THE USE OF ENGLISH SUBTITLED VIDEO ON YOUTUBE TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT

(Undergraduate Thesis)

By

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ABSTRACT

**THE USE OF ENGLISH SUBTITLED VIDEO ON YOUTUBE
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By
Kiromil Baroroh

Vocabulary is one of the language aspects the students need to learn in language learning. However, many students find it difficult to learn it. Hence, the researcher tried to implement English subtitled video on YouTube in teaching vocabulary.

The objectives of this research are to find out if the use of English subtitled video on YouTube is effective to increase students' vocabulary achievement, and to investigate the students' perception on the use of English subtitled video on YouTube in vocabulary learning. The researcher used one group pretest and posttest design. The sample of this research was IX C students at SMP Negeri 1 Ambarawa. The instruments used in this study were vocabulary test and questionnaire. The data were analyzed by using Repeated Measures T-Test in Statistical Package for Social Science (SPSS) software in which the significance was determined by p<0.05.

The result of the research showed that the mean score of pretest was 3.9 while the posttest was 5.3 with 1.4 different points. The result of t-value (8.082) was higher than t-table (2.045), and the value of significance was 0.000 > 0.05. It indicated that the hypothesis was accepted; therefore, there is a significant difference between students vocabulary achievement after teaching by using English subtitled video on YouTube. Moreover, the researcher used close-ended questionnaire to investigate the students' perception after the implementation of English subtitled video on YouTube in vocabulary learning. The result of the questionnaire showed that the use of the medium was enjoyable, effective, and beneficial for students to learn vocabulary. This was proven by the result of the percentage of each item of the questionnaire which showed more than 70%. Thus, based on the result, it is concluded that English subtitled video on YouTube can be applied to increase students' vocabulary achievement.

Keywords: *vocabulary, effective, subtitled video, perception*

THE USE OF ENGLISH SUBTITLED VIDEO ON YOUTUBE TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT

By:

KIROMIL BAROROH

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In

The Language and Arts Department of
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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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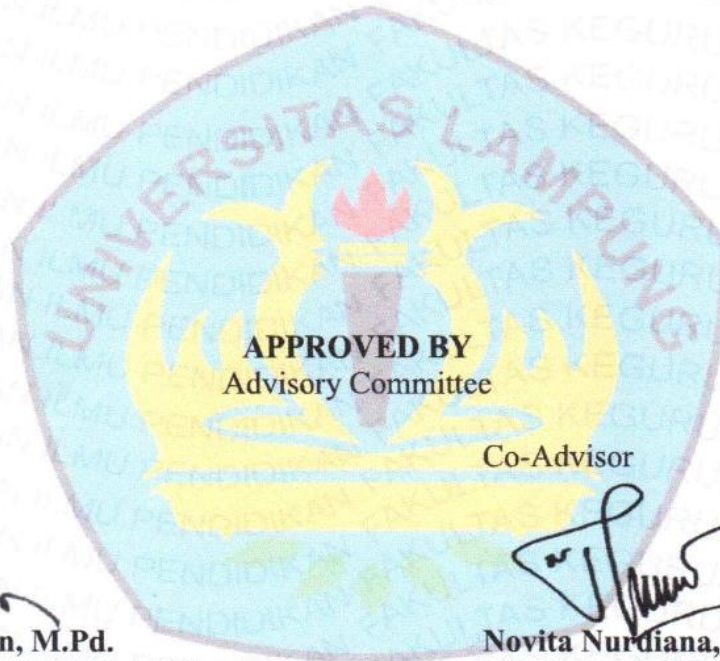Research Title : **THE USE OF ENGLISH SUBTITLED VIDEO ON YOUTUBE TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT**

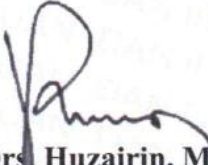Student's Name : *Kiromil Baroroh*

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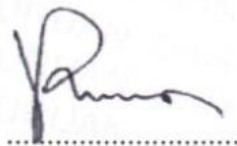NIK 231804870916201

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Judul Skripsi   : The Use of English Subtitled Video on YouTube to
         Improve Students' Vocabulary Achievement

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 4 Agustus 2021
Yang membuat pernyataan,

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CURRICULUM VITAE

Kiromil Baroroh was born in Podomoro on April 2nd, 1999. She is the first daughter of Mr. Bangun Wahyu Budi Santoso and Mrs. Sri Karyawati. She only has a younger sister named Pinurih Lukitaningtyas.

She began her study at TK Hutama Karya Podomoro, Pringsewu, in 2004 and continued at SDN 3 Podomoro until 2010. She moved to SDN 1 Sumberagung, Ambarawa, Pringsewu in her final year of elementary school. Later stage, she enrolled at SMPN 1 Ambarawa. During her study, she had joined several competitions such as painting and scrabble competition. Then, she continued her study at SMAN 1 Pringsewu. She graduated in 2017. In the same year, she successfully passed out SNMPTN program and was accepted as a student of English Education Study Program at University of Lampung.

During her recent study, she was actively involved in UKM-U English Society University of Lampung. In January 2020, she did KKN in Tanjung Sari, Mesuji. Later in September 2020, she completed her teaching training program in SMPN 1 Ambarawa. To accomplish her study at the university, she did a research at SMPN 1 Ambarawa.

MOTTO

"Surely there is ease after hardship. Aye, surely there is ease after hardship."

(Q.S. Al-Inshirah: 5-6)

DEDICATION

This undergraduate thesis is proudly dedicated to:

My beloved family

My beloved friends of English Education Department 2017

My almamater, University of Lampung

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Alhamdulillahirobbil'alamiin, all praise is merely to the Mightiest Allah SWT for the gracious mercy and blessing that enables the writer to accomplish this undergraduate thesis entitled "The Use of English Subtitled Video on YouTube to Improve Students' Vocabulary Achievement", presented to the Language and Art Education Department of Teacher Training and Education Faculty of University of Lampung as a partial fulfillment of the requirements for S-1 degree.

Gratitude and honor are addressed to the people who have supported the writer in completing this work. Therefore, the writer would like to express her sincere gratitude and respect to:

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Hopefully, this undergraduate thesis would give a positive contribution for educational development and for those who want to carry out further research. The writer realizes that this work is far from perfection. There may be weaknesses and mistakes. Hence, any comments and suggestions would be gratefully accepted.

Bandar Lampung, May 1, 2021
The Writer,

Kiromil Baroroh

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I. INTRODUCTION

This chapter presented introduction concerning background of the research, research questions, objectives of the research, use of the research, scope of the research, and definition of terms.

1.1 Background of the Research

In order to listen, speak, read, and write well, students need vocabulary as a core component of language proficiency (Richard and Renandya, 2002). In line with this, Diamond and Gutlohn (2006) suggested that vocabulary is what to know about words and their meanings. Furthermore, Nation (2001) indicates that words are dealt with as they happen to occur. English vocabulary consists of several hundred thousand words. Therefore, teachers and students are challenged to achieve as many of them.

