

**UTILIZING YOUTUBE VIDEOAS A SUPPLEMENTARY RESOURCE  
FOR TEACHING VOCABULARY : A STUDY OF SEVENTH-GRADE  
STUDENTS OF JUNIOR HIGH SCHOOL**

**UNDERGRADUATE THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In partial fulfillment of the requirements to obtain a bachelor's degree  
Of Sarjana Pendidikan (S. Pd)  
Faculty of Tarbiyah and Teacher Training  
English Language Teacher Training Department



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ

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STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER  
DECEMBER 2022**

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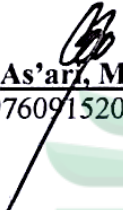
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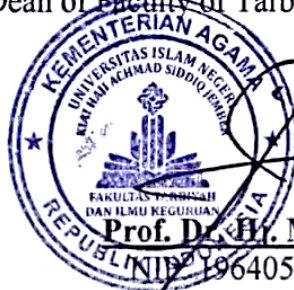
  
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## MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ  
إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحٰنَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا ۗ إِنَّكَ أَنْتَ الْعَلِيمُ  
الْحَكِيمُ ﴿٣٢﴾

“And He taught Adam the names – all of them. Then He showed them to the angels and said, “Inform Me of the names of these, if you are truthful.” They said, “Exalted are You; we have no knowledge except what You have taught us. Indeed, it is You who is the Knowing, the Wise.” Q.S. Al-Baqarah 31-32\*



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\* Al- Baqarah, *Legacy.qur'an.com*, (2):31-32

## DEDICATION

I dedicate this thesis to :

1. My beloved parents, My father and my mother who have cared of me, thanks for all the forms of love, struggle and endless sacrifices as well as the strands of prayer in every time and always provide motivation and always support me.
2. My little brother (Ahmad Fahri Azizi).
3. My grandfather and my grandmother who have always supported me throughout my life, may you rest in peace.
4. My best friend Arini, Fiki, and Nada who give me a positive words and support to finish this thesis. I want to say thank you to all of you and good luck on your life.



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J E M B E R

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Alhamdulillah All praises to Allah the almighty for all his mercies and guidance so as to the author can complete such thesis entitled “Utilizing Youtube Video As A Supplementary Resource for Teaching Vocabulary: A Study of Seventh Grade Students of Junior High School” to achieve the undergraduate degree of English Education Department, Faculty of Education and Teacher Training. State Islamic University of KH.Achmad Shiddiq, Jember.

The *sholawat* and *salaam* may always be given to the best creatures ever, the most amazing human, and the wonderful figure of human being, prophet Muhammad SAW, the existence of him can cause the world of stupidity to be smartness, the dark to be light, and *Jahiliyyah* Era to be the Islamic Era.

This success can be obtained by the author because of the support of many parties. The author realizes that there are still many shortcomings in the writing of this thesis. However, thanks to the efforts, support, guidance and prayers from various parties, the author was able to complete this thesis. Therefore, the author realizes and expresses his deepest gratitude to:

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The preparation of research results in the form of this thesis is certainly still not perfect. Therefore, the author expects suggestions and criticisms from readers for the perfection of this thesis. Hopefully this thesis can be useful for writers and readers.



Jember, 19 December 2022  
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## ABSTRACT

**Siti Fatimatus Zahro, 2022:** Utilizing Youtube Video As A Supplementary Resource for Teaching Vocabulary: A Study of Seventh-Grade Students of Junior High School

**Keywords:** *Youtube Video, Teaching Vocabulary, Supplementary Resource for Teaching Vocabulary*

Learning English vocabulary is one of the fundamental aspects of language development. To master the four basic skills in English, namely speaking, reading, listening and writing, students must first learn vocabulary to support these four skills. Along with the development of science and technology which makes it easier for us to access various learning resources, it allows every teacher to use various learning resources and media choices according to the material to be taught. One of the uses of technology that can be used to improve students' English vocabulary is by using videos from youtube. While there is increasing researches about learning vocabulary while viewing video, little is known about the students' respond and engagement to the role of youtube in their English classroom activities. This research reports on utilizing youtube video as a supplementary resource to teach vocabulary learning in Junior High School.

The research focused on two subsets. The first subset was students' responses to the classroom activities by utilizing youtube videos as a supplementary resource in learning vocabulary and the second subset was students' engagement during the use of a youtube video as a supplementary resource in teaching vocabulary. The objectives of the research are: (1) To describe the ways students' respond to the classroom activities by utilizing youtube video as a supplementary resource in learning vocabulary, (2) to know students' engagement during the use of a youtube video as a supplementary resource in teaching vocabulary.

This research used a descriptive qualitative research method. Data collection techniques used observation, interview, and document review. The data analysis technique used data condensation, data display, and verifying conclusion. To check trustworthines of the data used source triangulation and technique triangulation. This research was conducted at one of school in boarding school in Pantai, namely MTs Bustanul Ulum, Kemiri. In which the participants were seventh-grade students of MTs Bustanul Ulum, Kemiri, Pantai. This research was conducted at this school because this school already uses youtube videos as a supplementary resource in learning vocabulary.

Findings indicate that students gave positive respond when utilizing youtube videos as a supplementary resource in learning vocabulary give positive response, namely: 1.) When the learning video and the teacher are explaining, all students are silent and pay close attention, 2.) Students looked more excited and enthusiastic when learning vocabulary using videos from youtube, 3.) Students looked enjoy in class during English learning, and 4.) students often asked when there was something they don't understand. The students' engagement during the implementation of youtube video as a supplementary resource in teaching vocabulary consists of: (1) Emotional engagement (Students have high enthusiasm and curiosity and there are also some students who feel anxious), (2) Behavioral engagement (Students always pay attention, ask questions, and serious about doing the assignments), and (3) Cognitive engagement (Students' confidence, discussion with friends and also helping and giving advice to their friends). Overall, utilizing youtube video in learning vocabulary demonstrated a great potential, engaged students' enthusiastic about learning and during learning activities.

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>APPROVAL</b> .....	<b>ii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF TABLE</b> .....	<b>xii</b>
<b>LIST OF PICTURES</b> .....	<b>xiii</b>
<b>LIST OF APPENDIXES</b> .....	<b>xiv</b>
<b>CHAPTER 1: INTRODUCTION</b> .....	<b>1</b>
A. Research Background.....	1
B. Research Question.....	5
C. Research Objective.....	5
D. Research Significance .....	5
E. Research Scope .....	6
F. Definition of Key Terms .....	6
<b>CHAPTER II : LITERATURE REVIEW</b> .....	<b>8</b>
A. Previous Related Research .....	8
B. Theoretical Framework.....	13
<b>CHAPTER III : RESEARCH METHOD</b> .....	<b>36</b>
A. Reseach Setting .....	36

B. Research Design.....	36
C. Research Subject .....	37
D. Data Collecting Techniques .....	37
E. Data Analyzing Method .....	40
F. Trustworthiness of Data .....	42
G. Research steps .....	42
<b>CHAPTER IV : RESEARCH FINDING AND DISCUSSION.....</b>	<b>44</b>
A. The Description of The Object.....	44
B. Research Findings .....	48
C. Discussion .....	63
<b>CHAPTER V : CONCLUSION AND SUGGESTION.....</b>	<b>72</b>
A. Conclusion .....	72
B. Suggestion.....	73
<b>REFERENCES.....</b>	<b>74</b>



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF TABLES

Table 2.1 The similarities and differences previous research and research's study.....	12
Table 4.1 Teacher / Staff Data of MTs Bustanul Ulum 2021/2022 academic year.....	49
Table 4.2 Data of Students at MTs Bustanul Ulum 2021/2022 academic Year.....	49
Table 4.3 Result of Research Findings.....	64



## LIST OF PICTURES

Picture 4.1 Vocabulary learning by utilizing video from youtube.....	55
Picture 4.2 Text of speech before learning begin.....	63



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF APPENDIXES

Appendix 1: Declaration of Authorship

Appendix 2: Matrix

Appendix 3: Lesson Plan

Appendix 4: Research Instrument

Appendix 5: Schedule of Observation

Appendix 6: Research Permission

Appendix 7: Research Completion Letter

Appendix 8: Pictures of Activities

Appendix 9: Autobiography



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J E M B E R

# CHAPTER I

## INTRODUCTION

### A. Research Background

Currently in Indonesia, English has been studied a lot to make it easier for everyone to communicate with people from various countries, where English is also used as an international language, therefore we need to learn it. Learning English vocabulary is one of the fundamental aspects of language development. To master the four basic skills in English, namely speaking, reading, listening and writing, students must first learn vocabulary to support these four skills.<sup>2</sup> Learners should have been taught vocabulary early because that is essential to learning English.

Also, students can understand some words more easily if they understand well about the vocabulary. Therefore students need to improve and understand vocabulary in the English language.<sup>3</sup> When the students can understand the word well, it would be easier to communicate in written and spoken English. In learning English, the role of a teacher is also important for teaching vocabulary to students so that it is more conducive to learning. The teacher has to master a lot of vocabulary and understand all the meanings of the vocabulary that will be taught.

Many of the teachers still teach vocabulary in the traditional way or what was used a few years ago when technology was still not developing

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<sup>2</sup>Tira Chairiah Hariyono, "Teaching Vocabulary to Young Learner Using Video on Youtube at English Course". *Language Research in Society*, 1 (1), 41-46

<sup>3</sup>Lelawati.S, Dhiya.S, & Mailani.P.N, "The Teaching of English Vocabulary to Young Learners", *PROJECT (Professional Journal of English Education)*, 1(2), 95-100 (2018)

rapidly, such as explaining the meaning of vocabulary that was difficult for students to understand. They use a dictionary when students can't understand what the teacher says. Students write the meanings of the words which are likely left to memorized later on, beside the words on their books.<sup>4</sup> But the teachers don't realize the fact that this approach is less effective. Students become less enthusiastic for learning activities. One way to raise students' enthusiasm and interest is by using media, like videos on youtube which will enable them to respond more in learning vocabulary.

Based on the researcher's experience in teaching English. In learning four skills in English especially in writing and speaking, Vocabulary is one of the big problems for the learner to master, even though they have been learning English six years from elementary school. And also since the COVID pandemic has hampered the process of teaching and learning activities in a conventional way (face to face at school).<sup>5</sup> So that it is increasingly difficult for them to learn and understand new vocabulary. Vocabulary has been viewed differently depending on which method is easier to understand. Other researchers recognize that vocabulary acquisition is essential to successfully using foreign languages and play an important role in forming complete spoken and written texts.<sup>6</sup> Therefore it is necessary to make an effort to find ways (methods) and learning media that are appropriate and interesting to use in the learning activity .

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<sup>4</sup>Duisembekova, Zerde, "The use of English Songs on Youtube to Teach Vocabulary to Young Learners" ,(Thesis , GAZI UNIVERSITY, 2014)

<sup>5</sup>Devy Handayani, "Pemanfaatan Youtube Pada Saat Pandemi Covid 19 untuk Media Pembelajaran Bahasa Inggris dalam Meningkatkan Vocabulary dan Pemahaman Siswa", *JUPENDIK (Jurnal Pendidikan)*, Vol.04, No.2. (Oktober 2020)

<sup>6</sup>Alpino Susanto , "The Teaching of Vocabulary : A Perspective". Universitas Putera Batam, Vol 1 No. 2 (2017)



Various research results, concluded that a media used in the right teaching and learning activities can increase students' enthusiasm in learning, and can make it easier in learning English especially in learning vocabulary, namely by utilizing youtube. Audio-visual learning resources like youtube can support students to understand words better.<sup>7</sup>The utilization of youtube was useful for helping students memorise English vocabulary.

Along with the development of science and technology, which makes it easier for us to access various learning resources, it allows every teacher to use various learning resources and media choices according to the material to be taught. One of the uses of technology that can be used to improve students' english vocabulary is by using videos from youtube. Youtube is a media website used to share videos by online. A number of studies have concluded that youtube videos have a positive impact on learning. A study on the use of YouTube in English language teaching concluded: "The integration of YouTube into the English curriculum successfully increases students' interest, so that subjects are no longer considered difficult subjects to learn".<sup>8</sup>

Using youtube videos show better vocabulary learning, especially when compared to other audio materials.<sup>9</sup> Thus, if videos are used with appropriate content and activities, they will be beneficial for learning outcomes. Students can get speech and visual stimulation together, which can improve their language-learning skills as well as their vocabulary comprehension. Several

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<sup>7</sup>Oddone C , "Using Videos from Youtube and Websites in the CLIL Classroom, Studies About Language". Pp. 105-110 (2011)

<sup>8</sup>Renda Lestari, "Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris (*The Second Progressive and Fun Education Seminar*). pp.612. (2018).

<sup>9</sup>Lida Solano, Eva Ulehlova, Paola Cabrera, Veronica Espinoza, "Using EFL Youtube Videos as Supplementary Resource For Teaching Vocabulary : A Case Study in Secondary Education". ICIEI 2020 . (July 2020).

studies also describe the application of YouTube in language classes which have shown significant findings on learning English, especially in learning vocabulary.<sup>10</sup>

Based on a survey of researchers and interviews with English teachers at MTs Bustanul Ulum Kemiri, Panti. Students have low interest in learning English, especially in memorizing new vocabulary in English. They are easily bored and often sleepy in studying. Therefore, the teachers there take advantage of the facilities in the superior schools for seventh grade by making learning innovations, namely with several methods and media that have been used such as blended learning, role play, and learning using youtube videos and other short videos. Learning English, especially in learning vocabulary using videos from youtube, is quite interesting. Because with videos on youtube as a supplementary resource of learning besides using textbooks, it makes students interested and enthusiastic in learning English. Based on this explanation, the researcher is interested in conducting research on vocabulary teaching by utilizing youtube videos. Therefore the research entitled: **"Utilizing Youtube Videos as a Supplementary Resource in Teaching Vocabulary: A Study of Seventh Grade Students of Junior High School"**

## **B. Research Questions**

Based on the background above, the researcher propose the following research question :

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<sup>10</sup>Muhammad Tomy Diaz Anjoyo, "An Analysis of The Use of Social Media Youtube and Instagram by The English Teachers in Teaching Vocabulary for the Fourth Students of SD Al-Azhar Syifa Budi Solo", (Thesis, Education Muhammadiyah University of Surakarta, 2020)

1. What are students' responses to the classroom activities by utilizing youtube video as a supplementary resource in learning vocabulary ?
2. How are students' engagement during the implementation of a youtube video as a supplementary resource in teaching vocabulary?

