The Relationship between Student Habit of Watching English YouTube Content and Vocabulary Mastery of Senior High School Students

by Rahmi Maulidiyah

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

Rahmi Maulidiyah,
Sheila Agustina*,
Universitas Muhammadiyah Sidoarjo

Khoirul Umam
SMA Muhammadiyah 2 Sidoarjo
Jl. Mojopahit No.666 B, Sidowayah, Celep, Kec. Sidoarjo
sheilaagustina@umsida.ac.id

ABSTRACT

The purpose of this research is to find out if there is a significant relationship between how often Senior High School students watch English content on YouTube and how well they know their vocabulary. In this research, the method is quantitative and the design is a correlation. The population in this research is eleventh grade students majoring in science. The sample of this research is 45 students of a Senior High School in Sidoarjo. Data collection techniques in this research are a questionnaire and a vocabulary test. The questionnaire is used to collect data on student habit of watching English YouTube content. The vocabulary test is used to collect data on students' vocabulary mastery. Both results of data collection are analyzed and calculated using Microsoft Excel 2013 and SPSS version 26. The results of this research indicate that the r-count is greater than the r-table. The r-count is 0.528 while the r-table is 0.294. This proves that the correlation coefficient is significant. The more often the frequency of students who get used to watching English YouTube content, the more vocabulary will be obtained or their vocabulary mastery will increase. So H1 is accepted and H0 is rejected.

Keywords: Relationship, Habit of Watching YouTube Content, Vocabulary Mastery

INTRODUCTION

Mastering vocabulary is essential thing for English language learners. Students who master a lot of English vocabulary will make it very easy for them to express their thought and understand other people's say both in verbal and

written form. As noted by Sri, Ningsi, Agustina (2021) students who do not master vocabulary well, when they try to understand English text and listen to people who speak English will be imperfect. This results in frequent there is a misunderstanding in communication. In fact, many students are not interested in learning vocabulary. They think that English is very difficult because the pronunciation and writing are different. In addition, according to Rahmah, Nurhasanah, Islamiah (2020) students have difficulty adding vocabulary because it is difficult to memorize new words. Therefore, teachers must overcome this problem. Teachers need to provide strategies or media that can make learning exciting and effective so that students can improve their vocabulary mastery well.

In the current era of globalization, no one will be separated from technology such as cellphones. Using a cellphone has become a habit that is done by people because they can easily access whatever they want. Cellphones provide a variety of applications that they can use for business, online shopping, searching for information, communicating, playing games, and learning. One of the applications available on cellphones is YouTube. According to Rusmanayanti (2019), YouTube is one of the media that teachers can use to carry out learning activities creatively. By using YouTube, learners will easily find various kinds of educational videos, teaching aids, the latest news, and language learning, which is a trendy part of education (Rob, Theresa, Carucci, 2015). As stated by Burhanli & Bangir-alpan (2021) YouTube can facilitate everyone's learning needs according to what they want and are able to support everyone to learn for life. YouTube videos provide educational benefits because it is quickly accessible and contains languages and cultures around the world (Hariyono, 2020). In addition, videos have been widely used by people from various fields around the world (Grégis & Carvalho, 2019).

Several previous researchers assert that YouTube has a significant impact on learning, including the English language. As stated by Sayidin et al. (2021) social media is currently a tool that can be used to support students' language learning in mastering vocabulary. As stated by Mokodompit & Samola (2020), by using YouTube videos, students will not become bored when learning languages because YouTube provides many learning videos, films, video clips of songs, animation videos, and others. With the habit of watching English YouTube content, it is hoped that students can easily memorize and master English vocabulary well, and can easily understand and apply it in everyday life.

According to previous researchers, there is a link between students' habits of watching English YouTube video content and their vocabulary mastery. As stated by Sri, Ningsih, Agustina (2021) in their research, it was found that most of the students who had a moderate habit of watching English movies, also scored moderately on their vocabulary test. Based on these results, shows that

there is a positive relationship between the students' habit of watching English movies and their vocabulary mastery. In the second research conducted by Yulianti, Muhayyang, Munir (2022) it was found that, most of the students who often watched English YouTube videos in form of English material got good scores on their vocabulary tests. Based on these results, there is a positive relationship between students' habits of watching English YouTube videos and their vocabulary mastery abilities. The third research conducted by Sahayu & Friyanto (2019) showed that students learn many English words by watching YouTube video blogs. Every day, they look at the vlogger's video blog and, by accident, become accustomed to the English words they hear. The habit of watching YouTube video blogs has a significant impact on students' learning and second language acquisition. As the results of research conducted by Hayati & Rahimia (2021) showed that by using the English-language YouTube channel media, students were able to recognize new words. On YouTube, there are lots of animated video uploads that have a variety of learning materials that students can watch to increase their knowledge. One of them is language learning. The results of the research conducted by Syafrizal, Masrupi, Mauludah (2019) show that applying animated videos as a language learning strategy can overcome the problem of students' lack of vocabulary mastery. As stated by Heriyanto (2015), YouTube provides various opportunities for students to learn English by watching and listening so that they acquire new vocabulary and improve their language skills.

