The Effectifeness of Joesin Translation Channel on Students' Vocabulary Mastery

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ABSTRACT

This research presented The Effectiveness of Joesin Translation YouTube Channel on Students' Vocabulary Mastery at SMP Negeri 6 Central Buton (An Experimental Study at the VII Grade Students Outcomes at SMP Negeri 6 Central Buton). This research question is: Are there any effects of YouTube on students' vocabulary mastery at the VII grade students' outcomes of SMP Negeri 6 Central Buton? This study aims to determine YouTube on students' vocabulary mastery among the VII grade students of SMP Negeri 6 Central Buton. The design of this study was a pre-experiment using the One Group Pre-test-Post-test. This research variable consists of two variables: the effect of the Joesin Translation Channel as a free variable and the students' vocabulary mastery as a bound variable. The sample was 26 students. This research instrument was vocabulary tests (pretest and posttest). The data collection technique in this study was to provide pretests, treatments, and posttests. Data on students' English learning outcomes were obtained from the results of the Pretest and Posttest in the form of multiple choice. The data showed an average increase in students' math learning outcomes before applying (39.99%) and (73.71%) after applying to Joesin Translation Channel on YouTube media. Furthermore, the results of testing based on hypothesis testing were carried out statistically one-sample t-test H_0 rejected and H_1 accepted. With its acceptance, H_1 It can be concluded that Joesin Translation Channel is effective in Students' Vocabulary Mastery in improving students' English learning outcomes.

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INTRODUCTION

English is the most commonly used foreign language in Indonesia and many parts of the world (Kurniawan, 2019). There are three reasons why English is widespread. First, this language is spoken in a large number of countries estimated about 600 to 700 million people in the world use this

language. Second, English is the language of knowledge because many information sources have been written in English. And the third, English as a lingua franca, has been used widely in global business, tourism, and education. Although English is a foreign language in Indonesia, it has become compulsory in the national curriculum since junior high school. There are four skills that EFL learners need to learn: listening, speaking, writing, and reading. In addition, they should also master the language components such as vocabulary, pronunciation, and grammar to achieve the four language skills successfully.

To master the English language, the learners should begin learning the vocabulary (Lube & Nuraeni, 2020). If they lack vocabulary, they will face problems in speaking, writing, reading, and understanding when listening to the interlocutor. In addition, when the learners speak with an ungrammatical statement, the listener can still understand the message, but when they have limited vocabulary, they will find it challenging to communicate. Vocabulary is one of the language aspects that studies the meaning of the word and how the words are used in the sentence context (Terasne, 2017). Vocabulary is divided into parts, namely receptive Vocabulary and productive Vocabulary. Receptive vocabulary is the set of words that people can recognize the meaning of when listening and reading.

In contrast, productive vocabulary is the words that can be used in writing and speaking (Kamil & Hiebert, 2005). Based on this theory, vocabulary can be assumed as the knowledge of words and fundamental language skills. Another study also stated that vocabulary also could make EFL learners easier to master skills in English such as speaking, listening, reading, and writing (Ayu & Zuraida, 2020). It can be concluded that vocabulary is essential in learning English and should be mastered before mastering language skills. If the learners want to construct more sentences in writing and speaking, they must know or memorize some English vocabulary. The EFL learners can know the meaning of words when they listen or read the information if they know more vocabulary. On the contrary, if the learners do not possess much vocabulary, they will have difficulty with the four English skills. In addition, the teachers act as facilitators and motivators for the students to enrich and improve their vocabulary.

Nevertheless, many problems are faced in teaching and learning vocabulary. The factors can be caused by the teachers, teaching method, and students' interest (Simpuruh & Syamsinar, 2021). From the observations at SMP Negeri 6 Buton Tengah in VII grade, the researcher found some problems in the learning process of teaching English: first, the students lack English Vocabulary. Second, the teacher still uses the conventional way of teaching and has less

awareness of using social media as a medium of Learning English in the classroom.