However, Supangesti et al. (2014) reported that the ninth-grade students of SMPN 1 Singkawang acknowledged that it was really difficult to understand the English text because they did not know a lot of words used in the passage. Another research conducted by Yuksel and Tanriverdi (2009) found that EFL students in Turkey have difficulty in developing their vocabulary knowledge. Similarly, Lestari (2018) stated that the students become lazy to learn English, they are afraid to speak and even get bored when they have to learn it.

Concerning this, Sherman (2003) suggested that videos can be used as resources to learn vocabulary with enjoyment and give students a lot of advantages. In line with this, Rokni and Ataee (2014) have found that using subtitles with movies, in general, affects language learning positively. Moreover, Aloqaili (2014) found out that subtitled videos can be used as an effective learning tool in vocabulary

learning. As Talavan (2014) suggested that the great value of video lies in its combination of sounds, images, and sometimes text (in the form of subtitles). Akbulut (2007) also found that combining text with visuals is more effective in facilitating vocabulary learning than providing only definitions of words. With respect to subtitled video, Thanajaro (2000) remarks the use of authentic videos in ESL or EFL classrooms has a positive effect on learners' motivation to learn the language. In the same way, Sadiku (2018) found several benefits of using subtitled movies by confirming that subtitles indeed improve vocabulary learning.

In relation to Sadiku's statements (2018) above, numerous studies have examined the effect of using English subtitled video and have shown positive effects in EFL classrooms. For example, a previous study conducted by Angkananon and Wald (2018) at Suratthani Rajabhat University in Thailand showed that the scores of the experimental group were higher than the control group after the implementation of online video and subtitles which also helped the students learn English words better than just learning face-to-face with similar techniques. In Indonesia, Azizi and Aziz (2019) in SMK Sultan Tajul Ariffin showed that there is a significant improvement in the experimental group compared to the control group after watching the video. Ridarma (2017) also found that the second-grade students of MAN 3 Rukoh Banda Aceh had more interest in the media which helped a lot in understanding the pronunciation and vocabulary. Lestari (2018) also found that the use of English subtitle in movie gave the effect to increase ninth-grade students' vocabulary mastery in SMPN 1 Gunungsari. While watching subtitled movies, students are not only watching and listening to the audiovisual material but also interacting with it as they translate the source text into the target language (Gorjian, 2014).

In regards to the use of online videos in online classroom activity, the study conducted by Al-Jarf (2016) showed that the use of YouTube in online courses helps motivate and enhance EFL students' learning and acquisition of English vocabulary. YouTube offered statistically significant effects on students' vocabulary acquisition which indicates that the participants positively viewed the use of YouTube in their lessons (Heriyanto, 2015). The result of the research

conducted by Sumargiyah (2016) also showed that students became more active in the learning process and did not feel bored or sleepy when it comes to online courses. Additionally, the use of online platform media such as YouTube will bring positive perception towards students' learning experience. For instance, the study conducted by Hakim (2019) showed that the use of YouTube videos is effective in teaching vocabulary for young learners and the students have a positive perception of using YouTube to learn vocabulary. Further, Widat (2017) presented in his research that the majority of students also had positive perception toward the implementation of authentic video with subtitle. In sum, perception is very important in understanding the students' behavior, because every student perceives the understanding differently. This will also help the teachers to find out whether their teaching technique is effective or not.

Considering the mentioned studies, most of the previous studies were implemented in the offline classroom activity. Due to the current condition of Covid-19 pandemic in which the teachers should manage an online teaching-learning; hence, the researcher conducted this research by modifying it into online classroom activity by using YouTube videos which provided a new learning experience for students. In consideration of all this, the researcher conducted a study on the use of English subtitled video on YouTube to improve students' vocabulary achievement.

1.2 Research Questions

Based on the background of the problems explained above, the questions to be focused on were:

1. Is there any significant difference between students' vocabulary achievement before and after being taught by using English subtitled video on YouTube?
2. How is students' perception towards the use of English subtitled video on YouTube to improve their vocabulary achievement?

1.3 Objectives of the Research

In relation to the research questions formulated above, the objectives of this research were:

1. To find out if the use of English subtitled video on YouTube is effective in increasing students' vocabulary achievement.
2. To find out the students' perception toward the use of English subtitled video on YouTube in vocabulary learning.

1.4 Use of the Research

The researcher hoped that the result of the analysis will be a useful contribution for educational research, particularly to improve students' vocabulary mastery through English subtitled video. The researcher gave the input as follows:

1. Theoretically, the uses of this research were:

   a. The results of the research may be useful to support existing theories on vocabulary.

   b. To be used as a reference for further research.

   c. To enrich the theory about students' vocabulary achievement.

2. Practically, the uses of this research were:

   a. To be a consideration for English teachers to apply English Subtitled Video on YouTube as the media to teach vocabulary.

   b. To motivate the students in learning vocabulary by using English Subtitled Video on YouTube.

1.5 Scope of the Research

This research was quantitative which aimed at seeing if the implementation of English subtitled video on YouTube is effective in vocabulary learning by comparing the result of pretest and posttest. This study also focused on investigating the students' perception toward the use of the medium in vocabulary learning by analyzing the result of the questionnaire. Since the material chosen was narrative text, thus the researcher used animated narrative videos about fairytales and focused on the content words (verb, noun, adjective, and adverb). The researcher chose IX C class as the sample which had the lowest vocabulary knowledge by the suggestion from the English teacher.

1.6 Definitions of Terms

To specify the topic of the research, the researcher provided some definitions of the terms related to the research. These were the definitions of some terms which were related to the research:

1) Vocabulary

Vocabulary is a set of words known to a person or other entity or the part of a specific language. According to Hatch and Brown (2001), vocabulary is a list or a set of words for a particular language or as a set of words that individual speakers of language might use.

2) Video

Video is a recording, reproducing, or broadcasting of moving visual images. Lin and Tseng (2012) stated that videos are practical sources in learning vocabulary which provide images and other input for students to understand the meaning of words much easier.

3) Subtitle

Subtitle text is performance text which shows what is spoken in the videos. They more resemble oral communication than written (Hwang and Huang, 1999). Additionally, subtitle is usually displayed at the bottom of the screen.

4) YouTube

Alwehaibi (2015) stated that YouTube is a multidimensional source that offers videos in all fields of knowledge that can be accessed effortlessly. It allows users to watch videos posted by other users and upload videos of their own.

5) Improve

According to Bull (2008), improvement is the process of becoming or making something better. Therefore, to improve is to make the students' scores better or increased.

6) Achievement

Achievement is the gaining score of students' pretest and posttest before and after being taught by using English subtitled video on YouTube. Achievement is designated by test and examination scores or marks assigned by the subject teachers (Adediwura and Tayo, 2007).

This chapter had already discussed the introduction of the research including the explanation about the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms. In the next chapter, the researcher would describe more about the theories used in this research.

