The Effect of Using YouTube Tutorial Videos in English Vocabulary Learning at Junior High School

(Undergraduate Thesis)

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ABSTRACT

The Effect of Using YouTube Tutorial Videos in English Vocabulary Learning at Junior High School

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The objectives of the research are to find the significant difference on students' vocabulary understanding after using YouTube Tutorial videos and students response toward the use of YouTube Tutorial videos. The population of this research was the third grade of students of SMP Negeri 4 Bandar Lampung in the academic year 2022/2023. The sample was class IXA which consisted of 30 students. The method of this research was quantitative with the research design One Group Pre-test and Post-test Design. The researcher used vocabulary test consisted 30 questions pre-test post-test to measure the significant difference and the questionnaire to find students response in the process of data collection. The researcher used SPSS and MS.Excel to analyze the data after those data has been collected. The result show that there is a significant difference on students vocabulary understanding. The increase from the mean score was 13,6 where Post-test is 75,3 while the pre-test 61,7. The questionnaire distributed to students draw positive response where students who answered positive 25 students and negative 5 students, the total of students response reached 64,26 (positive). The significant difference score demonstrates that using Youtube Tutorial video in the classroom has affect students ability to comprehend the vocabulary better. The result from the questionnaire percentage show that students felt happy and enjoy the learning process using YouTube Tutorial video.

Keyword: YouTube Tutorial Videos, Vocabulary

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Research Title : **THE EFFECT OF USING YOUTUBE TUTORIAL VIDEOS IN ENGLISH VOCABULARY LEARNING AT JUNIOR HIGH SCHOOL**

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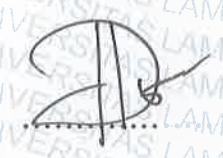1. Examination Committee

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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.

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CURICULUM VITAE

Janti Normauli Silaen is the third child from a warm-hearted couple Togar Silaen and Risliani Barasa. She was born on January 19th 2002. Her brother and two sisters are: Anjuita Silaen, Ariyanti Silaen and Salomo Silaen.

She began her very first education at SDN 30 Kp. Datuk and moved to SDN 52/V Pematang Pauh until graduated in 2013. She continued her study at SMP Negeri 1 Tungkal Ulu and spent three years studying there. Then, she continued her study in SMA Negeri 1 Tungkal Ulu. She had a motorcycle accident in 2018 and graduated in 2019.

In the same year, she was succesfully passed SBMPTN test and accepted as a student of English Education Study Program in University of Lampung. During her college she joined organizations (POMK-FKIP and DPM U Universitas Lampung) as an active member and some activities there. She also released her very first anthology book in 2020. In July 2022 she did KKN in Sinar Harapan and conducted PPL in SMP Negeri 3 Natar. To accomplish her study at the college, she did her research in SMPN 4 Bandar Lampung.

MOTTO

"The scary desert became ocean with my blood, sweat and tears, so even when i fall and hurt myself, i keep running toward my dream"

DEDICATION

This undergraduate thesis is dedicated to:

My Lord and Savior Jesus Christ

My precious parents, Togar Silaen and Risliani Barasa

My brother and sisters, Anjuita Silaen, Ariyanti Silaen and Salomo Silaen

Me, Myself and I. The brightest star in my own life

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The Author,

Janti Normauli Silaen

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CHAPTER I
INTRODUCTION

This chapter present the research foundation which consists background of the research, research question, objective and significances of the research, scope of the research, and definition of key terms.

1.1. Background of The Research

Vocabulary is one of the important aspect in English language. Vocabulary are being use in all English components and skills. Vocabulary more like the foundation that people should have in order to mastered English language. According to Alfaki (2015), vocabulary is the words of a language, including single items and phrases or chunks of several words which covey a particular meaning. Manser (1995) state that vocabulary is the total number of words that exist in a language. While according to Steven Stahl (2005), "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." So vocabulary is the main aspect in learning English language.

In learning vocabulary, students often faced problems. Based on the researcher experience and research in the school, the problem comes because they have a low understanding about vocabulary. The unfamiliar words and context words make students difficult to recognize and express their idea. The limited vocabulary they have often make them difficult to communicate in English language. In many cases students do not know what they want to say because of the limited vocabulary they have. Students also confused about the meaning of the word and teacher never explain because teacher believe that teaching vocabulary is about remembering English words. However, teaching vocabulary is more than that. Rahmadhani (2015) state that vocabulary are the aspect that support students' ability in learning english language, it means teaching vocabulary needs to be more broadly. The vocabulary learning sometimes are not optimal due to the

absence of special attention from the English teacher to emphasize the development of students' vocabulary. Teachers often forget that the basic of the four English skills is vocabulary mastery. Teachers only set a learning where it focused on the writing such as asking students to lists English words every week, searching the meaning of words, writing sentence with that target words, and make an exam to evaluate their understanding, but not describe the meaning of those words, and describe the referring context, there is no guarantee that the list they make give them the understanding whether the word is passive or active vocabulary and its use.

The vocabulary learning strategy that teacher used are also very monotonous, whether it is on how teacher described the theory or the media teacher used to teach vocabulary, it makes students lost interets in learning vocabulary. The teaching and learning activity commonly pay attention in engaging learners in memorizing grammatical rules and speaking rather than providing them with meaningful activities that enable them to enrich their vocabulary. The learning activities for the four English skills do increase the enrichment of students' vocabulary, but the provision of vocabulary classes will help students to understand the vocabulary. Students need to improve their vocabulary to make them easier to communicate in spoken and written English. Teacher should be creative in creating a great and interesting class to teach vocabulary.

Media is one of the components that teacher should have in teaching. Media is the tools that help teacher in teaching their subject. Media play an important role in teaching and learning activities. Media consist of three types, which are audio media, visual media and audio visual media. Audio media is the tool that relate to the subject which can be heard auditory. Visual media is the tool that relate to the subject which can be seen by students' eyes. Audio visual media is the tool that relate to the subject that can be seen and heard.

YouTube is one of the audio visual media that not only provides entertainment for a large audience, it is also provide various kind of teaching

materials that can be accessed directly wherever students are. Learning on YouTube not only presents material clearly, this media can also be a perfect spectacle of material with images, visuals, audio, and duration that are very shorter. Thus, YouTube is one of the most successful media in attracting students' attention, especially for learning English. YouTube tutorial videos are often used for English speaking skills, but the use of YouTube tutorial videos can also boost students vocabulary in an easy way and very positively. Using YouTube tutorial videos can create a fun and meaningful learning in classroom. There are lots of tutorial video can be used for learning and relevant to students' interests. Using tutorial videos help language learners to get the meaning and context of the words. The use of tutorial videos with a text definition is more productive and effective in the acquisition of new English vocabulary than using textbook with a text definition, and also their curiosity arises when watching videos.

