



**IMPROVING STUDENTS' VOCABULARY USING YOUTUBE SHORT
MOVIE OF THE SECOND GRADE STUDENTS OF SMA N 1 GUBUG**

A Final Project

submitted in partial fulfillment of the requirements for the Degree of *Sarjana*

Pendidikan in English Education Department Study Program

by

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DEDICATION

This graduating paper is dedicated to:

1. My beloved parents.
2. My beloved family.
3. My advisors, Mister Jafar and Mam Musa.
4. Zanuba and Rani.
5. Last, myself.

MOTTO

“No pain no gain”

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ABSTRACT

Anita. 2022. *“Improving students’ vocabulary using YouTube short movie of the second grade of SMA N 1 Gubug”*. Final Project, English Education Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang. Advisor I: Dr. Jafar Sodiq, M.Pd., Advisor II: Siti Musarokah, S.Pd., M.Hum.

Vocabulary is central to English language teaching and the basic component to master all four basic skills. The purposes of this research were to find out students’ vocabulary mastery of the second grade students of SMA N 1 Gubug before and after being taught using YouTube Short movie, to find out significant difference on the vocabulary mastery of the second grade students of SMA N 1 Gubug before and after being taught using YouTube short movie, and to find out the responses from students toward YouTube short movie in improving vocabulary mastery of the second grade students. The researcher used pre experimental design. The number of sample was 35 second grade students of senior high school. The data was gained from pre test, post-test, and questionnaire. The result of pre test showed that mean of total students’ pre-test score is 49,8. It means that before treatment students' vocabulary mastery is categorized as very bad. After using YouTube short movie mean of total post-test score of students is 82,5 it was categorized as very good. Based on the calculation, the results of mean of pre-test and post-test was 32,629, standard deviation was 9,897, standard error was 1,673, and t-test was 19,505 so, there is significant difference on the vocabulary mastery and after being taught using YouTube short movie. Then, total score of the questionnaire responses from students was 65.30, with an average total score of 3.27. It indicated that students' responses to YouTube short movie to improve their vocabulary were very positive. Based on this data, the researcher stated that YouTube short movie is effective to improve students’ vocabulary.

Keywords; improving, vocabulary, YouTube short movie.

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CHAPTER I

INTRODUCTION

In this chapter the reasearcer gives explanation about background of the study, statements of the problem, objectives of the study, significances of the study, and definition of key terms. Detailed explanation in this part as follows:

A. Background of the study

English is the first foreign language in our country, as we have known that English is an international language and in this period we will find English words everywhere. It is the reason why English is one of the kind of languages that must be mastered by students in this modern era in senior high school students in today's Indonesian educational system. In the Indonesian educational system now, English is one of the mandatory subject in the school especially in senior high and the students of senior high school, they study English three times in a week.

Vocabulary is central to English language teaching and the basic component to master all four basic skills. Alqahtani (2015) defined that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms, it is also central to language teaching, and it is very important to a language learner. It plays very important role in learning English to the students. It is reasonable because all the basic skills will be imperfect without mastery vocabulary. It will be very difficult for the students to show all their

skills are well if their vocabulary is poor. Therefore, vocabulary mastery must be one of the priority in teaching and learning English. it is the basic to mastery all four English language basic skills: speaking, reading, writing and listening.

Mastering vocabulary is very important for student because without sufficient vocabulary, students will be difficult to understand the meaning of word and express their own ideas. Mastering vocabulary is not easy for the students there are some problems that make students difficult to improve their vocabulary. According to Rahmatillah (2014), there are some causes of students difficulties in learning vocabulary (1) they have difficulties in pronouncing the words, almost all of the students, (2) they have difficulties in how to write and spell, (3) they confuse in the different grammatical form of a word. (4) they found difficulties in choosing the correct meaning of the words, (5) the students still confuse in choosing or using the word based on the context. The last, (6) when they found expression that were idiomatic the students were also still confuse.

Base on the some problems above, the teacher should find a new effective media in teaching English to improve especially to student's vocabulary mastery. Rahardjito et al in Baidawi (2016) stated that teaching media are tools which are provided and brought into classroom by a teacher to facilitate teaching and learning process for the students. In this research the researcher focus on the media which can an alternative way to teaching English especially to improve student's vocabulary. There are a lot of media that can

be used to improve student's vocabulary such as; audio support, audio-visual aid and relief radio, other examples of the audio are music, and so on. Some examples of audio-visual aid of video, film or movie, television, and each other. One of the examples of teaching media is audio-visual media and short movie is one of the examples of audio-visual media in teaching and learning language.

Short film or short movie is one kind of audio visual media. Short movie has not long enough duration, the duration is shorter than general movie. Although the duration is shorter doesn't mean that the content of the movie will be meaningless. According to Kabadayi (2012), A short film could be a film production kind that produces effort to attain the theme it addresses during short time and thus arranges its structure in an impressive way. Media in teaching and learning activity has very important role mainly in motivate students to learning and make the activity more interesting for the students and it will not make the student that are learning English easy to feel bored in the class.

In this research the researcher uses YouTube short movie as teaching media to improve student's vocabulary in case second grade students of senior high school. Watkins and Wilkins (2018) confirmed that using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills for students. YouTube is one of the most powerful platform video in the world. From children to adults, they can use YouTube to watch various kinds of video every time. In step with Burgess (2011),

YouTube has become the dominant platform for on-line video worldwide and a really essential location for some of the foremost important trends and controversies in the contemporary modern media environment. Watching YouTube short movie can improve student's vocabulary in a fun way. The students will find a lot of new vocabulary when they watch and listen the YouTube short movie. In this Research, the research uses a YouTube short movie from Dhar Mann. Dhar Mann studio is video production company based in California. They have more than 16 million subscribers on YouTube. The studios produce motivational and inspirational short movie on mission to change life.

Based on the discussion above, the researcher is interested in conducting an experiment about how to improve students' vocabulary. The researcher would like to make a research entitled "Improving Students' Vocabulary Using YouTube Short Movie of The Second Grade Students of SMA N 1 Gubug".

B. Statements of the problem

Based on the background of the study above, the statements of the problems can be stated as follows;

1. To what extent is the vocabulary mastery of the second grade students of SMA N 1 Gubug before being taught using YouTube Short movie?
2. To what extent is the vocabulary mastery of the second grade students of SMA N 1 Gubug after being taught using YouTube short movie?

3. Is there any significant difference on the vocabulary mastery between before being taught using YouTube short movie and after being taught using YouTube short movie?
4. How are responses of students' toward YouTube short movie in improving vocabulary mastery?

C. Objectives of the Study

Based on the statements of the problem above, the objectives of the study can be stated as follows;

1. To find out the students' vocabulary mastery of the second grade students of SMA N 1 Gubug before being taught using YouTube Short movie.
2. To find out the students' vocabulary mastery of the second grade students of SMA N 1 Gubug after being taught using YouTube Short movie.
3. To find out significant difference on the vocabulary mastery of the second grade students of SMA N 1 Gubug before being taught using YouTube short movie and after being taught using YouTube short movie.
4. To find out the responses from students toward YouTube short movie in improving vocabulary mastery of the second grade students.

D. Significance of the Study

The researcher hoped the result of this study can be usefull for:

1. The Students

For the students, hopefully the result of this research is expected that YouTube short movie can improve their vocabulary mastery, and it will give more motivation to learning English vocabulary in a fun way.

2. English Teacher

The writer expected to the teachers who can adopt this way to teaching and learning to improve students' English vocabulary in class as one of the alternative strategies and get a new experience in teaching English vocabulary in a more fun way using YouTube short movie in the classroom as a media.

3. The Readers

For the readers who read this reseach to learn English. Youtube short movie is one of good media to improve English skills. It can imroves the vocabulary skill, listening skill, speaking skill, etc.

4. The Reaserchers

For the researchers who are interested in this research. It can help them to get more information about learning English using YouTube short movie to improve student's vocabulary mastery.

E. Definition of Key Terms

In this part, the researcher provided some a brief explanation about some keyword in this research. This part is useful to easily understand some theories will be uses in the next chapter. Definition of Key Term in this research as follows:

1. Improving

Improving is from a word “improve”. It is a present participle form of improve, the meaning is to make something get better than before. The other definition, improving is to increase the value or quality of something by creating it more helpful for human. According to Adi S (2003:67), improving also means increase by adding skills and abilities. In addition, improving means achievements such as process, size, nature, type and etc.

2. Vocabulary

Vocabulary is all the words that is known and existed in a particular language. It is a basic aspect and plays very important rule in teaching and learning English. Richards and Renandya (2002) vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write.

3. YouTube

YouTube is the largest online video sharing platform on the internet. It is one of the most visited website. This website facilitates the user to share their videos or enjoying various videos for the other user. Paul, Jay, and Emre (2016) explained that YouTube represents one of the largest scale and most sophisticated industrial recommendation systems in existence.

4. Short movie

Short movie is a type of film that is shorter in duration than regular films. It is one of the example of audio visual media. According to Academy of Motion Picture Arts and Siences, a short film is an original

motion picture that has a running time of 40 minutes or less. In this research, the researcher uses the short movie by Dhar Mann entitled “Student Cheats on The Final Exam”. It was published one June 2021 by Dhar Mann channel and has 31 million viewers on YouTube.

5. SMA N 1 Gubug

SMA N 1 Gubug is one of senior high school located in Ahmad Yani street No. 171 Dukoh, Gubug, Grobogan, Central java 58164. In the academic year 2022/2023, It has 36 classes with 1175 students. This is the place where the researcher did the reserch.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part the reasearcer gives explanation about related theories and previous studies that will support this research. Detailed explanation in this part is follows:

A. Review of Related Theories

This part informs the literature review of the study including theories which are related to definition of vocabulary, type of vocabulary, aspect of vocabulary, teaching vocabulary using audio visual, the uderstanding of YouTube short movie, Teaching and learning vocabulary using YouTube short movie, and The advantages using YouTube short movie.

1. Vocabulary

Vocabulary is important part. It is one of the basic componant to master all basic skill in English. In this part, the researcher reviews the definition of vocabulary, types of vocabulary, and aspects of vocabulary.

a. Definition of Vocabulary

Vocabulary is the important aspect in teaching and learning language. Vocabulary is all the words that someone knows, learns, and uses in every aspect of their life such us in daily communication. Another definition of vocabulary is an important element in language teaching and learning. There are some definitions of vocabulary by the experts for example, Hatch and Brown (1995: 1) stated that vocabulary

is a list or set of words for a particular language or a list or set of words that individual speakers of language would possibly use.

