

# The Effectiveness of Youtube English Videos towards Students Vocabulary Competency

Azureen Abd Aziz, Suhaila Ngadiron

**Abstract:** *Vocabulary has become a crucial aspect of learning English language. The aim of this study is to find out the effectiveness of using English videos from YouTube towards students' vocabulary competency. This study employed a quantitative research design. To fulfil this purpose, 50 diploma students were selected from a university in Negeri Sembilan. These participants were then divided into two equal groups of experimental and control. A vocabulary test was administered as a pre-test for both groups prior to the treatment. There were three sessions of vocabulary lessons conducted with both groups in which the experimental group watched the English videos and the control group underwent the traditional teaching method. After the sessions, post-test were given to both groups. The scores of both tests were collected and analyzed using descriptive statistics. Results revealed that the experimental group experienced improvement in their vocabulary mastery compared to the control group. Few recommendations are presented based on the research findings*

**Index Terms:** *Teaching vocabulary; English Language; YouTube; English videos, university.*

## I. INTRODUCTION

Students face problems in remembering vocabulary. They only remember at the time when they do their memorizing, and later they forget again. Hence, students are not motivated to master their vocabulary. Because of the problem, students might consider that learning vocabulary is difficult and they are also not interested anymore in mastering it as their teacher rarely create instructional media. This shows that a creative way of learning is needed to master the vocabulary. This study is important as most of the students in the selected university are still unable to master their vocabulary. However, the focus of the study is to investigate the effectiveness of English videos from YouTube towards students' vocabulary competence. The present study is to know whether English videos form YouTube is effective to improve students' vocabulary competence. Hence, this study will focus on the effectiveness of using YouTube English videos towards students' vocabulary competency. Notwithstanding this, this study will provide useful information to teachers and students. Teachers can take this chance to start their class with this strategy and evaluate it whether it is better to be applied in the classroom and students will have better improvement on their vocabulary competency.

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## II. LITERATURE REVIEW

### A. YouTube and Songs

YouTube is famously known as an internet video search website. According to Kelsey (2010) YouTube is a website where users are able to upload and share any videos. It uses Adobe Flash Video technology to display a wide variety of user-generated content, video content, including movie clips, television clips and music videos. It is not necessary for people to register; even unregistered users can watch the videos for free. Meanwhile, the registered users are allowed to upload unlimited number of videos. Songs can be directly used to teach vocabulary in the English language lessons. This would instantly motivate students to learn the language as they are able to view the video clips as well as read the lyrics projected on the screen. While singing, they are able to read out the wordings and this indirectly encourages them to learn new vocabulary. Barska (2006) also stated that the most important factor in language learning is the motivation. Teachers in school have always tried to find new and attractive strategies in their lesson to increase students' motivation. Not only that, the teachers should always be aware in selecting songs. They should select appropriate songs in Youtube which suits their students and lessons as well. By choosing the suitable songs, teachers can start teaching vocabulary lessons using a new teaching process. Meanwhile, YouTube website provides a wide variety of content suitable for English teaching and it should be effectively manipulated by the teachers in the language classroom Dowse (2009). Plus, he also stated that using successful techniques and appealing tools especially songs to teach new vocabulary items make students find words easier to remember and become more motivated in class. Students who engaged in an enjoyable lesson feel more relaxed and inhibitions about acquiring a second language are lessened. When they were taught using a fun and creative way, students will start to love coming to classes and by this it is a great way for teachers to achieve success with their students. The use of internet technologies like the YouTube website to teach vocabulary is one of these experiences.

### B. Songs and the English Language

As for people who did not learn English as a second language in their school and people whose first language is not the English language, they might be exposed or introduced to English language through famous



songs. In European countries, Belgium and Moldova (Ottillie, 2010; Xmarabout, 2010) are examples who did not learn English as their second language. According to a study done by Lynch (2005), he stated that language teachers should use songs as part of their English language teaching. Among the reasons given are that songs contain natural language. Besides, songs are also easily obtainable, natural and also fun. He also stated that a variety of new vocabulary can be introduced as well as cultural aspects and even different types of English accents. Songs can be selected to suit the needs and interests of students. The lyrics of songs can be used in relating to situations of the world around the students. It can be concluded that songs can offer an enjoyable speaking, listening, vocabulary and language practice.

