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Research Article

The Effectiveness of Using YouTube on Fireman Sam Channel To Improve Vocabulary Mastery in Teaching Listening

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A B S T R A C T

This research is about the use of YouTube on the Fireman Sam channel to improve vocabulary skills in teaching listening. The objectives of this research are: 1) To identify the Firemans' Sam channel improve vocabulary mastery in teaching listening; 2) To identify Firemans' Sam Channel is effective in vocabulary mastery. This research method was a quasi-experimental in which the data collection used two tests, pretest and posttest, both of which were listening tests. Then the data were analyzed using t-test to find out whether there is a significant difference after being given treatment. The finding of this research before getting the treatment the sample got the mean of each test in pre-test is 43,33. After being seen from the t-test that there is a significant value of 0.000 because it is less than 0.05, the researchers assume that the use of YouTube on Fireman Sam's channel improves vocabulary skills that will be effective in teaching students' listening and can be used as an alternative media in teaching listening.

INTRODUCTION

Listening is one of the important factors in determining one's success when learning in class. Information will be obtained optimally if the listening activity is carried out properly (Ahmadi, 2016). Listening is also a very important activity for someone, because most of the information comes from sound.

According to Asemota (2015), naturally listening is a key test that a person acquires when learning another language genuinely. Children hear words, witness gestures, and form vocabulary from others around them in a social context. As a result, babies naturally begin to learn their first language by imitating what they hear from others. In other word, Listening is the main thing that students must have in the learning process. When a new person is born into the world, what is done in absorbing the language is by listening. In learning English, listening is a very important understanding (Boyle, 2015; Gilakjani & Sabouri, 2016; Sharma, 2011). Because, we should be able to know and understand what other people say to us. In order for us to have such ability, of course, there are several efforts that must be made. One way is to understand the words we hear carefully. Basically, learning to listen and listen in English is not difficult. We can use various interesting methods as an effective way to learn it.

According to Cameron (2003), teaching vocabulary focuses on assisting students in developing their word knowledge as well as in enabling them to utilize the language effectively and efficiently. It means that teaching vocabulary must be carefully carried out in choosing the material to make students enjoy the learning and attract

with the English subject with the right way to achieve the goal (Nation, 1990; Alqahtani, 2015).

There are four types of listening performances. Each of which comprises a category within which to consider assessment tasks and procedures. Those are intensive listening, responsive listening, selective listening or monologue, and extensive listening (Brown, 2006).

The development of education is heavily influenced by information and communication technologies. According to Prawiradilaga (2012), digital technology industry and the internet have an impact on education and training. This impact is positive since it encourages various parties to adapt to innovation and the global era, such as educators, teachers, educational organization managers, and students. Information and communication technology have played an important role in improving the quality of the learning process in the classroom in past years. Many information technology-based media are included to improve the results of the learning process in the classroom at each meeting, to improve each student's quality. Currently, we see many schools competing with each other in their use of information technology as a learning medium that can increase the quality of education.

As referenced by Arsyad (2011), media are described as human, material, and event-based activities that generate conditions for pupils to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are all media. One way is to use a smartphone to access YouTube learning media. YouTube in the world of education has now become a new alternative medium aside from other media that have been present and accepted by stakeholders in the education sector. All learning materials can be obtained easily on educational sites on YouTube video media.

This research also examines how YouTube can become part of learning system to support independent learning and language learning. This research attempts to answer complex questions regarding the application of YouTube in teaching vocabulary to students. Because in teaching vocabulary to students the teacher has to make variations of techniques and make teaching vocabulary more interesting, so this research is expected to contribute knowledge to readers and teachers about the application of using YouTube in teaching vocabulary to students.

Therefore the researchers are interested to see how effective the YouTube application is if it is applied by the teacher to students in one of the 11th grade rooms at SMAN Sukabumi City. This will show the result of whether this application can help to students improve their listening achievement. Based on this description, the researchers are interested in conducting research entitled "The Effectiveness of Using YouTube on the Fireman Sam Channel To Improve Vocabulary Mastery in Teaching Listening".