According to Hornby (1986: 478) in Siregar (2013), vocabulary is the assortment of words that might be used by someone in profession to express his or her mind in daily activity. It implies that vocabulary was the variety of words that someone own in expressing a language in communication. Najah in Dian Purnama (2018) confirmed that every single words that existing in every language in the world that can be vocabulary, including single words to express the idea as well as multi word idioms which could be understood in the contex.

From some definitions of vocabulary above, it can be concluded that vocabulary is a set or a total number of words that existing every language including single word that can be use by someone or individual speaker to express their own idea in daily communication.

b. Types of Vocabulary

According to Hiebert and Kamil (2005), word has two varieties oral and print. First is oral vocabulary, it is consists of words for which recognize the meanings when orally speak or read. Second is print vocabulary, it is consists of words for which the meaning is known when silently write or read. They also additionally explain the knowledges of words as coming in at least two varieties as follows:

1) Productive vocabulary, Productive vocabulary is the list of words that people can use when writing or speaking. They are words that are well-known, familiar, and used oftentimes.

2) Receptive or recognition vocabulary Receptive or recognition vocabulary is that set of words for which people can define the meanings when listening or reading. These are words that are usually less well known to students and less frequent in use. People may be able to assign some kind of meaning to them, despite the fact that they may not understand the complete subtleties of the distinction. particularly, these also are words that people do not use spontaneously. However, when people encounter these words, they acknowledge them, even if imperfectly.

Pikulski and Templeton (2004) divided types of vocabulary into four types as follows:

- a) Expressive vocabulary, words which are used to express ourselves.
- b) Receptive vocabulary, words which are used to refer to listening and reading vocabularies.
- c) Meaning or oral vocabulary, words which refer to the combination of listening and speaking vocabularies.
- d) Literate vocabulary, words which refer to the combination of our reading and writing vocabularies.

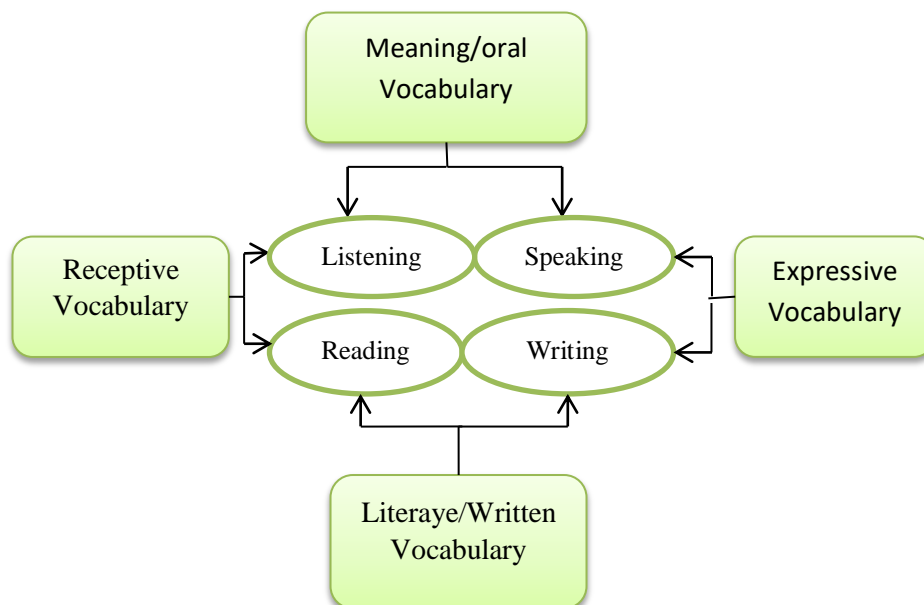


Figure 2.1 Types of Vocabularies

Based on the explanation above, the researcher resumes that vocabulary divide into four types, they are: speaking, writing, reading and listening. It also prove that vocabulary can improve four basic skills in English as the foreign language.

c. Aspects of Vocabulary

In teaching and learning vocabulary there are some aspects that should be know by the learners. According to Lado as cited in Mardianawati (2012: 11), there are five aspects of vocabulary that can be learnt by the students are follows:

1) Meaning, in teaching and learning foreign language when teacher delivering new words the students should know the meaning of the

word. It will make easier for the students to understand the content when they know the meaning of the words. It also helps the students for written or oral in daily communication using foreign language.

2) Spelling, in teaching and learning English vocabulary, spelling is very important aspect. Especially in reading activity. It can improve the connection between sound and letters. Spelling helps you to know how to pronounce the words. In teaching and learning English vocabulary, generally students difficult to spell the word well. Thus, the English teacher should guides and helps the students to pronounce and spell the English words correctly.

3) Pronunciation, In teaching and learning language, pronunciation is very important aspect, pronunciation is the way people say words or letters. Pronunciation is little difficult to learn since it is different with spelling also there is no connection between word spelling and pronunciation, for example the word “read” which pronunciation “/ri:d/” and the word cry which pronunciation “/kraɪ/”. Most of the words have only one pronunciation and sometime some words has two pronunciation or more than two pronunciations. it is important because students will difficult to speaking English if they don’t know how to pronounce the words. It is not easy for students to pronounce some

words so the English teacher should guide students how to pronounce the words correctly.

4) Word classes, word classes or also called as word categories consist of nouns, verbs, adverb, adjectives and preposition. For examples the word “book” is a noun, the word ”run” is a verb, the word “happy” is an adjective, and the word “behind” is a preposition. Word class is an important feature especially for semantic analysis.

5) Word use, the meaning of word use is how a word is used in a language. Lexicographers collect samples of written or spoken instances where a word is used and then analyze them to determine the patterns of regional or social usage and the meaning from that word.

2. Teaching Media

Teaching media is an important part in teaching and learning proces. In this part, the researcher reviews the definition of teaching media, types of teaching media, and function of teaching media.

a. Definition of teaching media

In teaching and learning process, there is a thing which helps the teachers in teaching and learning process it calls media. Daryanto in Munir (2016) expressed that media is an mediator or introductory between a speakers to the listeners in the communication. Thus the

media is as the connector between communicator and communicant or between teacher and students. In the classroom, teaching media is a learning instrument utilized by the teacher in the teaching and learning process.

Base on the explanation above, teaching media can be state as anything that can be utilize to transfer an information (material) from the sender (teacher) to the receiver (students). The teacher should be able to easily present the instructional information. The use of media can help the teacher in achieving his or her teaching goals.

b. Types of teaching media

Nowdays, many different types of media can be employed in the teaching and learning process. Based on Arsyad (2015) There are three types of teaching media which are audio, visual and audio visual.

1) Audio media

Audio media is a method for delivering information in the form of auditory symbols, both verbal and nonverbal. Before selecting audio-based media, we should check the audio materials' availability, the quality of the sounds produced, the lesson's suitability, and etc. The exaples of audio media are radio education, audio tape recording, recording, telephone, compact disc (CD).

2) Visual media

Visual media refers to all of the objects used in the learning process that may be received through the eyes. The purpose of visual media is to transmit the message from the source to the recipient. The message will be conveyed through the use of visual symbols. There are some examples of visual media: images or photos, sketch, diagram, graph and chart, cartoons, poster, map and globe, flanel board, bulletin board, etc.

3) Audio visual media

Audio visual media is media that is audible and visible. Audible means that it can be heard, and visible means that it can be seen. Audio visual media, it has more benefits than others media, such as it can visualize the abstract things or nonverbal vocabularies, to overcome the limitation of place and time, to overcome the limitation of people sense, to attract students' attention, and develop students' knowledge in teaching and learning process. It is explained in Arsyad (2009:31) there are some characteristics of audio visual media such as: linearity, show dynamic visual, can be implemented by using the ways which stated by the maker, as physical representation of real or abstract ideas, it was developed based on behaviorism psychology and cognitive principle, teacher oriented through the low student's interactive involve level. The examples of this

media such as: Video, movie and short movie, television, LCD projector.

c. Function of teaching media

Media has many functions, the significance of employing media for teaching is that it may be utilized to help students in their studies, making the teaching learning process more effective and efficient. By using media, the material is more entertaining, concrete, and easier to understand. Media has many functions. Yudhi Munadi (2008:6) explained that The function of media is divided into 2 stages: analyzing function based on media and analyzing function based on usefulness. There are five roles of media, the analyzing function based on media are: (1) instructional media as a source of learning; (2) semantic function; and (3) manipulating function. The second function is separated into two functions based on usefulness: (4) psychological function and (5) socio-cultural function.

Teaching media helps teachers in performing classroom teaching and learning activities. The application of media is important for stimulating learners' intrinsic motivations. The teacher applies teaching media in order to keep the teaching and learning process running efficiently. It supports the delivery of material by the teacher during the teaching and learning process

3. YouTube short movie

YouTube short movie is a short movie in platform YouTube. In this part, the researcher reviews the definition of YouTube short movie, teaching English vocabulary using YouTube short movie, the advantages using YouTube short movie and the disadvantages using YouTube short movie.

a. Definition of YouTube Short Movie

As a good teacher for students, we have to use a good media as a method in teaching learning process in the classroom because by using media as film or movie, teacher can give new style and atmosphere in their class so that the student's will be more enthusiasm in teaching learning process, beside media can help students master the material that the teacher gives them. Movie can be an effective media in teaching learning process especially to improve student's vocabulary. A movie is one of the examples of visual audio media that can be used by teacher in teaching and learning process. It makes teaching and learning process more fun for the students. It can also be used to create situation more clearly, that the students have big enthusiasm in teaching learning process in more fun way.

The difference between movie and short movie is in the duration, the duration of short movie is shorter than general movie. Although the duration is shorter doesn't mean that the content of the movie will be meaningless. According to Kabadayi (2012), A short film is one of a

film production kind that produces effort to attain the theme it addresses during short time and thus arranges its structure in an impressive way. s

Snelson (2011) explained that YouTube has grow become the largest and most highly visited online video-sharing service in the world, YouTube has become apparent, Since created in 2005, YouTube (<http://www.youtube.com>) has gain the biggest popularity as an online video-sharing website. In the play store YouTube gain over 10 billion users around the world.

