

Elementary School Students' Vocabulary Enhancement through YouTube Video-Based Learning

Maryam Sorohiti ^a, Anisa Rahma Hidayah ^a, Sri Rejeki Murtiningsih ^{a*}

^a Universitas Muhammadiyah Yogyakarta

Article Info

Article history

Submission Date: 6 December 2023
Acceptance Date: 8 March 2024

Keywords:

Elementary school students,
vocabulary enhancement,
YouTube video-based learning,
English as a foreign language

*Corresponding author:

jackie@umy.ac.id

Abstract

The research objectives are: (1) to investigate the students' vocabulary mastery before using YouTube Video-based learning method, (2) to find out the students' vocabulary mastery after using YouTube Video-based learning method, (3) to perceive the difference in the students' mastery before and after using YouTube Video-based learning method. This research was conducted in a private Islamic elementary school in Yogyakarta for fourth-grade students. The method used in this research is quantitative, which uses a test. A pre-test was given to measure the students' current vocabulary abilities, with results showing $M = 6.00$ and $SD = 0.88415$. Then, a treatment was applied using YouTube video-based media to help students with their vocabulary. To measure the aftereffect, the researcher uses a post-test. The post-test showed that $M = 8.68$. The results of this study indicated that there is an improvement in using YouTube video-based media for vocabulary learning, and it positively impacted the student's vocabulary enhancement. The study implies that elementary school teachers should use YouTube videos when teaching vocabulary and that elementary schools support the efforts, such as good wi-fi connection, projectors, and room speakers.

© 2024 JELS and the Authors - Published by JELS.

INTRODUCTION

Many Indonesian elementary schools do not include English in their curriculum because English has not become a mandatory subject. However, English still becomes an important subject for their students in many other elementary schools. According to Masita (2019), elementary school students in years four, five, and six learn English as a local content topic at school. During the teaching-learning process, students are

commonly introduced to English vocabulary to prepare them for English subjects in middle school.

Vocabulary is very important to have various words to make up sentences. Also, acquiring vocabulary is easier than learning grammar since it does not have specific rules to learn it. Vocabulary is very flexible; it has no set order of learning the words and must be taught (Syafrizal et al., 2019). When students want to express something in another language, they have to have many words to communicate such expressions. In addition, foreign travelers do not bring grammar books; they bring dictionaries. Thus, vocabulary enhancement plays a key role during the learning process of another language. During the elementary school years, students must improve and expand their vocabulary.

However, in the preliminary study conducted by the researcher in a private Islamic elementary school, many students still lacked familiarity with basic vocabulary and struggled to comprehend simple questions. The preliminary study's pre-test confirmed that numerous students still need improvement in their vocabulary skills. Two reasons for these problems can be found, namely teacher and student issues. Teacher problems can arise if they do not integrate different teaching media or apply a variety of learning activities. According to Hakim (2019), educators still view technology as a teaching method, and using YouTube for English instruction in elementary schools is not common practice. Many elementary school English teachers still use textbooks to teach English. They assigned students to complete the exercises in the books. The students' problems may arise due to this type of issue. They tend to get quickly bored, displaying a lack of interest and potential difficulty in comprehension, thus resulting in their reluctance to participate actively in the learning process.

In addition, a private Islamic elementary school teacher affirmed that English is a mandatory subject in the school, as it falls within the realm of self-development. For almost twenty years, English has been a focal study point for primary school children in Years four, five, and six (Masita, 2019). This greatly emphasizes the need for students at the elementary school to expand their vocabulary. The challenges encountered by fourth-grade students at the private Islamic elementary school may have stemmed from a narrow focus on textbook-based teaching methods. Nonetheless, in today's globalization era, media also plays an integral role in education. Nguyen (2021) asserts that the importance of media in education cannot be ignored and emphasizes the need for its appropriate utilization. Moreover, their difficulty may stem from the fact

that English is not their primary language, which impedes their learning process. In her research conducted in 2019, Masita highlights the significant disparities between English as a foreign language and individuals' native languages.