There are some previous research had been used YouTube video as media of learning vocabulary, the first research is "The Impact of Using YouTube Videos On Learning Vocabulary in Saudi EFL Classrooms" (Kabooha, R., & Elyas, T. 2015). Second are "The Effectiveness of Using Youtube for Vocabulary Mastery" (Hariyanto, D, 2015). And "Teaching Vocabulary To Young Learner Using Video on YouTube at English Course" (Hariyono, T. C, 2020) which shown that YouTube videos are the best, attractive and helpful tool for students to learn vocabulary but there is no limited video that are explained in the research and what kind of topic are being shown in order to give a perfect material for students, also we don't know whether the videos appropriate with the age of students or not, and are the material provided in accordance with the level of students set in the curriculum or not.

Based on these statements, the researcher are interested in doing a research on teaching english vocabulary to junior high school students with YouTube Tutorial videos as vocabulary learning media. So the title of this research is "The Effect Of Using YouTube Tutorial Videos in English Vocabulary Learning at Junior High School."

1.2. Problem of The Research

Based on the background above, to see the effect of YouTube Tutorial video, the researcher comparing students pre-test and post-test score. To give a better result, the researcher also see students response dealing with the use of YouTube Tutorial video in the classrom. So the problem of this research are being formulated in the following questions:

1. Is there any significant difference on students' understanding of vocabulary after being taught by using YouTube tutorial videos?
2. What are students' response to the use of YouTube tutorial videos?

1.3. Objective and Significances of The Research

1.3.1. Objective of The Research

The objective of the research are as follows:

1. To find the significant difference on students vocabulary understanding after being taught using YouTube Tutorial videos.

2. To know students response to the use of YouTube tutorial videos in english vocabulary learning at junior high school.

1.3.2. The Significances of The Research

By doing this research, the writer hopes that in theoretically and practically it can:

Theoretically:

1. To other researchers this research can be used as a valuable reference in the same subject

2. To readers in common, the readers will have new knowledge about aspect of vocabulary and the function of YouTube tutorial video as a valuable learning media

Practically:

1. A valuable information for teacher about the use of YouTube tutorial videos in English vocabulary learning

2. A valuable contribution for students to use YouTube tutorial videos as vocabulary learning media

1.4. Scope of The Research

This research are aimed to investigate the effect of using YouTube tutorial videos in English vocabulary learning with the limited problems above. The researcher will only discuss about the use of YouTube tutorial videos in junior high school to make students more active and effective in English vocabulary learning. The learning material is limited to learn about procedure to give a better media for students' vocabulary learning so they can communicate easily by using English language. This research involved a junior high school in Bandar Lampung, SMP Negeri 4 Bandar Lampung. The students are from one class of the third grade students in SMP Negeri 4 Bandar Lampung. The reasons are they were learning about vocabulary before and they have used YouTube as a learning tools. The participants were selected by the researcher worked with an English teacher in the school. The method of the research is quantitative research to get the better result of the research. The effect of YouTube tutorial videos in English vocabulary learning was measured by a set of pre and post test in the form of multiple choice tests. On the other hand, students' response to the use of YouTube tutorial videos in English vocabulary learning was analysed after students answer a set of questions that reflect their response in the form of questionnaire.

1.5. Definition Of Key Terms

1. YouTube Tutorial Video

YouTube tutorial video is the type of YouTube video which allow the viewers understand on how to make something through a series of steps. It is a video which the speaker explain about procedure to do something such

as reciper or manual instructions. Jati, I.P (2018) stated that YouTube tutorial video is not only good as speaking model for students, it is also enriching students' vocabulary.

2. Vocabulary

Vocabulary is all kinds or form of words in english language which has a meaning and context. According to Hornby (2006), vocabulary is all words that a person knows or words uses when people talks about particular subject in particular language.

3. Effect

Effect is a result of a condition where there is a difference changing between a person's action before and after something given. Effect is a result of an effort that influence students' comprehension from lower to be higher.

4. Response

Response are a person's attitude made up of beliefs, emotions, and behavior toward a subject or thing. Response are students feeling towards the subject or something given to them at a certain moment. There are three components make up response: cognitive, affective, and behavioral.

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary is the most important aspect in learning English, we can't learn English without learning vocabulary. Vocabulary is a word that has a meaning and context. In learning English, vocabulary is the main component that not only students but also teachers need to mastered it. According to Linse (2005), vocabulary is the collection of English words that a human or person knows. Manser (1995) states that vocabulary is the total number of words that exist in a language. Hornby (2006) state that vocabulary as all words that a person knows or words uses when people talking about particular subject in particular language. It is also supported by Nordquist (2019) that vocabulary is all words in English language understood by people.

So based on the definition above, vocabulary is all words in English language that has meaning and context.it means that vocabulary is the essential element in English learning. Even someone who are good in listening, it will be useless if they do not mastered vocabulary. It is impossible to know foreign language without knowing the English words. Building vocabulary for students is very important because it will help students learn the other skills of English language.

2.1.2 Types of Vocabulary

According to Harmer (2015), there are two types of vocabulary in English language:

1. Active Vocabulary (Productive Vocabulary)

Active vocabulary or productive vocabulary is the vocabulary that a person uses all the time to write or speak. Like well-known and frequently used words.

2. Passive Vocabulary (Receptive Vocabulary)

Passive vocabulary or receptive vocabulary is a collection of vocabulary that students do not have, but its meaning can be understood when they listen or read. These words are often unfamiliar to students and rarely used.

2.1.3 Parts of Vocabulary

Vocabulary is the basic aspect for students to successfully in learning English. Students in junior high school need to knows about 25,000 words for ninth grader average in order to succesfully understand English language. Vocabulary is a word that being used in daily English conversation. Olmos (2009) state that vocabulary is a basic for shaping and transmitting meaning in a conversation, so even if we knew all the grammatical rules, we would never be able to use them without a knowledge of vocabulary. It means that without vocabulary, the other English language skills will not be success to learn. According to Ur (2012), one item of vocabulary can consist more than one word, for example: *"child-care"*. Parts of vocabulary are noun, verb, adjective and adverb.

    a. Noun

Noun is a word used to name a person, place, animals, thing, idea and etc. MacFadyen (2007) state that noun is a word used to name a person, animal, place, abstract idea, and it can also function in a sentence as a subject, a subject complement, a direct object, an indirect object, an object complements, an appositive, an objective, or an adverb. a noun can be separate based on the type of noun such as:

1. proper nouns

According to MacFayden (2007), proper noun is a noun that represents the name of specific person, place or thing. Proper noun is the opposite of common noun. For example: "Last year,

my friend from Philippines were transported to Japan."

2. Common nouns

   Common noun is the opposite of proper noun. A common noun is a noun refer to a person, place, or things in general sense. You can write it with a capital letter only when it begins a sentence. For example: "All the gardens were invaded by beetles this summer."

3. Concrete nouns

   A noun which names anything that you can perceive through your touch, sight, taste, hearing, or smell are concrete nouns. A concrete noun is the opposite of abstract noun. For example: "BTS' fan ordered millions album for the upcoming comeback."

