

**THE EFFECT OF WATCHING ENGLISH YOUTUBE CHANNEL ON THE  
STUDENTS' ACHIEVEMENT IN VOCABULARY MASTERY**

**SKRIPSI**

*Submitted in partial fulfillment of the  
Requirement For the Degree of Sarjana  
Pendidikan (S,Pd) English Education  
Program*

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MEDAN  
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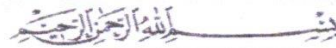


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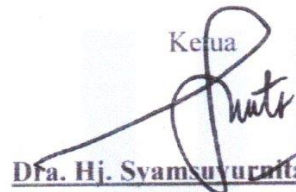
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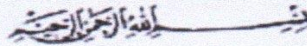
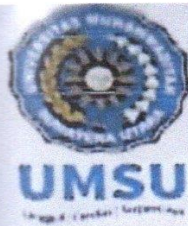
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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## PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Effect of Watching English Youtube Channel on The Students' Achievement In Vocabulary Mastery" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, 2023  
Hormat saya  
Yang membuat pernyataan,



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## ABSTRACT

**Nurul Pratiwi, 1902050108 The Effect of Watching English YouTube Channel on the Students' Achievements Vocabulary Mastery. English Education Departement Faculty of Teacher and Education Universitas Muhammadiyah Sumatera Utara,2023.**

This study aims to determine the effect of watching English language YouTube channels on student' Vocabulary mastery achievement at MTS Kesuma LKMD Namorambe. The population of this study were student in class VIII A and VIII B, who were taken from two classes. The sample consisted of 96 students which were taken by random sampling technique and divided into two different groups namely experimental and control groups. In analyzing the data obtained from the results of the study was analyzed using descriptive and inferential statistics. Data collected comparisons were made in the form of pretest scores and post test scores. Then the two scores were compared to know a difference between the pretest score and the Post test score Test ("t-test") tests of score differences are only carried out on the average of the two scores, for which a technique called the t-test is used. Therefore, there was One Group Pretest and Post test. This research found that t observation (2021). This is higher than the t table (86.77) from hypothesis testing, so it can be said that there is an effect of teaching using English language YouTube channels on student achievement in vocabulary mastery in class VIII MTS Kesuma LKMD Namorambe students.

**Key words:** *English YouTube Channel, Vocabulary mastery, achievements*

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This *skripsi* is prepared to fulfill one of the requirements to complete Strata One (S1) education at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatra Utara. This *skripsi* is entitled “**The Effect of Watching English YouTube Channel on the Students` Achievement in Vocabulary Mastery**”.

In writing this *skripsi*, the reseacher experienced many difficulties due to limited knowledge, experience, and relevant books and sources of information. However, thanks to the help and motivation of lecturers, friends, and family, the researcher was able to complete the writing of this *skripsi* as well as possible.

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Medan, November 2023

The Researcher

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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the study**

In learning a foreign language, vocabulary is a very important aspect besides grammar. English has four language skills which consist of listening skills, speaking skills, reading skills, and writing skills. These skills can be obtained if a person has adequate vocabulary skills because vocabulary is one of the elements that underlies the four language skills. In the process of teaching and learning activities, students experience many difficulties in developing their language skills due to limited vocabulary. The more vocabulary a person has, the better his language skills will be. Communication will not run smoothly if there are ideas or ideas that are not conveyed properly due to inadequate vocabulary mastery. One way to master vocabulary is to use effective learning media.

This research problem comes from real events in the classroom. Based on the experience of researchers following field teaching practice activities (PLP) in students of grade junior high school VIII A and VIII B classes in the 2022/2023 school year, on Jl. Nomorambe Jati Kesuma, Kecamatan Nomorambe, Kabupaten Deli Serdang, Sumatera Utara. Researcher found that the students could not hear well because they lacked vocabulary or the students had low vocabulary mastery. Then the researcher gave a written test, it turned out that students also experienced difficulties in understanding the contents of the reading because of the low vocabulary that students mastery.



Based on the problems above, researchers are interested in helping solve these problems. Then the researchers applied learning methods using learning media using YouTube to improve students ability to master vocabulary.

According to Sutirman (2013 : 17) learning media is useful for facilitating the interaction of teachers and students. With the intentional of helping students learn optimally. One of the media that is currently popular with students is audiovisual media or what is often called video. Usually in the teaching and learning process only books are used as learning resources or learning materials, but this is less interesting and sometimes even makes students confused to understand.

Every language learning process both inside and outside the classroom uses some form of technology to help improve the activities of the teaching and learning process (Ahmadi, 2018). For English teachers, the possibility of integrating the internet and technology into the teaching and learning process is an attractive form of media use, although it is not done comprehensively because of the lack of tools and internet access (Herminingsih & Jazeri 2020).

The internet is one of the most popular technologies. The internet provides a variety of websites and social media, such as Facebook, Twitter, Instagram, and YouTube. Social media is a technology that can be used to communicate and interact socially which includes video, text, images and other multimedia communications. The rapid and increasing development of information, the use of multimedia as a new teaching model technology to create a teaching context has an important role in teaching English as well as its unique advantages. The use of multimedia in learning is an effort to create a creative and innovative learning

atmosphere without reducing the real learning objectives. The expert opinion regarding multimedia is as follows:

Multimedia is a device that can be recorded, played, shown and gotten to by computer and electronic tool but can moreover be portion of a part execution. He also stated that teaching learning media and multimedia technology are medium for disseminating data or knowledge to learners, as well as the gadgets and machines required for such transmission (Omodara & Adu, 2014).

At this time the researcher also discusses the use of YouTube as a medium or application in the process of learning English. Especially on component of vocabulary in which students can improve their vocabulary mastery achievement because YouTube provides videos that are considered to make the learning atmosphere more interesting and fun for students.

YouTube is an easy-to-access resource that provides videos in all areas of learning and has multiple dimensions, so it can be judged a profitable learning instrument (Kabooha & Elyas, 2018). YouTube is a popular video server that in addition to providing online entertainment also provides authentic English teaching materials that can be accessed free of charge by students at home 24 hours a day, and can be downloaded from the internet and updated regularly (Rizkan, Mukhaiyar & Refnaldi, 2018). YouTube is a video library that can encourage students who want to learn independently because there are hundreds of thousands of free videos with various topics for learning. Videos on YouTube are not only entertainment because they contain funny videos, but would be a medium in the educational

process in that it provides many learning videos with various levels such as beginner, intermediate, and advanced (Nasution, 2019). He also added that YouTube was moreover be employed as real media to encourage social lessons, improve introduction to English world, and promote authentic vocabulary progress. The use of YouTube as additional material can create the learning process more enjoyable and meaningful, especially in English classes because it provides good understanding and knowledge as well as opportunities to remember learning materials for students (Almurashi, 2016).

Based on the existing background, the researcher is interested in conducting research on **“The Effect of Watching YouTube Channel on the Students’ Achievement in Vocabulary Mastery”**. After doing this research, the researcher hopes that, using media like watching English YouTube channels in teaching can make the students feel more interested and play more attention to the teacher. In addition, students are able to enrich their vocabularies so they can learn another English materials easily.

## **B. The Identification of the Problems**

The problems of this study were identified as follows.

1. Some students cannot listen English well because they are lack of vocabulary.
2. Some students are low in memorizing some vocabulary.
3. Some students are not motivated to learn vocabulary.

4. There effect of watching English YouTube channel on student achievement in vocabulary mastery.
5. How the students respond to the use of English language YouTube channel on students vocabulary achievements.

### **C. Scope and Limitation**

The scope of this study is vocabulary and it will be limited on learning materials modal verb "We can do it and We will do it" in conversation from the YouTube channel "English Speaking Course "<https://youtu.be/JJjpMxqzKfQ>" and

["https://youtu.be/CCcnWX9Ema4"](https://youtu.be/CCcnWX9Ema4) the channel from Mark Kulek . In the English YouTube channel.

### **D. The Formulation of the Problems**

Based on the background above, the problems of this research is formulated as in the following, "is there any significant effect of watching English YouTube channels` to achievements in vocabulary mastery?"

### **E. The Objectives of the Study**

The objectives of the study is to find out the significant effect of watching YouTube channels on students` achievement in mastery vocabulary.

### **F. The Significance of the Study**

This research is expected to provide theoretical and practical contributions theoretically and practically.

1. Theoretically, this research is useful to make a value contribution related to the application of the influence of watching English language YouTube channels on students achievement in vocabulary mastery.
2. Practically, this research is useful for English teachers, students, and other researchers who are interested in this topic. For teachers, this research can help them to improved their teaching learning process. For students, this research can help them to use strategies in learning vocabulary mastery. For other researchers, the results of this study can be used as guide for further research related to the subject.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

Theoretical studies are a supporting factor in a study because, in this theoretical study, theories related to the variables studied are described. These theories are used as a basis or reference for research discussions. These theories are used to support the problem to be studied for clarity in research. Here are some points that will be discussed in this study:

##### **1. Definition Effect**

The definition of effect in this study is defined as a change in the ability of a person, object or human character after learning something so as to produce maximum improvement. According to (Collins Cobuild 1990:451) states that an effect is a noun used to denote a consequence, an outcome, a result, or an influence. The change that this causes occurs in someone or something that is done to increase one's ability based on the abilities that humans or objects have.

From the above understanding it is concluded that influence is the effect of teaching treatment in language is related to changes in putting something into the human cognitive system. The end result of the effect in teaching is an increase in students' abilities.

## **2. Concept of Vocabulary**

### **a) Definition of Vocabulary**

One of the aspects of language that must be discovered and taught is vocabulary because vocabulary is such an important aspect of discourse, it is essential for a person or learner to master a language. According to Krashen (1995:155), vocabulary is essential for communication.

The understanding of vocabulary is always a crucial aspect of English. For communication purposes, it is much more than grammar, especially at the beginning of the school year, when students are encouraged to learn fundamental sentences. Students have difficulty using English if they do not have a proportional English vocabulary. Generalization (ability to define words) and application phrases can be used to assess vocabulary competence (choosing suitable usage).

Another definition given by Burns and Browman (1975:295) is that vocabulary can be described as a person's bank of phrases, their brilliance, or their vocation. Then they explained that words are symbols of thoughts; in order to express and transmit thoughts, one requires proficiency in the use of words; this has an impact on how one perceives the world and what one may imagine of it. Furthermore, according to Hornby (1995: 1331), vocabulary is the complete range of phrases (together with their meanings and norms for mixing them) that make up the language. Caroline (2006: 121), defined vocabulary as "the set of terms that a person is aware of."

Vocabulary is one of the most important components of learning a language. Failure to acquire vocabulary can lead a negative perception in communication. Therefore, a strategy is needed in learning a vocabulary, most of the strategies are vocabulary mastery so that the target language can be mastered in a short time. Vocabulary is knowledge that learns about words, components of words that provide clues approximately the which means of the entire word.

To summarize, vocabulary is a set of words that must be learned along with their definitions in order to be used as a tool for conveying language and interpreting information in communication.

#### **b) Kinds of Vocabulary**

According to Red John (2000 :10), a sentence contains a few phrases, and those phrases are included in the vocabulary. These phrases could be a noun, which is usually employed as a problem or an item, a verb, which can also be used as a predicate in a sentence, or an adverb. Haycraft, as cited by Hatch & Brown (1978: 370), divides between receptive and productive vocabulary.

- 1) Receptive vocabulary is made up of words that exist in context and are easier to understand but difficult to produce precisely. Many novices understand vocabulary after seeing and understanding it in context, as well as utilizing it in speech and writing. Many terms are recognized when the learner is listening or reading but are not employed when the learner is speaking, therefore it is much more than effective vocabulary.



- 2) Students productive vocabulary consists of terms they comprehend, can pronounce correctly, and can effectively employ in speaking and writing. It includes everything needed for receptive vocabulary as well as the ability to speak and write appropriately. As a result, productive vocabulary can be handled as an active way since students can acquire the words to express their thoughts to others.

Vocabulary can be varied into various kinds of vocabulary. Harmer (1991: 159), also divides vocabulary into two types:

- 1) Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students.
- 2) Passive vocabulary refers to words, which students will recognized when they met them but they will probably not be able to produce.

(Schail, 1967) states that every person has three types of vocabulary as follow:

- 1) Active vocabulary is the words we customarily use in speaking and probably runs from 500 to 1000 words.
- 2) Reserve vocabulary is the word we know but we rarely use in speaking, we use them in writing.
- 3) Passive vocabulary is the words we recognize vaguely, but are not sure of the meaning, we never use them in either speaking or writing.

Terry in Karim (2000) divides vocabulary into four parts, they are:

- 1) Active Vocabulary

Numbers of words that are used by an individual as opposed to number she/he is able to understand.

2) Basic Vocabulary

Words and idiomatic expression is necessary for minimal use and working knowledge of a language.

3) Passive Vocabulary

Numbers of words understood by child as opposed to the number of words used.

4) Vocabulary Growth

Development of vocabulary with age, the speed of development depends on intellect and linguistic environment.

**c) The Importance of Vocabulary**

Students can improve their listening, speaking, reading, and writing skills by having a large vocabulary. Not only in the way they comprehend language, but also in the way they produce it. There's no doubting that mastering a language without learning or comprehending a certain amount of vocabulary will be difficult.

McCarthy & Schmitt (1997: 140) stated, vocabulary is required at all levels of language development. Furthermore, (Varmeer, 1992:147) claims that knowing language is the most significant aspect of obtaining knowledge and understanding. The majority of learning a new language entails acquiring new phrases. Grammatical comprehension does not imply a high level of proficiency in a language.

Vocabulary is taught for a variety of reasons: (1) because of the numerous researches on Vocabulary, teaching students that vocabulary is directed to beneficial phrases can provide Positive abilities practice; (2) because a teacher is confronted with pupils who have limited Vocabulary. Students desire to continue their academic studies for several months in order to Learn new language, and (3) students and researchers believe that vocabulary is critical to learning.

#### **d) Aspects of Vocabulary**

According to Harmer (1991:158), “Knowledge a vocabulary involves “knowing about meaning, word use, word creation, and word grammar.” This is comparable to Lado’s (1957) belief that some parts of vocabulary must be understood, such as word meaning, spelling, pronunciation, word classes, and word use. This is similar to Lado’s opinion (1957) that there are some aspects that have to be known in vocabulary, such are word meaning, word spelling, word pronunciation, word classes, and word use.

