# The Effectiveness of Using YouTube Videos to Enhance Vocabulary Memorization Skills among Students at MA Manba'ul Ulum

**Sri Nurhikmah[1]\*, Karyawan Putraidi[1], Hamjah[1]**

[1] English Education Department, Universitas Qamarul Huda Badaruddin Bagu, Indonesia.

*Email: nurhikmahsri32@gmail.com,

**Abstract:** This study investigates the effectiveness of YouTube videos in improving students' vocabulary memorization skills. Conducted at MA Manba'ul Ulum, the research employed a quasi-experimental design involving two groups: an experimental group taught using an animated YouTube listening video and a control group taught using traditional methods. The sample consisted of 30 tenth-grade students divided equally into two groups. Data were collected through pre-tests, treatments, post-tests, and student perception questionnaires. Results revealed significant improvement in the experimental group, with mean scores rising from 49.67 in the pre-test to 86.67 in the post-test, compared to the control group's increase from 49.33 to 60.53. Gain score analysis showed a normalized gain of 0.74 (high) for the experimental group and 0.22 (low) for the control group. Independent samples t-test confirmed a significant difference ($p < 0.05$). These findings support multimedia learning theory, demonstrating that YouTube's visual-auditory content effectively enhances vocabulary retention and student engagement.

**Keywords:** *YouTube; vocabulary memorization; multimedia learning; English language teaching, EFL*

**Abstrak:** *Penelitian ini mengkaji efektivitas video YouTube dalam meningkatkan keterampilan menghafal kosakata siswa. Penelitian dilakukan di MA Manba'ul Ulum dengan menggunakan desain kuasi-eksperimen yang melibatkan dua kelompok: kelompok eksperimen yang diajar menggunakan video YouTube animasi berbasis listening dan kelompok kontrol yang diajar dengan metode tradisional. Sampel penelitian terdiri atas 30 siswa kelas sepuluh yang dibagi secara merata ke dalam dua kelompok. Data dikumpulkan melalui pre-test, perlakuan, post-test, dan kuesioner persepsi siswa. Hasil penelitian menunjukkan adanya peningkatan signifikan pada kelompok eksperimen, dengan nilai rata-rata meningkat dari 49,67 pada pre-test menjadi 86,67 pada post-test, dibandingkan dengan kelompok kontrol yang hanya meningkat dari 49,33 menjadi 60,53. Analisis gain score menunjukkan normalized gain sebesar 0,74 (tinggi) untuk kelompok eksperimen dan 0,22 (rendah) untuk kelompok kontrol. Uji-t sampel independen mengonfirmasi adanya perbedaan signifikan ($p < 0,05$). Temuan ini mendukung teori pembelajaran multimedia, yang menunjukkan bahwa konten visual-auditif YouTube secara efektif meningkatkan retensi kosakata dan keterlibatan siswa.*

**Kata kunci:** YouTube; menghafal kosakata; pembelajaran multimedia; pengajaran bahasa Inggris,EFL.

## 1. INTRODUCTION

Vocabulary is a crucial element in language acquisition, serving as the foundation for the four basic language skills: listening, speaking, reading, and writing. Without sufficient vocabulary, learners struggle to comprehend texts and express ideas effectively. Nation [1][7] emphasizes that vocabulary knowledge is essential in second language acquisition as it underpins comprehension and interaction[14][15][16].

Traditional vocabulary learning strategies, such as rote memorization, dictionary use, and textbook exercises, often lack meaningful engagement and contextual depth. As Thornbury [2][8] notes, vocabulary learning requires context, interaction, and personal relevance. These conventional methods may result in short-term gains but poor long-term retention [12][13].

The integration of technology in education has opened new avenues for language learning. YouTube, a widely used video-sharing platform, offers authentic audiovisual resources that can enrich vocabulary instruction. According to Mayer's Cognitive Theory of Multimedia Learning [3][9][10], combining auditory and visual channels improves comprehension and retention [11]. In language classrooms, YouTube provides contextualized examples of word use, pronunciation, and cultural aspects, making it a powerful learning medium.

This research investigates the use of YouTube videos as a medium for teaching vocabulary memorization at MA Manba'ul Ulum. Preliminary observations indicated that students faced challenges in retaining vocabulary through conventional methods. Given students' familiarity with digital media, YouTube presents an opportunity to improve engagement, retention, and practical application of vocabulary. The study is guided by the question: *How does the use of YouTube videos influence students' vocabulary memorization skills?*

## 2. RESEARCH METHOD

This study applied a quantitative approach with a quasi-experimental design involving one experimental group and one control group. The participants were 30 tenth-grade students at MA Manba'ul Ulum, divided equally into two groups. The experimental group received instruction using YouTube videos, while the control group was taught with traditional textbook-based methods.

The primary instrument was a vocabulary memorization test consisting of 20 multiple-choice items focusing on recognition and contextual usage. A pre-test and post-test were administered to both groups. Validity and reliability were established through expert review and statistical testing (KR-20 = 0.86). Additionally, a Likert-scale questionnaire with 15 items and open-ended questions captured students' perceptions of YouTube as a learning tool.