However, English is difficult to acquire in a country where English is a foreign language. According to Susanto (2017), learning English for EFL students is like constructing a complex structure, especially for Indonesian students. Therefore, it is important to have a variety of media to be applied to learn English, especially for vocabulary enhancement. There is no denying the value of media, which should be properly utilized in education (Nguyen, 2021).

One of the media that could be applied is YouTube, one of the popular websites. YouTube also provides a variety of videos based on the context people are looking for. YouTube offers a myriad of possibilities for EFL/ESL students to enhance their learning experience, and it holds the power to engage instruction within diverse and immersive learning environments (Heriyanto, 2015). Therefore, YouTube can help students, especially young learners, not get bored and easily engage in class. It can be an alternative media to enhance students' vocabulary enhancement.

Integrating YouTube Videos is a form of media that can be employed. Thus, this research aimed to examine the effectiveness of YouTube despite the various media available that can help learners acquire vocabulary. According to Kabooaha and Elyas (2018), researchers and academics who specialize in studying the acquisition of second languages express their concerns regarding the efficacy of learning through YouTube, despite it being relatively recent. It means that although YouTube may be advantageous, students still need teachers to help them better understand the materials they find in the videos.

Recent studies into vocabulary acquisition from watching YouTube videos have shown that many students can experience an increase in their lexicon through learning with YouTube videos (Anggraini et al. (2022), Arianti (2019), Devanti (2018)). In these types of studies, the data collected usually comprises pre-test and post-test scores to measure the difference that watching YouTube videos can have on students. While participants and levels of satisfaction with the learning material vary, the result is usually consistent: YouTube can be used as a teaching method to increase vocabulary. This study corroborates this finding with results that show a generally increased score in students' post-test results compared to their pre-test scores. The

mean of the twelve students went up from a "poor" rating on the Curriculum K13 scoring level to a "good" rating, increasing by two points.

Researching the aforementioned problems can be intriguing and significant as they offer a comprehensive examination of the efficacy of YouTube videos in enhancing students' vocabulary. The researchers are interested in conducting research to identify how students' vocabulary can be improved through YouTube video-based learning. These researchers aim to investigate whether the hypothesis regarding using YouTube video-based learning for enhancing vocabulary is valid.

METHOD

This research method is mainly based on quantitative research. The study's method used two types of tests: pre-test and post-test. The pre-tests were conducted before implementing YouTube to measure students' vocabulary knowledge, and after that, the implementation of YouTube (treatment) was held for three meetings. The videos were selected based on their grade and curriculum K13 learning objectives; "family: family members." After the treatment, a post-test was held to measure if there was an improvement in their vocabulary enhancement.

This study used a quantitative research design. This research was conducted during the COVID-19 pandemic, while the school had its approach to decreasing COVID-19, namely that each class should be divided into two, with morning and midday classes. Nevertheless, the researchers selected twelve fourth-grade students to participate in this study. This study is designed to conduct a test to assess their vocabulary improvement before and after integrating the use of YouTube videos. The researcher then analyzes the data using statistical software to calculate the mean score and an independent sample statistic to answer three research questions.

The significant difference was determined through a paired sample t-test, a standard inferential statistical analysis. It measures the distinction between students' pre-test and post-test scores to see whether there was a significant improvement after the implementation of YouTube for vocabulary enhancement.

This research was conducted in a private Islamic elementary school in Yogyakarta. The researcher selected this place because first, students were familiar with YouTube; they could easily access it at home. Second, the researcher required a school where English was one of the primary subjects. Third, the school was accessible to conduct the research. The data collection process was around one month, with

five meetings: three meetings to apply the treatment and the rest to apply the pre- and post-tests.

The population in the private Islamic elementary school was approximately 200 students from grade one to grade six. The target population for the research study was determined based on the researcher's criteria, which included selecting a location that was not heavily crowded. This was to ensure that the study could be conducted effectively without any issues related to space constraints. Also, the researcher selected these particular people as the population because, in each class, it was only around twenty to twenty-five students. There were 12 students in the fourth grade for the research.

The sampling technique that the researcher implemented was the purposive sampling technique. The reason behind this sampling technique is to solve the problem in the preliminary research. In addition, this technique can more clearly describe the problem and provide a representative value. Creswell & Creswell (2018) state that purposive sampling allows for comparisons, focuses on specific, unique topics or cases, and builds a theory by gradually accumulating data from many sources.