##### 1) Meaning

The meaning of the word has an impact on this, and it must be adjusted to the context. Consider the word novel. Novel words can be classified into two different word classes. If in noun or verb class, novel means reading a book. An example sentence is I have read this novel yesterday. On the other hand, the word novel can also be included in the category of adjectives or adjectives meaning “new”, “different”, or “unusual”. An example sentence would be This is a new approach to fixing the problem.

## 2) Spelling

The technique of forming phrases by arranging letters, the writing of phrases in a consistent order with the primary letters and diacritics, and the connecting of letters that make up a word or section of a phrase. What is meant by spelling is the appearance of the word.

## 3) Pronunciation

The way a language, a specific word, or a set of sounds is uttered is referred to as pronunciation. “pronunciation of a language is the mixing of the principal components of speech,” according to (Hewings, 2004: 3)

## 4) Word classes

Word classes or elements of speech. Hatch and Brown’s opinion (1995) that “the word classification based on their purposeful classes that are referred to as part that speech”. Nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections are examples of parts of speech.

## 5) Use

According to Nation (2001:1), “there are several approaches to draw attention to the use of words by showing quickly the grammatical pattern that corresponds to the word (countable/uncountable,transitive/intransitive, etc.), providing several similar collocations, mentioning any rules regarding usage. Words (formal, informal, rude, most simply used with children, and so on), and provide a widely known opposite or well-known word that describes the organization.

### e) **The Technique of Teaching Vocabulary**

One of the least important teacher responsibilities is teaching vocabulary, yet it is critical to understand learner strategies. According to Schmitt and McCharty (1997: 208) and (Stuard G. R., 2003), there are Four types of vocabulary learning strategies:

#### 1) Discovery Strategies

When novices don't understand words, they should try to figure out what they mean by Guessing from the language's structure, assuming from the cognate, assuming from Context, assuming from reference material, or assuming from others.

#### 2) Social Strategies

The social strategy of asking someone who is aware of is the second way to learn something That meanings.

#### 3) Memory Strategies

The majority of memory tactics involve linking the word to be remembered with a few earlier Pieces of information from pupils, as well as employing a few different shapes of pictures or grouping. That image/imagination, similar and unrelated words, groupings, and other Techniques are used on this level.

#### 4) Cognitive Strategies

Brown and Payne divide the process of learning vocabulary into five steps:

- a. Obtaining Sources for encountering new phrases;

- b. Obtaining a clear impression of the new words' Shapes, either visually or auditorily, or both;
- c. Understanding the phrases' meanings;
- d. Forming a strong cognitive relationship between the paperwork and the phrases' meanings, and
- e. employing phrases.

(Gaims and Redman (2003), they mention two technique if teaching vocabulary. There are visual technique and verbal technique.

#### 1) Visual Technique

##### a. Mime and Gestures

In this technique, the teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, whiteboard, board marker, clock, and so on. In using command, a teacher can give command such as open the window; open your book, etc. another example is teaching part of body, a teacher can give command such as raise your hand, put right on your head, etc.

##### b. Visual Aids

In this technique, the teacher can use pictures, photographs, flashcards, and whiteboards as the visual aid. One of the visual aids that possibly used is whiteboards.

The picture for vocabulary teaching come from many sources. It can be from the magazine, newspaper, or the students handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of

vocabulary is in the students mind before he is given the English word because he can understand it from the picture.

## 2) Verbal Technique

### a. Use of Illustrative Situations (Oral or Written)

This technique can be useful when the words are abstract. In this technique teachers just explain the word so that teachers should use more than one situation or context to ensure that students understand what they explained.

### b. The Use of Synonym and Definition

Synonym can be called the words that have similar meaning with other words. Teachers often use this technique to low level students; it would be justifiable at low levels to tell students that miserable mean very sad. Secondly, it is commonly used with higher level students and subsequently qualified, such as Male means man.

### c. Contrasts and Opposites

In this technique, the teacher asks the students the opposite of something, for example, what is the opposite of sweet? What is the opposite of clever? etc.

### d. Scales

It can be useful way to get new vocabulary if students have learned contrasting or related gradable items. If students know „hot“ and „cold“

teachers can ask students a framework for feeding in „warm“ and „cool“ and later „freezing“ and „boiling“.

e. Example of the Type

The teachers can use illustration to get the meaning of subordinates, such furniture, vegetables, and fruits. It is a common produce to exemplify them e.g. table, chair, and bed are all furniture.

**f) Translation**

Translation is changing some words or sentences from second language or other language to native language with similar meaning. It is one of traditional method. This technique is usually used by the teachers when they taught vocabulary or text in teaching learning process.

Translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.

According to Saraswathi (2014), in her book entitled “English Language Teaching Principle and Practice”, technique for teaching vocabulary is the teachers should consider the following:

- 1) At the elementary stage, teachers should use objects or real things to translate target language that is being studied into mother tongue. For example: pictures, slides, and labels.



- 2) Using gestures and symbols. It means that teachers should practice by doing action to explain words that is being studied like smile, jump, and walk.
- 3) At a higher level, teachers can use known vocabulary to teach unknown vocabulary, such as teachers can ask synonym, antonym, and hyponym some words to enrich the students' vocabulary. For example:

⇒ Synonym = appealing, charming, charismatic, captivating

⇒ Antonym = arrive X depart

⇒ Hyponym = zebra, cat, donkey, snake (animals)

- 4) Using words set or words categories.

For example:

⇒ Pen, pencil, ink, paper (stationery)

⇒ Breakfast, lunch, dinner, supper (meals)

⇒ Menu card, waiter, tips, appetizer, dessert, soup, bill, buffer (words associated with a restaurant)

- 5) Teachers can ask the definition and paraphrase some words to the students.

For example: a sonnet is a poem of 14 lines.

- 6) Teachers can ask the students some words based on the situation. For example: When you are thirsty, you drink water. When you are hungry, you eat food.

### **3. Concept of YouTube**

#### **a) Definition of YouTube**

Nur Rohim (2019:20) YouTube according to Dr. Rulli Nasrallah is internet-based social media with video content, in that media Someone can provide various

information by creating a channel. The owner of the channel is the audience that has an account. From each on this channel, users can upload videos in various categories. The video upload process is like a picture on a television channel Packed on social media.

YouTube is a video site that provides various information in the form of a “moving image” and reliable. This site is provided for Those who want to do a video information search and watch it directly, we can also participate in uploading videos to YouTube server and share it worldwide. YouTube is a site Popular video sharing site where users can load, watch and share video clips for free. Generally, videos on YouTube are video clips, movies, TV and videos created by its users alone. One of these services from Google, facilitates its users to upload videos and they can be accessed by other users from all over the world free. (Lingga, 2019: 264) confirms that basically YouTube is a website that facilitates its users to share videos that they have, or limited to enjoying various uploaded video clips by various parties. There are various kinds of videos that can be uploaded to this site, such as music video clips from certain musicians, video tutorials various activities, and many more.

From the definition above it can be concluded that YouTube is online media used by all groups, both in Indonesia as well as abroad, they use YouTube to get information or as entertainment for people who often watch YouTube. Not only that most of them have a YouTube account that is used as a medium for sharing experiences and knowledge.

(Yunita, Rini, Puspita, Ningrum, 2018:33-34). Estimated duration of 20 hours videos are uploaded to YouTube every minute with 6 billion daily viewers YouTube has now become a variety of needs from its users. The features offered with the current advancements in YouTube technology are numerous help from various aspects of needs, some of the features on YouTube are as follows:

a) Looking

This feature is used to write down anything you want to see or highlight downloads like animations, music, movies, etc.

b) Video uploader

Upload or upload videos is a place to upload videos what you want, like a self made video or any other video.

**b) YouTube Characteristics**

There are characteristics of YouTube, which are as follows:

a. There is no duration limit for uploading videos

This is what makes the difference YouTube with several other applications that have duration limits Minimum time such as Instagram, snapchat, and so on.

b. Accurate starting security system

YouTube limits its security by not allowing videos that contain sara, are illegal, and will Provide a confirmation question before uploading a video.

c. Paid

Right now like what's going viral everywhere, YouTube offering offers to anyone who uploads their videos to YouTube and get at least 1000 viewers or viewers, then it will given an honorarium.

d. Offline system,

YouTube has a new feature for users to Watch the video offline but before that the video must be downloaded first.

e. A simple editor is available,

In the initial menu uploading videos, users Will be offered to edit first. Menus offered Is to trim the video, filter the colour or add a displacement effect videos.

**c) Benefits of YouTube**

Faiqah, et al. (2016:261-263) says that YouTube too Has benefits, namely:

a. Source of Information

YouTube can be a source of information for most people. We can see for ourselves a lot of information about various things. For example, a review of an item, news, passing, infotainment, information on tourist attractions and much more.

b. Promotion media

One of the benefits of YouTube can be a promotional medium for people who have a product you want to promote. We You can also promote anything here, from services, products, tourist spots and so on even the movie trailer is also included promotion.

c. Access Streaming Videos

Broadcasts aired on local, national and even television international, can be accessed via YouTube, whether the broadcast is about nor has it been broadcast.

d. Provide free service

In general, YouTube offers a free service in particular to enjoy and access the videos included in the system.

e. Download some specific videos

YouTube allows users to download multiple certain videos. Such videos are usually HD or high definition so if a user wants watching a video many times, he just needs to download it.

f. Access informative videos

If you pay attention to broadcast television shows lately, often will meet a lot of information behind Courtesy: YouTube at the bottom of the television screen. This indicates that the team creatives of the events often use YouTube as a reference in compiling events content.

g. Support the entertainment industry

YouTube helps users to access videos They want video clips of singers or bands favorite, movies of favorite actors, actresses or directors, shows that Is on and so on. Some of the videos are of the entertainment genre, including streaming entertainment broadcasts they spend time, so YouTube presence here plays an important role in the success and advancing the world entertainment industry.

#### **d) Pros and Cons of YouTube**

YouTube has the advantage of being a source of information various parties, to be a good promotional media, a source of good entertainment rich in creativity, a source of income, sharing activities with live streaming. While the shortage of YouTube media is still a lot hoax news, there is still inappropriate content for viewing children under age, there are still many adult videos that accessible to anyone, and much more. As for the advantages and the disadvantages of YouTube are as follows:

##### **a. Excess**

- 1) With YouTube we can view and take various videos That we haven't seen on before, so we don't missing information or infotainment.
- 2) Inside YouTube there is a "search" menu so that when we enter the name or type of video you want to take then it will automatically and quickly the video that we want will appear.
- 3) YouTube there are various types of video formats that we can choose from according to the video player application that we have.
- 4) The video images on YouTube are good so we are comfortable and It's clear when you watch it.

##### **b. Lack**

- 1) If our internet connection is slow or slow loading, then Even taking videos on YouTube will be disturbed and maybe we Will wait until it recovers.
- 2) Videos on YouTube generally have size or capacity very large.

- 3) YouTube does not provide a video capture application on the website, so we have to look for other applications such as KeepVid and YouTube Downloader.
- 4) YouTube provides video upload facilities for anyone, so that here it can be abused by parties who do not responsible. For example, upload porn videos and videos About humiliation of certain groups.

#### **4. YouTube Videos**

##### **a) YouTube as multimedia to teach vocabulary**

Multimedia is a tool that provides new power in education by incorporating several fundamental sorts of media such as text, video, sound, graphics and animation into the learning atmosphere. YouTube is an online video platform that is widely accessed by the public (Thamarana, 2017).

In this modern era technology becomes a part of a student`s life. Social media YouTube becomes the hottest topic for discussions because it can be used for searching some sources of information and knowledge that Indonesia society accesses the most from several channel YouTube. 97.4 percent; of Indonesians have access to accounts social media including YouTube. The increasingly widespread use of social media YouTube sites makes it easy for people to share information, even more so with the development of smartphones in today`s society. In the era of globalization, English is very important and every helpful in several countries in the world, especially in our country Indonesia. Learn English becomes a need for education, information, and social life. In era digital, everyone has access to the digital world and can afford it great knowledge.

YouTube was created as platform for various videos that have the potential to education. According to Maness (2004:46) as has been observed by many researchers, students can get positive indicators when they watch authentic and real clips. Research from Abidin, et al (2011: 23), explains that students who watch English videos on channel YouTube can improve their vocabulary list. This matter important for students take utilise for technology as an opportunity to learn more English specifically to increase their vocabulary.

YouTube is one of the most popular video sharing services on the internet today (Snelson, 2011), YouTube is a medium that can be a support in learning vocabulary because there are many choices of learning videos with various themes. According to Budiargo (2015 : 45) YouTube is an online video and the main use of this site is as a medium for searching, viewing and sharing original videos to and from all corners of the world via a web. YouTube is one (you could even say the biggest) website that makes it easy for internet users to upload and watch the videos we have. With inclusion YouTube as an alternative learning media, it is hoped that students can improve their language skills and integrate technology into educational programs.

YouTube can also stimulate active learning and provide additional knowledge beyond the expected capabilities. The influence of watching English YouTube channels can increase student achievement in mastering their vocabulary because YouTube can be a learning resource and learning media that can meet the demands of the digital generation. YouTube can increase interest and support the learning style of the digital generation. Apart from that, YouTube also provides hundreds of



thousands of videos with various topics that can be integrated into learning English vocabulary in class so as to increase student achievement in learning vocabulary. YouTube will also become a vast library of free videos for students which will encourage them to become independent learners and memorize more and more English vocabulary from each material provided, so they are able to master the four language skills well. In addition, the YouTube media is expected to be useful for educators in creating a more enjoyable learning atmosphere.

#### **b) The advantages of using YouTube in school learning**

Nowadays, there are some unique techniques to teach students in order not to get them bored. One of them is YouTube. YouTube is an effective media to teach students. Using YouTube is one of teachers' strategy to make their students get better understanding of the material. There are many videos that can be watched on YouTube, the videos are very various. So, we just need to type the keyword then what we are searching will directly find.

There are some benefits of YouTube as a learning media, those are:

##### **1. Informative**

informative is what it means YouTube can provide information Including various developments technology and science are very common today.