II. LITERATURE REVIEW

This chapter was concerned with the discussion about concept of vocabulary, types of vocabulary, aspects of vocabulary, technique of teaching vocabulary, concept of using video on YouTube, English subtitled video in vocabulary learning, the advantages and disadvantages of using subtitled video, the procedure of teaching vocabulary through video on YouTube, theoretical assumption, and hypotheses.

2.1 Concept of Vocabulary

According to Alqahtani (2015), vocabulary is the words of a language, including single items and phrases or chunks of several words which have a particular meaning. Cahyono (2011) also defined vocabulary as a core component of language proficiency which leads the learners to listen, speak, read and write. Moreover, Hanson and Padua (2011) stated that vocabulary refers to the words we use to communicate in oral and printed language. In order to communicate effectively using oral and printed language, learners must be able flexibly to use words that we recognize and understand. In other words, vocabulary helps the learners to use a language including English in the form of oral and written language. Other definition of vocabulary stated by Thornbury (2002) is that vocabulary is one important aspect that learners should have in order to communicate well.

Schmitt (1997) defined vocabulary as a basis of language, which is very important to achieve first. Indeed, we cannot speak fluently and understand the written text if we do not master it. Schmitt stated that no matter how successful the sound of the foreign language is, without words to express the wide range of meanings,

communication in a foreign language just could not happen in any range of meanings. The statement above is truly a fact for the learners. Further, Setiyadi (2018) stated that structure and vocabulary seem to be the heart of foreign language learning. Vocabulary is a very essential part of learning language because to be able to master a language we automatically have to master its vocabulary.

From the definitions above, the researcher concluded that vocabulary could be defined as the list of words which functioned as a tool to communicate and it is used by learners who learn other language skills. In addition, vocabulary has a significant role in mastering a language; it is as a tool that can help the students to completely understand when they listen or read something.

2.2 Types of Vocabulary

With regard to Chung and Pennebaker (2007), there are two types of vocabulary such as (1) content words, (2) and function words. In this research, the researcher will only use content words. Each of the content words can be noticed in the following descriptions:

2.2.1 Content Words

Content words are words that have meaning and can be compared to grammatical words, which are structural. The content words are as follows.

a. Nouns

Nouns are words used to describe people, places, things, and ideas. Noun also words which occurs as a part of the subject of a sentence or an object of a verb. Nordquist (2019) defines eight kinds of noun as follows:

1) Adjectival Noun

The adjectival noun is an adjective that functions as a noun. Example: *The rich give money for the poor.*

2) Animate Noun

The animate noun refers to a person, animal, or other creature. The animate noun sometimes has different noun endings, which make the gender clear. Example: The *dancer* dance perfectly.

3) Collective Noun

Collective nouns refer to groups of various types and can be used in both the singular and plural form, although collective nouns tend to be used in the singular. Example: I do not have any favorite basketball *team.*

4) Concrete Noun

Concrete nouns refer to things that anybody can touch, taste, feel, and see. There are actual things that we interact with on a daily basis. Concrete nouns can be both countable and uncountable. Example: He brought my *books.*

5) Abstract Noun

Abstract nouns are nouns that refer to concepts, ideas, and emotions, Abstract nouns are nouns that cannot be touched, are not made of materials, but play an important role in life. Example: I disagree with his *idea*.

6) Countable Noun

The countable noun refers to individual, countable entities, such as books, pencils, and flowers. Example: She lends me her *dolls*.

7) Uncountable Noun

The uncountable noun refers to an undifferentiated mass or notion, such as butter, water, sugar. Example: My mother asked me to buy some *sugar.*

8) Proper Noun

Proper nouns are the names of people, things, institutions, and nations. Proper nouns are always capitalized. Example: I have never been to *Jakarta*.

b. Verbs

A verb is a word that expresses an action or help to make a statement. The verb is the part important component of a sentence. A verb or compound verb asserts subject of the sentence and express events, actions, or state of being. There are some types of verbs. They are:

1) Auxiliary Verb

The auxiliary verb is called a helping verb. This helping verb aid the main verb in a clause to express several vital grammatical contrasts, such as in a number, person, and tense. They do not follow the same grammatical rules

as the main verb, which is why they should consider it as a separate class. Example: He *does* not see what Eva saw.

2) Modals

Modal verbs convey a range of judgments about the likelihood of events. The function of modals is only as an auxiliary verb, expressing meaning that is much less definable, focused, and independent than those of lexical verbs. There are nine verbs in this class: can, could, may, might, will, would, shall, should and with dare, need, ought to and used to have a very similar function. Example: I *will* give you my money.

3) Phrasal Verb

A phrasal verb is a set of verbs that demonstrate some unique properties. It presents with what looks to be a preposition, traditionally referred to as particle. Example: I am *looking for* my laptop.

4) Regular and Irregular Verb

A regular verb is a verb that follows the pattern of taking –ed for the past tense and past participle or –d if the word ends in e, such as walk=walked. For example: he *walked* alone to school. While an irregular verb is a verb that does not take the –ed ending for the past tense and past participle forms. Some irregular verbs do not change: put, put, put, while others change completely: drink, drank, drunk. For example: He *took* my glasses.

c. Adjective

Adjective can be defined as various of the organization of language, in particular, at the levels of morphosyntax, semantics, syntactic usage (Pustet, 2006). Adjectives, in terms of semantic sense, refer to express property concepts. From this point of view, it shows the distinguished features which are different from other parts of speech, nouns and verbs. Khamying (2007) divided adjectives into seven types, they are further described as follows:

1) Descriptive adjective is aimed to attribute or qualify people, animals, things, or places in order to describe its features. Here are some examples in the sentences:

   1. The *rich* man who lives in the *big* house is Jeannie's father.

2. This *cute* cat is named Riri, It has green eyes and very thick fluff.

3. This *big* mosque which is named Masjid As-Salaam is located near to my house.

2) Proper adjective modifies noun in terms of the nationality, this type is originated from proper noun. For examples:

1. He employs some *Chinese* books to enrich his knowledge about Chinese's culture.

2. *Indonesian* food tastes so good in my tongue, everybody admits it.

3. *American* movies are my favorite movie this far because it always ends with the best plot twist I have ever watched.

3) Quantitative adjective modifies noun for particular details in quantifying such as:

1. He ate *much* rice at school last afternoon that is why he became so sleepy this night.

2. There are *many* people here who stare at me deeply, I do not even understand why.

3. My mother cannot eat *much* sugar because she has diabetes.

4) Numeral adjective is aimed to modify noun for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number). Here are some examples in the sentences:

1. My hand has *five* fingers. (Cardinal Numeral Adjective)

2. I am the *seventh* son of my family. (Ordinal Numeral Adjective)

3. Some roses are *double*. (Multiplicative Numeral Adjective)

5) Demonstrative adjective shows the noun if it is singular or plural and whether the position of the noun is near or far from the person who is speaking or writing. For example:

1. I invited *that* man to come to my party in order to become the guest star.

2. *Those* men are so dangerous looked from how they dress themselves.