However, the research conducted by Juniari, Darmayanti, Arsana (2021) stated that the average result of the students' habit of watching English videos is less than the average result of the vocabulary test score, which is a negative t-count. This shows that in previous researches the habit of watching English videos only slightly affected students' vocabulary scores. Therefore, in this research, the researchers wanted to analyze more deeply the students' habits of watching English YouTube content and the results of their vocabulary mastery. In addition, the researchers also wanted to prove whether there is a significant relationship between students' habits of watching English YouTube content and their vocabulary mastery. If the students' habit of watching English content can improve students' vocabulary mastery, then the relationship is positive. However, if the student's habit of watching English YouTube content does not improve the student's vocabulary mastery, then the relationship is negative. What distinguishes this research from previous research is that the use of English YouTube content in this research is not only English animated cartoon films and video material that students usually watch at school but also English YouTube content that students watch every day at home. For example, video clips of English songs, English video blogs, English news on YouTube, and so on. In addition, in this research, the researchers took a different place and subject from

the previous researchers. The place and subject of this research are SMA Muhammadiyah 2 Sidoarjo. The previous researchers only took one class as a participant. While in this research took more participants than the previous researcher, they were two classes.

METHOD

Research Design

This research uses quantitative methods. The design of this research method is a correlation. There are two variables in this research: the independent variable and the dependent variable. Because in this research, the researchers wanted to find out a relationship between students' habits in watching English YouTube content and their vocabulary knowledge. Students' habits in watching English YouTube content become the independent variable and their vocabulary mastery becomes the dependent variable. As stated by Husna & Suryana (2017), if in a research there are two variables, then one is the independent variable and the other one is the dependent variable.

Population and Sample

This research was conducted at SMA Muhammadiyah 2 Sidoarjo. The population was eleventh-grade students majoring in science. The sample was taken purposively with permission from the school. The sample selection was done by random sampling by shuffling the names of all classes and then taken randomly. The samples taken were from two classes, namely class 11 Science 2, which amounted to 25 students, and class 11 Science 7, which amounted to 20 students. The total sample size taken was 45 students. According to Leavy (2017), random sampling is a selection technique in which each member of the population being researched has a chance of being chosen.

Instrument

This research used primary data because the data sources of this research are obtained directly in the form of questionnaires and tests. As noted by Gunawan (2015), primary data is data that has been collected directly by researchers in the form of new data or original data. Questionnaires and vocabulary tests were used as instruments. The questionnaire is used to collect data on students' habits of watching English YouTube content. The vocabulary test is used to collect data on students' vocabulary mastery.

Data Collection

This research employs a questionnaire and test as its technique of data collection. In the questionnaire, the researchers prepared a closed-ended

questionnaire consisting of twenty-four questions. This questionnaire was adapted from a research journal by Irana, Hayati, Kurniawan (2021). The questionnaire was slight changes to suit this research. The questionnaire had six aspects, including frequency, materials, attitude, automaticity, competence, and image. The frequency aspect questionnaire consists of three questions; the first question provides four answer options, namely never (1), once a week (2), twice a week (3), and every day (4). In the second question, there are 4 answer options, namely strongly disagree (1), disagree (2), agree (3), and strongly agree (4). In the third question, there are four answer options, namely <5 videos (1), 5-9 videos (2), 10-20 videos (3), and >20 videos (4). Furthermore, the materials aspect consists of three questions. The attitude aspect consists of four questions. The automaticity aspect consists of three questions. The competence aspect consists of six questions. The image aspect consists of five questions. For each question about materials, attitude, automaticity, competence, and image, there are four answer options: strongly disagree (1), disagree (2), agree (3), and strongly agree (4). Before the questionnaire was given to the sample, the researchers asked the advisor for approval to use the questionnaire. After approval, the questionnaire can be given to the sample.

