The Relationship between Student's Habit of Watching English YouTube Content and Vocabulary Mastery

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Introduction

Definition of the topic

YouTube is a trending part of education because students will easily find a wide variety of educational videos, teaching aids, the latest news, and language learning (Rob, Theresa, Carucci, 2015)

Previous Research

Names of researchers	Year	Tittle	The result of the research
Yulianti, Muhayyang, Munir	2022	The Correlation between The Habit of Watching English YouTube Videos And Students ' Vocabulary Mastery in EFL Class	There is a positive relationship between students' habits of watching English YouTube videos and their vocabulary mastery abilities.
Sri, Ningsih, Agustina	2021	The Correlation between Students ' Habit in Watching English Movie and Their Vocabulary Mastery at the Eleventh Grade Students of SMAN 1 Raha	There is a positive relationship between the students' habit of watching English movies and their vocabulary mastery.
Pane & Geroda	2019	The Effect of The Use of Video on English Vocabulary Mastery of The Elementary Second Level Students at SDN 018 Samarinda	The use of Video give very significant effects on vocabulary to the elementary second level students of SDN 018 Samarinda

Introduction

Research Gap and Novelty

Previous Research	This Research
The use of English animated cartoon films and video material that students usually watch at school	The use of English YouTube content, not only about English material at school but also English YouTube content that is always watched at home.
The previous researchers only took one class as a participant.	This research took more participants than the previous researchers and took a different place and subject from the previous researchers.

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DARI SINI PENCERAHAN BERSEMI

Introduction

Research Questions

How are the students' habits in watching English YouTube content?

How is the students' vocabulary mastery in learning English?

Is there any significant relationship between students' habits in watching English YouTube content and students' vocabulary mastery in learning English?

Introduction

Statement of Aims

To analyze the students' habits of watching English YouTube content

To analyze the results of their vocabulary mastery.

To prove whether there is a significant relationship between students' habits of watching English YouTube content and their vocabulary mastery.

Methodology

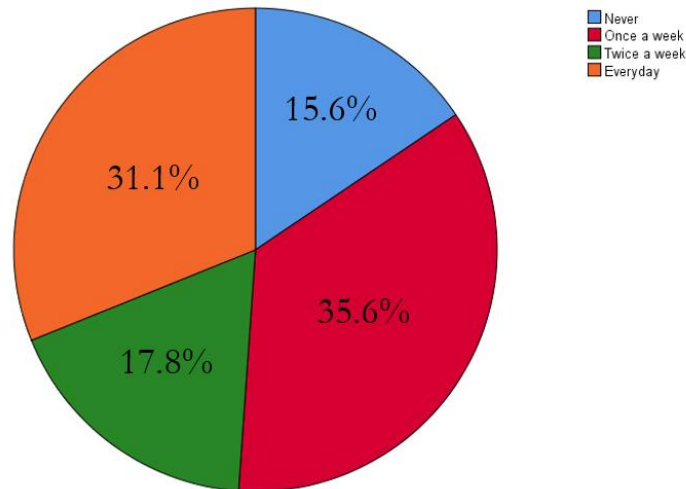|	
Research Design	This research uses quantitative methods. The design of this research method is a correlation.
Population and Sample	The population was eleventh-grade students majoring in science SMA Muhammadiyah 2 Sidoarjo. The total sample size taken was 45 students.
Instrument	Questionnaires and vocabulary tests were used as instruments.
Data Collection	The researchers prepared a closed-ended questionnaire consisting of twenty-four questions. The researcher prepared vocabulary tests consisting of ten items
Data Analysis	Data analysis in this research is done using analysis of variance because there is only one comparison variable used. The data is analyzed and calculated through SPSS version 26. It was done to determine if there is a relationship between English YouTube-watching habits and vocabulary mastery.