Based on that description, the researcher concludes that YouTube short movie is a short movie that has be share by people in YouTube as a platform. This is the example of YouTube short movie:

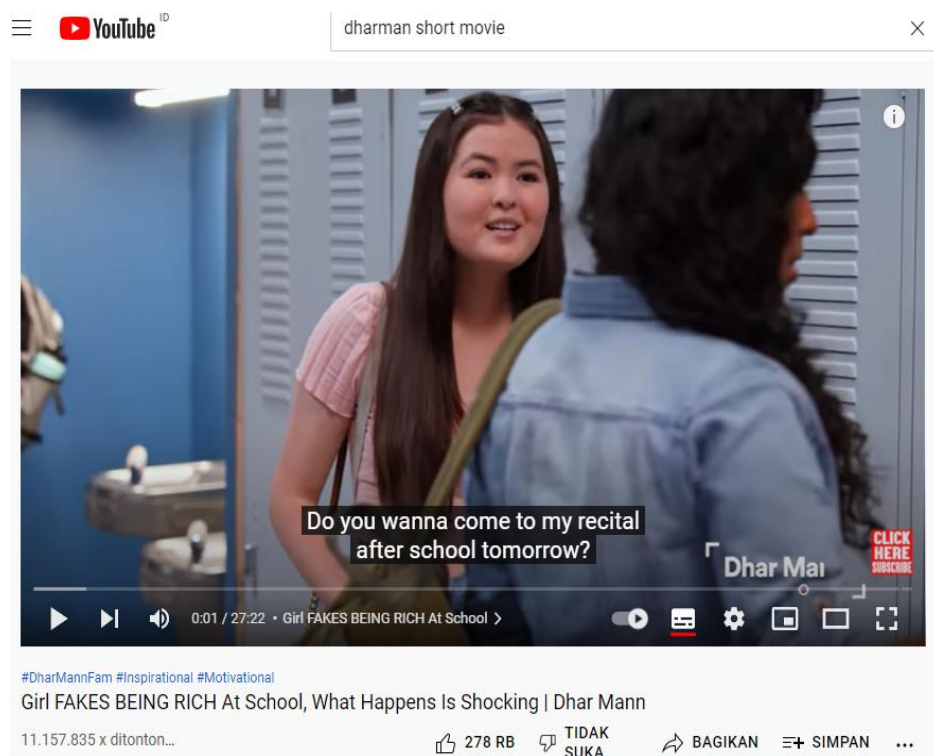


Figure 2.2 Example of YouTube Short Movie

b. Teaching English vocabulary using YouTube short movie

Base on the explanation before, the researcher will use YouTube short movie as a media to teaching vocabulary to the students. The reasercer wants to teach directly using YouTube short movie as a media for teaching an learning proces in the classroom. According to Ishihara and Chi (2004), There are some preparation to teaching English vocablary using YouTube short movie as follows:

- 1) Pre viewing, teacher stimulates student's imagination. It means the teacher gives some instructions and some clues that will be corncern to YouTube short movie. Teacher gives important background information about the film to the students.
- 2) Viewing, in this step, the teacher shows the movie. At that time the students need to watch carefully in order not to miss the important visual clues from the movie and get as muh vocabulary.
- 3) Post-viewing, the students discuss and share with order. This is intend for the students to more understand about the content of the film. Next, students work on the paper that have been given by the teacher.

c. The advantages using YouTube short movie

Short films or movie can improve students' abilities, Through many lessons, teachers and students can use short films as a new media in learning English. According to Sari and Surgandi (2015), There are some advantages of using English movie in EFL classroom. Movies can

keep students interest in learning English. Mirvan in Sari and Sugandi (2015) stated that using English movies in the EFL classroom is new media and it is very pleasant experience for the students in learning proces. Students more motivate to see and hear real life situation than to follow the activities in the text book. Movie can improve student's listening and speaking skills, and movie can also improve student's pronunciation and vocabulary. Movie with English subtitles can help students to see how the words are written and they find a new vocabularies from the movie. It can really helps them to improve their vocabulary ability. Watkins and Wilkins (2018) explained that using YouTube videos can also be utilized to stimulate cultural lessons, enhance exposure to World Englishes, and promote authentic vocabulary development. YouTube is a best platform to teaching English vocabulary to a variety of English accent. Another advantage of using YouTube as a teaching media is that students can improve their skills, particularly in English, by watching learning videos on the site. Students can learn anything and at any time by using YouTube, the world's largest video sharing website.

d. The disadvantages using YouTube short movie

Aside from so many advantages, the use of YouTube short movies in teaching vocabulary still has the disadvantages. For examples, movie takes more time to watch. Champoux and Robert (2007, p.247) stated

that Some students may object to watching an English film with subtitles because it takes more time and effort to follow because they must read the subtitles while watching the scenes. Then, Students may imitate negative scenes from actors or actresses in the movies such as Fighting scenes, adult scenes, smoking scenes, and other negative scenes from movies are quite often imitated by students. Another disadvantage in using YouTube Short Movie as attaching media is that students are required to have a smartphone or computer that is already connected to the internet to access YouTube.

B. Previous Studies

The researcher finds some previous studies related to this research in different setting as follows:

The first previous study is an article by Hossein Sabouri and Mohammad Zohrabi (2015) entitled “The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learners”. This study aimed to search out whether there have been significant differences between males and females in learning vocabulary when they are watching subtitled movies. In thi study was participated by 24 male and 22 female upper-intermediate students taking English classes in a private language institute located in. The result declared that the use of movies with subtitles can improve student’s engagement in learning and retrieval of recent lexical things.

However, more studies need to be done in the longer term in order to get the foremost advantages out of the movie materials in EFL classrooms.

The second previous study is a thesis was written by Dian Purnama (2018) entitled “Improving Students’ Vocabulary Mastery Through Animation Movie”. The study aimed to investigate the extent to which the students’ vocabulary improves by using animation movie. In thi study was participated by 31 students in ID class. The results of the research showed that the application of animation movie can improve students' vocabulary skills in Darul Ulum. The average score of vocabulary she ability of students before applied animation movie showed the score 32,93, and then after applied animation movie the average of student ability showed increasing score 65,5. The ability of vocabulary students in learning with media animation movie is better than before learning without media animation movie.

The third previous study is an article was written by Jon Watkins and Michael Wilkins entitled “Using YouTube in the EFL Classroom”. The research aimed to addressed various ways teachers can use the video website YouTube.com (or other online streaming video websites) to teach English and stimulate learner autonomy. The result of the research showed that EFL classes with access to the necessary technology can take the advantage of YouTube and other online video streaming sites. However, it is important to know that there are some restrictions. First, YouTube is restricted to what is permitted by copyright restrictions. Second, given the vastness of the YouTube library, teachers may need structuring and guidance to prevent students from spending

unproductive time browsing the site. A third consideration that teachers may need to consider is the nature of many YouTube materials.

The fourth previous study is a thesis was written by Riskawati Hajis (2014) entitled “Improving Students’ Vocabulary by Using Visual Media at SMP Negeri 10 Makasar”. This research was conducted to know the extend mastery vocabulary of English students of SMP N 10 Makasar. The results of the study showed that the appliance of visual media in teaching and learning vocabulary contains a positive impact for the students in increasing desire to learn vocabulary. Visual media could help student’s motivation to learning English and not feeling asleep during teaching and learning process. Another result shows that student’s mastery vocabularies of adjective, noun and verb, and increase ability in pronunciation after the visual media was giving.

The fifth previous study is an artile was written by Fitri (2018) entitled “Improving Students’ Vocabulary Mastery by Using Short English Movie at the Eleventh Grade of SMA N 8 Kota Jambi”. The purpose of this research is to find out student’s vocabulary mastery using the media short English film/movie. The result concluded that the data analysis have revealed that the teaching of English vocabulary by using short English movie as a media can improve student's vocabulary mastery.

The sixth previous study is a thesis was written by Firdauz Rizal Himawanto (2015) entitled ” The Effectiveness Of Teaching Vocabulary By Using Audio-Visual Media Toward Vocabulary Mastery Of The VII C Grades Students Of SMPN 3 Kedungwaru Tulungagung In Academic Year

2014/2015". The goal of the study was to examine the effectiveness of using audio-visual media to teach vocabulary to students in the VII C grades at SMPN 3 Kedungwaru Tulungagung in the academic year 2014/2015. The researcher used a pre-experimental design in the form of a one group pretest-posttest design as part of the research methodology for this study, which combined experimental design with a quantitative approach. The result showed that audio-visual media can be used as an alternative method of teaching vocabulary to students in the Junior High school level.

This research is hoped to complete what previous researches has missed in find a new media to improve students' vocabulary. In this research, the researcher analyzed YouTube short movie as a new media in teaching and learning English to improve students' vocabulary of the second grade students of SMA N 1 Gubug. The researcher used YouTube short movie as media since it rarely used by teacher in teaching and learning activity. Therefore, the researcher expected this research to be useful for other researchers who want use a new media to improve students' English ability especially in improving vocabulary.

C. Hypothesis

A hypothesis is a short-term answer to a research question. In this research, a hypothesis is a basic assumption about how the research will turn out. It is a prediction of the phenomenon. Furthermore, when designing a

hypothesis, the researcher should make sure that it is based on fact. There are two kinds of hypotheses:

1. Alternative Hypothesis (H_a): There are any improvements in terms of students' achievement between before and after treatment.
2. Null Hypothesis (H_0): There are no any improvements in terms of students' achievement between before and after treatment.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher gives explanation about research design, subject of the research, instrument of the research, method of data collection, and technique of data analysis. Detailed explanation in this part as follows:

A. Research Design

In this research, the researcher used a quantitative design. According to Creswell (2018), Quantitative research is an approach for testing objective theories by examining the connection among variables. These variables, in turn, shall be measure, generally on instruments, in order that numbered data can be analyze using statistical procedures. The researcher used pre-experimental research design in this study. The researcher employed this design to find out the differences between before and after being taught by using YouTube short movie as a media of teaching vocabulary.

In this research the researcher used the pre experimental research design. The pre-experimental research was conducted to assess student's improvement in mastering vocabulary through YouTube short movie. A pre-experimental is a design that consisted of one group pre-test and post-test design class. According to Allen (2017), One group pre test – post test design is a type of research design that is the most often used by researchers to determine the effect of a treatment or intervention on a given sample, without using the control group. It means that the researcher used only one class in this research. The researcher used the purposive sampling technique. The main activity of the

research held in three meetings. The researcher provided one group pretest-posttest design figure as follow:

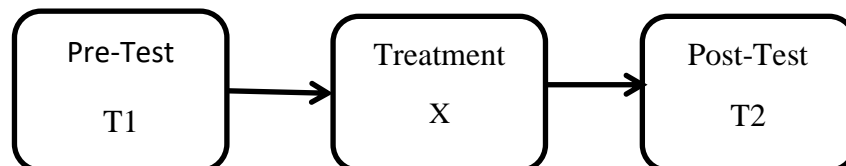


Figure 3.1 One Group Pre-Test and Post-Test Design

From the figure above, it can be explained that the researcher used pre-test, treatment and post-test. Firstly, the the researcher gave pre-test without taught vocabulary using YouTube short movie to the students. Then the researcher gave a treatment by teaching English vocabulary using YouTube short movie to the students to improve their vocabulary mastery. In the teaching and learning process, YouTube short movie is used as media. After that, the reasercher gave post-test and questionnaire to the students. Pretest and post test allowed the researcher to compared the improvement before and after treatment. The questionnaire to knew how students' response about teaching vocabulary using YouTube short movie.