4. Abstract nouns

   An abstract noun is the opposite of concrete noun. It is a noun which names anything you can perceive through your touch, sight, taste, hearing or smell. For example: "They didn't want to use my idea, it feels like they underestimate my own strength."

5. Countable nouns

   A countable noun is usually called as count noun, it is a noun that names anything you can count, it can be in a singular or plural form. For example: 'They was waiting for three years, and finally they have a baby."

6. Non-countable nouns

   A non-countable noun also called mass noun; it is the opposite of countable noun. Non-countable noun is a noun which does not have a plural form and refer to something that not usually count. It is a noun that always takes a singular verb in a

sentence. For example: "we listen some music to remove our bad feeling."

b. Verb

According to MacFadyen (2007), verb have a role to express an action or activities that subject in a sentence has. So, a verb is the important element of a sentence since it express actions, events or states of being. Just like noun, verb also has some types. The following are the types of verb as Ginger (2016) state.

1. Action verbs which are used anytime you want to show action or doing something to someone. Action verbs express specific action. For example: "The boys play football until midnight yesterday."

2. Transitive verbs are a verb that have direct objects, meaning someone or something receives the action of the verb. Transitive verbs are known as a verb that express double activities. For example: "he nicely asked me to come to his birthday party."

3. Intransitive verbs are a verb that always have no direct objects, meaning someone or something receives the action of the verb. It is a verb that can express a thought without exerting an action on an object. For example: "they cried together."

4. Regular verbs are a verb that take the regular spelling patterns of past simple and past participle verb. In the form of regular verb, there is an -d or -ed adding to the base form. For example: "She is married to James before the pandemic."

5. Irregular verbs are the opposite of regular verbs. It is a verb that do not take the regular spelling patterns from past simple and past participle. For example: Anna left her boyfriend because of money."

c. Adverb

An adverb is a word that provide information to the verb or verb phrase. According to MacFadyen (2007), adverb can modify a verb, an adjective, an adverb, a phrase and a clause. Adverb also has types which are explained below:

1. Adverb of Time

   Adverb of time is an adverb that show the time about something happens such as before, now, yesterday, tomorrow, soon, etc. For example: "She is married to James before the pandemic era."

2. Adverb of Place

   Adverb of place is an adverb that show us the place where something happens such as here, there, top, ahead, etc. For example: "She lived in north Sumatra."

3. Adverb of Manner

   Adverb of manner is an adverb that tells the way in which something is happens such as easily, quickly, roughly, surprisingly, etc. For example: "they laughed loudly in front of the chairman."

4. Adverb of degree

   Adverb of degree is an adverb that tells the level in which something is happens such as huge, almost, extremely, very, etc. For example: "She is too scared to tells the truth."

5. Adverb of Frequency

   Adverb of frequency is an adverb that tells the volume of how often something happens such as always, usually, often, once, etc. For example: "I never talk to our new employee."

d. Adjective

Adjective is a word that usually used to modify noun or pronoun. Adjective also forming an adverb with "-ly" or "-ness", for example: "happily". Based on MacFadyen (2007) adjectives modify nouns or pronouns by describing, identifying or quantifying words and usually take place before noun or pronoun they modify. Adjective has the shortest forms than verb, and sometimes some word have no inflection. MacFadyen also state that there are four types of adjectives:

1. Possessive adjective

   Possessive adjective is a word that being used to modify a noun and describe to whom a things belongs. For example: "We would like to buy you an album."

2. Demonstrative adjective

   Demonstrative adjective is a word that being used to modify a noun or pronoun which they refers to. Demonstrative adjective always come before the modified words. For example; "This flowers looks so match to your dress."

3. Interrogative adjective

   Interrogative adjective is a word that being used to modify a noun or pronoun with the word that form question such as "which" or "what". For example: "what kind of music do you like?"

4. Indefinite adjective

   Indefinite adjective is a word that usually adapts to a noun or following the noun. For example: "I can't hear anything."

2.1.4. Aspects of Vocabulary

According to Nation (2001), knowledge of words divides into three general aspects which are formation of word, meaning of word, and usage or context of word. In vocabulary learning, these are three main aspects that students need to understand. Speaking and writing word forms as well as word parts are the sub aspects of word form. The relationships between "form and meaning," "concept and referents," and "word associations" all play a role in the meaning of words. When it comes to the aspect of word use, three "sub-aspects" are grammatical functions, word collocations, constraints on word use, and the context of word in a speaking and writing activities.

Table 1. Aspect of Vocabulary

Form	Spoken	R	What does the words sound like
		P	How is the word pronounced
	Written	R	What does the word look like
		P	How is the word written or spelled
	word Parts	R	What parts are recognizable in this word
		P	What word parts are needed to express the meaning
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	constraints on use (register,	R	Where, when, and how often would we expect to meet this word?

Use	frequency ...)	P	Where, when, and how often can we use this word?

These are the information involved in aspect of vocabulary (Nation, 2001).

Form of the word is how words are structured. A vocabulary word, whether it consists of a single word or many words, can often be converted to an element. In addition, vocabulary items are built by a word or combining two words (a gerund or two nouns, a noun and a verb) to create items like cakes, swimming pools, and many more.

Word meaning is an aspect related to the meaning of the word when it used in particular context. Word meaning is related to the synonym of the words, antonym, hyponym and the translation of the vocabulary word. And last, context of the word or the use of word is an aspect of how word or phrases are being used in a language. These are the focus of this research since these aspect are important in helps students in understanding vocabulary.

2.1.5. The Importance of Vocabulary

Vocabulary has an important role in English language, because it is the element that connect all English language skills and it is also the very first step for a learner to mastered English perfectly. Therefore, the importance of vocabulary are as explain below:

According to Rowe et.al (2012), vocabulary is a critical to a child's success because vocabulary growth is directly related to school achievement, vocabulary helps children to think and learn more about the world which the knowledge of words will provides unlimited information for them. As Schmitt (2010) said, "learners carry around dictionaries and not grammar books" (p. 4). It is means that learn vocabulary helps students understand the meaning and context when communicate with others in English. Vocabulary develops students to be a greater speaker with a broad knowledge.

Richards (1980) and Krashen (1989), as cited in Maximo (2000) expressed that many reasons for devoting a big attention to vocabulary as

vocabulary is an essential course for mastery of a language. Oxford (1990) state that vocabulary is "by far the most sizeable and unmanageable component in learning any language, whether a foreign or one's mother tongue, because of tens or thousands of different meanings". So it is means that vocabulary are the language components that all people faced despite the problem behind.

Ferreira (2007) state that the knowledge of words meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. So this means vocabulary helps students to fully understand all English language skills, students comprehension to a language depends on the amount of words they are known in that language.

