

Proceeding

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**USING YOUTUBE VIDEO TO IMPROVE STUDENTS' VOCABULARY
FOR 3RD GRADERS IN ELEMENTARY SCHOOL**

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Abstract

Technology is developing rapidly in the field of education, requiring teachers to utilize technology to support the learning process in the classroom, which is an alternative to attracting students' interest in the learning process. This study aims to determine the effectiveness of YouTube videos as a learning medium to improve the vocabulary of grade 3 students at SDN 01 Trimulyo. Success in the learning process is inseparable from the teacher's role in organizing and managing the class and the various constraints that exist in the classroom. In this study, we used the Classroom Action Research (CAR) method. The stages of research are planning, action, observation, and reflection. The findings from this study indicate that the use of YouTube videos as a learning medium can increase students' vocabulary. The use of YouTube videos as a learning medium provides many benefits for students, one of which is making vocabulary easier for them to learn. In other words, YouTube videos are great media that can be used to teach vocabulary. The use of YouTube videos as a medium for learning English has a positive impact on increasing students' vocabulary mastery.

Keywords: Vocabulary, YouTube Video, TEYL, Classroom Action Research (CAR)

INTRODUCTION

English is the first foreign language in Indonesia. English is an important global communication tool that allows humans to access resources and information more broadly. Advances in science and technology demand quality human resources who are able to communicate in various foreign languages. Especially English as an international language. For this reason, it is very important to introduce English at an early age. By mastering English, one can easily access the world of information and technology.

Vocabulary was first element that the English learner should learn in order to master English well besides vocabulary was the word of language which had meaning and function (Nurvitasari, 2017). A. Riskawati Hajis (2014) explains that vocabulary was a central of language and of critical importance of typical language. Meanwhile, Intan Belinda (2018) argue that vocabulary is list of the word in a language with meaning and definition and it is very important to develop student's ability in learning, speaking, listening, reading and writing as a

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fundamental in learning language and in their life with meaningful. According to Penny (in Rismareni Pransiska, 2015), vocabulary can be roughly defined as the words we teach in a foreign language. In short, vocabulary is a set of letters that become words taught in a foreign language.

Gorys Keraf (in Diana Saraswati R., 2016) argues that vocabulary expansion is divided into three levels, namely: "childhood, adolescence, and adulthood". According to this statement, childhood is the most important period for expanding vocabulary. Meanwhile, Hurlock (in Indah Werdiningsih & Mochammad Hatip, 2022) states that elementary school children aged 7 to 12 years are considered a golden age for children to learn a language other than their mother tongue, because children's abilities at this age are much more developed in operational concepts. concrete. Early childhood in the low-class group is able to understand foreign languages as well as their mother tongue, which includes four abilities: speaking, listening, writing, and reading. That is, they are at the best time to learn a foreign language.

However, what the researchers found in the field was that there were still many children who had difficulty learning English, especially in understanding and memorizing vocabulary. Students tend to be less interested in English lessons and find it difficult to say or write anything about vocabulary. The lack of variety in learning media is also one of the factors that influences it. In connection with this problem, researchers are trying to find solutions by using YouTube videos as learning media. YouTube is a site that shares a variety of videos such as video clips, music videos, trailers, and various other type of content such as short videos, video clips, and videos relate to education (Young & West, 2018).

The use of YouTube as a teaching medium is thought to increase student interest and motivation in learning (Haryadi Mujianto, 2019), improve learning skills (Purnamasari, 2018), make students enjoy (Noni Purnama Sari, 2022), students feel less bored (Rasagama, 2020), and facilitate the learning process for students and teachers (Suryani, 2020). Furthermore, Dahrizal and Dewi (2019) stated that learning with (visual) videos can increase memory by 14% to 38% and increase student vocabulary by 200%.

Departing from the statements above, in this study, the researcher tried to see and reveal how the use of YouTube videos as a learning medium can improve the vocabulary mastery of grade 3 students at SDN 01 Trimulyo. The aims of this study are: 1) To prove that YouTube videos can increase students' interest in learning English. 2) To get information on how the students improve their vocabulary using YouTube videos.

METHODOLOGY

This research used Classroom Action Research (CAR). Class Action Research (CAR) is research conducted by teachers (educators) in class or where they teach that focuses on improving learning processes and praxis (Siti Khasinah, 2013).

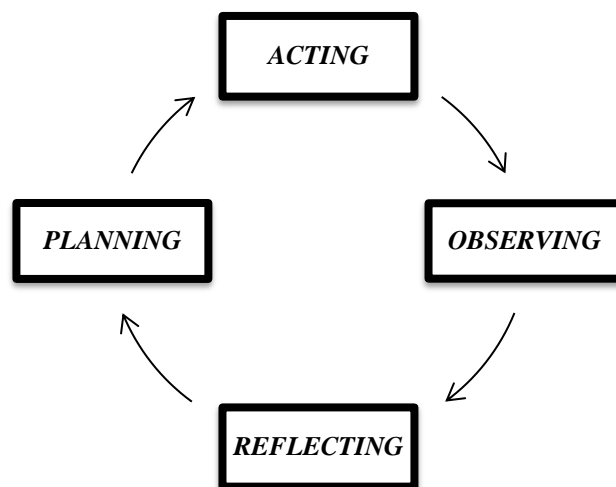
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According to Kurt Lewin (in Afi Parnawi, 2020), the main components of Classroom Action Research are: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting.



