

Using Native Speaker Daily Vlog Channel to Increase Daily Vocabulary Achievement of The Eleventh Grade at SMAN 19 Bone

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ABSTRACT

This research aims to investigate the effectiveness of using native speaker daily vlog channels to improve the vocabulary achievement of eleventh-grade students at SMAN 19 Bone. The research is grounded in the belief that exposure to authentic language use, as presented in daily vlogs, may facilitate more meaningful vocabulary acquisition among learners. The research employed a quantitative approach using a one-group pre-test and post-test design. A total of 28 students participated in six treatments, during which they engaged with authentic video content from native English vloggers. Vocabulary tests were administered prior to and after the treatment to measure students' vocabulary development. The findings revealed a notable improvement in students' vocabulary achievement. The average pre-test score was 44.8, which increased significantly to 77.6 in the post-test. Statistical analysis using the Wilcoxon Signed-Rank Test indicated a significant difference between the two sets of scores ($\alpha < 0.05$), confirming the positive impact of the treatment. These results highlight the pedagogical potential of integrating native speaker vlogs into English language instruction. The contextual and engaging nature of vlog content supports vocabulary acquisition. Therefore, the research recommends the incorporation as an effective tool to enhance vocabulary achievement in EFL classrooms.

Keywords: *Vocabulary Acquisition; Native Speaker Vlogs; Digital Media; English Language Learning.*

1) INTRODUCTION

Vocabulary is a key foundation for developing the four main English skills, which makes it important for teachers to apply creative and engaging methods in the classroom. Using alternative strategies beyond traditional teaching and discussion can support students in improving their vocabulary and achieving better learning outcomes (Utami et al., 2018).

Vocabulary is an important part in all languages where the learner or student must continuously learn words while the student is also studying grammar or structure as well as pronunciation. This

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means that vocabulary is the initial stage to be taught before teaching other aspects of language. Teaching vocabulary should be a top priority in teaching English, Students must be properly trained to increase their vocabulary (Burns & Siegel, 2018).

According to Jaffar (2012) 86% of students say that using YouTube as a source of information improves their learning, and 98% of students apply it as a resource for knowledge. As a result, the videos served as an effective teaching tool. Globally, the number of people utilizing new media has grown at the same time. Of course, we can also use YouTube to learn, especially English. We can even learn from native speakers abroad (Pratama et al., 2020).

A unified theory of literacy perception from the perspective of double coding theory (DCT), one of the most influential and empirically valid cognitive theories ever developed (Paivio, et al, 2011). This theory provides a comprehensive and systematic explanation of all major aspects of literacy, including decoding, comprehension and response to reading and writing (Sadovski & Paivio, 2013).

Dual coding theory is very suitable for vocabulary learning because it utilizes the brain's ability to process information through two interrelated systems: verbal and visual. By combining words and images, this method creates stronger associations in memory, improves long-term retention and facilitates recall. This multi-sensory approach also helps contextualize new words, enhancing their understanding and use. Moreover, it accommodates various learning styles, makes learning more engaging, and increases student motivation. As a result, dual coding theory offers an effective and comprehensive approach to enrich students' vocabulary (Kurniawan et al., 2022).

Herron (2000) found that exposure to video-based instructional program improved cultural knowledge and oral performance of French learners. She argues that students today are more visually oriented and therefore video with living image has been proven to have the most powerful influence on learner 's behavior. Shrosbree (2008) discovered that short videos followed by simple comprehension activity to compare learners 'culture with the culture of the target language allowed learners to confirm their understanding of the video content that they have watched (Hanoum, 2017).

The initial observation at SMAN 19 Bone showed that students' English vocabulary knowledge was relatively low, based on the observations of English teachers at SMAN 19 Bone. Most students struggled to understand basic English words and phrases, which limited their ability to communicate in simple conversations or comprehend reading materials. In classroom interactions, many students relied on Indonesian translations and faced difficulties in expressing their thoughts in English. Based

on the explanation above, the researcher is interested in conducting research titled "Using Native Speaker Daily Vlog Channel to Increase Daily Vocabulary Achievement of The Eleventh Grade at SMAN 19 Bone"

2) METHODS

The research approach used in this research, was a quantitative research approach, applying a pre-experimental research method. According to Stadtländer (2009), there are four types of pre-experimental designs: the one-shot case research, one-group pretest-post-test design, post-test-only design with non-equivalent groups, and post-test-only design with non-equivalent groups. The researcher used the one-group pretest-post-test design because it was simple and did not require a control group, which could be difficult or costly to arrange.