In the vocabulary test, the researcher prepared vocabulary tests consisting of ten items in which each item provided three meanings of words or synonyms and provided six word options that students had to answer by ticking one of the words. Thus, the total number of meanings of words or synonyms that must be answered was thirty. This vocabulary test was adopted from the research journal by Webb, Sasao, Ballance (2017). Before the vocabulary test was given to the sample, the researchers asked the advisor for approval to use the vocabulary test. After approval, the vocabulary test can be given to the sample.

Data Analysis

Data analysis in this research is done using analysis of variance because there is only one comparison variable used. As stated by Astiti (2017) the goal of the analysis of variance is to find the independent variables in the research and figure out how these variables interact to affect responses or treatment.

The questionnaire provided twenty-four items through Google Forms, and the results of the student's answers were inputted into Microsoft Excel 2013 and calculated. The total score of each student's questionnaire was obtained by adding up the scores of each item from each student's answer. After that, it was inputted into SPSS version 26 for analysis. Then, for the vocabulary test, it provided ten questions in which each question provided three word meanings that had to be answered. If each question is answered correctly with all the meanings of the words provided, the score is six. If each question is answered

correctly but only one meaning of the word is answered, then the score is two. If it is not answered and incorrect, the score is zero. The score that will be obtained by students is a scale of 0 to 100. 92 until 100, meaning "very good," 67 until 91, meaning "good." 42 until 66, meaning "enough," and 0 until 41, meaning "poor."

After obtaining data from the questionnaire and vocabulary tests. The data is analyzed and calculated through SPSS version 26. It was done to determine if there is a relationship between English-language YouTube-watching habits and vocabulary mastery.

FINDINGS AND DISCUSSION

a. Habits of watching English YouTube content

i. Frequency Aspect

Diagram 1:
The percentage of how much English YouTube content is watched by students each month
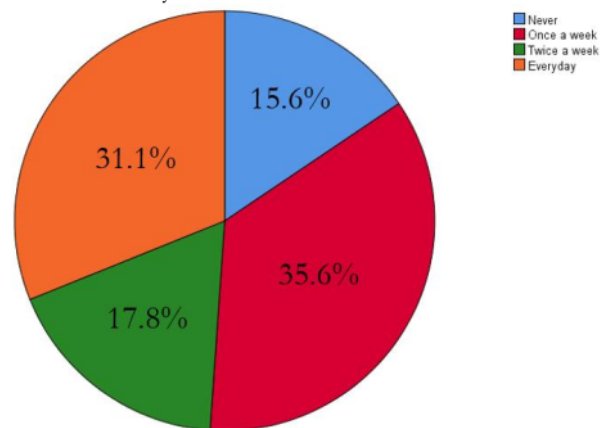
From the results of the answers to the questionnaire about how much English YouTube content do you watch? It shows that out of 45 students, only 15.6% of students had never watched English YouTube content. This indicates that almost all students have the habit of watching YouTube content. This can be seen that 35.6% students of watched English YouTube content once a week, 17.8% of students watched it twice a week, and there were 31.1% of students watched it every day.

From the results of the answers to the questionnaire about watching English YouTube content when having free time. It shows that out of 45 students, 28.9% of students were selected to strongly agree and 31.1% of students were selected to agree. It can be seen that 60% of students are used to using their free time to watch English content wherever and whenever they want. Only 40% of students are less accustomed to watching English YouTube content in their spare time. It can be seen that there were 35.6% of students selected to disagree and 4.4% of students selected to strongly disagree.

From the results of the answers to the questionnaire about how much English-language YouTube content do you watch every month? It shows that out of 45 students, 31.1% of students watched English YouTube content less than 5 videos, 35.6% of students watched between 5 to 9 videos; 15.6% of students watched between 10 to 20 videos, and 17.8% of students watched more than 20 videos. It can be viewed that all students ever watch English YouTube content in one month.

From the results of the frequency aspect questionnaire, it can be determined that 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. Although there were 7 students (15.6%) who were not used to streaming English YouTube content, they watched English YouTube content for at least 1 to 4 videos in a month. According to Badruddin & Zainuddin (2016), students do activities to learn something repeatedly that can be used to improve their abilities.

ii. Materials Aspect

Table 1:
The frequency of students in the 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

From the results of the answers to the questionnaire about watching English YouTube content anytime and anywhere using a laptop or cellphone. It shows that out of 45 students, there were 15 students strongly agreed, 14 students agreed, 14 students disagreed, and 2 students strongly disagreed. This indicates that most students watch English YouTube content on their laptops or phones whenever and wherever they want.