The rapid development of information and communication technology has recently impacted education and the learning process. Technology is crucial in people's lives and can be used in various aspects. For example, today's society tends to use technology in activities, look for job information, complete work, and even search for information through social media. In social media, people can access valuable information for each individual's development. The information available can be used for teaching materials and teaching materials through the general internet more up to date, so many learners are interested in reading and accessing them. Even though we have studied in the New Normal era, learning through social media is still implemented. Many studies have been successfully conducted using social media as a teaching source. The impact of social media such as YouTube, Instag ram, and WhatsApp makes the teacher more creative in learning and students more comfortable learning (Thaariq, 2020).

YouTube is the largest and most popular online video-sharing media website on the internet (Rahmatika et al., 2021). Then, in the New Normal era, another study found that YouTube Video Presentation Media is also widely used by educators (Rakhman et al., 2021). The previous study mentioned that YouTube, either inside or outside the classroom, can assist students in improving their speaking, listening, and pronunciation skills (Watkins & Wilkins, 2011). These studies prove that people and English teachers still favor YouTube to improve students' skills.

Nowadays, YouTube users have spread all over the world from all ages, from children to adults. YouTube users can upload videos, search videos, watch videos, discuss or ask questions about videos, and simultaneously share video clips for free. Millions of people access YouTube daily, so it is not wrong if it can be used as a learning medium. YouTube is a learning medium that creates attractive, fun, and interactive learning conditions and atmosphere. Learning videos on YouTube can be used for interactive learning in class for students and the teacher through online and offline presentations.

After searching many English learning videos, the researcher found the appropriate learning video from Joesin Translation Channel. This channel has 406 videos of English learning for beginner to advanced levels. Joesin Translation Channel also has complete English material for beginners with clear pronunciation and easy understanding for EFL learners. Based on the previous study revealed that Joesin Translation Channel can increase the English score in the class and can substitute the role of teachers in the class (Ihsan, 2019)

Therefore, based on the above reasons, the researcher conducted an experimental study at the VII Grade to determine whether Joesin Translation YouTube Channel effectively improves students' vocabulary mastery.

RESEARCH METHODE

The research was employed in the pre-experimental design. The design involves one group pretest, treatment, and posttest. The magnitude of the effect of the treatment can be known more accurately by comparing the results pretest with the posttest. The population in this study was grade VII students of SMP Negeri 6 Buton Tengah, consisting of 103 students. This research employed purposive sampling techniques. The samples were taken from grade VIIA students of SMP Negeri 6 Buton Tengah, with the number of samples being 26 students, including ten female students and sixteen male students.

The instrument used in this research was vocabulary tests (pretest and posttest). A pretest was conducted to obtain students' vocabulary mastery grades at SMP Negeri 6 Buton Tengah before using YouTube. This test was conducted at the beginning of the lesson. At the same time, a posttest was carried out to obtain the grades of students' vocabulary mastery at SMP Negeri 6 Buton Tengah after students used YouTube learning. The test was performed at the end of the lesson in a class through YouTube Media. The teaching video was taken from the Joesin translation channel. Before the test was given, the instrument's validity and reliability tests were first performed.

The procedure for Collecting Data In the pretest, the researcher gave a vocabulary test that consisted of adjectives, verbs, and nouns. Then, in treatment, the researcher taught vocabulary to the experimental class three times using YouTube videos. The treatment of this research is described as follows:

Table 1.
Treatment Activities

1. The researcher played vocabulary videos on YouTube by using a laptop and projector.
2. The researchers provided a vocabulary list in English based on the videos they had watched.
3. The first material students learned adjectives at https://youtu.be/mqnFJZtsdTg
4. The second material, they learned verbs at https://youtu.be/UJ2kQtrSX0s
5. The third material was a noun

> at https://youtu.be/GoSV0Cva_k8
> 6. The fourth was the adverb
>   at https://www.youtube.com/watch?v=EPjHv0XrSDM
> 7. The students repeat and translate vocabulary lists into Indonesian Language (Bahasa)
> 8. The researcher read the vocabulary list and then asked students to repeat the vocabulary. These activities were repeated several times to make sure they understood the new words enough
> 9. The last, the researcher asked one of the students to make sentences of the vocabulary they had learned. Then they also made simple dialogues and practiced with their classmates in front of the class.

