IMPROVING STUDENTS' VOCABULARY THROUGH AUDIO-VISUAL BY USING YOUTUBE VIDEOS AT SMA NEGERI 2 TONDANO

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Abstract: The purpose of this study was "to find out whether or not the use of audio visual by YouTube videos improves vocabulary". This research was used quantitative research through pre-experimental research with one group pre-test and post-test design. Pre-test was a test which is given to the students before treatment. And post-test was a test which is given after treatment. There were 2 tests: T1 was the pre-test and T2 was post-test. X is used symbolize the treatment. This research was conducted SMA Negeri 2 Tondano especially tenth grade students (one class only). This school was used K-13 as their curriculum. After conducting the research, it could be concluded that the use audio visual by YouTube videos as the learning method to improve students' vocabulary mastery is an effective way to solve the problem, when before applying the treatment they are lack in vocabulary mastery, especially the knowledge to know the meaning of each English words, the result showed the score in the post-test is significantly high than pre-test, not only that most of the students witness how helpful this method in their English learning activity such as reading, speaking and listening. The use of audio visual by YouTube indicated successfully influence the learning outcomes from each students, because they willing to improve and improve through utilizing their hobbies in watching YouTube while at the same time they can explore their English learning preferences in a proper way.

INTRODUCTION

Generally, language is a specialized instrument when individuals can associate with one another by utilizing language brings thoughts, conclusions, considerations, and sentiments. (Rabiah, 2012) and (Ibrahim et al, 2021) stated that English is the main unknown dialect in Indonesia that is utilized to move and procure information, science and innovation, expressions and culture, and assemble worldwide relations. This is the very thing underlies the English language educated from rudimentary to college level (Lengkoan and Hampp, 2022). Moreover, showing English in our nation has been generally evolved in light of the fact that English is the principal unknown dialect in

Indonesia and global dialects on the planet, many schools or courses give English as an example. In showing English jargon as a component of language it is considered as the main figure expanding jargon of youthful students. In anticipation of English language educating, more considerations is given to further developing some jargon procedures. As expressed by Maru (2009) "Showing language isn't only a question of strategies and educators' showing job as well as material yet in addition viewpoint connected with an air or environment inside the educating and learning take place" (Dengah, Maru and Lolowang, 2019).

Moreover, as per Molina (2011) "for the educating of English to find true success, the four abilities, perusing, tuning in, talking and composing, ought to be coordinated in a powerful way". She stressed that these abilities ought to be tended to such that assists understudies with fulfilling the guidelines they set for themselves and foster their open skill continuously. This envelops: Listening and talking: these two abilities are profoundly interrelated and work at the same time, in actuality, circumstances. Thus, the combination of the two targets encouraging compelling oral correspondence. This mix will guarantee reality and deliberate correspondence. Perusing and composing: they structure areas of strength for a with one another as abilities. They are instruments for accomplishing a powerful composed correspondence. Accordingly, understudies need amazing chances to foster their perusing and composing abilities. Fostering understudies' abilities in perusing and composing requires presenting understudies to continuously testing understanding materials and composing errands (Hampp et al, 2021). The point is making understudies read and compose really.

One of the disturbing to create is jargon itself, since it is one of the significant parts in language. By dominating jargon well, understudies can interface the four abilities of talking, tuning in, perusing and composing. Alqahtani (2015) states that the securing of a satisfactory jargon is fundamental for effective unknown dialect use in light of the fact that without a broad jargon, a language student will not be able to utilize the designs and works. The student might have learned for intelligible correspondence. Some examination has shown that second language per users depend intensely on jargon information and the absence of that information is the fundamental and the biggest deterrent for per users to survive (Liando & Tatipang, 2022). At the point when local English speakers talk in English, they commonly do this at an ordinary

speed. It moves excessively fast for understudies to stay aware of. While tuning in, the understudies can't choose a happy with listening speed, (Tepah, Rorimpandey, Posumah, 2022:2) this is one of the justification for why utilizing YouTube would be compelling for understudies' improvement in English.

These days, showing jargon in Indonesia is considered as the most troublesome explicitly in elocution, design, talk, and remembering new jargon. Also, as jargon was troublesome, more exertion is expected with respect to the understudies and instructors. Besides, teachers of second/obscure lingo could be a real model for students to deal with their talking limit in the objective language (Liando, 2015:5), It isn't enough for the understudies to tune in or to discourse as it were. The educators need to give the students" exercises to rehearse the new jargon among the four essential abilities of language. Bourdons in Nunan (1993) expressed that communicated in language needs the dominance of jargon propensity. This implies that training jargon needs a lot of chance to satisfy the prerequisites of the dominance of communicated in English, either from school or the climate.

