



THE USE OF YOUTUBE CHANNEL PRACTICAL PSYCHOLOGY AS MEDIA IN TEACHING VOCABULARY TO SIXTH GRADE STUDENTS OF SD NEGERI BANGKEH KABUPATEN PIDIE

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ABSTRACT

The purpose of this study is to determine whether or not using the YouTube channel Practical Psychology to help sixth-grade pupils learn vocabulary is helpful. In the instance of the experiment research approach, quantitative research is used in this study. The research's design is a pre-experiment with one group that underwent pre- and post-testing. One class is used in this arrangement, and pre- and post-tests are administered before and after treatment. The purpose of this treatment is to test the effects of a certain treatment. The pupils of SD Negeri Bangkeh's sixth grade during the academic year 2022/2023 make up the study's population. There are 25 pupils in all, all of them were in the same class. Only 25 kids were enrolled in the sixth grade, thus that group was chosen as the sample group for this study. N-Gain Score was used to analyze the data that was obtained. According to the study's findings, the sixth-grade pupils' proficiency with vocabulary can be improved by using the YouTube channel Practical Psychology. This is supported by It is demonstrated by the N-Gain score calculation result, which is 0.58. The use of the Practical Psychology YouTube channel to teach listening skills is sufficient/effective enough.

Keywords: *YouTube Channel Practical Psychology, Vocabulary.*

INTRODUCTION

Since vocabulary is one of the key components of language, students must study and master it. Without a strong vocabulary, no one can grasp language abilities, not even students. Vocabulary is a basic of one learns a foreign language (Priadji & Rusadi, 2023). In line with the teaching and learning process of English, vocabulary seems to be a vital aspect that should be seriously paid attention by English teachers. It means that if a person does not have plenty of vocabulary, it is rather difficult for him or her to understand other people are talking. It is, of course, without grasping sufficient vocabulary we would not know what is being talked to or discussed in writing.

Many students get difficulties to master vocabulary. The students get problems mastering vocabulary because the way they learn English is not appropriate. The teachers teach vocabulary through translating and memorizing. Though translating and memorizing are not effective to overcome the students' problems in mastering vocabulary.

When English is taught in a formal setting, such as a classroom, the value of vocabulary, which has traditionally been regarded as the head of the language, is not often emphasized (Priadji & Rusadi, 2023). Teachers are encouraged to use interactive teaching media in developing students' vocabulary (Setyawan & Maureen, 2014).

Students at SD Negeri Bangkeh in sixth grade also experience these issues. The most students still got difficulties in mastering vocabulary. There were many factors that made them difficulties to learn vocabulary and one of them was the media used by lectures who taught vocabulary were not comfortable (Bintoro et al., 2016). The teacher only asked the students to translate and memorized vocabularies that they were learning. This way made them bored and they were not motivated to learn vocabulary. Consequently, their ability in mastering vocabulary could not increase.

The researcher then tries to use the YouTube channel Practical Psychology as a medium that can be used in vocabulary instruction to overcome the students' challenges with memorizing vocabulary. Due to the use of technology, conventional instructional medium like audio and video cassettes have evolved into modern ones over time. Nowadays, teachers frequently select videos for their lessons rather than audiotapes. As a result, it is simpler for today's students to watch movies by just connecting their technological devices to the internet. In light of this, YouTube is thought to be the most popular video website among students (Kusumaningrum et al., 2022). *The most popular video hosting platform on social media is YouTube.*

As explained above, YouTube video is an alternative tool to be used in language teaching which provides audio-visual information. States that YouTube Channel Practical Psychology prepare and presents vocabulary materials that are effective for English learners who are learning vocabulary. The vocabulary materials in the YouTube are easier to be understood by the learners. Thus the learners are easier to master vocabulary through the YouTube (Setyawan & Maureen, 2014).

YouTube videos can be utilized to stimulate cultural lessons, increase exposure to World English, and promote authentic vocabulary development. Even reading and writing activities can be structured approx Youtube videos. In-class lessons and activities will be detailed, as will homework and projects that require the use of online video streaming (Jon Watkins). Teachers can use YouTube videos as IT-based media to improve students' speaking skills.

YouTube is a website that enables users to watch, upload or share videos online related to education, particularly in languages. YouTube has an important role in providing information because YouTube is accessible to students from all countries around the world.

Use of YouTube Channels can increase English vocabulary in early childhood students. Based on the problem and the explanation which is exposed above, it is obvious that many students of SD Negeri Bangkeh still have problems in learning vocabulary and the problems should be solved as soon as possible (Filina et al., 2022). Therefore, it needs to be conducted a research about improving the students' ability of SD Geumpang in mastering by watching YouTube Channel Practical Psychology.

According to the definition given above, the researcher comes to the conclusion that the ability to listen is a skill needed for someone to be able to understand someone through sentences or words uttered by someone who is speaking with a lot of information in them. When a student listens to a passage, they are using their listening ability to communicate with the passage by comprehending the vocabulary, spelling, grammar, and meaning of the passage. Listening ability is the capacity to connect sound to meaning.

One of strategies that be used in teaching vocabulary is YouTube channel Practical Psychology as media (Sari et al., 2021). The YouTube channel Practical Psychology is a short-animated video from YouTube that gives informative videos to everyone who wishes to learn. This channel uploads animated book review, inspirational and motivational videos, as well as tutorials on many topics.