From the results of the answers to the questionnaire about watching English YouTube content without subtitles. It shows that out of 45 students, there were 4 students strongly agreed, 7 students agreed, 19 students disagreed, and 15 students strongly disagreed. This indicates that a few students watch English-language YouTube content without using subtitles.

From the results of the answers to the questionnaire about watching English YouTube content with Indonesian subtitles. It shows that out of 45 students, there was only 1 student strongly disagreed, 10 students disagreed, 10 students agreed, and 24 students strongly agreed. This demonstrates that the majority of students use Indonesian subtitles to comprehend English YouTube content.

From the results of the questionnaire on the materials aspect, it can be seen that some students use their free time to view English YouTube content on their laptops or phones wherever they want. In addition, most of them really take advantage of the Indonesian subtitle feature on English-language YouTube content. Students do this so that they understand what is conveyed in the content and so that they know the meaning of words, they have never known. As research conducted by Devanti & Amalia (2018) that students would not acquire new vocabulary if they watch English videos without subtitles, this will make students bored and not pay attention to the video.

iii. Attitude Aspect

Table 2:

The frequency of students in the 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

From the results of the answers to the questionnaire about learning English through watching English YouTube content. It shows that out of 45 students, there were 19 students strongly agreed, 16 students agreed, 8 students disagreed, and 2 students strongly disagreed. This proves that most students when learning English will find it easier with English YouTube content.

From the results of the answers to the questionnaire about watching English YouTube content, allow me to become familiar with various English cultures. It shows that out of 45 students, there were 13 students strongly agreed, 18 students agreed, 12 students disagreed, and 2 students strongly disagreed. This proves that most students can recognize various cultures in English.

From the results of the answers to the questionnaire about watching English YouTube content will help improve my vocabulary mastery. It shows that out of 45 students, there were 18 students strongly agreed, 14 students agreed, 12 students disagreed, and 1 student strongly disagreed. This provides that by watching English YouTube content, students can improve their vocabulary mastery.

From the results of the answers to the questionnaire about watching English YouTube content are enjoyable and amusing. It shows that out of 45 students, there were 15 students strongly agreed, 17 students agreed, 12 students disagreed, and 1 student strongly disagreed. This proves that most students enjoy and are entertained by watching English YouTube content.

From the answers to the attitude aspect of the questionnaire, it is evident that the majority of students can use

English-language YouTube content to learn English, get to know various cultures in English, and improve vocabulary mastery, As noted by Kabooha & Elyas (2018) YouTube is an effective tool for helping students comprehend and learn English, especially vocabulary. In addition, English YouTube content can be used as entertainment for students. Because according to Nur Islamia & Rosmaidar (2020) when students are starting to be entertained, students will be easily motivated to learn vocabulary.

iv. Automaticity Aspect

Table 3:
The frequency of students in the 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

From the results of the answers to the questionnaire about getting more familiar with English terms by watching English YouTube content. It shows that out of 45 students, there were 17 students strongly agreed, 14 students agreed, 12 students disagreed, and 2 students strongly disagreed. This proves that students who often watch English YouTube content become more familiar with English terms.

From the results of the answers to the questionnaire about learning new English terms by watching English YouTube content. It shows that out of 45 students, there were 21 students strongly agreed 14 students agreed, 8 students disagreed, and 2 students strongly disagreed. This proves that students can learn new English terms by watching English YouTube content.

From the results of the answers to the questionnaire about applying new English phrases in daily life after watching YouTube content. It shows that out of 45 students, there were 4 students strongly agreed, 12 students agreed, 25 students disagreed, and 4 students strongly disagreed. This proves that some students can apply the new vocabulary they have learned from watching English YouTube.

From the results of the questionnaire answers on the automaticity aspect, it can be seen that 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.

v. Competence Aspect

Table 4:
The frequency of students in the competence aspect

	I can recognize proper intonation and pronunciation after watching English YouTube content.	I can repeat what the YouTuber says in English videos that I watch.	The plots of the English videos I watch on YouTube are understandable to me.	I understand how idioms are applied in English YouTube videos based on their meaning.	I can retell the plot of an English video that I watched on YouTube.	I understand the language said by the YouTubers in the English videos I watch.
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	25	45

From the results of the answers to the questionnaire about the ability to recognize proper intonation and pronunciation after watching English YouTube content. It shows that out of 45 students, there were 15 students strongly agreed. 14 students agreed, 13 students disagreed, and 3 students strongly disagreed. This proves that students can identify the correct tone and pronunciation after watching English YouTube content.

