

Maximizing English Speech on YouTube Videos to Enrich Students' Vocabulary

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Learning vocabulary is essential in language learning since it will help students to master a language as well as communicate with others effectively using various words. This classroom action research, which followed Kemmis and McTaggart's model, aimed to investigate the effectiveness of utilizing English Speech on YouTube Videos to enrich students' English vocabulary. The participants of this study were the seventh graders of the Language Class in SMP Muhammadiyah Banjarbaru. The results revealed that maximizing English Speech on YouTube Videos can effectively boost students' vocabulary building since the scores of the pre-test, post-test 1, and post-test 2 showed different and significant improvements. Moreover, the classroom environments and the students' enthusiasm improved as well. The classroom became conducive and interactive, and the students were excited and enthusiastic and genuinely paid attention to the videos and the teacher's explanations.

INTRODUCTION

Enriching vocabulary plays an essential role in learning English as a Foreign Language (EFL). Bai (2018) pinpointed that vocabulary is the most crucial aspect of language learning. Enriching vocabulary building will help students to master a language as well as communicate with others well by using different words. Thus, improving vocabulary for students has become a piece of demand in learning English. Moreover, vocabulary is as essential as primary English skills; speaking, listening, reading, and writing. It is also in line with Groot and Keijzer (2000), who argued that vocabulary is hugely related to speaking, reading, listening, and writing. In fact, it is a vital element in English learning that can help students to enhance their writing, reading, listening, and speaking abilities (Simamora, 2020). In other words, Mustafa (2019) also claimed that vocabulary is necessary to be taught because it is an essential aspect of any language. Thus, vocabulary is important to be mastered by every student to support their achievement in learning English as Foreign Language (EFL).

In contrast, vocabulary is still considered a language element that is difficult and challenging to be learned and mastered by the students. It is also supported by (Rohmatillah 2015), who believed that pronouncing words, writing and spelling, selecting correct grammatical forms, determining the appropriate meaning, choosing the correct terms based on a particular context, and understanding idiomatic expressions are some of the student's difficulties in enriching vocabulary. On the other perspective, Suardi and Sakti (2019) assumed that teachers had faced many challenges in teaching vocabulary, such as choosing the appropriate terminology, implementing suitable teaching techniques, and evaluating the students' comprehension.

In the seventh grade of Muhammadiyah 1 Banjarbaru Junior High School, South Kalimantan, the researchers have found that the problems are similar to those in the previous related research, such as the students getting confused about understanding the meaning of the words, using the appropriate words in a certain

context, problems in spelling and pronunciation and so forth. These problems could be noticed when the researchers taught the students and asked them to guess the meaning of a specific word and speak in the classroom. The problems are caused by the students who do not fully pay attention to the teacher's explanation and are passive in vocabulary teaching and learning (Suardi and Sakti 2019). Furthermore, those facts would definitely become a big challenge for teachers to deal with the students' vocabulary enrichment. The researchers then devised an idea to create an exciting classroom environment for teaching and learning vocabulary using technology.

Teaching using technology has been increasingly utilized globally nowadays. People use technology such as the internet to access information around the globe that can indeed be used for educational purposes as well. Wieking (2016) highlighted that using technology in teaching and learning was beneficial and could engage students to learn more effectively. Furthermore, there is no doubt that YouTube has become a daily consumption for children, teenagers to adults around the world since they can see and feel what is happening worldwide and can be downloaded easily and freely on the internet. Thus, YouTube technology must be maximized effectively to better support teaching and learning.

Additionally, YouTube has been integrated to assist in improving students' vocabulary. Regarding English teaching and learning, YouTube is a trendy online material that provides learners with authentic and everyday situations that will also help them better understand the lessons given (Maness 2016). Additionally, YouTube presents speech or words with audio and visuals to enhance language skills (Ayu 2016). Moreover, Anjaniputra and Salsabila (2018) also defined that utilizing technology in learning vocabulary is an engaging and attractive way. Khalid and Muhammad (2012) pointed out that YouTube is a video-sharing web page that allows users to upload, share and view videos. In addition, there are a lot of videos that people on YouTube can watch. One of them is the English Speech Videos in English Speeches Channel

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(<https://www.YouTube.com/c/EnglishSpeeches>) which has a lot of speech videos with big subtitles. Therefore, English Speech Videos can be a good model for students to boost their vocabulary building.