Testing the research instruments before being used is crucial in terms of validity. According to Arikunto (as cited in Yusup, 2018), the quality of a study variable's measurement tool or equipment determines the accuracy of the data. When an instrument can produce reliable outcomes, it is considered reliable (Tugiman et al., 2022). The researcher employed content validity in this study.

According to Heale and Twycross (2015), content validity examines if the instrument sufficiently addresses all the content relevant to the variable. When determining the instrument's content validity, the researcher conducted the instrument (test) to verify if it covered all the features of the study. This study used 14 multiple-choice item questions as its instrument. The validity of the instruments was tested by three English teachers and one English instructor. Therefore, the researcher does not need to test it in the SPSS application.

A reliable test is consistent and dependable. According to Sürücü and Maslakçı (2020), reliability is the term used to describe the ability of measuring devices to consistently produce accurate results when utilized at various points in time. According to Heale and Twycross (2015), The consistency of measurement is related

to reliability. Since the validity had been tested by three English teachers and one English instructor, the researcher also does not need to test the reliability of the test.

According to Kaur et al. (2018), this procedure is essential in preliminary data analysis because it is the foundation for comparing variables using inferential statistical tests. The technique outlined in this study describes the essential attributes of the data. It furnishes concise summaries of both the sample and the measurements. Data is presented through tables, graphs, pie charts, and pictograms, and the mode, median, and mean are calculated (Sudaryana & Agusiady, 2022). The data analysis used is through descriptive statistics with the use of Curriculum K13 Scoring Table to measure students' test scores:

Table 1.K13 Scoring Table

Scoring Range	Category
9.30 – 10.00	Very Good
8.40 – 9.20	Good
7.50 – 8.30	Fair
<7.50	Poor

The research tried to conclude before and after the students watched YouTube about 'family' to enhance their vocabulary in learning; it is to answer the last research questions. Then, an independent sample t-test is used to analyze data in pre-experimental research that uses pre-test and post-test. Before determining whether to use an independent sample t-test, the researcher needs to determine the normality and the homogeneity as a requirement for applying the independent sample t-test.

Normality should be tested before carrying out an independent t-test. When comparing the means of two or more groups, normality should be evaluated before analyzing the data because the results' validity depends on the normality test (Gerald, 2018). The result of the normality is as follows:

Table 2. Tests of Normality

Test	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Pre-test	.236	12	.063	.907	12	.197
Post-test	.192	12	.200*	.935	12	.440

*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

Shapiro-Wilk is used to measure the significance because the data sample is less than fifty. Gerald (2018) states that if the sample size is smaller than fifty, the Shapiro-Wilks test determines data normality. The Shapiro-Wilk significance was 0.197 on the pre-test and 0.440 on the post-test based on the normality test results. The Shapiro-Wilk is greater than a 5% (0.05) significance level, or sig > 0.05. This provides an overview of how the two groups' data is normally distributed.

The second requirement to apply an independent sample is to test the homogeneity; the variance between groups should be similar or homogeneous.

The researchers employed the SPSS (Statistical Program for Social Science) v.27 software to calculate the homogeneity test, with data requirements that would be regarded homogeneous if the significance score (sig.) > 0.05. Here are the outcomes:

Table 3. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.032	1	22	.859
	Based on Median	.068	1	22	.797
	Based on Median and with adjusted df	.068	1	21.786	.797
	Based on trimmed mean	.029	1	22	.867

The significance is 0.859, as indicated in the table above, which means it is greater than the significance score, sig > 0.05. It is possible to deduce that both data sets have the same variance (homogeneous). It is employed to compare two groups whose means are unrelated. The significance must be less than the significance level (sig < 0.05). If the sig < 0.05, there is a significant disparity in the mean between the two groups, and the hypothesis is then approved. This evidence indicates a distinction between the pre-test and post-test of vocabulary enhancement.