From the results of the answers to the questionnaire about the ability to repeat what the YouTuber says in English videos. It shows that out of 45 students, there were 10 students strongly agreed, 15 students agreed, 16 students disagreed, and 4 students strongly disagreed. This proves that students will easily imitate what the YouTubers say in English YouTube content.

From the results of the answers to the questionnaire about the ability to understand the plots of the English video on YouTube. It shows that out of 45 students, there were 12 students who strongly agreed. 20 students agreed, 11 students disagreed, and 2 students strongly disagreed. This proves that students can comprehend the plot of the English YouTube content they view.

From the results of the answers to the questionnaire about the ability to understand how idioms are applied in English YouTube videos are based on their meaning. It shows that out of the 45 students, there were 6 students strongly agreed, 22 students

agreed, 14 students disagreed, and 3 students strongly disagreed. This proves that students can gain knowledge about the idioms used in the English YouTube content they watch based on the meaning of the idioms.

From the results of the answers to the questionnaire about the ability to retell the plot of an English video on YouTube. It shows that out of 45 students, there were 7 students strongly agreed, 16 students agreed, 19 students disagreed, and 3 students strongly disagreed. This proves that students who are used to watching English YouTube content can retell the plot of the English YouTube content.

From the results of the answers to the questionnaire about the ability to understand the language said by the YouTubers in the English videos. It shows that out of 45 students, there were 10 students strongly agreed, 19 students agreed, 15 students disagreed, and 1 student strongly disagreed. This proves that students can understand the sentences spoken by YouTubers.

From the results of the questionnaire answers on the competence aspect. It can be seen that by watching English YouTube content, students can identify the correct tone and pronunciation after watching English YouTube content. They can easily imitate what YouTubers say in English YouTube content, comprehend the plot of English YouTube content that they view, gain knowledge about the idioms used in English YouTube content, retell the plot of a piece of content, and understand sentences spoken by YouTubers. According to Arndt & Woore (2018), students can get vocabulary from YouTube videos depending on the chosen topic and genre.

vi. Image Aspect

Table 5:

The frequency of students in the image aspect

	I learn a lot about the English language from watching English videos on YouTube.	I really see no moral standards in the English YouTube videos I watch.	I can obtain a variety of slang languages in the English YouTube content I watch.	I can comprehend the YouTubers' feelings by seeing their faces on the display.	After watching English content on YouTube, 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

From the results of the answers to the questionnaire about learning a lot about the English language from watching English videos on YouTube. It shows that out of 45 students, there were 16 students strongly agreed, 15 students agreed, 11 students disagreed, and 3 students strongly disagreed. This proves that students may learn a great deal about foreign languages by viewing YouTube content.

From the results of the answers to the questionnaire about understanding moral standards in the English YouTube videos. It shows that out of 45 students, there were 5 students disagreed, 25 students disagreed, 11 students agreed, and 4 students strongly agreed. This proves that by watching English YouTube content, students are able to comprehend YouTube's moral standards.

From the results of the answers to the questionnaire about the ability to obtain a variety of slang language in English YouTube content. It shows that out of 45 students, there were 19 students strongly agreed, 18 students agreed, 7 students disagreed, and 1 student strongly disagreed. This proves that students can acquire and find slang when watching English-language YouTube content.

From the results of the answers to the questionnaire about understanding the YouTubers' feelings by seeing their faces on the display. It shows that out of 45 students, there were 13 students strongly agreed, 19 students agreed, 12 students disagreed, and 1 student strongly disagreed. This proves that students are able to understand the feelings of YouTubers on English YouTube content by looking at the YouTubers' faces on the display.

From the results of the answers to the questionnaire about applying the use of formal or informal language after watching English content on YouTube. It shows that out of 45 students, there were 8 students strongly agreed, 21 students agreed, 12 students disagreed, and 4 students strongly disagreed. This demonstrates that after viewing English YouTube content, students can use formal or casual language depending on the interlocutor.