B. Subject of the Research

In this research, the researcher chooses subject of the research consist of populaton, sample, and sampling as follows;

1. Population

According to Sugiono (2010:117), Population is geographic generalization there are: object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion. The population of this study was 431 students from the second grade students in the 2022/2023 academic year conducted at SMA N 1 Gubug.

2. Sample

The selection of a sample is crucial step in every research project. Sample is a part of population that analyzed by the researcher. Sample must be representative as one is to be able to generalize from the sample to population. According to Sugiyono (2010:118), A sample is a part of the population's number and characteristics. In this research, the researcher took only one class as a sample. The participants of this study was 35 students of 11 MIPA 7 class.

3. Sampling

Sampling is the way to get sample. In this study, the researcher used purposive sampling to get the sample of the research. Plays (2008) stated that purposive sampling refers to the approach to sampling as a set of strategic decisions concerning who, where, and how one does research. The purpose of sampling is to obtain information about a population by using a few individuals. With purpose sampling the researcher selected a

sample of population that representative and got represent of population. Formerly, The researcher discussed with the teacher who taught English to second grade students at SMA N 1 Gubug, and this discussion resulted to the selection of 11 MIPA 7. As a matter of fact, the students in this class have average English skills.

D. Instrument of the Research

The researcher used instrument to get and collect data. The researcher used test and questionnaire as the instruments of the research. There were two kinds of test (pre test and post test) as follows;

1. Test

A test is a method for assessing a person's skill, ability, knowledge, or performance in a certain dicipline (Brown, 2000:384). In this research, test was used for assessing the students' ability on vocabulary and understanding of the meaning. There were two tests during this research. They were pre-test and post-test. The researcher gave a pre test to the students. The function of this test was to see how was the students vocabulary ability before a treatment. During the treatment the students focused on watching the short movie from YouTube and tried to find some new vocabularies from that. After giving the treatment, the researcher gave a post-test to the students to see the score after treatment. The scores of the test was the data in this research.

2. Questionnaire

Questionnaire is type of technique to collect the data that use in this research. According to Soopa and Rani (2012), A questionnaire is a set of questions that are asked of people in order to gather statistically relevant data on a specific topic. The function was to explore students responses about improving student's vocabulary using YouTube short movie as a media. In this research the researcher used four options Likert scale, there were "strongly agree", "agree", "disagree", and "strongly disagree". The questionnaire distributed to the students in the pre-experimental class at the last meeting.

E. Method of Data Collection

In this research, the researcher used test and questioners. The researcher gave test to find out the data score of student achievement in vocabulary mastery using YouTube short movie. Based on the result, the researcher concluded that YouTube short movie as a media is affective or not to improve students' vocabulary mastery.

The procedures to collect the data were follows;

1. Preparing the research

Before doing the research, the researcher did some preparation. Firstly, the researcher made a learning media and lesson plan of the research. Then, the researche made a research instrument and deciding the class (sample) of this research.

2. Getting the document

The researcher asked permission to the teacher to decide the class and collected some documents which of name list of the students and the schedule.

3. Giving pre test

The researcher gave pre test to the students of XI MIPA 7 to measure their vocabulary ability before treatment. This test uses to find out score of vocabulary mastery of the students before taught using YouTube short movie.

4. Giving treatment

The researcher gave a treatment to the students in the pre-experimental class that has been selected by the researcher before. In this treatment, the researcher used YouTube short movie as a teaching media to improve students' vocabulary mastery. The researcher gave a treatment using YouTube short movie from Dhar Mann channel entitled "Student Cheats on Exam, Instantly Regret It".

5. Giving post tests

The researcher gave pre test to the students of XI MIPA 7 to measure their vocabulary ability after the researcher gave a treatment. This test used to find out the score of vocabulary mastery of the students after taught using YouTube short movie. If the post test score is higher than pre test score that means YouTube short effective media to improve students' vocabulary mastery.

6. Distributing questioners

The researcher gave questioners to find out the responses from students toward YouTube short movie in improving vocabulary. The questionnaire distributed to the students in the pre-experimental class (XI MIPA 7) in the last meeting.

E. Technique of Data Analysis

After the data was collected by the researcher, the researcher analyzed the result of the test. The data processed by using statistical analysis. The steps of t-statistical analysis as follows:

1) Scoring test

In the scoring system, the researcher gave 1 point for the right answer and 0 point forfor the wrong answer. The formula as follows;

$$Students'score = \frac{Right\ anser}{Total\ items} \times 100$$

2) Categorizing the students' score test

After geting the students' score test, the researcher categorized students' score test based on Brown (2000) as follows;

Table 3.1

Students' Score Categorization

Grade	Score	Category
A	90-100	Excelent

B	80-89	Very good
C	70-79	Sufficient
D	60-69	Insufficient
E	Below 60	Very bad

After categorizing students' score, the researcher calculated mean of students' score using the formula as follows;

$$\bar{x} = \frac{\text{total score}}{\text{total number of students}}$$

After getting mean of students' score, the researcher categorized students' score based on table categorize students' score above.

3) Determining the normality test

The function of this test was to determine the data was normally distributed or not normally distributed. In order to obtain accurate results, the researcher used the SPSS Statistic 21 program to do the a normality test. The hypothesis in the data normality test as follows:

Ha is accepted if sig. value > 0,05.

Ha is rejected if sig. value < 0,05.

4) Calculating the T-test

The purpose of t test was to examine the hypothesis that. The researcher calculated t test using SPSS Statistic 21 program and calculated manually using statistical formula for t-test as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Explaintation: t = t test statistic

\bar{x}_1 = average of pre test

\bar{x}_2 = average of post test

n_1 = total of sample data

s = standard deviaton

After geting the result of t test and t table the next step was testing the hypothesis test of the result. The formulation of the null hypothesis (Ho) and the alternative hypothesis (Ha) as follows:

Hypothesis:

If t-test \leq t-table, there are no any improvements in terms of students' achievement between before and after treatment.

If t-test \geq t-table, there are any improvements in terms of student's ability between before and after treatment.

5) Testing the gain score

The function of this test is to know the existence of an score increase in vocabulary ability of the students between before and after giving treatment by teaching vocabulary using YouTube short movie. Based on Hake (1999) It can be calculate using the formula of g factor (normalized gain score) as follows:

$$g = \frac{\text{post test score} - \text{pre test score}}{\text{ideal score} - \text{pre test score}}$$

Table 3.2

Criteria of Gain Score

Gain Score	Category
$G \geq 0,7$	High
$0,3 \leq g < 0,7$	Medium
$g < 0,3$	Low

6) Calculating the average score of student responses

The function of this test is to know all the student's responses using the questionnaire. It was analyze by calculating the overall average score using Likert scale model. In the scoring system the Likert category scale, the answers was equate with the quantitative value 4, 3, 2, 1 for positive questions and 1, 2, 3, 4 for negative questions. The researcher gave a score of 4 to strongly agree, 3 to agree, 2 for disagree and 1 for strongly disagree for positive questions. On the other hand the researcher gave the opposite score is 1 to strongly agree, 2 to agree, 3 to disagree, 4 to strongly disagree for negative questions. To calculate the average score of student responses, the researche used statistic formula bellow:

$$\text{Average score of students: } \frac{\sum_{i=1}^4 (n_i - f_i)}{N}$$

Explanation:

f_i = the number of students answered A (Strongly Agree)

n_i = weight of choice score A(Strongly Agree)

N = the number of all students who responded

$I = 1- 4$

Average score criteria for student responses are as follows :

$3 < \text{average score} \leq 4 = \text{Very Positive}$

$2 < \text{average score} \leq 3 = \text{Positive}$

$1 \leq \text{average score} \leq 2 = \text{negative}$

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

After conducting the research, the results and its discussion are discussed in this chapter. The reasearcer gives explanation about research finding and discussion. Detailed explanation in this part as follows:

A. Research Finding

As previously stated, the purpose of this study was to find out the students' vocabulary skills before and after treatment using YouTube short films as media to improve improve students' vocabulary ability, then to find out the differences in students' vocabulary skills before and after treatment, and to find out students respons toward YouTube short movie to improve students' vocabulary ability.

This research was conducted on 26 July 2022 until 28 July 2022 at XI MIPA 7 of SMA N 1 Gubug. The researcher gave a pre test to the students on the first day. Its purpose was to assess students' vocabulary ability before they received treatment from the researcher. On the second day, the researcher gave a treatment to the students of XI MIPA 7. The researcher taught vocabulary to students using YouTube short movie as a media. The researcher asked the students to watch a YouTube short movie. Then, students wrote new words from the movie that they did not know before while watching it. Following that, the researcher divided the students into eight groups and asked them to discuss. On the final day, the researchers

distributed a post-test and questionnaire to the students. Post test was intended to assess students' vocabulary abilities after they had received the treatment. A research schedule is provided below;

Table 4.1
Research Schedule

Class	Date	Schedule
XI MIPA 7	Tuesday, 26 July 2022	Pre Test
XI MIPA 7	Wednesday, 27 July 2022	Treatment
XI MIPA 7	Thursday, 28 July 2022	Post Test and questionnaire

The vocabulary test consisted of 30 questions about translating tests, synonym tests, antonym tests, word class tests, and finding the definition of words test. Questionnaire consisted of 20 questions. It has positive and negative questions and used four options Likert scale, there are “strongly agree”, “agree”, “disagree”, and “strongly disagree”.

Continuing to follow completion of research, the researcher analyzed the pre-test, post-test, and questionnaire results. The analysis' specifics will be discussed further below;

1. The Result of Students' Vocabulary Mastery of the Second Grade Students of SMA N 1 Gubug Before Being Taught Using YouTube Short Movie

In this part, the researcher showed the results of the pre-test scores on students' vocabulary skills and categorize of students' score. It

demonstrated how the students' vocabulary mastery before to receiving treatment using YouTube short movie as a media from the researcher. The following are the results obtained from the research;

The table below is to know the grade and level of students' achievement in mastering vocabulary before and after using YouTube short movie.

