

## The Effect of Youtube Video on Students' Vocabulary Mastery for Eighth Grade Students at SMP Negeri 1 Bangli

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### ABSTRACT

*This research was conducted to investigate the significant effect of YouTube videos on students' vocabulary mastery for the eighth grade students at SMP Negeri 1 Bangli. This research was conducted with the quasi experimental design containing two group as experimental and control groups. The eighth grade students from SMP Negeri 1 Bangli were involved as the research population. The cluster random sampling technique was applied, that made class 8E and 8F became the selected sample. Participant of this research were split into 35 students in group experimental and for other 35 students in group control, numbering total of 70 participant. Vocabulary test was used as the instrument delivered into pre-test and post-test. The form of the vocabulary test was a multiple choice questions, applied also to pre-test and post-test. The collected data from the research participant was analysed using independent sample t-test to determine the significancy of the data. From the independent sample result showed that, the students' vocabulary mastery was showing significant effect after given the post test. As shown by the value of  $t(68) = 3.044$ , with  $p$  value = 0.003, which the  $p$  value was lower than 0.050 ( $0.000 < 0.050$ ). Also proved by the post-test mean score from experimental group of 82,56 was greater than control group of 76.23. According to these finding, can be concluded that the vocabulary mastery of the students was effected significantly by YouTube videos for the eighth grade students at SMP Negeri 1 Bangli.*

**Keywords:** YouTube videos, vocabulary mastery, quasi-experimental design

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## INTRODUCTION

Vocabulary mastery is a fundamental aspect of learning English because it influences students' ability to understand and use the language effectively. According to Ardian (et al., 2023) vocabulary provides the foundation for communication, enabling learners to express ideas, interpret information, and participate in language activities. Students who possess sufficient vocabulary tend to understand learning materials more easily and can respond appropriately in various communicative situations (Fitri et al., 2025). In addition, vocabulary is closely related to other language skills, as students need an adequate range of words to support listening, speaking, reading, and writing activities. Therefore, vocabulary plays an important role in helping students achieve their language learning goals.

Despite its importance, mastering vocabulary remains a challenge for many students. Students often rely on memorization strategies, which may only provide short-term retention and make it difficult to remember newly learned words over time (Jalambo et al., 2025). Difficulties caused by variations in word forms, similarities in spelling and pronunciation, and the use of words in different contexts also encounter by students. Pronunciation problems can further affect students' understanding because incorrectly pronounced words may lead to misunderstanding and misinterpretation (Fitri et al., 2025). In addition, students sometimes know the meaning of a word but struggle to use it appropriately in context, resulting in inaccurate language use (Ramadani et al., 2025). These challenges indicate the need for effective learning media that can help students develop vocabulary in a more meaningful and engaging way.

The integration of technology into language learning has provided teachers with opportunities to create more interactive and effective learning environments. Technology-based media offer wider access to learning resources, diverse instructional materials, and engaging learning experiences that can support students' learning needs (Sartika et al., 2024). According to Rosa et al., (2023) digital media also allow teachers to present learning materials through visual, audio, and audiovisual elements that can increase students' motivation and participation in the learning process. Furthermore, digital learning resources expose students to authentic language use and provide learning materials that are relevant to their daily lives.

One digital platform that has been widely used in educational settings is YouTube. As a platform that offers a large variety of videos, YouTube provides opportunities for teachers to deliver learning materials through attractive audiovisual content. The use of YouTube in English learning can help students understand vocabulary through visual illustrations, contextual examples, and authentic language exposure (Al Jawad & Mansour, 2021). As stated by Setiawan & Novita, (2024), in addition, YouTube can increase students' interest and motivation because it presents learning materials in a format that is familiar to them. Since YouTube is frequently accessed by students in their daily lives, it has the potential to become an effective medium for supporting vocabulary learning (Qomariyah et al., (2021),

Several previous researches have investigated the use of YouTube in vocabulary learning. A research conducted by Sundanis & Akbar, (2025), reported a significant improvement in students' vocabulary mastery, with the average score increasing from 62.3 in the pre-test to 78.9 in the post-test after the implementation of YouTube videos. Similarly to research conducted by Amanda et al., (2023), found that students' vocabulary achievement improved from an average score of 65.22 in Cycle I to 84.49 in Cycle II. In contrast research conducted by Rahayu et al., (2023), found no significant correlation between students' interest in English-language YouTube content and their vocabulary mastery. These studies demonstrate that YouTube has attracted considerable attention as a learning medium for vocabulary development, while also

showing that different research designs may lead to different findings.