METHOD

1. Research Design

This research design was quantitative. The type of research used in this research was Quasi-Experimental Design. The purpose of quasi-experimental design was to estimate pure experimental conditions in a state where it was not possible to control and to manipulate all relevant variables, to reveal causal relationships by involving the control group in addition to the experimental group and to explain relationships, and to clarify the causes of an event or both (Creswell, 2014; Sugiyono, 2010). This research was conducted at SMAN Kota Sukabumi where two groups were selected by simple random sampling. There was one group that acted as the experimental group and the other group as the control group. The sample consisted of two classes, namely class XI MIPA 1 as an experimental class and class MIPA 2 as a control class.

Table 1. Sample

Population	Number of Student	Type
Kelas XI MIPA 1	36	Experimental Class
Kelas XI MIPA 2	36	Control Class

2. Techniques of Data Collection

To get accurate data, the researchers used a test instrument to collect data. The test was simply defined as a method used to measure the competencies possessed by individuals or groups. The assessment of the test was by checking the answer of the sample. If the answer was correct so they got point for each number. The test instrument in this test was an audio visual from Fireman Sam's YouTube channel to improve vocabulary mastery.

At this stage the activities carried out were as follows:
a. The researchers chose the student in XI IPA 1 as the experiment class and XI IPA 2 as the control class;
b. The researchers gave both of class, control class and experiment class pre- test;
c. The result of the pre-test was used as the comparation value to find or to determine the initial number that will be a reference in determining the level of success of the learning strategy used;
d. Treatment was given to the experiment class after the pre-test had been given by researchers;
e. The treatment was given twice for applying the strategy that had been chosen by researchers to increase students' listening skill;
f. Only the experiment class was given the treatment using YouTube as media learning, while the control class was not;
g. The researchers gave both of class a post-test for defining the result;

h. The result of post-test was compared with the pre-test value to identify the significant increasing before and after treatment in experiment class and without treatment in control class. So that a valid conclusion can be drawn.

3. Techniques of Data Analysis

The data collected will be inputted and analyzed into IBM SPSS statistics 22 to determine the validity test, reliability test, N-gain score, data normality test, and data homogeneity test and t-test. This can be done through the following steps:

a. N-gain

N-gain was used to determine whether or not there is a significant effect on YouTube as a learning medium. For example, the percentage of N-gain used to measure the increase in students' vocabulary mastery before and after learning (Nismalasari, Santiani, & Rohmadi, 2016). In other words, it can be said that the N-gain score will answer about increasing using YouTube on Fireman Sam channel to improve vocabulary mastery in teaching listening.

b. Normality Test

A normality test was used in order to know whether the data collection from experimental and controlled class were normally distributed or not. This normality test was done by using IBM SPSS Statistic Version 22 which has requirements as follows: if the result of normality test is more than > 0.05, it can be categorized that the distribution of the data is normal, but if result scores is less than < 0.05, the distribution of the data is not normal.

c. Homogeneity Test

After having the results from normality test, the next step was calculating the homogeneity of data. The homogeneity test was used to determine whether the data in both of classes were homogenous or not. This test also was done by using IBM SPSS Statistic Version 22 to have the homogeneity of data with the significant level more than Sig = 0.05.

d. The T-Test

T-test was the data analysis process in order to know the significant difference between students' vocabulary knowledge using YouTube application in experimental class and students' vocabulary knowledge without YouTube application in controlled class. The t-test used in this research was Independent Samples T-test with two-tailed test of significance by using IBM SPSS Statistic Version 22. If the result shows Sig. (2-tailed) > sig = 0.05, then the null hypothesis is accepted. But, if Sig. (2- tailed) < sig = 0.05, then alternative hypothesis is accepted.