Table 4.2
Students' Score Categorization

Grade	Score	Category
A	90-100	Excelent
B	80-89	Very good
C	70-79	Sufficient
D	60-69	Insufficient
E	Below 60	Very bad

The reseacher calculated students' pre-test score based on the pre-test questions. It is showed as follows;

Table 4.3
Students' Pre-Test Score

No	Siswa	Pre Test	Category
1.	A N L	80	Very good
2.	A A D S	60	Insufficient

3.	A	43	Very bad
4.	A Y P	53	Very bad
5.	A H A	70	Sufficient
6.	A S	43	Very bad
7.	A R W	36	Very bad
8.	D Z S	53	Very bad
9.	D R	56	Very bad
10.	E H A	56	Very bad
11.	G S D	40	Very bad
12.	H Y	50	Very bad
13.	H M R	40	Very bad
14.	H U	50	Very bad
15.	I P	27	Very bad
16.	I R O	33	Very bad
17.	J L P A	60	Insufficient
18.	J A A P	67	Insufficient
19.	L Y	57	Very bad
20.	M A	53	Very bad
21.	N A I	53	Very bad
22.	N R	57	Very bad
23.	N O S	67	Insufficient
24.	N E P	50	Very bad

25.	N	40	Very bad
26.	N K	27	Very bad
27.	N Z S	53	Very bad
28.	N H	26	Very bad
29.	N A A	40	Very bad
30.	R A	53	Very bad
31.	R O A	30	Very bad
32.	R P P	43	Very bad
33.	S K A	80	Very good
34.	S A D A	60	Insufficient
35.	Z I A	40	Very bad
Total score		1746	

After getting the total of students' pre test score, the researcher calculated the mean of students' pre test score. The result can be defined as follows:

$$\bar{x}_1 = \frac{\text{total score}}{\text{total number of students}}$$

$$\bar{x} = \frac{1746}{35}$$

$$\bar{x} = 49,8$$

Based on the result above, it shows that the total pre-test score of students is 1746, while the mean of total students' pre-test score is

49,8. It means that before treatment with a YouTube short movie as a media in teaching vocabulary students' vocabulary mastery is categorized as very bad.

2. The Result of Students' Vocabulary Mastery of the Second Grade Students' of SMA N 1 Gubug After Being Taught Using YouTube Short Movie

In this part, the researcher showed the results of the pre-test scores on students' vocabulary mastery. It demonstrated how the students' vocabulary mastery after receiving treatment using YouTube short movie as a media to teaching vocabulary from the researcher.

The table below is to know the grade and level of students' achievement in mastering vocabulary before and after using YouTube short movie.

Table 4.4
Students' Score Categorization

Grade	Score	Category
A	90-100	Excelent
B	80-89	Very good
C	70-79	Sufficient
D	60-69	Insufficient
E	Below 60	Very bad

The reseacher calculated students' post-test score based on the post-test questions. It is showed as follows;

Table 4.5
Students' Post-Test Score

No	Siswa	Post Test	Category
1.	A N L	93	Excelent
2.	A A D S	86	Very good
3.	A	80	Very good
4.	A Y P	81	Very good
5.	A H A	93	Excelent
6.	A S	80	Very good
7.	A R W	83	Very good
8.	D Z S	86	Very good
9.	D R	87	Excelent
10.	E H A	90	Excelent
11.	G S D	80	Very good
12.	H Y	82	Very good
13.	H M R	85	Very good
14.	H U	80	Very good
15.	I P	78	Sufficient
16.	I R O	70	Very good
17.	J L P A	88	Excelent

18.	J A A P	93	Excelent
19.	L Y	86	Very good
20.	M A	93	Excelent
21.	N A I	65	Insufficient
22.	N R	90	Excelent
23.	N O S	95	Excelent
24.	N E P	86	Very good
25.	N	80	Sufficient
26.	N K	60	Insufficient
27.	N Z S	80	Very good
28.	N H	73	Insufficient
29.	N A A	83	Very good
30.	R A	80	Very good
31.	R O A	75	Sufficient
32.	R P P	80	Very good
33.	S K A	85	Excelent
34.	S A D A	90	Excelent
35.	Z I A	72	Sufficient
Total score		2888	

After getting the total of students' post-test score, the researcher calculated the mean of students' post-test score. The result can be defined as follows:

$$\bar{x} = \frac{\text{total score}}{\text{total number of students}}$$

$$\bar{x} = \frac{2888}{35}$$

$$\bar{x} = 82,5$$

Based on the result above, it showed that the total students' pre-test score is 2925, while the mean of total post-test score of students is 82,5. It means that after treatment with a YouTube short movie as a media in teaching vocabulary. Studnets' vocabulary mastery is categorized as very good.

3. The Significant Differences of Students' Vocabulary Mastery of the Second Grade Students of SMA N 1 Gubug Before Being Taught Using YouTube Short Movie and After Being Taught Using YouTube Short Movie

In this part, the researcher used a T-test to calculate if there was a significant difference between the pre-test and post-test data. However, before performing the T-test, he researcher used the SPSS program to determine whether the data distributed was normal or not using the normality test. The following is a detailed examination;

a. Normality test

Normality test is a test to determine the data is normally distributed or not normally distributed. The details of the analysis explained below. In order to obtain accurate results, the researcher used the

SPSS program to do the a normality test. The details of the normality test results using SPSS are as follows:

Table 4.6
Normality Test Result

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRETEST	,104	35	,200 [*]	,966	35	,340
POSTTEST	,177	35	,007	,942	35	,064

Based on the table 4.3, it was showed that the result of normality test of pre test is 0,340 and post test is 0,064. It can be concluded from the basic decision making bellow;

Ha is accepted if sig. value $> 0,05$

Ha is rejected if sig. value $< 0,05$

According to basic decision above, sig. value $> 0,05$ is accepted. The result of normality test of pre test is 0,340 and post test is 0,064. Both are $> 0,05$ it can be concluded that the data is from normal distribution.

b. Determining T-table

Before conducting the t-test, the researcher calculated the t-table in the 5% significance level as shown below;

$$df = N - 1$$

$$df = 35 - 1$$

df = 34 (the table of t-values at level 5% significance shown on appendies)

The value of df 34 at degree 5% of significance or t table is 2.032.

c. Caculating T-test

After getting the t table, the researcher calculated t test, in thi part the researcher will calculate t test manual using the formula and using SPSS prgram. The details as shown bellow;

Before doing manual calculation of T-test. The researcher calculated the mean of the pre and post test results, as well as the standard deviation using SPSS program, the results are as follows;

Table 4.7

Sample Statstics Result

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	49,89	35	13,792	2,331
POSTTEST	82,51	35	8,001	1,352

1) T-test result manually

The researcher calculated the T-test using the following formula;

$$\begin{aligned} \text{T test } \quad t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \\ t &= \frac{82,51 - 49,89}{\sqrt{\frac{190,22}{32} + \frac{64,02}{32}}} \\ t &= 19,505 \end{aligned}$$

The researcher concluded the hypothesis using the mean, degree of freedom (df), and t-table and t-test value. and meanwhile, the degree of freedom (df) at the 5% significance level is 2.032, which means the t-table value is 2.032. The t-test calculation result is 19,505.

After calculating the t-test value, the t-test result is compared to the significant level using t-table. If t-test is higher than t-table, it shows that there are any improvements on students' vocabulary mastery between before and after using YouTube short movie. if the value of t-test is smaller than t-table, there are no any improvements in terms of students' achievement between before and after using YouTube short movie as a media.

Based on the analysis above, the t-test result is 19.505, and the value of df (degree of freedom) is 34 on a 5% level of significance degree on the t-table, the result is $19.505 > 2.04$.

The criteria to analyze whether there is significant improvement or not after using YouTube short movie as a media is according to this basic decision making:

Alternative Hypothesis (Ha): There are any improvements in terms of

students' achievement between before and after treatment.

Null Hypothesis (H₀): There are no any improvements in terms of students' achievement between before and after treatment.

If $t\text{-test} \geq t\text{-table}$, H_a is accepted and H_o is rejected

If $t\text{-test} \leq t\text{-table}$, H_a is rejected and H_o is accepted

Because t-test is higher than t-table, which is based from the calculation results, it can be concluded that H_a is accepted and H_o is rejected. It concluded that there are any improvements in terms of students' achievement between before and after treatment.

2) T test result using SPSS program

After getting the result of normality test, the researcher t-test using the SPSS program. Here the detailed result;

Table 4.8

The results of paired sample test using SPSS Program on pre-test and post-test

Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	POSTTEST - PRETEST	32,629	9,897	1,673	29,229	36,028	19,505	34	,000

The calculation of data which was calculated by using SPSS program represented the results of mean of pre-test and post-test was 32,629, standard deviation was 9,897, standard error was 1,673, and t-test was 19,505. Based on both manual calculation and SPSS program, it can be seen that t-test is higher than t-table. It can be defined that there is a significant difference on the vocabulary mastery before being taught using YouTube short movie and after being taught using YouTube short movie.

d. Testing the gain score

The function of this test is to know the existence of an score increase in vocabulary ability of the students between before and after giving treatment by teaching vocabulary using YouTube short movie.

Detailed analysis as followed;

$$G = \frac{\text{post test score mean} - \text{pre test score mean}}{\text{ideal score} - \text{pre test score mean}}$$

$$G = \frac{82,51 - 49,89}{100 - 49,89}$$

$$G = 0,65$$

Table 4.9

Criteria of Gain Score

Gain Score	Category
$G \geq 0,7$	High

$0,3 \leq g < 0,7$	Medium
$g < 0,3$	Low

The gain score calculation results show that the gain score obtained is 0.65, indicating that the gain score is in the medium category and close to the high category.

4. The Result of the Responses from Students Toward YouTube Short Movie in Improving Vocabulary Mastery of the Second Grade Students.

In this part, the researcher examined the students' responses to improving students' vocabulary using a short YouTube movie. Detailed explanation follows;

In this research. The questionnaires distributed to students total 30 questions. The researcher calculated the overall average score in this questionnaire using a likert scale model. The answers on the likert category scale are equated with the quantitative value 4, 3, 2, 1 for positive questions and 1, 2, 3, 4 for negative questions in the scoring system. For positive questions, the research assigns a score of 4 to strongly agree, 3 to agree, 2 to disagree, and 1 to strongly disagree. For negative questions, the researcher assigns a score of 1 to strongly agree, 2 to agree, 3 to disagree, and 4 to strongly disagree.