Although previous researches have examined the role of YouTube in vocabulary learning, several aspects remain underexplored. Most research focused on improving vocabulary mastery or investigating students' interest in YouTube content without comparing the use of YouTube as the primary learning medium with conventional classroom media. In addition, previous research generally discussed YouTube in broad learning contexts, whereas limited attention has been given to its implementation through specific learning materials such as descriptive text. Furthermore, research that investigated students' interest in YouTube content did not control the learning videos used by students, making it difficult to determine the direct effect of YouTube on vocabulary mastery. Therefore, this research positions YouTube as the main instructional medium in a controlled learning environment and integrates it with the learning process of procedure texts to provide a clearer understanding of its effect on students' vocabulary mastery.

Recognizing the potential of YouTube as a digital learning media that supports vocabulary mastery for the students in SMP Negeri 1 Bangli, especially in the eighth grade. Therefore, the objective of this research to investigate the effect of YouTube videos on the vocabulary mastery of eighth-grade students at SMP Negeri 1 Bangli. based on the research objective, the research question formulated as follow: Is there any significance effect of YouTube video on students' vocabulary mastery of eighth grade students at SMP Negeri 1 Bangli?

## METHODS OF RESEARCH

This research employed a quantitative approach with a quasi-experimental design to determine the effect of YouTube videos on the vocabulary mastery of eighth-grade students at SMP Negeri 1 Bangli. According to Abraham & Supriyati, (2022), quasi-experimental design is when two different groups are compare, namely experimental group that receives treatment and control group that not recieve treatment. The total of population were 350 students distributed accros ten classes from VIII A to VIII J. The cluster random sampling was used to take samples from existing classes using a lottery system. The samples consisted of class VIII F as experimental group (35 students) and class VIII E as control group (35 Students), making a total of 70 participants. Collecting the data, this research used a vocabulary test consisting of 25 questions both for the pre-test and post-test. The test used was in the form of multiple-choice questions based on the content of the videos used in this research.

The technique for collecting the data were consisted of three stages namely pre-test, treatment and post-test. First, a pre-test administered to both groups to examine students' initial vocabulary mastery. Second, treatment was given to the experimental group consisted of three meetings, during each meetings a different video with content based on procedure text was provided. While the control group was taught using conventional media in the form of images and text with procedure text material, which also consisted of three meetings. Third, a post-test was administered for both groups to examine students' vocabulary mastery after those meetings. The data analysis technique in this research included descriptive statistical analysis and inferential statistical analysis. The test of assumptions for hypothesis testing, a normality test using the Shapiro-Wilk test and a homogeneity test employing Levene Statistic were conducted. Further analysis was conducted by applying Independent Sample T-Test to determine whether there was a significant the effect of YouTube videos on the vocabulary mastery for the eighth-grade students.

## RESULT AND DISCUSSION

### Result

#### 1. Descriptive Statistical Analysis

Descriptive statistical analysis was conducted to analyse the vocabulary mastery of students in the experimental and control groups. This data analysis was based on comparing the results of the pre-test and post-test administered to both groups. The table below presents the results of the descriptive analysis of the pre-test and post-test scores for both groups.

Group	N	R	Min	Max	M	SD	V
<b>Experimental</b>	35	28	40	68	52.80	8.047	64.753
<b>Control</b>	35	32	40	72	53.77	8.070	65.123

Based on table there were the result of the pre-test score of both groups, these scores served as a measurement of initial students' vocabulary mastery before being given treatment. The mean score of the experimental group was 52.80, while the gained mean score of the control group score was 53.77. according to the gained mean score, the experimental had lower score when compare to the control group, showing a difference. Although there was a difference between the mean scores of the two groups, the difference in scores was slightly too far.

Post-Test	N	R	Min	Max	M	SD	V
<b>Experimental</b>	35	28	68	96	82.56	7.538	56.820
<b>Control</b>	35	32	60	92	76.23	8.454	71.476

Above there were the post-test scores from both group as shown on the table, there is evident between result from post-test in experimental group and control group. The students who taught use YouTube Video for vocabulary learning have more significant effect on mastering vocabulary, then students those who taught use conventional media by images and text. Result showed the average score experimental group was 82.56, while the average score of control group was 76.23. It indicated the experimental group obtained higher average score of compared to control group.

#### 2. Inferential Statistical Analysis

In the next stage, inferential statistical analysis was conducted to measure the significance of the influence of YouTube videos on students' vocabulary mastery through hypothesis testing. Before conducting the hypothesis testing, a normality test and homogeneity test were performed first. The Shapiro-Wilk test was used for the normality test because the sample size was less than 100. The result showed that the data were normally distributed, as the significance value was greater than 0.05.