Some studies related to the EFL teaching context in Indonesia have shown positive results of using YouTube videos to enrich students' vocabulary. Research conducted by Widiastuti (2011) revealed that using YouTube videos can help enhance vocabulary so that the students can remember and recognize words more easily, write and pronounce words correctly, and gives a more fun and enjoyable classroom environment. Another study conducted by Ismawati (2011) also concluded that by utilizing YouTube videos, students could improve their vocabulary, in which they can remember, spell, write and pronounce words correctly. Moreover, Muna (2011) reported that using YouTube Videos in teaching and learning speaking could also improve students' speaking skills and classroom environments.

From those previous studies, the researchers are interested in investigating YouTube Videos. However, the present study differs from the earlier studies since the researchers would like to explore further the effectiveness of YouTube videos in boosting the students' vocabulary and creating a diverse classroom environment by employing Classroom Action Research as the research design. Moreover, this study attempts to answer this research question; "Are the English speech videos on YouTube effective in enriching the students' English vocabulary?".

RELATED CONCEPT

Some terms can be defined as the central cores of this research: Vocabulary, YouTube, Speech, and Teaching and Learning Vocabulary. The following descriptions would best describe these related concepts.

Vocabulary

The Definition of Vocabulary

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Vocabulary is one of the essential elements of any language. Vocabulary is an integral part of a language that must be learned and taught. Bai (2018) pointed out that general words in any language are recognized as vocabulary, and English is one of the immense numbers of words in all languages worldwide. Moreover, Agung et al. (2021) highlighted that vocabulary is a collection of words that has a meaning that people can use to express their minds and emotions, which is the key to human communication. The statements above are also supported by Humaira (2019), who firmly believes that vocabulary is essential to language improvement.

Additionally, having a limited vocabulary is an obstacle for every English speaker. That statement is supported by Harris (1969) pinpointed that students cannot communicate and express their ideas effectively without a vocabulary. Lessard-Clouston (2013) also defines that without plentiful vocabulary, students cannot understand other people or tell their own ideas since mastering and enriching vocabulary can help them be good speakers and listeners because it is essential in understanding and arranging a language form. Thus, from all the statements above, it can be concluded that vocabulary is a essential to be learned and taught and the key to human communication to express thoughts, ideas, and feelings.

The Types of Vocabulary

Vocabulary in learning English as a Foreign Language is definitely needed. Vocabulary refers to the words students and teachers must know to accomplish the teaching and learning process, meaning that it does not only refer to the number of words. However, it also relates to the types of words in vocabulary that exist in a language. There are four vocabulary types, as follows:

Receptive Vocabulary

Receptive vocabulary is a type of vocabulary involved in the reading and listening process. In other words, it refers to the variety of words which is

used to understand the messages given (Dakhi & Fitria, 2019). In the same line with the previous statement, Alqahtalani (2015) highlighted that receptive vocabulary is the list of words that learners can comprehend to use in a context. Still, they cannot produce the list of words.

Productive Vocabulary

Productive vocabulary is defined as a type of vocabulary which is involved speaking and writing naturally. Moreover, it is used to arrange messages (Dakhi & Fitria, 2019). This kind of vocabulary is recognized as the words that can be understood and pronounced correctly and used kindly in speaking and writing.

Active Vocabulary

Dakhi and Fitria (2019), in their journal, also define active and passive vocabulary. They state that active vocabulary refers to a variety of words that listeners and writers use that they significantly understand. Active vocabulary words are used when the listeners and writers are required in speech and writing.

Passive Vocabulary

In contrast to active vocabulary, passive vocabulary is described as the words that are often used in writing and speaking due to it refers to the terms that are not entirely understood (Dakhi & Fitria, 2019).

YouTube

The Overview of YouTube

YouTube (<https://www.YouTube.com/>) has been increasingly utilized by people worldwide today. YouTube makes people connect to the world more quickly and efficiently to see what is happening in the world right now. YouTube can allow people to watch and share videos. Additionally, YouTube presents speech or words with audio and visuals to enhance language skills (Ayu, 2016). In addition, YouTube is also utilized as a working network as well as for educational purposes with authentic and relevant materials inside.

Moreover, YouTube is an internet platform that allows billions of people around the world to share, comment, and view videos (Brook, 2011).

Meanwhile, Jones and Cuthrell (2011) pointed out that YouTube is a platform that collects information that enables its users to share their products and interact with other users. It means that YouTube can be utilized to interact and connect with each other virtually. They further mentioned that YouTube has diverse patterns that can potentially improve students' oral, aural, and writing skills. Following this statement, Khalid and Muhammad (2012) also highlighted that YouTube is a popular platform among adults and an effective medium in English classrooms. It provides learners with authentic, everyday materials that help them easily understand the lesson. Particularly, students' English ability can improve by watching YouTube Videos, the most visited application around the globe (Nofrika, 2019).

