IMPROVING ENGLISH VOCABULARY MASTERY USING SUNSHINE ENGLISH YOUTUBE CHANNEL AT THE TENTH GRADE STUDENTS OF SMAN 1 PALOPO

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ABSTRACT

This research aimed to determine whether the use of Sunshine English YouTube Channel significantly improves the vocabulary mastery of tenth-grade students at SMAN 1 Palopo. This study employed a pre-experimental design using a one-group pre-test and post-test design. The population consisted of 361 students, and 26 students were selected as the sample through purposive sampling. The instrument used was a vocabulary test comprising 30 multiple-choice questions focusing on nouns, verbs, and adjectives. The results showed that the mean score of the pre-test was 42.88, categorized as poor, while the mean score of the post-test increased to 68.53, categorized as good. The paired sample t-test revealed that the t-count value (11.009) was higher than the t-table value (2.060) at the significance level of 0.05, and the significance value was 0.000, which was lower than 0.05. This indicates that there was a significant improvement in students' vocabulary mastery after the treatment. Therefore, the alternative hypothesis was accepted and the null hypothesis was rejected. It can be concluded that the Sunshine English YouTube Channel was effective in improving students' English vocabulary mastery.

Keywords*:* Vocabulary Mastery, YouTube Channel, Pre-Experimental Design.

1) INTRODUCTION

Vocabulary is a fundamental component in language learning as it supports the development of the four essential skills: listening, speaking, reading, and writing. Without sufficient vocabulary mastery, students will encounter difficulties in expressing ideas and understanding language input. In the context of English as a foreign language in Indonesia, students often struggle due to limited exposure and lack of effective learning strategies. Traditional teaching methods sometimes fail to engage students, leading to low motivation and poor vocabulary retention. Therefore, integrating technology in language learning has become essential. One of the most accessible and engaging media is YouTube, which provides authentic audio-visual content that can enhance students' understanding.

This study specifically focuses on the use of the Sunshine English YouTube channel, which provides storytelling-based content with subtitles and contextual language use. The channel is considered suitable for vocabulary learning because it presents words through real-life situations, making it easier for students to understand and remember them. Therefore, this study aims to investigate whether the use of the Sunshine English YouTube channel can significantly improve students' vocabulary mastery, particularly in nouns, verbs, and adjectives.

2) METHODS

This research employed a pre-experimental design using a one-group pre-test and post-test approach. This design was chosen because it allows the researcher to measure students' vocabulary mastery before and after the treatment, thus identifying the effectiveness of the learning intervention. The research was conducted at SMAN 1 Palopo. The population consisted of 361 tenth-grade students, and the sample included 26 students selected through purposive sampling. The selection was based on students' relatively low vocabulary mastery and their familiarity with technology-based learning.

The research instrument was a vocabulary test consisting of 30 multiple-choice questions covering three categories of vocabulary: nouns, verbs, and adjectives. The test was designed to measure students' ability to recognize, understand, and classify vocabulary items. The procedure of the research included three main stages:

a. Pre-test

The pre-test was conducted to measure students' initial vocabulary mastery. Students were given 30 questions to complete within 45 minutes.

b. Treatment

The treatment was conducted in four meetings using videos from the Sunshine English YouTube channel. Each session involved watching videos, identifying new vocabulary, classifying words into parts of speech, and practicing their usage in sentences and conversations. The teacher guided students throughout the learning process and provided feedback.

c. Post-Test

The post-test was administered after the treatment using the same format as the pre-test to measure students' improvement.

3) RESULTS

This chapter presents the data that has been analyzed. The data includes the noun, verb, and adjective scores obtained by students on the pre-test and post-test, how the scores were grouped, and the average scores and score distribution for both tests. The pre-test and post-test were used to see how well the learners knew the vocabulary before and after using the pre-experimental method. The researcher used the YouTube channel Sunshine English as a tool to teach during this method. Researchers have presented it in a table and calculated the score using SPSS 22. SPSS 22 can make it easier for researchers and readers to see the results of processing the data that has been studied. Here are the results of the study.

The Result of Students' Vocabulary Test in Pre-Test

Table 4.1 Students' Frequency and Percentage in Pre-Test

No	Classification	Score	Pre-Test	
			Frequency	Percentage
1	Very Good	81-100	-	-
2	Good	66-80	2	8%
3	Fair	56-65	3	12%
4	Poor	41-55	9	35%
5	Very Poor	<40	12	46%
Total			26	100%

Table 4.1 shows the data of the pre-test in the pre-experimental class. There were two students (8%) classified as good, nine students (35%) classified as poor, and 12 students (46%) classified as very poor.

The Result of Students' Vocabulary Test in Post-Test

Table 2. Students' Frequency and Percentage in Post-Test

No	Classification	Score	Post-Test	
			Frequency	Percentage

1	Very Good	81-100	9	35%
2	Good	66-80	5	19%
3	Fair	56-65	5	19%
4	Poor	41-55	3	12%
5	Very Poor	<40	4	15%
Total			26	100%

Table 4.2 shows the data post-test nine students (35%) classified as very good, five students (19%) classified as good, five students (19%) classified as fair, three students (12%) classified as poor, then four students (15%) was classified as very poor.

The Paired Sample T-Test of Pre-Test and Post-Test

Table 3. The Paired Sample Statistic Test of pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	42.88	26	15.690	3.077
	Post-test	68.53	26	19.436	3.811

The results of the paired sample statistic test score are shown in the data in the above table. According to the data obtained, N equals 26, respresenting the total number of pupils. The pre-test standard deviation is 15.690 points, where as the mean score on the exam is 42.88. In addition, the post-test standard deviation is 19.436, and the post-test mean score is 68.53.

