THE EFFECT OF *"LEARN ENGLISH WITH EMMA"* YOUTUBE CHANNEL ON PGMI STUDENT'S VOCABULARY AT IAIN PONOROGO

THESIS

BY:

LUTFI NUR AFIFAH

NIM. 210916029

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

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ABSTRACT

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Key Word: Learn English with Emma Channel of YouTube, YouTube, and Vocabulary.

Vocabulary is one of the important skills in language. Vocabulary not just about memory task, but it also involves creative and personalized in learning and using. Without a sufficient vocabulary, the students cannot communicate effectively or express their ideas in both oral and written forms. Vocabulary can help the students themselves understanding more of what they read and also what they hear. As a part of English learning, learning vocabulary becomes important aspect before mastering the language structure and grammatical. Without vocabulary, nothing can be conveyed. In the other hand, learn vocabulary more interesting using media. One of media is YouTube. YouTube give the interested visual to viewers in videos. It makes the viewers comfort and enjoy even though the viewers is learning. And one of channel that can help the viewers understanding the vocabulary is Learn English with Emma YouTube channel. This channel especially shows about learn English. This channel has more million viewers in every video. The explanation is very understanding.

The purpose of this research was to reveal whether there is significant different score in vocabulary mastery for students before and after taught by using Learn English with Emma YouTube channel in teaching vocabulary at second semester of PGMI in IAIN Ponorogo in the academic year 2019/2020.

This research applied quantitative approach and used pre-experimental design. This research used one group pre-test post-test design and took one class to conduct the research. The population was taken from the second semester of PGMI in IAIN Ponorogo in the academic year 2019/2020. Total of the population in this research were 321 students. There were 9 classes. Total of the sample in this research were 36 students. The sample was taken by simple random sampling. The procedure of data collection was giving test. To analyze the data, the researcher used t-test formula to know the different students' score before and after taught by Learn English with Emma YouTube channel.

The result of the research showed that the value of t_0 between students' score before and after being taught by using learn English with Emma YouTube channel was 4,178. The result of computation using t-test formula of 5% significant level was 2,03011. The t_0 was higher than t_{table}, so that H_a was accepted and H_0 was rejected. Overall from the calculation, it can be concluded that any significance different score in vocabulary achievement before and after taught by using learn English with Emma YouTube channel at second semester of PGMI in IAIN Ponorogo in the academic year 2019/2020. It becomes important for the

teacher to increase and develop their ability in teaching vocabulary. The teacher should be able to use the appropriate media in teaching vocabulary to make the students more interested, enjoy and be able to understand the material.

APPROVAL SHEET

This is to certify that thesis proposal of:

Name : Lutfi Nur Afifah
Student Number : 210916029
Faculty : Tarbiyah and Teacher Training
Department : English Education Department
Title : The Effect of *"Learn English with Emma"* YouTube Channel on Student's Vocabulary at 2nd Semester of Pendidikan Guru Madrasah Ibtidaiyyah in IAIN Ponorogo

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor,   Ponorogo, 10 November 2020

Nurul Khasanah, M.Pd
NIP. 198406112009122003

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo

Dwi Rachmawati, M.Pd
NIP. 198103162011012003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PONOROGO

PENGESAHAN

Skripsi atas nama saudara :

Nama	:	**LUTFI NUR AFIFAH**
NIM	:	210916029
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE EFFECT OF LEARN ENGLISH WITH EMMA YOUTUBE CHANNEL ON PGMI STUDENT'S VOCABULARY AT IAIN PONOROGO

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Hari	:	Kamis
Tanggal	:	3 Desember 2020

dan telah diterima sebagai bagian dari persyaratan untuk memperoleh gelar Sarjana Tadris Bahasa Inggris, pada :

Hari	:	Senin
Tanggal	:	14 Desember 2020

Ponorogo, 14 Desember 2020
Dekan Fakultas Tarbiyah dan Ilmu Keguruan,

Dr. AHMADI, M.Ag.
NIP. 196512171997031003

Tim Penguji Skripsi :

1. Ketua Sidang : **PRYLA ROCHMAHWATI, M.Pd**
2. Penguji I : **Dr. DHINUK PUSPITA KIRANA, M.Pd**
3. Penguji II : **NURUL KHASANAH, M.Pd**

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan di bawah ini:

Nama   : Lutfi Nur Afifah

NIM   : 210916029

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Judul Skripsi/Thesis : The Effect of Learn English with Emma YouTube Channel on PGMI Student's Vocabulary at IAIN Ponorogo

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Lutfi Nur Afifah

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Yang bertanda tangan di bawah ini:

Nama   : LUTFI NUR AFIFAH

NIM   : 210916029

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

Judul Skripsi : The Effect of Learn English with Emma YouTube Channel on Stundents' Vocabulary at 2nd Semester of PGMI in IAIN Ponorogo in the Academic Year 2019/2020

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LUTFI NUR AFIFAH

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of human communication consists of words that have structure which is used together by a particular community or country in conventional way. According to H. Douglas Brown, language is system of arbitrary conventionalized vocal, written or gestural symbol that enable member of given communication to communicate intelligibly with one another.[1] It means that language is not only oral and written form but also the symbol to communicate with other.