Jalaluddin (2016) also pointed out that YouTube is an internet website that allows its users to upload, view, rate, share, and comment on videos such as TV & video clips, music videos, blogging videos, and even educational videos which are entertaining. In fact, YouTube is delightful and serves loads of learning English videos that can be encountered freely, quickly, and conveniently. He further argued that YouTube is an effective way to interact not only with native speakers but also with non-native speakers of English with several dialects, accents, and spoken English. Moreover, YouTube is a helpful website for learning English both inside and outside the classroom.

From those descriptions, the researchers conclude that YouTube is an effective platform that can be utilized which allows people around the world to comment, view and share videos for educational purposes as well as in English classrooms.

The Advantages of YouTube

YouTube can potentially support better the teaching and learning process in the classroom to engage student's interest in learning English with its advantages. Here are some benefits of YouTube, as stated by Jalaluddin

(2016) as follows: YouTube can be utilized both inside and outside the classroom environment, provides authentic English materials, different learning style that is more interesting, empowers students' motivation and reduces their boredom, videos are enjoyable, valuable learning source for both teachers and students, attracts students' attention and makes the classroom environments more interactive in language learning, students can have a chance to comment and ask questions on the videos immediately, and offers meaningful and authentic examples of everyday spoken English by the creators.

The Disadvantages of YouTube

Even though YouTube's advantages are numerous, it is possible that it also has disadvantages. Here are the disadvantages of YouTube, as cited by Jalaluddin (2016): Students can be distracted by getting out of the main topic quickly, there are no restrictions on comments and control in using YouTube, several videos probably are inappropriate with no warning, the language of the video and the level of language can be the problems faced by students, and there could be copyright issues.

From the explanations above, the researchers argued that YouTube also has its own disadvantages that cannot be denied for teaching and learning in the classroom. However, despite its advantages, YouTube is still considered an effective platform for educational purposes.

Speech

The Definition of Speech

Speech generally is the process of delivering words or sentences to the speakers' messages through words or sentences to persuade, give commands and even entertain a group of audience. Delivering a speech can be done both in a big or small conference. Generally, a speech has three primary purposes: to tell, to influence, and to interest other people (Kline, 1989). Moreover, Halliday (2004) points out that speech is the process of performing two roles called "giving" and "demanding" as the way to share ideas, information,

goods, or services. Other researchers, namely Yipei and Lingling (2013), also claimed that in delivering a speech, engaging the audience's enthusiasm and interest is the critical point in whether the speech is successfully delivered and depends on the speakers' interactions with the audience. Hence, the researchers can say that speech is generally the process of providing words or sentences in a big or small conference to express ideas to persuade or give information to audiences.

The Kinds of Speech

Speech is the process of delivering ideas and minds to other people. Fitriani and Pujiati (2018) defined speech as communicating with others to convey ideas. Rahmawati and Sulistyarningsih (2021) also mentioned that knowing the context of a speech is necessary to receive the ideas expressed well. Kline (1989) highlighted several kinds of speech:

Informative Speech

An informative speech is a narration about an exact issue or field. On the other hand, this kind of speech does not involve any continued effort to teach. Some examples of informative speeches include speeches to civic clubs, orientation talks, and presentations at commanders' calls.

Persuasive Speech

Persuasive speech is a kind of speech that focuses on making audiences believe in taking action on a particular issue or topic or other fields. The general examples of a persuasive speech are recruiting speeches to high school graduating classes, budget defense, and court-martial summations.

Entertaining Speech

An entertaining speech is a kind of speech that is able to create an enjoyable environment for the audience. Humor and vivid language are often involved in entertaining listeners by speakers. A dining-out speech may be an example of this kind of speech.

Teaching and Learning Vocabulary

YouTube is one of the pieces of evidence of the fact that internet technology has been increasingly utilized for educational purposes. Technological tools allow teachers to apply modern material in the classroom to make teaching and learning more attractive and purposeful. Hakim (2019) pinpointed that technology must be utilized well in vocabulary improvement to enhance students' motivation and create an exciting teaching process. Ashidiqi et al. (2019) also assumed that YouTube has a lot of videos that can be watched for free, which is also relatively easier to learn English. Thus, the role of YouTube in teaching English, specifically in enriching students' vocabulary, is prosperous and influential.

Some innovative techniques can be prepared and applied here to grasp the effectiveness of teaching and learning vocabulary. Abduramanova (2020) pinpointed some innovative techniques that can be utilized in teaching and learning vocabulary, as follows:

Using Actual Objects and Models

This technique has impactful benefits in teaching vocabulary to beginner students because the actual objects can show the authentic materials to the students so that they will be able to keep in mind the vocabulary taught—for instance, chalk, pen, table, chair, book, flowers, and so on. Moreover, it is also in line with Sibold (2002), who argues that using actual objects or items is highly beneficial to increase students' vocabulary. For instance, when a teacher teaches about shapes, he can carry authentic items of shapes in the classroom with different shapes.