RESULT**Students Vocabulary Enhancement Before the Implementation of YouTube Video-based Learning**

The students' vocabulary enhancement level and the differences in students' vocabulary enhancement before and after employing YouTube video-based learning as a medium to enhance their vocabulary were to be determined. The researcher conducted an experimental study to find answers to these questions. Twelve students, whom the researcher chose as participants due to the school systems, participated in the research. The experiment was then performed before and after the treatment. The test's goal is to evaluate students' vocabulary enhancement. Once they completed the tests, students' answers were graded. The researcher then evaluated the material based on the student's test scores.

The research seeks to address the first research question in this subsection. The pre-test was used to determine the student's initial state of vocabulary enhancement before they viewed YouTube videos about family members in their learning activities. It is conducted without prior notice at the start of the meeting to start up a pre-test. The following are the findings of the pre-test:

Table 4. Pre-test results

Students	Pre-test Score
S1	6.42
S2	5.71
S3	4.28
S4	5.00
S5	5.71
S6	7.85
S7	6.42
S8	5.71
S9	6.42
S10	6.42
S11	5.71
S12	6.42
Mean	6.00

According to the table above, most students' vocabulary levels are still low, as seen by their scores below 7.5. The researcher interpreted this through the curriculum K13 scoring table. Nonetheless, a wide range of student scores can still be interpreted. Twelve students were involved in this experimental research, with one receiving the lowest and highest scores. As shown in the table, student 3 had the lowest score of 4.28 on the pre-test, while student 6 received the highest score of 7.85, the only student to pass the test score above 75 (>75). The rest of the students were also at a low level, which could be linked to a lack of media that could engage them in vocabulary development. Elementary school students enjoy interactive media that allows them to use their imaginations. As Preeti (2014) proves, media can illustrate a lesson and demonstrate what learners are learning.

The researchers may define their vocabulary skills as low because they took a pre-test before using YouTube video-based learning media before the treatments on February 24, 2022. The score was then used to assess the students' vocabulary proficiency before adopting YouTube Video-based learning into their learning activity. The results are seen above, and the researcher concluded their score through Curriculum K13 to reflect the poorest and highest scores to determine the learners' level of improvement. Most of the students get below 7.5 for their pre-test scores. Subsequently, the data were analyzed after the researcher had maintained their score to calculate the average (mean) of all students' pre-test results. The researcher calculated the statistics after receiving the students' results. The researcher then describes the means of all the students' pre-test scores as follows.

Table 5. Statistics of the Pre-test Experiment

N	Valid	12
	Missing	0
Mean		6.0058
Median		6.0650
Mode		6.42
Std. Deviation		.88415
Range		3.57
Minimum		4.28
Maximum		7.85

Analyzing the descriptive statistics, alongside the mean score, a value of 6.00, the researcher additionally figures out that the lowest possible score on the pre-test is 4.28, which indicates poor levels of vocabulary, in addition to the highest possible score on the pre-test that a student obtains is 7.85 which is deemed to be fair. This table highlights that students need to develop their vocabulary enhancement further to improve their English language.

Students Vocabulary Enhancement after the Implementation of YouTube Video-based Learning

The test results demonstrated that the student's vocabulary level had enhanced. In this subsection, the researcher seeks a response to the subsequent research questions. The post-test was used to see whether students' vocabulary enhancement improved after visualizing YouTube videos as a component of their educational activity. According to the results, the post-test score was greater than the pre-test score.

Following the treatment, the researcher did the post-test. The researcher then calculated the mean of all the students' post-test scores. The following are the post-test results:

Table 6. Post-test Results

Students	Post-test Score
S1	9.28
S2	7.85
S3	7.14
S4	7.85
S5	9.28
S6	9.28
S7	8.57
S8	8.57
S9	9.28
S10	8.57
S11	8.57
S12	10.00
The Mean Score of the Post-test	8.68

The table above shows that the mean of the students' vocabulary mastery was 8.68, which can be interpreted in the category of "good" vocabulary levels according to Curriculum K13 Scoring. The researcher can see that all students have improved their vocabulary enhancement through post-test. It is shown in the table that S3 got 4.28 in the pre-test, whereas in the treatment test, S3 got 7.14. S12 received a very rapid change in score, namely 10.00 in the post-test from 6.42 (pre-test), replacing the highest score position earned by S6, S6 received 9.28 in the post-test from 7.85 (pre-test), and her score still shows an improvement. This could be due to media utilization in the learning activity, which simulates learners absorbing a large amount of information vocabulary.

