THE EFFECTIVENESS OF JOESIN TRANSLATION YOUTUBE VIDEO TO IMPROVE STUDENTS VOCABULARY MASTERY FOR X GRADE AT SMAN 1 SUKOMORO

[1]**Gustiara Ganefa**, [2]**Triana Wuri Cahyanti**
[123]*STKIP PGRI NGANJUK*

Abstract— YouTube helps people learn. Joesin Translation's YouTube video is a great resource for English language learners. This study looks at whether Joesin Translation's YouTube videos help students learn vocabulary. It will compare the students' vocabulary before and after watching Joesin Translation videos. It will also look at how much the students' vocabulary improved. The study used a pre-test and post-test with a convenience sample. The whole class of X was included, with 35 students from class X-1. Tests were used to collect data, which was then analyzed. The study showed that students improved their vocabulary after watching Joesin Translation videos. The average pre-test score was 54.9, while the average post-test score was 84.9. There's a big difference. The t-test showed a t-count of 8.9, higher than the t-table value. The N-Gain results showed a 69% score, showing a big improvement in vocabulary. This means that there were significant differences in vocabulary mastery for tenth graders at SMAN 1 Sukomoro in the 2023/2024 school year.

Penulis Korespondensi:

Nama Penulis: Triana Wuri Cahyanti
Program Studi Penulis: Pendidikan Bahasa Inggris
Institusi Penulis:STKIP PGRI Nganjuk
Email: rianawurycahyanti@stkipnganiuk.ac.id
Orchid ID:

INTRODUCTION

Language is an imperative tool used in interpersonal communication, in addition to body language. Nababan and Simanjuntak (2023:164) stated that "the capacity to communicate and interact with others is arguably the most fundamental aspect of human life. As social beings, humans on language to facilitate these essential interactions." There are several functions of language, including the function of language as a means of communication. People can never live alone. In fulfilling their needs, everyone needs to work together with the others

English plays a pivotal role in our country, as it has permeated various domains, including education, business, and social media. Moreover, numerous companies have incorporated English proficiency as a prerequisite for job applications. Rao (2019:66) emphasizes "English has always been used between international institutions and companies." Furthermore, English is utilized to convey ideas and cultures, and to foster positive interactions between individuals from disparate countries.

The vocabulary based on Hidayati (2016: 2) emphasizes that "the vocabulary is all the words used to use for communication in a language, not all of which are known by everyone because each person's vocabulary is a portion of all the words he or she knows in a language." Teaching vocabulary is essential to teaching. Based on Wilkins (1972:161) that cited in Hidayati (2016: 2) stated that grammar and vocabulary are essential for conveying ideas. Even when a statement is grammatically incorrect, foreigners can understand the message if the terminology is not explicitly stated. There are several types of vocabulary that need to be learnt. The types of vocabulary described by experts are as follows. Thornbury (2009:3–4) explains that "there are at least eight types of vocabulary". The following are nouns, verbs, adverbs, adjectives, pronouns, prepositions, conjunctions, and determiners.

The lack of vocabulary is a major problem for English language learners, making it challenging for teachers to use effective teaching methods. A study conducted at SMAN 1 Sukomoro identified several issues in teaching and learning vocabulary acquisition in English. Students struggled with classifying and using nouns, interpreting unfamiliar phrases, and understanding the definitions of different parts of speech. They lacked confidence in pronouncing English words and had limited vocabulary usage as they were rarely asked to actively use it. To enhance student engagement, various media should be utilized, with YouTube Joesin Translation videos being an effective tool for teaching vocabulary. Implementing these videos can significantly increase students' motivation to learn English.

This study has an important meaning to explore students' vocabulary mastery by using YouTube Joesin Translation videos for grade X students at SMAN 1 Sukomoro. Based on the formulation of the problem, the objectives of this study are as follows: To explore students' vocabulary acquisition before being taught by using YouTube Joesin Translation videos for grade X students at SMAN 1 Sukomoro; To explore students' vocabulary acquisition after being taught by using YouTube Joesin Translation videos for grade X students at SMAN 1 Sukomoro; To analyze whether there is a significant difference

between students' achievement in vocabulary acquisition before and after being taught by using YouTube Joesin Translation videos for grade X students at SMAN 1 Sukomoro.