##### **2. Cost effective**

The point is YouTube is accessible for free over the internet.

##### **3. Potential**

That means it is very popular and there are many videos on YouTube. So that it gives Influence on education.

4. Practical and complete

It means that YouTube can be used with ease from all quarters and a lot of video footage as a source of information.

5. Shareable

YouTube video can be distributed to other sites with how to share the links on video.

6. Interactive

It means YouTube can facilitate discussions through the commentary columns of the video.

Other benefits of YouTube are it can make the students more confidence after watching the video and practice it, it is also easy to be accessed wherever and whenever the main point we are connected with the internet, it also gives new situation in the class when the teacher uses YouTube as learning media. The students will not only get new vocabulary but also the way how to pronounce it. Teachers has new strategy in teaching their students in the class, this helps them to make their students get interested in the new learning. This new thing will upgrade the students' quality in improving English skill. It reduces inferiority.

**c) The effectiveness of using YouTube in increasing students' vocabulary**

Regular learning and fun will be very effective for help students to master vocabulary. Study routines not only can be done by teachers at school but of course

also by the parents at home. Therefore, parents need to be provided with technical knowledge vocabulary teaching. Teaching English with video will make them enjoy the learning process. It is important for the teacher to make their students feel comfort on their learning process.

Teaching students using YouTube as a learning media is effective to increase the students' vocabulary mastery. Because the students will find new vocabulary and they will note it then practice. This learning can be learnt at home easily because the media is YouTube, the website that is full of video. It provides variety in vocabulary teaching.

Most of students prefer using YouTube as learning media in increasing their vocabulary. The process of the learning is attractive and interesting. It makes them to learn faster and better.

The latest survey's college students also agreed that incorporating YouTube videos into classroom activities inspires them to study and increases their attention because it is appealing to 73 percent of them and pleasurable to 77 percent of them. It will also encourage them to learn more in order to expand their expertise.

The students are able to catch the material easier and memorize it well without having bored at all. As a result, it can be stated that using YouTube as a learning media is one of the solutions for motivating kids to learn something new, and it is also a very effective way for them to learn in the classroom.

## **B. Relevance Study**

In this study, researchers have taken several studies that have links with research researchers, namely:

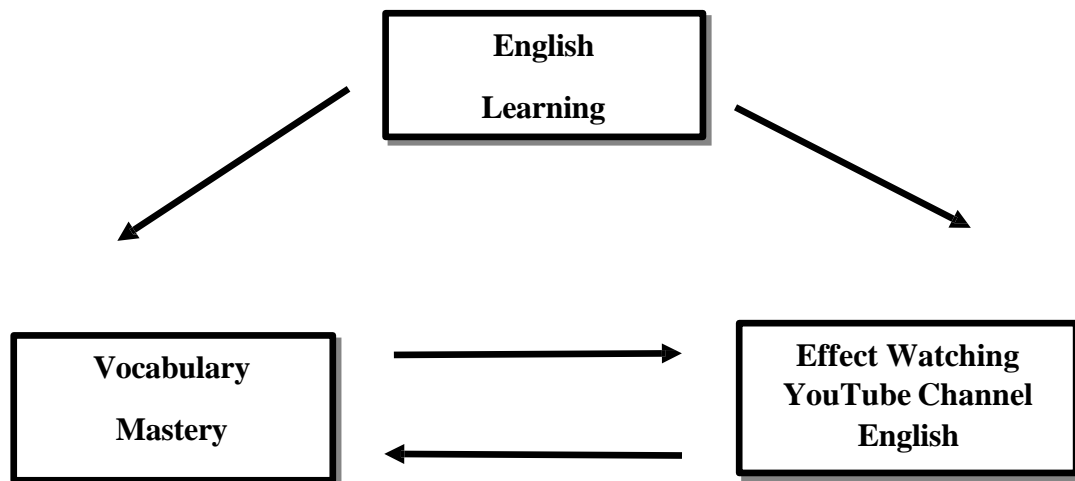
1. “The Implementation of YouTube in Teaching Vocabulary for Young Learners” by Hakim (2019). In the article used quantitative and qualitative methods in research. The results obtained show that the use of YouTube in learning is very effective in learning vocabulary mastery for students young and students who are taught using YouTube are very masterful vocabulary. In conducting class observations and questionnaires, the use of YouTube can motivate students in learning vocabulary and get student improvement in using YouTube for Vocabulary acquisition for young learners.
2. “The Impact of Using YouTube Videos on Learning Vocabulary in Saudi EFL Classrooms” by Kaboha and Elyas (2015). In this research journal, they examines the impact investigation of the use of YouTube video clips during reading activities to increase vocabulary in Saudi EFL classes using students as participants, and getting positive results towards the use of YouTube videos in facilitating students in learning new vocabulary. In choosing video material for students, they can carry out the process learning in increasing motivation to learn the target language.
3. “The Effectiveness of Using YouTube for Vocabulary Mastery” by Heiyanto (2015). Research investigates the mastery achievement of students vocabulary towards use of YouTube in increasing vocabulary. Results found indicates that YouTube offers a significant change with the effect given to students on their

vocabulary. This researcher too export student results that look significant in learning outcomes vocabulary, where the results are found based on the results obtained with foreign language learning context and teacher.

The application of using YouTube videos really helps students in increasing their vocabulary. Their research really helped the writer to conduct the writer's research because the writer also raised the same problem even though the writer highlighted the effect of the English YouTube channel that the students watched could improve their achievement in students' mastery of English vocabulary.

### C. Conceptual Framework

The underlying theoretical framework of this research can be illustrated diagrammatically as follows:



The conceptual framework above explains the process of doing the research and result of the research. To input of the research is the variable refers to the material that used to know the effect in watching English language YouTube

channels and on the students' achievement in vocabulary mastery. The research process is to answer the vocabulary tests watching YouTube channels English. In the end, this research aims to determine the results of existing independent variables a significant effect of watching English YouTube channel on the students' achievement in vocabulary mastery.

#### D. Hypothesis

According to Sudjana (2005:219), a hypothesis is a temporary assumption or conjecture about something that is made in order to explain something that is often required for checking. Based on the above conceptual studies found in the study, the hypothesis of the study as follows:

$H_0$  = There is no significant Effect of Watching YouTube Channel on the Students' Achievement in Vocabulary Mastery. Hypothesis accepted if  $F_{hitung} < F_{tabel}$  with degrees of freedom (dk) = n – 2 and 95% significance level.

$H_a$  = There is significant effect of Watching YouTube Channel on the Students' Achievement in Vocabulary Mastery. Hypothesis accepted if  $F_{hitung} > F_{tabel}$ .

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Location and Time

The location of this research was MTS Kesuma LKMD for the 2023/2024 academic year. This school is located in Jl. Nomorambe Jati kesuma Nomorambe kecamatan Nomorambe, Kabupaten Deli Serdang, Sumatera Utara. This research was carried out in the odd semester, academic year 2023/2024. The location is chosen because in this school, many students are still low in vocabulary.

#### B. Population and Sample

##### 1. Population

The population of this research was taken from school grade of MTS Kesuma LKMD at academic year 2023/2024, which consisted of four classes. There are VIII A consist of 24 students, VIII B consist of 24 students, VIII C consist of 26 students and VIII D consist 22 students. So that total number of population is 96 students, where the experimental class totaled 48 students and the control class totaled 48 students. Which all populations are used as research samples using total sampling.

**Tables 1 : Population**

No	Class	Population
1.	VIII A	24
2.	VIII B	24
3.	VIII C	26
4.	VIII D	22
Total		96

## 2. Sample

Total sampling technique was applied in this research, VIII- A, VIII- B, VIII- C and VIII- D MTS Kesuma LKMD, Namorambe was taken as the sample of this research. With the total 96 students. They it was devided into two groups, 48 students as the experimental group and 48 students as the control group. The sample of this study can be seen in the Table below.

**Tables 2 : Sample**

<b>No.</b>	<b>Class</b>	<b>Sample</b>
1.	Experimental Class	48
2.	Control Group Class	48
	<b>Total</b>	<b>96</b>

### **C. Research Design**

An experimental design was applied in this research. The sample was divided into two groups: experimental group and control group. Experimental a group of 48 students was taught using the technique of Watching English language YouTube channels and a control group of 48 students was taught without using an English YouTube Channel. In doing Experimental design, this research uses pre-test, treatment, and post-test. The pre-test was given to students vocabulary achievement before the treatment so that the researcher know now much students vocabulary understanding and post-test are given to find students vocabulary achievement after being taught by using English language YouTube channels.



#### **D. Instrument of the Research**

The instrument of this research was a test. The test was vocabulary test. Taken from Nur Zaida's English Language Competency Practice book in test assessment, the test was multiple choice with the total 15 questions and 5 for essay test each correct answer of the multiple choice was scored 1 and the essay test was score 1-5. So the maximum test score is 20.

#### **E. The Techniques of Data Collection**

The data collection techniques used in this study were

1. giving pre-tests to both classes
2. collecting worksheet
3. provided is treatment to the experimental group by watching YouTube channel
4. provided treatment to the control group without watching English YouTube channel
5. giving post-tests to both classes
6. collecting students' worksheets
7. scoring each student's sample answers

##### **1. Initial Test (Pre- test)**

Pre- test the first initial test was conducted before treatment in both the experiment class and the control class. The function of the pre-test was to find out the extent to which students have mastery of vocabulary before

using learning media using YouTube. For the experimental class and the control class.

## **2. Treatment**

The treatment was conducted after the pretest. In the experimental group, students was watching YouTube channel while the control group was without watching YouTube channel.

## **3. Final Test (Post Test)**

The post-test was given after treatment. The purpose of the post test is to find out whether there is an effect on students` achievement in vocabulary mastery using watching English YouTube or not.

## **F. The Techniques of Data Analysis**

In analyzing the data obtained from the results of the study was analyzed using descriptive and inferential statistics. Data collected comparisons were made in the form of pretest scores and post test scores. Then the two scores were compared to know a difference between the pretest score and the Post test score? Test ("t-test") tests of score differences are only carried out on the average of the two scores, for which a technique called the t-test is used. Therefore, there was One Group Pretest and Post test.

The researcher process and is quantitative in nature. The steps in compiling through this analysis process are as follows:

### 1. Average ( Mean )

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n} \text{Notes:}$$

$\bar{x}$  = Average count

$x_i$  = Data

$n$  = Amount of data

### 1. The Percentage (%) of the Average Value

$$P = \frac{f}{N} \times 100\%$$

Notes:

P = Percentage number

f = The frequency for which the percentage is sought

N = Number of samples of respondents.

In this analysis, the researcher determines the level of students' ability to master the subject matter according to the procedures applied by MTS Kesuma LKMD Namorambe.

#### a) Inferential Statistical Data Analysis

In using inferential statistics, the researcher uses the t statistical technique test. With the following stages:

$$t = \frac{\bar{d}}{\sqrt{\frac{\sum d^2}{n(n-1)}}}$$

Information:

Md= Mean of difference between pretest and post test

X1 = Students' achievement vocabulary mastery comprehension ability before

treatment (pretest)

X2 = Achievement vocabulary mastery comprehension ability of treatment students (posttest)

D = Deviation of each subject

$\sum X^2 d$  = Sum of squared deviations

N = Subjects in the sample

The steps in testing the hypothesis are as follows:

- a. Find the price of "Md" using the formula:

$$Md = \frac{\sum d}{N}$$

Information:

Md = Mean of difference between pretest and post test

$\sum d$  = Amount of gain (post test – pretest)

N = Subjects in the sample

- b. Finding the price of " $\sum d^2$ " by using the formula:

$$\sum d^2 = \sum d - \frac{(\sum d)^2}{N}$$

Information:

$\sum d^2$  = Sum of squared deviations

$\sum d$  = The sum of the gain (post- test- pre -test)

N = Subjects in the sample

a. Set a price  $t_{hitung}$  by using the formula:

$$t_{hitung} = \frac{\bar{Md}}{\sqrt{\frac{\sum D^2}{N(N-1)}}}$$

Informations:

$\bar{Md}$  = Mean of difference between pre-test and post test

$X_1$  = Students' achievement vocabulary mastery comprehension ability before treatment (pretest)

$X_2$  = Students' achievement vocabulary mastery comprehension ability after treatment (posttest)

$D$  = Deviation of each subject

$\sum D^2$  = Sum of squared deviations

$N$  = Subjects in the sample

a. Define decision rule or significant criteria significant test rule:

If  $t_{hitung} > t_{tabel}$  then rejected and accepted, meaning  $H_0$  the use of YouTube channel audiovisual learning media has the effect of increasing the ability of students vocabulary mastery in English subject of class VIII MTS Kesuma

LKMD Namorambe.

b. Set a price  $t_{hitung}$  by looking for the  $t_{Tabel}$  distribution  $t$  with a significant level  $\alpha = 0,05$  and  $dk = N - 1$

Make a conclusion whether use of YouTube media has an effect on increasing students achievement in students vocabulary mastery in English subject class VIII MTS Kesuma LKMD.