2.2. Teaching and Learning Vocabulary

Teaching and learning a vocabulary is important in learning English. Teaching vocabulary is a basic that teacher should give to reach four skills of English and learning vocabulary is a basic that students should get to learn English language skills. According to Jordan in Wardani (2015), teaching vocabulary is a very important task in teaching English because vocabulary is related to all language skils and it is a concern for all four English skills. For teacher it is important to know how much of the core vocabulary their students are familiar with and for learners it is important to ask teacher the kind of vocabulary they are didn't fully understand. Vocabulary learning would be tiny and easy once teacher and students has the same vision to unpack unfamiliar vocabulary that students need to understand and how to construct those words in a way that was pleasing, elegant and effective. It wouldn't be best of strategies if teacher believed that learning vocabulary could be mastered as students learned the four English skills

Gairns and Redman (2003) stated that there were four main points that teachers can use to teach vocabulary:

1. A coursebook that includes written and oral texts, presentation activities, grammar, structure practice and so on.

2. A complementary materials with a good media provided by teachers,

3. students to students which will emerge from the questions and students errors,

4. Special vocabulary activities designed by teacher.

In teaching vocabulary, teachers need to understand that it is important to choose the key vocabulary that students will learn. In learning activities it is also important to make class lively, fun and enjoyable for students. Students should have a kind of interests that allow themselves to follow the learning activities especially foreign language which need a good attitudes, skills and competency.

Basically, there are three steps in teaching vocabulary which first, teaching the word form like the spelling and pronounciation of the word. Teacher can do by writing the word in the whiteboard, read those spelling word loudly, and ask students to repeat. Second, teaching the meaning of the word. Teacher can teach the meaning of words by ask students to find out the meaning of words in dictionary or giving students the full meaning or explanation of the words. And last, teaching the use of word. Teaching the use of word include teaching the context of word. For this case, teacher can give the example of the word in daily activity. The English teacher should develop a material with a suitable media in teaching vocabulary, because it enables students to learn well. Since vocabulary is the aspect of English language which being used in al

2.3. Media of Learning Vocabulary

According to Heinchi et.al (1982), media is an intermediary that transfer the information from the source to the receiver. In teaching, there are 3 types of media which are audio media, visual media, and audio visual media. Media become one of the important tools for teacher. Media is a tool that help teacher to teach students. Teaching vocabulary asked teachers to be more creative, innovative and also full of motivation. In dealing with creativity when teaching students in classroom, there are many media that teacher can use for teaching vocabulary, such as:

a. Podcast

Podcast is one of the most popular media lately. It is an application where people can choose any topic to listen everytime and everywhere. Podcast provide audio which can be listen nonstop if the user apply the premium benefit. Podcast are being used in most English learning because it help teacher to explain the material, and students can listen again even when the class are done.

b. Picture

Picture helps learner in remembering vocabulary better, because the word are being shown in an object. So, it helps students remembering the word through visualization very reliable

c. WhatsApp

Whatsapp is one of social media which use internet to send messages, images, audia or video. Whatsapp popular among teenagers because of features like group chatting, voice messages and location sharing. Whatsapp has been used as vocabulary teaching media during the online learning because it is allow teacher to condition students easily and the group discussion can be made so students have more time to discuss the material with each other.

d. Twitter

Twitter also one of the most popular social media between teenagers. It is an application where people can choose topic they want to see and where the most popular topic talks in all over the world shown in the trending section. Twitter also have a feature where people can text each other, upload images, videos, and live audio. Twitter has been used as learning media because it is allow both students and teacher to give comment about students performance in the reply section whether it is in written or oral performance student upload in the post.

e. YouTube video

YouTube is one of many tools that recently trend in teaching-learning activity. YouTube is an application that provides many videos about many

topics. Khalid (2012) state that YouTube is a video-sharing website on which users can upload, share and view videos. Burke, et al (2009) also defined that YouTube is a public-access web based platform that allowing people to easily upload, view and share video clips through other platform all over the world. Mayer (2001) state that the use of YouTube video in education is greatly effective especially for introductory courses as it can facilitate difficult concepts, and attract the attention of weak students as well as special students. According to Callow & Zammit (2012), the use of YouTube videos in education can improve students' involvement in classroom and learning strategies.

YouTube tutorial video is one of the types of content in YouTube that allow viewers understand on how to make something. It is a procedure video that a creator content made to helps viewers. Since YouTube rises and has been very popular in English classroom especially tutorial videos that was very often used by teacher to teach speaking and listening, it can be a great way to introduced secondary students about vocabulary. A whole tutorial that are provided in YouTube can be an event where students can choose any tutorial video and learn the words of each clips while understanding the meaning and context of the words in clips. YouTube tutorial videos also have a short times so it is easy to access, easy to understand, and enjoyable.

YouTube tutorial videos give students a broad explanation on how to make something, with a great word choice, audio and visual. When watching tutorial video they can hear a new vocabulary and get the meaning and the context by looking of the visualization in video.

The use of tutorial video in YouTube which the nature of those clips are picture clearly show that students not only enrich their new English words but also the context of those words. Tutorial video also a very fun video, it'll never cause any bad feeling for students.

Teaching and learning vocabulary using YouTube tutorial video as learning media will consists of three activities which are Pre-teaching vocabulary, whilst and post activity.

1. Pre-teaching activity will be the opening activity to warm up students, it consists of greeting, giving motivation for students to follow the lesson, remembering and brainstorming students by giving them a simple YouTube tutorial video.

2. Whilst activity will be the acitivity where students will do observation (students given the material through YouTube tutorial video), literation (students collect information about the function, structure of the text and linguistic elements of the text in the tutorial video), asociation (students given the worksheet to discuss in class), comunication, and production (students ask to make a procedure text based on the video).

3. Post activity will be the reflection activity where students and teacher make a conclusion about the text they learnt, assesment and feedback, reward/appreciation and close the learning activity.

2.4. The Advantages and Disadvantages of YouTube Tutorial Video

To be more familiar about learning vocabulary using YouTube tutorial vide, we need to know the advantage and the disadvantage of YouTube tutorial videos. The researcher takes the points based on the potential features of YouTube tutorial videos brought to the learner.

The advantages of using YouTube tutorial videos are as follows:

1. YouTube is a tool that can be access everywhere with no limitation times

2. YouTube provide material that can be access with free money

3. YouTube tutorial video is a procedure video which allow students to know how to make something

4. YouTube tutorial video allow students to understand the context of topic

5. YouTube tutorial video provide explanation from the speaker which allow students understand the meaning and referring context of the words

6. YouTube tutorial video provide visual that attrack students interest

7. YouTube tutorial video provide audio which give the best explanation to students

8. YouTube tutorial video have a short clips which will never make students feel bored

9. YouTube tutorial video can improve students participation in classroom

10. YouTube tutorial video helps teacher in making explanation of the abstract concept of vocabulary

While YouTube tutorial have many advantages for students, there is also some disadvantages which YouTube alone is an application that need internet connection, without internet connection students can't watch the clip video. YouTube tutorial video also sometimes have too much images in each clip, so for students who doesn't like that kind of learning, it can make them lost interests.

2.5 Response

According to Wenden (1991), response are the attitude that a person has related to beliefs, emotions, and people's behavior towards a subject or thing. It means that response are someone's capacity to hear, feels, see and understand what they really feel toward a particular obejct in a particular environment. A person's attitudes are the accumulation of his instings, feelings, prejudices, preconceived beliefs, anxieties, threats, and convictions towards any given topic (Gardner, 1980).