Average score criteria for student responses are as follows :

$3 < \text{average score} \leq 4 = \text{Very Positive}$

$2 < \text{average score} \leq 3 = \text{Positive}$

$1 \leq \text{average score} \leq 2 = \text{negative}$

According to the table (the table can be seen in the appendix), the result showed that mostly, the students gave positive responses and only a few students gave negative responses toward YouTube short movie in improving students' vocabulary. Based on calculating from the average responses of each question, all of the questions on the questionnaire got very positive responses from the students. The total score of the questionnaire responses from students was 65.30, with an average total score of 3.27. It indicated that students' responses to YouTube short movie to improve students' vocabulary were very positive.

B. Discussion

The purpose of this research was to find an effective medium for learning vocabulary. The researcher used YouTube short movies as a media for teaching and learning vocabulary in this research. This research conducted on 26 July 2022 – 28 July 2022 of the second grade students of SMA N 1 Gubug. This current research is to find out the results of the students' vocabulary mastery of the second grade students of SMA N 1 Gubug before being taught using YouTube Short movie, students' vocabulary mastery of

the second grade students of SMA N 1 Gubug after being taught using YouTube Short movie, the significant difference on the vocabulary mastery of the second grade students of SMA N 1 Gubug before being taught using YouTube short movie and after being taught using YouTube short movie, and the students' responses toward YouTube short movie in improving vocabulary mastery of the second grade students. In this research, the researcher used a quantitative design. The researcher used pre eksperimental research design. The pre-experimental research was conducted to assess student's improvement in mastering vocabulary through YouTube short movie. The population of this study was students from the second grade students in the 2022/2023 academic year conducted at SMA N 1 Gubug. It consisted of 431 students. The researcher used only one class in this research. In this research, the researcher used the purposive sampling technique. The researcher chosed XI MIPA 7 as the sample of this research. Data collection came from documentation, test, and questionnaire. The documentation includes the teacher's lesson plan and list of students' names, and then it was analyzed carefully by the researcher. There were three meetings consisting of pre-test, giving a treatment, and giving post-test and questionnaires in the last meeting. After the data was collected and analyzed, the researcher was found the result of pre-test, post-test, significant difference between before and after treatment, and students' responses.

The pre-test was conducted on 26 July 2022. It was aimed to find out the students' vocabulary mastery before receiving treatment. The result

calculation showed that the students' vocabulary mastery was very bad. It can be seen from the table 4.3 that the highest score of pre-test was 80, and the lowest score of pre-test was 26. The total score obtained from pre-test was 1746. After calculating to decide the score grade, it was found mean of total pre-test score was 49,89. it was calculated from the students' total score divided by the number of students. It meant that before treatment with a YouTube short movie as a media in teaching vocabulary students' vocabulary mastery was categorized as very bad.

The post-test was held on 28 July 2022. It was conducted to find out students after they received treatments. It was expected that the treatment will give an significance difference on student' ability in improving their English vocabulary. The results of students' post-test score were collected and analyzed by the researcher. It showed the students' score after treatment with YouTube short movie as a media. The results calculation presented on Table 4.5 that the highest score of students' post-test was 95, and the lowest score was 60. The total score obtained from post-test was 2888. After calculating to decide the score grade, it was found mean of total post-test score was 82,51. it was calculated from the students' total score divided by the number of students. The result showed that students' score is categorized as very good after treatment with a YouTube short movie as a media in teaching and learning English vocabulary.

After the data from pre-test and post-test was calculated manually and also used SPSS program, the researcher calculated the final result to find out the

significant difference of pre-test and post-test. The result calculation came from the comparison between t-test and t-table. Furthermore, based on the data calculation, the researcher found that the t-test result is 19.505, and the value of df (degree of freedom) is 34 on a 5% level of significance degree on the t-table, the result is $19.505 > 2.04$. It can be seen that t-test is higher than t-table. It can be defined that there is significant difference on the vocabulary mastery before being taught using YouTube short movie and after being taught using YouTube short movie.

After knowing that there was a significant difference between before and after treatment, the researcher used a gain score test to determine how significantly students' vocabulary skills improved before and after treatment. The gain score test result was 6.5. According to table 4.8, the increase in vocabulary ability can be classified as medium to high.

Finally, after thorough research, the researcher distributed questionnaires to students in order to determine how they responded to the implementation of YouTube short movie as a media for learning English vocabulary. The questionnaires distributed contained 20 questions with Likert scale responses. Table 4.9 contains a summary of student responses. According to table 4.9, the total score of the questionnaire responses from students was 65.30, with an average total score of 3.27. It indicated that students' responses to a short YouTube short movie to improve their vocabulary were very positive.

According to the result of this research, researcher was able to demonstrate that YouTube short movies can be used as a new learning medium for

learning English, particularly for improving vocabulary. The researcher was able to demonstrate that using YouTube short movies as a media in teaching and learning activities improved students' abilities significantly. The researcher was able to demonstrate that the students' vocabulary skills improved significantly before and after learning activities using YouTube short movies as a media in teaching and learning activity. Furthermore, the researcher demonstrated that student responses toward the use of YouTube short movies as a type of media in teaching and learning activities are very positive. It can be a very good reason for teachers to begin experimenting with new media that are more interesting and fun in classroom learning activities, such as using YouTube short movies.

Furthermore, the findings of this current research are in line with previous studies that were discussed earlier in Chapter 2. Most of the result of previous studies that have been mentioned previously proved that audio visual media was quite successful in teaching English. It was not just in teaching to improve vocabulary master, but it was also used to teach in improving students' ability such as speaking skill, and also pronunciation. In this research, the researcher used YouTube short movie that one of the example of audio visual media to teaching vocabulary to the students.

The number of research which indicated in improving vocabulary mastery came from the research related to this thesis came from Hossein Saabouri and Mohammad Zohrabi (2015) in the research entitled *The Impact of Watching English Subtitled Movie in Vocabulary Learning in Different Gender of*

Iranian EFL Learners. The result showed that the use of English subtitled movie can improve student's engagement in learning and retrieval of recent lexical things. However, more studies need to be done in the longer term in order to get the foremost advantages out of the movie materials in EFL classrooms. The difference from this research comes from the media. In their research they used English subtitled movie while, this research used YouTube short movie as a media to improve students' vocabulary. Then, the object of Hossein and Mohammad's research are upper-intermediate students. Meanwhile, in this current research used senior high school students as the object of the research.

In another research written by Dian Purnama (2018) indicated the research about vocabulary in of the title *Improving Students' Vocabulary Mastery Through Animation Movie*. The results of the research showed that the application of animation movie can improve students' vocabulary skills in Darul Ulum and the ability of vocabulary students in learning with media animation movie is better than before learning without media animation movie. The difference came from the media. In the Dian's research, she used animation movie as a media in teaching vocabulary. While, in this research, the researcher used YouTube short movie as a media in teaching and learning vocabulary. Then, another difference came from the population. In Dian's research, she took junior high school students as a object of the research. Meanwhile, this current research used second grade of senior high school students as a object of the research.

Another research came from Jot Watkins and Michael Wikins entitled *Using YouTube in the EFL classroom*. The result of the research showed that EFL classes with access to the necessary technology can take the advantage of YouTube and other online video streaming sites. The difference came from the purpose of the research. they aimed to develop YouTube as a media in teaching and learning English. Meanwhile, this research focused on the use of YouTube as a media to improve students' vocabulary. Another difference came from the media. In Jot and Michael's research, they used website YouTube (youtube.com) as a teaching and learning media. But, in this curent research, the researcher use YouTube short movie as a media in teaching and learning English. In this curent research, the researcher foccused in improving students' vocabulary. In other hand in Jot and Michael's research, they foccused on some skills such as; listening, pronunciation, vocabulary.

Research was from Riskawati Hajis (2014) entitled entitled "Improving Students' Vocabulary by Using Visual Media at SMP Negeri 10 Makassar". The results of the study showed that the appliance of visual media in teaching and learning vocabulary contains a positive impact for the students in increasing desire to learn vocabulary. Visual media could help student's motivation to learning English and not feeling asleep during teaching and learning process. Another result shows that student's mastery vocabularies of adjective, noun and verb, and increase ability in pronunciation after the visual media was giving. The difference came from media. In the Riskawati's research, she used visual media as a media in the research. But, this curent reseaech used audio

visual media as media in the research. Another difference came from the population of the research. Riskawati's research used junior high school students as the population of the research. Meanwhile, in this current research, the researcher used senior high school students as the population of the research. Another difference came from the research design. Riskawati's research used Class Action Research (CAR) as a research design. Although in this current research, the researcher used pre-experimental design.

In another research came from Fitri (2018) *Improving Students' Vocabulary Mastery by Using Short English Movie at the Eleventh Grade of SMA N 8 Kota Jambi*. The result concluded that the data analysis has revealed that the teaching of English vocabulary by using short English movie as a media can improve student's vocabulary mastery. The difference came from the media that used in the research. Fitri's research used short English movie as a media in the research. Whereas, in this current research used YouTube short movie. In fact, both of them are the same. But, in this current research, the researcher took advantage of YouTube as a tool to find the media.

A research was from Firdaus Rizal Himawanto (2015) entitled *The Effectiveness Of Teaching Vocabulary By Using Audio-Visual Media Toward Vocabulary Mastery Of The VII C Grades Students Of SMPN 3 Kedungwaru Tulungagung In Academic Year 2014/2015*. The result showed that audio-visual media can be used as an alternative method of teaching vocabulary to students in the Junior High school level. The difference came from the population of the research. Firdaus's research used second grade of junior high

school students as a population of this research. While, this current research used second grade of senior high school students as a population of the research.