3. I do not like *this* girl, she is so annoying.

6) Interrogative adjective modifies noun as a questioning form. Here are examples in the sentence:

1. *What* books is he reading in the room?

2. *What* colors do you like?

3. *What* types of Indonesian food do you love the most?

7) Possessive adjective expresses possession of a noun by someone or something such as:

1. The table which has blue color is *my* table.

2. I borrowed *you*r books a week ago but now I forget to bring it to give it back to you.

3. I adore *his* personality which is always success to treat the girl he loves like a princess.

d. Adverbs

Harmer (2007) stated that an adverb is a word (or group of words) that describes or adds to the meaning of a verb, an adjective, another adverb or whole sentence. He further stated that there are eight kinds of adverbs. As following:

1) Manner   : bravely, fast, happily, hard, quickly, well.

2) Place and direction   : down, far, here, near, there, up, west.

3) Time   : now, soon, still, then, today, yet.

4) Frequency   : always, never, occasionally, often, twice

5) Sentence   : certainly, definitely, luckily, surely.

6) Degree   : fairly, hardly, rather, quite, too, very.

Based on the explanations above on content words, the researcher focused on noun, verb, adjective, and adverb based on the syllabus of narrative text.

2.3 Aspects of Vocabulary

As pointed out by Lado in Mardianawati (2012), there are aspects of vocabulary, they are as follows:

1) Word Meaning

When the teacher teaches about the word meaning, the teacher should explain that a word may have more than one meaning when it is used in a different context. In order to get the meaning, the teacher can use dictionaries.

2) Spelling

In learning vocabulary, spelling is vital because it aids in reading and as the connector of letters and sounds. Spelling could also be different acceptable written forms for an equivalent word within the same variety of English.

3) Word Classes

Word classes are categories of the word. A word class is a set of words that display the same formal properties, especially their inflections and distribution (Nordquist, 2019). The term "word class" is similar to the more traditional term, part of speech. It is also variously called grammatical category, lexical category, and syntactic category. The two major families of word classes are lexical classes (nouns, verbs, adjectives, adverbs) and function classes (determiners, particles, prepositions, and others).

4) Word Use

Word use is how a word, phrase, or concept is employed during a language. Word use can also involve grammar and thus be the topic of profound analysis (Mardianawati, 2012).

To summarize, there are five aspects of vocabulary that the students should learn in vocabulary mastery. From the aspects of vocabulary, the researcher focused on meaning, spelling, word classes (lexical classes), and word use. Those were as what the students need to learn based on the syllabus.

2.4 Technique of Teaching Vocabulary

Sadiku (2017) reported that teaching has not been an easy work, specifically in teaching vocabulary; hence, teacher is required to be careful in choosing the match teaching technique if he/she wants to get satisfactory result of teaching. Additionally, the teacher should use interesting technique which makes vocabulary lesson becomes more exciting and motivating for students. Thus, this study involves authentic video that attempts to teach vocabulary through brain activities. If the students already have good knowledge of vocabulary, it will be easy for them to communicate with each other and master other English skills and

aspects. That is why teachers have to teach the vocabulary first than other skills and aspects to the students (Susanto, 2017).

In supporting the description above, Thornbury (2002: 30-31) reported that the most important points to be emphasized are as follows:

1. Learners need a critical mass of vocabulary to get them over the threshold of the second language.
2. The first language is a support but can also be a potential block to the development of a second language acquisition.
3. Vocabulary learning is a memory task, but it also involves creative and personalized use, i.e. learning and using.

To conclude, the previous statements implied that if students want to learn a language, they have to learn the vocabulary first. However, not all vocabulary can be learned through interaction and discovery techniques. As a result, teachers should choose an interesting technique to teach vocabulary so that the students will enjoy learning it.

2.5 Concept of Using Video on YouTube

The term "video" here is an overall term for the use of every accessible audio-visual material in the target language, in this case is in English. As Smaldino (2002) defined that video is an electronic storage of moving images. He adds that any electronic media format that employs motion pictures to present a message can be referred to as video. Further Harmer (2007) suggested that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video help the students feel more realistic.

Concerning with YouTube as an online video platform, Hakim (2019) pointed out that YouTube is an accessible platform which enhances students' motivation to learn English and gives teacher opportunities to teach English. He proposed that students have positive ideas and attitude toward the implementation of YouTube in teaching English.

In terms of teaching vocabulary through video on YouTube as a media in an online classroom, certain general criteria should be kept in mind. According to Metruk (2018), there are some criteria in selecting a good video, they are as follows.

a. Watchability

The video should be interesting and understandable to the target group (language, content) so that the learners would get interested in it and enjoy watching it.

b. Completeness

The ideal video clip tells a complete story or a section of a story. This idea of completeness is important for young learners whose primary motivation for watching a video is enjoyment.

c. Length

The length of the clip is important. It shouldn't be long, perhaps between 30 seconds and 10 minutes depending on the learning objective.

d. Appropriateness of Content

The content should be suitable for young learners. It should also be suitable for viewing in all cultures.

e. Level of Maturity

Children mature very quickly. It is should be matched with their level of maturity in order to make them understand the concepts in the video.

f. Availability of Related Materials

Many authentic videos now come with ready-made materials that can be used for language teaching. Other videos may have been adapted from books, which could be used in the classroom to support the video.

In consideration of the statements above, thus, this study brought forward the way of teaching vocabulary by using video in form of animation video in order to make the students being more interested in teaching learning process. Silfia and Rusli (2018) reported that animation video is popular among young learners and is great choice to deliver any material, including vocabulary since learners love something attractive, fun, and imaginative. In relation to this, Devi (2005) stated

that animation video for language learning has positive attributes even on adult learners at the beginner level.

Based on the statements above, the use of video to teach vocabulary is an ideal technique because the students are more likely to be enthusiastic in learning through it. Moreover, YouTube is a free and easily-access platform to watch videos so that the students will not find any difficulties in accessing it.

2.6 English Subtitled Video in Vocabulary Learning

According to Bull (2008), subtitle is captions displayed at the bottom of a video, cinema, or television screen that translate or transcribe the dialogue or narrative. Meanwhile, video can be defined as a system of recording moving pictures and sound by using a digital technology. In consideration of subtitled video, Talavan (2014) defined subtitled video as a triple connection between image, sound in one language and text, normally in another, sound and text being typically linked by translation. She further added that this type of connection generally encourages strong associations for retention and language use. Additionally, Rahayu (2014) stated that subtitled videos representing words and pictures in oral and visual form; moreover, text in the form of subtitles helps learners monitor the words that would probably be lost otherwise. Harji et al. (2010) suggested that by viewing video with subtitles, the students will be more probable to keep the message in mind. Further he added that these information input makes the process of language learning enhanced, improve the comprehension of the content, and increase vocabulary by looking at the subtitled words in meaningful and stimulating circumstances. In line with this statement, Rahayu (2014) stated that viewers, in this case are the students, will be more probable to keep the message in mind. These information input foundations make the process of language learning enhanced, improve the comprehension of the content, and increase vocabulary by looking at the subtitled words in meaningful and stimulating circumstances.