From the results of the questionnaire answers on the image aspect, it can be seen that students can learn a lot about language by watching YouTube content. In addition, they can see the moral standards in YouTube content, obtain and find slang when watching English YouTube content, understand the feelings of YouTubers on YouTube content in English by

looking at the faces of YouTubers on the screen, and can use the formal or casual language according to the person they are talking to.

b. **The result of mastery of vocabulary**

Table 6:
Classification of vocabulary test scores

Category	Predicate	Frequency
Score 92 – 100	Very good	21
Score 67 – 91	Good	21
Score 42 – 66	Enough	3
Score 0 – 41	Poor	0
Total		45

It can be viewed from the table above that the vocabulary test results of the 45 students were divided into four categories. First category with a score of 92-100 with a very good predicate, there were 21 students. The second category with a score of 67-91 with a good predicate, there were 21 students. The third category with a score of 42-66 with an enough predicate, there were 3 students. Last category with a score of 0-41 with a poor predicate, there were no students who got this score.

Table 7:
Interval

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	92-100	21	46.7	46.7	46.7
	67-91	21	46.7	46.7	93.3
	42-66	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

The majority of the students' vocabulary test results have a score of 92-100 as much as 46.7 % , a score of 67-91 as much as 46.7%, and a minor number of students have a score of 42-66, as much as 6.7%.

The results of the vocabulary test above show that the student's vocabulary mastery is at a good level because most of them get very good and good predicates. In addition, there are only a few students, whose vocabulary mastery is still at an enough level, and there are no students, who are at a poor level. This shows that 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. As stated by Darwin (2016) the choice of words used by students in speaking can affect the level of students' understanding of what the speaker is saying. In addition, according to Purwanti, Setiyadi, Nurweni (2015) if students have less vocabulary they may not be able to apply their English language.

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

From the results of the discussion above, it can be seen that the results of the questionnaire were about the students' habits of watching English YouTube content and the results of the students' vocabulary mastery tests. Then the two datasets are inputted into Microsoft Excel 2013 and created in chart form as follows:

Chart 1
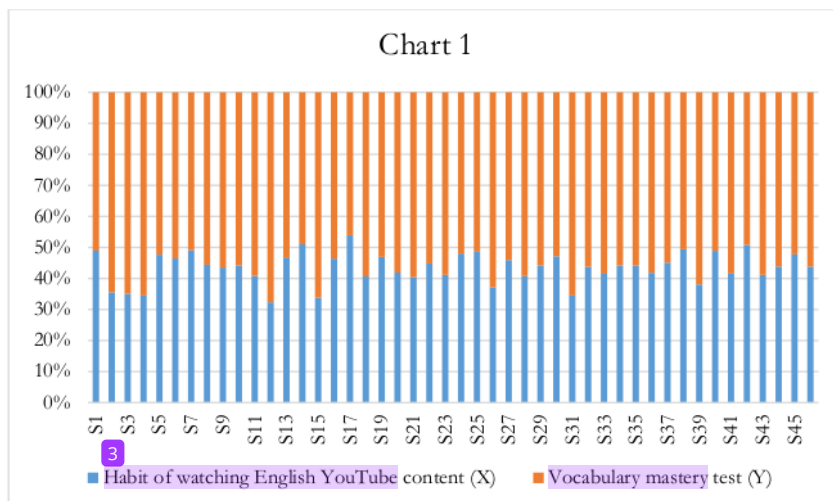
Then the two datasets were analyzed using SPSS version 26. In this analysis, using the Person Product Moment correlation formula as follows:

Table 3
Correlations 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).

According to the results of the analysis above, the significance value for the relationship between the habit of watching English YouTube content and vocabulary mastery is 0.000, which means this value is smaller than 0.05 on the basis of decision-making. Therefore, it can be proved that there is a relationship between the frequency with which students watch English YouTube content and their mastery of vocabulary.

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. Therefore, it can be known that the habit of watching English YouTube content is positively linked to students' vocabulary mastery. Therefore, there is no doubt that the use of technology can overcome and provide solutions to educational problems (Alwehaibi, 2015). According to Pane & Geroda (2019) using video to teach vocabulary resulted in better vocabulary mastery than previously.

CONCLUSION

From the six aspects contained in the questionnaire about students' habits of watching English YouTube content, the results are quite good because most students have the habit of watching English YouTube content, which can improve their English skills, especially in vocabulary. In the vocabulary test, students also showed good results in mastering their vocabulary. None of them was in the poor category. However, on the automaticity aspect, question number thirteen asks about the application of the use of vocabulary mastered by students in everyday life. Students do not maximally carry out this application. Therefore, 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.

From the results of the discussion above, there is a considerable relationship between the habit of watching English YouTube content and mastery of vocabulary. Because 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. Therefore, it can be stated that the more students get used to watching English YouTube content, the more vocabulary will be obtained or their vocabulary mastery will increase.

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