significance value (P-value) was less than $\alpha = 0.05$, the alternative hypothesis (H_a) was accepted, suggesting that the data did not follow a normal distribution. These criteria provided a systematic approach to evaluating the distribution of the data. A normal distribution is a fundamental assumption in many statistical tests, and the results of this test ensured that the data met the necessary assumptions for further analysis. By adhering to these criteria, the normality test served as a critical step in the research process.

Table 1. The Result Normality Test of the Experimental

Test	Statistic	Saphiro-Wilk Df	Sig.
Pre-Test Experimental	0.949	35	0.105
Post-Test Experimental	0.955	35	0.167

Table 1 indicates that the significance value (P-value) for the pretest in the experimental class was 0.105, while the P-value for the posttest in the experimental class was 0.167. Since both P-values are greater than the threshold of 0.05, it can be concluded that the data were normally distributed.

After obtaining the students' vocabulary mastery scores from the pretest and posttest, the researcher conducted a homogeneity test using SPSS version 16. This test aimed to determine whether the variances of the data were homogenous, which is a key assumption for certain statistical analyses. The hypotheses for the homogeneity test were formulated as follows: Ho stated that the variances of the data were homogenous, while Ha stated that the variances of the data were not homogenous. These hypotheses provided a basis for evaluating the consistency of data distribution across groups. The criteria for accepting or rejecting these hypotheses were determined by the significance value (P-value). If the P-value was greater than $\alpha = 0.05$, the null hypothesis (Ho) was accepted, indicating that the data variances were homogenous. Conversely, if the P-value was less than $\alpha = 0.05$, the alternative hypothesis (Ha) was accepted, suggesting that the variances were not homogenous. These criteria ensured a systematic approach to evaluating the homogeneity of the data.

Table 2. The Result Homogeneity Test

	Lavene Statistics	Df	Sig.
Based on Mean	3.562	68	0.063

Referring to Table 2, the significance value (P-value) was recorded as 0.063. Since the P-value exceeds the threshold of 0.05, the null hypothesis (Ho) is accepted. This indicates that the variance of the data is homogenous, meeting the assumption required for further statistical analysis.

Based on the previous analysis, the results of the normality and homogeneity tests were satisfactory, confirming that the data met the assumptions required for further statistical testing. Consequently, the researcher conducted a hypothesis test using the SPSS, specifically applying an independent sample t-test to evaluate the research hypothesis.

The hypotheses for the study were formulated as follows: the alternative hypothesis (Ha) stated that there is a significant influence of using YouTube on students' vocabulary mastery at the seventh grade of SMP Negeri 33 Bandar Lampung during the 2024/2025 academic year. Conversely, the null hypothesis (Ho) stated that there is no significant influence of using YouTube on students' vocabulary mastery for the same

group and time period.

The criteria for accepting or rejecting the hypotheses were based on the significance value (P-value). If the P-value was less than $\alpha = 0.05$, the alternative hypothesis (H_a) was accepted, indicating a significant influence. Conversely, if the P-value was greater than $\alpha = 0.05$, the null hypothesis (H_0) was accepted, suggesting no significant influence.

Table 3. The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
15.270	34	0.000

Referring to Table 3, the results of the paired t-test conducted using SPSS revealed a significance value (Sig. 2-tailed) of 0.000, which is less than the threshold of 0.05. As a result, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. Based on these findings and the formulated hypotheses, it can be concluded that the use of YouTube had a significant influence on students' vocabulary mastery at the seventh grade of SMP Negeri 33 Bandar Lampung during the 2024/2025 academic year. This highlights the effectiveness of integrating YouTube as a teaching tool in enhancing vocabulary acquisition.

DISCUSSION

Based on the research findings and data analysis, it is evident that the use of YouTube has a significant influence on students' vocabulary mastery. This is demonstrated by the comparison of pretest and posttest scores in the experimental class, which revealed that students taught using YouTube achieved higher scores after the intervention. The average pretest score was 66.67, while the posttest average increased to 81.11, indicating substantial improvement. Additionally, the statistical analysis showed a Sig. (2-tailed) value of 0.000, which is less than the threshold of 0.05. This result led to the rejection of the null hypothesis (H_0), confirming that YouTube significantly enhances students' vocabulary mastery.

The findings of this study align with previous research conducted by Irawan (2022), which also reported significant differences in students' vocabulary mastery before and after using YouTube as a learning medium. In his study, the pretest average score improved after the intervention. Furthermore, this research corroborates the study by Romadhon and Qurohman (2017). Their research found a significant improvement in students' vocabulary mastery through the use of YouTube. The study concluded that YouTube significantly contributes to students' vocabulary development. Similarly, the study by Nasution (2019), found that YouTube significantly improved students' vocabulary mastery.

In conclusion, supported by both the findings of this research and previous studies, YouTube proves to be an effective medium for enhancing students' vocabulary mastery. The integration of videos, images, texts, and sounds makes YouTube an engaging tool

that helps students overcome boredom and facilitates better comprehension of English vocabulary. Students reported increased interest and motivation in learning English through YouTube, as it provides a dynamic alternative to traditional learning methods that rely solely on textbooks and teacher explanations. These findings underscore the advantages of using YouTube as a practical and innovative approach to teaching vocabulary.

CONCLUSION

The findings of this research reveal a significant improvement in students' vocabulary mastery after using YouTube as a learning medium. This conclusion is supported by the statistical analysis, which showed a Sig. (2-tailed) value of 0.000, lower than the significance threshold of 0.05, indicating the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). The average scores from the pretest and posttest demonstrate a clear difference, affirming the positive impact of YouTube on enhancing vocabulary acquisition. These results highlight YouTube as an effective tool in facilitating vocabulary learning, providing an engaging and interactive platform that improves student outcomes compared to traditional methods.

The implications of this research suggest that educators should consider incorporating YouTube into their teaching strategies to foster more effective vocabulary learning. By integrating multimedia tools such as YouTube, teachers can create a dynamic and engaging learning environment that addresses students' needs and preferences. However, this study has certain limitations, including its focus on a single class and the relatively small sample size, which may limit the generalizability of the findings. Future research could expand the sample size and explore the long-term effects of YouTube on vocabulary mastery. Additionally, studies could investigate the application of YouTube for other language skills, such as listening, speaking, or writing, to provide a more comprehensive understanding of its potential in language education. These suggestions aim to further explore the advantages of technology-enhanced learning and optimize its benefits for students.

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