Therefore, the conclusion of the differences of this current research and previous research which has been presented by the researcher comes from the research methodology, media, the result, and focus on students' vocabulary improvement using YouTube short movie. It also proved that YouTube short movie is effective media to be taught to every educational level particularly to young learners. According to the results, using YouTube short movie is effective in improving the students' vocabulary mastery. YouTube short movie helps the students to remember more vocabulary they are learning since we know that young learners like to do a movement. Moreover, YouTube short movie can be applied in every aspect of teaching and learning English. It is not only in improving vocabulary mastery, but also in improving pronunciation, the ability of using prepositional of place, and speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

In this last chapter, the reasearcer gives explanation about conclusions and suggestions of this research. Detailed explanation in this chapter as follows:

A. Conclusions

The researcher draws the following conclusions from the research results and discussion that have been presented:

1. The scores result of vocabulary mastery of the second grade students of SMA N 1 Gubug before being taught using YouTube Short movie is found that the highest score of pre-test is 80, and the lowest score of pre-test is 26. The total score obtain from pre-test is 1746. The total pre-test score was 49,89. It means that before treatment with a YouTube short movie as a media, students' vocabulary mastery is rated as very bad.
2. The scores result of vocabulary mastery of the second grade students of SMA N 1 Gubug after being taught using YouTube Short movie is found that the highest score of students' post-test is 95, and the lowest score is 60. The total score obtain from post-test was 2888. Mean of total post-test score is 82,51. The result shows that students' score is categorize as very good after treatment with a YouTube short movie as a media in teaching and learning English vocabulary.
3. The significant difference on the vocabulary mastery between before being taught using YouTube short movie and after being taught using

YouTube short movie can be defined from the comparison between the result of t-test and t-table. After calculating manually and using SPSS program, the researcher found that the t-test result is 19.505, and the value of df (degree of freedom) is 34 on a 5% level of significance degree on the t-table, the result is $19.505 > 2.04$. It can be seen that t-test is higher than t-table. It can be defined that there is a significant difference on the vocabulary mastery before being taught using YouTube short movie and after being taught using YouTube short movie. The gain score test result is 6.5. According to table 4.8, the increase in vocabulary ability can be categorized as medium to high.

4. The result of the questionnaire responses from students toward YouTube short movie in improving vocabulary mastery of the second grade students. The researcher found that the total score of the questionnaire responses from students was 65.30, with an average total score of 3.27. It indicated that students' responses to a short YouTube short movie to improve their vocabulary were very positive. Furthermore, it proved the significant improvement of teaching English vocabulary through YouTube short movie.

B. Suggestions

Based on the previous conclusions, the researcher makes the following suggestions;

1. Teachers

- a. Teachers should employ more creative and interesting learning methods in English, particularly vocabulary learning, to keep the students interested and not easily bored in teaching and learning process.
- b. Teacher should use YouTube movie as a media for teaching English.
- c. Teacher should make learning activities more fun and effective by using new and interesting media such as YouTube short movies.
- d. Teacher are expected to be able to give students opportunities to be more active in class and explore their knowledge.

2. Students

- a. Students are expected to be able to increase their interest in learning English using various types of methods and more practical media.
- b. Students are expected to be more active and focused in teaching and learning activities in the classroom.
- c. Students are expected to be able to use technological advances to improve their abilities, particularly their English abilities.

3. Readers

- a. Readers are expected to be able to use this final project as a reference, especially in writing about the effectiveness of Youtube movies as a media for learning English.

- b. It would be better for the readers to read the books and references mentioned in the literature review and bibliography in addition to this final project in order to completely understand.
4. Future researcher
- a. Future researchers are expected close the gaps and weaknesses in this research, especially when it comes to creating references for methods to improve vocabulary mastery.
 - b. Future researchers are expected to be able to improve their research through better creation.

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Appendix 1**ABSENSI XI MIPA 7**

No	NIS	Nama Siswa	L/P	Hari 1	Hari 2	Hari 3
1.	218410	ADINDA NUR LATIFAH	P	V	V	V
2.	218412	AILLYN ANIN DHEA SARASWATI	P	V	V	V
3.	218413	AINUNNAFI'	P	V	V	V
4.	218414	ALFI YULIANA PUTRI	P	V	V	V
5.	218415	ALYA HILMI ANJANI	P	V	V	V
6.	218416	ANDIKA SAPUTRA	L	V	V	V
7.	218417	ANI RETNO WULANDARI	P	V	V	V
8.	218418	DEWANA ZOSUF SALAS	L	V	V	V
9.	218419	DIAN REALINTIAS	P	V	V	V
10.	218420	ELSA HARIS AGUSTINA	P	V	V	V
11.	218421	GALIH SEPTIANA DEWI	P	V	V	V
12.	218422	HAFIZ YULIANTO	L	V	V	V
13.	218423	HERLISTYA MAULIDYA RAHMA	P	V	V	V
14.	218424	HESTI UL UMA	P	V	V	V
15.	218425	IDA PRAMESTI	P	V	V	V
16.	218426	INTAN RAMANDHANI OKTAFIA	P	V	V	V
17.	218427	JANZUI LAUDIA PUTRI AZAHRA	P	V	V	V
18.	218428	JESSICA ANASTASYA AWALI PINKAN	P	V	V	V
19.	218429	LARASATI YUNINDRA	P	V	V	V
20.	218430	MILATI ATMASHOFI	P	V	V	V
21.	218431	NABILA AYU INSANI	P	V	V	V
22.	218432	NANDINI RAHMATUZIKA	P	V	V	V
23.	218433	NATASHA OCTAVIA SAPUTRA	P	V	V	V
24.	218434	NELY ETIKA PUTRI	P	V	V	V
25.	218435	NOVITASARI	P	V	V	V
26.	218436	NUR KHOLIFAH	P	V	V	V
27.	218437	NURRAHYA ZAQLI SUMARFAJRI	L	V	V	V
28.	218438	NURUL HIDAYAH	P	V	V	V

29.	218439	NURUZZAMAN AHMAD AR ROMADHONI	L	V	X	V
30.	218440	RAFLI AL FAJRI	L	V	V	V
31.	218441	RAHMANDA OCKTOVIA ANANTA	P	V	V	V
32.	218442	RAYYA PRASADHANA PUTRA	L	V	V	V
33.	218443	SAVA KAMIL AZUHRO	P	V	V	V
34.	218444	SISKA AYU DWI ARYANI	P	V	V	V
35.	218445	ZAHRANI INTAN ALFIYANTI	P	V	V	V

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 1 Gubug
Mata Pelajaran	: Bahasa Inggris (wajib)
Kelas/Semester	: XI MIPA/ Ganjil
Materi	: Peningkatan kosa kata menggunakan
YouTube short movie	
Alokasi Waktu	: 3 Pertemuan (6 x @45 menit)

A. Tujuan Pembelajaran

Melalui model pembelajaran Discovery Learning, metode Tanya jawab dan diskusi siswa dapat:

- Memahami konteks dari film pendek YouTube.
- mendapatkan kosa kata baru dalam film pendek YouTube.
- Memahami kelas kata dan makna dari kosa kata yang didapat dari film pendek YouTube
- Menambah kemampuan kosa kata siswa melalui film pendek YouTube.

B. Kegiatan Pembelajaran

- Hari pertama

Pendahuluan (15 menit)	Kegiatan Inti (60 Menit)	Penutup (15 Menit)
<ul style="list-style-type: none">• Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin• Guru melakukan perkenalan dengan peserta didik.• Guru Menyampaikan maksud, tujuan & manfaat dari kegiatan pembelajaran yang akan dilaksanakan.	<ul style="list-style-type: none">• Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada kegiatan pembelajaran yang akan dilakukan.• Guru memberikan lembar pre test kepada peserta didik.• Peserta didik diberi waktu untuk mengerjakan seluruh soal pada lembar pre test dengan waktu yang telah ditentukan.• Guru memberi materi pokok yang akan dipelajari oleh peserta didik.• Guru memperkenalkan media mengajar "YouTube Short movie" untuk meningkatkan kosa kata siswa.• Peserta didik diminta untuk menonton film pendek YouTube melalui link yang telah diberikan dan mencatat seluruh kosa kata baru yang mereka temukan pada kertas yang telah dibagikan sebelumnya.	<ul style="list-style-type: none">• Peserta didik dibantu oleh guru untuk menyimpulkan kegiatan pembelajaran• Guru bersama siswa mereview proses pembelajaran• Guru menginformasikan kegiatan pembelajaran yang akan datang.

- Hari kedua

Pendahuluan (15 menit)	Kegiatan Inti (60 Menit)	Penutup (15 Menit)
<ul style="list-style-type: none"> Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin Guru Menyampaikan maksud, tujuan & manfaat dari pembelajaran yang akan dilaksanakan. 	<ul style="list-style-type: none"> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada kegiatan pembelajaran yang akan dilakukan. Guru membagi peserta didik ke dalam 8 kelompok untuk diskusi. Peserta didik diminta untuk menonton kembali film pendek YouTube dan mencatat sebanyak mungkin kosa kata baru yang mereka temukan. Guru memberi waktu kepada peserta didik untuk berdiskusi dengan sesama anggota kelompok untuk mencari tahu makna dan kelas kata dari kosa kata yang telah mereka temukan saat menonton film pendek YouTube. Guru memberi kesempatan kepada peserta didik untuk bertanya mengenai materi. 	<ul style="list-style-type: none"> Peserta didik dibantu oleh guru untuk menyimpulkan kegiatan pembelajaran Guru bersama siswa mereview proses pembelajaran Guru menginformasikan kegiatan pembelajaran yang akan datang.

- Hari ketiga

Pendahuluan (15 menit)	Kegiatan Inti (60 Menit)	Penutup (15 Menit)
<ul style="list-style-type: none"> Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin Guru Menyampaikan maksud, tujuan & manfaat dari pembelajaran yang akan dilaksanakan. 	<ul style="list-style-type: none"> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada kegiatan pembelajaran yang akan dilakukan. Guru membuka sesi tanya jawab untuk memastikan pemahaman peserta didik. Peserta didik diminta untuk mengerjakan lembar post test dalam waktu yang telah ditentukan. Guru membagikan lembar kuisioner mengenai respon siswa terhadap media film pendek YouTube dalam pembelajaran kosa kata. 	<ul style="list-style-type: none"> Peserta didik dibantu oleh guru untuk menyimpulkan kegiatan pembelajaran Siswa diminta untuk menyampaikan kesan dan pesan. Guru bersama siswa mereview proses pembelajaran

C. Penilaian

- Penilaian Pengetahuan berupa tes tertulis tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- Penilaian Keterampilan berupa penilaian unjuk kerja.
- Penilaian Sikap berupa pengamatan Sikap (pengamatan terhadap keaktifan peserta didik)