This research used a quantitative approach, which was defined as the process of gathering and analyzing numerical data to describe, explain, predict, or control phenomena of interest. The quantitative approach was applied to research a specific population or sample, collect data using research instruments, and analyze the data quantitatively or statistically to test predetermined hypotheses. This type of research employed a pre-experimental research method, which is one form of quantitative research (Salkind, 2013).

Population is a collection of all the units that share the variable characteristic under investigation and for whom generalizations from the research can be made. The population of this research consists of 112 students of eleventh of SMAN 19 Bone. Sample is a portion of the population that fully represents the population. This means that the units that are chosen as a sample from the population must encompass all of the traits of various population unit categories. In this research, the cluster random sampling technique is chosen because of its simplicity and fairness. Cluster random sampling is a practical approach to sample selection when the population is naturally divided into groups, as it streamlines the process, guarantees representativeness, and saves both time and resources (Stadtländer, 2009).

In this research design, the researcher chose Class A from the eleventh grade of SMAN 19 Bone. The class was given a pre-test, followed by a treatment conducted over six meetings, and to evaluate the final results, a post-test was administered. The form of the design was the "one-group pre-test and

post-test design,” in which the research involved only one experimental class without a comparison or control group. The design looked like this:

Table 1: *Research Design of the One-Group Pretest–Posttest Model*

Class	Post-Test	Treatment	Pre-Test
A	O ₁	X	O ₂

Explanation:

- **O₁ (Pretest):** An initial vocabulary test to measure participants' vocabulary achievement before treatment.
- **X (Treatment):** The use of native speakers' daily vlog channels as learning media.
- **O₂ (Posttest):** A final vocabulary test to assess vocabulary improvement after the treatment.

The instruments used in this research were vocabulary tests in the form of multiple-choice questions, which were administered in both the pre-test and the post-test.

a. Pre-Test

A pre-test was an assessment tool used to gauge a person's initial knowledge, skills, or abilities before undergoing a learning experience or intervention. Typically administered in educational, research, or training contexts, pre-tests served multiple purposes. They established a baseline measurement, allowing educators or researchers to identify gaps in knowledge, tailor instruction to learners' needs, and later compare results with post-test scores to evaluate the effectiveness of the intervention. By providing insight into participants' starting points, pre-tests enabled more targeted and efficient learning experiences, as well as more accurate assessments of progress and program impact. The objective of the pre-test was to evaluate students' knowledge before they began receiving the treatment. The pre-test was conducted in a single in-person meeting and lasted for 40 minutes.

b. Treatment

The treatment in this research was carried out over six instructional sessions, each lasting two 50-minute periods. Each session followed a structured sequence consisting of three main stages: opening,

core activities, and closing. During the opening stage, the teacher greeted the students, introduced the topic, and provided examples of commonly used everyday vocabulary.

In the core activity phase, students watched authentic vlog videos by native English speakers, selected based on topic relevance and appropriate difficulty level. While watching, students were guided to take notes on new vocabulary, practice pronunciation, and construct sentences using the vocabulary they had learned. Learning strategies such as active note-taking, using digital dictionaries, sentence building, and group discussions were applied to enhance understanding.