There are various language used by people in the world. One of them is English. Some people in the world use English as the first language. However, another countries use English as the second language and foreign language. In Indonesia, English is a foreign language. It means that English is not used in daily life but it is only used in education. English becomes subject matter in Indonesia education from elementary

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[1] H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Pearson Education Ltd, 2000), pg 6.

school as local content to the university as a subject. It purposes to increase students' ability to communicate by using English.

English is learnt as foreign language. Learning English is an integrated process. On the other hand, learning English is a long and complex undertaking.[2] It cannot be separated from acquiring four language skills. They are reading, listening, speaking and writing. Listening and reading are used to know the kinds of word, how to use it in orally and written form. Meanwhile, the students are able to communicate their feeling need and desire. They should master speaking and writing skills. By having more knowledge about language skills, everything will be easy for students who want to learn language to communicate.

To support students' mastery in language skills, students must be involved in communicative learning. In communicative learning, the students are expected to participate and interact actively in the learning process. This process allows students to understand the material meaningfully. Indirectly students will also be stimulated to actively interact. In addition, the students are given the freedom to think broadly to any knowledge that they are able to absorb. Interaction that exists between the students and the teacher will facilitate the learning process in order to create an effective learning which helps students to achieve competency standards.

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[2] H. Douglas Brown, *Principles of Learning and Teaching* (USA: University of Illinois), 2007, pg 1.

In mastering the English language, students need to learn and process a lot of vocabulary. Schmit and Mc. Carthey say that vocabulary is one of the important skills in language.[3] To reach this target, the students have to learn vocabulary deeply. But in fact, most of the students have not thinks about this fact. This condition creates an opportunity for the teacher to solve the problem faced by students in learning. The teacher should provide a wide opportunity for the students to develop the language achievement, for instance vocabulary. To develop this achievement, the teacher needs suitable approach and method. The teacher also has to support their learning with classroom management, facilities, time to think a lot about the material and prepare the strategy. [4] All of those are used to develop students' achievement in mastering their language, particularly vocabulary achievement.

Vocabulary not just about memory task, but it also involves creative and personalized in learning and using.[5] Without a sufficient vocabulary, the students cannot communicate effectively or express their ideas in both oral and written forms.[6] On the other hand, by having a lot of vocabulary, the students will find themselves understanding more of what

[3] Nobert Schmit and Michael Mc. Carthery, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 1997) pg 40.

[4] Jeremy Harmer, *How to Teach English* (England: Cambridge University press, 2001), pg 3.

[5] Scott Thombury, *How to Teach Vocabulary* (England: Pearson Education Limited, fifth edition, 2001), pg 31.

[6] Desi Junika & Elia Masa Ginting, "*Improving Student's Vocabulary Achievement through Anagram Technique in SMP N 1 Bandar".* (Jurnal Ilmu Pendidikan, 2012) http://jurnal.unimed.ac.retrieved

they read and also what they hear. Therefore, they have to learn vocabulary as well to be able to communicate effectively.

Learning vocabulary is complex. It is not just about comprehending word and meaning, but also when, why, what and what for the word is used. In the other hand, learning vocabulary is also about how the words are used in a sentence, conversation, text and other kinds of communication ways. Scott Thombury states that in learning vocabulary, the students have to learn a lot of aspects inside the words, such as word classes, word families, word formation, collocation, multi-word unit, homonyms, synonyms & antonyms, hyponyms, lexical fields, style and connotation.[7] Because this complexities, the students need ability in understanding and using the words and meaning. The students need not only to learn a lot of words, but also to remember them. The large vocabulary the students master, the better they perform their language.[8]

According to David Wilkins in Scott Thambury's book, as a part of English learning, learning vocabulary becomes important aspect before mastering the language structure and grammatical. Without vocabulary, nothing can be conveyed.[9] To learn vocabulary in the classroom, the teacher and the students need a tool, a way, a media and strategy that must be involved in communicative learning. The teacher will be the key to help students in understanding vocabulary a lot.