YouTube lets users upload, share, and watch videos. Click to see the video. Students can learn from YouTube on any device. YouTube can be used as learning resources for digital learners. Kusuma, Darmawan and Susanto (2020:44) emphasizes that "YouTube can increase interest and support the learning style of the digital generation." YouTube videos are great for kinesthetic and auditory learners. They can observe cultural nuances and idiomatic expressions embedded in the language.

Vocabulary teaching can be difficult. Many teachers are unsure of the best way to teach words. Brown (2011:83) states that "there are three aspects to teaching vocabulary". Brown classifies vocabularies into word form, meaning, and word use. Mujianto (2019:137) states that "utilizing YouTube as a learning medium provides a very pleasant response to the learning process which can be seen from the increased interest and motivation of learners". YouTube is good for teaching and learning. (Jalaluddin, 2016:2) says YouTube has many advantages as follows: access to helpful materials outside the classroom, exposure to real English language usage, motivation through entertaining and interesting videos, personalized learning opportunities, and an enjoyable way to learn languages in the classroom. YouTube has advantages and disadvantages for learning. (Jalaluddin, 2016:3) says these are the disadvantages language barriers, distractions from advertisements, and the potential for students to be exposed to inappropriate content. Teachers can help overcome these challenges by providing guidance, downloading videos for offline viewing, and monitoring students' learning material.

Joesin Translation's YouTube channel offers helpful content for Indonesian language learners who want to improve their English skills. The channel covers basic and advanced vocabulary and grammar through videos and exercises. However, more advanced topics may require additional resources. The channel is recommended for vocabulary and grammar improvement.

Several previous studies have been conducted in relation to this research. There are : The first journal research was conducted by (Heriyanto, 2018) with the title 'The Effectiveness of Using YouTube for Vocabulary Mastery'. His study examines the impact of integrating YouTube in reading classes on vocabulary understanding and retention for students learning English as a foreign language at SMK Maárif 1 Kebumen. The second research is thesis conducted by (Pratama, 2020) titled 'Analysis of Student Development in Learning English through Joesin Translation YouTube Channel' aimed to determine if Joesin Translation's YouTube channel is beneficial for English language learners and what aspects of English they develop through this platform. The third journal research conducted (Basri et al., 2023) focuses on 'the Efectiveness of Joesin Translation Channel on Students' Vocabulary Mastery'. The study involves seventh-grade students from SMP Negeri 6 Central Buton. The research design is a pre-experiment with one group, using a pre-test and post-test approach. The fourth journal research was conducted by (Nababan & Simanjuntak, 2023) with the title 'The Effect of Using Youtube in Teaching

Vocabulary for First Year Students at SMA Negeri 1 Tanah Jawa'. Their research was conducted at SMA Negeri 1 Tanah Jawa and aimed to investigate the effectiveness of using offline YouTube videos on students' vocabulary mastery and cognitive abilities.

This research is aimed to (1) To explore the students vocabulary building before being taught by using Joesin Translation YouTube video for X grade students at SMAN 1 Sukomoro. (2) To explore the students vocabulary building before being after by using Joesin Translation YouTube video for X grade students at SMAN 1 Sukomoro. (3) To analyze the significant different of the students vocabulary building before and after being taught by using Joesin Translation YouTube Video for X grade students at SMAN 1 Sukomoro

REASEARCH METHODOLOGY

In this research, the type of research used is pre-experimental research using a quantitative approach, which includes pre-test and post-test. Sugiyono (2015: 110–111) stated that "the pretest-post-test design allows for a more accurate determination of the result, as it compares the situation before treatment with the situation after treatment". Meanwhile, Cresswell (2012: 295) stated that "the understanding of experimental research methods is used if the researcher wants to know the causal effect between the independent and dependent variables". The independent variable in this study is Joesin Translation YouTube Video and the dependent variable is vocabulary mastery.

In this study, the reasearcher wanted to determine whether Joesin Translation YouTube Video were effective in improving students vocabulary mastery achievement by measuring students vocabulary before and after using Joesin Translation YouTube Video. This study use pre-experimental with one-group pretest and posttest design are measured using a pretest conducted before the treatment to assess students' vocabulary comprehension and a post test conducted after the treatment for each learning series to evaluate its impact on their vocabulary mastery ability.