After watching the videos, students completed various tasks, including answering comprehension questions, identifying word meanings, determining the context for formal and informal use, and reflecting on their learning experiences. In the final session, students took a post-test to measure the improvement of their vocabulary achievement after the treatment. This treatment was designed to provide a meaningful, contextual, and engaging learning experience for the students.

c. Post Test

A post-test is an assessment or evaluation conducted after a period of instruction, intervention, or treatment has been completed. It serves as a follow-up to the pre-test and is designed to measure the knowledge, skills, or abilities of participants following their exposure to the intervention. Post-tests are crucial in educational settings, research studies, and training programs as they allow instructors, researchers, or trainers to evaluate the effectiveness of their methods or interventions. By comparing post-test results with pre-test scores, it becomes possible to quantify learning gains, assess the impact of the treatment or instruction, and determine whether specific learning objectives have been met. Post-tests also provide valuable feedback for refining teaching strategies, identifying areas that may require further attention, and demonstrating the overall value of educational or training programs. The purpose of this post test is to measure the extent of the ability of eleventh grade students after watching native speaker vlogs to increase their daily vocabulary.

3) RESULTS AND DISCUSSION

The results of this research answer the research question previously formulated by the researcher, namely: *Does the use of native speakers' daily vlogs improve students' vocabulary achievement?*

This research involves one class as the sample, specifically Class XI Phase III of SMAN 19 Bone. At the initial stage, the students take a pre-test to measure their baseline vocabulary achievement. Following this, six treatments take place, each involving the viewing of a different native speaker's daily vlog in every meeting, accompanied by exercises in the form of Student Worksheets (LKPD) for practice and reinforcement. After all the treatments are completed, the students take a post-test to assess their vocabulary achievement after watching the daily vlogs. This stage aims to determine whether there is a significant improvement in the students' vocabulary achievement as a result of using native speakers' daily vlogs in the learning process.

The students' vocabulary test results are presented in the form of tables and histograms. This presentation aims to provide a visual representation of the students' vocabulary achievement scores before and after watching the native speakers' daily vlogs as part of the descriptive analysis. Subsequently, the data obtained are also analyzed inferentially to determine the significance of the vocabulary achievement improvement. The following are the results of the research:

a. Pretest

In the pre-test, 28 students take a test one day before viewing native speakers' daily vlogs, which takes place on May 2, 2025, at SMAN 19 Bone. Based on the pre-test results of Class XI Phase III before the native speakers' vlogs are shown, the table below presents the data.

Descriptive Statistics							
	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pretest	28	30.0	67.5	44.821	2.0490	10.8425	117.560
Valid N (listwise)	28						

Based on the results of the descriptive analysis, all 28 students in Class XI Phase III of SMAN 19 Bone take the pre-test as an initial assessment of their vocabulary proficiency. The test aims to measure students' baseline vocabulary knowledge prior to exposure to the native speaker daily vlog intervention. The analysis shows that participants obtain a minimum score of 30.0, while the maximum

score reaches 67.5, with an average (mean) score of 44.821. These results indicate that, overall, students' initial vocabulary abilities are at a relatively low level, reflecting the typical challenges faced by learners in EFL classrooms at this stage. Such scores suggest that most students struggle to comprehend, internalize, and accurately use English vocabulary in meaningful contexts, which is a common phenomenon when learners have limited exposure to authentic language input.

The standard deviation of 10.8425 highlights a considerable variation in the distribution of scores among participants. This indicates that while some students perform slightly above the average, others lag behind, demonstrating a wide disparity in vocabulary knowledge within the classroom. The variance value of 117.560 further emphasizes the difference in achievement between individuals, confirming that students' learning outcomes are uneven prior to receiving any form of intervention. This variability can be influenced by several factors, including prior exposure to English both inside and outside the classroom, differences in learning strategies, and individual cognitive abilities related to language acquisition.

Therefore, it can be concluded that before receiving the intervention in the form of native speaker daily vlogs, students' vocabulary achievement is not only low but also varied, with scores spanning a wide range. The descriptive analysis provides essential information for identifying the students' initial level, which serves as a benchmark for comparing post-test results after the implementation of the treatment. These results also indicate the necessity for instructional strategies that address both low-achieving and moderately performing students, ensuring that the intervention is targeted and capable of supporting meaningful vocabulary acquisition.

The results presented in Tables 4.2 and 4.3 are subsequently used to categorize students' pre-test scores. This categorization allows the researcher to analyze learning outcomes more systematically by grouping students according to achievement levels before they engage in the daily vlog-based treatment. By doing so, the pre-test analysis provides a foundation for understanding students' learning needs and for evaluating the effectiveness of the upcoming instructional intervention.