### **C. Research Objectives**

Based on the research question above, the objective of research are :

1. To describe what students' responses to the classroom activities by utilizing youtube video as a supplementary resource in learning vocabulary.
2. To know students' engagement during the implementation of a youtube video as a supplementary resource in teaching vocabulary.

### **D. Significance of the Study**

Theoretically, this research aims to provide extended information and knowledge about how to teach vocabulary by utilizing youtube video as a supplementary resource in English learning.

While Practically, this research would be beneficial for teachers, students and other researchers. This research would be beneficial to the teacher because they will be able to understand the respond student in learning vocabulary by using youtube media, both positive and negative responses. And to the students, they will understand easily and enjoy in learning activities. This research also would be beneficial to the researcher because can give some information and knowledge about utilizing video youtube as supplementary resource for teaching vocabulary.

## **E. Research Scope**

The subject of this research is seventh grade top students and focused on the respond students to the classroom activities by utilizing youtube video as a supplementary resource in learning vocabulary and students' engagement during the implementation of a youtube video in teaching vocabulary. The research conducted on the first semester students at MTs Bustanul Ulum Kemiri, Panti, Jember in 2021/2022 academic year. The researcher chose this school because this school already used youtube videos as a medium for learning vocabulary and of the many junior high schools in Panti, the researcher found that only MTs Bustanul Ulum used audiovisual media as a supplementary learning resource.

## **F. Definition of Key Terms**

### **1. Youtube Videos Supplementary Resource in Teaching Vocabulary**

Youtube is a media website used to share videos online. Youtube is also one of the media that is widely used in learning process. Even a few are also used as supplementary resources in learning English, especially in teaching vocabulary. Teaching vocabulary using youtube video media as a supplementary resource can give some interesting information about English vocabulary. So that it can show student engagement and student responses in learning activities. Supplementary resource is the use of media as a form of learning innovation so that students more understand, not bored and always enthusiastic in learning activities. Supplementary resource are not always used in every meeting but only as a distraction or

additional resource materials. In this research, youtube video was used as a supplementary resources that there is innovation in learning, and can increase students' enthusiasm and not feel bored with monotonous learning models with textbooks. The teacher uses youtube videos only as an additional source not for every meeting so that learning becomes more varied, of course students will be more active in learning.

## **2. Teaching Vocabulary**

Teaching is a task and activity undertaken jointly by the teacher and his students. Teaching vocabulary refers to learning activities to understand the meaning of new words, restore the knowledge of newly learned words, and increase vocabulary knowledge. This is important to support the development of all skills such as speaking, listening, reading and writing. For example, students learn about verbs, nouns, pronouns, adjectives, and adverbs. This learning is important to increase students' vocabulary when learning and teaching English.

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J E M B E R

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Related Research

Tira Chairiah Hariyono's study in 2020 entitled "Teaching Vocabulary to Young Learner Using Video on Youtube at English Course"<sup>11</sup> In this journal the researcher focuses on how students' engagement during the implementation of video on youtube in teaching vocabulary. The subject of this research is seven young learners at grade two at an English course in Bogor. The researcher used descriptive qualitative as research design, observation and documentation were used to collecting data. The researchers' findings are presented in two themes of result : student responses to classroom activities and teacher instruction, and students' engagement to the use video on youtube. In the first theme, the researcher found that student have positive responses in teaching and learning activities, young learner have interaction with the teacher and other students, were eager to ask questions and using videos on youtube makes it easier for students to understand vocabulary. In the second theme. The researcher found that student got excited using videos on youtube in the classroom, because they felt happy motivated and the classroom atmosphere become fun.

Another study by Siti Nanda Haslida in 2018 with tittle "The Use of Short English Video to Improve students' Vocabulary"<sup>12</sup>. This thesis aims to

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<sup>11</sup>Tira Chairiyah Hariyono, "Teaching Vocabulary to Young Learner Using Video on Youtube at English Course", *Language Research in Society*, 1(1), 41-46 (2020)

<sup>12</sup>Siti Nanda Haslida, "The Use of Short English Video to Improve Students' Vocabulary", (Thesis, UIN Ar-Raniry Darussalam Banda Aceh, 2018).

find out how short english video can improve students' oral EFL vocabulary, and identify the obstacles faced by students by improving oral EFL vocabulary by using short english video from any platform including youtube. The research design use experimental research with pre-test, post test and questionnaire for collecting data. The subject of this research are students of MTsN 7 Aceh Besar, and researcher took second years students which consist of 23 students. The researcher found that short video can improve student's vocabulary mastery, and also students have positive opinion about learning vocabulary through short english video which can be seen from the result of questionnaire. Students have positive response, they stated that using a short English video is helpful and interesting techniques to learn vocabulary.

The next review, the title is "Using EFL Youtube Videos as Supplementary Resource for Teaching Vocabulary: A Case Study in Secondary Education (2020)<sup>13</sup>, this research was written by several people namely Lida Solano, Paola Cabrera-Solano, Eva Ulehlova, Veronica Espinoza-Celi. Quantitative and qualitative method were used and for collecting data, the researchers applied students' questionnaires, observation, test and surveys. This research was carried out on eight grade students of basic education in Ecuador. This research aimed at using EFL youtube videos as a supplementary resource for teaching vocabulary in the classroom, to make lesson more interesting and productive. Since they not only create a pleasant learning environment, but they also increase students' interaction, students'

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<sup>13</sup>Lida Solano, Paola Cabrera Solano, Eva Ulehlova, Veronica Espinoza-Celi, "Using EFL Youtube Videos as Supplementary Resource for Teaching Vocabulary : A Case Study in Secondary Education", ICIEI 2020

engagement, and motivation to participate in learning activities planned by teacher. From this research was found out that EFL youtube video as a supplementary resource make classes more productive since they increase interaction and make learners feel engaged and motivated to learn vocabulary.

Another research was done by Lystiana Nurhayat Hakim with title “The Implementation of Youtube in Teaching Vocabulary for Young Learners” (2019)<sup>14</sup>. This research is to find out 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. In this study compares the perceptions of students in learning using youtube and those who are not, also this research used two research design that qualitative and quantitative, T-test, classroom observation and questionnaire were used for collecting data. The result of this research 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 their learning.

The last previous study related this research is written by Salsabila Arifah and Prativi Khilyatul Aulia entitled “Analysis of Teachers’ Perspective Towards Youtube as A Learning Tool to Young Learners’ Vocabulary

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<sup>14</sup>Lystiana Nurhayat Hakim, “The Implementation of Youtube in Teaching Vocabulary for Young Learners”, *Journal of Advanced English Studies*, Vol 2 (1) 2019, p.13-18



Development on Virtual Learning” (2021)<sup>15</sup>. The researchers use descriptive qualitative method with survey to collecting data, and online questionnaire and also online interview as the instrument. This research aimed to investigate teachers’ perspective towards using youtube as a learning tool on young learners’ vocabulary development through virtual learning. The result of this research shows that using youtube as a learning tool on young learners’ vocabulary development during the virtual learning can motivate teachers to teach the young learners’ vocabulary development using a variety of different learning tools. Teacher find that using youtube is the best medium to the virtual educational process as it offers all the advantages of having more beneficial and exciting teaching experience and it is enjoyable for both teachers and students.

**Table 2.2 The similarities and differences previous research and research's study**

No	Researcher's Name and Title	Similarities	Differences
1	2	3	4
1.	A journal article written by Tira Chairiyah Hariyono (2020) “Teaching Vocabulary to Young Learner Using Video on Youtube at English Course”	Both of research investigated teaching vocabulary using video on youtube and analyze how the students’ response in classroom activities and their engage in using youtube video	a. The participant of the previous study is seven young learners at grade two at an English course in Bogor and the participant in this research are students and seventh grade students of junior high school b. Previous research only focus on the students’ problem while this research focus on students.

<sup>15</sup>Salsabila Arifah and Prativi Khilyatul Aulia, “Analysis of Teachers’ Perspective Towards Youtube as A Learning Tool to Young Learners’ Vocabulary Development on Virtual Learning”, UMGCINMATIC (2021), Vol 1(2)

No	Researcher's Name and Title	Similarities	Differences
2.	A thesis written by Siti Nanda Haslida (2018) with title "The Use of Short English Video to Improve students' Vocabulary"	Both of research using video in teaching vocabulary	<ul style="list-style-type: none"> <li>a. Previous research conducted quantitative (quasi-experimental study) while this research use descriptive qualitative</li> <li>b. Previous study used short video from any platform not only from youtube while this research use video only from youtube</li> </ul>
3.	A journal article written by Lida Solano, Paola Cabrera-Solano, Eva Ulehlova, Veronica Espinoza-Celi (2020) "Using EFL Youtube Videos as Supplementary Resource for Teaching Vocabulary: A Case Study in Secondary Education"	Both of research investigated using youtube video as supplementary resource for teaching vocabulary	<ul style="list-style-type: none"> <li>a. Research participant of the previous study is eight grade students while this research are teacher and seventh grade students.</li> <li>b. The previous study conducted qualitative and quantitative research.</li> </ul>
4.	A journal article written by Lystiana Nurhayat Hakim with title "The Implementation of Youtube in Teaching Vocabulary for Young Learners" (2019)	Both of research investigated the utilize youtube in teaching vocabulary	<ul style="list-style-type: none"> <li>a. Research participant of the previous study is seven young learners and the participant in this research is teacher and seventh grade students</li> <li>b. The previous study conducted qualitative and quantitative research</li> </ul>
5.	A journal article written by Salsabila Arifah and Prativi Khilyatul Aulia entitled "Analysis of Teachers' Perspective Towards Youtube as A Learning Tool to Young Learners' Vocabulary Development on Virtual Learning" (2021)	Both of research analyze the teachers' perspective in teaching vocabulary using youtube video	<ul style="list-style-type: none"> <li>a. Research participant of the the previous study is only teachers while this research are teacher and seventh grade students</li> <li>b. The previous study focus on teachers' perspective while this research fokus on teaching vocabulary and students' responses</li> </ul>

From these previous study, it can be seen that although many studies have investigated the use of youtube as a learning resource in teaching English, especially in teaching vocabulary. Further studies on the use of youtube to stimulate vocabulary teaching and learning activities in the classroom also need to be explored. With this in mind, the researcher wants to explore how the utilize of youtube videos as a supplementary resource of learning is applied to teaching vocabulary in the classroom.

## **B. Theoretical Framework**

### **1. Teaching Vocabulary**

Vocabulary is increasingly becoming an essential component for learning English skills, because vocabulary is a basic knowledge to learn foreign language. Some students may find it difficult to learn new vocabulary. Sometimes, they don't understand the meaning of the word and they handle the problem with their dictionary. It means vocabulary is knowledge of meaning word.<sup>16</sup> Without sufficient vocabulary they cannot develop language skills such as speaking, listening, reading, writing and especially in translating. So when we master more vocabulary, it will be easier for us to communicate.

To teach vocabulary effectively, teachers need to be familiar with the teaching strategies used when teaching vocabulary to students. Teaching vocabulary is definitely more than just presenting new words. The teacher must be careful in choosing the vocabulary to be

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<sup>16</sup>Elfrieda H Hiebert, Miechele L. Kamil, *English Teaching and Vocabulary*, (Mahwah: Lawrence Erlbaum Associates Publisher, 2005) p.3

taught. Both students and teachers need to know to speak about language at various points during teaching and learning.<sup>17</sup> In teaching vocabulary, the teacher must create a conducive class and it must be realized that language learning is always associated with a large number of words so it is difficult for students to memorize difficult words. Therefore, it is important for teachers to master some strategies or techniques in teaching vocabulary in the classroom to make it easier for students to understand the vocabulary being taught, besides that it has a significant impact on students developing their language skills.

#### a. The Implementation of Teaching Vocabulary

Vocabulary is one of the important language elements in teaching English. Vocabulary is central to language and critical to the typical language learner<sup>18</sup>. It means that students will find difficulties in learning English if they do not learn the vocabulary before. In fact, teaching vocabulary to students is not easy. Basically, students like to play and do anything while learning. Students are very happy to find and create pleasure in what they are doing. Therefore, many problems will be faced by teachers, when introducing English words to students

For students, English is something new and different from their mother tongue. The implementation of teaching vocabulary aims to prepare students for the next level. English is taught formally at Junior high school. But, most of the students from junior high school still have

<sup>17</sup>Jeremy, Harmer, *How to Teach English*, (New England: Longman, 1998).p.34

<sup>18</sup>Ni Made Dita Ningrum, Joko Nurkamto, Ngadiso, "*The Implementation of Vocabulary Teaching at SDN Cemara Dua Surakarta*" Sebelas Maret University, Surakarta, 2015.

difficulty in learn vocabulary. Generally, the problems faced by students in learning vocabulary. The problem such as students having difficulty remembering vocabulary meanings, students difficulty in writing vocabulary, and others.

Based on the phenomenon, the role of the teacher is needed to help students learn vocabulary so that it is more effective and even improves vocabulary mastery. The teacher must find the right technique or method to make students learn and focus on the process of learning and teaching vocabulary.

#### 1) Components of Teaching Implementation

Teaching can be called a system because teaching is an activity aimed at teaching students. As a system, learning and teaching activities contain components. A learning process is a set of activities that includes various interacting components that teachers need to use in the process of activity to achieve their planned goals. Based on the decision of Menpan No.26/MENPAN/1989, on May 2, 1989, it was explained that teachers are directly involved in the educational process.<sup>19</sup>For this reason, teachers play an important role in educational goals. The teachers must improve their professional abilities so that they can carry out their duties properly.