Synonyms

Abduramanova (2020) defined that teaching synonyms in a vocabulary classroom is an undoubtedly effective way to enrich students' vocabulary, and the students will be able to know the words and memorize the words quickly. In particular, synonyms provide students the alternative words with different shades of meaning that they have already learned. Based on Sibold

(2002), connecting the students' new words with the students' prior words are needed in teaching and learning vocabulary. It means that it is essential to provide synonyms in the vocabulary classroom.

Homonyms

The concept of teaching homonyms in a vocabulary classroom is teaching the words that are pronounced alike or similar; for instance, "bear" (the animal) and "bear" (to carry) have identical pronunciations. In particular, homonyms can be described as two or more words with the exact spelling and pronunciation but different meanings (Almurashi, 2016). This teaching technique is able to enrich the student's vocabulary bank as well as their pronunciation.

Role Play

Abduramanova (2020) informs that the concept of role-playing in a vocabulary classroom environment is the teacher presenting a real-life situation, which is extremely needed to help enrich the student's vocabulary bank because it provides a real-life interaction. Additionally, role-play gives students a chance to be introduced to new vocabulary, and they will be provided to use the words in context role-play, which may assist in enriching the student's comprehension of the terms and the use of the words in the actual context (Alabsi, 2016).

Video to Produce Target Vocabulary

The concept of the video to produce target vocabulary, according to Abduramanova (2020), is simply a beneficial way because it provides the students with a loss of target vocabulary words, and it is best done after the students have watched the video given. Their writing and speaking skills may improve as they learn to use more vocabulary accurately.

In particular, the use of video in teaching vocabulary is such a good way. In this case, YouTube is also considered an effective teaching media-based video with its authentic materials. It is also supported by Ayu (2016), who says that YouTube provides students with authentic materials that can

engage them to learn excitedly and attract their attention with visual insights. Moreover, YouTube can also help enrich the student's vocabulary bank. Nofrika (2019), YouTube is an effective medium to better supports the teaching and learning process and can help improve English skills and vocabulary.

Along all lines, it can be concluded that using video to produce more vocabulary in teaching and learning vocabulary is effective. In particular, YouTube is one of the platforms based on the video that can better support the teaching and learning vocabulary process in the classroom because it provides authentic materials and can attract the students' attention.

METHOD

The design is a Classroom Action Research (CAR), which employed repeated cycles; they are plan, action, observation, and reflection, as adapted from Kemmis and McTaggart (1988, 2002). This study aimed to investigate the use of English Speech on YouTube Videos to enrich students' vocabulary. To put it simply, Classroom Action Research (CAR) is a powerful strategy to boost the teacher's performance and students' quality in learning English. It attempts to enhance an innovational design to achieve success in learning (Latief 2011). In addition, Classroom Action Research is also implemented when students, teachers, and classroom challenges are found and revealed. As a result, as a professional teacher, being aware of the problems is necessary to overcome them all (Latief 2011). The following figure displays the nature of action research along with the significant steps; plan, action, observation, and reflection.