In this research, the population of the students in tenth grade in SMAN 1 Sukomoro. These are 9 classes with the amount of population are 317 Students. The term "sampling" refers to a representative sample, which is a subset of the population under study. Sugiyono (2015: 122) emphasizes that "nonprobability sampling is a sampling technique that does not provide equal opportunities for each member of the population to be selected as a sample. This study uses convenience sampling, which means the researcher chooses participants because they're available, convinient and represent some characteristics the researcher seeks to study. Then, after using the technique sampling, the researcher have a sample of this research is X-1 SMAN 1 Sukomoro, it consists of 35 students.

The researcher tested the students' vocabulary in X-1 SMAN 1 Sukomoro before using the Joesin Translation YouTube video with the vocabulary pretest. It has 10 multiple-choice questions and 10 matching items. These include part of speech classifications and usages. After the pre-test, the

treatment will begin. The researcher will also tell the students about the Joesin Translation YouTube video as a way to improve their vocabulary. The post-test is given after the pre-test and treatment to check how well students remember the words they learned with the same indicator and amount of questions as pretest. The following score for the test classified into 4: (1) 81-100 is Excellent; (2) 71-80 is Good; (3) 60-70 is Fair; and (4) 0-59 is Low.

The researcher uses experimental research with quantitative data. They determine the mean score of the students' test. Then, the researcher uses the standard deviation score. This formula shows if the sample data represents the whole population. In the last stage, the researcher uses a T-test to find significant differences. The data is analyzed using the following T-test formula. Then, find effectiveness using N-Gain.

The following represents the determination of the hypothesis: if the t-count is greater than the t-table with a significant level of 5%, it can be concluded that there is a significant difference between students' vocabulary mastery achievement before and after being taught using the Joesin Translation YouTube Video for X grade students at SMAN 1 Sukomoro in the 2023/2024 academic year.

RESEARCH FINDINGS AND DISCUSSIONS

The highest score in the pre-test was 90, and the lowest was 10. The average grade of students taught using the Joesin Translation YouTube video was 54.9. 21 students got low scores, showing they didn't understand the material or couldn't answer questions. One student did well. One student got a good score, showing they understood vocabulary and parts of speech and could answer correctly. Twelve students got excellent scores, showing they understood the material well and could answer correctly. The average score was 54.9, which is low. The standard deviation is 67.1. The mean score of 54.9 was obtained from 35 students in class X-1 at SMAN 1 Sukomoro in the 2023/2024 academic year. The highest score was 100 and the lowest was 70. The average grade of students after being taught by using a Joesin Translation YouTube video was 84.9. Eight students got a fair score, showing improvement. Twelve students got a good score, showing they understand vocabulary and parts of speech. Fifteen students got an excellent score, showing they understand vocabulary and parts of speech very well. The average score was 84.9, which is passing. The average score was 84.9 with a standard deviation of 85.61. This was taken from 35 students in class X-1 at SMAN 1 Sukomoro in the 2023/2024 academic year. The average score increased from 55 to 85.

Tabel 1. Table of Results Students Vocabulary Mastery Before and After Being Taught Using Joesin Translation YouTube Video

TEST	The Results of Students Vocabulary		
	Types	*Results*	*Category*
Pre-Test	N	36	Low
	Mean	54,9	Score

	Std. Deviation	61,78	
	Minimum	10	
	Maximum	90	
Post-Test	N	36	Excellent Score
	Mean	84,9	
	Std. Deviation	85,61	
	Minimum	70	
	Maximum	100	
Post-Pre Test	Mean	30	Effective Enough
	Std. Deviation	35,89	
	Minimum	0	
	Maximum	60	
	Df	34	
	N-Gain	69%	

From the T distribution of Df=34, it is found that $t table$ for $t 0,05 = 1,691$. So, $t count > t table$ = 8,9 > 1,691. Based on the result of t-test above, it can be seen that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. It means that there are significant effect difference between the result of the students achievement in pre-test and post-test. It can be concluded that the achievement of the students' vocabulary skill after being taught by using Joesin Translation YouTube video is better than before being taught by using Joesin translation YouTube video.

