THE IMPLEMENTATION OF YOUTUBE IN TEACHING VOCABULARY FOR YOUNG LEARNERS

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Abstract. Vocabulary has become a crucial aspect of learning foreign language. For young learners, the first words that they acquire could be like profound basis for a better learning of children. Related to the importance of vocabulary for young learners the teachers have to provide a new interesting teaching aid such as YouTube. The aim of this study is to find out the the differences between students who are taught by using YouTube and those who are not and to find out students’ perception of using YouTube in teaching vocabulary. This study employed quantitative and qualitative research design. The result of the study showed that the use of YouTube in this study is effective in teaching vocabulary for young learners and students who are taught by using YouTube are master in vocabulary. Furthermore, from the classroom observation and questionnaire, the use of YouTube can motivate students to learn vocabulary and the students have positive perception of using YouTube in teaching vocabulary for young learners.

Keywords: teaching vocabulary, YouTube, young learners.

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INTRODUCTION

Nowadays, teaching of vocabulary has assumed as a fundamentally important aspect of language development (Nunan, 1999, p.103). In teaching new vocabulary, teachers should make variation and make teaching learning process more interesting. It is important to give students a lot of variety in what they learn to. Besides, teachers should consider four principles for teaching vocabulary as suggested by Nunan (2003, p.135-140). The four principles for teaching vocabulary are as follows; the first is focus on the most useful vocabulary first, the second is focus on the vocabulary in the most appropriate way, the third is give attention to the high frequency words across the four stands of a course, and the last is encourage learners to reflect on and take responsibility for learning.

Unlike Nunan (2003), Hatch and Brown (1995, p.372) cited in Brewster (2002) indicate five essential steps in vocabulary learning such as; having sources for encountering new words, getting clear image (visual or auditory) for the form of the words, learning the words meaning, making strong memory connection between the forms and the meaning, and using the words. Furthermore, to make it interesting for young learners the teacher not only should have variety of techniques to teach vocabulary but also he or she should have interesting teaching aids. One a way in order to make it interesting and to improve their motivation the pupils should be given technology such as audiovisual aids or videos in learning vocabulary. Harmer (2007, p.176) states that teachers should see technology as tools to help them in whatever techniques and approaches they have chosen to use. Nevertheless, some teachers still see the technology as methodologies for teaching and YouTube is not popular yet in the teaching English in elementary schools. Besides, there are still many schools which do not have facilities as good and as complete as other schools have.

Previous studies have indicated that YouTube is important in teaching English (Yusri et al., 2018; Tarunpatel, 2009; Jauhara, 2009; Eileen, 2010; Alimemaj, 2010; Brooks, 2010). The studies regarding the use of YouTube in teaching English were conducted by Jauhara
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They concern the implementation of YouTube in teaching and learning English. The main goal of their research was to investigate the effectiveness of the YouTube to teaching English. Based on their research finding, the teaching program that used YouTube enhances students’ motivation to learn English and YouTube gives teacher opportunities to teach English. They propose that students have positive ideas and attitude toward the implementation of YouTube in teaching English.

This study attempts to answer complex questions related to the implementation of YouTube in teaching vocabulary for young learners. Because in teaching vocabulary for young learners teachers should make variation in technique and make vocabulary teaching more interesting, so this study was expected to give contribution to the readers’ and the teachers’ knowledge on the implementation of using YouTube in teaching vocabulary to young learners. The writer chose YouTube’ video as interesting teaching media for some reasons: the writer wanted to increase students’ motivation to learn vocabulary, she wanted to increase students’ vocabulary mastery, and she wanted to know the influence of YouTube in teaching vocabulary.

RESEARCH METHOD

This study employed mixed methods study i.e. the combination of a qualitative and quantitative component in a single research project (Bergman, 2008, p.1). Quantitative and qualitative approach as it involved the data collection and data analysis. The reason for utilizing mixed methods is for complemented this study, Tashakkori and Teddlie (2008, p.103) proposed mixed methods are used to gain complementary views about the similar phenomenon or relationship.

Based on the classification of research designs from Nunan and Bailey (2009, p.100-101) the first study can be characterized as a true-experimental, and the second study has a characteristic of a case study because of several reasons. First, this study attempted to describe and interpret a particular phenomenon in the classroom (Gerring, 2007, p.17). Second, the study was carried out in a single case (Gerring, 2007, p.20). A single case of the study referred to the issue of the implementation of the YouTube in learning vocabulary where the writer acted as a teacher. Third, this study employed multiple data collection techniques particularly direct classroom observation, and questionnaire. Multiple data collections are aimed at enhancing the validity of the study. Lastly, the second study did not formulate hypothesis and seek to test it out. Regarding this, the result of this study cannot be generalized (see Fraenkel and Wallen, 1993, p.381).

This study used multiple techniques of data collection. This means that the data were collected not only from one source of data. To gain more valid data of students, the writer used test, classroom observation, and questionnaire as instruments. The study also was carried out in one of elementary school in West Java, Indonesia. The reasons of choosing this school because this school is one of the elementary schools which implements teaching English for young learners from the first grade up to the sixth grade and the pupils have never been taught English by using YouTube video before.

RESULT AND DISCUSSION

The findings of this study pointed out that YouTube affected the young learners’ vocabulary mastery. After computing the result of the test, the writer got the data as follows:

<table>
<thead>
<tr>
<th>Table 1. The Result of Data Computation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The mean of experimental group</td>
</tr>
<tr>
<td>2. The mean of control group</td>
</tr>
<tr>
<td>3. Gained score of experimental group</td>
</tr>
</tbody>
</table>
4. Gained score of control group 680
5. t-observed 2.507
6. degree of freedom (df) 48
7. t-table 2.013

The table above shows that the mean of the experimental group is 36.4. The mean of control group is 27.2. The degree of freedom is 48 and t-observed is 2.507. In this regard, the t-observed is 2.507 and the t-table is 2.013. It means that the t-table is less than t-observed. As a result, teaching vocabulary by using YouTube video is significant to enhance student’s vocabulary mastery. Furthermore, based on the data from questionnaire and observations the students have positive perception toward the use of YouTube in teaching vocabulary.