Table 2: *Classification of Students' Pre-Test Scores*

Classifications	Range of Score	Frequency
Excellent	96–100	0
Very Good	86–95	0
Good	76–85	0
Fairly Good	66–75	1
Fairly	56–65	4
Poor	36–55	15
Very Poor	0–35	8

(Source: Learning Outcomes of Class XI Phase III)

The table presents a detailed classification of students' pre-test scores prior to the implementation of the daily native speaker vlog intervention. Out of the 28 students in Class XI Phase III, the majority, 15 students (53.57%), fall into the “Poor” category, with scores ranging from 36 to 55. Additionally, eight students (28.57%) are categorized as “Very Poor,” with scores ranging from 0 to 35. Collectively, these results indicate that approximately 82.14% of the students demonstrate relatively low initial learning outcomes, which suggests that a significant portion of the class struggles with understanding and applying English vocabulary at a functional level.

In contrast, only a small number of students achieve moderate performance levels. Specifically, one student (3.57%) reaches the “Fairly Good” category with scores between 66 and 75, while four students (14.29%) fall into the “Fair” category with scores ranging from 56 to 65. This distribution highlights that only a minor portion of the class shows moderate vocabulary proficiency, which may

reflect prior learning experiences, exposure to English outside the classroom, or individual differences in language acquisition strategies.

Notably, no students achieve scores within the “Good,” “Very Good,” or “Excellent” ranges. This indicates that at the outset, the classroom lacks high-performing students in terms of vocabulary mastery. The absence of students in these higher categories underscores the need for more effective and engaging instructional strategies that can facilitate meaningful vocabulary learning and retention.

Overall, these findings reveal that students’ initial vocabulary proficiency is generally low and unevenly distributed. The high proportion of students in the lower categories emphasizes the urgency of implementing targeted interventions, such as authentic learning through native speaker vlogs, to support vocabulary development. By addressing this gap, instructors can help students improve their vocabulary skills in a structured and contextually meaningful manner, laying the foundation for enhanced language learning outcomes in subsequent instructional sessions.

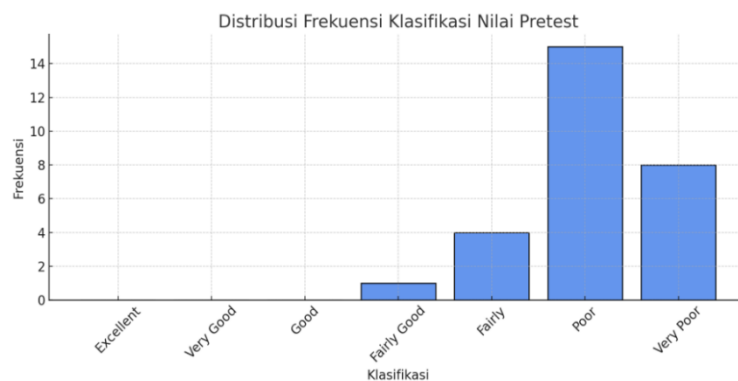


Figure 1. *Frequency Distribution of Pre-Test Score Classification*

b. Post-test

In the post-test, all 28 students receive a daily vlog broadcast by a native speaker on May 23, 2025, at SMAN 19 Bone. This post-test serves as a follow-up assessment to measure the students' vocabulary development after participating in six vlog-based instructional sessions. Based on the results obtained from Class XI Phase III, the post-test data provides a clear indication of the students' progress and the effectiveness of using authentic native speaker videos as an instructional medium. The table below presents a detailed summary of students' scores after they receive the treatment, allowing for a comparison between pre-test and post-test performance. By analyzing these results, the researcher can identify the degree of improvement in students' vocabulary achievement, observe patterns of learning across different proficiency levels, and evaluate the impact of repeated exposure to natural, contextualized English language input through daily vlogs. This stage is essential for determining the overall effectiveness of the instructional intervention.