Morrison (2019) categorized subtitled into two parts, they are as follows.
1. Open Subtitles

Morrison stated that open subtitles is subtitles which are open to all and cannot be switched off by viewers. In addition, it is displayed directly in the video and cannot be turned off.

2. Closed Subtitled

In contrast, Morrison defined closed subtitles as subtitles which are designed for a specific set of viewers, and can be switched on and off by the viewer. In other words, closed subtitle gives viewers the choice to turn captions on or off.

The kind of subtitle in the video used by the researcher is an open-subtitle. Mostly, in YouTube, the subtitle is a closed-subtitle and often misspelled with the wrong words and incorrect punctuations; in contrast, there is no misspelled words or incorrect pronunciation in the subtitle of the video used by the researcher. Moreover, if the video is downloaded, the subtitle is still attached on the video, so it is not necessary for the students to download the separated-subtitle file.

To conclude, subtitles are textual versions of the dialog or commentary in some motion picture forms such as video, film, television programs, video games, which are usually displayed at the bottom of the screen. There were two types of subtitles mentioned above, they are open and closed subtitles. In this research, the researcher used videos with open subtitles.

2.7 The Advantages and Disadvantages of Using Subtitled Video in Vocabulary Learning

According to Talavan (2014), in the implementation of using subtitled video, there are some advantages and disadvantages. They are as follows:

1. The advantages of using English subtitled video

Talavan (2014) stated that there are some benefits of teaching English, specifically in vocabulary teaching by using subtitled video. They are as follows:

a. Students can learn to process text in the foreign language quickly by trying to keep up with the subtitles that accompany the dialogues.

b. Students can learn how to pronounce many words, consciously and unconsciously.

c. Subtitles allow learners to follow the plot on the video easily.

d. Learners can develop word recognition skills.

e. Subtitle can reinforce the understanding of English context-bound expressions and help learners to acquire new vocabulary and idioms.

f. Students can understand humor (such as jokes) that would be hard to recognize without the help of subtitles.

g. Subtitle can enhance students' concentration in following the spoken words.

2. The disadvantages of using subtitled video

   In contrast, Talavan (2014) also described the following disadvantages of using subtitled video:

   a. The students may concentrate so much in reading the captions that they forget about the dialogues.

   b. It is hard to find the video that is appropriate for specific purpose and requirement of learning material, but the teacher can make their daily life video that relates to material.

   Concerning to the description above, there were advantages and disadvantages of using subtitled video to teach English, mainly vocabulary. However, the researcher should find the solution to cover up the disadvantages mentioned above.

2.8 Procedure of Teaching Vocabulary through English Subtitled Video on YouTube

The procedure of teaching vocabulary through English subtitled video based on Talavan (2014) are as follows:

1. Start the class with a pre-viewing activity. With such an activity, students can remember all the related vocabulary they already know and the teacher can help them in this process. Then, announce the viewing of a video related to the topic that has been discussed.

2. After the video is viewed for the first time, the class discusses its content and students are asked to try to remember all the words or expressions in the video they have heard. Write them on the paper and tell learners to pay close attention to the second viewing of the video and to write down in their

notebooks all the words they can hear. After the second viewing, students complete the list.

3. As a post-viewing activity, ask them to perform role-plays imitating the situation of the video and using as many words related to the topic as they can. Then, as homework, tell them to write sentences on a related topic where they can use most of the terms learned in the course of the task.

4. The task presented here is just a possible instance that follows a particular structure that can fit a 50 minutes lesson. Obviously, any aspect of the task and its development can be changed to suit each teacher's or each classroom's needs.

In addition, Munadi (2013) also elaborated the procedure are as follows:

1. The teacher should choose the appropriate video with the learning goals.

2. Introduce the vocabulary word to students in a specific context.

3. Ask students to think of a definition for this expression.

4. Give the students the video to watch.

5. After video is played, it needs to have a discussion that has been prepared by the teacher. Here, the students train themselves to solve the problem, make and answer the question.

6. It is necessary to play video more than once so the students can pay attention in certain aspects.

7. Do an activity where they recall the vocabulary usage in the video.

8. Giving a test to know what they get from the video.

9. Review the vocabulary terms in the next lesson.

The procedures mentioned above have become the guidance for the researcher to make lesson plan. By following the instruction of online class activity, hence the teaching-learning process was conducted through WhatsApp Group.

2.9 Theoretical Assumption

As mentioned earlier, English teacher should be able to make the class active and enjoyable in learning vocabulary. Therefore, teacher needs to apply a good technique to motivate the students in learning vocabulary. In this case, the teacher

helped the students gaining their vocabulary through English subtitled video on YouTube.

The use of English subtitled video on YouTube to teach vocabulary was believed to improve students' vocabulary achievement. Video was easy to access which could make the students became motivated in the learning process and prevented them from being bored. By applying this technique, it really helped the teacher to teach in an easy way and the students could learn vocabulary in context by seeing the motion pictures. Therefore, the researcher assumed that English subtitled video brought a very good impact on the students' vocabulary achievement.

2.10 Hypothesis

Regarding the theories and theoretical assumption above, the researcher formulated the hypothesis as follows:

H_1: There is a significant difference between students' vocabulary achievement before and after being taught by using English subtitled video on YouTube.

This chapter had discussed the terms related to the study such as: concept of vocabulary, types of vocabulary, aspects of vocabulary, technique of teaching vocabulary, concept of using video on YouTube, English subtitled video in vocabulary learning, the advantages and disadvantages of using subtitled video, the procedure of teaching vocabulary through video on YouTube, theoretical assumption, and hypotheses.

III. RESEARCH METHOD

This chapter focused on how to answer the first and second research question by discussing about research design, population and sample, variable of the research, data collecting technique, research instrument, research procedure, data analysis and hypothesis testing.

3.1 Research Design

This research was a quantitative research because it was focused on the product (result of the test and questionnaire) and the objectives were to see if there was significant difference between students' vocabulary achievement before and after being taught by English subtitled video on YouTube and to find out the perception of students after the implementation of English subtitled video in teaching vocabulary. In order to answer research questions, the researcher used the one-group pretest-posttest design. In this research, the pretest was given to students to measure their initial achievement in vocabulary before doing the treatment and posttest was given after the treatments to find out how far the increase of the students' vocabulary achievement after implementing the treatment. There were six meetings, the first was vocabulary test, the second was pretest, the third was first treatment, the fourth was second treatment, the fifth was third treatment, and the last meeting was posttest and giving questionnaire. The research design was illustrated as follows:

T1 X T2
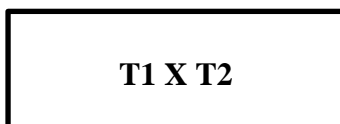
The design could further be described as follows:

T1: T1 is a pretest that used to know the students' mean score in vocabulary.
X: X is the treatment or teaching vocabulary by English subtitled video.

T2: T2 is a posttest that given after having the treatment.