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[7] *Ibid*., 1 (Scott Thombury)
[8] *Ibid.,* (Desi Junika)
[9] David Wilkins in Scott Thombury, 13

One of most media that can be used in teaching learning process is YouTube. YouTube provided statistically significant effects on the students' vocabulary acquisition. The findings of the study indicate that the participants positively viewed the use of YouTube in their lessons. The findings also revealed significant improvement in the students' vocabulary achievement. The implications of the findings are discussed within the context of foreign language learning and teaching.[10] The researcher finds one of YouTube channel that easy to understand with good pronunciation. One popular YouTube channel for learning English is "Learn English with Emma". Why do learn English with Emma YouTube channel? The channel is made by Emma and she is also as a speaker. Emma is English teacher from France who has been officially certified as n English teacher. From the way she talks, what she speaks is very simple with good pronunciation and easy to understand. Many kinds of videos that have uploaded by Emma, there are about teaching grammar, teaching vocabulary, teaching idioms, how to speak English, how to remember vocabulary, how to get high score of ielts, etc. You can choose what the video you need. In addition, the large number of viewers every video makes Emma's YouTube channel is recommended for helping to teach and learn English as media. And the researcher chooses PGMI students to apply as subject of the research. The reason of the researcher chooses PGMI to be subject is PGMI is one of the majors that has English courses.

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[10] Raniah Kabooha & Tariq Elyas, "*The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers".* (English Language Teaching; Vol. 11, No. 2; 2018)

Although not as the English study program, PGMI gets basic material about English. It is useful for the future prospects of PGMI students. Because, in the world of work (elementary's teacher) English is still used and becomes an additional subject. Therefore PGMI students are required to master English even though the basic material.

The researcher conducts research in the PGMI department in semester 2. Because in PGMI, students get basic English material/courses in second semester. And basic material about English is only given once in the initial semester for one semester. So, in this study, the researcher will take the research with the title of study is "The Effect of "*Learn English with Emma*" YouTube Channel on Student's Vocabulary at 2nd Semester of PGMI at IAIN Ponorogo".

B. Limitation of the Study

Based on the background of the study above, the study is limited to find out the different significant score effect of using *"Learn English with Emma" YouTube Channel* in teaching vocabulary. The subject of the study is the 2nd semester of PGMI students in IAIN Ponorogo in the academic year 2019/2020.

C. Statement of the Problem

Based on the background of the study above, the statement of the problem is "Is there any different significant score on student's vocabulary

mastery before and after taught using *"Learn English with Emma" YouTube Channel* at 2nd Semester of PGMI in IAIN Ponorogoin academic year of 2019/2020?"

D. Research Objective

Based on the statement of the problem above, the objective of this research is to reveal different significant score on student's vocabulary mastery before and after taught using *"Learn English with Emma" YouTube Channel* at 2nd Semester of PGMI in IAIN Ponorogoin academic year of 2019/2020.

E. Significances of the Study

The significances of this research are expected to be helpful for:

1. Theoretically

    a. The result of this study will be used as a contribution scientifically in the field of education.

    b. This study can be used as the information and reference for the other researchers who want to conduct with the similar research topic.

2. Practically

    a. The Students

The benefit of the research for the students is the students can improve their vocabulary mastery using YouTube Channel learning.

b.   The Teachers

The benefit of the research for the teacher is the teacher know how well the effect of using YouTube channel in teaching vocabulary to improve the students' vocabulary mastery, and know the strength and the weakness of using YouTube channel in teaching vocabulary.

c.   The Researcher

The benefit of the research for the researcher is the researcher knows the strategy that can be used by the teacher to improve the students' vocabulary mastery in teaching vocabulary. So, when the researcher started to teach, the researcher knows what the strategy that will be used.

d.   The Readers

The benefit of the research for the readers is the readers know one of strategies that can be used by teachers in teaching vocabulary to improve the students' vocabulary mastery.

F.   Organization of the Study

The researcher organizes the process of this research report systematically. This thesis covers five chapters in which the organization of the thesis. They are:

The first chapter is introduction. It involves background of the study, limitation of the study, statement of the problem, objective of the study, significances of the study and organization of the thesis. In background of the study, the researcher explains about the important learning vocabulary and using YouTube as media. The statement of the problem only consists of one problem statement. Because of the statement of the problem is only one, so the objective of the study is to find out the significance effect of using *Learn English with Emma YouTube Channel* in teaching vocabulary at Madrasah Ibtidaiyyah Teacher Education of IAIN Ponorogo. The significance of the study will give the contribution for the students, teachers and readers.

The second chapter consists of previous research findings, theoretical background, theoretical framework and hypothesis. In this chapter, the researcher gives about the definition of vocabulary, the component of vocabulary and the implementation of using YouTube in learning vocabulary.

The third chapter is research method. This chapter involves research design, population and sample, data collection instrument, technique of data collection and technique of data analysis.

The fourth chapter is research findings. This chapter consists of the research location, data description, data analysis and interpretation and discussion.