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<sup>19</sup>Muhammad Yusuf, Amalia Syurgawi, "Concepts and Implementation Learning", THE JOER 2021, Vol 1 No 1

The reality on the grounds that the teacher is a very important person. A Teacher is one component in the application of learning strategies. The successful application of learning strategies is very important, it depends on the teacher when applying teaching methods, techniques, and tactics. The nature and attitude of students in the classroom are also other aspects that can be affecting the teaching and learning process.<sup>20</sup> Therefore, the role of students has a strong influence on the teacher during the learning process and vice versa.

a) Material

Teaching material is the substance that will be delivered in the teaching and learning process. Without teaching materials, the teaching and learning process will not work. Therefore, the teacher who will teach must have and master the subject matter which will be presented to students. The subject matter is a learning resource for students. The material referred to as a learning resource is something that brings messages for learning purposes.<sup>21</sup>

Teaching materials also need to be chosen properly so that they can help students achieve competency standards and basic competencies. In essence, the types of learning materials require different strategies, media, and evaluation methods. The

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<sup>20</sup>Wina Sanjaya, “*Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*”, Jakarta: Kencana, 2010

<sup>21</sup>Syaiful Bahri & Aswan Zain, *Op. Cit*

scope and depth of the teaching materials really need to be considered so that learning be directed. As for how to teach or deliver learning material, it is also necessary to choose correctly so as not to be wrong in teaching it.

b) Method

According to J.R. David in teaching strategy said that the notion of method is a way to achieve something. The application of strategy, or a particular set of teaching methods are used. In this sense, teaching methods become one of the elements in teaching and learning strategies. Teaching methods is used by teachers to create a learning environment and specialization in the activities of teachers and students involved during the learning process.<sup>22</sup>

The teaching method is the method used to achieve the goals that have been set. In teaching and learning activities, the method needed by the teaching methods may vary according to the objectives to be achieved. Using of varied teaching methods will provide an interesting learning atmosphere, and not boring for students. However, it is possible that the use of varied methods makes learning difficult or not profitable if the variation method is not appropriate. Therefore, in using teaching methods, teacher competence is needed to choose the

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<sup>22</sup>Abdul Majid, “*Belajar dan Pembelajaran Pendidikan Agama Islam*”, Bandung: Reamaja Rosdakarya, 2014

right method. There are some actors that can influence the use of teaching methods are:

- 1) Various purposes and functions
- 2) Students of various ages
- 3) Situations with various circumstances
- 4) Facilities of various quality and quantity
- 5) Different teachers' personalities and professional abilities.<sup>23</sup>

After the teacher determines the learning objectives, which play an important role in teaching and learning activities is to determine the appropriate method of learning goals so that teaching will be more fun and more effective. Teachers have to choose the methods that can activate students in learning.

c) Evaluation

Evaluation is the last component of the learning system. Evaluation not only helps confirm students learning success but also serves as teacher feedback for the work they did in the learning process. Through evaluation, various teaching components can be used to identify in learning.<sup>24</sup>

Dja'far Siddik revealed that the evaluation functions are:<sup>25</sup>

Intensive to improve student learning

- 1) Feedback for students
- 2) Feedback to teachers

<sup>23</sup>Muhammad Yusuf, Amalia Syurgawi, *Op. Cit*, p 72

<sup>24</sup>Wina Sanjaya, *Op. Cit*

<sup>25</sup>Dja'far Siddik, "*Ilmu Pendidikan Islam*", Bandung: Citapustaka Media, 2006



- 3) Information to parents/guardians
- 4) Information to institutions

There is an evaluation in learning so that the teacher can know the extent to which students can understand the material presented. If there is no evaluation in the teaching and learning process, then students, teachers, parents/guardians and institutions will not know the outcome of the teaching and learning process. Therefore, evaluation is very important in the teaching and learning process.

#### **b. The Implementation of Using Youtube Video in Teaching Vocabulary**

Teaching vocabulary should be easy and fun for students. That is intended for students to easily store new words in their minds. English teachers must use good methods and techniques in teaching vocabulary to students. There are many kinds of techniques that can be applied in teaching vocabulary such as using pictures, videos, games, etc. There are three kinds of media in the teaching and learning process, namely audio media, visual media, and audiovisual media.<sup>26</sup> Audio media is a learning media that focuses on sound only, like a cassette recorder. On the other hand, visual media only focuses on scenes such as pictures and paintings without music or sound. And audiovisual media is a combination of the two aspects above, namely scenes and

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<sup>26</sup>Syaiful Bahri & Aswan Zain, “*Strategi Belajar Mengajar*”, Jakarta: Rineka Cipta, 2006

sound. An example of this audiovisual media is a video from youtube which is in English.

Teaching foreign languages using youtube videos is believed to be more effective and encourages students to increase their vocabulary. This is because youtube videos provide audio and visual aspects of learning. Paivio identified that language processing both verbal and visual make learning effective.<sup>27</sup> In addition, the interactive utilization of video from youtube contributes to students' independent learning because it is one of the media that is easily accessible and easy to understand.

Allen stated several techniques of vocabulary teaching that can be prepared and selected as follows:<sup>28</sup>

1) Demonstration

The techniques included in the demonstration are gesture and action performing. Teachers can use real objects and commands. A teacher can demonstrate the material using real objects available in class such as books, pencils, windows, etc.

2) Visual Aids

Visual means something that is visible. Teachers can use visual aids in teaching vocabulary to enable students to observe and identify objects clearly. In addition, visualization can attract students' interest in learning vocabulary.

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<sup>27</sup>Siti Nanda Haslida, *Op. Cit*

<sup>28</sup>V.F. Allen, *“Technique in Teaching Vocabulary”* Oxford: University Press, 1983

### 3) Verbal Explanation

A verbal explanation can be done by defining and translating. The teacher can use the explanation in the student's own language, the definition in simple English, and use vocabulary that students already know to show the meaning.

### 4) Word List

When using the word list technique, the teacher should pay attention to some vocabulary choices. The words taught must be related and in accordance with the needs of students and according to their level.

In this research, the researcher is interested in conducting research in the implementation of teaching vocabulary by using youtube videos, which are kind of short videos from the internet. Video is a communication medium that contains some information and through videos, students can see gestures and facial expression which plays an important role in clarifying the part of meaning conveyed through intonation and tone of voice.

### **c. Students' Respond in Classroom Activities by Using Video Youtube**

In learning activities, there needs to be a reflection, including reflection on the media used in the learning activities. Result of reflection the following can be used as material for considerable improvement in design learning in the future. One of the outputs of

reflection activities can be in the form of responses from students to the media used during the learning process occurs. With the responses from students, it will be known the description of opinions (negative or positive) of students towards the media used.<sup>29</sup> In other words, the response from students can describe students' learning interest in using learning media. Furthermore, students' interest in learning will affect student learning concentration.<sup>30</sup>

The response is a reaction, which can be an acceptance or rejection of the message as well as an attitude of apathy. An open answer (overt response) to an issue communicated in spoken or written words is referred to as an opinion, and responses can be further separated into attitudes and opinions. A tendency to have either a particularly positive or negative reaction to individuals, an attitude is a closed reaction (covert response) that is emotional and personal. According to Harvey and Smith, a response is a way of being prepared to judge whether attitudes toward a thing or a circumstance are positive or negative.<sup>31</sup>

The response is the outcome of presenting a stimulus in the process preceded by an individual's attitude since attitude is an

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<sup>29</sup>N. Hidayati, "Respon Guru dan Siswa Terhadap Pembelajaran Permainan Bolavoli yang Dilakukan dengan Pendekatan Modifikasi", *Jurnal Pendidikan Olahraga dan Kesehatan*, 2013, Vol 1(1)

<sup>30</sup>Li & Yang, "Effects of Learning Styles and Interest on Concentration and achievement of Students in Mobile Learning", *Journal of Educational Computing Research*, 2016

<sup>31</sup>Fatmawati, Putri Anjarsari, "Stimulus Guru dan Respon Siswa Dalam Pembelajaran Bahasa Arab di Tingkat SMP". Al-Urwatul Wutsqo, 2021

individual's tendency or desire to behave when students are presented with a specific stimulus.

#### 1) Perceptual Response

Observing an object through the process of perception includes reacting to the truth directly, and believing in certain things also known as perception is the process by which the senses of sight, hearing, touch, and smell are given significance. In actuality, students' perception drives a large portion of their actions. It is very important to consider how students perceive or comprehend the information in terms of their thoughts or cognitive aspects, attitudes or affective aspects, as well as how they behave or psychomotor aspects.

#### 2) Emotional Response

Emotions are related to physiological changes and various thoughts. So emotions are one of the important aspects in human life, because emotions can be a motivator of behavior in the sense of increasing, but can also interfere with human institutional behavior.

The emotional response shown by students when receiving English lessons is in the form of changes in behavior, for example from a class atmosphere that was previously silent, and sleepy to enthusiastic and excited.

#### 3) Behavioristic Response

The end result of the learning process can be seen in changes in behavior, finding out it is necessary to explore the

behavior of students when they will enter teaching and learning activities. Thus it will be seen the changes that occur after the learning process that students go through.

Responses will have a major influence on the learning behavior of each student. Students' responses to ongoing teaching and learning interactions can be divided into two parts, namely positive responses, and negative responses.<sup>32</sup>

a) Positive Responses

The positive response is accepting attitudes, which will lead to behaviors such as being silent, attentive, actively participating, and possibly will ask because it is not clear.

b) Negative Responses

The negative response attitude is indifference and also refusal, which will usually appear in other negative behaviors such as playing alone, disturbing other friends, or even playing with the teacher.

**d. Students' Engagement During The Implementation of Youtube Video**

Students' engagement is the initiation of students' actions, efforts, and persistence in their school work as well as circumstances of their overall emotional state during learning activities.<sup>33</sup> Students'

<sup>32</sup>Budiono, "Variasi Mengajar dan Respon Siswa Dalam Pembelajaran Sejarah: Studi Kasus Di SMA NEGERI 1 Metroyudan", (Thesis, Universitas Negeri Semarang, 2017)

<sup>33</sup>Tira Chairiyah Hariyono, "Teaching Vocabulary to Young Learner Using Video on Youtube at English Course", *Language Research in Society*, 1(1), 41-46 (2020)

engagement is important because students' engagement shows the level of attention, effort, persistence, positive emotions, and commitment of a student in the learning process. When students are actively participating in the learning process, they pay close attention, contribute to discussion class and show interest and motivation while learning, students' engagement can also measure how well the student's learning process is and also a reference for effective teaching.<sup>34</sup>

So it can be concluded that student engagement is a student's action that includes behavior, emotional state, and cognitive activities carried out by students in classroom activities at school.

#### 1) Aspects of Students' Engagement

Based on Connell, students' engagement consist of three dimensions, namely:<sup>35</sup>

##### a) Behavioral Engagement

An act of participation which includes the involvement of students in classroom activities describes the quality of student motivation displayed in learning activities in the classroom and outside of the classroom that is academic in nature to achieve academic success including students having effort, intensity, perseverance, and determination in carrying out academic activities. Behavioral engagement can range from simple things such as doing assigned work and obeying rules to

<sup>34</sup>Jenifer A. Fredricks, Phyllis C. Blumenfeld, Alison H. Paris, "School Engagement: Potential of the Concept, State of The Evidence", Review of Educational Research, 2004

<sup>35</sup>Ibid, 2004

actively participating in classroom activities. Behavioral engagement is most often defined by the involvement of students in the learning process and academic tasks which include behaviors such as effort, persistence, concentration, attention, asking questions, and contributing to class discussions.

b) Emotional Engagement

It is a positive or negative reaction of students towards teachers, classmates, academic and school activities. Emotional behavior includes students feeling enthusiastic, enjoying, happy, and satisfied in classroom activities. Emotional engagement is considered important to foster a sense of attachment for students to their educational institutions (classes or school) and affect students' willingness to learn. The emotions displayed by students in emotional engagement can range from a desire to like great appreciation for the occurrence or identification of the institution. Emotional engagement refers to students' affective reactions in the classroom including interest, boredom, pleasure, sadness, irritation, and anxiety.

c) Cognitive Engagement

It is an investment that combines the students' attention and willingness to put forth the effort necessary to understand a complex material and master a difficult skill. Cognitive



engagement can range from memorizing what is taught in class to the use of self-regulated learning strategies to develop an understanding of the material being studied and difficult skills. Cognitive engagement focuses on psychological investment in learning, where students have the desire to be better. Students' engagement with the learning process in the classroom which shows that students are present not only physically but also in their minds includes students paying attention, concentrating, focusing, absorbing, participating, and having the willingness to try to exceed their standards.

#### **e. Youtube Video**

##### **1) Definition of Youtube**

Youtube is a popular video-sharing website where users can upload, view, and share kinds of videos. Videos can be rated by displaying both the average rating and the number of views of the video. Youtube has become a very popular new media format in Web 2.0. A recent Wired article states that Youtube receives an average of 65,000 uploads and 100 million videos per day. Youtube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to videos used to teach students within an ESL (English as a Second Language) course.<sup>36</sup> Youtube with hundreds of millions of videos

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<sup>36</sup>Reggie Kwan. Robert Fox. FT Chan and Philip Tsang, 36

from contributors across the globe, streaming video sites makes it easier than ever to learn English. Using Youtube as multimedia has been familiar to people nowadays. Students can also watch to practice spelling, pronunciation, and other.

From the explanation above, we can conclude that youtube is a website where users can view, upload and share the videos it contains. Youtube is a learning medium that makes it easier for teachers and students to understand materials. Youtube is very useful for teaching and learning the English process. Audio-visual formats make it easier to learn intonation, pronunciation, and expression, and to know the correct way to speak. Youtube can be identified as a medium that delivers messages that motivate and support students by using audiovisual tools around them.

## 2) Youtube Video

Youtube is a popular video-sharing website where users can upload, watch and share video clips for free. Youtube videos are various kind of videos that are on youtube, where every Youtuber (a term for people who upload or often use videos on youtube) have a characteristic in each of their videos. Generally, videos on youtube are music clip (video clips), movies, TV, tutorials, education, and various videos made by the users themselves.<sup>37</sup>

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<sup>37</sup>Ni kadek Meri Listiani, Ni Komang Arie Suwastini, Gede Rasben Dantes, Ni Luh Putu Sri Adnyani, I Gusti Agung Sri Rwa Jayantin, "Youtube as Digital Learning Resources for Teaching Bilingual Young Learners", ICTES, 2020, Vol 540.

Videos on youtube are also practical, users can watch videos with fast or slow duration, can skip scenes that they don't want to watch and users can also set their own subtitles from various available languages. Therefore, the youtube platform is very popular among young and old people, because apart from providing videos that are suitable for their age. Youtube videos have also been used as a platform for educational facilities that make it easier for teachers to find materials that are suitable for students, for example in learning English foreign language.