RESULTS AND DISCUSSION

1. Identifying of Fireman Sam Channel Improve Vocabulary Mastery in Teaching Listening

This discussion was to answer the first research question of whether or not Fireman Sam's YouTube channel improves vocabulary mastery in teaching listening. It could be answered by compared means score in pretest and posttest in experiment and control class.

a. N-Gain

1) Data N-Gain Pretest and Posttest Experiment Class

Table 2. Data of N-Gain Experiment Class

Criteria	Score Experiment Class		N-Gain	Interpretation
	Pretest	Posttest		
Sum	1740	2767	54,54	Less Effective
Averrage	48,33	76,86		

2) Data N-Gain Pretest and Posttest Control Class

Table 3. Data Of N-Gain Control Class

Criteria	Score Experiment Class		N-Gain	Interpretation
	Pretest	Posttest		
Sum	2080	3144	70,27	Effective Enough
Averrage	57,77	87,33		

The average pre-test score will be compared with the post-test average score to determine whether Fireman Sam's YouTube channel improve vocabulary mastery in teaching listening or not. The average value of the control class is 48.33 for the pre-test, and 76.86 for the post-test. While the experimental class was around 57.77 for the pre-test, and 87.33 for the post-test. From this result, the researchers conclude that the Fireman Sam channel improves vocabulary mastery in teaching listening. There was an increase. Students in the experimental class increased significantly from 58,1750 to 83,3167. In other words, it can be said that there is a significant increase in improving vocabulary skills in 11th grade students at SMAN 2 Sukabumi City. This is also supported by the results of observations to determine the feasibility of understanding storytelling through WhatsApp in the experimental class. From the observation data, the following results are obtained.

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Based on the table above, it can be seen that sig (2 tailed) is 0.000. Based on the decision where the significance value for this type of test, namely the paired sample t test, must be below 0.05 in order to prove that there is a significant increase in the use of the YouTube variable to improve vocabulary mastery in teaching listening. Thus, the table above shows that the use of YouTube to improve vocabulary mastery in teaching listening can provide a fairly good improvement.

The results show that students' vocabulary increased after implementing YouTube video activities in vocabulary learning. There is a difference in the mean scores on the pre-test and post-test. Before and after using the YouTube Video method. This increase was due to the use of YouTube activity videos in the experimental class.

Based on these results, the average score of students increased in vocabulary because YouTube video activities were effectively used in teaching vocabulary. By applying the YouTube video activity method students can learn well, it is more fun, students can memorize the vocabulary that students see on YouTube videos.

In addition, the results of the pre-test in the experimental class showed that the students' vocabulary increased in the pre-test and post-test after the treatment. So, it can be concluded that the use of audio-visual by using YouTube videos in class increases students' vocabulary.

Thus, from the results of the analysis, it can be seen that YouTube videos are effective on students' English learning outcomes in vocabulary mastery. Therefore, it can be concluded that the use of audio-visual activities using YouTube videos for class XI MIPA students at SMAN Kota Sukabumi can increase vocabulary. Then, YouTube video activities are effective to use in teaching listening to improve vocabulary mastery.

CONCLUSION

This conclusion is drawn from the implementation of Using YouTube on Fireman Sam channel to Improve Vocabulary mastery in teaching listening in grade 11 students at SMAN Kota Sukabumi as follows:

1. Vocabulary mastery increases after they learn to use audio-visual media in the form of videos from the YouTube application. This can be seen from comparing the average pre-test and post-test scores of the experimental class, where the average score of students increased from 57.77 to 87.33, so it can be said that the increase in vocabulary mastery was successful by using the YouTube application. The answer is supported by the observations that the researcher made in class, so it is considered that student activity has increased

2. Using YouTube on Fireman Sam channel to improve vocabulary mastery is considered significant because it can be seen from the results of the paired sample t-test where the value of sig (2-tailed) is 0.000 which means it is significant because it is smaller than 0.5. So it is assumed that the use of YouTube on Fireman Sam channel to improve vocabulary mastery in teaching listening has a significant or effective effect on improving students' vocabulary skills.

Thus, the researchers can conclude that the answers to the research questions prove that the YouTube application can improve vocabulary mastery and it is also effective for improving vocabulary mastery in teaching listening.

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