Based on the results of the N-gain score test calculation above, it shows that the average N-gain score in class X-1 for Vocabulary students using Joesin Translation YouTube video media is 0.69 or 69% including in the Effective Enough category. The minimum N-gain score is 0% and the maximum (highest) is 100%. The N-gain score classification of this research is medium because the index is $0,3 \leq g \leq 0,7 = 0,3 \leq 0,69 \leq 0,7$. Therefore, it can be concluded that the use of Joesin Translation YouTube video is effective enough in improving vocabulary mastery of students in class X-1 of SMAN 1 Sukomoro.

Based on the result of pre-test at class X-1 students are in less category, the results of the calculation show that the average score of the pre-test is 54,87 or 54,9, so the researcher make indicators to see how well the students' vocabulary mastery is in this research. There are 2 indicators of this research: (a) The first is to identify words based on their part of speech (noun, pronoun, adjective, preposition, conjunction, or interjection) with 10 multiple-choice questions. Students had trouble classifying nouns, pronouns, adjectives, prepositions, conjunctions, and interjections. Students often got parts of speech wrong, especially prepositions and conjunctions. Students often mixed up adjectives and adverbs, and pronouns and nouns. (b) The second indicator is to match vocabulary parts of speech (verbs and adverbs) with 10 questions. Most students also had trouble matching the verb and adverb in the sentence. The students answered this incorrectly because they didn't match the words correctly. This

showed that students had a hard time matching verbs and adverbs correctly. Students often couldn't match verbs and adverbs correctly. This shows they don't understand how they work in sentences.

The researcher gave the students a treatment. The researcher used a YouTube video to help students improve their vocabulary. The Joesin Translation YouTube video was a good way for students to learn vocabulary. The students enjoyed watching the video. After the treatment, the students took a test to see how well they understood the vocabulary from the Joesin Translation YouTube video. The average score for class X-1 was 84.85. There are two indicators in this research, so the researcher made indicators to see how well the students understood the vocabulary. (a) The first test is to identify the group of words based on their part of speech. There are 10 questions. After watching Joesin Translation YouTube videos, students scored 84.9 on the post-test. The video helped students understand and identify different parts of speech. The Joesin Translation YouTube videos were structured and engaging, providing more examples and explanations. This helped students understand the material better and identify parts of speech more accurately. (b) The second indicator is to match vocabulary parts of speech (verbs and adverbs) with 10 matching words. The post-test showed a big improvement in performance, with many students getting higher scores. The video-based learning approach helped students understand verbs and adverbs better and match them correctly. The videos helped students learn verbs and adverbs better, which made it easier for them to do the matching exercises.

Based on the result of statistical calculations, the hypothesis shows significant results that t-count > t-table = t-table = 8,9 > 1,691, the alternatif hypothesis (Ha) is accepted meanwhile null hypothesis (Ho) is rejected. N-gain score in class X-1 for Vocabulary students using Joesin Translation YouTube video media is 0.69 or 69% including in the Effective Enough category. The Joesin Translation YouTube video is an effective learning media for students in class X-1 at SMAN 1 Sukomoro. This strategy makes students more active and motivated in learning vocabulary. This strategy can be used to teach other English materials. The null hypothesis was rejected for several reasons. Students learn individually, so they can learn at their own pace. Joesin Translation affects students' vocabulary. The researcher found that using Joesin Translation on YouTube is a good learning strategy. This method helps students learn new words because they watch and learn from Joesin Translation YouTube videos. Joesin Translation YouTube videos can be used to learn English, especially vocabulary.