Meanwhile, another study done by Orlova (2003) notes that for the last two decades, the English as a Foreign Language (EFL) methodology has been actively considering the possibility of using music and songs in class. Based on her 10-year experience of incorporating songs in the language teaching, the researcher claimed the use of songs in language classes puts students at ease, makes them more attentive and can increase their desire to learn a language. Music offers a versatile way to look at the language and can be used to reinforce and improve speaking, listening comprehension, vocabulary and phrasing. This is supported by Beare (2010) in his article on using music for the ESL (English as a Second Language) classroom. He reports that using music in the beginning of a lesson is a great way to introduce new vocabularies to students and get them thinking in the right direction, meaning that they will know what the lesson will be about.

### C. Teaching Vocabulary through Songs

Using songs in a classroom is a creative way and special thing that happens rarely. Songs provide the materials in English that students are able to understand clearly. They are also able to sing the song and recognize the wordings. It becomes the educator's responsibility to provide a different way in learning English as they could use YouTube and provide an appropriate song which is suitable. According to Griffe (1992), there are four categories which are:

1. The class, including the total number of students and their age, the time of the day, the language level of the students and their music interest.
2. The teacher, including their age and musical interest as well, classroom support to convey songs and teacher's purpose.
3. Classroom Opportunities, including teachers' level of independence in determining the material of curriculum, free class time and lesson supplement.
4. The music, including the kind of music interest, the song that requires support to the lesson and lesson plan.

Educators should decide based on the criteria as above of an appropriate song, and find a song in YouTube. There are many ways to introduce the videos and to improve vocabulary in the classroom. One of the ways that an educator can use in their classroom is by using vocabulary video. First, play the video with no hands outs. Then,

educators instruct students to listen to the video and give them the words in a minute. Subtitles will then be shown to the students and they are required to present their understanding about the video. Next, educators play the video again and students must listen and come out with the words and phrases that they do not understand. Lastly, they discuss the circled solve the vocabulary matter together.

There are many other ways to teach vocabulary in a classroom by using videos as the materials. Educators in this case need to be well prepared to teach the students using videos. Pay attention about the selected class, the students and teachers in order to choose an appropriate video. Then, decide the suitable ways in conveying the video to the students. Related past studies at the end of its first five years of service, YouTube was receiving more than 2 billion views per day (YouTube, 2010) and users were uploading more than 35 hours of video per minute (Walk, 2010). Although YouTube was created as a video-sharing service for the everyday user, the potential for educational use has not gone unnoticed. Over time, scores of colleges and universities have established a presence on YouTube by creating their own video-sharing webpages called YouTube channels. In March 2009, YouTube announced the launch of YouTube EDU (<http://www.youtube.com/edu>), which is an organized collection of YouTube channels produced by college and university partners. At the end of its first year, YouTube EDU had grown to include more than 300 colleges and universities and over 65,000 videos of lectures, news, and campus life were freely available for public viewing (Greenberg, 2010). These videos comprise only a portion of the content on YouTube with potential educational value. The growth of educational video on YouTube runs concurrent with broader trends in educational video viewership, which rose from 22% to 38% between 2007 and 2009 (Purcell, 2010). The findings showed that the videos are used for two purposes: teaching vocabulary and icebreaking. Teachers prepared a video or audio based on textbook and plays it for a few times. Both teachers and students watch the video together and this makes the students familiar with new words in the video. The lecturer guides them to learn the meaning of new words deeply. Based on the results, lecturers gave students a worksheet and ask them to come out with a review of the video that they had watched. The problem faced by the lecturer during the use of song for teaching vocabulary is the students do not know the meaning of vocabulary in the song.

### D. Related Past Studies

Consequently, a study conducted by Chunxuan Chen (2009) investigated about using English songs as an enjoyable and effective approach to English Language Teaching (ELT). This study explained about the application of songs in ELT. The results showed that by using English songs would not weaken the teaching process but it reinforces the effect of teaching. This study also provides practical supports and arguments for using English video in ELT. The potential of YouTube for online education has been examined previously (Snelson, 2009). One of the obvious benefits of using YouTube in online education is that it

provides online access to vast quantities of free public video on a broad spectrum of topics. It is a simple matter to link to or embed YouTube videos in online course content or discussion forums. Content management is also a benefit. Online educators can establish YouTube channels to collect, organize, host, and distribute video.