Descriptive Statistics								
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic Std. Error		Std. Deviation Statistic	Variance Statistic
posttest	28	47.5	47.5	95.0	77.589	3.1483	16.6595	277.538
Valid N (listwise)	28							

Based on the results of the descriptive analysis, all 28 students take the post-test following six sessions of vlog-based instruction delivered through native speaker daily videos. The students obtain a minimum score of 47.5, while the maximum score reaches 95.0, resulting in a score range of 47.5. This wide range indicates that although all students show improvement, variations in individual performance remain, reflecting differences in prior vocabulary knowledge, learning pace, and engagement with the instructional material. The average (mean) post-test score is 77.589, which indicates that, in general, students' learning outcomes are in the "Good" category. This demonstrates a significant increase in vocabulary achievement compared to the pre-test results, highlighting the positive impact of integrating authentic vlog-based instruction into the learning process.

The standard deviation of 16.6595 shows a relatively high variation among the students' scores, suggesting that while most students benefit from the treatment, some students achieve higher gains

than others. This spread of data also reflects the diverse initial vocabulary levels, learning strategies, and individual capacities for language acquisition within the classroom. Furthermore, the variance value of 277.538 reinforces the extent of the differences observed, providing additional evidence of the heterogeneous nature of the students' vocabulary development.

Tables 4.4 and 4.5 present the detailed results, which serve as the foundation for determining the classification of students' post-test outcomes. By analyzing these tables, the researcher can categorize students' learning achievements, ranging from lower to higher proficiency levels. The classification allows for a clearer understanding of the distribution of post-test scores, making it easier to identify which students achieve substantial progress and which students may require additional support. The post-test results, when compared to the pre-test, provide empirical evidence of the effectiveness of the treatment, demonstrating that repeated exposure to natural, contextualized English through native speaker vlogs facilitates vocabulary acquisition, reinforces retention, and enhances overall language proficiency. These findings underscore the pedagogical value of authentic video content in supporting meaningful, context-driven vocabulary learning in an EFL classroom.

Table 3: *Classification of Students' Post-Test Scores*

Classifications	Scores	Frequency
Excellent	96–100	0
Very Good	86–95	12
Good	76–85	7
Fairly Good	66–75	1
Fairly	56–65	3
Poor	36–55	5
Very Poor	0–35	0

(Source: Learning outcomes of Class XI Phase III)

The table presents the distribution of students' post-test scores following the implementation of six sessions of vlog-based instruction using native speaker daily videos. Out of a total of 28 students, 12 students fall into the "Very Good" category, with scores ranging from 86 to 95. This finding indicates that a significant portion of the class demonstrates excellent learning outcomes after engaging with native speaker vlogs, suggesting that exposure to authentic, contextualized English input can substantially enhance vocabulary comprehension and usage. The "Very Good" category reflects not only accurate recognition and understanding of new words but also the ability to apply these words appropriately in meaningful contexts, which is a key indicator of effective vocabulary acquisition.

In addition, 7 students, accounting for 25% of the class, are classified in the "Good" category, with scores between 76 and 85. These students demonstrate solid vocabulary achievement, reflecting their growing ability to internalize and apply the target words presented in the vlog materials. Furthermore, 3 students (10.7%) are categorized as "Fairly," scoring between 56 and 65, while 1 student (3.6%) achieves the "Fairly Good" category, with scores ranging from 66 to 75. These classifications highlight that although some students achieve moderate progress, their performance still indicates room for further development and reinforcement.

Meanwhile, 5 students (17.9%) remain in the "Poor" category, with scores between 36 and 55, indicating that these students require additional support and targeted strategies to enhance their vocabulary knowledge. Notably, no students are found in the "Very Poor" (0–35) or "Excellent" (96–100) categories, which suggests that while the intervention benefits the majority of students, achieving the highest level of proficiency may require more sustained or individualized instruction.

Overall, the results indicate that most students show improved performance after receiving the vlog-based treatment, with score distribution concentrated in the higher categories, ranging from "Good" to "Very Good." This trend demonstrates that using native speaker daily vlogs as an instructional medium not only facilitates vocabulary acquisition but also promotes active engagement, motivation, and a positive learning experience. The findings strongly suggest that integrating authentic video content into English language instruction has the potential to significantly enhance students' language learning outcomes, providing both cognitive and affective benefits. By presenting language in real-life contexts, vlogs enable students to connect words to practical situations, improving retention, comprehension, and overall communicative competence.