The last chapter involves conclusion and suggestion. This chapter, the researcher will conclude and give the suggestion based on her research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. **Vocabulary**

   a. **Definition of Vocabulary**

   In oxford dictionary vocabulary means the total numbers of word in language, word known in a language, list of word with their meanings, especially at the back of a book used for teaching a foreign language.[11]

   Another meaning about vocabulary like money, have little value in and themselves. They are important because they stand for real things, object, and are a medium for the exchange of ideas.[12]

   Based on the statement above, it can be known that vocabulary learning is a substantial one for English Learners. Because of mastering vocabulary, the people can express idea what they want, to share many information and just to talk with other people.

   Almost every has at least four basic vocabularies, they are: Speaking Vocabulary, Writing Vocabulary, Reading Vocabulary

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[11] *Oxford Learner's Pocket Dictionary* (New York:Oxford University Press, 2008), 495

[12] Paul Witty, *How to Become A better Reader* (Chicago: Science Research Associates, 1999), 105.

and Acquaitance Vocabulary. The student has probably guessed at least one way to improve his oral and written expression. Since speaking and writing vocabularies relatively large. So that students have only to move word from their reading and acquaintance vocabularies into their speaking and writing vocabularies.[13]

Another types of vocabulary stated Paul Witty they are general vocabulary and technical vocabulary. General vocabulary includes the words people commonly use in conversation and correspondence and the words in newspaper, books, and magazine. This different with technical vocabularies that include the word find in specialized subject or fields such as English, History, chemistry etc.

The people use vocabularies in four main ways: a) read what other people have written b) listen to other people c) talk to other people d) write to other people.[14] Therefore the most important thing in English learning is mastery vocabulary. If we master vocabulary so we will be better in listening, speaking, reading, and writing,

b. **Kind of Vocabulary**

To develop language skills, students must take into account of vocabulary. In communication, comprehension and production

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[13] Robert M Gorrel and Charlton Larjd, *Modern English Handbook* (New Jersey:Prentice-Hall Inc, 1967), 367-368.

[14] Paul Witty, *How to Become a Better Reader*, 106.

of language, according to Nobert Schmitt differs vocabulary into two type of vocabulary knowledge they are receptive knowledge and productive knowledge.[15] The following is a discussion about these two types of vocabulary. This incremental nature of vocabulary acquisition manifests itself in a number of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in conversation, but not being able to use it ourselves. This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that is considered productive knowledge (passive/active are alternative terms).[16]

Based on the research by Laufer, investigated three types of vocabulary knowledge: passive, controlled active and free active.[17] Passive knowledge involves understanding the most frequent meaning of a word, controlled-active knowledge involves cued recall (where the first few letters of a word are included to

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[15] Nobert Schmitt, *Vocabulary in Language Teaching,* (USA: Cambridge University Press, 2000), pg 4.

[16] *Ibid., pg 4*

[17] Susan M Gass and Larry Selinker, Second Language Acquisition: An Introductory Course, (USA: Routledge, 2008), pg 452.

eliminate other possibilities), and free-active knowledge involves spontaneous use of the word.[18]

Beside divided into active and passive vocabulary, vocabularies which used in a sentence are divided into functions of each word named parts of speech as classified as follows:[19]

1) Noun: a word that refers to a person, thing, place, plant, animal. Example: John, Rose, Cat, doctors, table, house, happiness.

2) Pronoun: a word that is used instead of a noun or noun phrase. Example: he, she, it, hers, me them.

3) Adjective: a word that describes noun. Examples: red, strong, sad, tall, happy, good, beautiful.

4) Verb: a word or phrase that expresses an action, an event or a state. Example: come, play, read, study, eat,

5) Adverb: a word that adds information to a verb, adjective, phrase or another adverb. Example: quickly, carefully, already, soon.

6) Preposition: a word that used before noun or pronoun to show place, position, time or method. Example: at, about, among, in, on.

7) Conjunction: a word that that words, phrases or sentences. Example: and, but, for, nor, yet.

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[18] *Ibid, 453*

[19] Fuad Mas'ud, *Essential of English Grammar a Practical Guide* (Yogyakarta: BBFE-Yogyakarta, 2005), 44.

8) Interjection: a short sound, word or phrase spoken suddenly to express an emotion. Example: ow!, look out!, oh my god!.

c. **Component of Vocabulary**

Many factors appear to play a role in vocabulary development. Mastery vocabulary items should mean mastery the following components:

1) Frequency

Frequency is the rate at with something happends or is repeated, usually measured over a particular period of time, frequency has been accorded a high level of significant in ELT for many years as a result of the use of words. The beginner of many series of courses books or the first stage of many series of graded readers will have a basic lexical syllabus formulated form the first 500 to 800 most frequently occurring words in English.[20]

2) Pronunciation

Pronunciation is a way in which language is spoken.[21] In the initial stages of language learning it is common to in sits on affair amount of pronunciation practice of new words to help learner acquire the correct

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[20] *Ibid.,* 118.