YouTube videos may be grouped into one or more "Video Playlist Lessons," which are created by collecting videos into a playlist then typing a lesson plan into the playlist description area. Playlist lessons have been created to meet learning objectives across the cognitive, affective, or psychomotor learning domains in real-world online classrooms (Snelson, 2010a). Online educators may also create interactive video games, simulations, or tutorials by linking videos together through the Annotations tool on YouTube (Snelson, 2010b).

Lastly, concurrent with the growing educational interest in YouTube is the emergence of YouTube scholarship appearing in peer-reviewed journals and conference proceedings. Topics discussed in the literature include, but are not limited to, uncovering the experiences of YouTube users (Lange, 2007), how YouTube is used in politics (Carlson & Strandberg, 2008; Duman & Locher, 2008), use of YouTube videos in the medical field, (Farnan, Paro, Higa, Edelson, & Arora, 2008; Gomes, 2008), methods for harvesting and using data from YouTube (Shah, 2009), and possibilities for teaching with YouTube (Burke & Snyder, 2008; Snelson, 2009; Tamim, Shaikh, & Bethel, 2007).

### III. METHODOLOGY

The study took the form of quasi-experiment adopting the quantitative method. There were an experimental group and a control group. Having two different class of students aim to know whether English songs from YouTube is effective towards their vocabulary competency. The study took place in a secondary school located in Negeri Sembilan from November 1st until 4th 2016. A total of 50 Form 1 students were selected as the participants in this study. The researcher determined the participants by using purposive sampling. The sample is taken on the basis of their judgement of their typicality of the particular characteristics being sought (Cohen et.al, 2007).

In this case, the researcher chooses the class and participants based on teacher's judgement. Therefore, the researcher took two classes namely 1A2 (25 students) as the control class and 1A3 (25 students) as the experimental class according to their English teacher's view in school. In order to avoid any misinterpretation of invalidity, the researcher decided to use two heterogeneous groups. The only difference between the two groups was that one group the (experimental group) was exposed to the treatment of using songs in YouTube while the other group (control group) experienced the traditional teacher-fronted method. Pre-test and post-test were used as the research instruments in this study to collect data. Pre-test were given to both groups of students before the treatment.

Then, students in the experimental groups used English songs from YouTube and the control group without using

English songs from YouTube. After three sessions, both groups were given post-test. The test was used in order to know the effectiveness of songs from YouTube towards Form 1 students' vocabulary competency in a school located in Negeri Sembilan. Test technique is the only technique in collecting the data. A vocabulary test with multiple choice answers, served as a pre-test, was given to participants in both classes (1A2 and 1A3). This test was carried out to get their score and to know students ability about vocabulary competency.

On the next day, the treatment of the study was carried out to the experimental group. They received vocabulary lessons with the treatment of using songs in YouTube. The control group, on the other hand, did not receive any treatment process. Instead, this group was taught using the traditional teacher-fronted method without the use of songs throughout the period. Both groups were observed by the researcher. After a day, both groups were given a vocabulary test which served as the post-test in the form of multiple choices.

This test was conducted to know the improvement of students' ability in vocabulary competency after undergoing the treatment. Data collected from the pre-test and post-test was calculated in the form of scores. The scores were then processed using descriptive statistics, according to frequency and mean. The differences of the two tests were recorded to observe whether there are significant differences between students' achievements before and after the treatment using YouTube videos.

### IV. FINDINGS AND DISCUSSIONS

The tests were done in two classes, those were in 1A2 as the controlled group and those who were in A13 class were the experimental group. The researcher obtained data from the objective test which was in the form of multiple choices questions. Both test consisted of 20 items. The accumulation of the correct item was multiplied by 5 by the researcher. This was done so that it would be accumulated to 100% of the test marks.

**Table 1:** Students Score of Pre-test and Post-test of the Controlled Group (1A2)

Number of Participants (N)	Controlled Class (1A2)		
	Pre-Test	Post-Test	Gained Score
1	50	60	5
2	60	60	0
3	35	40	5
4	60	65	5
5	40	50	10
6	60	65	5
7	70	70	0
8	60	70	10
9	70	70	0
10	70	75	5
11	50	55	5
12	65	75	10