After obtaining the students' results, the researcher analyzed the statistics. Following that, the researcher describes the means of all the students' post-test results as follows:

Table 7. Statistics of the Post-test Experiment

N	Valid	12
	Missing	0
Mean		8.68767
Median		8.5700
Mode		8.57a.
Std. Deviation		.79656
Range		2.86
Minimum		7.14
Maximum		10.00

a. Multiple values exist. The smallest value is shown

The descriptive of the post-test shows that students' mean test scores increased from 6.00 to 8.68. It proves that the post-test has a difference in performance. In conjunction with the mean results, students receive a minimum grade of 7.14 and the highest grade of 10.00, as determined by the curriculum K13 Scoring Table. 10.00 ranks in the "very good" category. In accordance with the mean of post-test results, all of the students' vocabulary enhancement was enhanced.

Students Vocabulary Enhancement before and after the Implementation of YouTube Video-based Learning

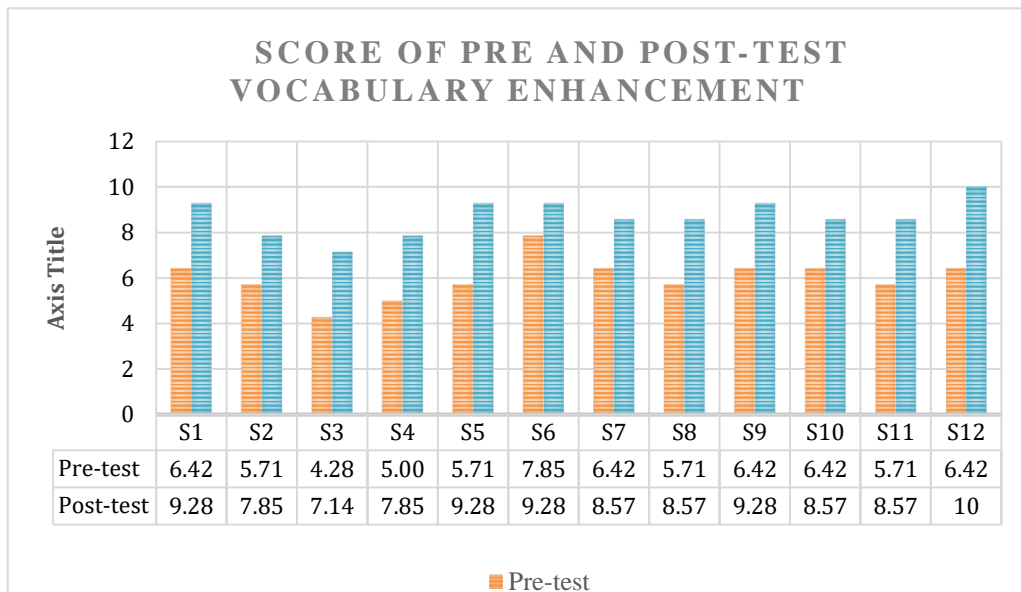
The researcher utilized the paired sample t-test to contrast the means of two distinct groups to evaluate whether there is statistical evidence that the related population means are significantly different. The results are shown as follows:

Table 8. Paired Samples Test

			Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-test	Post-test	-2.68083	.61857	.17857	-3.07385	-2.28781	015.013	11	.000

The mean difference showed an improvement of 2.68. Although there was a significant difference between the mean scores, there is no concrete evidence that the test shows a distinction between the two test scores. It means that the students have achieved the goal of acquiring vocabulary through interactive media, such as YouTube.

Table 1. Scores of Pre and Post-test Vocabulary Enhancement



As noted in the graphs above, one student, S3, failed to achieve the required exam score despite being aware that the lowest score for passing the test should be greater than 7.5 based on the curriculum K13 scoring. Nonetheless, it is impressive that he was able to boost his score from 4.28 to 7.14 after incorporating YouTube video-based learning. It could be because he opposes studying English, but based on his post-test score, the use of YouTube videos appears to affect his enthusiasm to learn. According to the figure above, only one student is classified as "very good," eight students are classified as "good," two students are classified as "fair," and one student is classified as "poor." Yet, data suggests that using YouTube video-based learning influences students' vocabulary development.