### 3) The Advantages of Utilizing Youtube Videos

One of the advantages of youtube is the fast access it provides to a large amount of video data with a large number of free videos. It also can improve pedagogical applications, which are useful in teaching language learning., such as allowing the learner to improve vocabulary, pronunciation, accent, voice modulation, and others. In addition, the utilization of this teaching tool offers authentic examples of daily English with good quality and sound, which is an important aspect of the learning process, maintains student interest, and is easy to use by teachers without facing many problems.<sup>38</sup>

In addition, the tool first allows students to select any youtube videos in English, and self-evaluate the limitations of their

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<sup>38</sup>P. Chabba, *Use of E-learning Tools in Teaching English*, (International Journal of Computing & Business Research, 2012)

understanding. Second, they can acquire the pronunciation and conversational skills needed in communication. And third, they can browse thousands of youtube videos without asking their teachers or classmates for help (Watkins and Wilkins,2011). Finally, if students find the class uninteresting, they can do their own search on youtube and look for additional resources, so that the topics taught can be turned into very interesting teaching strategies such as conversation, voice-over of film footage, and film scenes<sup>39</sup>

#### 4) The Disadvantages of Utilizing Youtube Video

From the many advantages of utilizing youtube videos,of course the utilization of youtube videos also has some disadvantages. Youtube videos as an extraordinary technological tool to be applied in the classroom. However, it should be mentioned some limitations that specifically refer to copyright restrictions, which do not allow students to develop their assignments. Another disadvantage is that students always need teacher guidance in class. So, as not to spend hours looking for inappropriate youtube videos, which will lead to unproductive results. The final possible negative point is the risky content and provocative language of the video which will cause a negative influence on the language of student performance.<sup>40</sup>

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<sup>39</sup>Watkins and Wilkins, “*Using Youtube in the EFL Classroom*”, (Language Education in Asia,2011) p.113-119

<sup>40</sup>Watkins & Wilkins, *Ibid*

### 5) Youtube Video as A Resource for teaching Vocabulary

Vocabulary knowledge has been considered an essential component of language fluency. Vocabulary will always play a part in learning a new language. According to Richard and Renandya, a person's foreign language acquisition and language competency can be impacted by their vocabulary, which can impact how effectively they can speak, listen, read, and write.<sup>41</sup> The most crucial task for learners is choosing a reliable resource for vocabulary study. Learners need to be able to gather knowledge about words by appropriately examining reference materials and employing parallels can also be helpful in vocabulary acquisition in order to acquire unfamiliar vocabulary and to deal with new vocabulary when it arises. There are many resources available to learn vocabulary. Among them are dictionaries, course books, youtube videos, and so on.

Youtube videos are significant resource for learning vocabulary. One of the most important ICT applications nowadays is youtube, which is crucial in fostering a laid-back learning environment that meets the demands of the students. Using English videos from youtube can help students learn and retain new terminology. According to Tarantino, youtube provides access to

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<sup>41</sup>J.C Richards & W.A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. New York:Cambridge University Press. 2002

entering and educational videos that are focused on language and culture.<sup>42</sup>

In conclusion, watching youtube videos is one of the most efficient ways to learn vocabulary among the many tools and strategies available because students may get bored while looking up word meanings in dictionaries or reading them in textbooks. To draw students' attention to the lesson being taught, visual aids are also helpful. Youtube videos are also time-limited, which makes them appropriate for use in the classroom. Students enjoy watching youtube videos, which help them learn vocabulary without getting bored and help them remember the terms for a long time.

#### **f. Supplementary Resource**

Textbooks as main sources of materials need to be supplemented by other resources to achieve learning goals, named supplementary resource or supplementary materials.<sup>43</sup> Using supplemental materials in place of required instructional materials is defined as using them online. In short, they don't belong in materials students must use, rather than materials students might interact with. Using additional materials as an interlude for teaching materials such as textbooks and others, what is required is defined as using them online. This material focuses on a variety of activities.<sup>44</sup>

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<sup>42</sup>J.M Terantino, "Emerging Technologies Youtube for Foreign Languages: You Have to See This Video". *Language Learning & Technology*. 2011 15(1), 10-16

<sup>43</sup>Cicik Kurniasih, "Islamic-Based English Supplementary Materials{ A Developmental Study at The Eight Grade of SMP Islam Pondok Modern Alghozali)", (Thesis, UIN Syarif Hidayatullah, Jakarta, 2020)

<sup>44</sup>Shudir, Thakur, *Geo Journal* (2015)

Supplementary resources of learning are anything that can help students to achieve learning objectives. Wina Sanjaya said that learning resources or supplementary resources are everything that can be used by students to study materials and learning experiences in accordance with the objectives to be achieved.<sup>45</sup> AECT (*Association of Education Communication Technology*) classifies learning resources into six kinds, which can be explained as follows:<sup>46</sup>

1.) Message

Namely information/teaching that is passed on by other components in the form of ideas, facts, meanings, and data.

2.) People

Humans act as message storage, processing, and rendering, including groups. For example lecturers, teachers, tutors, etc.

3.) Materials

Materials are software that contains messages to be presented through the use of tools or devices hard, or by himself. Various media programs include materials categories, such as transportation, slides, films, audio, videos, module, magazine, books, and so on.

4.) Device (tool)

Which is something (hardware) that is used to convey stored messages in the material. For example overhead projector, slides, videotape or recorder, etc.

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<sup>45</sup>Wina Sanjaya, *Op. Cit*

<sup>46</sup>Akhmad Rohani HM & Abu Ahmadi, "*Pengelolaan Pengajaran*", Jakarta, Rineka Cipta, 1995

#### 5.) Technique

Which is a procedure or reference that is prepared for the use of materials, equipment, people, and environment to convey messages. For example, teaching programs or modules, simulations, demonstrations, questions and answers, etc.

#### 6.) Setting (Environment)

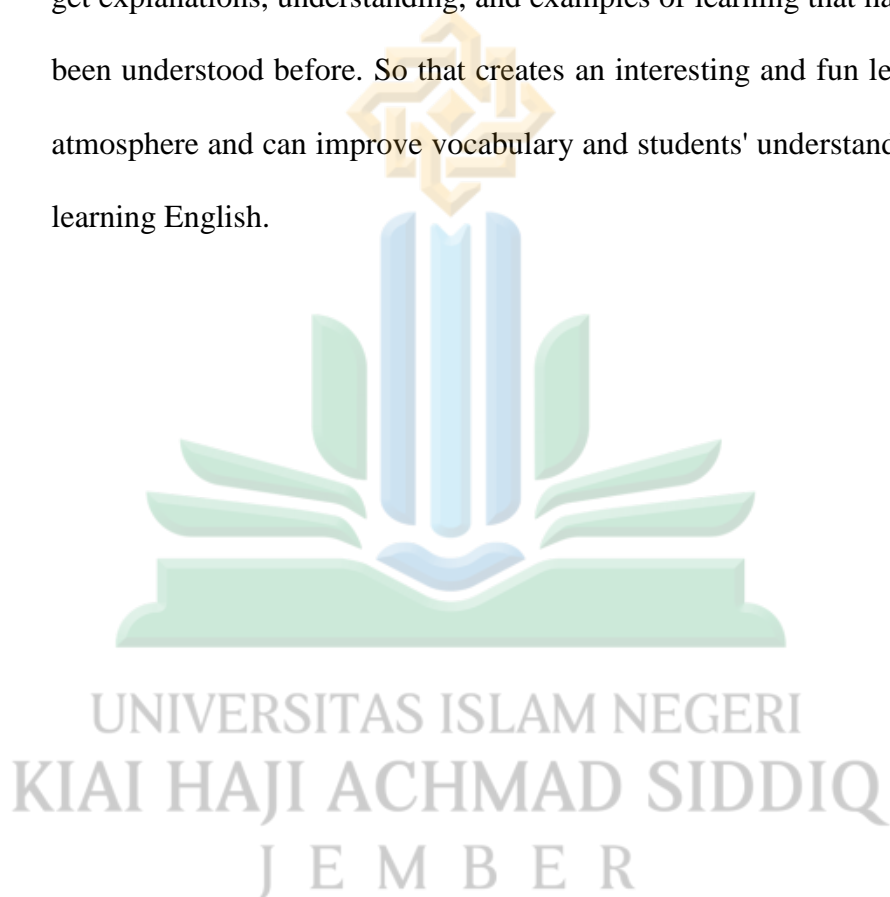
Namely the situation or atmosphere around where the message is delivered. Both physical and non-physical environments.

This research uses videos from youtube as a supplementary resource for learning. Based on the classification above, a video is a form of learning resource that is included in the classification of learning resources or materials. Videos contain messages that can be a source of learning for students. Video is an actual source of information that can be used independently by students and is easy to understand.

From the explanation above, the supplementary resource is only a substitute for the textbook and is not used at every meeting. Supplementary resources are used as learning innovations so that students do not get bored with the same methods taught by the teacher. A supplementary resources of learning by utilizing youtube videos are very effective in this technological era. In order to understand the importance of youtube in the context of teaching English, it is worth mentioning that this resource plays an important role in the field of education.



It can be said correctly and definitely that youtube is indeed very popular and has the potential to be used as a medium during the learning process. There are many learning videos on youtube to be used as supplementary resources for learning, so teachers can choose and use them for interesting learning activities. Youtube videos can be used to get explanations, understanding, and examples of learning that have not been understood before. So that creates an interesting and fun learning atmosphere and can improve vocabulary and students' understanding of learning English.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Setting

The research setting is the place where the research is carried out. This research was carried out at MTs Bustanul Ulum Kemiri, Pantai Jember. The research was conducted at the school because the school already used youtube videos for vocabulary learning and have never done research on youtube videos before. The researcher obtained permission from the headmaster, English teacher and students at MTs Bustanul Ulum to conduct this research. MTs Bustanul Ulum is located in Jl. Teropong Bintang, No.01- 02 Kemiri, Pantai, Jember which is under the auspices of the Islamic boarding school AL-HASAN 3.

#### B. Research Design

In this research, the researcher used descriptive qualitative research. The goal of descriptive research is to describe a phenomenon and its characteristics. Qualitative research produces descriptive data in the form of written or spoken words from the subject and his observable behavior, therefore the purpose of research is to understand the individual and his background as a whole.<sup>47</sup> In this research, the researcher would explain and describe the research using written words. This research is to describe the phenomena that exist in natural conditions. Besides that, because researcher needs to go directly to the field with the object of research, so that this type of

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<sup>47</sup>Ag.Bambang Setiyadi, *Metode Penelitian Bahasa Asing*, ( Yogyakarta : Graha Ilmu ,2006)p.219

descriptive qualitative research is more appropriate to use. By this qualitative research, the researcher focuses on students' respond in the classroom activities and students' engagement during the implementation of a youtube video.

### **C. Research Subject**

The subjects of this research were English teacher and seventh grade students. Seventh grade was divided into 4 classes: A, B, C, and D. ABC was the regular class while class D was the superior class. In this research, the researcher took one class as the research subject and the data obtained from class VII D students consisting of 19 students. The researcher interviewed four students, who were selected based on students who had the highest scores and were most active in English lessons. The researcher also interviewed an English teacher in seventh-grade, and administration staff as a complement to the data from this study.

### **D. Data Collecting Techniques**

In this research, there are several steps that will be taken in obtaining data from the beginning to the end of the teaching and learning process. Therefore in this research, researchers conducted observation, interviews, questionnaire and document reviews. The steps are as follows:

#### **1. Observation**

Observation can be interpreted as systematic observation and recording of the symptoms seen in the research object.<sup>48</sup> Observation is a complex process, a process consisting of various biological processes and

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<sup>48</sup>S. Margono, *Metodologi Penelitian Pendidikan* ( Jakarta : Rineka Cipta , 2007) p.158

psychological processes.<sup>49</sup> In this observation, the researcher uses passive participation, meaning that the research is present at the place but does not interact or participate.

Based on the explanation above, it can be concluded that observation is a systematic observation and recording of a structured process. Researcher are not directly involved in class activities, researcher only make notes during the teaching and learning process. In this case the researcher only analyzes, records and make conclusions about the object under research. Observation help researcher to identify skills and problem areas to further improve teaching strategies, use of instructional media, classroom atmosphere, and student learning development. In this research observation checklist is used to collect information that occurs during the teaching and learning process. *(The checklist can be seen at Appendix 4)*

## 2. Interview

Interview is a means of gathering information by asking a number of questions orally to be answered orally as well. The main featured of the interview is the direct face to face contact between the interviewer and the interviewee.<sup>50</sup> Interviewing is seen as a data collection technique with oral questions and answers that are carried out systematically to achieve research objectives.

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<sup>49</sup>Sugiono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*.145

<sup>50</sup>S. Margono, *Op. Cit*, p. 165

From the theory above, it can be concluded that the interview was adopted as a systematic oral question-and-answer method of data acquisition. Interview were used to collect data from teacher. Researcher asked the teacher for their view on activities in the process of teaching and learning . In addition, this interview aims to confirm the data observations and obtain more data related to this research. This data is obtained from seventh-grade students and English teacher. (*Interview Guidelines can be seen at Appendix 4*)

### 3. Document Review

Documents are records of events that have passed, documents can be in the form of writing, pictures or monumental works of someone. Documents in written form such as diaries, life histories, stories, biographies, local regulations and policies. The data in qualitative research are mostly obtained from human resources, through observation and interviews. But there are also non-human resources, including document review, photos, videos and statistical materials. Document review conducted by researchers, his position can be seen as a “resource” who can answer question : “what is the purpose of the document is it written?” , “what is the background?” , “what can the document say to the researcher?”, “in a state of was the document written? For who?” and others.<sup>51</sup>

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<sup>51</sup>S. Nasution, *Metode Penelitian Naturalistik Kualitatif* , (Bandung : Tarsito ,2003) p.86

Based on the theory above, it can be concluded that document review is a data collection technique in the form of writing, photos, videos or other documents. The documents obtained are then analyzed, compared, and combined to form a systematic, integrated, complete study. Document review is not just collecting and writing or reporting in the form of quotations about a number of documents. In this research, document review can be documentation during the research process, in the form of photos or videos.

The data to be obtained through documentation techniques are:

- a. Lesson plan
- b. Profile and history of MTs Bustanul Ulum
- c. Vision and Mission of MTs Bustanul Ulum
- d. Organizational Structure
- e. The Data of Teacher
- f. The Data of Students
- g. Supporting photos related to research

#### **E. Data Analyzing Method**

Data analysis is a search process from systematically compiling data obtained from interviews, field notes, and other materials so that they can be easily understood, and informed to others.<sup>52</sup>

The components in the field data analysis according to Miles and Huberman and Sandala are as follows:

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<sup>52</sup>Sugiyono, *Op. Cit*, p.245

### 1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or changing data that appears in the (body) of written field notes, interviews, transcripts, documents, and other empirical material. By using data condensation will become more powerful. The need for data condensation because the data obtained is complex so it needs to be focused on choosing the main or important things and looking for themes such as patterns.

### 2. Data Display

After the data is reduced, the next step is to present the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, and relationships between categories. Miles and Huberman stated that the most often used in qualitative research to present data is narrative text.

### 3. Verifying Conclusions

The third stage in qualitative data analysis is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if they are not accompanied by strong evidence to support the next stage of data collection. However, suppose the conclusion raised at an early stage are supported by strong evidence when the researcher returns to the field to collect data. In that case, the conclusions put forward are credible conclusions.<sup>53</sup>

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<sup>53</sup>Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*(USA: SAGE Publishing, 2014),15&16.