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. The Data Collection

1. The data of this study was taken from the score of pretest and post test for experimental group and control group.

**Tabel 3 score Pretest and Post test students` experimental group**

NO	Inisial Name	X1 (pretest)	X2 (post Test)	d= X2- X1	$\square^2$
1	AH	45	80	35	1225
2	AA	45	80	35	1225
3	AWS	15	80	65	4225
4	AAF	15	95	80	6400
5	AN	15	95	80	6400
6	AP	30	90	60	3600
7	AFS	40	90	50	2500
8	AA	25	75	50	2500
9	BA	25	75	50	4900
10	BN	25	95	70	900
11	BPP	50	80	30	5625
12	BZV	20	95	75	2025
13	BAV	45	90	45	3025
14	BAK	30	85	55	3600
15	CA	30	90	60	4900
16	CN	30	100	70	1600
17	CP	40	80	40	3600
18	CA	35	95	60	3600
19	DRS	35	95	60	6400
20	DW	15	90	80	625
21	DAB	65	90	25	625

22	DS	65	90	25	3025
23	DKS	25	80	55	625
24	DF	55	80	25	625
25	DCRP	553	80	25	625
26	FS	20	85	65	4225
27	FMT	20	85	65	4225
28	FMS	55	75	20	400
29	FF	55	85	30	900
30	IF	60	80	20	400
31	IS	60	100	40	1600
32	J	55	100	45	2025
33	MRAB	50	80	30	900
34	MH	65	85	20	400
35	MS	25	85	60	3600
36	NPA	20	90	70	4900
37	NWD	45	80	35	1225
38	PA	30	75	45	2025
39	PS	40	95	55	3025
40	RA	35	85	50	2500
41	RS	65	80	15	225
42	RTA	15	85	70	4900
43	RGP	55	95	40	1600
44	ST	25	80	55	3025
45	SS	50	80	30	900
46	SA	55	95	40	1600
47	SR	40	95	55	3025
48	TA	55	95	40	1600
Total		1860	4077	2300	123300

To find the average value of pretest students in class experiment VIII A MTS Kesuma LKMD Namorambe Sumatera Utara. Can be seen in the Table below:

**Tables 4 Calculation to find the mean value of the student pretest average**

X	F	FX
15	5	75
20	4	80
25	6	150
30	5	150
35	3	105
45	4	160
45	4	180
50	3	150
55	8	440
60	2	120
65	4	260
Total	48	1870

from the results of the data above, it can be seen that the value of  $\sum \square \cdot \square$  = 1870, while the value of N is 48. Therefore, the average value (mean) can be obtained as follows:

$$\bar{X} = \frac{\sum_{i=1}^n \square \cdot \square}{n}$$

$$= \frac{1870}{48}$$

$$= 38.95$$

**Table 5 Calculation to find the mean value of the student post test average**

X	F	FX
75	4	300
80	14	1120
85	8	689
90	8	720
95	11	1045
100	3	300
Total	48	4165



$$\begin{aligned}
 &= \frac{\sum_{i=1}^n x_i^2}{n} \\
 &= \frac{4165}{48} \\
 &= 86.77
 \end{aligned}$$

From the above calculations, It was obtained that the pretest score of the experimental class in English the students achievement in vocabulary mastery before using media YouTube method treatment, which was 38.95 while the post test score of the experimental class increased more after using media YouTube channel with an average value of 86.77. This shows that there is an effect in using media YouTube channel strategy on class VIII students of MTS Kesuma LKMD Namorambe which is categorized in the guidelines for mastering learning material in accordance with the procedures designed by MTS Kesuma LKMD in English lessons, then the information of students can be seen in the following Tabel:

**Tables 6 Pretest achievement vocabulary mastery**

Interval	Categori	Frekuensi(f)	Percentage(%)
85-100	Very high	30	0.62
65-84	High	18	0.38
55-64	Medium	0	0
35-54	Very low	0	0
0-34	Low	0	0
Total		48	1

Based on the data can be seen in the Tables above, it can be concluded that the student learning outcomes at the pretest stage were achieved using a multiple

choice 15 and essay 5 questions instrument with a total of 20 questions. There are students who get very low scores, namely 0 students; high scores of 18 students, or 0.38%; and very high scores of as many as 30 students, or 0.62%. Looking at the percentage results obtained researchers, it is said that the level of students' achievement vocabulary mastery after applying the learning using YouTube media is high, which is 86.77, so that researcher can conclude that using English language YouTube channel to increase students vocabulary shows very effect results for students after using YouTube media in MTS Kesuma LKMD so that it can increase students knowledge in achievement students vocabulary mastery.

**Tables 7 Description of students achievement of vocabulary mastery in English subjects post test**

Interval	Category	Frekuensi	Percentage(%)
0-64	Not Complete	0	0
65- 100	Complete	48	1
Total		48	1

So from the criteria for the completeness of student learning outcomes determined by the researcher, namely if the number of students who reach or exceed the KKM Value (75) is at much as 75%. So it can be concluded researcher that the vocabulary comprehension ability of student in English class VIII A MTS Kesuma LKMD Namorambe Sumatera Utara has not met the criteria for effective reading comprehension ability because 48 students are complete 1%.

2. Description of (Post Test) of Students Achievement in Mastery English Vocabulary for Class VIII MTS Kesuma After using English YouTube Channel.

During the research activities at school there were changes in the class after being given treatment. Changes in students' vocabulary mastery whose data were obtained researcher after being given a post test. These changes can be seen in the following Tables data:

Data on the acquisition score of students' vocabulary mastery in English class VIII MTS Kesuma LKMD after use of English YouTube Channel.

**Tables 8 Score Post test and pretest Students' Control Group**

NO	Inisial Name	X1 (pretest)	X2 (post Test)	d= X2- X1	$\square^2$
1	AK	60	80	20	400
2	AQ	55	80	25	625
3	AY	35	100	65	4225
4	AC	30	80	50	2500
5	AN	50	95	45	2025
6	AZ	40	75	35	1225
7	BP	25	85	60	3600
8	CT	65	95	30	900
9	DR	55	85	30	900
10	DA	55	80	25	625
11	DS	35	80	45	2025
12	IH	25	80	55	3025
13	IM	65	85	20	400
14	AP	40	95	55	3025
15	AF	45	95	50	2500

16	AD	20	95	75	5625
17	AR	65	80	15	225
18	BSA	40	90	50	2500
19	DLS	20	100	80	6400
20	DSA	50	90	40	1600
21	ER	50	80	30	900
22	FA	30	75	45	2025
23	FF	30	75	45	2025
24	HSB	55	85	30	900
25	INH	25	95	70	4900
26	IS	25	95	70	4900
27	IC	45	80	35	1225
28	LL	20	80	60	3600
29	MFIL	60	85	25	625
30	MF	15	100	85	7225
31	MG	15	90	75	5625
32	MHAR	55	75	20	400
33	NM	55	95	40	1600
34	NL	15	90	75	3625
35	NR	20	85	65	4225
36	NFRN	15	85	70	4900
37	NAFD	15	80	65	4225
38	NRS	55	90	35	1225
39	RW	35	95	60	3600
40	RAF	45	95	50	2500
41	RFK	45	90	45	3025
42	R	25	80	55	3025
43	RMI	65	80	15	225
44	RA	40	80	40	1600
45	SF	30	90	60	3600
46	SB	30	95	65	4225

47	SR	55	85	30	900
48	VT	25	90	65	4225
Total		1870	4165	2265	728725

To find the mean (average) of the post test scores of the VIII B class control group students of MTS Kesuma LKMD in the following Tables:

**Tables 9 Calculation Tables to find the mean (average) value of pretest scores control**

X	F	FX
15	4	60
20	2	40
25	7	175
30	3	90
35	4	140
40	4	160
45	6	270
50	3	150
55	8	440
60	3	180
65	4	260
Total	48	1965

From the data on the pretest results above, it can be seen it can be seen that the value of  $\sum f \cdot x = 1965$ , while the value of N is 48. Therefore, the average value (mean) can be obtained as follows:

$$\begin{aligned} \bar{X} &= \frac{\sum_{i=1}^k f x_i}{n} \\ &= \frac{1965}{48} \\ &= 40.93 \end{aligned}$$

**Tables 10 Calculation Tables to find the mean (average) value of post test scores**

X	F	FX
55	9	496
65	15	975
70	11	770
75	10	750
80	3	240
Total	48	3231

From the data on the post test results above, it can be seen it can be seen that the value of  $\sum f \cdot x_i = 3231$ , while the value of N is 42. Therefore, the average value (mean) can be obtained as follows:

$$\begin{aligned}\bar{x} &= \frac{\sum_{i=1}^k f x_i}{n} \\ &= \frac{3231}{48} \cdot 100 \\ &= 67.33\end{aligned}$$

From the results of the above calculations during the research activities, the value obtained researcher from the average value of students in vocabulary mastery in English language subjects in class VIII B MTS Kesuma LKMD Namorambe. After the application of using English language YouTube channel media is obtained 66.78 of the ideal score of 80. On the subject matter mastery guidelines in accordance with the procedures designed by MTS Kesuma LKMD Namorambe, the student information can be seen as follows:

**Tables 11 Vocabulary achievement mastery skill level post test**

Interval	Categori	Frekuensi(f)	Percentage(%)
85-100	Very high	2	0.04
65-84	High	36	0.75
55-64	Medium	0	0
35-54	Very low	0	0
0-34	Low	10	0.20
	Total	48	1

Based on the data that can be seen in the Tables above, it can be concluded that the learning outcomes of control class students are lower than those of the experimental class. Researcher used multiple choice 15 and essay 5 instruments with a total of 20 questions. If categorized, students who get low scores are 10 people or 0.20% and students who get high scores are 4 people or 0.4% and students who get high scores are 36 people or 0.75. Looking at the percentage results obtained by researcher, it is said that the level of students' ability in mastery applied Vocabulary is relatively low, which is 67.33.

**Tables 12 Description of Vocabulary achievement mastery English subject post test**

Interval	Category	Frekuensi	Percentage(%)
0-64	Not Complete	0	0
65- 100	Complete	48	1
Total		48	1

So from the criteria for the completeness of student learning outcomes that have been determined researcher, namely, if the number of students who reach or exceed the KKM (75) is 34%, So it can be concluded r that the Vocabulary mastery ability of control class students in English subjects in class VIII Kesuma LKMD Namorambe, meets the criteria for Vocabulary achievement mastery ability, which is very influential with the value of all students who have completed 48.

### **B. The Data Analysis**

The effect of using YouTube channel on students` vocabulary mastery achievements in English on students in class VIII of MTS Kesuma LKMD Namorambe. In accordance with the research activities carried out direct researcher at MTS Kesuma LKMD, this research is in accordance with the research hypothesis, namely " there is an effect of the use achievement of mastery students vocabulary in English subjects. Then the technique used is the technique used to test the hypothesis is an inferential statistical technique using the t-test. The following is the score in pretest and post test data analysis Tables:

**Tables 13 Analysis Score Pretest and Post test class experimental**

NO	Inisial Name	X1 (pretest)	X2 (post Test)	d= X2- X1	$\square^2$
1	AH	45	75	30	900
2	AA	45	75	30	900
3	AWS	15	75	60	3600
4	AAF	15	75	60	3600
5	AN	15	80	65	4225



6	AP	30	80	50	2500
7	AFS	40	80	40	1600
8	AA	25	80	55	3025
9	BA	25	80	55	3025
10	BN	25	80	55	3025
11	BPP	50	80	30	900
12	BZV	20	80	60	3600
13	BAV	45	80	35	1225
14	BAK	30	80	50	2500
15	CA	30	80	50	2500
16	CN	30	80	50	2500
17	CP	40	80	40	1600
18	CA	35	80	45	2025
19	DRS	35	85	45	2025
20	DW	15	85	65	4225
21	DAB	65	85	20	400
22	DS	65	85	20	400
23	DKS	25	85	60	3600
24	DF	55	85	30	900
25	DCRP	55	85	30	900
26	FS	20	85	65	4225
27	FMT	20	85	65	4225
28	FMS	55	85	30	980
29	FF	55	90	35	1225
30	IF	60	90	30	900
31	IS	60	90	30	900
32	J	55	90	35	1225
33	MRAB	50	90	40	1600
34	MH	65	90	25	625
35	MS	25	90	65	4225
36	NPA	20	90	70	4900

37	NWD	45	90	45	2025
38	PA	30	90	60	3600
39	PS	40	95	55	3025
40	RA	35	95	60	3600
41	RS	65	95	30	900
42	RTA	15	95	80	6400
43	RGP	55	95	40	1600
44	ST	25	95	70	4900
45	SS	50	95	45	2025
46	SA	55	95	40	1600
47	SR	40	95	55	3025
48	TA	55	95	40	1600
Total		1860	4120	2240	114250

### C. Testing Hypothesis

The steps in calculating hypothesis testing are as follows:

1. Find the price of "Md" by using :

$$Md = \frac{\sum d}{N}$$

$$= \frac{2240}{48}$$

$$= 46.66$$

$$= 46.66$$

2. Find the price of " $\sum d^2$ " by using the formula:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 114.250 - \frac{(2.240^2)}{48}$$

$$= 114.250 - \frac{5.017.600}{48}$$

$$= 114.250 - 104.533.33$$

$$= 9.716,67$$

### 3. Determining the price of $t$

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 - d}{N(N-1)}}$$

$$t = \frac{46.66}{\sqrt{\frac{9.716.67}{48(47)}}$$

$$t = \frac{46.66}{\sqrt{\frac{9.716.67}{2.256}}}$$

$$t = \frac{46.66}{\sqrt{4.307}}$$

$$t = \frac{46.66}{2.05}$$

$$t = 22.76$$

### 4. Determine the price of $t$

To find  $t$  researcher use the t distribution Tables with a significant level  $\alpha = 0.05$  and d. b =  $N - 2 = 48 - 2 = 46$  then obtained  $t_{0.05/2} = 0.025$ . After obtained  $t_{h} = 22.76$  and  $t_{table} = 2021$  then obtained  $t_{h} > t_{table}$  or  $22.76 > 2021$ . So it can be concluded that  $H_0$  is rejected which reads that there is no effect in the use of YouTube channel media on students' vocabulary mastery achievements in

English for students of VIII MTS Kesuma LKMD Namorambe, and  $H_1$  is accepted which reads that there is an effect in the use of YouTube channel media on students' vocabulary mastery achievements in English for students at MTS Kesuma LKMD

Namorambe Sumatera Utara.

Based on the results of the research described in section B, namely the results of the research during the sample data collection above and in this section B, a Discussions of the results of descriptive statistical analysis of the students' pretest and post test scores can be described as follows:

**a. Students' pretest scores before using watching YouTube channel**

Based on the processing of the descriptive data results above, the data above shows the achievements vocabulary mastery of students in class VIII A can be concluded that the student learning outcomes at the pretest stage were achieved by using a multiple choice 15 and essay 5 question instrument with a total of 20 questions. There are students who get very low scores, namely 0 students; high scores as many as 18 students or 0.38% and very high scores as many as 30 students or 0.62%. with an average score of 38.95 Seeing the results of the existing percentage, it can be said that the learning outcomes of students before the e of YouTube channel media are low.