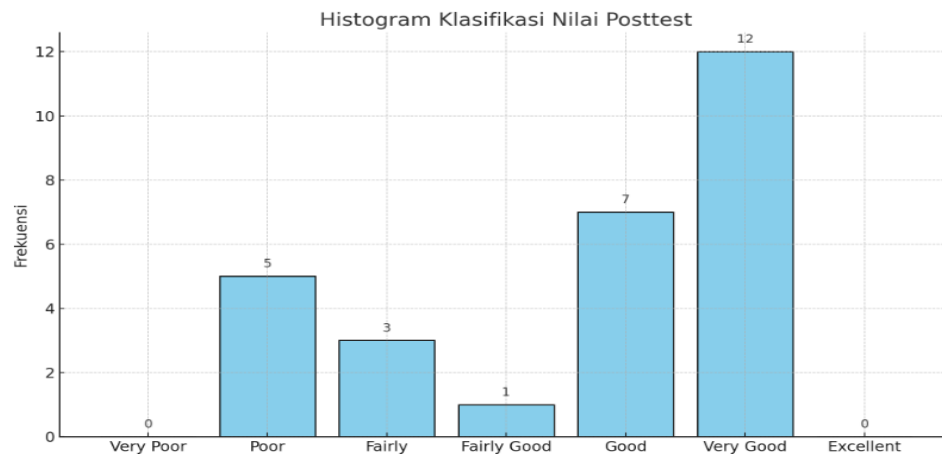


Figure 2. *Histogram of Post-Test Score Classification*

c. The Overall Results of Pre-Test and Post-Test

The comparison of students' post-test results with their pre-test scores provides a comprehensive overview of the effectiveness of the vlog-based instructional training in enhancing students' vocabulary knowledge and overall understanding of the material presented. By analyzing the differences between the two sets of scores, the researcher is able to identify the degree of progress achieved by each student, as well as the overall impact of the intervention on the entire class. The score differences between the pre-test and post-test serve as a clear and quantifiable indicator of students' improvement, reflecting not only their ability to recall and understand new vocabulary but also their capacity to apply these words in meaningful and contextually appropriate ways.

This comparison also allows the researcher to observe patterns of learning across various proficiency levels, highlighting which students experience substantial gains and which students require additional support. By systematically evaluating the pre-test and post-test data, the analysis provides empirical evidence that can be used to determine the efficacy of the instructional method, offering insights into both individual and group performance. Furthermore, this comparison emphasizes the role of authentic, contextualized input such as native speaker daily vlogs in fostering vocabulary acquisition, reinforcing retention, and enhancing students' engagement and motivation.

Ultimately, presenting the differences between pre-test and post-test scores in a structured format facilitates a clear understanding of the effectiveness of the intervention. It demonstrates that the use

of native speaker vlogs not only contributes to measurable academic improvement but also supports the development of practical language skills that students can use in real-life communication. This comparison underscores the pedagogical value of integrating multimedia resources into EFL classrooms to promote meaningful and lasting learning outcomes.

Table 4: *Comparison of Students' Pre-Test and Post-Test Scores*

Respondent Number	Pretest	Posttest
1	52.5	77.5
2	35	67.5
3	42.5	95
4	37.5	82.5
5	50	95
6	67.5	77.5
7	57.5	95
8	40	92.5
9	47.5	92.5
10	45	95
11	62.5	90
12	35	47.5
13	55	87.5
14	65	80

15	40	82.5
16	52.5	90
17	30	90
18	32.5	47.5
19	45	85
20	32.5	47.5
21	32.5	65
22	42.5	60
23	52.5	90
24	37.5	57.5
25	32.5	55
26	57.5	95
27	35	55
28	40	77.5
Average	44.8	77.6
Classifications	Poor	Good

The data obtained from 28 respondents reveal that the average pre-test score is 44.8, which reflects the students' initial vocabulary proficiency before receiving the instructional treatment. This

relatively low score indicates that, at the beginning of the study, most students faced difficulties in understanding and using English vocabulary in meaningful contexts. The pre-test results provide a baseline measurement of students' language abilities, allowing the researcher to assess the initial level of knowledge, identify areas of weakness, and determine the starting point for intervention.