## F. Trustworthiness of Data

To check the trustworthiness of qualitative data, it can be done by triangulation, where this triangulation can be interpreted as a data collection technique by combining various data collection techniques and existing data sources<sup>54</sup>. One of the things the researcher can do is by consulting with the seventh grade English teacher and other school administrators.

In this research the validity of the data using triangulation, the researcher usingsource triangulation, and technical triangulation.

1. Source triangulation aims to test the credibility of the data by checking data that has been obtained through several sources.<sup>55</sup>The source triangulation technique that the researcher did was to compare the data obtained by several informants using the same method, namely interviews. The interviewees were English teacher (Mohamad Ali Bahrudin, S.Pd) and seventh grade D students.
2. Technical triangulation aims to test the credibility of the data by checking the same data with different techniques.<sup>56</sup> The researcher obtained data from interviews, and then checked using observation techniques and document review. So that it can produce data that can be justified.

## G. Research Steps

This section describes the implementation plan that will be carried out by the researcher, which consist of preliminary research, design development, actual research to the point of writing report.

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<sup>54</sup>Endang Widi Winarmi, 168

<sup>55</sup>Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)*, Bandung: Alfabeta,2017, p.373

<sup>56</sup>*Ibid*, p.337



The following steps are carried out in the research, as follows:

1. Determine the research location
2. Determine informants
3. Make observations
4. Arrange questions for interview
5. Conduct semi-structured interviews



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## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. The Description of The Object

This chapter includes research finding and discussion of the research. The finding of the research is the information got from the informants (A English Teacher, students of seventh grade, The headmaster of MTs Bustanul Ulum, Kemiri Panti, and an administrative staff) in the field of the research. While discussion is a process of making decisions or conclusions about the topic of this research which describes the utilizing of youtube videos as a supplementary resource for teaching and learning vocabulary. The findings and discussions are described as follows:

##### 1. The History of MTs Bustanul Ulum, Kemiri, Panti, Jember

MTs Bustanul Ulum Kemiri, Panti jember is under the auspices of the Al-Hasan Islamic Boarding School foundation which was founded by the late KH Hasan Baisyuni in 1942, was originally an Al-Qur'an recitation education held in the mosque or at the surau, to accomodate the sons and daughters of the residents of the community around Dusun Delima, gradually over time, students from other areas came to recite the Qur'an to the kyai, so that many people know his fluence and charismatic to other areas. In 1942 AD, KH. Hasan Baisyuni founded Madrasah Diniyah to support the teaching and learning process in religious studies. The establishment of the Madrasah Diniyah is used as a symbol of the history of the establishment of the Al-Hasan Islamic Boarding School. In 1984 M,

KH. Hasan Baisyuni died then the caretaker of the Al-Hasan boarding school was replaced by his son named KH. Abdul Haq Moedjamil Hasba until now.

MTs. Bustanul Ulum Kemiri Pantj Jember, which was founded in 1978 AD, was originally an Islamic Junior High School, two years later in 1980 AD, it was changed to MTs. Bustanul Ulum and received a certificate of registered status at the Ministry of Religion in 1985 Number L.M./3/89/1985 NSM.212350918046. And in 2005 accredited the value of B , Number B/Kw.13.4/MTs/277/2005. Meanwhile, those who have served as Head of Madrasah at MTs Bustanul Ulum Kemiri, Pantj, Jember. Regency is as follows :

- a. KH Abdul Haq Moedjamil Hasba served from 1980 to 1981
- b. Fathur Rozi served from 1982 to 1988
- c. Misroi served from 1988 to 1989
- d. Sirad served from 1990 to 1991
- e. Sukoro A. W, served from 1991 to 2003
- f. KH Taufiq M. Hasba served from 2003 to 2004
- g. Poniman, S. Pd , served from 2004 to 2007
- h. Abdul Mukhid, S. Pd, served from 2008 to 2020
- i. Fahrul Abdullah, S. Pd , has served in 2020 until now.

## **2. Vision and Mission of MTs Bustanul Ulum, Kemiri, Pantj, Jember**

- a. The Vision: “ Competitive and Good Manners (Akhlaqul Karimah) “

*Indicators of vision :*

- 1) Carrying out Islamic teaching and values as a way of life, attitude to life, and life skills in everyday life.
- 2) Have competitiveness in entering the favorite advanced education (SMA/MA/SMK).
- 3) Have competitiveness in every academic competition.

b. The Mission of MTs Bustanul Ulum:

- 1) Realizing education with graduates who are skilled, faithful, and devoted, and have a competitive advantage in developing Akhlakul karimah
- 2) Realization of achievements in academic and non-academic fields.
- 3) Realizing extra-curricular programs according to the interests and talents of students.

**3. The Organizational Structure of MTs Bustanul Ulum, Kemiri, Pantai, Jember**

Comitte of school : Abdurrahman, S.Sos

Headmaster : Fahrul Abdullah, S.Pd

Head of Administration : Edi Setiawan, S.Pd

: Faiqurrahman

Treasurer : Fauzilah Jazilah

Waka Curriculum : Febi Anggraeni, S.Si

Public Relation : Muhammad Dakir

Student Staff : Dra. Dwi Wahyuningsih

Counseling Guidance : Luthfah Rosalina, S.Pd

Librarian : W.E Sulistiyowati, S.E<sup>57</sup>

#### 4. The Data of Teacher in MTs Bustanul Ulum

The following is a list of the composition of the number of teachers and employees at MTs Bustanul Ulum Kemiri, Panti, Jember for the 2021/2022 academic year.<sup>58</sup>

**Table 4.4 Teacher / Staff Data of MTs Bustanul Ulum  
2021/2022 academic year**

No	Teacher&Staff	Male	Female	Total
1	Permanent Teacher	11	17	28
2	Non- Permanent Teacher	1	2	3
3	Administration	1	0	1
4	Cooperative Management	0	1	1
5	Gardener	1	0	1
6	Security	1	0	1
<b>Number of Teachers and Staff</b>		<b>15</b>	<b>20</b>	<b>35</b>

#### 5. The Data of Students in MTs Bustanul Ulum

The researcher lists the number of students at MTs Bustanul Ulum, Kemiri, Panti, Jember in 2021/2022 academic year.<sup>59</sup>

**Table 4.5 Data of Students at MTs Bustanul Ulum  
2021/2022 academic year**

	7th Grade			8th Grade			9th Grade		
	M	F	T	M	F	T	M	F	T
<b>A</b>	9	17	26	15	19	34	14	16	30
<b>B</b>	12	14	26	13	16	29	13	16	29
<b>C</b>	14	12	26	20	15	35	16	18	34
<b>D</b>	8	11	19	11	15	26	8	11	19
<b>Amount</b>	42	54		59	65		51	61	
	96			124			112		
	332								

<sup>57</sup>MTs Bustanul Ulum Panti “Struktur Organisasi MTs Bustanul Ulum”, 26 September 2022

<sup>58</sup>MTs Bustanul Ulum Panti “Data of Teacher and Staff MTs Bustanul Ulum”, 26 September 2022

<sup>59</sup>MTs Bustanul Ulum, “Data of Students MTs Bustanul Ulum”, 26 September 2022

## **B. Research Findings**

In this study, the data collection methods using observation, interview, and document review. So at this stage the researcher present the data obtained during the research process in the field using the data collection method.

Interviews conducted by researcher by asking directly to informants including Mr. Mohamad Ali Bahrudin, S.Pd as an English teacher in grade 7, The headmaster namely Mr. Fahrul Abdullah,S.Pd, Mr Faiqurrahman as administrative staff and some students in grade 7. Then explained the utilizing of youtube videos as a supplementary resource in teaching vocabulary in seventh-grade students of junior high school at MTs Bustanul Ulum, Panti. After the researcher obtained data from the results of the study,the researcher then presented the data as follows:

### **1. Students Respond to Classroom Activities By Utilizing Youtube Video As A Supplementary Resource in Learning Vocabulary.**

Respond is the result of stimulus behavior, namely the activity of the person concerned, regardless of whether the stimulus can be identified or not observable. Student's positive response can be used as a benchmark that students feel more comfortable with the learning media that used in the learning process. Student responses to learning media can be in the form of positive responses and negative responses.As explained by Mr. Mohamad Ali Bahrudin, S.Pd as an English teacher stated:

“English teaching of students in Islamic boarding schools is very much different from teaching students outside. not from their intelligence but from the way they respond to the explanation and understanding of any given material. Students who live in Islamic

boarding schools find it easier to remember new vocabulary because they are often trained to memorize in Islamic boarding schools. So I thought of giving another method besides the lecture and memorization method because students will get bored quickly because they see a lot of memorization in Islamic boarding schools. Since then I have made learning innovations using methods that have never been used before, only as supplementary resources such as material in games, the use of media such as videos, whether it's videos that I make by myself or videos on YouTube with additional illustrated worksheets, and Alhamdulillah so far students are happy and always enthusiastic in learning<sup>60</sup>

Based on the interview above, it can be concluded that the student's response also depends on the teaching method that the teacher uses. students are more interested in the media used as learning resources rather than just listening and then memorizing. By using this audiovisual method such as videos from youtube is more effective and makes the class atmosphere active. Not only one or two students that responded in this method, but almost all of students paid attention and give respond to this method well. In addition to enjoying learning by utilizing videos, by using this media students not only watch but can also listen, practice the correct pronunciation, and can understand quickly because there are interesting visualizations from the video.

Based from the observation on Monday, 12th September 2022. The researcher also found a unique response from each students. When

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<sup>60</sup>Mohamad Ali Bahrudin, S.Pd, Interview with researcher, 8th September 2022

learning begin and the video is played, all students are silent and pay attention to what is explained in the video.<sup>61</sup>

It was also supported by the English teacher , Mr. Udin. He said:

“That’s how students learn every time, they like it when I bring a laptop and projector, so since I entered the classroom all students look excited and when I play my learning video they will listen quietly and pay attention to what is explained in the video, because I often look for videos that are not easy to make children bored. Sometimes I make my own videos and then I upload them on youtube”<sup>62</sup>

From the interview above researcher found that students always look excited when learning English, especially by utilizing audiovisual media such as YouTube videos. Students will be quiet, listen and pay close attention to what is explained in the learning videos given by teacher .

Students’ respond are also a measure of the success of a lesson. In this case, the teacher's role in determining what method or media will be used must be in accordance with the student's circumstances. as stated by mr udin that:

“All students are very interested in learning to use videos from youtube, because it is also entertainment for them, because they live in an Islamic boarding school environment, they are very minimal with things like gadgets and others. they don't hold handphones and never play social media except on the day they go home. So when I use youtube videos in learning their enthusiasm increases, for example, what was originally 100% could even go up to 200%”<sup>63</sup>

<sup>61</sup>Observation, 12th September 2022

<sup>62</sup>Mohamad Ali Bahrudin, S.Pd, Interview with researcher, 12th September 2022

<sup>63</sup>Mohamad Ali Bahrudin, S.Pd, Interview with researcher, 12th September 2022



From the interview above, the researcher concludes that the use of media such as the use of video videos from youtube as a supplementary resource in learning can attract students' interest, because the lack of electronic devices such as handphones, playing social media, and other gadgets that are prohibited from being used in Islamic boarding schools makes them entertained, and excited in the learning process.

It was also supported by the students of the seventh D class named Vina Tri Ainun Najmah, she said :

“I really like English lessons, especially when learning using videos because it makes me more enthusiastic in learning especially in learning vocabulary. Through the youtube video that Mr. Udin gave to us, I know more about new vocabulary and can also know how to pronounce it, so it is quite fun”<sup>64</sup>

From the interview above the utilizing youtube video as learning media also can help students to increase their vocabulary and can pronounce it well. So students will be interested in learning a lot of new vocabulary and not feel bored because of the attractive visual appearance in the video.

Teaching vocabulary using youtube videos is getting a very positive response from students rather than teaching with speech and memorizing method as before. If using audiovisual media such as videos from youtube, students become more active in class and learn with enthusiasm. For example they will actively ask when something is unclear or not understand. As stated by Mr. Udin:

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<sup>64</sup>Vina Tri Ainun Najmah, Interview with researcher ,12th September 2022

“The children always ask when in middle of learning there is something they don’t understand, because in this K-13 learning the teacher only becomes a facilitator, so it’s not a lecture system. So it hope are all students can play an active role in learning, nah one of them is by asking questions. Alhamdulillah with the use of worksheets and media such as the media we use (youtube video) students can be more active in asking questions in the learning process in the class”.<sup>65</sup>

From the interview above the researcher found that learning in K-13 is the teacher only as a facilitator so that the teacher must determine the media and learning resources that are suitable for students, so that students become more active in asking questions when something is not understood. In Mr. Udin’s statement above, it can also be concluded that so far learning using youtube videos and combined with worksheets has given other positive responses from students, many students are actively asking questions and they are always enthusiastic when learning process.

In addition during the observation in the classroom. The researcher did not find any negative responses from students during the learning activities like indifferent, play alone or others. It was also supported by the English teacher Mr. Udin.<sup>66</sup> He said:

“The character of students varies, depending on how we condition the class and the way we teach also determines. If student’s responses are negative, such as indifferent, it never happens, but it also comes back again, depending on the media that we use to make students interested. But once when I was teaching there was one student who was sleeping, at that time I didn’t use learning media. After I searched, it turned out that night they were doing PKP (Penjaga Keamanan Pesantren) pickets. It was from 10 p.m

<sup>65</sup>Mohamad Ali Bahrudin, S.Pd, Interview with researcher, 12th September 2022

<sup>66</sup>Observation, 12th September 2022

until dawn. So when they study in the morning they are sleepy. So we as a teacher can only advise, not understand, if you understand it is wrong. So we advise to wash his face and take lesson again. And back to our teaching method too, when I use audiovisual media, especially videos from youtube, Insyallah they are more enthusiastic".<sup>67</sup>

From the interview above the researcher concludes that the utilize of media can also affect the quality of students learning. Although there are many factors that make students respond negatively, the use of media like videos from youtube makes students interested and happy with the material presented, and the students more enthusiastic about learning English especially vocabulary using youtube videos.