There are three components make up response: cognitive, affective, and behavioral. The first one is cognitive component, it is a component made up of beliefs, experience and comprehension about the subject, it means that cognitive component is the representative of person's belief toward an obect or an environment. The second component is affective element, affective sometimes

referred to as likes and dislikes focuses on the feelings and emotions a person has toward an object. So affective is a person's emotional reactions that is affected by their beliefs. The last component is behavioral component. Behavioral is related to a person's intention toward an object. It is refers to someone's action and interaction that influence a person's behaviour in a certain situation.

In language teaching, students response are related to their prejudice toward the experience, feelings and behavioral during the learning process which is including the learning material, learning media, situation, comprehension, interaction with teacher and other students in the classroom. So regarding to students response, Baker (1992) suggested that the attitude towards the learning language should be include in the concept of response as language learners tend to develop favorable response or unfavorable response toward a learning process.

Caciki (2007) stated that there are two responses that a language learner develop in a learning process. The positive response is an attitudes where students enjoy the process of learning a language where the result also show an increasing of students' achievement, while the negative response is an attitudes where students feels the process of language learning didn't give a good influence on their achievement.

2.6 Previous Study

There are some previous studies which discuss about the use of YouTube as the main tool to improve students' vocabulary and relevant to the writers' topic research and problem investigated. So the researcher takes 3 previous research:

First, Kabooha, R., & Elyas, T. (2015, November), conducted research using YouTube videos to find out to what extent does integrating YouTube videos into EFL classrooms improve studens' vocabulary comprehension and retention. The study consisted of 100 female preparatory year students studying English as a Foreign Language in the English Language Institute at King Abdul-Aziz University, Jeddah, Saudi Arabia. The ranged in age between 18 and 20. They had separated students into two groups, which one group using YouTube videos and the other one was the control group who was not using YouTube videos. The

study also utilized a questionnaire to assess the students' perception of using YouTube videos in their classes. The result reveal that there were no significant difference between the pre-test scores of the experimental group and the pre-test scores of the control group. And the post-test scores of the experimental group were significantly higher when compared to the scores of the control group. This suggests that the use of YouTube in EFL classrooms can help students to recognize and understand the target vocabulary. Regarding the questionnaire related to students' perception, sudents considered YouTube to be an attractive tool that can help them learn English vocabulary.

Heriyanto, D. (2015) also did a research about using Youtube as the tool to find out to what extent does the use of Youtube in EFL classes improve the vocabulary mastery of students and how the students view the usage of Youtube in their class as a tool to enhance their vocabulary mastery. The study consisted of 100 students from SMK Maarif 1 of Kebumen, Indonesia with the ranged age between 14-17, four classrooms with 25 college students and four non-native english speaker. The participants are designed into two groups which are the experimental group who all watched YouTube during the learning process and the control group who also weren't used YouTube. The study also used two different questionnaires about how students view the usage of YouTube. The result of this study shows that the post-test ratings of the learners in the experimental group were significantly higher when compared to the results in the control group. This is show that the use of YouTube had a powerful effect in helps students learning and undestaning vocabulary. From the questionnaires given, 96% students agreed that YouTube videos are the best tool that enhanced their vocabulary understanding. It is also clearly show that both students and teachers are agree that using YouTube videos in learning vocabulary can be an attractive and helpful tool for students and teachers.

Third, Hariyono, T. C. (2020), conducted a study to observe how young learners were engaged during the implementation of YouTube video in teaching vocabulary at the english course. The method that being used is qualiatative

research where the writer applied descriptive research to answer the research question. The participants of the research were seven young learners who are in second level class in English Language Course, Bogor. The researcher design the entire learning activity based on students vocabulary achievement and the observe will pay attention to the ongoing process treatment, the situation and the results. The result show that students had a good response during the learning activities. The writer also stated that students are more flexible to express their idea and more easy to understand the learning activity.

Based on all the previous research provided above, it can be known that using YouTube videos in learning vocabulary increase students knowledge. The results from all the research show that YouTube videos are the best, attractive and helpful tool for students to learn vocabulary as they can express their ideas by watching videos that are showed to them. As discussed in the research above, there is a good results in using YouTube as a vocabulary learning tools, the researcher used YouTube videos but we don't know what kind of topic are being shown in order to give a perfect material for students, are the videos appropriate with the age of students or not, there is no limited videos that are being explained in the research earlier. So this studies give researcher an input for doing this research. This research will teaching aspects of vocabulary with procedure text as material and the learning media is YouTube Tutorial video,

2.7 Theoritical Assumption

Based on the frame of theories, using YouTube tutorial videos as a teaching media can give a better understanding about vocabulary and useful to maintain the new words, also meaning and context of the words to students. The teaching-learning is not only to provide a useful media but to find how students response to the use of YouTube tutorial videos in learning vocabulary. The researcher assumed that the students' vocabulary increase after being taught by using YouTube tutorial videos.

2.8 Hypothesis

Based on the study above, the writer propose two hypotesis for this research as follows:

1. Hypothesis for the effect on students' vocabulary understanding after being taught by using YouTube Tutorial videos.

   Null Hypotesis (H_o) :

   There is no significant difference on students' vocabulary understanding after being taught by using YouTube tutorial videos.

   Alternatif Hypotesis: (H_a) :

   There is a significant difference on students' vocabulary understanding after being taught by using YouTube tutorial videos.

hypothesis related to the effect on students' vocabulary understanding after being taught by using YouTube Tutorial videos, the alternatif hypothesis will be accepted if the result of the hypothesis testing are lower than 0,005.

CHAPTER III
RESEARCH METHOD

This chapter reports the type of research, population and sample of the research, data collecting technique, data analysis, statistical formula, validity and reliability of the test.

3.1 Type of Research

This research is quantitative research. The researcher focuses on the effect of using YouTube tutorial video in english vocabulary learning at the first grade of SMP Negeri 4 Bandar Lampung by using numerical data. In conducting the research, the design that the researcher use is one group pretest-posttest design. In this research design, the researcher will give a pretest to one group of students and then assign the post test after treatment. The pretest are given to students to measure students' vocabulary achievement before the treatment so that the researcher know how much students' vocabulary understanding and the post test are given to find student's vocabulary achievement after being taught by using YouTube tutorial videos. The research design that researcher use are desribed as follows:

$$T_1 \ X \ T_2$$

Description:

X : Treatment

T_1 : Pretest

T_2 : Posttest

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│  Problem in Vocabulary Learning  │
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        │ Quantitative data │
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                      │Vocabulary│
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   ┌──────────┐      ┌──────────┐      ┌──────────┐
   │Word form │      │Meaning of│      │Use of the│
   │          │      │ the word │      │   word   │
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                  │   YouTube          │
                  │ Tutorial Videos    │
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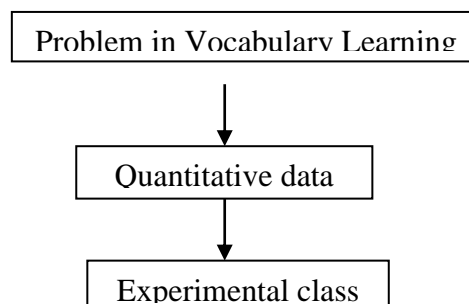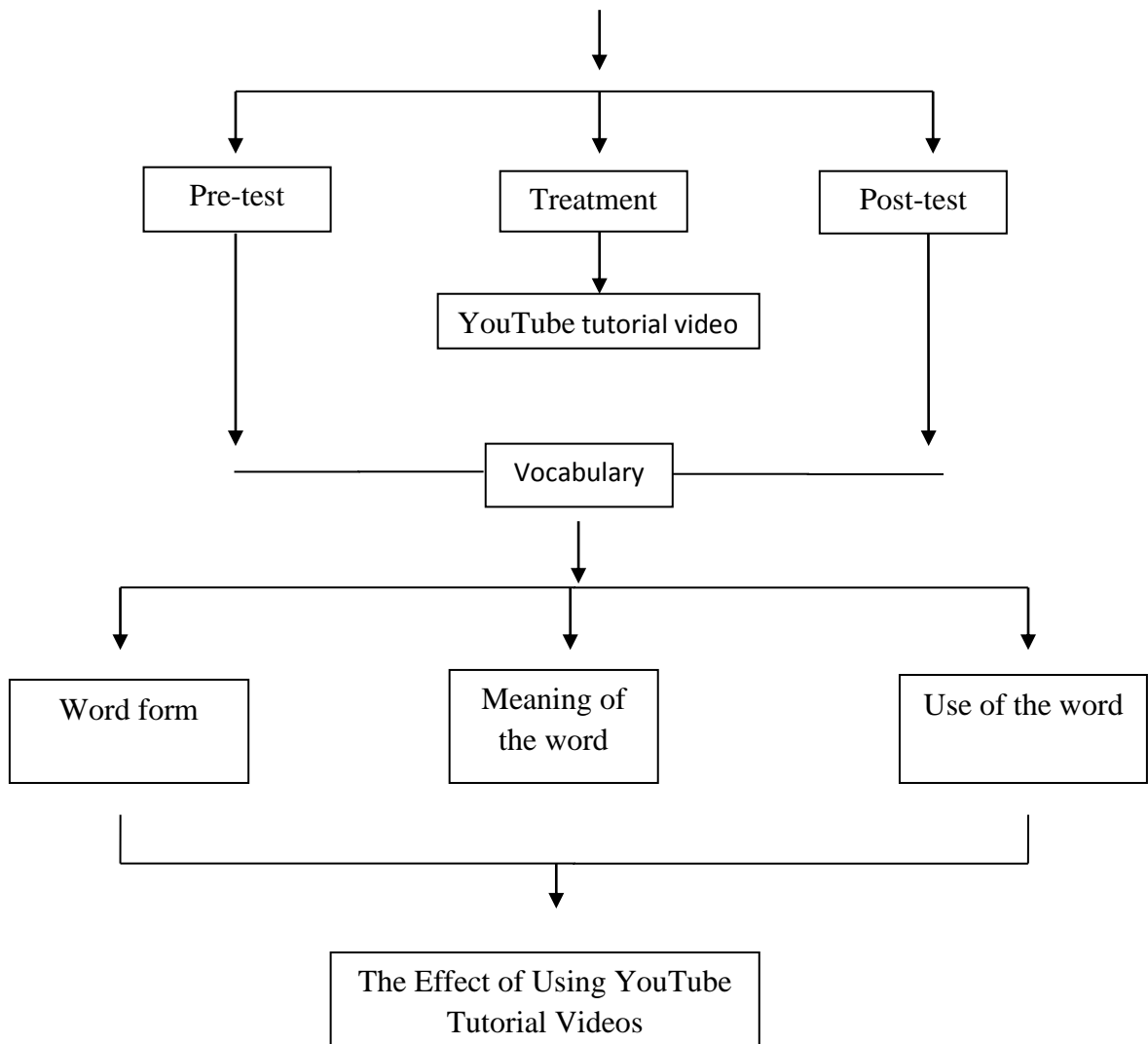
Figure 1. Research Planning

This figure is the research planning where the researcher first do a pre-research to find students problem in vocabulary learning and then the researcher collect the data by giving pre-test, treament and post-test to the experimental class. During the treatment, the researcher used YouTube Tutorial video and the pre and post-test dealing with aspect of vocabulary so it consisted of word form, meaning of the word and use of the word.

3.2 Population and Sample

This research is conducted at SMP Negeri 4 Bandar Lampung. Population of the research are the ninth grade of students in SMP Negeri 4 Bandar Lampung and

the sample are the students in 9A SMP Negeri 4 Bandar Lampung. This school is located in Hos Cokroaminoto Street, Tanjung Karang, Bandar Lampung city so the researcher assumed that the students in the school come from various kinds of background.

3.3 Data Collecting Techniques

In collecting the data, to achieve the aim of the research, researcher used two instruments:

1. Test

   In this research, the main instrument of data collection is vocabulary test. The test consisting of pretest and posttest where both tests used 30 questions consists of 10 questions about the word form, 10 questions about use/context of the word, and 10 questions about meaning of the word. In the Pre-test students are given 30 questions related to procedure text to conduct how far students understanding before the treatment. In the Post-test, students were also given 30 questions to conduct the effect of YouTube tutorial videos in students' vocabulary learning. The vocabulary was given in the form of multiple choice question format (MCQ). MCQs are one of the most common formats for professionally developed language tests. They are often used to assess learning in terms of recall and comprehension level (Coombe, Folse, and Hubley, 2007).

2. Questionnaire

   Questionnaire is one of the instruments of this research. Questionnaire in this research is to analyze students' response to the use of YouTube tutorial videos in learning vocabulary. The questionnaire consisted of statements that reflected students' cognitive, affective, and behavioral about YouTube tutorial video. The questionnaire is close-ended questionnaire in the form of Yes/No questions adapted from other researcher. It is a list of statements that students only need to choose between yes or no listed in the questionnaire. The questionnaire consisted

of 18 questions.

3.4 Research Procedure

The procedure of the research are as follows:

1. Determining the population and selecting the sample

    The population of the research was the first grade students of SMP Negeri 4 Bandar Lampung. The sample of this research was the students from Ninth grade and the population are students from class 9A which consists of 30 students.

2. Administering the Try-out test

    The Try-out test was administered in order to know the quality of the test where it covers the validity, reliability, level of difficulty and discrimination power. The test consist of 50 questions in the form of multiple choice with four options (A,B,C, and D). It was conducted within 60 minutes.

3. Administering the Pre-test

    The second procedure is doing the Pre-test. The Pre-test was given to measure students' vocabulary achievement before the treatment. The Pre-test consists of 30 questions which the form of questions are multiple choice. The time allocation for the Pre-test was 35 minutes.