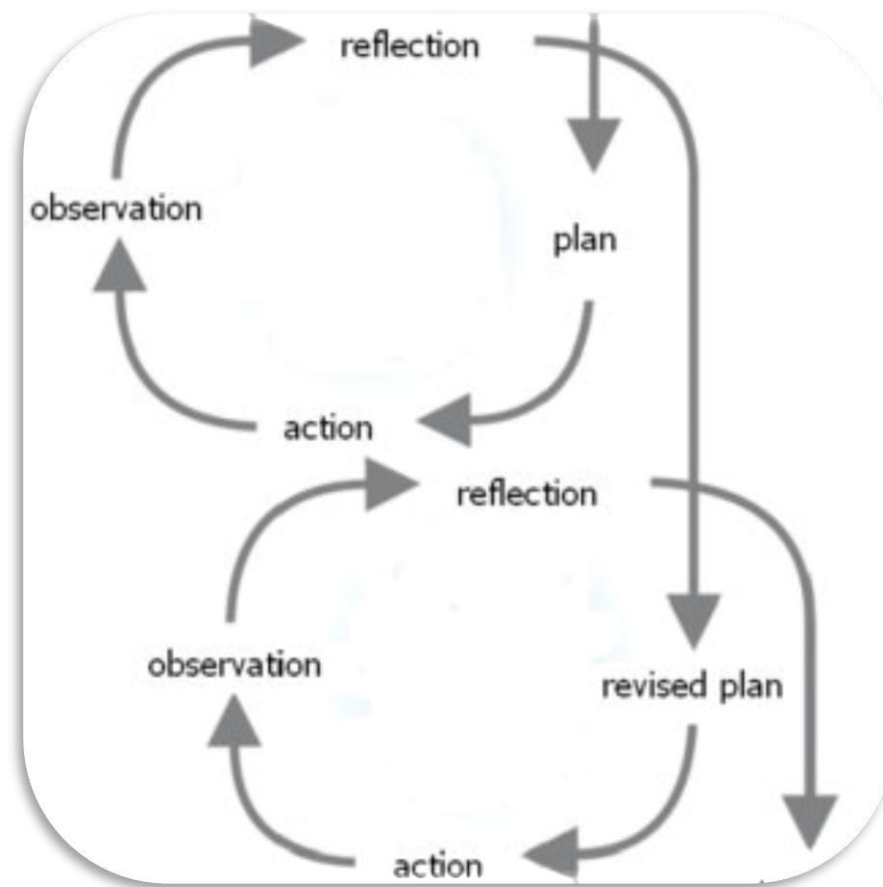


Figure 1: The spiral of Action Research adopted from Kemmis and McTaggart (1988, 2002).

The steps cover planning, implementing, observing, and reflecting on the action. There are two cycles conducted in this present research. This research data was obtained from some research instruments; lesson plans, PowerPoint materials, field notes, and tests to measure the students' vocabulary improvements. A preliminary study through a pre-test was conducted to measure students' vocabulary quality before applying the YouTube English speech video. Then, the researchers continued with two repeated cycles until the challenges were solved by having post-test I and II with some success criteria. In cycle 1, the video was from Kim Nam Joom or RM, the leader of the BTS group (https://youtu.be/MvJSyU_zuLY). The English Speech Video by Leonardo

Dicaprio entitled “*Climate Change*” (<https://youtu.be/tfsfrWxXKFA>) was used for cycle 2.

In this present research, the success criteria are employed to see how well the strategy can solve the problems in the classroom. Furthermore, the Classroom Action Research would be assumed successful if it can enrich the student’s vocabulary by maximizing the English Speech Video on YouTube; otherwise, it would be categorized fail if it cannot. In particular, this research’s success criteria indicated that 75 % of the students could reach the Minimum Mastery Criterion (MMC) level, which is 75 derived from the students’ score improvements of the pre-test, post-test I, and post-test II scores (Latief 2011). In addition, the first criterion of success was measured by analyzing the scores of the pre-test, post-test I, and post-test II to determine whether the scores would improve or not. Meanwhile, the second criterion of success is successfully reached if the classroom environments have been improved from each meeting by observing the classroom situation using field notes.

Twenty students in total have participated in this present research. They were the seventh graders of Language Class in SMP Muhammadiyah 1 Banjarbaru, South Kalimantan, Indonesia. The data obtained from this study is written systematically by presenting the results of the whole test and the comparison among the pre-test, post-test I, and post-test II to see the students’ improvements in enriching their vocabulary using the English Speech on YouTube videos.

FINDINGS AND DISCUSSIONS

The pre-test was conducted covering four parts, they are: (I) *Guess the meaning*, (II) *Matching the words “Synonyms,”* (III) *Antonym*, and (IV) *Spelling* with ten items for each part. The items have passed the content and face validity since it was made based on the students’ beginner levels and the book and syllabus used in this class (Harris 1969). The following figure displays the pre-test average score result.