<div align="right">(Setiyadi, 2018)</div>

3.2 Population and sample

The population of this study was the ninth grade students of SMP Negeri 1 Ambarawa. There were seven classes in the ninth grade of SMP Negeri 1 Ambarawa. Each class consisted of 30-32 students. The researcher used one class in this research as the representative. The sample of this research was IX C class as suggested by the teacher. In determining the sample, the researcher used purposive sampling. Purposive sampling is used with the aim that the individual or selected case can represent a case that can answer the research problem (Setiyadi, 2018).

3.3 Variable of the Research

The variable of this research was Independent Variable where students' pretest score was classified as X1, while students' posttest score was classified as X2.

3.4 Data Collecting Technique

In this research, the researcher used some instruments for collecting the data. The data of this research were in forms of quantitative data. To figure out whether the objective of the research was achieved or not, the researcher used research instrument. The instruments of this research were vocabulary test and questionnaire. In detail, the techniques of collecting the data were as follows:

1. Vocabulary Test

   Try out test was administered to identify the quality of the test before it was used to obtain the data for the research. The test included multiple choices that consisting of 50 items with four alternative options a, b, c and d, one correct answer and three distracters.

2. Pretest

   This test was given before giving the treatments. The function of the pretest was to know how far students' vocabulary achievement before applying

English subtitled video. The researcher administered the pretest in the second meeting.

3. Posttest

After the treatments, the posttest was given to the students to find out the students' achievement after the treatment. The form of the posttest was an objective test in the form of multiple choices with four alternative answers.

3. Questionnaire

The questionnaire was the list of the questions or statements that were given to other people for getting their answers. It consisted of the questions related to the problem or the purpose of the research. This research used the close-ended questionnaire to investigate the students' perceptions in vocabulary achievement by using English subtitled video.

3.5 Research Instrument

Instruments referred to the tools or investigators attempted to measure variables items in the data-collection process. The researcher used two instruments in collecting the data as follows:

1. Vocabulary Test

In assessing the students' vocabulary achievement, the researcher used a vocabulary test. In order to get the reliable test items, the researcher administered a vocabulary test in the first meeting. The test was in the form of multiple choice which consisted of 50 items with four alternative options a, b, c and d, one correct answer and three distracters. The test items covered four types of content words, namely verb, noun, adjective, and adverb. After analyzing the result of vocabulary test, 40 items were administered in the pretest and posttest which were conducted in the second and the last meeting. This test was used to find out the significant difference between students' vocabulary achievement after being taught by using English subtitled video.

2. Questionnaire

The questionnaire was used to answer the second research question about students' perception towards the implementation of English subtitled video. The questionnaire was an effective instrument to measure aspects and variables

associated with personality or psychology aspects and sociology (Setiyadi, 2018:46).

The questionnaire was adapted and modified from Lubis (2017) since the medium was different and there were some statements which were quite similar with each other and rather difficult to understand, particularly for young learners. The questionnaire was in the form of close-ended questions consisted of 15 statements which covered the students' feeling, the effectiveness, and the benefits of English subtitled video in vocabulary learning. The students could only choose the most suitable answer; 'Strongly Agree', 'Agree', 'Disagree', or 'Strongly Disagree'. The scale was given based on the Thurstone Scale, each of which had four response categories' score as follows:

Strongly Agree (SA)   : score = 4

Agree (A)   : score = 3

Disagree (D)   : score = 2

Strongly Disagree (SD)   : score = 1

3.5.1 Validity and Reliability

The quality of the test was good if the test had good validity and reliability. In fulfilling the criteria of a good test, some elements were tested as follows:

1. Validity of Vocabulary Test

To measure the validity of the test, the researcher emphasized on content and construct validity.

a. Content Validity

Haynes et al. (1995) stated that content validity is the degree to which elements of an assessment instrument are relevant to a representative of the targeted construct for a particular assessment purpose. To fulfill the content validity, the researcher looked at the questions and analyzed whether the test had represented the whole material, which would be measured. If the test has represented all the idea of the material, which will be measured, the test has fulfilled the content validity (Setiyadi, 2018). Here, the researcher correlated the test with the syllabus and curriculum 2013 for Junior High School. This meant that the material was based on the basic competence in

the syllabus for the ninth grade of Junior High School. The researcher had made the vocabulary test based on the curriculum, thus it can be said that the test had fulfilled content validity.

Table 3.1 Table of Specification of Vocabulary Test Items

No	Content Words	Item Number	Total	Percentage
1.	Verb	1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49	13	26%
2.	Noun	2, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50	13	26%
3.	Adjective	3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47	12	24%
4.	Adverb	4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48	12	24%
Total		**50**		**100%**

Table 3.3 showed that there were 50 items in the vocabulary test. There were 10 items were bad and dropped because they did not fulfill the criteria of level of difficulty and discrimination power. The dropped items were categorized as an easy or difficult item in level of difficulty and poor result for discrimination power.

Table 3.2 Table of Specification of Pretest and Posttest Items

No	Content Words	Item Number	Total	Percentage
1.	Verb	1, 4, 10, 13, 16, 19, 23, 29, 33, 39	10	25%
2.	Noun	2, 7, 17, 20, 24, 31, 34, 37	8	20%
3.	Adjective	5, 8, 11, 14, 18, 21, 25, 27, 30, 35, 38, 40	12	30%
4.	Adverb	3, 6, 9, 12, 15, 22, 26, 28, 32, 36	10	25%
Total		**40**		**100%**

Based on Table 3.2, it was found that 40 items were good and administered for pretest and posttest. Additionally, the post-test was held after all treatments were conducted and the researcher gave the same test with different formation which consisted of 40 items.

b. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985). It

means that the test items should really test the students or really measure the students' ability in vocabulary achievement. Additionally, Hatch and Brown (2001) classified the types of English vocabulary into content word and functional word. The content word consisted of verb, noun, adjective, and adverb. Based on the theory above, the vocabulary test used in this research dealt with content word. Moreover, the test was also based on the aspects of vocabulary as stated by Lado in Mardianawati (2012), they are word meaning, spelling, word class, and word use. The scoring criteria were also based on the vocabulary theory. Therefore, it could be said that the vocabulary test in this research had fulfilled construct validity. The distribution of each type of content word can be seen on the table below.

Table 3.3 Table of Specification of Construct Validity of the Test

No.	Questions	Yes	No
1.	Do items of 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49 measure verb types?	✓	
2.	Do items of 2, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50 measure noun types?	✓	
3.	Do items of 3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47 measure adjective types?	✓	
4.	Do items of 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48 measure adverb types?	✓	
5.	Do the items of the test measure the meaning of words?	✓	
6.	Do the items of the test measure the form of words?	✓	
7.	Do the items of the test measure the context of words in sentences?	✓	

2. Reliability of Vocabulary Test

Reliability refers to the consistency of the measure. Hatch and Farhady (1982) mentioned that a test is said to be reliable if its scores remain relatively stable from one administration to another. It means that a test is reliable if it has stable

score from one test to another test. Setiyadi (2018) says that reliability is a consistency of a measurements or how far that measurements can be measured the similar subjects in different time but showed the same result. In this research, Split-Half Method; odd and even number in Statistical Package for Social Sciences (SPSS) software had been applied to find the coefficient of the reliability of the first and the second half group.