Test of Normality				
Group		Shapiro Wilk		
		Statistic	df	Sig.
Result	Pre-Test Experiment	.950	35	.112
	Pre-Test Control	.956	35	.169

On the table results of the Shapiro-Wilk, the experimental group pretest score showed a value 0.112 for and for the control group showed 0.169. Both values were greater than  $p = 0.050$ . Therefore, the pre-test data for both groups can be validated as distributed normally.

Test of Normality				
Group		Shapiro-Wilk		
		Statistic	df	Sig.
Result	Post-test Experiment	.961	35	.242
	Post-Test Control	.961	35	.244

The result on the table showed that the post-test data were normally distributed, with significance values of 0.193 for the experimental group and 0.178 for the control group ( $p > 0.05$ ). Following the next test, homogeneity test was conducted using Levene's Statistic to determine whether the data variances were homogeneous. Data is considered homogeneous if the significance value is greater than 0.05.

Homogeneity Test of Variance					
		Levene Statistic	df 1	df2	Sig.
Score	Based on mean	.013	1	68	.909
	Based on median	.019	1	68	.891
	Based on median and with adjusted df	0.19	1	67.405	.891
	Based on trimmed mean	.014	1	68	.908

The significance value for the pre-test data between both experimental and control group was 0.909 ( $p > 0.05$ ). This indicates  $F(1,68) = 0.013$ ,  $p = 0.909$  from these values, the pre-test data is indicated to be homogeneous.

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on mean	.082	1	68	.775
	Based on median	.079	1	68	.780
	Based on median with adjusted df	.079	1	66.989	.780
	Based on trimmed mean	.085	1	68	.771

The significance value for the post-test data in the both two groups had significance value of 0.775. This indicates  $F(1,68) = 0.082$ ,  $p = 0.775$ , meaning that the post-test data were homogeneous.

The outcomes of the test indicated that the data were distributed normally and also showed to be homogeneous. Both of these necessary assumptions have been met based on the obtained results. Therefore, an independent sample t-test as hypothesis testing can be used to analysed the significance effect of YouTube video on Students' vocabulary mastery.

Independent Sample of t-test										
		Levene's test for equality of variances		t-test of equality means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	upper
Score	Equal variances assumed	.082	.775	3.044	68	.003	5.829	1.915	2.008	9.649
	Equal variances not assumed			3.044	67.124	.003	5.829	1.915	2.007	9.650

Based on the hypothesis testing, the result of independent samples t-test results showed  $t(68) = 3.044$ , with  $p$  value = 0.003. This pointed to the null hypothesis was rejected and the alternative hypothesis was accepted, as shown by the value being less than 0.050 ( $0.003 < 0.050$ ). It also shows vocabulary mastery of the students was effected significantly by the YouTube videos.

### Discussion

The purpose of this research was to answer the research question, “is there any significant effect of YouTube videos on the vocabulary mastery of eighth-grade students at SMP Negeri 1 Bangli?”. Backed by data results, this research revealed differences between the experimental group and the control group. The average post-test score of the experimental group was 82.56 showed a high value than the average post-test score of the control group average that was 76.23. The independent sample t-test results also showed significant of value  $t(68) = 3.044$ , with  $p$  value = 0.003, also means that  $p = 0.003$  was lower than 0.050. Indicating null hypothesis was rejected and acceptance the alternative hypothesis, where supporting the effect researched. These results prove the indication, the use of YouTube videos for vocabulary media learning had an effect on vocabulary mastery of the students.

During the treatment process, students watched the videos, where they tried to discover new words and learned to master vocabulary from the context of the video content. According to Minalla, (2024), in vocabulary learning, it is essential to engage students to actively practice as simultaneously maintain the learning process relevant and contextual for them. The presence of context and relevance in vocabulary learning is facilitated by the use of YouTube videos, as previously done during the treatment process. Students can understand the words meaning through visual context and situations depicted on the video, allowing to grasp word mean more concrete. Students when watching the video can gained understanding the words meaning through visual and situational context that they pick from it (Dorasa et al., 2025). Students watch the provided YouTube videos not only to master vocabulary but also to be guided in understanding the aspects of the vocabulary through the videos as a facilitator. Rather simply read by the definition students can know the words meaning more contextually and situationally seeing on the video how the words are used.