Picture 1.
Learning Material by Joesin translation Channel

Picture No. 1 is above one of the learning materials during the treatment. After conducting treatment, the researcher gave a posttest, and the questionnaires in the posttest were similar to the pretest. This posttest aimed to find out the result of the treatment.

RESULT AND DISCUSSION

Data gained in the findings were divided into two descriptive data analysis and inferential analysis. Descriptive analysis in this research is data analysis on students' vocabulary mastery learning outcomes.

Data Analysis on Students' Vocabulary Mastery

Data learning vocabulary mastery was collected and analyzed to determine students' vocabulary mastery outcomes before and after the learning process to know the effectiveness of YouTube in enriching the student's vocabulary mastery. Predetermined vocabulary standard of 50 vocabularies after the students learn Joesin translation at YouTube, they obtain high grades

with established vocabulary standards. So The Effect of YouTube on Students' Vocabulary Mastery affected students' English learning outcomes. This data was obtained from the pretest and posttest results of learning vocabulary mastery. The results of the descriptive analysis of student vocabulary mastery are presented in table 2. below:

Table 2.
Data Pretest and Posttest Scores

Statistik	The Effect of YouTube on Students' Vocabulary Mastery		
	Pretest	**Posttest**	**N-Gain**
N	26	26	26
Means	39.996	73.715	1.00
Varians	405,355	241,166	.150
Maksimum	93.33	100.00	1.00
Minimum	6.66	50.00	-1.00
Standard deviation	20.13	15.52	0.38727

Based on table No.2, students' average learning vocabulary mastery outcomes before and after learning at YouTube were 39,996, considered in the poor category. Meanwhile, the mean of the posttest was 73,715, considered in the good category. In contrast, the average grade of N-Gain students' English learning outcomes was 1.00. It can be concluded that learning English videos on the Joesin Translation YouTube channel is effective in improving the students' vocabulary mastery and learning outcomes. The average value of N-Gain falls into the near-low category of moderate increases.

Inferential Analysis

The inferential analysis tests different hypotheses regarding students' English learning outcomes. Before conducting inferential analysis to test the hypothesis proposed the requirements of the analysis:

Normality Test

The normality test was used to determine whether N-Gain data results in learning vocabulary mastery classes are average. To test whether or not the data is typically distributed, normality test statistics are used with the Lilliefors formula.

Table 3.
One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov		Unstandardized Residual
N		26
Normal Parameters[a,b]	Mean	-.3532362
	Std. Deviation	.21970079
Most Extreme Differences	Absolute	.176
	Positive	.093
	Negative	-.176
Test Statistic		.176
Asymp. Sig. (2-tailed)		.038[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the tests that have been done obtained maximum D results $(D_{hitung}) = 0,038$ from the table on $\alpha = 0,05 (n = 26)$ Retrieved $D_{tabel} = 0,173$. It means $D_{htung} = 0,038 < D_{tabel} = 0,173$. Thus H_0 rejected and H_1 accepted, it can be concluded that *Normalized Gain* data of students' English vocabulary is a normal distribution.

2. Hypothesis Test

$$t = \frac{\overline{X}_g - \mu_0}{S / \sqrt{n}}$$

$$t = \frac{0,509 - 0}{0,387 / \sqrt{26}} = \frac{0,509}{0,387 / 5,098} = \frac{0,509}{0,0759} = 6,7061$$

$$t_{tabel} = (\alpha = 0,05; dk = n - 1 = 26 - 1 = 26) = 2,05934$$

Based on the prerequisite test conducted, the results of Normalized gain data on students' vocabulary mastery learning results were normal distribution. Then hypothesis testing using one-sample t-test (*one-sample t-test*) on the *Normalized Gain* score was obtained $t_{tabel} = (\alpha = 0,05; dk = n - 1 = 26 - 1 = 25) = 2,05934$.