The Paired Sample Correlations of the Pre-Test and Post-Test

Table 4. The Paired Sample Correlation of pre-test and post-test

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	26	.792	.000

Table 4. displays the results of the correlation analysis between the pre-test and post-test. The correlation between the two variables is 0.792, and the degree of significance is 0.000. These

results reveal a correlation between students' vocabulary mastery abilities before and after treatment.

The Paired Sample Test of Pre-Test and Post-Test

Table 5. The Paired Sample Test of Pre-Test and Post-Test

		Paired Different					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest-Posttest	-25.653	11.882	2.330	-30.453	20.854	-11.009	26	.000

The researcher discovered that in table 4.5, the paired sample test illustrates the value of t_o (t_{count}) is 11.009 with the df (degree of freedom) value 26 while the t_t (t_{table}) for the standard of significant level 0,05 (5%) on df=26 is 2.060. It means the value of the t-count is higher than the value of the t-table.

The table above shows the significant (2-tailed) value = 0,000, which means smaller than 0,05 (the value for the standard of significant level). The weight in the table above proves that the research H_1 (alternative hypothesis) is accepted, and the H_0 (null hypothesis) is rejected. The result confirms that the use of Sunshine English YouTube channel is effective in enriching vocabulary mastery in the tenth grade of SMAN 1 Palopo.

4) DISCUSSION

In this study, improvements in students' vocabulary mastery can be analyzed based on parts of speech categories, namely nouns, verbs, and adjectives. The results of the pre-test and post-test indicated that all categories showed improvement, although to varying degrees. The most significant improvement was observed in the noun category, followed by adjectives and verbs. This is likely because nouns are easier to recognize through concrete visual representations in video

media. This finding aligns with research by Widodo and Slamet, who state that visual media can help students associate words with real objects, thereby strengthening vocabulary comprehension. Additionally, Quines also notes that vocabulary mastery, particularly of nouns and adjectives, plays a significant role in the overall development of students' language skills. Meanwhile, improvement in the verb category tends to be lower due to their more abstract nature and the need for a deeper understanding of the context of the action.

In terms of the effectiveness of the learning method, the use of the Sunshine English YouTube Channel can be considered effective in improving students' vocabulary mastery. This is evidenced by an increase in the average score from 42.88 on the pre-test to 68.53 on the post-test, as well as statistical test results showing a significance level of less than 0.05. However, some difficulties were still encountered during the learning process. In the early stages, some students experienced confusion in understanding instructions as well as in identifying and classifying vocabulary into the correct categories, particularly between verbs and adjectives. This aligns with research by Machfudi and Afidah, which states that difficulties in vocabulary mastery are often caused by limited understanding of the context and function of words. Additionally, other challenges identified included difficulties with pronunciation, spelling, and time constraints in completing tasks. Some students also showed a lack of focus and discipline at the beginning of the learning process, which is believed to be related to their low prior knowledge of English vocabulary. However, through teacher guidance and the use of engaging learning media, these difficulties could be gradually minimized, enabling students to demonstrate significant improvement by the end of the study.

Statistically, the results of the paired sample t-test confirm the effectiveness of the treatment. The t-count value (11.009) was higher than the t-table value (2.060), and the significance value was 0.000, which is lower than 0.05. This indicates a significant difference between students' vocabulary mastery before and after the treatment. Therefore, the alternative hypothesis (H1) is accepted, and the null hypothesis (H0) is rejected. These results provide strong statistical evidence that the Sunshine English YouTube Channel effectively improves students' vocabulary mastery.

The findings of this study are consistent with previous research conducted by Gushendra (2017), Sugara et al. (2023), and Gifari (2023), who found that audiovisual media such as songs, movies, and YouTube videos significantly enhance students' vocabulary learning. The similarity

lies in the use of multimedia input to improve vocabulary acquisition, while the distinction of this research is the specific use of the Sunshine English YouTube Channel as the learning medium.

Based on data analysis, the researcher concluded that using the Sunshine English YouTube channel videos is recommended as a medium for developing students' vocabulary because teaching vocabulary using videos has significant benefits that can meet various learning objectives. Through videos, students integrate new knowledge, learn new words, and learn how to pronounce words correctly.

5) CONCLUSION

Based on the research, it can be concluded that the use of Sunshine English YouTube Channel has proven to be effective in improving the vocabulary mastery of tenth-grade students at SMAN 1 Palopo. This is evidenced by the significant improvement in students' vocabulary scores, where the mean score increased from 42.88 in the pre-test to 68.53 in the post-test. In addition, the result of the paired sample t-test showed that the t-count value (11.009) was higher than the t-table value (2.060), and the significance value (0.000) was lower than 0.05. These findings indicate that there is a statistically significant difference between students' vocabulary mastery before and after the treatment.

Furthermore, the improvement was observed across all vocabulary categories, including nouns, verbs, and adjectives, with nouns showing the most noticeable progress. This suggests that the use of audiovisual media, particularly YouTube videos, can facilitate students' understanding of vocabulary through contextual and visual support. Therefore, it can be inferred that the Sunshine English YouTube Channel not only enhances students' vocabulary mastery but also supports a more engaging and meaningful learning process. Based on these results, the alternative hypothesis (H1) is accepted, while the null hypothesis (H0) is rejected.

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