**b. Students' post test scores after using watching English YouTube channel**

Based on the results of the previous descriptive data processing, it appears that understanding in class VIII A was low before using of YouTube channel media. After using YouTube channel media, student learning outcomes have increased, as can be seen from the results of the student post test, which had an average value of 84.77. So student learning outcomes after using the YouTube

channel media have been better compared to the lecture method applied at school so far. In addition, the percentage of students' achievements vocabulary mastery category completeness in the YouTube channel media in English subjects has increased, namely, there are no students or 0% who are in the very low, low, medium, high, and very high categories. While there were 30 students, or 0.62%, who got high scores, and 18 students, or 0.38%, got very high scores, Then, after use of YouTube channel media, which was applied at MTS Kesuma LKMD, especially in the VIII A experimental class, the completeness of student learning outcomes reached 100%, where all students completed learning. The percentage that can be said to be complete after using YouTube channel media with a high category is 86.77%.

#### **D. Findings and Discussions**

##### **a. Findings**

Based on the results of inferential statistical analysis using the t test, it is known that the  $t_{hitung}$  value is equal to 22.76 with a frequency (dk) of  $48-2 = 46$ , with a significant level of 5% obtained  $t_{tabel}$  2021. Therefore  $t_{hitung} > t_{tabel}$  at a significant level of 0.05, so it can be concluded that the null hypothesis  $H_0$  rejected which reads that there is no effect in the use of YouTube channel media on students' vocabulary mastery achievements in English for students of VIII MTS Kesuma LKMD Namorambe, and  $H_a$  accepted which reads that there is an influence in the use of YouTube channel media on students' vocabulary mastery achievements in English for students of VIII A MTS Kesuma LKMD Namorambe.

From the results of the data analysis above, it shows that there is an effect of YouTube channel media on students' vocabulary mastery achievements in English for students' junior high school in MTS Kesuma LKMD Namorambe. It was concluded that there was an increase in student learning outcomes on students' achievement vocabulary mastery abilities after using YouTube channel media.

#### **b. Discussions**

The data analyzed this researcher is the result of the English learning data of VIII grade students at MTS Kesuma LKMD Namorambe, Junior High School in the form of modal verbs will and can. Data from the post-test results given at the end of the student's study. In this study, the researcher divided the participants into 2 groups, namely the experimental group and the control group where the object sample was made up of VIII junior high school in MTS Kesuma LKMD Namorambe. The score of students' English learning outcomes is a result of the use of YouTube channel media in the experimental group, so the results of the high average score are 94.18. This strategy has an effect on increasing scores in the experimental group by using YouTube channel media, while the control group that is not given the application using YouTube channel media gets low scores, s g an average score of 67.33. This shows that the use of YouTube channel media has an effect on increasing students' vocabulary mastery.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. CONCLUSION

Having analyzed the data, conclusions can be drawn as in the following, There is a significant effect on the students' achievement in vocabulary. From this research the t-hitung was greater than t- table which was proven from the result of computation in t-test showed that  $t_{hitung}$  was higher than  $t_{table}$  ( $22.76 > 2021$ ). It means that the alternative hypothesis ( $H_1$ ) was accepted and teaching by using of watching English YouTube channel media on students' vocabulary mastery achievements in English. This mean that there was a significance effect of watching English YouTube channel to the students' achievements in vocabulary mastery at MTS Kesuma LKMD Namorambe.

#### B. SUGGESTIONS

In relation to the conclusion, suggestion are staged as in the follow.

1. For English teachers, it is recommended to use more creative learning methods to attract students to think critically in increasing students' achievement in vocabulary mastery.
2. For researcher is expected, to further develop the use of the watching English YouTube channel by applying the material with other subjects, whether this method is suitable to be developed with other subject methods.
3. To prospective researcher, in order to strengthen and develop this method by studying in advance to get good research results.

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## **APPENDICES**

# **LESSON PLAN**

**APPENDIX 1**  
**LESSON PLAN**  
**(EXPERIMENTAL GROUP)**

School	: MTS KESUMA LKMD
Subject	: English
Class/Semester	: VIII/Satu (1)
Skill	: Vocabulary
Materi	: We can do it, and we will do it
Time Allocation	: 2x 24 Minutes

**A. CORE COMPLETE**

1. Accept and carry out teachings of the religion adhere to.
2. Have honest, disciplined, responsible, courteous, caring and confident behavior interactions with family, friends and teachers
3. Understand factual knowledge by observing (hearing, seeing, reading) and asked based on curiosity about himself, a created being God and his activities, and the objects he encounters at home, at school.
4. Presenting factual knowledge in clear and logical and systematic language, in works that are aesthetically pleasing in a movement that reflects healthy, and deep child actions that reflect the behavior of children of faith and noble characters.

**B. BASIC COMPETENCE**

Identifying social functions, text structures, and linguistics elements of oral and written transactional interactions texts that involve the act of asking and expressing one's ability to do something that is close to students' daily lives, according to the the context of its use. (Noted attention to the linguistic elements and vocabulary related to "we can do it and we will do it").

**C. Indicators**

- Able to answer questions based on the content of the reading .
- Admiring his friends voice, dialect and gestures as the perfections of God creation
- Demonstrate a polite attitude in speaking both towards teachers and friends.
- Demonstrate a confident attitude when conducting English conversations in front of the class.
- Demonstrates responsibility for doing English assignments.
- Mention expressions of asking and stating about the ability to do something in English
- Mention expressions of asking and expressing willingness to carry out an action in English
- Create a short conversation that uses expressions and about the ability to perform an action in accordance with the context of "we can do it and we will can do it".

**D. Material**

- Singular book identification
- Transactional interaction text related to state that we can do something and state that we will do something reviewing

- Social Function: Applying vocabulary about various ability actions in accordance with the modal “can and will”
- Text structure: use of singular and plural nouns with or without a, the, this, those, and my their.
- Linguistic elements: Statement and questions related to modal “can and will” and speech, word pressure, intonation, spelling, punctuation, and handwriting.

#### E. Learning Sources

- English textbook “ When English Rings a Bell”. Chapter 2 We can do it, and we will do it) and book Practice your English competence.
- <https://youtu.be/JJjpMxqzKfQ> English Speaking Conversation: What do you will?
- <https://youtu.be/CCcnWX9Ema4> ( Learn I can and I will )

#### F. Teaching Method/ Technique

- Approach: Scientific Approach
- Strategy: Observation, modelling, practice

#### G. Media and Tools

- Lcd
- Infocus
- YouTube Channel
- Laptop
- Speakers

#### H. Learning Steps

A. Pre- Activity	
Teacher	1. Greeting
	2. Ask the class leader to lead the prayer
	3. Conduct student attendance
B. Preliminary Activities	
Apperception:	
Teacher	1. Teacher lure students to ask questions about: <ul style="list-style-type: none"> <li>- How to read and write to state we can do something and to state that we will do something in everyday life.</li> <li>- Students answer questions that have been provided by the teacher.</li> <li>- Students listen to teacher instructions and fill out questions given individually.</li> <li>- Motivate students to use state “we can do it, and we will do it” something and to state that we will do something in everyday life.</li> </ul>
Destination Exploration	
Teacher	1. Provide information about the materials and activities that will be done 2. Provide information about the learning objectives to be achieved after learning takes place 3. Presenting the steps during the process learning takes place
C. Core Activity	
Teacher and Students	1. The teacher can explain to students that what they will learn includes the activities they want to carry out 2. Students observe the watch videos from the YouTube channel asking and expressing their willingness to do something to better understand the use of “to state that we can do it, and we will do it something” to enrich their vocabulary.  3. From these observations, participants are asked to ask the meaning of the words they find

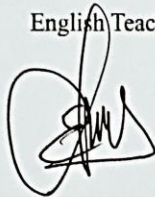
	<p>4. Students discuss the use of asking expressions and expressing a willingness to do something in everyday life</p> <p>5. Several students come to the front of the class to play the role of a teacher in dialogue with using the expression to state that we can do it, and we will do it something</p> <p>6. Students fill in the questions on pages 7- 11 contained in the self-help book "practice your English competence" and check the work of their friends.</p>
<b>D. Final Activities</b>	
Teacher and Students	<p>1. Students and teacher conclude the learning outcomes at this meeting</p> <p>2. Summarize the lesson</p> <p>3. Provide opportunities for students to ask questions related to the material</p> <p>4. Teacher give homework assignments on pages 21-24 in the independent standard "Practice your English competence"</p> <p>5. The teacher closes by greeting and saying goodbye in English.</p>

**Evaluation**

1. Individual assignments students are asked to do practice assignments contained in the independent book "Practice your English competence" to determine the increase in students vocabulary mastery.
2. Group assignment in group form, students are asked to have a dialogue about "we can do it and we will do it something" to determine the increase in students vocabulary mastery.

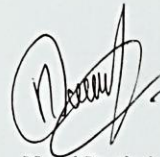
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Head Master



Retno Pringadi, S.Pd, M.Pd  
NIP. 19840927 200901 1 003

**APPENDIX 2**  
**LESSON PLAN**  
**(CONTROL GROUP)**

School	: MTS KESUMA LKMD
Subject	: English
Class/Semester	: VIII/satu (1)
Skill	: Vocabulary
Materi	: We can do it, and we will do it
Time Allocation	: 2x 24 Minutes

**A. CORE COMPLETE**

1. Accept and carry out teachings of the religion adhere to.
2. Have honest, disciplined, responsible, courteous, caring and confident behavior interactions with family, friends and teachers
3. Understand factual knowledge by observing (hearing, seeing, reading) and asked based on curiosity about himself, a created being God and his activities, and the objects he encounters at home, at school.
4. Presenting factual knowledge in clear and logical and systematic language, in works that are aesthetically pleasing in a movement that reflects healthy, and deep child actions that reflect the behavior of children of faith and noble characters.

**B. BASIC COMPLETE**

Identifying social functions, text structures, and linguistics elements of oral and written transactional interactions texts that involve the act of asking and expressing one's ability to do something that is close to students' daily lives, according to the the context of its use. (Noted attention to the linguistic elements and vocabulary related to "we can do it and we will do it").

**C. Indicators**

- Able to answer questions based on the content of the reading .
- Admiring his friends voice, dialect and gestures as the perfections of God creation
- Demonstrate a polite attitude in speaking both towards teachers and friends.
- Demonstrate a confident attitude when conducting English conversations in front of the class.
- Demonstrates responsibility for doing English assignments.
- Mention expressions of asking and stating about the ability to do something in English
- Mention expressions of asking and expressing willingness to carry out an action in English
- Create a short conversation that uses expressions and about the ability to perform an action in accordance with the context of "we can do it and we will can do it".

**D. Material**

- Singular book identification
- Transactional interaction text related to state that we can do something and state that we will do something reviewing

- Social Function: Applying vocabulary about various ability actions in accordance with the modal “can and will”
- Text structure: use of singular and plural nouns with or without a, the, this, those, and my their.
- Linguistic elements: Statement and questions related to modal “can and will” and speech, word pressure, intonation, spelling, punctuation, and handwriting.

#### E. Learning Sources

- English textbook “ When English Rings a Bell”. Chapter 2 We can do it, and we will do it) and book Practice your English competence.

#### F. Teaching Method/ Technique

- Approach: Scientific Approach
- Strategy: Observation, modelling, practice

#### G. Media and Tools

- Whiteboard
- Paper
- Marker
- Eraser
- HVS paper

#### H. Learning Steps

<b>A. Pre- Activity</b>	
Teacher	1. Greeting
	2. Ask the class leader to lead the prayer
	3. Conduct student attendance
<b>B. Preliminary Activities</b>	
Apperception:	
Teacher	1. Teacher lure students to ask questions about: - How to read and write to state we can do something and to state that we will do something in everyday life. - Students answer questions that have been provided by the teacher. - Students listen to teacher instructions and fill out questions given individually. - Motivate students to use state “we can do it, and we will do it” something and to state that we will do something in everyday life.
<b>Destination Exploration</b>	
Teacher	1. Provide information about the materials and activities that will be done 2. Provide information about the learning objectives to be achieved after learning takes place 3. Presenting the steps during the process learning takes place
<b>C. Core Activity</b>	
Teacher and Students	1. The teacher can explain to students that what they will learn includes the activities they want to carry out 2. Students observe the pictures on pages 20- 21 and read the conversation between the teacher and students regarding to state that we can do it, and we will do it something by one of the students reading the teacher dialogue 3. From these observations, participants are asked to ask the meaning of the words they find 4. Students discuss the use of asking expressions and expressing a willingness to do something in everyday life

	<p>5. Several students come to the front of the class to play the role of a teacher in dialogue with using the expression to state that we can do it, and we will do it something</p> <p>6. Students fill in the questions on pages 7- 11 contained in the self-help book "practice your English competence" and check the work of their friends.</p>
<b>D. Final Activities</b>	
Teacher and Students	<p>1. Students and teacher conclude the learning outcomes at this meeting</p> <p>2. Summarize the lesson</p> <p>3. Provide opportunities for students to ask questions related to the material</p> <p>4. Teacher give homework assignments on pages 21-24 in the independent standard "Practice your English competence"</p> <p>5. The teacher closes by greeting and saying goodbye in English.</p>

**Evaluation**

1. Individual assignments students are asked to do practice assignments contained in the independent book "Practice your English competence" to determine the increase in students vocabulary mastery.
2. Group assignment in group form, students are asked to have a dialogue about "we can do it and we will do it something" to determine the increase in students vocabulary mastery.

Nomorabe, 13 September 2023

English Teacher



Effendy, S.Pd

Researcher



Nurul Pratiwi

Know By:

Head Master



Retno Pringadi, S.Pd, M.Pd  
NIP. 19840927 200901 1 003



**INSTRUMENT  
PRETEST AND  
POSTTEST  
QUESTIONS**

Name : Abdul Hadi

Class : VIII A Experimental

Scholl : MTS Kesuma LKMD

**Pre-test and Posttest of Vocabulary achievement mastery in the expression of using the Modal “We can do it, and We will do it”**

**Direction**

- 1. Write your name and class on your answer sheet!**
- 2. Read the text then answer the question by crossing a,b,c and d!**
- 3. You may not cheat with your friend!**
- 4. Check your answer before submitting!**

Mr. Dika : Linda, can open the window please?

Linda : .....

Mr. Dika : Thanks.

1. The nest answer to complete dialogue is....
  - a. No, I can`t
  - b. Yes, I cant
  - c. Yes, I don`t care
  - d. Yes, lm not sure
  
2. Messi is football player. His ability is.....
  - a. He can play football.
  - b. He can sing a song.
  - c. He can write a poem.
  - d. He can ride a bike.
  