In general, the study has shown that teaching vocabulary by using YouTube videos can help students to improve their vocabulary mastery. In addition, the students are generally perceived that learning vocabulary through YouTube was interesting and useful for them. Moreover, YouTube has fulfilled students’ expectation in learning vocabulary because YouTube provides various interesting videos and the students like to be taught interestingly because it can motivate them in learning vocabulary.

Findings from this study closely mirror previous study results. Like Jauhara (2009) and Alimemaj (2010) noted that the participants’ perception of using YouTube was positive. However, those students’ perceptions were studied without exploring their increase in learning or performance in the classroom. This study fill that gap and the writer tried to find out students’ learning or performance outcomes in the classroom correlated with their perceptions of using YouTube in teaching vocabulary.

The purpose of this study is to find out the difference in students’ vocabulary mastery between students who are taught by using YouTube’ videos and those who are not and to find out students’ perception of using YouTube in teaching vocabulary. The writer used true experiment method to gain the data, and they used t-test formula to answer the first research question. As the result, the use of YouTube in this study is effective in teaching vocabulary for young learners.

To know how YouTube is implemented in teaching vocabulary the writer got some information from classroom observations and questionnaire. The questionnaire serve not only to crosscheck the extent to which the findings in students’ perception of YouTube usage, but also to enrich the findings of this research. It was intended to answer the second research problem of this study “What are students’ perceptions of learning vocabulary by using YouTube videos?”. To answer the second research question, pupils’ perception on the implementation of YouTube in teaching vocabulary is found in the data describe as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I enjoy learning vocabulary using YouTube Video Clips (Saya senang belajar kosakata menggunakan video YouTube).</td>
<td>12 48 % 48 % 1 4%</td>
</tr>
<tr>
<td>2.</td>
<td>If my teacher uses Youtube video clips in teaching English, I feel more motivated to learn English. (Jika guru saya menggunakan video YouTube dalam mengajar)</td>
<td>12 48 % 36 % 12 % 4%</td>
</tr>
</tbody>
</table>

Table 2
Pupils’ attitude on the Implementation of YouTube in Learning Vocabulary
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3. I can understand the materials the teacher has been taught through Youtube video. (Saya bisa mengerti materi yang diajarkan oleh guru menggunakan video YouTube).

4. Youtube video clips make me interested in following the lesson from the beginning to the end. (Video YouTube membuat saya tertarik untuk mengikuti pelajaran dari awal hingga akhir pelajaran).

The data from questionnaire above concerning pupils’ attitude on the implementation of YouTube in learning vocabulary generally shows that all of the participants, basically, seemed to have a positive feeling on the YouTube usage.

Table 3
Pupils’ perception on the Role YouTube in Learning Vocabulary

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>The images displayed on digital projector help me to acquire the vocabulary. (Gambar-gambar yang tertera di layar membantu saya untuk memperoleh kosakata baru).</td>
<td>SA A Da SDa</td>
</tr>
<tr>
<td>8.</td>
<td>The sounds produced by the YouTube video help me to pronounce the word. (Suara yang dihasilkan oleh video YouTube membantu saya untuk melafalkan kata).</td>
<td>SA A Da SDa</td>
</tr>
</tbody>
</table>

Table 4
Pupils’ difficulty in Learning Vocabulary

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>I cannot comprehend vocabulary when using YouTube video in learning English. (Saya tidak bisa memahami kosa kata ketika menggunakan video YouTube dalam belajar bahasa Inggris.</td>
<td>SA A Da SDa</td>
</tr>
<tr>
<td>10.</td>
<td>I feel difficult to learn English vocabulary by using YouTube video. (Saya merasa sulit untuk belajar kosakata bahasa Inggris menggunakan video YouTube).</td>
<td>SA A Da SDa</td>
</tr>
</tbody>
</table>
Based on the data from questionnaire above concerning pupils’ difficulty in learning vocabulary using YouTube generally shows that most of the participants seemed to have positive attitude. It means that they did not have difficulty and problem when the teacher taught them by using YouTube. Based on the finding above, the writer also would like to describe some potential factors that influence the success of implementing YouTube in teaching vocabulary. First, YouTube is new materials for students. The use of YouTube video in teaching English is also new for students. Therefore, students are really enthusiastic in joining the teaching learning vocabulary by using YouTube. Second, the quality of sound and the picture was quite good even there was a problem in the color of picture and poor sound quality. Third, some students become frustrated, when the teacher constantly stop and start the video. Good preparation in presenting the material is needed to elaborate students’ frustration. Finally, some students think that more than four or five minutes of videos made them bored and sleepy. To overcome this problem, the writer gave them exercise or fun games or song related the topic.

CONCLUSION

YouTube is a great potential resource in learning English. Thus, it is important to use YouTube in classroom to gain students’ motivation and help them to acquire new vocabularies. However, the teachers are not only having to smart in choosing the appropriate videos for their students but also have to mix the activities in teaching learning process to elaborate students’ boredom. Moreover, the effectiveness of YouTube in teaching vocabulary for young learners in an EFL context in Indonesia needs to be conducted. Nevertheless, he use of YouTube in teaching vocabulary for young learners should be carried out in more creative ways and based on students’ needs.

REFERENCES


Bandung: Balai Bahasa Universitas Pendidikan Indonesia.