In this review, the utilized of general media by YouTube which incorporate components of sound and pictures, where the pictures introduced are moving pictures. It is one of the endeavors of scientist to answer issues that frequently happen in learning English through this exploration named "Training English utilizing YouTube recordings to work on understudy's jargon". As per Scramm and Hermawan (2009: 11) proposes that "media is courier innovation that can be utilized for learning purposes". Learning media is an instrument that effectively passes gaining messages from an educator on to youthful Learners. Furthermore, the ability to the educational necessities and individual learning tries enhanced motivation as a huge component for successful language learning (Liando, 2009:4).Young students at times get exhausted with the talk technique that is frequently utilized by instructors. The educator should search for new advancements to further develop the learning inspiration of youthful students (Tatipang et al, 2022). At the point when youthful students are persuaded to pick up, learning results will likewise increment. One of them is involving media in the educational experience can be frozen to stimulate the learn inspiration to youthful students. Thus, YouTube can be a wellspring of endlessly learning media that can address the issues of the computerized age. In the ramifications of this exploration that YouTube can expand

an interest in and support for the learning style of the computerized age. Consequently, the analyst trusts that with this study understudies can more readily grasp English and can impart easily in English. Comparable to mentalities and learning, understudy inspiration was viewed as one variable related with finding actual success in language learning (Liando, 2012) and (Liando et al, 2021).

RESEARCH METHOD

This exploration was utilized quantitative examination through pre-experimental with one group pre-test and post-test plan. Pre-test was a test which is given to the understudies before treatment. Furthermore, post-test was a test which is given after treatment. There were 2 tests: T1 was the pre-test and T2 was post-test. X is utilized represent the treatment.

FINDINGS

Table 1. Data Matrix of the Pre-test and Post-test

Subject	T1 Pre-test	Subject	T2 Post-test
01	40	01	80
02	40	02	86
03	50	03	100
04	55	04	91
05	50	05	91
06	50	06	91
07	40	07	86
08	60	08	100
09	30	09	80
10	50	10	91
11	30	11	86
12	50	12	100
13	50	13	100
	595		**1182**

The presentation frequency distribution of the pre-test (T_1) and post-test (T_2) scores was shown below:

Table 2. Frequency Distribution of the Pre-test (T1)

Value T^1	F_1	F_1 %	CF	CF_1%
60	1	7.70	13	100
55	1	7.70	12	92.31
50	6	46.15	6	84.62
40	3	23.07	3	61.55
30	2	15.38	1	46.17

The show on table 2, it very well may be obviously seen that the most noteworthy score was 60 (sixty) acquired by 1 understudy or in rate 7.69%, likewise 1 understudy got 55 (55) or 7.69%, 6 understudies got 50 (fifty) or 46.15%, 3 understudies got 40 (forty) or 23.07%, and 2 understudies got 30 (thirty) or 15.38% as the least score.

Table 3. Frequency Distribution of Post-test (T^2)

Value T^2	F_2	F_2%	CF	CF_2 %
100	4	30.77	13	100
91	4	30.77	9	69.23
86	3	23.08	6	46.16
80	2	15.38	4	30.78

The result on table 3 above, it very well may be plainly seen that the most noteworthy score was 100 (one hundred) acquired by 4 understudies or in rate 30.77%, 4 understudies got 91 (91) or 30.77%, 3 understudies got 86 (86) or 23.08% and 2 understudies got 80 (eighty) or 15.38% as the least score.
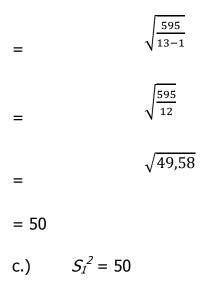
Table 4. Variance of Pre-test

SUBJECT	X	$\bar{X}_1$	$X_1 - \bar{X}_1$	$(X_1 - \bar{X}_1)^2$
1	40	45.77	5,77	32,30
2	40	45.77	5,77	32,30
3	50	45.77	-4,23	17,90
4	55	45.77	-9,23	85,20
5	50	45.77	-4,23	17,90
6	50	45.77	-4,23	17,90
7	40	45.77	5,77	32,30
8	60	45.77	-14,23	202,50
9	30	45.77	15,77	248,70
10	50	45.77	-4,23	17,90
11	30	45.77	15,77	248,70
12	50	45.77	-4,23	17,90
13	50	45.77	-4,23	17,90
Σ	595			989,4

Subsequent to putting the individual digressed from the information show on the table 4 (exploratory gathering), the subsequent stage was to ascertain Mean ($\bar{X}1$) and Standard Deviation (S12) which was figured in view of the accompanying equation:

a.) n_1 = 13

Mean ($\bar{X}_1$) = $\dfrac{\Sigma X_1}{n_1}$

= $\dfrac{595}{13}$

= 45,77

b.) Standard Deviation (S_1) = $\sqrt{\dfrac{\Sigma(X_1 - \bar{X}_1)^2}{n-1}}$

$$= \sqrt{\frac{595}{13-1}}$$

$$= \sqrt{\frac{595}{12}}$$

$$= \sqrt{49,58}$$

$$= 50$$

c.) $S_1^2 = 50$

Table 5. Variance of Post-test

SUBJECT	X_2	$\bar{X}_2$	$X_2 - \bar{X}_2$	$(X_2 - \bar{X}_2)^2$
1	80	90,92	10,92	119,24
2	86	90,92	4,92	24,20
3	100	90,92	9,08	82,44
4	91	90,92	-0,08	0,0064
5	91	90,92	-0,08	0,0064
6	91	90,92	-0,08	0,0064
7	86	90,92	4,92	24,20
8	100	90,92	9,08	82,44
9	80	90,92	10,92	119,24
10	91	90,92	-0,08	0,0064
11	86	90,92	4,92	24,20
12	100	90,92	9,08	82,44
13	100	90,92	9,08	82,44
Σ	1182			640,86