4. Conducting the Treatment

    After the students given the Pre-test, they were given treatment three meetings with 70 minutes learning time. The researcher choose the material for the treatment based on syllabus (Procedure text). The treatment consists of Pre-activity, Whilst-activity, and Post-activity. The treatment was given to give students a better understanding about vocabulary especially in procedure text.

5. Administering the Post-test

Students was given the Post-test after the treatment done. The Post-test was administered to find students' vocabulary achievement after being taught by using YouTube Tutorial Videos. The question in the Post-test consists of 30 questions in the form of multiple choice with 35 minutes time allocation.

6. Giving the Questionnaire

The questionnaire was given after students done the Post-test, the questionnaire was given in order to know students' response to the use of YouTube Tutorial Videos. The questionnaire given consists of 18 close ended questionnaire.

3.5 Implementation of The Treatment

This research was conducted in SMP Negeri 4 Bandar Lampung on January 20th – February 9th, 2023. This research employed students from ninth grade (9A) which consisted of 30 students. During the research, the researcher conducted 4 meetings. The first meeting is giving pre-test and conducted treatment, the second and third meeting is also for treatment, and the last meeting is giving post-test and questionnaire to students.

Before the researcher give the pre-test and conduct the treatment, the researcher gave the try out test to students in class 9C with the help of teacher in the school. The number of students in the try out class is 30 students. The try out test was conducted in Friday 20th January 2023 with the total 50 questions. It is done with the aimed to measure if the test has a good validity, reliability, level of difficulty and discrimination power or not. After the try out test done, the researcher analysed the data using SPSS and the result shows that there are 12 invalid questions and 38 questions are valid. So based on those 38 items, the researcher choose 30 items for pre-test and post-test.

The first meeting was conducted in Wednesday 24th January 2023 with two activities. The first one, the researcher gave pre-test to students. So the researcher

greeted students, and explained the information of the researcher and her goals. The researcher also gave students the opportunity to ask things they are not understand related to the pre-test. Then, the researcher gave students 35 minutes time to answer the pre-test. After that, the researcher began the treatment by asking students questions related to procedure text and YouTube Tutorial video. The researcher then asked students to watch YouTube Tutorial video about how to make dalgona coffee and then ask students to identify the purpose of the procedure video. In the second video, the researcher gave directions for students to watch the video carefully and after that they are being separate in pairs to discuss the word form difference between both video and later they are being asked to express their idea. The researcher evaluated students understanding by giving them some questions related to the word formation in the video they have watched. In the end of meeing the researcher allow students to ask things that they still not understand and gave reinforcement to the material they have learned.

The second meeting was done in Thursday 25th January 2023, the researcher began to open classes and start the pre activity by asking students the material that was done in the previous meeting and then explained the learning objective for the second meeting. The researcher show the tutorial video about how to make Matcha Frappucino and asked students to observe the video. After that, researcher find the meaning of each sentences in the video together with students. In the second video, researcher asked students to watch carefully and work in group to discuss the meaning of each sentences and then express their idea. The researcher evaluated students understanding by giving them some questions related to meaning of the word from video that they have watched. In the end of meeing the researcher allow students to ask things that they still not understand and gave reinforcement to the material they have learned.

The third meeting was done in February 1st 2023, the researcher began the classes and then asked students to watch tutorial video from YouTube about how to make Fried Rice and then identify the use and context of each sentences in the video together. In the second video, the researcher gave directions to students to

watch the video carefully and separate them into some group to discuss the use and context of each sentences. Within 10 minutes they are asked to express their idea. The researcher evaluated students understanding by giving them some questions related to use and context the word from video that they have watched. In the end of meeing the researcher allow students to ask things that they still not understand and gave reinforcement to the material they have learned.

The last meeting was held in February 2nd 2023, the researcher divided the meeting into 2 sessions, the first session was for vocabulary post-test. The post-test are being done to measure students ' achievement after the treatment. Post-test was being held within 35 minutes. The second session is gave questionnaire. Students are given 20 minutes to answer 18 questions related to their response about the use of YouTube Tutorial video during the treatment.

3.6 Data Analysis

In analysis the data, after the researcher collecting the data by giving pretest and posttest to the students, the researcher analyzed the data. Both the Pre-ttest and Post-test were analyzed first by doing scoring, and then calculating the total correct answer from the Pre-test and Post-test, and tabulating the score of the student's vocabulary test result by using T-test, and drawing analysis from the tabulated Pre-test and Post-test so it can be analyzed by using SPSS (Statistical Package for Social Sciences) to examine is there any significant effect in students gain score. The questionnaire was administered and then analysed by using SPSS to give the data about students' response towards the use of YouTube tutorial video in learning vocabulary that can be an extensive data to answer research question 2.

3.7 Statistical Formula

As this research is using one group pretest – posttest design, the statistical procedure that being used by the researcher is paired sample T-test. It is a statistical procedure that define whether the mean variance among two sets of

observations is zero. The null hypothesis and alternative hypothesis are tested in this statistical test. In analysis the data, the researcher used mean score formula (Hatch and Farhady 1982).

$$X= \frac{\sum x}{n}$$

Note:

X : Mean score

$\sum_x$: All score of the sample

n : Total number of students

After the mean score was collected, the researcher analyze the result of the paired sample T-test, the formula are as follow:

$$t= \frac{\Sigma d}{\frac{\sqrt{n}(\Sigma d^2)\text{-}(\Sigma d)^2}{n-1}}$$

where d: difference per paired value and n: number of samples

Since this research only used one group of populations, the researcher also did normality test to find out whether the pre-test and post-test are normally distributed or not. The normality test formula used in this research is Shapiro Wilk test using SPSS 25 since the sample of the research were only thirty. The level of significant used is 0,005, so if the result of the normality test is higher than 0,005 it means that the data are distributed normally.

3.8 Validity

Validity is related to "accuracy" with the measuring instrument. A data can be valid if the instrument can measure what is supposed to be measured. A scale can have a high degree of validity if the instruments reach a measurable result and if the instruments performs did not reach the measurable result it is known that the research have a low validity. In this research, to test the validity in the vocabulary test, the researcher analyze the test by using content and construct validity.

a. Content Validity

According to Brown (1996), content validity is a strategies to test the

content of test items where the researcher investigate the degree of any specification or content objective. Content validity is important as it is intended to see whether the test being used reach the students' ability or not. The test is adapted from the materials (procedure text) in the English Curriculum stated in 2013 English curriculum and Syllabus for ninth grade students in Junior High School, where the material being teach using YouTube tutorial and gave priority to students understanding in vocabulary. The test based on students basic competence and it is represented the material taught in the class.