**Picture 4.3 Vocabulary learning by utilizing video from youtube**

Based on the observation in the classroom and interview with some informants, researcher found that there are some respond from students during teaching and learning activities, 1.) When the learning video and the teacher are explaining, all students are silent and pay close attention,

<sup>67</sup>Mohamad Ali Bahrudin, S.Pd, Interview with researcher 12th September 2022

2.) Students more excited and enthusiastic when learning vocabulary using videos from youtube, 3.) Students felt enjoy in class during English learning, and 4.) students often ask when something they don't understand. The researcher also hopes that learning with utilizing audiovisual media, especially YouTube videos, will continue to be used, so that students can be active and always enthusiastic about activities in the classroom.<sup>68</sup>

## **2. Students' Engagement During The Implementation of Youtube Video As A Supplementary Resource in Teaching Vocabulary**

Students' engagement is engagement in the learning process in academic or non-academic activities which is seen through behavior, emotion, and cognitive displayed by students in the school or classroom environment. Students' engagement as we can see from the intensity of students' behavior, emotional quality, and personal effort of active involvement of students in learning activities.

As for students' engagement in seven D class as conveyed by Mr. Udin as the English teacher said:

“For students' engagement almost all engaged, it can be seen from their activeness when learning begins, assignments are always completed on time, always ask questions and so on”.<sup>69</sup>

From the interview above the researcher concluded that teaching English especially in learning vocabulary by utilizing youtube videos have many positive impacts, one of which is in students' engagement in the

<sup>68</sup>Observation, 12th September 2022

<sup>69</sup>Mohamad Ali Bahrudin, S.Pd, Interview with researcher ,15th September 2022

class. Students' engagement in seven D class at MTs Bustanul Ulum, Kemiri, Panti is already almost all engaged. Learning using audiovisual media, especially videos from youtube, can make classroom activities more enjoyable effective.

From the observations, students' engagement can be seen from three aspects, namely:<sup>70</sup>

#### 1. Emotional Engagement

Emotional engagement can also be interpreted as positive or negative reactions of students to teachers, classmates, lesson material, academic and all school activities. Emotional engagement includes students feeling enthusiastic, enjoying, happy, and satisfied in classroom activities.

According to Mr. Udin as English teacher in seven D class. He said:

“We can see the emotional engagement of students from students who feel comfortable and enjoy when I teach vocabulary using youtube videos, as you can see during these 2 meetings they always look excited every time they have English lesson”.<sup>71</sup>

From the interview above, the researcher can conclude that students always give positive reactions every time learning with YouTube videos. Mr. Udin also added:

“In addition to positive reactions from emotional engagement, students also sometimes feel anxious, this is not a negative reaction but feeling of anxiety cannot be avoided. Everyone

<sup>70</sup>Observation, 15th September 2022

<sup>71</sup>Mohamad Ali Bahrudin, S.Pd, Interview with researcher, 15th September 2022

must have felt anxious in certain situations. The character of children also varies, some are smart in academic matters, there are also those whose academics are mediocre but good in motoric skills. Children who are more dominant in academics then when asked will be quick to answer but if children who are more dominant in their motoric skills they will be felt anxious when asked verbally, they are smart but prefers to answer in writing. So we as teachers must be able to understand the character of each students”<sup>72</sup>

As stated by Mr. Udin above, the researcher found that students also sometimes feel anxious in certain situations, which is not considered a negative reaction. There are two kinds of students skill, namely those who are dominant in terms of academics and those who are more dominant in these skills will feel normal when they have to answer orally, and those who are dominant in their motoric skills are more comfortable when answering in writing.

It was also supported by a student of seven D class ( Riska Wulandari ), she said:

“I often feel anxious and afraid when suddenly Mr. Udin gives some questions by choosing the random students. I prefer written questions, because I think more free to answer the questions and develop my answers on paper rather than having to answer them orally”<sup>73</sup>.

From the interview above the researcher conclude behind the high enthusiasm and curiosity of students when learning vocabulary using youtube videos, there are still some students who feel anxious about something, for example, answering questions orally. As known, anxiety cannot be avoided, it can only be minimized, for

<sup>72</sup>Mohamad Ali Bahrudin, S.Pd, Interview with researcher, 15th September 2022

<sup>73</sup>Riska Wulandari, Interview with researcher, 12th September 2022

example by the teacher knowing the character of each students so that the teacher will provide the right types of questions for each students.

## 2. Behavioral Engagement

The students involvement in learning process also knows behavioral engagement and academic tasks that include behaviors such as effort, persistence, concentration, attention, ask questions and contribute to the discussion.

As long as researcher doing the observation, they are active in behavior engagement for example they always pay very good attention to the material. Apart from that, when Mr. Udin gave them an assignment, they immediately worked on it without protest, they even immediately asked something they didn't understand about the assignment. They really tried and put more effort so that their task got the maximum value.<sup>74</sup>

That also supported by Mr. Udin. He said:

“I am actually flexible, seeing that there are many children's activities at Islamic boarding school, So I never give assignments to be done at Islamic boarding schools. So for that I always prepare lesson 2-3-LKPD (Lembar Kerja Peserta Didik) which I have arranged in such a way, so the LKPD must be finished in class. So all this time, the assignment that were done in class were always completed on time. I always saw that they were really serious about doing it. In fact it was rare for the children to get a score below 90. If the task that have to be done at the boarding school I usually call the project, the deadline is one month, for example the material chapter 2 is about asking information, I gave an interview assignment and it works”.<sup>75</sup>

<sup>74</sup>Observation, 15th September 2022

<sup>75</sup>Mohamad Ali Bahrudin, S.Pd, Interview with researcher, 15th September 2022



From the interview above the researcher found that students are always serious about doing the assignments given by their teacher, they show their effort by completing assignments on time, and always get grades above the average.

Researcher also saw behavioral engagement during observations with students who often imitated the vocabulary spoken by the teacher or shown in the video. They spontaneously follow the pronunciation repeatedly so they can quickly remember it without having to memorize it.

It was also supported by the student of seventh D class namely M. Rafael Hanif. He said:

“Yes, I often imitate the vocabulary spoken by Mr. Udin or the vocabulary from the youtube videos that I watch. It’s fun to know a lot of new vocabulary. I am originally from Bali, when I see people around me talking in English with foreigner, I want too. But because I was kid, I was lazy to learn foreign languages, but now I really like English lesson and also Mr. Udin very cool and often using videos from youtube so I don’t get bored easily. And if through videos the pronunciation is clear so I often follow the vocabulary that I heard in a small voice”.<sup>76</sup>

From the interview above researcher found that the student felt enjoy and happy about learning vocabulary using youtube video. They feel very helpful with this learning method, it becomes easier for them to understand the pronunciation of the vocabulary and not get bored easily. Starting with introduce new vocabulary from the material, and then practicing the pronunciation and they also feel that utilize this

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<sup>76</sup>M. Rafael Hanif, interview with researcher, 15th September 2022



method includes learning English as well as entertainment for them because after video learning they can request what videos that they want to watch as long as still in English language so they can enjoy the video while learning.

### 3. Cognitive Engagement

Cognitive engagement it is an investment that combines attention and the willingness of students to exert the necessary effort understand a complex material and mastery to a difficult skill. Cognitive engagement can also range from memorizing what is taught in class to developing an understanding of the material being studied and difficult skills.

According to Mr. Udin in develop this cognitive engagement he has own way. He said:

“In cognitive engagement, it’s more about students’ psychological invesment in learning, where students have a desire to be better and like challenges. So here I want my student to get out of their comfort zone, I want them to be more confident so I give speech text in English as a basic for them learning to speak in English. So before the lesson starts they will read the speech texts every time they learn English, no have to memorize, just read but routine. So now they have memorized without having to memorize it. So in my opinion it is an example of students cognitive engagement.”<sup>77</sup>

From the interview above the researcher found that Mr udin provides variations in cognitive engagement. Mr.Udin prioritizes students’ psychological investment, namely making them more confident in speaking English and showing another side of them.

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<sup>77</sup>Mohamad Ali Bahrudin, S.Pd, Interview with researcher, 15th September 2022

Before learning begins, students are encouraged to read the text of the speech in English given by Mr. Udin and read it every time they learn English, so that students can understand English pronunciation and learn new vocabulary.

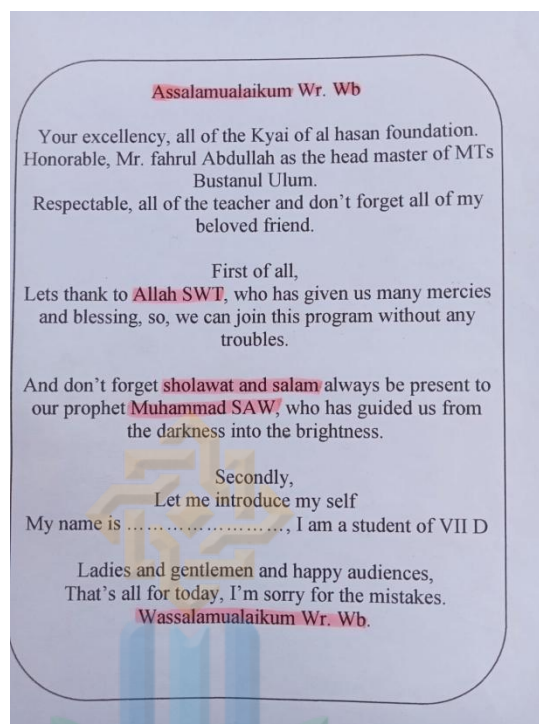
It was also supported by the student of seventh D class, namely M. Imam Ghozali. He said:

“Every 3 months, the school always holds got talent, so Mr. Udin gave us a speech in English so that we can participate in that way but not all students in one class, later we will choose a good one. Before that, we were given a video of English speech, how to pronounce it correctly with the gestures, and we usually read it before learning English begins. So now I’ve memorize it pretty well without having to look at the paper. I like it because it’s an honor for me to speak English even though it’s just the text of the speech”.<sup>78</sup>

From the interview above the student stated that usually they will read before lesson begins, and actually they were not directly asked to read the text of the speech but before that Mr. Udin had provided a video showing how to read the correct text of the speech with gestures as well. And that doesn’t make students dislike English but on the contrary, they like it because they can learn something new with English language especially new vocabulary. The researcher concluded that Mr. Udin give a method was quite effective in developing student’s talents and interest in learning English, especially in learning new vocabulary from that speech text and video from youtube and increasing students’ engagement in classroom activities.

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<sup>78</sup>M. Imam Ghozali, interview with researcher, 15th September 2022



**Picture 4.4** Text of speech before learning begin

Based the observation researcher also found some attitudes that show cognitive engagement of students in class during vocabulary learning with utilizing youtube videos, there are some students are seen exchanging their opinions like discussing regarding the material being taught, and also helping and giving advice when there are friends who do not understand the material.<sup>79</sup>

Based on the contents of the statements above, it can be concluded that the utilizing video youtube as a supplementary resource in teaching vocabulary at VII D class can be said to be effective, because it can be seen from the positive responses of students during

<sup>79</sup>Observation, 12-15 September 2022

the learning process and how they fulfill students' engagement from three aspects.

Based on the results of the data description presented above, the result and findings of the research could be concluded. The conclusion of the results of research findings would be explained in the following table:

**Table 4.6 Result of Research Findings**

No	Research Focus	Research Findings
1.	How do students respond to the classroom activities by utilizing youtube video as a supplementary resource in learning vocabulary?	Students endorsed positive respond to the classroom activities, such as: 1.) When the learning video and the teacher are explaining, all students are silent and pay close attention, 2.) Students more excited and enthusiastic when learning vocabulary using videos from youtube, 3.) Students felt enjoy in class during English learning, and 4.) students often ask when something they don't understand.
2.	How are students' engagement during the implementation of a youtube video as a supplementary resource in teaching vocabulary?	Students' engagement in seven D class at MTs Bustanul Ulum, Kemiri, Panti consisted of: 1. Emotional engagement (Students have high enthusiasm and curiosity and there are also some students who feel anxious). 2. Behavioral engagement (Students always pay attention, ask questions, and serious about doing the assignments). 3. Cognitive engagement (Students' confidence, discussion with friends and also helping and giving advice to their friends).

### C. Discussion

The discussion of these findings is based on the results of research processes at MTs Bustanul Ulum, Kemiri, Panti. Related institutions by utilizing youtube video as a supplementary resource for teaching vocabulary in seventh-grade students of Junior High School. The data that has been presented and analyzed needs to be studied based on existing and relevant theories related to the discussion in this study. The discussion of findings based on the research focus is presented as follows:

#### 1. Students respond to the classroom activities by utilizing youtube as a supplementary resource in learning vocabulary

One of the outputs of reflection activities can be in the form of responses from students to the media used during the learning process occurs, with the responses from students it will be known the description of opinion (Negative or Positive) of students towards the media used. Based on the researcher's findings through interview, observation, and document review, the students respond to the classroom activities by utilizing video youtube, including: First, when the learning video and the teacher are explaining, all students are silent and pay close attention.

That related with Matthew's statement that no matter the age of the student, youtube can be a great help in teaching. It attracts the child's attention, so the students will quietly listen and pay attention very well.<sup>80</sup> So researcher concluded that teaching and learning English especially in teaching vocabulary by utilize video from youtube can

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<sup>80</sup>Matthew Lynch, "The Impact Youtube Videos On Students learning", The Tech Edvocate, 2020

attracts the students' attention. So students show their positive responses like being silent during learning activities and pay close attention.

The second respond is students more excited and enthusiastic when learning vocabulary using videos from youtube. That related with statement that students will feel more enthusiastic, less easily bored, and thus show high interest in learning vocabulary through technology and other applications.<sup>81</sup>

So researcher concluded that using media or technology in teaching vocabulary can make students feel enthusiastic and more excited.

The third, students felt enjoy in class during English learning. That findings related with Muisj and Reynold's statement, they state that an important aspect of the classroom climate is the relationship between teachers, students and the media used by teachers. A supportive and warm climate in the classroom is important for teacher effectiveness, especially in supporting and making students make good contributions to the learning process, because if students perceive the classroom as an interesting place that cares, and supports, then there is a sense of belonging and students will feel enjoy in the classroom activities.<sup>82</sup> The researcher concluded that the role of the teacher and the learning media used also affect the classroom atmosphere, students will feel comfortable and enjoy during classroom activities.

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<sup>81</sup>Rizky Setiawan, et al. "The Effectiveness of Quizlet Application Towards Students' Motivation in Learning Vocabulary", Studies in English Language and Education, 2020

<sup>82</sup>St. Asriati AM. "The Students' Interest in Learning English Through Classroom Management", (Muhammadiyah University of Makassar, South Sulawesi), 2019.