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13	60	75	15
14	50	55	5
15	60	65	5
16	45	55	10
17	70	70	0
18	65	70	5
19	45	45	0
20	65	75	10
21	75	75	0
22	50	60	10
23	60	70	10
24	65	70	5
25	60	65	5
<b>∑N=30</b>	<b>∑=</b>	<b>∑=</b>	<b>∑=</b>
	<b>X<sub>1=1535</sub></b>	<b>X<sub>1=1535</sub></b>	<b>X<sub>2=140</sub></b>
<b>Mean</b>	<b>58.4</b>	<b>61.4</b>	<b>5.6</b>
<b>Max</b>	<b>75</b>	<b>75</b>	
<b>Min</b>	<b>35</b>	<b>40</b>	

Based on the above table (Table 1), the score of pre-test and post-test of the controlled class (1A2) showed that the highest score on the pre-test was 75 and the lowest score obtained was 35 with the mean of 58.4. Besides, the highest score obtained during the post-test was also 75 while the lowest score was 40. The mean of the post-test was 61.4. It can be seen that the controlled class only gained score about 5.6.

**Table 2:** Students Score of the Pre-Test and Post-test of the Experimental Group (1A3)

Number of Participants (N)	Controlled Class (1A2)		Gained Score
	Pre-Test	Post-Test	
1	80	95	15
2	45	65	20
3	75	95	20
4	55	65	10
5	50	90	15
6	60	75	25
7	65	85	25
8	65	75	10
9	70	80	10
10	70	85	15
11	60	75	15
12	45	65	20
13	70	90	25
14	60	85	25
15	55	85	25
16	80	90	10
17	50	70	20
18	65	90	25
19	60	75	15
20	75	85	10
21	75	95	20
22	70	80	10
23	75	90	15
24	70	85	15
25	65	85	20
<b>∑N=30</b>	<b>∑=</b>	<b>∑=</b>	<b>∑=</b>
	<b>X<sub>1=1620</sub></b>	<b>X<sub>1=2050</sub></b>	<b>X<sub>2=430</sub></b>
<b>Mean</b>	<b>64.8</b>	<b>82.0</b>	<b>17.2</b>
<b>Max</b>	<b>80</b>	<b>95</b>	
<b>Min</b>	<b>45</b>	<b>65</b>	

As can be seen on the table above (Table 2), as for the pre-test, the highest score obtained was 80 and the lowest score was 45 with the mean of 64.8. Consequently, the highest score as for the post test was 95 and the lowest score was 65. It can be seen that the experimental group showed great rise up in terms of their scores. Meanwhile, the mean of pre-test which was (64.8) increased on the post-test up to 82.0. It can also be seen that the experimental group (1A3) gained 17.2 in terms of points.

Based on the analysis of the above data, there was a significant difference between students achievement on vocabulary competency in experimental group (1A3) which used YouTube as their medium to find appropriate English songs. Meanwhile, the controlled group (1A2), did not used YouTube to learn vocabulary. It can be seen from the students' pre-test and post-test score.

The pre-test mean score of the students in experimental group was 82.0, and the mean of post-test of students in experimental group was 64.8. On the other hand, the pre-test score in controlled group (1A2) was 58.4, and the mean score of the post-test was 61.4. Findings from this study closely mirror previous study results. Like Jauhara (2009) and Alimemaj (2010) noted that the participants' perception of using YouTube was positive. However, that students' perceptions were studied in their study without exploring the effectiveness of using YouTube songs towards students vocabulary competency. This study fill that gap.

## V. CONCLUSION AND IMPLICATIONS

In teaching vocabulary, it is important to choose appropriate technique. The application of YouTube English Songs is considered as one of the effective ways to teach vocabulary as it created enjoyment in learning process and make students attracted to learn the English Language. The students are the one who learn the language so they should be the centre of teaching and learning process. By using YouTube as a medium in teaching vocabulary, students become active learners who experienced what they are learning. As a matter of fact, the findings have shed light that the experimental group had far more significant improvement in their vocabulary competence as compared to the control group.

In view of the limitations, there is a need for further research to be conducted with a bigger sample size which will help to obtain more data and confirm the findings. Plus, a longer experimental period is needed to enable the researcher to draw valid conclusions to see whether the improvements are consistent. This study provides useful information to teachers, students and other researchers. Teachers can start trying out this method to teach their students and students can improve their vocabulary competency. Other researchers can use this study as their references to conduct similar studies. Hence, it can be concluded that English songs from YouTube are effective towards students' vocabulary competency. This proved that students vocabulary competency after using English songs in YouTube were better and shows improvement in terms on achievement compared before they were



given the treatment. In addition, teaching vocabulary using English songs can help students to remember vocabulary easily, because they were stimulated by songs.



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