After getting the students' final score and calculating the score, the researcher used Pearson Product Moment in SPSS to see the correlation between forms of the test in which the formula was:

$$r1 = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2] - [(\Sigma y^2) - (\Sigma y^2)]}}$$

The design can further be notified as follows:

r1 is concerned with coefficient of correlation between the x and the y variables

Σxy relates to the sum of the multiplication of the x and the y variables

Σx² denotes the sum of x quadrate

Σy² refers to the sum of y quadrate

(Σx)² denotes the sum of x is quadrate

(Σy)² relates to the sum of y is quadrate

Based on Hatch & Farhady (1982), after getting the reliability of half test, the researcher used Spearman Browns Prophecy formula in SPSS to determine the reliability of the whole test. The formula is as follows.

$$rk = \frac{2rxy}{1 + rxy}$$

Where:

rk: the reliability of the whole tests

rxy: the reliability of half tests

The criteria of reliability as follows:

0.80 – 1.00 = very high

0.60 – 0.79 = high

0.40 – 0.59 = sufficient

0.20 – 0.39 = low

0.00 – 0.19 = very low

(Arikunto, 2012)

3. Validity of Questionnaire

   a. Content Validity

The type of the questionnaire in this research was close-ended questionnaire which was modified from Lubis (2017). According to Sugiyono (2016), the questionnaire is valid if the instrument can be used to measure what should be measured. In this research, the researcher modified the statements in the questionnaire to be related to the use of English subtitled video on vocabulary learning. Therefore, it could be said that the questionnaire in this research had fulfilled content validity.

   b. Construct Validity

In measuring the construct validity, the researcher modified the statements in the questionnaire into 15 statements which was modified from Lubis (2017) and each of them had four response categories' score. The researcher also specified the statements based on the aspects and indicators as provided on the table below. Hence, it could be said that the questionnaire in this research had fulfilled construct validity.

Table 3.4 Specification of the Aspects and Indicators of the Questionnaire

No.	Aspects	Indicators	Questions Number
1.	Aspects of students' perception	The students' feeling after the implementation of English subtitled video on YouTube on vocabulary learning	1, 2, 3
2.	Aspects of product yield	The effectiveness of the use of English subtitled video on YouTube on vocabulary learning	4, 5, 6, 7
		The benefits of the use of English subtitled video on YouTube on vocabulary learning	8, 9, 10, 11, 12, 13, 14, 15

4. Reliability of Questionnaire

To find out the reliability of the questionnaire, the researcher used Cronbach's Alpha reliability in Statistical Package for Social Sciences (SPSS) software. Its aim was to make sure that the data which was collected by the researcher to identify the students' perception which occurred during the implementation of English subtitled video was reliable or consistence. That is appropriate reliability index to count the reliability of the questionnaire. It was used to analyze the instrument form the original data. The researcher also used the criteria of reliability based on Arikunto (2012).

3.5.2 Level of Difficulty of Vocabulary Test

Level of difficulty is related to the ease and difficulty of the items based on the students' point of view who take the test. It is important because if test items are too easy and all of the students can answer the test correctly or the test items are too difficult and all of the students cannot answer the test, it means that the items of the test are not working well (Heaton, 1975). In this research, the researcher used Statistical Package for Social Sciences (SPSS) to compute level of difficulty of test items which formula is:

$$\textbf{LD} = \frac{\textbf{U} + \textbf{L}}{\textbf{N}}$$

Where:

LD: level of difficulty

U: the number of upper groups who answer correctly

L: the number of lower groups who answer correctly

N: the total number of students in upper and lower groups

The criteria are as follows:

<0.30   : difficult

$0.30 - 0.70$: average

>0.70   : easy

(Shohamy, 1985)

3.5.3 Discrimination Power of Vocabulary Test

Discrimination power refers to the extent to which the items are able to differentiate between the high and low-level students on the test. Discrimination power is used to differentiate between the students who get the high score and those who get low score. In this research, the researcher used Pearson correlation formula in Statistical Package for Social Sciences (SPSS) to compute discrimination power of test items which formula is:

$$\mathbf{DP} = \frac{\mathbf{U - L}}{\frac{1}{2}N}$$

Where:

DP: discrimination power

U: the number of students from the upper group who answer correctly

L: the number of students from the lower group who answer correctly

N: the number of the students

The criteria are:

DP: 0.00 - 0.19 = Poor items

DP: 0.20 - 0.39 = Satisfactory items

DP: 0.40 - 0.69 = Good items

DP: 0.70 - 1.00 = Excellent items

DP: - (Negative) = Bad items, should be omitted

(Heaton, 1975)

3.6 Research Procedure

To see the differences on students' vocabulary achievement before and after the implementation of English subtitled video, and also to draw conclusion from the questionnaire of students' perception, the researcher explained the procedure of data collection as follows:

1. Determining the Problem

   This research came from some problems which happened in the learning process. Some students found difficulty to understand English and produced

some words in English because they did not have sufficient vocabulary knowledge; they had low motivation to practice English skills.

2. Selecting and Determining the Population and Sample

The populations of this research were the ninth grade students of SMP Negeri 1 Ambarawa in the second semester of 2020/2021 academic year. The sample was the students of class IX C as suggested by the English teacher. The reason why the researcher observed at the ninth grade of SMP Negeri 1 Ambarawa was based on the teacher's information that they had difficulty in expressing their idea and practicing English skills. Besides, based on the researcher experiences on pre-service teaching, she found the difficulties that the ninth grade students experienced in English lessons. It could be seen from their ability to answer the questions and they needed a creative activity in the learning process.

3. Selecting the Materials

The teaching materials were arranged based on the curriculum of the ninth-grade students' junior high school in SMP Negeri 1 Ambarawa. The narrative text was used as the material in this research. The text was used for guiding the students to improve their vocabulary. To make it enjoyable in the teaching and learning process, the narrative text was produced as an English subtitled video. The material was emphasized on their vocabulary mastery.

4. Vocabulary Test

The vocabulary test was conducted before the researcher applying the pretest. The test was in multiple-choice consisting of 40 items related to the content vocabulary which had four options (a, b, c, and d). It was conducted in 60 minutes. This test was given to know the quality of the test.

5. Administering the Pretest

The pretest was administered before treatment which aimed at knowing the students' vocabulary achievement before the treatment through English subtitled video. The researcher administered the pretest to students and the test was focused on content words.

6. Conducting the Treatments

The treatment of English subtitled video was conducted in the class for three meetings in which 1 x 40 minutes distributed for each meeting. The researcher conducted the treatment for three meetings by assuming that the researcher would get the target of the research. While conducting the treatment, the researcher observed the activities of teaching and learning by using English subtitled video.