3. The Expressions of ability below is true, except....
  - A. I can driver a car 2 years ago before got accident.
  - B. I am able to sing a song.
  - C. I am able to read Qur`an now.
  - D. I could speak English fluency when I was in Australia.
  
4. Look at the picture. What can Andre play....



- a. Andre can play football
- b. Andre can play table tennis
- c. Andre will play basketball
- d. Andre can play baseball

**Read the following dialog to answer the questions number 5 until 8**

Lucy : Can you speak Italian, Anna?

Anna: Yes, I can. I can speak Italian and French.

Lucy : Oh good. We`ve got a new paper shredder from Italy and there`s a letter with it, but

it`s in Italian. Here it is. Can you translate it?

Anna: Er.... No, I can`t I`m sorry.

Lucy : Why not?

Anna: I can`t read it. I haven`t got my glasses.

Anna: Er..., No, I can`t I`m sorry

Lucy : Why not?

Anna: I can`t read it. I haven`t got my glasses.

5. From the text, we know that.....
  - a. Anna refuses to translate Italian letter
  - b. Anna cannot read Italian letter attached by a news paper shredder
  - c. The Paper shredder is from French
  - d. Anna is able to communicate in Italian but not in French
  
6. Where does the dialogue probably take place ?
  - a. In a park
  - b. In a bank
  - c. In a market
  - d. In a office
  
7. The word “translate” from text above has similar meaning to.....
  - a. Obscure
  - b. Convert
  - c. Take
  - d. Remove

8. The suitable expression to complete dialogue below is...

Marisa : Hello

Chacha : Hi, Marisa. Can you play badminton on Sunday?

Marisa : .... I have to go to work.

Chacha : What ? On Sunday?

Marisa : Yes, I`m sorry.

- a. Sure
- b. Yes, I can
- c. With my Pleasure
- d. No, sorry, I can`t

9. Amir: What can I do for you?

Beni : .... Because the room is dark

Amir : Certainly.

The best answer to complete dialogue is....

- a. Can you close the door
- b. Can you turn on the lamp
- c. Can you open the window
- d. Can you turn off the lamp

10. Rina : I bring many books today. Can you help me?

Rita : .... I bring many books too. The schedule is full

The best answer to complete dialogue is...

- a. I am sorry, I can`t
- b. Yes, of course
- c. No, I wont`t
- d. Certainly

The text is for questions number 11 to 14

Next year, I will go to Malaysia. I will go around there with my family. I will stay in hotel near Petronas Tower. I will enjoy the beautiful night. I will write my experience in my diary. I will buy something for my family in Indonesia.

11. What does the text tell us about....

- a. Malaysia
- b. The writer`s experience
- c. The writer`s plan
- d. The writer`s dream

12. When will the writer go to Malaysia...

- a. Tomorrow
- b. Yesterday
- c. Next year
- d. Next month

13. "I will go around there with my family". The bold typed word refers to....

- a. The reader
- b. I
- c. Family
- d. The Writer

14. Where will the writer her experience ....

- a. In a diary
- b. In a book
- c. In a magazine
- d. In a newspaper

15. The best answer to complete dialogue above is ....

- a. Can you take me a little salt
- b. Will you eat this soup
- c. Can you take me a bowl of soup
- d. Will you eat the salt

B. Arrange the Following words into good expressions

16. Very – can – guitar – sister – my – well – play

17. Me – you – this – box – with – help – can - ?

18. Children – in – the – yard – you – see – can – the - ?

19. I – meet – tomorrow – because – can` t – I` m very – busy – you

20. People – see – hear – they- blind – can – but – well – can` t - very

Score:

**ANSWER KEY PRE-TEST AND POST TEST**

Name :

Class :

School :

**A. Please Give the Cross (X) to the Right Answer.**

1	A	<del>B</del>	C	D
2	<del>A</del>	B	C	D
3	<del>A</del>	B	C	D
4	A	B	C	<del>D</del>
5	A	<del>B</del>	C	D
6	A	B	C	<del>D</del>
7	A	B	C	<del>D</del>
8	A	<del>B</del>	C	D
9	A	<del>B</del>	C	D
10	A	<del>B</del>	C	D
11	A	B	<del>C</del>	D
12	A	B	<del>C</del>	D
13	A	B	C	<del>D</del>
14	<del>A</del>	B	C	D
15	<del>A</del>	B	C	D

**B. Please Answer in Correct and Coherent Sentences.**

16. My sister can play guitar very well.

---

17. Can you help me with this box?

---

18. Can you see the children in the yard?

---

19. I can't meet you tomorrow because I'm very busy.

---

20. They blind can't see but can hear people very well.

---

Name : Abdul Hadi  
 Class : VIII A Experimental  
 Scholl : MTS Kesuma LKMD

**Post-test of Vocabulary achievement mastery in the expression of using the Modal “We can do it, and We will do it”**

**Direction**

1. Write your name and class on your answer sheet!
2. Read the text then answer the question by crossing a,b,c and d!
3. You may not cheat with your friend!
4. Check your answer before submitting!

Mr. Dika : Linda, can open the window please?

Linda : .....

Mr. Dika : Thanks.

1. The nest answer to complete dialogue is....
  - a. No, I can` t
  - b. Yes, I cant
  - c. Yes, I don` t care
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  - a. He can play football.
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  - c. He can write a poem.
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  - b. I am able to sing a song.
  - c. I am able to read Qur`an now.
  - d. I could speak English fluency when I was in Australia.
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- b. Andre can play table tennis
- c. Andre will play basketball
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**Read the following dialog to answer the questions number 5 until 8**

Lucy : Can you speak Italian, Anna?

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Anna: I can`t read it. I haven`t got my glasses.

Anna: Er..., No, I can`t I`m sorry

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  - c. In a market
  - d. In a office
  
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  - g. Take
  - h. Remove
  
8. The suitable expression to complete dialogue below is...



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Marisa : .... I have to go to work.

Chacha : What ? On Sunday?

Marisa : Yes, I`m sorry.

- a. Sure
- b. Yes, I can
- c. With my Pleasure
- d. No, sorry, I can`t

9. Amir: What can I do for you?

Beni : .... Because the room is dark

Amir : Certainly.

The best answer to complete dialogue is....

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- b. Can you turn on the lamp
- c. Can you open the window
- d. Can you turn off the lamp

10. Rina : I bring many books today. Can you help me?

Rita : .... I bring many books too. The schedule is full

The best answer to complete dialogue is...

- a. I am sorry, I can`t
- b. Yes, of course
- c. No, I wont`t
- d. Certainly

The text is for questions number 11 to 14

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- d. The Writer

14. Where will the writer her experience ....

- a. In a diary
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- c. In a magazine
- d. In a newspaper

15. The best answer to complete dialogue above is ....

- a. Can you take me a little salt
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- c. Can you take me a bowl of soup
- d. Will you eat the salt

B. Arrange the Following words into good expressions

16. Very – can – guitar – sister – my – well – play

17. Me – you – this – box – with – help – can - ?

18. Children – in – the – yard – you – see – can – the - ?

19. I – meet – tomorrow – because – can`t – I`m very – busy – you

20. People – see – hear – they- blind – can – but – well – can`t – very

Score: 55

## ANSWER SHEET PRE-TEST

Name : Aliyah Nafisah  
 Class : VIII B Control  
 School : MTS Kesuma LKMD

## A. Please Give the Cross (X) to the Right Answer.

<del>X</del>	<del>A</del>	B	C	D
<del>3</del>	A	<del>B</del>	C	D
<del>7</del>	A	<del>B</del>	C	D
<del>4</del>	A	B	<del>C</del>	D
5	A	<del>B</del>	C	D
6	A	B	C	<del>D</del>
<del>7</del>	A	B	C	<del>D</del>
8	A	<del>B</del>	C	D
9	A	<del>B</del>	C	D
10	A	<del>B</del>	C	D
11	A	B	<del>C</del>	D
12	A	B	C	<del>D</del>
<del>13</del>	A	B	C	<del>D</del>
<del>14</del>	<del>A</del>	B	C	D
15	<del>A</del>	B	C	D

B: 11  
 S: 9

## B. Please Answer in Correct and Coherent Sentences.

1. My sister can play very well guitar ✓
2. can you help me with this box? X
3. can you in the yard see the children? X
4. i'm very busy i can't meet you tomorrow X
5. They blind can't see but hear people very well ✓

Score: 85.

## ANSWER SHEET POST-TEST

Name : Abdul Hadi  
 Class : VIII A Experimental  
 School : MTS Xesuma LKMD

## A. Please Give the Cross (X) to the Right Answer.

1	A	<input checked="" type="checkbox"/>	C	D
2	A	<input checked="" type="checkbox"/>	B	C
3	A	<input checked="" type="checkbox"/>	B	C
4	A	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>
5	A	<input checked="" type="checkbox"/>	C	D
6	A	<input checked="" type="checkbox"/>	B	C
7	A	<input checked="" type="checkbox"/>	B	C
8	A	<input checked="" type="checkbox"/>	C	D
9	A	<input checked="" type="checkbox"/>	B	C
10	A	<input checked="" type="checkbox"/>	B	C
11	A	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>
12	A	<input checked="" type="checkbox"/>	B	C
13	A	<input checked="" type="checkbox"/>	B	C
14	A	<input checked="" type="checkbox"/>	B	C
15	A	<input checked="" type="checkbox"/>	B	C

B: 17  
 S: 3

## B. Please Answer in Correct and Coherent Sentences.

1. My sister can play guitar very well. ✓
2. Can you help me with this box? ✓
3. Can you see the children in the yard? ✓
4. I can't meet you tomorrow because I'm very busy.
5. They blind can't see but can hear people very well.

Score: 95.

## ANSWER SHEET POST-TEST

Name : Andika Pratama  
 Class : VII A Experimental  
 School : MTS Kesoma LEMBO

## A. Please Give the Cross (X) to the Right Answer.

1	A	<del>B</del>	C	D
2	<del>A</del>	B	C	D
3	<del>A</del>	B	C	D
4	A	B	C	<del>D</del>
5	A	<del>B</del>	C	D
6	A	B	C	<del>D</del>
7	A	B	<del>C</del>	D
8	A	<del>B</del>	C	D
9	A	<del>B</del>	C	D
10	A	<del>B</del>	C	D
11	A	B	<del>C</del>	D
12	A	B	C	<del>D</del>
13	A	B	C	<del>D</del>
14	<del>A</del>	B	C	D
15	<del>A</del>	B	C	D

B: 19  
 S: 1

## B. Please Answer in Correct and Coherent Sentences.

1. My sister can play guitar very well ✓
2. Can you help me with this box? ✓
3. Can you see the children in the yard? ✓
4. I can't meet you tomorrow because I'm very busy ✓
5. They blind can't see but can hear people very well ✓

**The Students` Attendance class control MTS Kesum LKMD Namorambe**

**Academic Year 2023/2024**

No	Name	Treatment	Treatment	Post-test I	Treatment	Treatment	Post-test II
		First meeting	Second meeting	Third meeting	Fourth meeting	Fifth meeting	Six meeting
1	AK						
2	AQ						
3	AY						
4	AC						
5	AN						
6	AZ						
7	CN						
8	CT						
9	DR						
10	DA						
11	DS						
12	IH						
13	IM						
14	AP						
15	AF						
16	AD						
17	AR						
18	BSA						
19	DLS						
20	DSA						
21	ER						
22	FA						
23	FF						
24	HSB						
25	INH						
26	IS						
27	IC						
28	LL						
29	MFIL						
30	MF						
31	MG						
32	MHAR						

33	NM						
34	NL						
35	NR						
36	NFRN						
37	NAFD						
38	NRS						
39	RW						
40	RAF						
41	RFK						
42	R						
43	RMI						
44	RA						
45	SF						
46	SB						
47	SR						
48	VT						

**The Students' Attendance of MTS Kesuma LKMD Namorambe**  
**Academic Year 2023/2024**

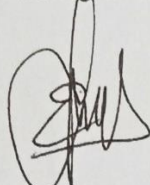
No	Name	Pre- test	Treatment	Post- test I	Treatment	Treatment	Post-test II
		First meeting	Second meeting	Third meeting	Fourth meeting	Fifth meeting	Six meeting
1	AH	✓	✓	✓	✓	✓	✓
2	AA	✓	✓	✓	✓	✓	✓
3	AWS	✓	✓	✓	✓	✓	✓
4	AAF	✓	✓	✓	✓	✓	✓
5	AN	✓	✓	✓	✓	✓	✓
6	AP	✓	✓	✓	✓	✓	✓
7	AFS	✓	✓	✓	✓	✓	✓
5	AA	✓	✓	✓	✓	✓	✓
6	BA	✓	✓	✓	✓	✓	✓
7	BN	✓	✓	✓	✓	✓	✓
8	BPP	✓	✓	✓	✓	✓	✓
9	BZV	✓	✓	✓	✓	✓	✓
10	BAV	✓	✓	✓	✓	✓	✓
11	BAK	✓	✓	✓	✓	✓	✓
12	CA	✓	✓	✓	✓	✓	✓
13	CN	✓	✓	✓	✓	✓	✓
14	CP	✓	✓	✓	✓	✓	✓
15	CA	✓	✓	✓	✓	✓	✓
16	DRS	✓	✓	✓	✓	✓	✓
17	DW	✓	✓	✓	✓	✓	✓
18	DAB	✓	✓	✓	✓	✓	✓
19	DS	✓	✓	✓	✓	✓	✓
20	DKS	✓	✓	✓	✓	✓	✓
21	DF	✓	✓	✓	✓	✓	✓
22	DCRP	✓	✓	✓	✓	✓	✓
23	FS	✓	✓	✓	✓	✓	✓
24	FMT	✓	✓	✓	✓	✓	✓
25	FWS	✓	✓	✓	✓	✓	✓
26	FF	✓	✓	✓	✓	✓	✓
27	GM	✓	✓	✓	✓	✓	✓
28	HAR	✓	✓	✓	✓	✓	✓
29	HAAK	✓	✓	✓	✓	✓	✓
30	IF	✓	✓	✓	✓	✓	✓
31	IS	✓	✓	✓	✓	✓	✓
32	J	✓	✓	✓	✓	✓	✓
33	MRAB	✓	✓	✓	✓	✓	✓
34	MH	✓	✓	✓	✓	✓	✓
35	MS	✓	✓	✓	✓	✓	✓
36	NPA	✓	✓	✓	✓	✓	✓
37	NWD	✓	✓	✓	✓	✓	✓
38	PA	✓	✓	✓	✓	✓	✓
39	PS	✓	✓	✓	✓	✓	✓