Gubug, 27 Juli 2022
Pengajar

Anita
NPM. 18420134

Appendix 3

Pre Test

Name: Dewana Rizki Salas

No: 8

53

A. Translate the words into Indonesian

1. Guess : siapa x
2. Cheat : curang v
3. Report : - 2
4. Attention : -
5. Vacation : liburan v

B. Answer the correct class of each word below (Noun/Adjective/Verb)

1. Unfair : (V) x
2. Confident : (V) x
3. Promise : ~~promise~~ (V) v
4. Lesson : (N) v
5. Fine : ~~fine~~ (A) v
6. Book : ~~book~~ (N) v
7. Give : (V) v
8. Pay : (N) x
9. Trouble : ~~trouble~~ (N) v
10. Believe : (A) x

$$B = 16 : 20 \times 100$$

$$\frac{16}{20} \times 100$$

$$= \frac{53}{11}$$

C. Write down the similar of each word below.

1. Great : for good v
2. Exam : -
3. Correct : true v 3
4. Study : learn v
5. Speak : -

D. Write down the opposite of each word below.

1. Fail : success v
2. Young : old v 2
3. Buy : -
4. Same : -
5. Loser : winner v

E. Find the word of the following definition.

1. A way of doing something that is quicker than the usual way.
- d ✓
2. An examination of somebody's knowledge or ability. ~
- c ✓
3. To a floor of a house or other building higher than the one that you are on.
- h ✓
4. To divide something between two or more people.
- f ✓
5. Unable to speak.
- e ✓

a. Upstair	c. Test	e. Unmute	g. Share
b. Give	d. Shortcut	f. Mute	h. working

Appendix 4

Post Test

Name: Dewana Rosyaf Salas

No: 8

86

A. Translate the words into Indonesian

1. Guess : tebak
2. Cheat : curang
3. Report : melaporkan 5
4. Attention : perhatian
5. Vacation : berlibur

B. Answer the correct class of each word below (Noun/Adjective/Verb)

1. Unfair : A ✓
2. Confident : N ✓
3. Promise : ✓ ✓
4. Lesson : N ✓ 7
5. Fine : A ✓
6. Book : N ✓
7. Give : ✓ ✓
8. Pay : ✓ ✓
9. Trouble : A ✗
10. Believe : A ✗

$$B = \frac{26}{30} \times 100 \\ = 86$$

C. Write down the similar of each word below.

1. Great : good
2. Exam : test
3. Correct : true 5
4. Study : learn
5. Speak : talk

D. Write down the opposite of each word below.

1. Fail : success
2. Young : old
3. Buy : sell 5
4. Same : different
5. Loser : winner

E. Find the word of the following definition.

1. A way of doing something that is quicker than the usual way.
- D ✓
2. An examination of somebody's knowledge or ability.
- E X
3. To a floor of a house or other building higher than the one that you are on.
- A ✓
4. To divide something between two or more people.
- S ✓
5. Unable to speak.
- F ✓

a. Upstair	c. Test	e. Unmute	g. Share
b. Give	d. Shortcut	f. Mute	h. working

Appendix 5

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POSTTEST	82,51	35	8,001	1,352
	PRETEST	49,89	35	13,792	2,331

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	POSTTEST & PRETEST	35	,708	,000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	POSTTEST - PRETEST	32,629	9,897	1,673	29,229	36,028	19,505	34	,000

Appendix 6


Table of Students' Responses

No	Respond Aspect	Respond				Average	Students' respond
		SA	A	DA	SDA		
1.	The learning is well prepared.	26	8	1	0	3.71	Very positive
2.	The material is presented in a way that can help me to learn vocabulary.	15	19	1	0	3.40	Very positive
3.	Learning vocabulary using YouTube short movie makes learning more challenging.	1	2	20	12	3.22	Very positive
4.	Learning vocabulary using YouTube short movie makes me easy to master English.	9	21	3	3	3.10	Very positive
5.	In my opinion, learning vocabulary using this YouTube short movie is boring.	1	4	16	14	3.22	Very positive
6.	Learning vocabulary using YouTube short movie makes hard for me to	1	5	19	10	3.10	Very positive

	master English.						
7.	In my opinion, learning vocabulary using this YouTube short movie is not interesting.	1	4	18	12	3.17	Very positive
8.	Learning vocabulary using this YouTube short movie makes me feel depressed.	2	2	15	16	3.29	Very positive
9.	I think watching YouTube movie does not improve my vocabulary mastery.	0	1	19	15	3.40	Very positive
10.	Learning vocabulary using YouTube short movie broadens my knowledge of many things.	18	15	1	1	3.43	Very positive
11.	I do not feel the benefits of learning vocabulary using this YouTube short movie.	1	1	12	21	3.51	Very positive
12.	I feel the dual benefits of this lesson, namely the improvement of my vocabulary skills and my knowledge of many things.	18	16	1	0	3.46	Very positive

13.	The task are given according to my level of ability.	10	24	1	0	3.26	Very positive
14.	I feel the challenge in this lesson suits my ability.	6	25	4	0	3.06	Very positive
15.	The tasks assigned helped me in mastering the lessons.	12	21	1	1	3.23	Very positive
16.	The tasks assigned interest me to learn more.	12	16	6	1	3.11	Very positive
17.	The time given for completing tasks is adequate.	7	25	3	0	3.11	Very positive
18.	The material presented is interesting to discuss.	14	20	1	0	3.38	Very positive
19.	I love learning vocabulary using this YouTube short movie.	7	22	5	1	3.00	Very positive
20.	I would recommend learning vocabulary using this YouTube short movie to other students.	10	20	5		3.14	Very positive
Total score		65.30					
Avarage score		3.27					

Appendix 7

**YAYASAN PEMBINA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG**
UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
JALAN GAJAH RAYA NO. 40 SEMARANG

USULAN TEMA DAN PEMBIMBING SKRIPSI

Yth. Ketua Program Studi *)

1. Pend. Bahasa dan Sastra Inggris
2. Pend. Bahasa dan Sastra Jawa di Semarang

Dengan hormat,
Yang bertanda tangan dibawah ini,
N a m a : Anita
N P M : 18920134

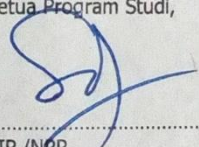
bermaksud mengajukan tema skripsi dengan judul :

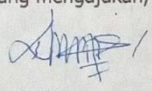
Improving Student's Vocabulary Using YouTube short movie
of the second Grade Students of SMA N 1 Ewbug

Handwritten note: #10/12-24

Selanjutnya, dosen pembimbing skripsi kami serahkan sepenuhnya kepada Ketua Progdii., dengan keputusan pembimbing :

1. Dr. Jafar Saadig, M.Pd.
2. Siti Musarokah, S.Pd., M.Hum.

Menyetujui,
Ketua Program Studi,

NIP./NPP.

Semarang, 10 Desember 2021
Yang mengajukan,

Anita

Appendix 8

 UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :
➤ Pendidikan Bahasa dan Sastra Indonesia
➤ Pendidikan Bahasa Inggris
➤ Pendidikan Bahasa dan Sastra Daerah

Alamat :
Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor : 72/IP/FPBS/VII/2022 Semarang, 20 Juli 2022
Lampiran : 1 (satu) berkas
Perihal : **Permohonan izin penelitian**

Yth. Kepala SMA N 1 Gubug
di Gubug

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Anita
N P M : 18420134
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris


akan mengadakan penelitian dengan judul :

Improving Students' Vocabulary Using Youtube Short Movie Of The Second
Grade Students Of SMA N 1 Gubug

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,


Dr. Asropah, M.Pd.
NPP 936601104

Appendix 9



KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : ANITA
 NPM : 18420134
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
 DOSEN PEMBIMBING I : Dr. Jatar Sadiq, M. Pd
 DOSEN PEMBIMBING II : Siti Musarokom, S.Pd., M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
1.	22/11-2021	Judul	<i>Sd</i>	<i>Jat</i>
2.	10/12-2021	Acc Judul	<i>Sd</i>	<i>Jat</i>
3.	14/04-2022	Bimb. proposal	<i>Sd</i>	
4.	7/6-2022	Acc proposal	<i>Sd</i>	
5.	23/8-2022	Bimb. Bab 1-3	<i>Sd</i>	
6.	31/3-2022	Proposal		<i>Jat</i>
7.	27/4-2022	Chat Revisi proposal		<i>Jat</i>
8.	6/6-2022	Revisi proposal instrument		<i>Jat</i>



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Anita
NPM : 18420139
FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
DOSEN PEMBIMBING I : Dr. Safar Sidiq, M. Pd
DOSEN PEMBIMBING II : Siti Musarokah, S. Pd, M. Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
10.	24/6-2022	Revisi Proposal & Instrument		
11.	15/7-2022	Acc Proposal		
12.	12/8-2022	Chapter I - III		
13.	07/9-2022	Revisi Chapter I-III		
14.	15/9-2022	Chapter IV-V		
15.	29/9-2022	Revisi chapter IV/V/Acc		
16.	6/10-2022	forum Kelengkapan		
17.	21/10-2022	Ace kelengkapan Artikel		
18.				



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI

PENGAJUAN UJIAN SKRIPSI

Diajukan Oleh :

N a m a

: Anita

N P M

: 18420134

Jurusan

① Pend. Bahasa Inggris

2. Pend. Bahasa dan Sastra Indonesia

3. Pend. Bahasa dan Sastra Daerah

Tema Skripsi

: Improving Students' Vocabulary Using YouTube

Short Movie of the Second Grade Students of

SMA N 1 Gubug

Untuk dilaksanakan pada

Hari / Tanggal

: Jumat, 18 November 2022

W a k t u

: 16.00 - 17.00

Ruang

: 4.08

Adapun sebagai penguji

1. Penguji I

: Dr. Jafar Sodik, M.Pd.

2. Penguji II

: Siti Musarokah, S.Pd., M.Hum

3. Penguji III

: Fitri Yulianti, S.Pd., M.Hum.

Menyetujui,
Ketua Program Studi,

Semarang,

Yang mengajukan,

..... Anita

Appendix 11



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 18 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.
Jabatan : Sekretaris
3. Nama : Dr. Jafar Sodik, S.Pd., M.Pd.
Jabatan : Anggota (Penguji I)
4. Nama : Siti Musarokah, S.Pd., M.Hum.
Jabatan : Anggota (Penguji II)
5. Nama : Fitri Yulianti, S.Pd., M.Pd.
Jabatan : Anggota (Penguji III)


Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.


Nama : Anita
N.P.M : 18420134
Fakultas : FPBS
Program Studi : Pendidikan Bahasa Inggris
Program Pendidikan : Strata 1

Judul Skripsi :
IMPROVING STUDENTS' VOCABULARY USING YOUTUBE SHORT MOVIE OF THE SECOND GRADE
STUDENTS OF SMA N 1 GUBUG

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.


Sekretaris,

Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,

Dr. Jafar Sodik, S.Pd., M.Pd.

Penguji II,

Siti Musarokah, S.Pd., M.Hum.

Penguji III,

Fitri Yulianti, S.Pd., M.Pd.


Mengetahui,
Dr. Asropah, M.Pd.
NPP/NIP 936601104

Appendix 12