And the last students often ask when something they don't understand. That relevant with Budiono's statement, he states that responses will have a major influence on the learning behavior of each student. Student responses to teaching and learning interactions that take place are known to be of two kinds, namely positive responses and negative responses and for positive response is accepting attitudes, which will lead to behaviors such as being silent, attentive, actively participating and possibly will ask because it is not clear.<sup>83</sup>

In conclusion that the student's responses in classroom activities by utilizing youtube videos in vocabulary learning at MTs Bustanul Ulum Kemiri, Panti is in accordance with the theory above. So students during vocabulary learning or all activities in the classroom become more active when using videos from youtube, they give more positive responses until learning is complete.

## **2. Students' engagement during the implementation of youtube video as a supplementary resource in teaching vocabulary**

Students' engagement is the initiation of students' action, efforts, and persistence in their school work as well as circumstances their overall emotional state during teaching and learning activities. The findings in this study stated that students were engaged during the implementation of youtube video by shows their attention, effort, and positive emotion/responses. By interviews and observation, researcher found that

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<sup>83</sup>Budiono, "Variasi Mengajar dan Respon Siswa Dalam Pembelajaran Sejarah: Studi Kasus Di SMA Negeri 1 Metroyudan", (Thesis, Universitas Negeri Semarang, 2017).

students' engagement during the implementation of youtube video as a supplementary resource in teaching vocabulary almost all engaged, which means that learning using audiovisual media especially videos from youtube can make classroom activities more effective.

This students' engagement was relevant with Fredricks's statement, she states that students' engagement in the learning process in academic activities and non-academic activities can be seen through behavior, emotions, and cognitive displayed by students in the school and classroom environment, school engagement consists of three dimensions, namely behavioral engagement, emotional engagement, and cognitive engagement.<sup>84</sup>

So the researcher can conclude that students' engagement in seventh D class already engaged starting from behavior, emotions, and cognition as mentioned in the theory above. As Fredricks explained in her journal that students' engagement is divided into 3 dimensions, namely emotional engagement, behavioral engagement and cognitive engagement.

#### a. Emotional Engagement

The findings related to emotional engagement are that students have high enthusiasm and curiosity during learning by utilizing youtube video as a supplementary resource in teaching vocabulary. It is relevant with theory that students frequently asked questions that aroused participants' curiosity both the hippocampus, a portion of the

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<sup>84</sup>Jenifer A. Fredricks, Phyllis C. Blumenfeld, Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence", *Review of Educational Research*, 2004



brain involved in memory formation, and memory related brain circuits showed an increase in activity, connected with pleasure and reward. Dopamine, the "feel good" neurotransmitter that transmits signals between neurons and gives us a high feeling, is a key component of the circuit that activates when we receive something we really like, such as a game or video.<sup>85</sup>

The researcher conclude that something that students really like will make them curious and ask more questions, so that learning activities in class will be more active when using the media they like such as using youtube videos.

But apart from the various positive responses shown by students, there are some students who sometimes feel anxious about something and that's normal because we know that every child has different character and personalities. Acocording to Edelman-Blank, he state anxiety is basically worrying about something that could happen, and depression is angst about something that has happened, who notes that there are three major types of anxiety: generalized anxiety disorder (worrying so much that it impairs your ability to function); social anxiety disorder (avoiding groups and constantly worrying about what other people think about you); and panic disorder (becoming so anxious that you have a major physical response).<sup>86</sup>

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<sup>85</sup>Marianne Stenger. "Why Curiosity Enhances Learning", EDOTOPIA, 2014

<sup>86</sup>Ed Brennen, "Why are Today's Students So Anxious?", UMAS LOWELL, 2019

from the theory above it can be concluded that anxiety is a feeling of worry that arises because of something, and the theory above also states that there are 3 types of anxiety that we should know. and what the researcher found was that some of the students who were found to feel anxious when the lesson started because they panicked if the teacher suddenly asked verbally but they would feel comfortable when the teacher gave written questions. So felt anxiety by students does not occur all the time, only in some circumstances.

The findings that have been described above also in accordance with the theory which explains that emotional engagement is a negative response or positive response from students towards teachers, classmates, classroom activities, learning media and others. Emotional engagement including feel interest, boredom, pleasure, sadness, enthusiasm, curiosity and anxiety.<sup>87</sup>

So the researchers concluded that students' engagement at MTs Bustanul Ulum, Kemiri, Panti especially in seventh D class were already engaged in an emotional way. Because according to the theory above that emotional engagement does not always have to be positive response from students, but anxiety, boredom and other negative responses are also included in emotional engagement.

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<sup>87</sup>Jenifer A. Fredricks, Phyllis C. Blumenfeld, Alison H. Paris, "School Engagement: Potential of the Concept, State of The Evidence", Review of Educational Research, 2004

b. Behavioral Engagement

The results of the findings related to behavioral engagement are that students always pay close attention when learning begins, always ask questions when there is a task they don't understand. and students also always serious about doing the assignments given by their teacher, they show their effort by completing assignments on time, and always get grades above the average.

According to Fincham, et al. They state that achievement benefits are found when students are assessed as going beyond, doing more assignments than needed, or starting a discussion with their teacher or friends about school subjects.<sup>88</sup>

That was also supported by Fredricks's statement, she stated that Behavioral engagement can range from simple things such as doing assigned work, and obeying rules to actively participating in classroom activities, and behavioral engagement is most often defined by the involvement of students in learning process and academic tasks which include behaviors such as effort, persistence, concentration, asking question, and contributing to class discussions.<sup>89</sup>

So from the theory above, the researcher concludes that the behavior shown by students during vocabulary learning utilize youtube videos as supplementary resources in accordance with the theory of Jennifer. A Fredicks regarding of behavioral engagement.

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<sup>88</sup>Fincham, Hokoda, & Sanders, 1989

<sup>89</sup>*Ibid*, 2004

c. Cognitive Engagement

The results of the research related to cognitive engagement in seventh D class, that their teachers prioritize psychological investment to create students' confidence by reading speech texts in English before the lesson begins. There is a statement related to the findings, self-confidence can increase when students become part of something. encouraging students to join a club or group can build self-confidence because it gives students a sense of belonging, and also with the support of teachers who always motivate students. Working closely with colleagues helps to build positive relationships, thereby providing an overall guarantee of acceptance by others.<sup>90</sup>

It can be concluded that students' self-confidence can be formed by several factors between friends and teachers. In cognitive engagement, teachers play an important role in building self-confidence by always supporting, motivating and familiarizing students with trying challenging things such as reading speech texts given by the teacher, not only one student is accustomed to reading the speech text but one class so that each student will feel enjoy and form his own confidence.

There are also some attitudes that show the cognitive engagement of students in class during vocabulary learning by utilizing youtube videos, there are some students are seen exchanging their

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<sup>90</sup>Sandra Burn, "Teaching Strategies to Build Student Confidence", 2016

opinions like discussing the material being taught, and also helping and giving advice when there are friends who do not understand the material.

That is in accordance with the theory that cognitive engagement is an investment that combines the students' attention and willingness to put forth the effort necessary to understand a complex material and mastery to a difficult skill. Cognitive engagement can range from memorizing what is taught in class to the use of self-regulated learning strategies to develop an understanding of the material being studied and difficult skills. A cognitive engagement focuses on psychological investment in learning, where students have a desire to be better.<sup>91</sup>

Based on the findings above, it can be concluded that students' cognitive engagement can be said that engaged because it is related with the characteristics described in the theory above.

Based on the overall discussion of the findings above, it can be concluded that students' engagement during the implementation of youtube videos as a supplementary resource in teaching vocabulary at MTs Bustanul Ulum, Kemiri, Panti has been engaged which can be seen from several components or dimensions according to Connell in the journal of Jennifer A Fredricks et al, namely emotional engagement, behavioral engagement and cognitive engagement.

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<sup>91</sup>Jenifer A. Fredricks, Phyllis C. Blumenfeld, Alison H. Paris, "School Engagement: Potential of the Concept, State of The Evidance", Review of Educational Research, 2004

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the results of research and data analysis obtained by interviews, observations, and document reviews entitled Utilizing Youtube Video As A Supplementary Resource for Teaching Vocabulary: A Study of Seventh-Grade Students of Junior High School. Then it can be concluded as follows:

1. Students' respond to the classroom activities by utilizing youtube video as a supplementary resource in learning vocabulary students give positive responses during vocabulary learning activities, the responses from students to the classroom activities by utilizing video youtube, were: 1.) When the learning video and the teacher are explaining, all students are silent and pay close attention, 2.) Students more excited and enthusiastic when learning vocabulary using videos from youtube, 3.) Students felt enjoy in class during English learning, and 4.) students often ask when something they don't understand.
2. Students' engagement during the implementation of a youtube video as a supplementary resource in teaching vocabulary. Students' engagement in seven D class at MTs Bustanul Ulum, Kemiri, Panti, consists of: Emotional engagement (Students have high enthusiasm and curiosity and there are also some students who feel anxious), Behavioral engagement (Students always pay attention, ask questions, and serious about doing the

assignments), and Cognitive engagement(Students' confidence, discussion with friends and also helping and giving advice to their friends).

## **B. SUGGESTION**

### **1. For Teacher**

It is better for teachers to continue to use various learning media such as the use of youtube videos on vocabulary learning as an alternative media in order to ease the students' understanding, and do not make students bored quickly in learning so that students can be more enthusiastic and can enjoy learning activities.

### **2. For other researchers**

For other researchers, the researcher hopes that the results of this research are expected to be an additional reference and can do better research on the utilizing youtube videos as a supplementary resources for teaching vocabulary.



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State that thesis entitled “**Utilizing Youtube Video As A Supplementary Resource for Teaching Vocabulary: A Study of Seventh-Grade Students of Junior High School**” is truly my own work. Except for those cited in the quotation and biography, it does not include any writings or publications that have already been authored or published by another individual. And the only person accountable if anyone objected is me.

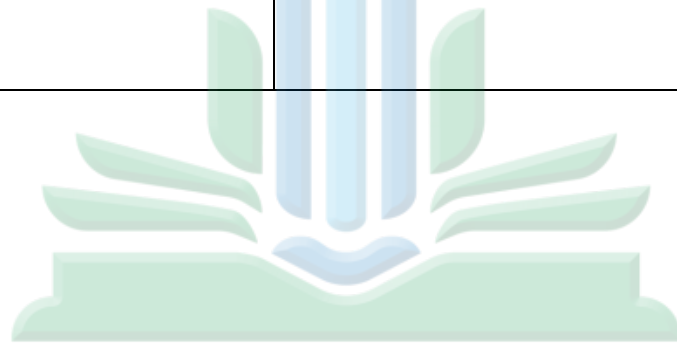
Jember, 19 December 2022  
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## MATRIX

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
Utilizing Youtube Video as a Supplementary Resource in Teaching Vocabulary : A Study of Seventh-Grade Students of Junior High School	<ol style="list-style-type: none"> <li>1. Youtube video as supplementary resource in teaching vocabulary</li> <li>2. Teaching Vocabulary</li> </ol>	<ul style="list-style-type: none"> <li>- Students' respond to the classroom activities by utilize youtube video as a supplementary resource in learning vocabulary</li> <li>- Students' engagement during the implementation of youtube video as supplementary resource in teaching vocabulary</li> </ul>	<ol style="list-style-type: none"> <li>3. Seventh-grade students of junior high school</li> <li>4. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>a. <b>Research Design</b></li> <li>5. Descriptive Qualitative</li> <li>b. <b>Data Collection</b></li> <li>6. Observation</li> <li>7. Interview</li> <li>8. Document Review</li> </ol>	<ol style="list-style-type: none"> <li>1. What are students respond to the classroom activities by utilizing youtube video as a supplementary resource in learning vocabulary?</li> <li>2. How are students engangement during the implementation of a youtube video as supplementary resource in teaching vocabulary?</li> </ol>



## APPENDIX 3

### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

**Satuan Pendidikan** : MTs Bustanul Ulum, Kemiri

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VII/1

**Materi** : Telling Time

**Alokasi Waktu** : 2 x 45 menit

#### A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosakata terkait angka kardinal dan ordinal)	<ul style="list-style-type: none"><li>• Menyebutkan angka cardinal 1-100</li><li>• Menyebutkan nama waktu dalam hari dengan percaya diri</li><li>• Menyebutkan nama waktu dalam angka dengan percaya diri</li><li>• Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama tahun dalam bahasa Inggris</li></ul>
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"><li>• Melakukan tindak tutur menyebutkan nama tahun dengan percaya diri</li><li>• Peserta didik dapat menyusun agenda harian berdasarkan waktu</li></ul>

#### B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menyebutkan angka cardinal 1-100
- Menyebutkan nama waktu dalam hari dengan percaya diri
- Menyebutkan nama waktu dalam angka dengan percaya diri

- d. Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama tahun dalam bahasa Inggris
- e. Melakukan tindak tutur menyebutkan nama tahun dengan percaya diri
- f. Peserta didik dapat menyusun agenda harian berdasarkan waktu

### **C. Materi Pembelajaran**

#### ➤ **Fungsi Sosial**

Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan.

#### ➤ **Struktur Teks**

Memulai dan menanggapi (diharapkan/diluar dugaan)

#### ➤ **Unsur Kebahasaan**

- Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun.
- Angka dengan ordinal dengan “the” untuk menyebut tanggal (lisan): antara lain: the first, the second, the third, the thirty first of march)
- Angka ordinal dengan “the” untuk menyebut tanggal (tulisan): antara lain ,1st, 2nd, 3rd etc.
- Waktu (lisan): at one, at two sixteen, at ten to seven, at quarter pas ten.
- Waktu (tulisan): 01.00, 02.16, 06.50, 10.15.
- Artikel “the” untuk menyebut waktu dalam hari : in the morning, in the afternoon, in the evening.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

#### ➤ **Topik**

Waktu kejadian/peristiwa/kegiatan terkait kehidupan disekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

### **D. Metode Pembelajaran**

1. Pendekatan : Saintifik



2. Model Pembelajaran : Discovery learning, Problem based learning (PBL)
3. Metode : Tanya jawab, wawancara, diskusi, dan permainan peran.