DISCUSSION

The results of this study provide insight into the effects of integrating YouTube video-based learning into elementary school learning activities. The advantages of using YouTube videos in a learning activity are that students feel more involved and active in their learning, and they can grasp a large amount of vocabulary. YouTube videos were entertaining, motivating, and beneficial to students' English language skills (Brook, 2011). Using YouTube videos about family members' vocabulary also produces interactive videos with numerous colors and interactive audio and visual media. As Philominraj (2017) claimed, visual learning captures almost all of an individual's attention since it enhances learning increasingly fascinatingly, provides the learner with new experiences, and develops efficient language communication.

The correlation between students' test results (pre-test and post-test) suggests that watching YouTube video-based learning is much more effective than reading textbooks. According to Almurashi (2016), YouTube is more effective and advantageous in fostering better English learning than textbook-based classes. The findings of this study support the alternate hypothesis that there are disparities between pre-test and post-test scores.

As previously stated, it is appealing to notice how significant the changes are by integrating YouTube videos into their vocabulary learning in English. As a result, this research can contribute to using YouTube video-based learning in learning activities and how significant media is in this technological era.

It demonstrates that using YouTube videos to expand students' vocabulary is beneficial; in other words, it improves. This statement was consistent with the findings

of a study conducted (Cahyana, 2020), which found resemblances in the research findings in improving vocabulary through the use of YouTube videos. He discovered that by integrating YouTube video-based learning, he could increase students' motivation, accomplish a significant amount of vocabulary development, and make the learning process much more efficient. According to Grathia (2017), using videos in the vocabulary learning process creates a new atmosphere and enhances student excitement.

Nevertheless, as far as the journal that the researcher had already viewed, the researcher had not yet found any studies related to YouTube that showed the findings of the study were ineffective; instead, the majority of the research showed a result that was effective by implementing YouTube videos for vocabulary learning.

It is important to note that Cahyana's study revealed several challenges while implementing YouTube, such as internet and student preparation. Students reported technical difficulties such as advertisements and long loading times due to poor signal on the internet. As for student preparation, students said they believed explanations in videos were too fast for them to understand the topic, which Cahyana suggests could be due to a lack of language acquisition on the student's part.

However, the effectiveness is much more stated than the problem. A teacher must understand that elementary school is still in its early stages of development. Teachers should consider designing enjoyable activities, such as combining YouTube into learning processes. Teachers must remember that their students appear to engage in internet activity primarily for entertainment purposes (Arndt & Woore, 2018). As multiple research studies have shown, utilizing YouTube can help to improve vocabulary enhancement.

CONCLUSION

Vocabulary is critical in learning a foreign language, especially in Indonesia, where it is a compulsory subject. Developing strategies for actively involving young learners in the educational process is crucial. Moreover, in Indonesia, English is considered a foreign language rather than being a commonly used language in daily life. YouTube is widely known and favored as a platform for its ability to provide visual video content, boosting students' drive and enthusiasm for language learning. According to the researcher's early investigation, many students were unfamiliar with simple vocabulary, as evidenced by their pre-tests. As a response, the researcher

researched a private elementary school in Yogyakarta to determine the students' vocabulary enhancement before, after, and differences before and after integrating YouTube video-based learning.

Regarding the preceding conclusions, the researcher would like to include suggestions for future research on using YouTube videos in English class. To begin with, the study had significant limitations. Due to Covid-19, the number of participants was limited to 12. Second, there were just 35 minutes to complete the investigation (tests and treatments). Finally, because they are in elementary school, the students can sometimes have difficulty cooperating. As a result of this research, the researcher will provide recommendations for teachers, researchers, and other institutions based on the findings.

Teachers are encouraged to improve their instructional strategies by employing media as a learning medium, particularly video-based learning on YouTube, so students can explore and acquire English vocabulary in a fun, modern, and beneficial manner. In particular, a teacher should be able to motivate students to study and engage them in teaching and learning activities. It would be ideal for future studies to discover more interactive YouTube videos for students to engage in vocabulary learning so that it is more structured and appropriate to the research's aims.