Findings and Discussion

Habits of watching English YouTube content

i. Frequency Aspect

The percentage of how much English YouTube content is watched by students each month

Legend: Never, Once a week, Twice a week, Everyday

- 15.6%
- 35.6%
- 17.8%
- 31.1%

Almost all students regularly consume English YouTube content. This is evidenced by the fact that every month they filled their spare time by watching some English YouTube content, and there were even more than 20 pieces of content that were watched by students.

ii. Materials Aspect

	Watching English YouTube content anytime and anywhere using a laptop or cellphone.	Watching English YouTube content without subtitles.	Watching English YouTube content with Indonesian subtitles.
Strongly Agree	15	4	24
Agree	14	7	10
Disagree	14	19	10
Strongly Disagree	2	15	1
Total	45	45	45

Some students use their free time to view English YouTube content on their laptops or phones wherever they want and take advantage of the Indonesian subtitle feature on English-language YouTube content.

iii. Attitude Aspect

	I learn English through watching English YouTube content.	Watching English YouTube content allows me to become familiar with various English cultures.	I feel that watching English YouTube content will help me improve my vocabulary mastery.	Watching English YouTube content is enjoyable and amuses me.
Strongly Agree	19	13	18	15
Agree	16	18	14	17
Disagree	8	12	12	12
Strongly Disagree	2	2	1	1
Total	45	45	45	45

Most learners can take much benefit from English-language YouTube content to learn English, get to know various cultures in English and improve vocabulary mastery and can be used as entertainment for students.

iv. Automaticity Aspect

	By watching English YouTube content, I am getting more familiar with English terms.	By watching English YouTube content, I learn new English terms.	When I gain a new phrase by watching English YouTube content, I immediately put it to use in my daily life.
Strongly Agree	17	21	4
Agree	14	14	12
Disagree	12	8	25
Strongly Disagree	2	2	4
Total	45	45	45

Most students who watch English YouTube content will become more familiar with terms in English, get accepted with different English words, and some students use them in everyday life.

Findings and Discussion

v. Competence Aspect

	I can re-cognize proper intonation and pronuncia tion.	I can repeat what the You-Tuber says in English videos.	The plots of the English videos on You-Tube are under-stand-able to me.	I under stand how idioms are applie d.	I can retell the plot of an English You-Tube video.	I under-stand the langua ge said by the You-Tubers.
Strongly Agree	15	10	12	6	7	10
Agree	14	15	20	22	16	19
Disagree	13	16	11	14	19	15
Strongly Disagree	3	4	2	3	3	1
Total	45	45	45	45	45	45

vi. Image Aspect

	I learn a lot about the English language from watching English videos on You-Tube.	I really see no moral standards in the English You-Tube videos I watch.	I can obtain a variety of slang languages in the English You-Tube content I watch.	I can comprehe nd the You-Tubers' feelings by seeing their faces on the display.	After watching English content on You-Tube, I may use formal or informal language depending on whom I speak.
Strongly Agree	16	4	19	13	8
Agree	15	11	18	19	21
Disagree	11	25	7	12	12
Strongly Disagree	3	5	1	1	4
Total	45	45	45	45	45

Findings and Discussion

The Result of Vocabulary Mastery

Category	Predicate	Frequency	Percentage (%)
Score 92 – 100	Very good	21	46,7
Score 67 – 91	Good	21	46,7
Score 42 – 66	Enough	3	6,7
Score 0 – 41	Poor	0	0
Total		45	100

Students who do not master the vocabulary well get poor scores, while students who master the vocabulary well have good scores. Therefore, vocabulary is very important to learn because if students know many words, they will be able to communicate well with no misunderstandings.

Relationship between student habit of watching English YouTube content and vocabulary mastery

		Habit of Watching English YouTube Content	Vocabulary Mastery
Habit of Watching English YouTube Content	Pearson Correlation	1	.528**
	Sig. (2-tailed)		.000
	N	45	45
Vocabulary Mastery	Pearson Correlation	.528**	1
	Sig. (2-tailed)	.000	
	N	45	45

**. Correlation is significant at the 0.01 level (2-tailed).

The person correlation value was obtained at 0.528. In the guidelines for the degree of relationship, the person correlation value is in the moderate correlation category. It can be known that the habit of watching English YouTube content is positively linked to students' vocabulary mastery.

Conclusion

- This research, the r-count is greater than the r-table. It is known that N = 45 in the r-table of 5% significance is 0.294, while the r-count is 0.528.

- Based on the decision of the correlation test, if the r-count is higher than the r-table, then the result is that the correlation coefficient is significant. Therefore, H1 is approved whereas H0 is rejected.

- It is hoped that researchers who want to research this are expected to be able to analyze more deeply related to the lack of application of the use of vocabulary mastered by students in everyday life. So that English learning becomes more optimal.

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