40	RA	✓	✓	✓	✓	✓	✓
41	RS	✓	✓	✓	✓	✓	✓
42	RTA	✓	✓	✓	✓	✓	✓
43	RGP	✓	✓	✓	✓	✓	✓
44	ST	✓	✓	✓	✓	✓	✓
45	SS	✓	✓	✓	✓	✓	✓
46	SA	✓	✓	✓	✓	✓	✓
47	SR	✓	✓	✓	✓	✓	✓
48	TA	✓	✓	✓	✓	✓	✓

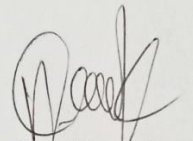
Namorambe, 12 September 2023

The English Teacher



Effendy, S.Pd

The Researcher



Nurul Pratiwi

### RESEACHER ACTIVITY LIST

NAME : NURUL PRATIWI

NPM : 1902050108

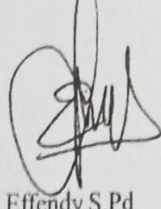
STUDY PROGRAM : ENGLISH EDUCATION

NO	DATE	DESCRIPTION	SIGN
1	Friday 04-08- 2023	Submit a research permit and discuss the researcher schedule	
2	Saturday 05-08-2023	Initial observation collected student data, made students attendance lists, and researcher attendance lists.	
3.	Monday 07-08-2023	Discussed with the mentor teacher about what the researcher would do and submitted the lesson plan.	
4	Tuesday 08-08- 2023	Giving pretest to students of class VIII A MTS KESUMA LKMD	
5	Friday 11-08-2023	Giving Pretest to students of class VIII B MTS KESUMA LKMD	
6	Saturday 12-08-2023	Giving treatment using the YouTube channel media in class VIII A with "We can do it and We will do it" material.	
7	Monday 14-08-2023	Giving treatment using the YouTube channel media in class VIII B with "We can do it and We will do it" material.	
8	Tuesday 15-08-2023	Provide evaluation in the form of posttest questions after treatment	

9	Thursday 12-09-2023	Submit some data to be sign, asked for a letter of reply that the research had been completed in accordance with the time given by the school	
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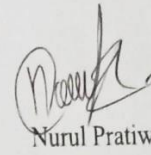
Namorambe, 12 September 2023

The English Teacher



Effendy, S.Pd

The Researcher



Nurul Pratiwi

## **SCORE DISTRIBUSI t**

<b>Pr</b>	<b>0.25</b>	<b>0.10</b>	<b>0.05</b>	<b>0.025</b>	<b>0.01</b>	<b>0.005</b>	<b>0.001</b>
<b>df</b>	<b>0.50</b>	<b>0.20</b>	<b>0.10</b>	<b>0.050</b>	<b>0.02</b>	<b>0.010</b>	<b>0.002</b>
<b>1</b>	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
<b>2</b>	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
<b>3</b>	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
<b>4</b>	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
<b>5</b>	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
<b>6</b>	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
<b>7</b>	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
<b>8</b>	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
<b>9</b>	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
<b>10</b>	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
<b>11</b>	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
<b>12</b>	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
<b>13</b>	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
<b>14</b>	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
<b>15</b>	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
<b>16</b>	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
<b>17</b>	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
<b>18</b>	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
<b>19</b>	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
<b>20</b>	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
<b>21</b>	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
<b>22</b>	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
<b>23</b>	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
<b>24</b>	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
<b>25</b>	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
<b>26</b>	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
<b>27</b>	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
<b>28</b>	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
<b>29</b>	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
<b>30</b>	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
<b>31</b>	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
<b>32</b>	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
<b>33</b>	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
<b>34</b>	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
<b>35</b>	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
<b>36</b>	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
<b>37</b>	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
<b>38</b>	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
<b>39</b>	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279

<b>40</b>	0.68067	1.30308	1.68385	<b>2.02108</b>	2.42326	2.70446	3.30688
<b>41</b>	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
<b>42</b>	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
<b>43</b>	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
<b>44</b>	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
<b>45</b>	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
<b>46</b>	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
<b>47</b>	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
<b>48</b>	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
<b>49</b>	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
<b>50</b>	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
<b>51</b>	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
<b>52</b>	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
<b>53</b>	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
<b>54</b>	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
<b>55</b>	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
<b>56</b>	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
<b>57</b>	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
<b>58</b>	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
<b>59</b>	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
<b>60</b>	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
<b>61</b>	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
<b>62</b>	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
<b>63</b>	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
<b>64</b>	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
<b>65</b>	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
<b>66</b>	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
<b>67</b>	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
<b>68</b>	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
<b>69</b>	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
<b>70</b>	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
<b>71</b>	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
<b>72</b>	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
<b>73</b>	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
<b>74</b>	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
<b>75</b>	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
<b>76</b>	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
<b>77</b>	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
<b>78</b>	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
<b>79</b>	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
<b>80</b>	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

# **ATTENDANCE SHEET**

**The Students' Attendance of MTS Kesuma LKMD Namorambe**  
**Academic Year 2023/2024**

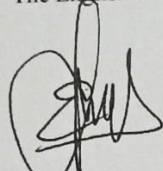
No	Name	Pre- test	Treatment	Post- test I	Treatment	Treatment	Post-test II
		First meeting	Second meeting	Third meeting	Fourth meeting	Fifth meeting	Six meeting
1	AH						
2	AA						
3	AWS						
4	AAF						
5	AN						
6	AP						
7	AFS						
5	AA						
6	BA						
7	BN						
8	BPP						
9	BZV						
10	BAV						
11	BAK						
12	CA						
13	CN						
14	CP						
15	CA						
16	DRS						
17	DW						
18	DAB						
19	DS						
20	DKS						
21	DF						
22	DCRP						
23	FS						
24	FMT						
25	FWS						
26	FF						
27	GM						
28	HAR						
29	HAAK						
30	IF						
31	IS						
32	J						
33	MRAB						
34	MH						
35	MS						
36	NPA						
37	NWD						
38	PA						
39	PS						



40	RA						
41	RS						
42	RTA						
43	RGP						
44	ST						
45	SS						
46	SA						
47	SR						
48	TA						

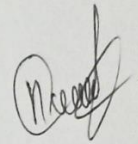
Namorambe, 12 September 2023

The English Teacher



Effendy, S.Pd

The Researcher



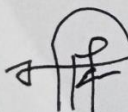
Nurul Pratiwi

**DAFTAR HADIR PRE TEST AND POST TEST**  
**SISWA KELAS VIII A**  
**MTS KESUMA LKMD**  
**TAHUN PEMBELAJARAN 2023/2024**

NO. URUT	NOMOR INDUK	NAMA SISWA	L/P	TANDA TANGAN
1		Dafa wahyudi	L	1. <i>Dafa</i>
2		Basrus aditia	L	2. <i>Basrus</i>
3		Amuf Fiqih Sitorus	L	3. <i>Amuf</i>
4		Taji Ahmad	L	4. <i>Taji</i>
5		Abdul Hadi	L	5. <i>@i</i>
6		Haikal Abdul Razak	L	6. <i>Haikal</i>
7		Kerem Firdausi	L	7. <i>Kerem</i>
8		Abul AFFANDI	L	8. <i>Abul</i>
9		Perdi Ansyah PUTRA	L	9. <i>Rmz</i>
10		Dimas candra winata	L	10. <i>Dimas</i>
11		PARRHAN MAVLANA troy	L	11. <i>Zuhdi</i>
12		Fauzan wijaya s.	L	12. <i>Fauzan</i>
13		Febri Firmansyah.	P	13. <i>Febri</i>
14		Izirza	P	14. <i>Izirza</i>
15		FADILIA SYARI RA	P	15. <i>Fadilia</i>
16		SADIS MEISYARAH	P	16. <i>Sadis</i>
17		ANDIKA PRATAMA	L	17. <i>Andika</i>
18		Jahra ni Sakila	P	18. <i>Jahra</i>
19		Putri Fadila	P	19. <i>Putri</i>
20		Rizky Aulia	P	20. <i>Rizky</i>
21		Nitha Luthan Dary	P	21. <i>Nitha</i>
22		NAYLA PUTRI ASSYIFA	P	22. <i>Nayla</i>
23		Dina karlika sari	P	23. <i>Dina</i>
24		Alfiah NAFISAH	P	24. <i>Alfiah</i>

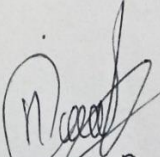
Diketahui oleh :

Kepala Madrasah

  
 Retno Prindati, S.Pd, M.Pd  
 Nip: 198409272009011003

Serdang Bedagai, 12 September 2023

Peneliti

  
 Nurul Pratiwi  
 LPM: 1902050100

## DAFTAR HADIR PRE TEST AND POST TEST

SISWA KELAS VIII B

MTS KESUMA LKMD

TAHUN PEMBELAJARAN 2023/2024

NO. URUT	NOMOR INDUK	NAMA SISWA	L/P	TANDA TANGAN
1		Akya Widakana Sembiring	L	1.
2		Deswita auriyah pr. Setiyo	P	2.
3		Bimo Al Khoirli	L	3.
4		Alif Anbar Filmansyah	L	4.
5		Citra Ayu Andiah	P	5.
6		Fathan Maulana Tangan	L	6.
7		Hamzah Abi Al Khayr	L	7.
8		Dina candra risho Pinem	L	8.
9		Bagus Priya Pakso	L	9.
10		Dara Ratna Sugaputri	P	10.
11		Abil AFFAN	L	11.
12		Johand	L	12.
13		Rizki Lusia	P	13.
14		Taji amal	L	14.
15		Irsyad Septian syah	L	15.
16		Mutiara Sapuli	P	16.
17		Rasyah Ghuliz Pebdara	L	17.
18		Sauwah Sabirah	P	18.
19		M. Rizky Ananda Bangun	L	19.
20		Sheron Amanda	P	20.
21		Pradito Agifah	P	21.
22		MUTIA HUMAIRA	P	22.
23		gadis meisyaroh	P	23.
24		Deswita Sarih	P	24.

Diketahui oleh:

Kepala Madrasah

Retno Pringadi, S.Pd, M.Pd  
NIP. 198109272009011002

Nomorambe, 12 September 2023

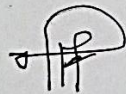
Peneliti

Nurul Pratiwi  
NIP. 19820801009

**DAFTAR HADIR MAHASISWA RISET**  
**TAHUN PELAJARAN 2023/2024**

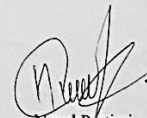
NO	Nama Mahasiswa	Npm	Program Studi	Hari	DAFTAR JUMLAH KEHADIRAN															
					AGUSTUS 2023															
					3 25	4 26	5 28	7 29	8 30	9 31	10 1	11 2	12 4	13 5	14 6	15 7	16 8	18 9	21 11	22 12
I	Nurul Pratiwi	1902050108	Pendidikan Bahasa Inggris	Kamis s.d Rabu																

Diketahui oleh:  
Ketua Madrasah



Retno Pringadi, S.Pd, M.Pd  
NIP. 19840927 200901 1 003

Nomorambe, 13 September 2023  
English Teacher



Nurul Pratiwi  
NPM. 1902050108



**UMSU**

Unggul | Cerdas | Terpercaya

Bila mengirim surat ini agar dituliskan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XU/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Nomor : 3164 /II.3/UMSU-02/F/2023  
 Lamp : ---

Medan, 16 Muharram 1445 H  
 3 Agustus 2023 M

H a l : Izin Riset

**Kepada : Yth. Bapak/Ibu Kepala**  
**MTS Kesuma LKMD**  
**Di**  
**Tempat.**

Bismillahirrahmanirrahim  
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Nurul Pratiwi**  
 N P M : 1902050108  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : **The Effect of Watching English You Tube Channel on The Students' Achievement in Vocabulary Mastery.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



**\*\*Pentinggal**

Wassalam  
 a.n. Dekan

Wakil Dekan III



**Dr. Mandra Saragih, M. Hum**  
 NIDN : 0124128402





**YAYASAN PENDIDIKAN KESUMA LKMD**  
**MADRASAH TSANAWIYAH SWASTA KESUMA LKMD**  
**TERAKREDITASI - A**

Jalan Jatikesuma - Namorambe No.345 Telp. 061-7032507  
 Desa Jatikesuma, Kec. Namorambe, Kab. Deli Serdang, Kode Pos 20356  
 NSM -MTs: 121212070076 - NPSN : 10264218

Nomor : 69/MTs.KL/JK.NR/SK-PL/08/2023 Namorambe, 04 Agustus 2023  
 Lampiran : -  
 Hal : Izin Observasi/Riset


Kepada Yth.  
 Pimpinan UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Di tempat.

Dengan hormat,  
 Membalas surat yang dikirimkan kepada kami tertanggal 03 Agustus 2023 dengan nomor 3164/II.3/UMSU-02/F/2023 tentang permohonan izin melaksanakan observasi untuk mengadakan observasi kepada mahasiswa :

Nama : Nurul Pratiwi  
 NPM : 1902050108  
 Fakultas : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan bahwa pada prinsipnya kami tidak berkeberatan dan memberi izin kepada mahasiswa tersebut di atas untuk mengadakan observasi di Sekolah kami sepanjang tidak mengganggu jam pelajaran yang berlaku.

Demikian kami sampaikan. Atas perhatian yang diberikan kami ucapkan terima kasih.