Because $t_{hitung}(6,7061) > t_{tabel}(2,05934)$, so H_0 rejected and H_1 accepted. With acceptance, H_1 It can be concluded that The Effect of YouTube on Students' Vocabulary Mastery was effective in students' English learning outcomes.

Discussion

The analysis results before the students taught using the video on YouTube had a *mean* value of 39,990, variances of 403,355, and a standard deviation of 20,133. After Joesin Translation taught them some English videos on YouTube, the student's vocabulary mastery obtained a mean value of 73,751, a variance of 241,166, and a standard deviation of 15,529. Based on the explanation, learning achievement after given treatment is significantly different on average applied to the learning. Inferentially, the two have significant differences. This result is in line with the previous study, which found that there was a significant difference in the scores of the pretests and posttests, demonstrating integrating YouTube has improved the students" ability to recognize and comprehend the target vocabulary better (Heriyanto, 2015; Kiranti et al., 2022). And also, Joesin Translation Channel can increase the student's understanding of English vocabulary communication (Ihsan, 2019).

As the result of the hypothesis on findings, which H_0 was rejected and H_1 was accepted, by the acceptance, H_1 it can be assumed that this media is effective for the student's learning outcomes. Since the English videos Joesin introduced made the students enjoy learning vocabulary without feeling too much pressure in the classroom. However, they found some video access obstacles, such as one student running out of data and a bad connection (Muthoharoh et al., 2021). Nevertheless, they can still access it at home. Through this media, they can learn anytime and anywhere they need without being left out of the class. The students can access the video for learning anywhere and anytime through YouTube. It also makes students more active, independent, and responsible for learning (Lathifah & Prastowo, 2020). On the other side, the students enjoy learning because learning from YouTube is exciting and fun (Almurashi, 2016). Based on data from students' English vocabulary learning outcomes, most students feel pleased and even grateful when receiving YouTube as their learning medium because the display, the image, and the pronunciation are clear. This video media will stimulate students' feelings, thoughts, and willingness to learn through the audio-visual presentation of ideas and information. In addition, they also get new experiences in learning because not only monotonous learning as usual but also engages the students' motivation.

In addition, one of the causes of the difficulty in learning vocabulary was the teachers were still familiar with the conventional learning model. In addition, the teachers have not applied the effective

learning model for teaching English. Teachers need to apply the proper learning model for better English learning outcomes. Thus, teachers must modify learning to encourage students to follow the learning process (Syarifudin, 2020).

YouTube was considered an attractive learning medium designed to influence classroom activities into an accessible teaching and learning process. The primary purpose of YouTube was to provide information about science and technology development and provide conventional instruction for teachers as a classroom center. YouTube also provides opportunities for teachers and students to learn in various circumstances, locked in one condition or a classroom activity and outside the classroom.

In addition, the results of student exercises prove how YouTube has a positive and significant effect on students' vocabulary understanding. Based on the discussion above, teaching English, especially vocabulary mastery, using YouTube media is a recommended learning method that can be applied in English classes.

CONCLUSION

The results of learning English on students' vocabulary mastery at the VIIA grade at SMP Negeri 6 Central Buton Before learning at YouTube channel was in grade point average of 39,990. In other words, the average grade of students' English learning outcomes falls into the low category. After learning using YouTube at Joesin Translation Channel, the Students' Vocabulary Mastery grade point average was 73,751. Even though the average grade of students' English learning outcomes was included in the medium category, the students' scores increased. This channel can be a vitamin for students who lack vocabulary because the materials are attractive, easy to learn, and as the learning source in learning English.

In addition, they also get new learning experiences because of monotonous learning as usual and through YouTube. They can learn and discuss more English material through Joesin Translation Channel. Thus, it is concluded that the Joesin Translation channel is effective on Students' Vocabulary Mastery and can be used as the source of English learning material. Last but not least, it is suggested that the researcher can conduct a study using Joesin Translation Channel for different language skills.

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