Institutions must provide appropriate media for their students. It will assist learners to comprehend the subject more quickly and become more engaged in the learning process. The implementation of YouTube videos is an example; presently, YouTube has a range of videos suited for elementary students to acquire English vocabulary.

ACKNOWLEDGEMENTS

The authors would like to thank Universitas Muhammadiyah Yogyakarta for funding the project. The authors are also grateful to the editors and the reviewers for their valuable feedback.

REFERENCES

Almurashi, W. A. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32–47.

- Anggraini, Putri Puspa, Nur Azizah Aprilliani, Izzah Supeni, & Cipto Handrianto. (2022). The use of the Cocomelon YouTube channel as a medium for introducing children's English vocabulary. *SAGA: Journal of English Language Teaching and Applied Linguistics* 3, 3(2), 81–90.
- Arianti, A. (2019). The usage of YouTube video in teaching English for young learner (TEYL) for sixth semester students of English department. *Cordova Journal: Languages and Culture Studies*, 9(1), 1–16.
- Arndt, H., & Woore, R. (2018). Vocabulary learning from watching Youtube videos and reading blog posts. *Language Learning and Technology*, 22(3), 124–142.
- Brook, J. (2011). The affordances of YouTube for language learning and teaching. *Hawaii Pacific University TESOL Working Paper Series*, 9(1), 2–2.
- Cahyana, A. A. C. (2020). The use of YouTube video in teaching English for foreign language at vocational high school. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 8(2), 1–11.
- Devanti, Y. M., & Amalia, A. R. (2018). The use of video as a media to improve students' vocabulary mastery. *ELLITE: Journal of English Language, Literature, and Teaching*, 3(1), 42–47.
- Gerald, B. (2018). A brief review of independent, dependent and one sample t-test. *International Journal of Applied Mathematics and Theoretical Physics*, 4(2), 50–54.
- Grathia, E. (2017). The Effect of using English video on students' vocabulary mastery at SMP PSKD 6 Depok. *Journal of English Teaching*, 3(2), 143–151.
- Hakim, L. N. (2019). The implementation of YouTube in teaching vocabulary for young learners . *Journal of Advanced English Studies*, 2(1), 13–18.
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-Based Nursing*, 18(3), 66–67.
- Heriyanto, D. (2015). The effectiveness of using YouTube for vocabulary mastery. *ETERNAL (English Teaching Journal)*, 6(1)
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72–81.
- Kaur, P., Stoltzfus, J., & Yellapu, V. (2018). Descriptive statistics. *International Journal of Academic Medicine*, 4(1), 60–60.
- Masita, M. (2019). Learning English for Young Learner in Industrial Revolution 4.0.
- Nguyen, N. T. T. (2021). A review of the effects of media on foreign language vocabulary acquisition. *International Journal of TESOL & Education*, 1(1), 30–37.
- Philominraj, A., Jeyabalan, D., & Silva, V. (2017). Visual learning: a learner centered approach to enhance English language teaching. *English Language Teaching*, 10(3), 45–62.
- Sudaryana, B., & Agusiady, H. R. R. (2022). *Metodologi penelitian kuantitatif*. Deepublish.
- Sürücü, L., & Maslakçi, A. (2020). Validity and reliability in quantitative research. *Business & Management Studies: An International Journal*, 8(3), 2694–2726.
- Susanto, A. (2017). The teaching of vocabulary: a perspective. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra* 1, 1(2), 182–191.
- Syafrizal, Masrupi, & Mauludah, I. (2019). The impact of experiential learning method and vocabulary mastery toward Indonesian students' reading comprehension through animation video. *Journal for the Education of Gifted Young Scientists*, 7(3), 449–458.

- Tugiman, Herman, & Yudhana, A. (2022). Uji validitas dan reliabilitas kuesioner model Utaut untuk evaluasi sistem pendaftaran online rumah sakit. *Jurnal Teknik Informatika Dan Sistem Informasi*, 9(2), 1621–1630.
- Yusup, F. (2018). Uji validitas dan reliabilitas instrumen penelitian kuantitatif. *Tarbiyah: Jurnal Ilmiah Kependidikan*, 7(1), 17–23.