Following the six sessions of vlog-based instruction using native speaker daily videos, the post-test results show a remarkable increase in the average score, reaching 77.6. This indicates a substantial improvement in students' vocabulary achievement, demonstrating that the intervention effectively enhances their understanding and retention of new words. The difference of 32.8 points between the pre-test and post-test scores provides clear, quantitative evidence of the positive impact of the instructional method.

The observed improvement is not only statistically significant but also educationally meaningful, as it reflects the students' ability to comprehend, internalize, and apply vocabulary in various contexts. The data suggest that repeated exposure to authentic language input through native speaker vlogs contributes to more effective vocabulary learning than traditional methods alone. This improvement highlights the potential of multimedia resources to enhance students' language proficiency, engagement, and motivation. Moreover, the results emphasize the importance of integrating contextual and interactive learning tools in EFL classrooms to support meaningful and sustained vocabulary development.

1. Normality Test

Table 5: *Tests of Normality*

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.136	28	.199	.933	28	.075
posttest	.176	28	.026	.861	28	.002
a. Lilliefors Significance Correction						

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Researchers conduct a normality test using the Shapiro-Wilk test because the sample size is less than 50 students. Based on the normality test results displayed in the table above, the significance (Sig.) value for the pre-test data is 0.075, while for the post-test data it is 0.002. Since the significance value for the pre-test is greater than 0.05 ($p > 0.05$), researchers conclude that the pre-test data is normally distributed. On the other hand, the significance value for the post-test is less than 0.05 ($p < 0.05$), which indicates that the post-test data is not normally distributed. Therefore, because one of the datasets (post-test) does not meet the normality assumption, the researchers use a non-parametric test, the Wilcoxon Signed-Rank Test.

2. Wilcoxon Signed-Rank Test

Table 6: *Ranks*

Ranks		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	28 ^b	14.50	406.00
	Ties	0 ^c		
	Total	28		

a. posttest < pretest

b. posttest > pretest

c. posttest = pretest

Table 7: *Test Statistics*

Test Statistics ^a	
	posttest - pretest
Z	-4.628 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Researchers conduct the Wilcoxon Signed-Rank Test to determine whether there is a significant difference between the pre-test and post-test scores of the students. They use this test because the normality test results show that the post-test data is not normally distributed ($p < 0.05$), making the non-parametric test more appropriate.

Based on the Ranks table, it is known that all students (28 in total) show score improvements from the pre-test to the post-test, as indicated by the total number of positive ranks being 28 and the number of negative ranks being 0. There are no tied values between the pre-test and post-test (ties = 0), which indicates that all participants experience a score change toward a higher value after the treatment is given.

Next, in the Test Statistics table, the obtained Z value is -4.628, and the A sump. Sig. (2-tailed) value is 0.000. Since this significance value is less than the significance threshold of 0.05 ($p < 0.05$), it can be concluded that there is a significant difference between the pre-test and post-test scores. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Overall, the results of the Wilcoxon Signed-Rank Test show that there is a significant improvement in learning outcomes after the treatment gives. This indicates that the method or approach applied in this research is effective in improving the students' vocabulary achievement.

The findings of this research reveal a significant improvement in the vocabulary achievement of students in Class XI Phase III at SMAN 19 Bone following the integration of native speaker daily vlog channels into their English learning process. Before the treatment, pre-test results indicate that most students struggle to understand and use English vocabulary in authentic, everyday contexts. Although some students demonstrate familiarity with basic vocabulary, the majority have difficulty recognizing word meanings, especially when the vocabulary appears within real-life sentence structures. This suggests that traditional vocabulary instruction, which often emphasizes memorization rather than contextual usage, does not adequately equipped students to use English functionally.