For the questionnaire to reach the content validity, the researcher adapted questionnaire from other researcher related to the use of YouTube videos in english classroom.

b. Construct Validity

Construct validity according to Brown (1996), is the experimental demonstration to show that the test given to students reach a good validity. In this research, the test dealing with the word form, meaning of the word, and use/context of the word. The table specification of the Try-out test and questionnaire could be seen below:

Table 2. Specification of the vocabulary Try-out Test

No	Aspect of Vocabulary	Item Number	Total	Percentage of item
1	Formation of the word	16,17,18,19,20,21,22,23,24,25,26,27,28, 29,30	15	30%
2	Use/context of the word	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	15	30%
3	Meaning of the word	31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50	20	40%
	Total	50 items		100%

Table 3. Validity result of question items

	Number of Items	Total
Valid	1,4,7,8,13,14,15,16,17,18,19,20,21,22,24,25,26,27,28, 30,31,33,34,35,36,37,38,39,40,41,42,43,434,46,47,48, 49,50	38
Invalid	2,3,5,6,,9,10,11,12,23,29,32,45	12

Based on the result of the Try Out test, the total of questions that researcher take for the pre-test and post-test questions is 38 because 12 questions was invalid and 38 questions are valid.   For the questionnaire, the table of specification of questionnaire items are being explained as follows

Table 4. Specification of Questionnaire

No	Component	Specification	Number of items	total	percentage
	Cognitive	Experience	1,2,3	6	33,3
		Comprehension	4,5,6		
	Affective	Likes	13,14,15	6	33,3
		Dislikes	16,17,18		
	Behavioral	Action	7,8,9	6	33,3
		Intereaction	10,11,12		
	Total		18	18	100%

3.9 Reliability

Reliability is a result where a test has the same point even when the test being used multiple times. the test can be called reliable if it is give consistent result when it is tested more than one time. Reliable means a test can be used many times with the same condition and it will give the same result. A test can be used if it is not only valid but also reliable.

The reliability found by using this formula:

$$rxy = \frac{\sqrt{n\sum xy-(\sum x)(\sum y)}}{\sqrt{\{n\sum x2-(\sum x)2\}\{n\sum y-(\sum y)2\}}}$$

note:

rxy = Coefficient of the reliability between odd and even number

n   = Number of students who followed the test

∑x2 = Total square of x (total of the odd number score)

∑y2 = Total square of y (total of the even number score)

∑xy = Total score of odd and even number

The criteria of reliability:

High   : 0.90 - 1.00

Medium   : 0.50 - 0.89

Low   : 0.00 - 0.49

3.10 Level of difficulty and Discrimination Power

According to Shohany (1985), To see the level of the difficulty, the researcher will use the following formula:

$$LD = \frac{R}{N}$$

Note:

LD: Level of difficulty

R: Number of the students who have given the correct answers

N: The total number of students who have taken part in the test.

The criteria of reliability are as follows:

< 0.30   : difficult

0.30-0.70   : average

> 0.70   : easy

According to Heaton (1975), the discrimination power is to which the item differentiates between the high and low level students in the test. to see the discrimination power, the formula that the researcher will use are:

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

Note:

DP = Discrimination power

U = The total of correct answer of the upper group students

L = The total of correct answer of the lower group students

N = Half of the Total number of the students who have taken the Test

The criteria were:

0.0 - 0.19 : poor

0.20 - 0.39 : satisfactory

0.40 - 0.69 : good

0.70 - 1.00 : excellent

    The reliability test were conducted after the students have given the test. The result will show whether the test is acceptable or not to use as a measurement tool.

3.11 Scoring System

    The scoring system was used to find out the total score from students' result of Pre-test and Post-test. The formula used in the research are as follows:

$$S\frac{R \; x \; 100}{N}$$

    Note:

    S= Score of the test

    R= Right answer

    N= Total of the test items

3.12 Hypothesis Testing

    The hypothesis testing is used to prove whether the null hypothesis or the alternative hypothesis that the researcher proposed in this research is accepted or not. To measure the effect, the researcher compared the result of pre-test and post-test. The formula used in the hypothesis testing are:

$$Z\frac{X n - \mu_\circ}{\frac{\sigma}{\sqrt{n}}}$$

Ƶ   = Hypothesis Statistics

Xn = Mean score of sample

σ = standar deviation of test

n   = total number of sample

The criteria are the null hypothesis is accepted if the result of the two tailed significant is higher than 0,005 and the alternative hypothesis is accepted if the result of the two tailed significant is lower than 0,005.

3.13 Analyze of Questionnaire

To analyze the questionnaire, the researcher gave students the questionnaire which consisted of 18 questions. The researcher used Yes/No questionnaire based on Guttman scale, so the scoring for "YES" will be 1 and for "No" answer is 0. The scoring for the questionnaire will used the following formula:

$$S= \frac{Qy \; x \; 100}{N}$$

S= Student score

Q_y= total question with yes answer

N= Total questionnaire

In order to know the students respond positive or negative, the researcher will use the following formula:

$$\text{Final score} = \frac{Total \; Score}{Total \; Student}$$

The criteria of positive or negative response for each student are:

0 – 50   Negative

51 - 100   Positive

To calculate the percentage of the questionnaire, the researcher used the following formula:

$$P= \frac{F}{N} x \; 100\%$$

Note:
P= Percentage
F= Frequency of students response
N= Total sample

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter contains the conclusion of this research and the suggestions for teachers who want to use YouTube Tutorial video as vocabulary learning media and for readers who interested in doing similar research.

5.1. Conclusion

After conducted the research about the use of YouTube Tutorial videos in English vocabulary learning at SMP Negeri 4 Bandar Lampung , the researcher draw conclusion as follows:

1. YouTube Tutorial videos had effectiveness in English vocabulary learning. Based on the result, there was a significant difference on students' vocabulary understanding after being taught using YouTube Tutorial video. It was proved by the increase of students score which the post-test score was higher than the pre-test score.

2. Questionnaire that was given to students to measure students' response to the use of YouTube Tutorial video draw a positive response. It was proved by the result of the cumulative students' score and the total percentage of answer in each questionnaire.

5.2 Suggestions

Considering the result of this research, the researcher put some points as suggestions as follow:

1. Suggestions for English Teacher

   Since the result show an improvement on students vocabulary score, teacher are suggested to use YouTube Tutorial video as the learning media for students especially in learning procedure text, because teacher can have many reference and choose better video for students. teacher should also monitor students performance in classroom by interact with them, giving feedback and teacher also suggested to allow students to discuss which video they want to watch, the kind of learning process they enjoy and

express their idea very well.

2. Suggestions for Further Researcher

As the researcher conducted this research in junior high school, further researcher are suggested to conduct a research with YouTube Tutorial videos as learning media in different level such as elementary school or high school students. This research also focused in teaching aspect of vocabulary, so further researcher may conduct a research which focuses in part of vocabulary or complete the information of which aspect of vocabulary improve after students being taught by using YouTube Tutorial video. Further researcher also suggested to conduct a research which fully match the YouTube Tutorial video with the target of vocabulary that junior high school students should reach. Further researcher may conduct a similar research related to students response to the use of YouTube Tutorial videos in vocabulary learning with different kind of method. This research used adapted questionnaire so further researcher may conduct a research on students' response by making a new questionnaire.

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