[21] Martini, H Manser, *Oxford Learner's Pocket Dictionary* (New York: Oxfors University Press, 1991), 331.

stress pattern of syllabus. The aim for learning English is to listen and understand then learning words stress is important.

3) Contextualization

Shouten Van Parreten argued that texts, in contrast, present a linguistic and psychological reality and that presenting words in the context of a text will provide support and reduce interference.[22]

d. Teaching Vocabulary

Teaching vocabulary is one of the important aspects of English learning, Exactly, typical vocabulary targets for general English course are different there are: Elementary level (elementary school) 1000 word, intermediate (junior high school) 2000 word, and upper intermediate level (senior high school): in additional 2000 word, advantage level(college): in additional 2000+ word.[23]

Especially at junior high school is intermediate level. They are must to master vocabulary at least 200 word. Intermediate students have already achieved a lot. Sometimes, it may seem to them, they don't improve that much or that fast anymore. The teacher has to make stenuous attempt to show student what they

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[22] Tricia Hedge, *Teaching and Learning in the Language Classroom*, 119-123.

[23] Jack C. Richard, *Curriculum Development in Language Teaching* (London: Cambridge University Press, 1999), 154.

still need to learn without being discouraging. One of the ways of doing this is to make task we give them more challenging and to get them to analyze language more thoroughly.[24]

Teaching vocabulary to children students is not easy. There is the difference between teaching children and teaching adult. The children or student have certain characteristic and need a certain treatment. Teacher need to develop, support, motivate, and dig up their basic in improving it by providing a supportive environment, useful resource and carefully structure input and practice opportunities.

The teacher teaches vocabulary to the students in six main focuses, there are:

1) Form such as pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and why it's looks like (its spelling)

2) Grammar

The grammar of new item will need to be taught it is not obviously covered by general grammatical rules.

3) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given contexts.

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[24] Jeremy Harmer, *How to Teach English* (Edinbuigh: Wesley Longman, 1998),13.

4) Aspect of meaning such as denotation, connotation, appropriateness. The meaning of words is primarily what it refers to in the real world, its denotation. A less obvious component of the meaning of an item is its connotation. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain contexts or not.

5) Aspect of meaning of one item relates to the meaning of others can also be used in teaching such as synonym, antonym, hyponym and translation.

6) Word formation

Vocabulary items whether one word or multi word, can often be broken into their components 'bits'.

2. YouTube

a. Definition of YouTube

According Burke, YouTube is a popular online video sharing web site for schoolary and non-schoolary communication. It means that YouTube can be established as tool or resource of teaching. This provides additional opportunities for educators to engaged students visually in the educational learning process[25]. Tarunpatel stated that YouTube now contains enormous amount of

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[25] Burke, *An Assessment of Faculty Usage of Youtube As a Teaching Resource.* Retrieved from http://ijahhsp.nova.edu/articles/vol17/num1/burke.htm. (2009).

video content, some of which is highly exploitable in the classroom.[26]

YouTube is a video-sharing website on which users can upload, share, and view videos. Searching for or watching a video on YouTube does not require logging in. However, YouTube users can enjoy the benefits of creating a channel by signing up for an account. Logging in allows YouTube to suggest related videos to its users based on the previous viewing history. YouTube users can upload an unlimited number of videos to their channel. If the account is in good standing, as determined by the YouTube Community, then the user can attain the ability to upload long-length videos. After upload, the user can add video description details and use the video editor and annotations editor.

The video description is a key piece of information used to identify the content of the video. The more accurate the information provided by the channel owner in this section, the easier it is for users to find the video. The video editor tool allows the user to trim videos, add transitions, and overlay a soundtrack from an audio library. Annotations allow the addition of text links to other videos, channels, and playlists. The video manager can be used to organize uploads and playlists. The channel's activity feed provides channel viewers with a summary of recent activity.

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[26]Taruntapel, *Youtube For ELT*. Retrieved from http://www.teachingenglish.org.uk/blogs/taruntapel/youtbe-elt. (2009)

Subscribers can be updated on any channel activity on YouTube. YouTube users may also customize and control personal privacy settings. Additionally, the channel owner can communicate with subscribers by posting a bulletin which is shared with all subscribers. Although implementing strict copyright verification tools, YouTube provides users the ability to view its videos on web pages outside of the site. This functionality is often used to embed YouTube videos in social networking pages and blogs.[27]

b. YouTube as Media in Teaching Learning

YouTube as a learning media in the 2013 curriculum is very useful as supporting material because YouTube is able to tie edit values to education, is practically used and can be followed by all groups including students and teachers, providing information about development of education, technology, culture and economics that is free to all people.[28]