According to Hiebert and Bohn, there are two kinds of visual aids and audiovisual aids (Negara Malaysia, n.d.). Both two kinds of the picture or visual aids and audiovisual aids have definite use in the language classroom interaction. One kind of depicts a situation or topic and includes several people and action. In this case, the researchers used the video as an aid which is a kind of picture or visual aids and audiovisual aids. The most effective tools among the resources for teaching and learning are those using audio-visual media. The object can not only be shown using audio-visual media, but also heard and seen. Three categories of audiovisual media exist: (1) Video CD, (2) Laptop or Computer, and (3) Projector.

Based on the description, it can be concluded tentatively that the advantages in using visual aids or pictures can help both teacher and students in the teaching learning process. Visual aids that can be useful to the language teacher by helping him or her create situation which are outside the classroom walls. The use of the visual aids in teaching learning process can help the students introduce the reallife situations.

METHODS

Pre-experiment design with one group completing pre-test and post-test is how this study was conducted. One class is used in this arrangement, and pre-and post-tests are administered before and after treatment. The purpose of this treatment is to test the effects of a certain treatment.

The fifth-grade pupils at SD Negeri Bangkeh in the academic year 2023–2024 make up the study's population. 25 students make up the study's entire sample, which is made up of one class. Since there were only 25 fifth graders in one class, the kids were chosen as the sample population for this study.

Tests were utilized as a data collection tool. The pupils' listening skills were then tested, using the practical psychology techniques from a YouTube channel. Pre-test and post-test were the two tests that made up the test. Twenty multiple-choice questions made up the pre-test. Twenty multiple-choice questions were also included in the post-test to gauge student understanding of the material covered by the YouTube channel Practical Psychology. This course required 70 minutes per meeting. The exam consists of a number of questions or tasks that are meant to gauge a person's or group's abilities, knowledge, and skills. As a result, the tests were split into two categories: pre-test and post-test.

a. Pre-test

The pre-test was a test that is distribute to participants before the instructions were presented. The pre-test was carried out at the first meeting to

determine the the students' ability in mastering vocabulary before the treatment was carried out. In the pre-test, the researcher prepared questions to students about the vocabulary mastery. Students had 60 minutes to answer questions.

b. Post - test

Post - test refers to measuring students' abilities after being applied YouTube Channel Practical Psychology. In addition, in the post-test, the students were asked to answer the post-test questions within 70 minutes.

The author used quantitative data in this investigation. The writer then utilized the following formula proposed by Meltzer in Sugiyono to calculate N-Gain Score in order to determine the differences between pre-test and post-test as well as the test success after watching YouTube Channel Practical Psychology (Afriyose, 2023).

RESULTS AND DISCUSSION

After gathering the data, the researcher determines the students' pre-and post-test average scores. To get the average score, the researcher uses SPSS Version 23 to calculate the data. The following table displays the calculation's outcome.

Table 1. Descriptive Statistics of Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain Score	25	.60	.88	.7017	.06465
N- Gain Score Percentage	25	60.00	87.50	70.1688	6.46516
Valid N (list wise)	25				

The N-Gain Score (GS) score is 0.60 according to the statistical analysis shown in the above table. It indicates that there is a difference of 0.60 points, or 60%, between the students' ability to grasp vocabulary before to the subject being taught without the use of YouTube Channel Practical Psychology, and following the application of YouTube Channel Practical Psychology. As a result, after being taught using YouTube channel Practical Psychology, the students' capacity to master language increases by 0.60 points, or 60%.

Furthermore, the N-Gain score is related to the category based on the N-Gain score in percentage and the category is presented in the following table.

Table 2. Category of N-Gain Effectiveness Interpretation

Percentage (%)	Interpretation
< 40	Low
41 - 55	Less
56 – 75	Sufficient
> 76	Effective

Source: Hake, R.R. in (Sugiyono, 2017)

Based on the table, it can be stated that the effectiveness of using YouTube Channel Practical Psychology in teaching listening skill is sufficient/effective enough because the N-Gain score is 0.58. Next, it can be concluded that the use of YouTube Channel Practical Psychology is effective enough in teaching listening skill. In the other words, it can be stated that the fifthgrade students of SD Negeri Geumpang who are taught listening skill by using YouTube Channel Practical Psychology get better result than those who are taught listening skill without using YouTube Channel Practical Psychology.

In accordance with the statistical study, the N-Gain Score (GS) score is 0.58. According to the N-Gain Score, it can be concluded that using the YouTube channel Practical Psychology to teach vocabulary is an adequate method. Next, there is a 60% difference between the pupils' proficiency in listening before and after being taught via YouTube channel Practical Psychology. As a result, after being instructed by the YouTube channel Practical Psychology, the students' listening skills improve by 60%.

In addition, there is a novelty of this research and the novelty is YouTube Channel Practical Psychology is as a new media which is effective to be used in teaching vocabulary to the sixthgrade students of SD Negeri Bangkeh, Kabupaten Pidie. Besides, the design used in this research is experimental research. Meanwhile, the previous researchers who conducted a research about teaching vocabulary by applying YouTube Channel Practical by using classroom action research design meanwhile the researcher uses pre-experimental research with one group; pre-test and post-test design.

CONCLUSION

The use of YouTube Channel Practical Psychology is effective to improve the sixth grade students' ability in mastering vocabulary. There is a 60% difference in the pupils' capacity to master vocabulary between the times they are taught without the use of media and after they are taught with it. Next, the calculation of the N-Gain Score result, which is 0.60, further supports the claim. According to the results of the N-Gain Score, it can be concluded that

the category of vocabulary instruction via the YouTube channel Practical Psychology is adequate.

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