Through listening to dialogues while watching YouTube videos, students also grasp the practical aspects of word use, how those words are used properly. Understanding word usage from videos helps students learn that words can change meaning depending on the context in which they are used (Arochman et al., 2023). Along with the available subtitle feature, students can see the written form of words as they are spoken while watching YouTube videos. When students heard the video's spoken dialogue it's giving them deep understanding cause act as real example how are the words use correctly. Also stated by Lyraa et al., (2024), exposure and repeated practice with words are necessary to help reinforce deeper understanding and vocabulary retention. This is similar to what is done during treatment, videos are played repeatedly so students be more exposed to and better understand the words they encounter. Repeated videos also help students' recognition of words sounds and written forms from the subtitles, to learn the correct spelling and pronunciation.

Some students required supervision, focusing their attention to learn and gain new vocabulary from the videos need to ensure for them not learning anything just passively watch the video (Rahayu et al., 2023). Supervision is not only carried out for some those students so they do not only watch for entertainment or disturb other students while the video is played, but also to ensure they are more aware of new vocabulary to be learned by pay attention to the videos. Beside supervision, guidance also necessary for help to support students in lesson when discussing about what vocabulary they found (Hasanah et al., 2025). The same thing is also done when the learning process continues, where supervision and guidance was carried out when students in groups discuss the vocabulary they find so that learning is conducive and guidance is also provided to support students in learning the vocabulary.

Furthermore, the findings of this research are consistent with the research conducted by Trijunianti et al., (2025), confirmed YouTube videos effecting the students' vocabulary mastery. The research results significantly showed a difference in students' vocabulary scores between the experimental group and the control group. Another research conducted by Pramesti & Ningrum, (2025), that also revealed YouTube videos students' vocabulary mastery. This indicates by significant vocabulary score in post-test, where the experimental group average score was higher than the control group average score. This shows that YouTube Videos are had benefit for students in mastering vocabulary.

Similar to the research conducted by Ikhlasa & Suryadi, (2023), demonstrates that the evidence YouTube video is effective to help student vocabulary learning outcomes. This research found a difference after comparing the final score between the post-test of both groups. Further research that has the same results, namely research conducted by Soma, (2025), that comparing two classes. One using YouTube Video showed a higher increase in average scores compare to the other using conventional teaching as control class. This difference is statistically significant that YouTube video is effective than conventional teaching in improving vocabulary mastery. But another research by Silaban et al., (2026), has different result, indicating that there no effect of YouTube video to the students vocabulary mastery. The lack of an effect of YouTube on students' vocabulary mastery, can have been influenced by factors of differences in students' learning abilities, variations in the speed of learning comprehension, and the lack of combination of YouTube videos with learning strategies that effective. These finding confirms that YouTube not just merely for entertainment, but is also effective as a media learning , especially for learning vocabulary.

Based mentioned from the findings, the differences were showed significant by the student's assessment in experimental group, which the scores gained by those in the experimental group were higher than those of the control group. This indicated YouTube video had an effect to the vocabulary mastery of

the students. Although YouTube videos have effect as support in learning vocabulary and can be used in learning by students independently without being supervise, but some of the students will be more interested in entertainment aspect or just only watching also disturb other students rather than learning vocabulary from the played YouTube videos. If being supervised, the students will focus on learning vocabulary instead of just watch the video for entertainment and do other thing that can disrupt the lesson.

## CONCLUSION

This research presents findings that YouTube videos influence students' vocabulary mastery. These finding are in line with the objective the research, which examining the significant effect of YouTube videos on the vocabulary mastery of eighth-grade students at SMP Negeri 1 Bangli. Based on the finding there was a significant effect caused by YouTube on the students' vocabulary mastery. Additionally, YouTube provide contextual visualization as well as combination of subtitle and audio that can be support for students in learning vocabulary.

Even though this research has already reached its finding, it still has several limitations. The used videos in this research were limited on topic of procedure text based video content. In this research, the effect of YouTube videos was mainly based on students gain scores as only source of finding. Also, the researcher only investigating the effect of YouTube videos on eights grade students' vocabulary mastery particularly for those used as a sample at SMP Negeri 1 Bangli.

## SUGGESTION

Since students are already familiar and accustomed to using YouTube, it is recommended that they use it not only for entertainment but also learning purposes. Teachers who use YouTube for teaching are suggested to ensure give supervision during learning to strengthen the effects of using YouTube so that students focus on the video content to learn, not just watch it for entertainment. Other researchers are encouraged to explore other videos with different content on other grade level and major, to be also explored on listening, speaking, and other language skill.

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