Mengetahui,  
 Kepala MTs Kesuma LKMD  
  
 Retno Pringadi, S.Pd, M.Pd  
 NIP. 19840927 200901 1 003



**YAYASAN PENDIDIKAN KESUMA LKMD**  
**MADRASAH TSANAWIYAH SWASTA KESUMA LKMD**  
**TERAKREDITASI - A**

Jalan Jatikesuma - Namorambe No.345 Telp. 061-7032507  
 Desa Jatikesuma, Kec. Namorambe, Kab. Deli Serdang, Kode Pos 20356  
 NSM -MTs: 121212070076 - NPSN : 10264218

Nomor : 53/MTs.KL/JK.NR/SK-PL/09/2023 Namorambe, 13 September 2023  
 Lampiran :-  
 Hal : Keterangan Observasi/Riset


Yang bertanda tangan dibawah ini Kepala MTs Kesuma LKMD Jatikesuma Kecamatan Namorambe Kabupaten Deli Serdang Propinsi Sumatera Utara, menerangkan bahwa :

Nama : Nurul Pratiwi  
 NPM : 1902050108  
 Fakultas : Pendidikan Bahasa Inggris

Adalah benar telah mengadakan penelitian di MTs Kesuma LKMD Jatikesuma pada tanggal 05 Agustus 2023 - 12 September 2023 Tahun Pelajaran 2023/2024 dengan judul skripsi “ *The Effect of Watching English You Tube Channel on The Students’ Achievement in Vocabulary Mastery* .”

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Mengetahui,

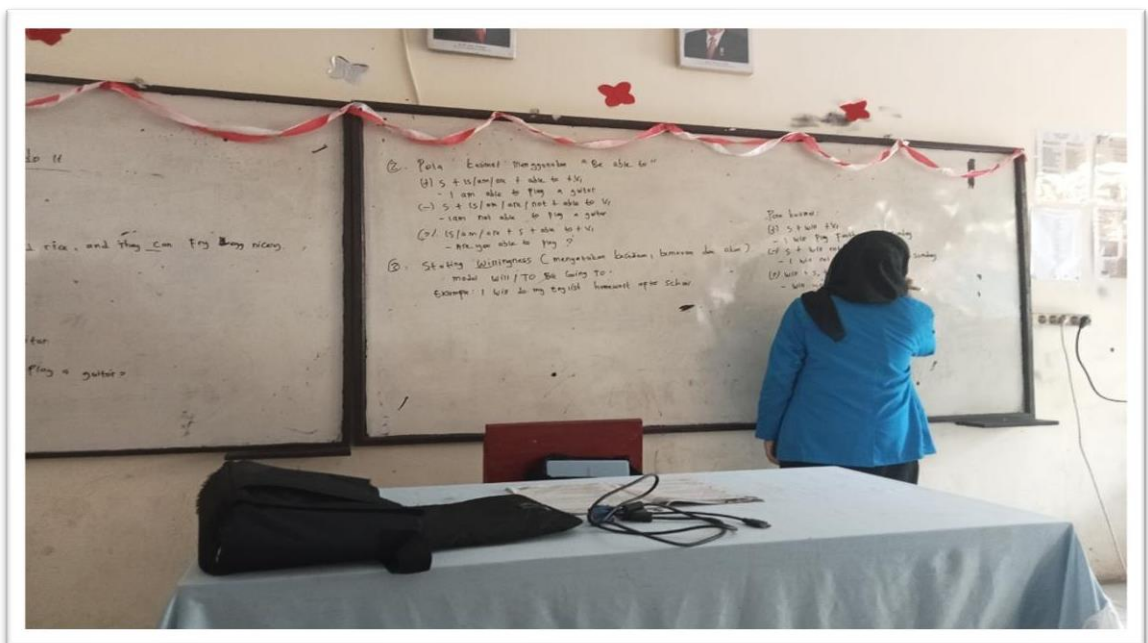
Kepala Madrasah  
  
 Retno Pringadi, S.Pd, M.Pd  
 NPM 19840927 200901 1 003

# DOCUMENTATION





**Picture 1 The Process of Working on Pretest question**



**Picture 2 The Process of Providing Learning Material Using the Lecture Method**



**Picture 3 The Process of Distributing Posttest Question**



**Picture 4 The Process of Providing Learning Material by Watching English YouTube Channels**





### DATA GURU MADRASAH TSANAWIYAH KESUMA LKMD NAMA RAMBE TAHUN PELAJARAN 20 / 20

NOMOR SIOP : 1134 TAHUN 2019, 23 SEPTEMBER 2019    NPSN : 10264218    AKREDITASI : B

KEADAAN PERSONAL			PENDIDIKAN		MAPEL YANG DIAMPU		TUGAS TAMBAHAN	SERTIFIKASI	CONTACT PERSON			
NIP / NUPDK / NPK	NAMA GURU	TEMPAT / TANGGAL LAHIR	STATUS	SKIP	JK	TMT		ULUSI	BEKUM	HP	ALAMAT	
1804002001 / 0276264200072 / 485080034005	Retno Pringadi, S.Pd	Jati Kesuma, 27 September 1984	S1	UMN	LK	2003	Ilmu Pengetahuan Sosial	Kepala Madrasah	2009	-	085275825446	Jati Kesuma Dusun III Gg Sepakat
1804002001 / 4076264200072 / 485080034005	Uswatun Hasanah, S.Pd	Medan, 06 April 1985	S1	UMN	LK	2003	Bahasa Indonesia	Wakil Kepala Madrasah Bidang Kurikulum	2011	-	085262029499	Jati Kesuma Dusun III Gg Sepakat
18763000000012002 / 4754642001022 / 4762760016003	Rosmawati Mustafa, S.Pd	Binjai, 26 Juni 1976	S1	UNIMED	PK	2005	Prakarya Seni Budaya	Wakil Kepala Madrasah Bidang Kesiswaan	2010	-	082160070466	Jati Kesuma Dusun III Gg Sepakat
73467594642300063 / 4805540210005	Almud Mardiyah, S.Pd.I	Medan, 14 Oktober 1980	S1	STAS MF-DUN	PR	2003	Bahasa Indonesia Praktek Ibadah	-	2011	-	081361300980	Pern. Jati Indah Jati Kesuma
22447634642300072 / 4781160009005	In Takini, S.Ag	Jati Kesuma, 16 September 1978	S1	UMN	LK	2003	Fisik Sejarah Kebudayaan Islam	-	2009	-	081378426554	Jati Kesuma Dusun III Gg Wargo
0068220002 / 3422300011029	Effendy, S.Pd	Banyuwangi, 20 Januari 1982	S1	UMN	LK	2005	Bahasa Inggris	-	2010	-	081269316119	Desa Dell Tua
1062200063 / 0832210018005	Syah Budiani, S.Pd.I	Delitua, 21 September 1983	S1	STAS MF-DUN	PR	2005	Akidah Akhlak	Tata Usaha / Operator	2015	-	085361735628	Jl. Perum Dell Tua Rg. Jati Kesuma
006220003 / 080460011041	Rita Damayanti, S.Pd.I	Medan, 11 Agustus 1980	S1	UNWA	PR	2009	Qur'an Hadist Kaligrafi	-	-	-	085275360334	Jl. Piri Perum. Insan Desa Delltua
45776768210033 / 08985001004	Mauli Dayanti Ansari, S.Pd	Jati Kesuma, 25 November 1989	S1	UISU	PR	2009	Ilmu Pengetahuan Alam	-	-	-	081370456265	Desa Sudi Rejo
4916870131019	Seni Wati Br Sitopu, S.Pd	Brastapa, 27 November 1991	S1	UISU	PR	2015	Bahasa Indonesia	-	-	-	085358970845	Jati Kesuma Dusun I
9516830005025	Wira Wansyah, S.Pd	Delitua, 13 Mei 1998	S1	UMN	LK	2010	Bimbingan Konseling	-	-	-	081360000512	Desa Jati Kesuma
71229007 / 2921080005033	Yosi Hertika, S.Pd	Jati Kesuma, 18 Mei 1992	S1	UMN	PR	2010	Bahasa Inggris	Bendahara	-	-	08133128474	Jati Kesuma Dusun I
08335194003 / 62520046003	Khoirun Nissa Wargani, S.Pd	Ujung Labuhan Sumut, 23 Juni 1998	S1	UMN	PR	2015	Pend. Kewarganegaraan Ilmu Pengetahuan Sosial	-	-	-	085260750558	Jati Kesuma Dusun III Gg Sepakat
14794196001	Angga Arya Guno, S.Pd	Jati Kesuma, 10 Desember 1994	S1	STAS MF-DUN	LK	2015	Pend. Jasmani dan Kesehatan	-	-	-	081368050417	Desa Jati Kesuma
9335194002 / 5040007068	Mahadli Muhammad Putra, S.Pd	Medan, 04 Juli 1995	S1	UMN	LK	2015	Ilmu Pengetahuan Sosial	-	-	-	081290000151	Pasar 1 Sidomulyo Dell Tua
XII / 5972030023026	Armanusa Fazira Sudernawati, S.Pd	Jati Kesuma, 2 Agustus 1997	S1	AL-MANAR	PR	2017	Bahasa Arab	-	-	-	081295182269	Desa Jati Kesuma
XII / 5972030023026	Azwardi, S.Pd	Jati Kesuma, 2 Agustus 1997	S1	UNWA	LK	2016	-	Kepala Perpustakaan	-	-	085222436595	Desa Jati Kesuma
135194002 / 130527018	Muhammad Dian Jaka, S.Pd	Jati Kesuma, 2 Agustus 1997	S1	STAS MF-DUN	LK	2018	Pend. Jasmani dan Kesehatan	-	-	-	08133129468	Jati Kesuma Dusun I
XII / 5972030023026	Dinda Ayu Apriliyani, S.Pd	Jati Kesuma, 2 Agustus 1997	S1	UMN	LK	2019	Bimbingan Konseling	-	-	-	082361533874	Karya
XII / 5972030023026	Ika Purwati, S.Pd	Jati Kesuma, 2 Agustus 1997	S1	SMA UNIMED	PR	2021	Matematika	-	-	-	085833222655	Jati Kesuma Dusun II Gg Sepakat
XII / 5972030023026	Ika Purwati, S.Pd	Jati Kesuma, 2 Agustus 1997	S1	UNIMED	PR	2022	Matematika	-	-	-	089532346302	Jati Kesuma Dusun II Gg Wargo No. 331 A

Nama Rambu, Juli 20  
Kepala Madrasah





MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nurul Pratiwi  
 NPM : 1902050108  
 Program Studi : Pendidikan Bahasa Inggris  
 IPK Kumulatif : 3.52

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
<i>[Signature]</i>	The Effect of Watching English YouTube Channel on the Students' Achievement in Vocabulary Mastery	<i>[Signature]</i>
	The Effectiveness of English Language Course Institutions in Improving Students' English Skills	
	Comparison of English Proficiency Between Public and Private High School Students'	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 9 Januari 2023

Hormat Pemohon,

Nurul Pratiwi

Dibuat Rangkap 3 :  
 - Untuk Dekan/Fakultas  
 - Untuk Ketua/Sekretaris Prodi  
 - Untuk Mahasiswa yang bersangkutan



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 Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nurul Pratiwi  
 NPM : 1902050108  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Watching English YouTube Channel on the Students' Achievement in Vocabulary Mastery.

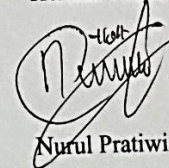
Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Yessi Irianti S.Pd,M.Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terimakasih.

Medan, 9 Januari 2023  
 Hormat Pemohon,

  
 Nurul Pratiwi

Dibuat Rangkap 3 :  
 - Untuk Dekan/Fakultas  
 - Untuk Ketua/Sekretaris Prodi  
 - Untuk Mahasiswa yang bersangkutan



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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Nama Mahasiswa : Nurul Pratiwi  
N P M : 1902050108  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Watching English YouTube Channel on the Students' Achievement in Vocabulary Mastery

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
30/12/2023	ACC judul	/
15/2023 06	Discussions and Revision Chapter I, II, III	/
20/2023 06	Discussions and Revision Chapter I about Background Chapter III about Research Methodology	/
04/2023 07	Discussions and Revisions Chapter I about identification of the problems Chapter III about Techniques of data collection	/
07/2023 07	Discussions and Revisions Chapter I about scope and limitation Chapter III about population and sample	/
10/2023 07	Chapter I about significance of the study Chapter III about techniques of analysis	/
15/2023 07	ACC Seminar Proposal.	/

Diketahui Oleh :  
Ketua Program Studi  
Pendidikan Bahasa Inggris

**Pirman Ginting, S.Pd. M. HUM**

Medan,

Dosen Pembimbing

**Yessi Irianti S.Pd, M. Hum**

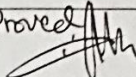




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 L. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Nurul Pratiwi  
 NPM : 1902050108  
 ProgramStudi : Pendidikan Bahasa Inggris

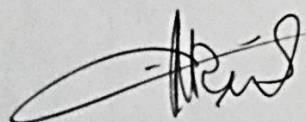
JUDUL	DITERIMA
The Effect of Watching English YouTube Channel on the Students' Achievement in Vocabulary Mastery	Approved  30/12/2022

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 30 Desember 2022

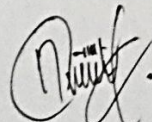
Disetujui oleh

Dosen Pembimbing



(Yessi Irianti S.Pd,M.Hum)

Hormat Pemohon



(Nurul Pratiwi)



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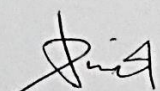
#### BERITA ACARA SEMINAR PROPOSAL

Pada hari Rabu Tanggal 26 Bulan Juli Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

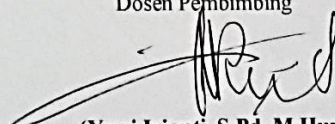
Nama Lengkap : Nurul Pratiwi  
NPM : 1902050108  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Watching English YouTube Channel on the Students' Achievement in Vocabulary Mastery

No	Masukan dan Saran
Judul	Retype the topic by capital letter.
Bab I	Introduction. Background of the study
Bab II	Theoretical frame work - Review of literature.
Bab III	Research design.
Lainnya	
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input type="checkbox"/> Disetujui dengan adanya perbaikan

Dosen Pembahas


  
(Dra. Diani Syahputri, M.Hum)

Dosen Pembimbing

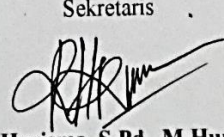
  
(Yessi Irianti, S.Pd., M.Hum)

Panitia Pelaksana

Ketua

  
(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

  
(Rita Harisma, S.Pd., M.Hum)