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[27] Akram Abood Jaffar, *YouTube: An Emerging Tool in Anatomy Education* (Department of Basic Medical Sciences, College of Medicine, University of Sharjah, Sharjah, United Arab Emirates, Anat Sci Educ 5:158–164 (2012) MAY/JUNE 2012 Anatomical Sciences Education)

[28] https://wezyloviniltri.wordpress.com/2017/10/01/dampak-media-sosial-youtube-bagi-mahasiswa (diakses pada 15 Febuari 2020, pukul 10.15)

c. The Advantages of YouTube as Media in Teaching Learning

Now, YouTube is very popular because it has so many benefits and conveniences for visitors. There are some of the advantages of YouTube:

1) With YouTube we can see and take various videos that we have not seen on TV before, so we do not miss information.

2) In YouTube there is a menu "search", so that if we enter the name or type of video that will be taken then automatically and quickly the video that we want will appear.

3) On YouTube there are various types of video formats that we can choose according to the video player application that we have.

4) The video image on YouTube is good so we are comfortable and clear when we watch it.

d. The Disadvantages of YouTube as Media in Teaching Learning

However, YouTube also has disadvantages, namely:

1) The use of YouTube must be with a good internet connection. If the connection is bad, the video will stop playing.

2) Each video has a large size, so that when downloaded it will take a lot of internet quota and memory.

3) YouTube does not provide a video capture application on the website, so we have to look for other applications such as *Keepvid* or *YouTube Downloader.*

4) YouTube provides video upload facilities for anyone, so here can be misused by irresponsible.[29]

e. Learn English with Emma YouTube Channel

Learn English with Emma is YouTube channel that learn about English. It is published on December 9, 2011. Emma already has 2,93 million subscribers. Until 2020, there are 167 videos have uploaded by Emma. Her viewers from 167 videos are 159.752.317 per date 3 March 2020. Emma as a native speaker is a teacher in her country French. Learn English with Emma have good credibility and good pronunciation in teaching and learning process. Many kinds of videos that have uploaded by Emma, as videos about teaching grammar, teaching vocabulary, teaching idioms, how to speak English and etc. In "Learn English with Emma" channel YouTube have a lot of exciting learning methods that can facilities students in learning English.

B. Previous Research Finding

Related to the present study, the researcher needs to review previous study of similar topics in order to find out the similarities and differences between the previous study and this study. The previous studies that used by the researcher are:

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[29] https://wezyloviniltri.wordpress.com/2017/10/01/dampak-media-sosial-youtube-bagi-mahasiswa (diakses pada 15 Febuari 2020, pukul 10.15)

The first journal was from Raniah Kabooha & Tariq Elyas in their journal "The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers", at King Abdul Aziz University. The study sought to answer the following questions:

1. To what extent does the use of YouTube in EFL classes improve the vocabulary comprehension and retention of students?

2. How do the students view the use of YouTube in their class as a tool to enhance their vocabulary learning?

3. How do the teachers perceive the use of YouTube as a tool to improve students' vocabulary learning?

This research used quantitative research that was conducted at King Abdul Aziz University. Students were divided into two groups: an-experimental group who watched YouTube during the reading activities and a control group who was not exposed to the videos. Data were collected using pre-tests and post-tests in addition to questionnaires. The findings of the study reveal that the group who viewed the YouTube clips outperformed the group who was not exposed to YouTube videos in the posttest.

The results clearly show that YouTube provided statistically significant effects on the students' vocabulary acquisition. The findings of the study indicate that the participants positively viewed the use of YouTube in their lessons. The findings also revealed significant

improvement in the students' vocabulary achievement. The implications of the findings are discussed within the context of foreign language learning and teaching.[30]

The similarity of this research with the researcher's research are same using YouTube in teaching vocabulary and using quantitative research. But this research also have differentiate with the researcher's study, there are Raniah Kabooha and tariq Elyas using an experimental group meanwhile the researcher using pre-experimental research.

The second journal from Renda Lestari in her journal "Pengunaan *YouTube* sebagai media pembelajaran Bahasa Inggris". This research is based on learning English courses in the PGSD study program at STKIP Muhammadiyah Muara Bungo. There were 35 students of second semester in class 2A of 2016, all of whom were internet generations. The study lasted for 14 weeks during the lecture in the even semester 2016/2017. At the end of the semester the students are asked to fill out questionnaires to provide responses to the learning process and YouTube as learning material. There are thirteen questions with five answer choices using a linkert scale which range from "strongly disagree" to "stongly agree". There is an open question that gives students a place to freely exprees their income about integrating YouTube in the classroom.