7. Administering the Posttest

The researcher conducted the posttest after the treatment. The posttest had aimed at knowing the progress of students' vocabulary achievement after the treatment through English subtitled video. The test was administered in one meeting after giving the three treatments.

8. Administering the questionnaire

The questionnaire was used after giving the treatment. The questionnaire was aimed at knowing the students' perception after doing the treatment.

9. Analyzing the data

The researcher analyzed the data after scoring the students' work and giving the questionnaire. The data was computed through the Statistical Package for Social Sciences (SPSS). It was used to find out the means of pretest and posttest and how significant vocabulary improvement was and to know the students' perception about English subtitled video.

3.7 Scoring System

To calculate the score of pretest and post-test in which the maximum score was 40, the researcher used the following formula:

$$S = R - \frac{W}{N-1}$$

The design can further be described as follows:

S denotes as score of the test

R refers to number of right answers

W refers to number of wrong answers

N refers to number of options

After getting the raw scores of pretest and posttest, the researcher converted the scores on a scale of 1-10 to obtain the final scores.

3.8 Data Analysis

In analyzing the data, the researcher used quantitative data analysis in order to answer each of the research questions. To analyze the first research question about the significant difference between students' vocabulary achievement before and after being taught by using English subtitled video on YouTube, also to draw conclusion from the students' perception, the researcher used quantitative data analysis. The data was analyzed by using the T-test in Statistical Package for Social Science or SPSS by using the following steps:

1. Scoring the pretest and posttest.
2. Finding the mean of the pre-test and post-test by using a formula. The researcher computed the mean score using formula which was designed by Arikunto (2006) as follows:

$$M = \frac{\sum X}{N}$$

Where:

M: mean (average score)

X: the total students score

N: total number of students

3. Drawing conclusion by comparing the means of the pre-test and post-test that were statistically analyzed by using *Repeated T-Test (Paired Sample T-Test)* to examine whether there was significant difference between students' vocabulary achievement after the implementation of English subtitled video on YouTube.

Moreover, to know the students' perception toward the implementation of English subtitled video on YouTube, the researcher analyzed the questionnaire by doing these activities:

1. Checking and analyzing the questionnaire data by using a formula to find out the percentages and present them in the form of table. The formula was:

$$\frac{T}{Y} \text{ x } 100$$

Where:

T: Total score

Y: Total of high score

2. Drawing conclusion from tabulated result and calculated the percentage of questionnaire.

3. In order to classify the students' level of perception on the implementation of English subtitled video on YouTube, below was the criteria of perception used that was based on Ratminingsih et al. (2017).

Table 3.5 Criteria of Students' Perception

Percentage	Criteria
Pc $\geq$ 85%	Very positive
70% $\leq$ Pc $\leq$ 84%	Positive
55% $\leq$ Pc $\leq$ 69%	Moderate
40% $\leq$ Pc $\leq$ 54%	Negative
Pc $\leq$ 39%	Very negative

3.9 Normality of the Data

According to Ghasemi and Zahediasl (2012), normality needs to be checked for many statistical procedures, including T Test. The purpose of normality testing is to know whether the data is in normal distribution or not. Normality of the data is important because if the data were in normal distribution, the data are considered to be the representative of the population. Thus the researcher used *One-Sample Kolmogorov-Smirnov* in SPSS version 20 to assess the normality of the data. The hypotheses were:

H_1 : The distribution of the data is normal

H_0: The distribution of the data is not normal

In testing the normality of the data, the hypothesis will be accepted if the p values are more than 0.05 which indicates normal distribution and vice versa.

3.10 Hypothesis Testing

Based on the theoretical assumption elaborated above, the researcher formulated the hypothesis that was tested in this study as follows:

H_1: There is a significant difference between students' vocabulary achievement before and after being taught by using English subtitled video on YouTube.

H_0: There is no significant difference between students' vocabulary achievement before and after being taught by using English subtitled video on YouTube.

The researcher used Repeated Measures T-Test to determine whether the hypothesis was accepted or rejected. The criteria for hypothesis acceptance were: if the significance (p) value is less than the significant level (0.05) and t-value is more than the t-table, it means that H_0 is rejected. It shows that there is a significant difference between the students' vocabulary achievement before and after being taught by using English subtitled video on YouTube. If the significance (p) value is more than the significant level (0.05) and t-value is less than the t-table, it means that H_0 is accepted. It shows that there is no significant difference between the students' vocabulary achievement before and after being taught by using English subtitled video on YouTube.

This chapter had discussed about research design, population and sample, variable of the research, data collecting technique, research instrument, research procedure, data analysis and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion and suggestion related to the result of the first and second research question. Suggestion is provided for English teachers who intend to use English subtitled video on YouTube as an additional medium in teaching vocabulary and for those who want to conduct similar research.

5.1 Conclusion

Having conducted the research at the ninth grade of SMPN 1 Ambarawa and analyzing the data, the researcher draws the conclusions as follows:

1. Regarding to the first research question, it can be concluded that the use of English subtitled video on YouTube is effective in vocabulary teaching-learning. This is supported by the teaching and learning process which was successfully done without any significant obstacles. In addition, not only has English subtitled video helped the students in achieving new vocabulary, but also using it in sentences since some of the vocabulary used in the test had been learned by the students from the video. Hence, the implementation of English subtitled video on YouTube is significantly improved the students' vocabulary knowledge.

2. In relation to the second research question, it is concluded that the use of English subtitled video on YouTube has a positive impact on students' vocabulary achievement. The students considered the use of English subtitled video an enjoyable and exciting medium to learn vocabulary. Moreover, they also thought that it helped them learning new vocabulary easily. In brief, the students agree that English subtitled video on YouTube is effective and advantageous for them to learn vocabulary.

5.2 Suggestion

In reference with the conclusion above, some points of recommendations are put forward as follows:

5.2.1 Suggestion for English Teacher

1. Based on the finding of the research, it was found that English subtitled video on YouTube is effective in improving students' vocabulary achievement. Therefore, it is advisable for English teachers to apply the medium in teaching vocabulary.

2. Since the result of the questionnaire showed positive perception among students', it is suggested that English subtitled video on YouTube should be used by the teacher in teaching vocabulary.

3. Since there were some students who did not actively join the teaching-learning process, it is better for the teacher to be more creative in conducting the teaching and learning process.

4. It is suggested that the time allocation should be considered by the teacher in giving the treatment in order the class will run effectively without taking over time-consuming.

5.2.2 Suggestion for Further Research

1. This research was conducted in the ninth grade students of SMP N 1 Ambarawa. Hence, further research should try to implement English subtitled video on YouTube in different grade or different settings.

2. This research was aimed at finding out the students' vocabulary achievement. On the contrary, further research should investigate different English skills achievement such as students' speaking achievement, students' writing achievement, etc.

3. Another objective of this research is to investigate the students' perception toward English subtitled video through close-ended questionnaire. Therefore, it is suggested that the interview or open-ended questionnaire will be used by further researcher as the instrument to collect the data.

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