**Figure 1. Kurt Lewin's research model
In Afi Parnawi (2020)**

The subjects of this study were 19 students from grade 3 at SDN 01 Trimulyo, Juwana, Pati. The reason for being assigned as a subject is that there is a problem with students' low interest in learning English.

Methods of data analysis using descriptive qualitative analysis. The data collection procedure used in this study was as follows: 1) The test was used to measure the increase in students' vocabulary mastery abilities. At first, the researcher was doing a pre-test to know the ability of the students' vocabulary. After doing the pre-test, the class was treated six times using a YouTube video with a strategy during the teaching and learning process, followed by a post-test at the end. 2) Observation by making observations on research subjects. The data obtained is in the form of qualitative data, which includes learning activities and several other aspects.

RESULT AND DISCUSSION

Applied YouTube Videos in English Teaching

This section shows the procedures for using YouTube videos as learning media during this research, which are as follows:

- 1) The teacher chooses the learning topic from the student worksheet.
- 2) The teacher chooses a YouTube video channel and then chooses YouTube videos related to learning topics according to the lesson plans that have been made.

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- 3) Play the video.
 - a) The teacher plays the video from beginning to end.
 - b) Students listen to the teacher's explanation of the subject matter.
 - c) The teacher pauses videos based on the vocabulary.
 - d) The teacher says the vocabulary.
 - e) The teacher asks students to repeat.
 - f) The teacher writes the vocabulary on the board.
 - g) Students write on their worksheets.
- 4) The teacher gives questions to students about the material that has been studied.
- 5) The teacher draws conclusions from the learning material that has been delivered.
- 6) The teacher invites students to ask questions about things they don't understand.
- 7) The teacher displays the practice questions on the blackboard and then asks students to answer them.
- 8) The teacher gives appreciation to students who are able to answer correctly.

Student's vocabulary increases through YouTube video

The improvement of the student's vocabulary can be seen in the average score of indicators in the pre-test and post-test. The improvement of students' vocabulary in the 3rd graders of SDN 01 Trimulyo can be seen clearly in the following table:

Table 1. The pre-test and post-test result

No.	Name	Score Pre-test	Score Post-test
1.	Student 1	100	100
2.	Student 2	90	100
3.	Student 3	90	100
4.	Student 4	80	90
5.	Student 5	70	75
6.	Student 6	95	35
7.	Student 7	95	85
8.	Student 8	65	75
9.	Student 9	70	85
10.	Student 10	100	75
11.	Student 11	70	70
12.	Student 12	80	50
13.	Student 13	40	85
14.	Student 14	85	100
15.	Student 15	45	50
16.	Student 16	85	95

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17.	Student 17	60	100
18.	Student 18	55	80
19	Student 19	90	100
TOTAL		1465	1550
AVERAGE		77.10	81.57

Based on the data above, of the nineteen students, four students experienced a decrease in grades, where the vocabulary mastery of the four students also decreased. One student with a stuck score and thirteen other students experienced an increase in grades.

The average score of the student's post-test was higher than the average score of the student's pre-test. As evidenced by the average pre-test score of 77.10, in the post-test, the average student score increased to 81.57. Thus, it can be concluded that the use of YouTube videos as learning media can improve the vocabulary mastery of most of the 3rd graders in SDN 01 Trimulyo.

Table 2. The observation result

STUDENT BEHAVIOR	DESCRIPTIONS
Student interest in the material presented by the teacher.	Students look interested in the material from the YouTube videos presented by the teacher because students tend to be active in asking and answering questions given by the teacher when delivering material.
Students pay attention to the explanation of the subject matter.	There are some students who sometimes do not pay attention.
The attitude of students when given exercises that are quite difficult by the teacher.	Students complain when given difficult questions but still try to complete them.
Students do the exercises given by the teacher in class.	Most students do the assignments given by the teacher directly. Occasionally, some students at the back chatted and joked with their friends.
Students complete the assigned tasks.	Students always complete the assignments given by the teacher.
Students turn in assignments on time.	Some students collect assignments later than others

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	because they experience some difficulties in doing them.
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Based on the observation table above, the teaching and learning process is going well. Even though sometimes the class atmosphere is crowded because there are students who joke with their friends, this can still be controlled. The use of YouTube videos as learning media can solve student problems and increase their vocabulary. This is evidenced by the students who look interested in the material from the YouTube videos that are displayed. They became more active and enthusiastic about participating in class learning.

CONCLUSION

Based on the results of the analysis and discussion, the researcher can state that students' vocabulary in 3rd graders in SDN 01 Trimulyo increases by using YouTube videos as learning media.

Based on the observation sheet, some students stated that using YouTube videos as a learning medium made it easier for them to remember vocabulary, made them more enthusiastic about learning, and was not boring. In addition, the use of YouTube video learning media also makes the class atmosphere more lively. Interaction between students and teachers or with other friends becomes closer.

The value in the pre-test shows students' mastery of vocabulary before using YouTube video learning media. After being given material using YouTube videos, their vocabulary mastery increased. This is supported by the fact that most students have higher post-test scores than their pre-test scores.

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