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[30] *Ibid*., (Rania)

YouTube is one of the learning media that can be integrated in learning subjects that are considered difficult by students. The purpose of this study is to see how far YouTube can be used as a medium of learning in English subjects. The results showed that the video on YouTube can be used as one of the learning media. The first part includes thirteen questions covering the extent to which students' perceptions about YouTube use in class. In general students have a positive perception about the use of YouTube in the classroom. Twenty six students (74%) agreed and eight students (22,2%) strongly agreed that YouTube videos increased their interest in learning English. In addition 96,3% of students stated that the use of YouTube was interesting. Most of the students, which is 88,9% also stated that videos from YouTube help them understand the material better.

The second part consists of eight questions about the video used in class. This section is divided into two parts, namely questions relating to videos that contain lectures from experts on a particular topic and questions about videos that are examples or sources of the data in English lessons. In general perceptions (88,8%) were positive for videos containing lectures on certain topics. Most students (85,2%) also have positive perceptions about videos used as examples or sources of data in English learning.[31]

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[31] Reda Lestari, "*Penggunaan Youtube sebagai Media Pembelajaran Bahasa Inggris"*. (The Second Progressive and Fun Education Seminar*)* ISBN: 978-602-361-102-7.

The similarity of this journal with the research of researcher is the subject of teaching English. The participants are the students of second semester. And also YouTube as media in teaching and learning process. The difference is the program study of this journal is PGSD but the researcher chooses of PGMI.

The third journal was from Dwi Heriyanto with the title "The Effectiveness of Using Youtube for Vocabulary Mastery". The study is to examine the improvement in vocabulary comprehension and maintenance of English as foreign language students at SMK Maarif 1 of Kebumen.

This experimental study utilized pre-tests- post-test and control group style was use in the study. The training students in addition to teachers were required to finish a questionnaire. The students were randomly designated into two groups: the experimental group who all watched YouTube throughout their reading course and the control group who also weren't exposed to YouTube. Both combined organizations did the pre-tests-post-tests, a complete week before and following the treatment.

The main goal of the pre-tests was to assess students" understanding of the new vocabulary as the post-tests targeted at examining the learners" recognition of the target vocabulary. The analysis was completed over one module (seven weeks) based on the educational system of the context of the existing study. The results show that the students of the current study found YouTube to be helpful in learning as well as remembering new

vocabulary 71%. The teachers also thought ability to retain and comprehend the prospective vocabulary. This has been supported by several studies including that of Balcikanli (2011) who believes that as YouTube provides several videos on any presented subject, the students are able to retain the words that they learn in their memory without having to get bored. All the teachers in the experimental group strongly agreed that the integration of YouTube within their classrooms increased students' involvement and engagement in the activities.[32]

Based on this journal, the similarity with the research of the researcher is same to addition media to teach English especially vocabulary mastery. So, the video that chosen is related with vocabulary. The difference is the participants of this journal are students in SMK and the researcher chooses the students in the university.

C. Theoretical Framework

Vocabulary has an important role in learning foreign language. Without enough vocabulary, one cannot communicate effectively or express his idea in both oral and written form. Having a limited vocabulary is also barrier that precludes learners from learning a foreign language. When they don't know how to enrich their vocabulary, for example, they often gradually lose interest in learning process.

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[32] Dwi Heriyanto, "*The Effectiveness of Using Youtube for Vocabulary Mastery*". Volume 6, Number 1, Februari 2015.

In this study, the researcher use YouTube. The researcher expects by applying it, the students will be able to master vocabulary easily and hope give motivation to the students in improving activeness, cooperation, and achievement in improving English vocabulary mastery of second semester of Pendidikan Guru Madrasah Ibtidaiyyah at IAIN Ponorogo.

D. **Hypothesis**

Hypotheses is the provisional of the answer that it truth is still be test.[33] There are two hypotheses in this research, they are:

1. H1: using of Learn English with Emma YouTube Channel is effective in teaching vocabulary for second semester of Pendidikan Guru Madrasah Ibtidaiyyah at IAIN Ponorogo in Academic year 2019/2020.

2. Ho: using of Learn English with Emma YouTube Channel is not effective in teaching vocabulary for second semester of Pendidikan Guru Madrasah Ibtidaiyyah at IAIN Ponorogo in Academic year 2019/2020.

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[33] Nanang Martono, *Metode Penelitian Kuantitatif* (*Principle of Language Teaching and Learning* Ed. Revisi) (Jakarta: Rajawali Pers ,2011), 63.

CHAPTER III

RESEARCH METHODOLOGY

Before the researcher does the research, the researcher needed the research method to covers a set of research activities. It involves: research design, population and sample, research instrument, data collection technique and data analysis technique.

A. **Research Design**

The research approach is used by researcher is a quantitative approach. Where the quantitative approach is researcher in which data is in the form of numbers and analyzed with statistical analysis to look for answers to the research problem.[34]

The method is used by researcher is the experimental method. Experimental approach research is research that seeks to find the effect of certain variables on other variables under tightly controlled conditions.[35] This type of research is a pre-experimental research. Pre-experimental design is a type of research where there are still external variables that influence the formation of the dependent variable. So, the results of experiments that are dependent variables are not simply influenced by independent variables. This can occur because of the control variables and the sample is not chosen randomly.