CONCLUSION AND RECOMMENDATIONS

This study used a Joesin Translation YouTube video to improve students' vocabulary mastery in class X-1 at SMAN 1 Sukomoro. The researcher concluded this study based on the research questions: (1) The students didn't know much vocabulary or parts of speech before they watched Joesin's YouTube video. Many students didn't know what the words meant. Some students knew some words. Many

students still struggle to achieve the required standard, as shown by their pre-test scores, which averaged 54.9 points and were categorized as low; (2) The students' vocabulary improved after watching the Joesin Translation YouTube video. They learned new words and understood them better. Students learn at different speeds. They like Joesin Translation's YouTube videos on vocabulary and parts of speech. The students did well on the post-test after watching Joesin Translation's YouTube video. The average post-test score was 84.9, which is excellent; (3) The students did much better after watching Joesin Translation's YouTube video. It helped them learn new words. Their scores show improvement. The students are more active and enjoy learning from the Joesin Translation YouTube video. The students' scores improved on the pre-test and post-test. The n-gain result showed 69%, so it's effective. There is a significant difference in effectiveness between before and after being taught with the Joesin Translation method on the students' vocabulary mastery.

Based on these findings, here are a few recommendations: Teachers should be creative in choosing English materials. Teachers should manage their classes to make students more active in learning English, especially vocabulary. Researchers should use appropriate methods in teaching and learning. It is important to choose a method that will help students learn in a new way. This will help them solve any problems that come up during teaching and learning. More research is needed to get more accurate results and to make improvements in how this research is done in other schools and classes. This research is being done in class X-1 at SMAN 1 Sukomoro during the 2023/2024 school year.

BIBLIOGRAPHY

Basri, S., Alim, N., Hasyim, R. S., Misbahuddin, M., & Simpuruh, I. (2023). The Effectifeness of Joesin Translation Channel on Students' Vocabulary Mastery. *Journal Of Education And Teaching Learning (JETL)*, *5*(1). https://doi.org/10.51178/jetl.v5i1.1060

Brown, D. (2011). What aspects of vocabulary knowledge do textbooks give attention to? *Language Teaching Research*, *15*(1), 83–97. https://doi.org/10.1177/1362168810383345

Cresswell, J. W. (2012). Educational Research : planning. conducting, an evaluating quantitaive and qualitative research / 4th ed. In *Pearson* (Fourth Edi). Pearson Education Limited : London., 2014.

Heriyanto, D. (2018). The Effectiveness of Using Youtube for Vocabulary Mastery. *ETERNAL (English Teaching Journal)*, *6*(1). https://doi.org/10.26877/eternal.v6i1.2290

Hidayati, N. (2016). The Use of Charade Game to Teach Vocabulary (An Experimental Study of the Seventh Graders of MTs . Miftahul Khoirot Branjang in the Academic Year of 2014 / 2015). *Journal of English Language Teaching*, *5*(1), 1–5.

Jalaluddin, M. (2016). Using YouTube to Enhance Speaking Skills in ESL Classroom Using YouTube to Enhance Speaking Skills in ESL Classroom. *English for Specific Purposes World, ISSN 1682-3257*, *17*(50), 1–4. https://www.youtube.com/user/TEDtalksDirector

Kusuma, I. M. P., Darmawan, I. N. I., & Susanto, P. C. (2020). the Role of the Interactive English

Youtube Channel in Improving English Language Skill. *Sintesa*, *November*. www.youtube.com/edu

Mujianto, H. (2019). *PEMANFAATAN YOUTUBE SEBAGAI MEDIA AJAR DALAM MENINGKATKAN MINAT DAN MOTIVASI BELAJAR Haryadi Mujianto Program Studi Ilmu Komunikasi , Peminatan Public Relations , Universitas Garut email : haryadimujianto@uniga.ac.id Pendahuluan Youtube adalah media sosia*. 5(1), 135–159.

Nababan, D. L., & Simanjuntak, Y. L. (2023). The Effect of Using Youtube in Teaching Vocabulary for First Year Students at SMA Negeri 1 Tanah Jawa. *Indonesian Journal of Educational Science and Technology (Nurture)*, *2*(1), 163–174.

Pratama, W. A. (2020). An Analysis of Students' Development in English Language Learning Through the Youtube Channel Joesin Translation. In *IAIN Salatiga*. STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIG.

Rao, P. S. (2019). The role of English as a global language. *Research Journal Of English (RJOE)*, *4*(1), 65–79.

Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (22nd ed.). Bandung : Alfabeta.

Thornbury, S. (2009). *How to Teach Vocabulary*. Pearson Longman (Pearson Education Limited).