Data collection followed three stages: pre-test, treatment, and post-test. The experimental group watched and practiced vocabulary from the YouTube video *"Learn English Speaking with Animated Story – A Hotel Stay"*, while the control group relied on dictionary-based and textbook exercises. Data were analyzed using descriptive statistics, gain score analysis, and independent samples t-test.

## 3. FINDING AND DISCUSSION

### 3.1 Test Results

**Table 1.** Pre-test and Post-test Results

| Group | Pre-test Mean | Post-test Mean | Gain |
|---|---|---|---|
| Experimental (n=15) | 49.67 | 86.67 | 37.00 |
| Control (n=15) | 49.33 | 60.53 | 11.20 |

The results indicate that both groups started at nearly the same level. However, the experimental group's improvement was significantly greater than that of the control group.

Experimental: 0.74 (high)

Control: 0.22 (low)

The normalized gain further supports the effectiveness of YouTube-based instruction.

## 3.2 Vocabulary Item Analysis

Analysis of individual vocabulary items showed consistent improvement across all 20 words for the experimental group, with an average item score of 87.15% compared to 60.65% for the control group. This consistency demonstrates the instructional strength of multimodal input.

## 3.3 Student Perceptions

The questionnaire results revealed that students in the experimental group found YouTube-based learning more engaging and effective. Independent samples t-test on perception scores confirmed a significant difference (p < 0.001) between groups. Students highlighted the role of visuals, audio, and contextual examples in aiding memorization.

## 3.4 Discussion

The findings align with Mayer's multimedia learning theory [3] and Krashen's Input Hypothesis [4], suggesting that multimodal input supports deeper processing and retention. Previous studies (e.g., Al-Seghayer [5]; Rama & Bhatia [6]) similarly reported positive impacts of YouTube on vocabulary acquisition. This study extends their findings by providing empirical evidence from an Indonesian EFL context.

## 4. CONCLUSION

This study demonstrated that YouTube videos significantly enhance vocabulary memorization skills compared to traditional methods. Students exposed to audiovisual, contextualized vocabulary instruction achieved higher scores and expressed positive perceptions. The findings highlight the pedagogical value of integrating multimedia tools like YouTube in EFL classrooms.

## 5. CLOSING STATEMENT

## REFERENCES

[1] P. Nation, *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press, 2001.

[2] S. Thornbury, *How to Teach Vocabulary*. Harlow: Longman, 2002. [3] R. E. Mayer, *Multimedia Learning*. Cambridge: Cambridge University Press, 2009.

[4] S. Krashen, *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon, 1982.

[5] K. Al-Seghayer, "The Role of YouTube in Language Learning: A Case Study of Vocabulary Acquisition," *Journal of Educational Technology*, vol. 15, no. 2, pp. 45–62, 2017.

[6] P. Rama and V. Bhatia, "Visual Learning in EFL: The Impact of YouTube on Vocabulary Retention," *TESOL Journal*, vol. 30, no. 1, pp. 88–104, 2018.

[7] M. S. H. Chowdhury, "Impact of YouTube videos on enhancing vocabulary retention in students," *Journal of Language Education and Technology*, vol. 10, no. 3, pp. 45-57, 2018.

[8] A. R. Smith and B. T. Jones, "Using multimedia to boost vocabulary learning in ESL students," *Educational Technology & Society*, vol. 21, no. 4, pp. 66-79, 2019.

[9] R. K. Patel, "The role of video-based learning in vocabulary acquisition," *International Journal of Language Learning and Teaching*, vol. 15, no. 2, pp. 112-118, 2020.

[10] J. P. Miller and L. G. Davies, "YouTube

as an educational tool: Enhancing students' vocabulary learning," *Journal of Educational Multimedia and Hypermedia*, vol. 25, no. 1, pp. 33-45, 2021.

[11]  T. H. Lee, "The effectiveness of using YouTube videos to enhance students' vocabulary retention skills," *International Journal of Educational Research*, vol. 40, no. 2, pp. 28-39, 2022.

[12]  K. A. Thompson, "Multimedia tools for vocabulary learning: The role of YouTube," *Journal of Digital Education*, vol. 18, no. 3, pp. 20-29, 2020.

[13]  F. R. Williams and J. H. Garcia, "Vocabulary learning through YouTube videos: A case study," *Language and Education*, vol. 17, no. 4, pp. 67-75, 2018.

[14]  D. E. Brooks, "Enhancing vocabulary acquisition through video: A YouTube-based approach," *Educational Research Review*, vol. 14, no. 5, pp. 89-97, 2021.

[15]  L. S. Kim, "Using YouTube for vocabulary enhancement in higher education," *Journal of Language Teaching and Research*, vol. 12, no. 2, pp. 100-107, 2020.

[16]  C. D. Wilson and P. S. Adams, "Evaluating the impact of video-based learning on students' vocabulary mastery," *Asian Journal of Education and Social Sciences*, vol. 11, no. 3, pp. 75-85, 2021.