In the wake of putting the individual veered off from the information show on the table 5 (control bunch), the subsequent stage was working out Mean ($\bar{X}2$) and Standard Deviation (S22) which was registered in light of the accompanying equation:

a.) n_2 = 13

Mean $(\bar{X}_2)$ = $\dfrac{\Sigma X_2}{n_2}$

= $\dfrac{1182}{13}$

= 90,92

b.) Standard Deviation (S_2) = $\sqrt{\dfrac{\Sigma\left(X_2-\bar{X}_2\right)^2}{n_2-1}}$

= $\sqrt{\dfrac{1182}{13-1}}$

= $\sqrt{\dfrac{1182}{12}}$

= $\sqrt{98.5}$

= 98,5

c.) S_2^2 = 98,5

In this study, the post-test was supposed to have the higher score than the pre-test. To test whether there was a huge contrast in accomplishment between these two tests, Pre-test was utilized and applied in view of the information of table 4 and 5. The accompanying recipe depicts it.

Where:

$\bar{T}_1$ = 45,77 $\qquad$ n_1 = 23 $\qquad$ S_1^2 = 50

$\bar{T}_2$ = 90,92 $\qquad$ n_2 = 23 $\qquad$ S_2^2 = 98,5

$$t_{\overline{x}_1-\overline{x}_2}\, obs \quad = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left[\dfrac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}\right]\left[\dfrac{1}{n_1} + \dfrac{1}{n_2}\right]}}$$

$$= \frac{98.5-50}{\sqrt{\left[\dfrac{[(13-1)98.5+(13-1)50]}{13+13-2}\right]\left[\dfrac{1}{13}+\dfrac{1}{13}\right]}}$$

$$= \frac{48.5}{\sqrt{\left[\dfrac{[(12)98.5+(12)50]}{24}\right]\left[\dfrac{2}{26}\right]}}$$

$$= \frac{48.5}{\sqrt{\left[\dfrac{[1280+650]}{24}\right][0.07]}}$$

$$= \frac{48.5}{\sqrt{\left[\dfrac{1930}{80.41}\right][0.07]}}$$

$$= \frac{48.5}{\sqrt{[24,01][0.07]}}$$

$$= \frac{48.5}{\sqrt{24,01}}$$

$$= \frac{48.5}{24,01}$$

$$= 2,01$$

In the wake of executing the utilization and use of YouTube to further develop understudy learning results, particularly in the improvement of English jargon, there are numerous positive reactions and impressions from understudies and educators where this can be effortlessly processed by understudies as a tomfoolery and fascinating learning upgrade, while for instructors it is This will significantly work with the conveyance of material since it has been coordinated once in a video on YouTube and can search for video references for understudies to see through different learning targets did. During the Coronavirus pandemic, instructors view it supportive as ready to make do by involving the YouTube holder for reference material purposes, exclusively by duplicating and adjusting the substance as indicated by age and learning material, it can give a cutting edge learning circumstance while as yet focusing on quality.

The aftereffect of the information investigation extensively showed the accompanying exact reality. There were thirteen understudies participating in the test, in thirteen understudies were in pre-test and post-test. The specialist decided the worth of the outcome of treatment as follow. Understudies who acquired scores in the 30-60 in the pre-test showed effective the treatment after look at the consequences of post-test.

At long last, in the wake of examining the information, the scientist figured out that the accomplishment of the post-test was superior to that of the pre-test. In post-test the most noteworthy score was 100 (one hundred) acquired by 4 understudies or in rate 30.77%, 4 understudies got 91 (91) or 30.77%, 3 understudies got 86 (86) or 23.08% and 2 understudies got 80 (eighty) or 15.38% as the least score. Though, the most elevated score was 60 (sixty) acquired by 1 understudy or in rate 7.69%, likewise 1 understudy got 55 (55) or 7.69%, 6 understudies got 50 (fifty) or 46.15%, 3 understudies got 40 (forty) or 23.07%, and 2 understudies got 30 (thirty) or 15.38% as the least score.

In light of information over, the post-test had a higher score than the pre-test. Pre-test, showed the Mean score ($T\bar{1}$ = 45,77) and Standard Deviation ($S12$ = 50) were the lower than post-test in which the mean score ($T\bar{2}$ = 90,92) and Standard Deviation ($S22$ = 98,5) in post-test. It implied that the consequence of post-test after treatment was superior to the pre-test before treatment. In light of the consequence of exploration, applying procedure utilizing YouTube to expanding students' vocabulary dominance was compelling.

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