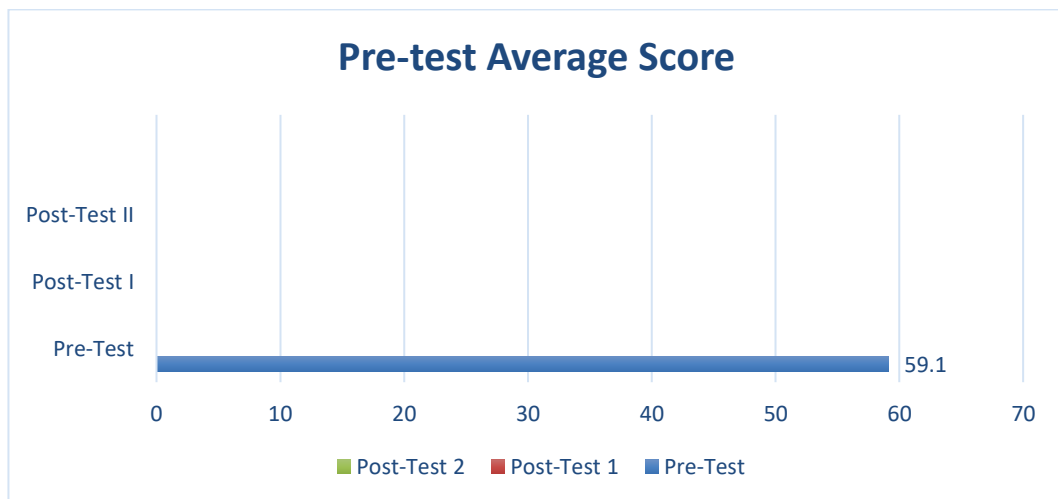


Figure 2: The Pre-Test Average Score

Figure 2 shows that the average pre-test score only reached 59.1 out of 100, meaning that the students still had a low average score.

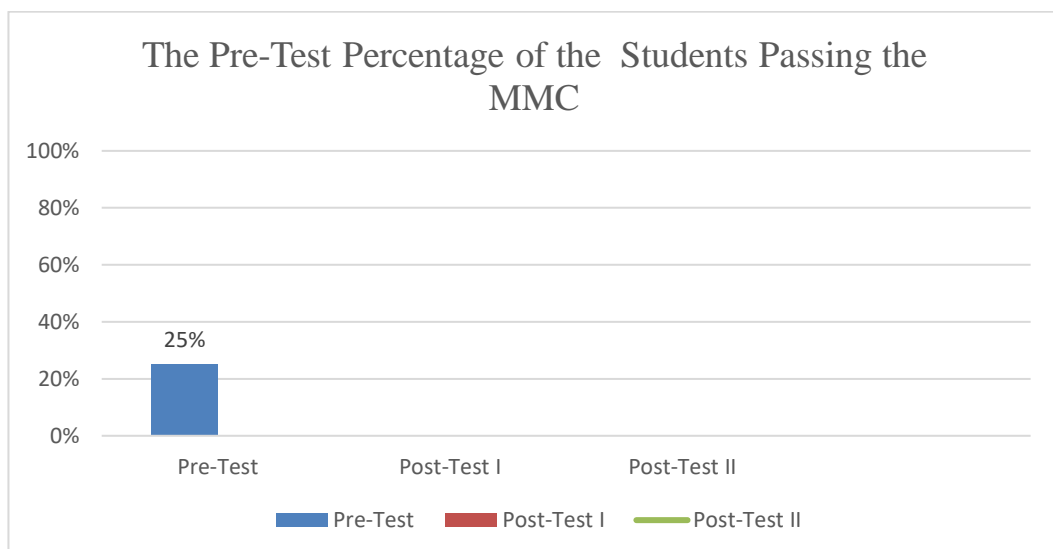


Figure 3: The Pre-Test Percentage of the Students who passed the MMC with 75 Scores

As shown in Figure 3 revealed that only 25% out of 20 students passed the KKM. The details were only 2 students who got excellent, 9 in good, 2 on average, and 7 out of 20 in the poor category. However, in post-test I, it was found that the student's scores had significantly improved. The improvement can be seen in the *Ihdal Bayu Pamungkas*

increasing number of students, in which 12 students passed the MMC. It meant that more than 7 students passed the MMC in post-test I.

On the other hand, the average scores also increased from 59.125 to 77, with 17.875 points of improvement. The percentage of passed students also increased in the post-test I, which is 60% with 35% improvement points. Moreover, the students' frequency also makes significant progress to reinforce the evidence. In the post-test I, 12 students got excellent, 4 students got good, and 4 students got average. The following Figure 4 displays the teaching and learning in Cycle 2.



Figure 4. Teaching vocabulary using YouTube Videos

However, post-test II still did not succeed since there were only still 60% of students could pass the KKM. Then it must be continued in the next cycle. The following Figure 5 compares the pre-test and post-test I average scores.