#### E. Media Pembelajaran

##### 1. Media

- Video youtube
- Worksheet atau lembar kerja siswa

##### 2. Alat/Bahan

- Laptop dan proyektor
- Papan tulis

#### F. Sumber Belajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell kelas VII
- Kamus Bahasa Inggris
- Youtube Video: <https://youtu.be/VQVq4xXLhWY>
- Pengalaman guru dan peserta didik

#### G. Langkah-Langkah Pembelajaran

<b>Pendahuluan (15 Menit)</b>	
<ul style="list-style-type: none"> <li>• Guru memulai pembelajaran dengan mengucapkan salam dan berdoa secara bersama-sama</li> <li>• Guru memeriksa kehadiran, kerapian serta kesiapan diri peserta didik</li> <li>• Guru memberikan motivasi belajar kepada peserta didik dan mengajukan pertanyaan secara komunikatif yang berkaitan dengan materi pembelajaran sebelumnya.</li> <li>• Guru menyampaikan tujuan pembelajaran dan tahapan kegiatan pembelajaran yang akan dilaksanakan.</li> </ul>	
<b>Kegiatan inti (50 menit)</b>	
<b>Kegiatan Inti</b>	Guru memberikan kesempatan kepada peserta didik untuk menonton video pembelajaran dari youtube yang telah disiapkan oleh guru ,kemudian guru menjelaskan tentang materi tersebut secara menyeluruh.
<i>Critical Thinking</i>	Guru memberi kesempatan kepada peserta didik untuk bertanya. Pertanyaan yang diajukan berkaitan dengan materi <i>telling time</i>



<i>Collaboration</i>	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>materi telling time</i> .
<i>Communication</i>	Peserta didik mencoba mengemukakan pendapat atas diskusi kelompok atau terhadap penjelasan guru..
<i>Creativity</i>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>telling time</i>
<b>Kegiatan Penutup ( 15 Menit)</b>	
<ul style="list-style-type: none"> <li>• Guru merefleksi materi kepada peserta didik selama proses pembelajaran</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.</li> </ul>	

## H. Penilaian Hasil Pembelajaran

### a. Penilaian Sikap

#### - Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap.

No	Nama Siswa	Aspek Perilaku yang dinilai				Jumlah	Skor	Kode
		BS	JJ	TJ	DS			
1.	....	75	75	50	75	275	68,75	C
2.	....	....	....	....	....	....	....	....

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Displin

Catatan :

1. Aspek perilaku yang dinilai dengan kriteria :

100	= Sangat Baik
75	= Baik
50	= Cukup
25	= Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $275 : 4 = 68,75$

4. Kode Nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

- Aspek diatas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

b. Penilaian Pengetahuan

INSTRUMEN PENILAIAN



What time is it?

It's.....



What time is it?

It's.....



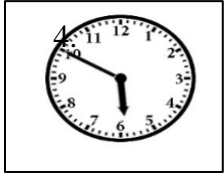
What time is it?

It's.....



What time is it?

It's.....



What time is it?

It's.....

• Rubric Penilaian

Aspek yang dinilai	Kriteria Jawaban	Skor
Ketepatan/Kesesuaian jawaban	Jawaban sempurna, menggunakan bahasa sendiri	4
	Jawaban tepat, mengadopsi kalimat dari bacaan	3
	Cukup sesuai, ada bagian yang tidak sesuai	2
	Kurang sesuai	1
Tata Bahasa	Tidak terdapat kesalahan gramatikal	4
	Terdapat sedikit kesalahan tata bahasa (tidak lebih dari 2 kali)	3
	Banyak melakukan kesalahan tata bahasa	2
	Kalimat yang digunakan tidak gramatical	1
Pilihan kata	Pilihan kata variatif dan bisa dipahami	4
	Pilihan kata variatif, meskipun ada diksi yang kurang tepat tetapi bisa dipahami	3
	Pilihan kata kurang variatif, kurang bisa dipahami	2
	Pilihan kata tidak tepat, tidak bisa dipahami	1

- Pedoman penilaian

Tiap jawaban benar mendapatkan skor maksimal 5

Skor maksimal  $5 \times 5 = 25$

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal (25)}} \times 100$$

- **Kunci Jawaban:**

1. It's three o'clock (It's three am/pm)
2. It's a quarter to one (It's a quarter to thirteen)
3. It's ten past ten
4. It's five o'clock (It's five am/pm)
5. It's ten to six

Mengetahui  
Kepala MTs Bustanul Ulum, Kemiri

Jember, 12 September 2022  
Guru Mata Pelajaran

Fahrul Abdullah, S.Pd  
NIP. -

Mohamad Ali Bahrudin, S.Pd  
NIP. -



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## APPENDIX 4

### Research Instrument

#### Observation Check-List

School :

Class:

Day/Date:

No	Indicators	Criteria	Yes	No	Note
1.	Positive Responses	Students are silent when the teacher explains			
		Actively participate in class during English learning			
		More excited and enthusiastic when learning vocabulary using youtube videos			
		Ask when something is unclear or not understood			
2.	Negative Response	Students are indifferent during learning			
		Students play alone when the teacher explains			
		Students disturbing their friend			
.	<b>Components of engagement based on Connell (Fredericks et al,2004)</b>				
1.	Cognitive	Students like to give opinion in English during Teaching vocabulary using youtube video			
		Students like to give opinion during English lesson			
		Students like to give comment			

		or suggestion to other friends' project			
--	--	---	--	--	--

No	Indicators	Criteria	Yes	No	Note
2.	Emotional	Students feel enthusiastic when English class beight taught using youtube video			
		Students enjoy doing activities in Englis class			
		Students do not get anxious when they have to answer question in English class			
		Students feel excited when they communicate in English with others in doing the projects			
		Students do not feel embarrassed to speak English in front of the other students.			
3.	Behavioral	Students pay attention when the teacher explaining the lesson in video			
		Students like to practice vocabulary that has been taught trough youtube video			
		Students do the project from the teacher seriously and show their effort			
		<i>Other criterias (If any)</i>			

**d) Interview Guidelines**

➤ **Interview's Question for Teacher**

1. When learning English using youtube videos, are students silent and pay attention to what is in the video?

( Ketika pembelajaran bahasa inggris menggunakan video youtube,apakah siswa diam dan memeperhatikan apa yang ada di dalam video?)

2. Do you think students are always enthusiastic and excited when learning English by utilize youtube video?

( Menurut anda apakah siswa selalu merasa semangat dan excited ketika pembelajaran bahasa Inggris dengan menggunakan video youtube? )

3. Do students ask when there is something they don't understand?

( Apakah siswa bertanya ketika ada sesuatu yang tidak mereka mengerti?)

4. Are there students who are indifferent or play alone when you are explaining ?

( Apakah ada siswa yang acuh tak acuh atau bermain sendiri ketika anda sedang menjelaskan? )

5. Do you think by the utilize of youtube video can make your students enjoy and more active during the process of learning?

( Apakah dengan memanfaatkan video youtube dapat membuat siswa menikmati dan lebih aktif selama proses pembelajaran? )

6. Do students often do the assignments that you give?

( Apakah siswa sering mengerjakan tugas yang anda beri? )

7. Do students feel happy every time they learn English using videos?

( Apakah siswa merasa senang tiap kali pembelajaran bahasa Inggris menggunakan video? )

8. Have you ever encountered students who felt anxious when they have to answer your question?

( Apakah ada siswa yang merasa cemas ketika harus menjawab pertanyaan dari anda? )

9. What do you do when you see your students feel bored in English learning?

( Apa yang anda lakukan ketika melihat siswa anda merasa bosan dalam pembelajaran bahasa Inggris? )

10. Do you often instruct your students to practice the vocabulary they have watched from the video?

( Apakah anda sering memerintahkan siswa anda untuk mempraktekkan kosakata yang telah mereka tonton dari video? )

11. How do you get students' engagement during the learning process using youtube videos?

( Bagaimana cara anda mengetahui students' engagement selama pembelajaran menggunakan video youtube? )

➤ **Interview's Question for Students**

1. Do you often stay silent and pay attention to the learning videos from the teacher?

( Apakah kamu sering diam dan memperhatikan video pembelajaran dari guru? )

2. Are you feel enthusiastic and excited when you learn English by utilize videos from youtube?



( Apakah kamu merasa semangat dan excited ketika pelajaran bahasa Inggris dengan menggunakan video dari youtube? )

3. Have you ever asked when there was something you didn't understand?

( Apakah kamu pernah bertanya ketika ada sesuatu yang tidak kamu mengerti? )

4. Do you often ignore or play alone when the teacher is explaining?

( Apakah kamu sering acuh tak acuh atau bermain sendiri ketika guru sedang menjelaskan? )

5. Do you enjoy and be active when learning English using youtube videos?

( Apakah kamu menikmati dan menjadi aktif ketika pembelajaran bahasa inggris menggunakan video youtube? )

6. Did you do the assignment your teacher gave you?

( Apakah kamu mengerjakan tugas yang telah gurumu beri? )

7. Are you happy every time you learn English using videos?

( Apakah kamu senang tiap kali pelajaran bahasa Inggris menggunakan video? )

8. Do you feel anxious or afraid when answering questions from the teacher?

( Apakah kamu merasa cemas atau takut ketika menjawab pertanyaan dari guru? )

9. What often the teacher do when he see you and your friends looking bored in learning English?

( Apa yang sering dilakukan guru ketika beliau melihat kamu dan teman-temanmu kelihatan bosan dalam pembelajaran bahasa inggris? )

10. Do you often practice the vocabulary that you have watched from the video?

( *Apakah kamu sering mempraktekkan kosakata yang telah kamu tonton dari video? )*

**e) Instrument of Document Review**












- 5) Lesson Plan
- 6) The History of MTs Bustanul Ulum
- 7) Vision and Mission
- 8) The Organizational Structure of MTs Bustanul Ulum, Kemri, Panti, Jember
- 9) The Data of Teacher in MTs Bustanul Ulum
- 10) The Data of Students in MTs Bustanul Ulum
- 11) Supporting photos related to research



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SCHEDULE OF OBSERVATION

UTILIZING YOUTUBE VIDEO AS A SUPPLEMENTARY RESOURCE FOR TEACHING  
VOCABULARY : A STUDY OF SEVENTH-GRADE STUDENTS OF JUNIOR HIGH  
SCHOOL

No	Day, Date	Activity	Informant	TTD
1	22th August 2022	The researcher submits a research permit to the principal of MTs Bustanul Ulum	Fahrul Abdullah, S.Pd	
2	23th August 2022	Receive confirmation of the permit letter that has been approved by the school	Fahrul Abdullah, S.Pd	
3	29th August 2022	Getting the data of the history of MTs Bustanul Ulum	Fahrul Abdullah, S.Pd and Mr Faiqurrahman	
4	5th September 2022	Observation of English lesson	Media and material	
5	8th September 2022	Interview with the English teacher	Mohamad Ali Bahrudin, S.Pd	
6	12th September 2022	Observation and interview with English teacher	Mohamad Ali Bahrudin, S.Pd	
		Interview with students of seventh grade	Vina Tri Ainun Najmah and Riska Wulandari	
7	15th September 2022	Observation and nterview with English teacher	Mohammad Ali Bahrudin, S.Pd	
8	19th September 2022	Interview with students of seventh grade	M. Rafael Hanik and M. Imam Ghozali	
9	26th September 2022	Interview with administrative staff	Mr. Faiqurrahman	
10	3rd October 2022	Submission of rsearch completion letter	Fahrul Abdullah, SPd	

UNIVERSITAS ISLAM NEGERI  
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Jember, 3rd October 2022

The Headmaster of MTs Bustanul Ulum



Fahrul Abdullah, S.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website:www.http://fik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-4265/In.20/3.a/PP.009/08/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Bustanul Ulum

Jl.Teropong Bintang, No.01-02 Kemiri, Panti, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186100  
Nama : SITI FATIMATUS ZAHRO  
Semester : Semester sembilan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Utilizing Youtube Video As A Supplementary Resource for Teaching Vocabulary : A Study of Seventh Grade Students of Junior High School" selama 7 ( tujuh ) hari di lingkungan lembaga wewenang Bapak/Ibu Bapak Fahrul Abdullah

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 22 Agustus 2022

an Dekan,

Makil Dekan Bidang Akademik,



MASHUDI

UNIVERSITAS ISLAM NEGERI  
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JEMBER



**YAYASAN AL HASAN II  
MADRASAH TSANAWIAH BUSTANUL ULUM**

Jalan Teropong Bintang Nomor 01-02 Panti Jember 68153  
Telepon (0331) 413133  
e-mail : [mts\\_bu81@gmail.com](mailto:mts_bu81@gmail.com) website : [mtsbulanululum-panti.sch.id](http://mtsbulanululum-panti.sch.id)

**SURAT KETERANGAN PENELITIAN**

Nomor : 100/MTs.13.32.549/10/2022

Yang bertanda tangan di bawah ini ,

Nama lengkap : **FAHRUL ABDULLAH, S.Pd**  
NIP : -  
Jabatan : Kepala Madrasah Tsanawiyah Bustanul Ulum  
Alamat Madrasah : Jl. Teropong Bintang No. 01-02 - Kemiri - Panti -  
Jember 68153  
Telepon : (0331) 413133

Dengan ini menerangkan , bahwa :

Nama : **SITI FATIMATUS ZAHRO**  
NIM : **T20186100**  
Jurusan : **Tadris Bahasa Inggris**

Bahwa Mahasiswa tersebut di atas telah benar – benar melakukan penelitian di MTs. Bustanul Ulum Kemiri Panti Jember dengan judul penelitian " *Utilizing Youtube Video As a Supplementary Resource For Teaching Vocabulary : A Study of Seventh-Grade Students of Junior High School*" yang dilaksanakan pada tanggal 22 Agustus 2022 sampai dengan 03 Oktober 2022.

Demikian surat keterangan ini untuk digunakan sebagaimana mestinya.

Kemiri, 03 Oktober 2022

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JEMBER  
FAHRUL ABDULLAH, S.Pd



## APPENDIX 8

### Documentation



After Interview with Mr. Mohamad Ali Bahrudin as English Teacher  
In MTs Bustanul Ulum, Kemiri, Panti



Interview with students of Seventh D class  
Vina Tri Ainun Najmah and Riska Wulandari



Interview with students of Sevent D class  
M. Rafael Hanif and M. Imam Ghozali



Interview with one of administrative staff



Teaching and Learning vocabulary with utilizing video youtube



Sevent D class and Mr. Mohamad Ali Bahrudin



## APPENDIX 9

### AUTOBIOGRAPHY



#### Personal Information

Name : Siti Fatimatus Zahro  
SRN : T20186100  
Gender : Female  
Place, Date of Birth : Jember, March-16-2000  
Address : Glagahwero, Panti, Jember  
Religion : Islam  
Department/Major Courses : Language Education/ English Department  
Email : [vhatazataav163@gmail.com](mailto:vhatazataav163@gmail.com)

#### Educational Background

2005-2007 : TK Dharma Wanita  
2007-2012 : SDN Kemuningsari Lor 01, Panti Jember  
2012-2015 : SMPT Madinatul Ulum, Jenggawah Jember  
2015-2018 : SMK Madinatul Ulum, Jenggawah Jember