These initial conditions support the argument made by Agistiawati, (2024), who finds that students' perceptions of their learning environment play a vital role in their language development. When learners feel that their environment is conducive, interactive, and emotionally supportive, they are more motivated to participate and engage with language input meaningfully. A learning atmosphere that lacks exposure to real English usage such as vlogs, media, and natural conversations may hinder students from acquiring practical vocabulary knowledge. Similarly, Vistari et al., (2020) emphasizes the

importance of learning facilities and structured support systems. According to her, students who research in well-equipped and organized environments tend to achieve better vocabulary than those who do not. In this research, the introduction of vlog media serves to fill that gap by offering rich, accessible, and authentic learning.

After the treatment, which consists of six vlog-based instructional sessions followed by a final post-test, students show consistent and significant improvements in their vocabulary scores. Nearly all participants who score below 50 in the pre-test improve to scores above 70 in the post-test, with many achieving 90 or higher. This substantial progress illustrates the effectiveness of authentic video-based instruction in fostering vocabulary development. By watching native speaker vlogs, students are exposed to language that is naturally used in daily interactions, enabling them to associate new vocabulary with clear, meaningful contexts. This is strongly supported by Afif (2023) who finds that vlog media, particularly that featuring native speakers in everyday situations, positively impact students' vocabulary and speaking skills. The vlogs provide relevant input, allowing students to grasp not just the word itself, but how it is used in real-life scenarios.

Moreover, this research finds that students respond positively to the vlog-based method. Through reflections and discussions, they express that learning using native speaker daily vlogs is more enjoyable and motivating compared to traditional classroom methods. This observation aligns with research by Setia & Hidayati (2022), who argue that vlogs help learners understand vocabulary in authentic, communicative situations. According to them, the engaging visual and auditory elements of vlogs enhance students' emotional involvement and curiosity, thus making vocabulary learning more effective and memorable. The exposure to natural social and cultural contexts also helps students relate word meanings to specific real-life situations, reinforcing vocabulary retention and usage.

The benefit of digital video content, particularly on platforms like YouTube, is also highlighted in the research by Rachmawati & Cahyani (2021) their research shows that the use of native speaker videos helps university students improve pronunciation in General English courses. Similarly, students in this research demonstrate better pronunciation and intonation after repeated exposure to native speaker speech in vlogs. These materials allow learners to independently observe, mimic, and practice authentic pronunciation outside the constraints of the classroom.

The overall improvement in vocabulary achievement is supported by both qualitative and quantitative evidence. The sharp increase in test scores reflects not only improved vocabulary

knowledge but also heightened motivation and learner engagement. This is consistent with Sarmila et al., (2024), who finds that native speaker YouTube videos contribute positively to vocabulary acquisition. Students feel proud of their progress, more confident in their language use, and view such media as helpful and enjoyable. The sense of achievement gained from understanding new words motivates them to engage more actively with English, both in and out of class.

Finally, the findings are further reinforced by the research from Ibhar (2022), who concludes that the use of native speaker vlogs significantly enhances vocabulary. Exposure to real-life contexts enables students to understand and remember vocabulary more effectively. Vlogs provide not only linguistic input but also situational context, making the vocabulary more relatable and usable. This approach also shows an increase in students' learning motivation and enthusiasm toward the English language.

4) CONCLUSIONS

Based on the research conducted on Grade XI Phase III students of SMAN 19 Bone, it can be concluded that the use of daily native speaker vlog channels significantly improves students' vocabulary achievement. This is evidenced by the increase in the average score from the pre-test (44.8) to the post-test (77.6). All participants showed improvement in their scores, whether they were initially in the low or moderate category. Vlogs, which present language in a real and contextual manner, they have been shown to be effective in assisting students in comprehending, internalizing, and remembering vocabulary commonly used in daily life. Using vlogs as a learning tool also promotes active engagement, boosts motivation to learn, and makes the learning process more enjoyable and meaningful.

The findings of this study imply that integrating native speaker vlogs into language instruction can significantly enrich vocabulary learning by providing authentic, multimodal exposure to English. This suggests the need for schools to expand ICT-based learning resources and for teachers to adopt creative digital strategies that align with students' real-life contexts.

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