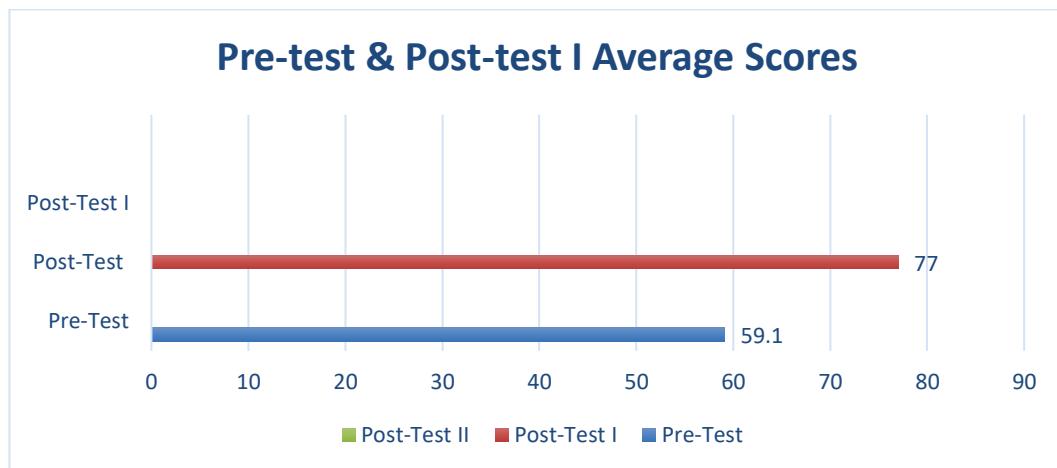


Figure 5: The Comparison of Average Scores of the Students in the Pre-Test & Post-test I

We can see in Figure 5 that there is an increasing number of the average scores of the pre-test and post-test I, 59.1 points in the pre-test and 77 points in the post-test I. It means that the students have made a significant improvement.

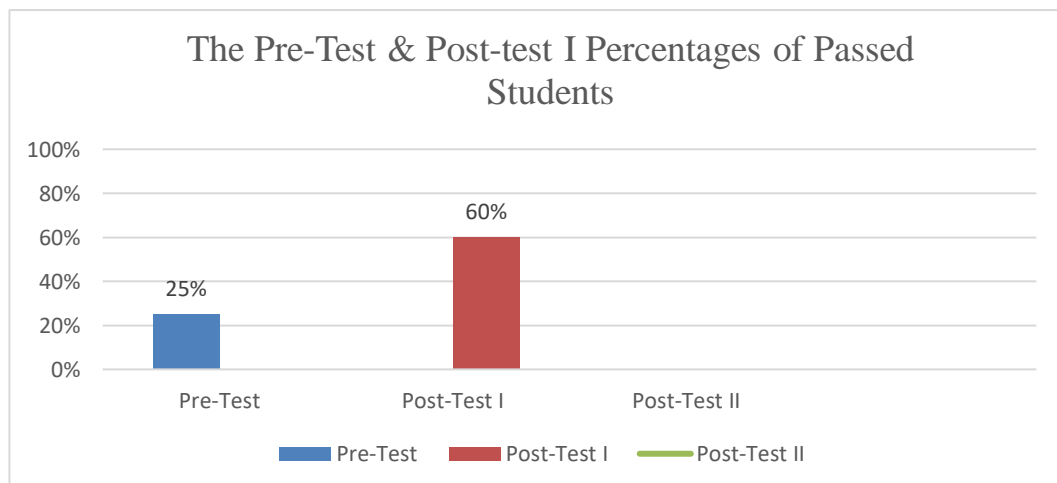


Figure 6: the Percentage Comparison of the Students who Passed the MMC with 75 Scores

Figure 6 represents the data that the percentage of passed students has improved. It was only 25% in the pre-test, which contrasts with the post-test I since it was found that 60% of the students have passed the MMC. As mentioned earlier, the action research process then continued to the second cycle. Figure 6 shows the improvement of the whole test average score, which reached a 93.25

average score in post-test II, indicating that 18 out of 20 students have passed the MMC. The details were that 18 students got excellent, 1 student got good, and 1 student got average. Next, between the pre-test and post-test II, there was a 65% improvement made by the students who passed the MMC, while 30% was made between post-test I and post-test II. The progress among the pre-test, post-test I, and post-test II are shown in Figure 7 and Figure 8 as follows:

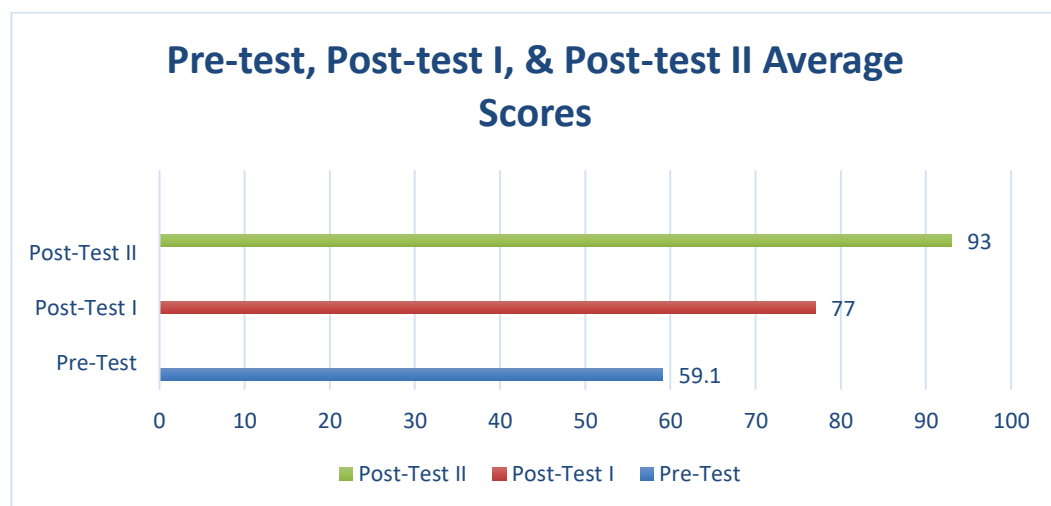


Figure 7: The Comparison of Average Scores of the Pre-Test, Post-test I, and Post-test II

Figure 7 shows that the students have significantly improved in the pre-test, post-test I, and post-test II. It further can be generated that the English Speech in YouTube Videos is genuinely beneficial to enrich the students' English vocabulary.

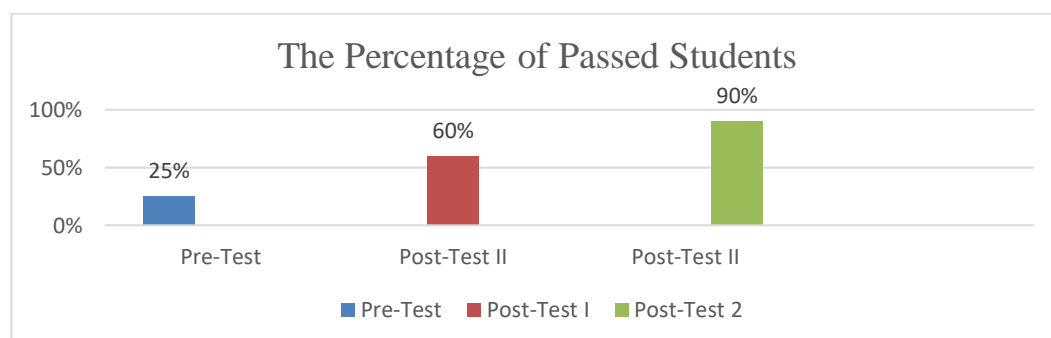


Figure 8: the Percentage Comparison of Students who passed the MMC with 75 Scores

Figure 8 shows that all the students have significantly improved, which was 90%. Along with the analysis of improvements, it can be firmly stated that English Speech on YouTube Videos can definitely enrich the students' English vocabulary building. With this result, it can be inferred that this Classroom Action Research has been successfully conducted since all of the success criteria have been achieved and marked the end of the research cycle.

Not only the score improvements but the classroom environments and students' enthusiasm can also be improved by maximizing the English Speech on YouTube Videos. It is in line with Riswandi's (2016) and Syafiq et al. (2021) research that videos producing sounds accompanied by a picture can also enrich students' vocabulary. Mokodompit, Samola, and Tuerah (2021) also found that the use of YouTube in vocabulary class is a helpful strategy that allows the learners to recognize, memorize, use words, create sentences, and enrich vocabulary.

Binmahboob (2020) also highlighted that YouTube is an excellent opportunity to create a better classroom environment that will interest learners in the teaching and learning process. For this reason, YouTube is positively assumed can engage students' enthusiasm to learn and improve a better classroom environment. The use of English Speech on YouTube Videos must be maximized to overcome the students' vocabulary problems, and the teacher would have more fun and enjoyable way of teaching vocabulary to the students by taking advantage of the existing technology. Existing literature by Phillips, Marttinen, and Mercier (2017) has extensively stated that an enjoyable classroom environment will lead learners to gain positive impacts, especially regarding physical activity. Another research investigated by Kabooha and Elyas (2018) has also proven that 77% of the population agreed that using YouTube Videos to enrich the English Vocabulary bank is enjoyable. The students also decided that YouTube Videos can offer a more interactive and interesting classroom environment to learn English vocabulary faster and more enjoyable.

CONCLUSION AND SUGGESTION

Based on the analysis of the pre-test, post-test I, and post-test II scores, there were substantial shreds of evidence that English Speech in YouTube Videos can improve students' English vocabulary building. The students have made significant progress in the average score tests, their level of ability, the increasing number of passing the MMC, and the classroom situation improvement. Hence, it can be concluded that maximizing English Speech on YouTube Videos is an effective strategy to enrich English students' vocabulary.

However, the use of YouTube can still be implemented in other language skills and elements. Therefore, it is strongly suggested that future researchers continue this study using different research designs, i.e., narrative inquiry and photovoice, to get the maximum result.

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