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[34] Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2015), pg.38.
[35] *Ibid.*, 39

The researcher is used a type of pre-experimental research with the aim to determine whether there was an influence of the use of social media Learn English with Emma YouTube channel in vocabulary learning in second semester of Pendidikan Guru Madrasah Ibtidaiyyah at IAIN Ponorogo in the academic year 2019/2020. The design in this study is a one group pre-test and pot-test design. This research model can be described as follows:

Pre-test $\rightarrow$ $\boxed{X}$ Post-test $\rightarrow$ $\boxed{Y}$
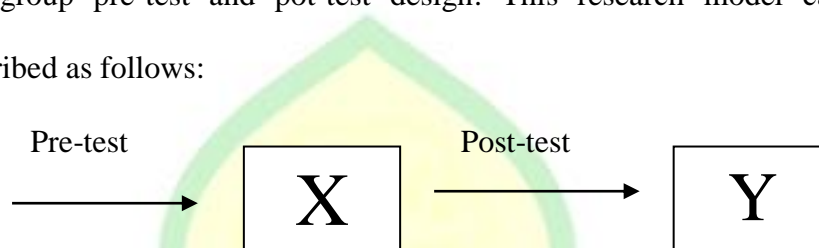
X: Treatment (variable independent): learn English with Emma YouTube channel

Y: Vocabulary mastery

The paradigm can be read as follow: there is a group that is given treatment, then observed the results.[36] In this study there are two variables, namely the independent variable and the dependent variable. Independent variables are variables that affect changes in the dependent variable. The independent variable in this study is the use of social media Learn English with Emma. Dependent variables are variables that are affected or that are due. The dependent variable in this study is student's vocabulary.

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[36] *Ibid.,* 74

In this case, the researcher gave a post to the students to take the score of the students learning outcomes after being given treatment using Learn English with Emma. This research was conducted in the academic year 2019/2020. This research was conducted in IAIN Ponorogo.

B. Population and Sample

1. Population

The population is the whole sample or research subject. A population is a group of individuals who have the same characteristic.[37] Sugiyono stated that population is a region consisting of generalization, object/ subject that has certain qualities and characteristics are determined by the investigator to be studied and then draw conclusions.[38] According Arikunto, population can be defined as the subject of research including all the people or items.[39]

The population in this study was all second semester students of PGMI at IAIN Ponorogo in the academic year 2019/2020. The researcher chose the second semester because in this semester basis English were taught, so the researcher though that was suitable for the

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[37] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition* (USA: Pearson, 2012), 142.

[38] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&B* (Bandung: Alfabeta, Prosedur, 2009), 297.

[39] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), 130.

research (vocabulary). There were any 9 classes. The total of population in this research was 321 students.[40]

2. Sample

The sample is all group of people selected to represent the much larger entire population from which it is drawn.[41] The samples were 36 students of A class of second semester of PGMI in IAIN Ponorogo. The sample class was given a treatment by using Learn English with Emma YouTube channel.

The method used by researcher to get representative sample for accessible population is simple random sampling. In simple random sampling technique, the sample is directly drawn randomly from the population. But, because the lecturer only responsible for teaching 2 classes, there are A class and B class. Therefore, the selection of the sample is using lottery. The researcher prepared 8 pieces of small blank paper. 4 pieces of small blank paper is written "A class", and 4 other pieces is written "B class". In this technique, each member of the population is given equal chance of being selected to become the members of the sample.[42] And in this study, one class sample came out of the lottery was taken namely of GMI A class of Pendidikan Guru

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[40] Siakad IAIN Ponorogo

[41] Mohammad Adnan Latief, *Research Methods on Language Learning* (Malang: UM Press, 2013), pg. 181.

[42] *Ibid., 183*

Madrasah Ibtidaiyyah in IAIN Ponorogo. While, for B class is class that validity the test.

C. Data Collection Instrument

The instrument is a measuring tool in research, because in principle the researcher is measuring, then there must be a good measuring instrument.[43]

In this study the researcher wanted to figure out the different score of the student's vocabulary after being taught by using Learn English with Emma YouTube channel. The researcher gave pre-test before it. It is did to get the score before the researcher taught using channel YouTube of Learn English with Emma. And it purposed to compare the score. Then the next step, the researcher was giving treatment using Learn English with Emma YouTube channel, with explained briefly about that channel and what that the students did. In final step, the researcher gave post-test to see the different score with the score of pre-test. The research instrument which was used by the researcher to collect the data was test. The test consisted of multiple choices.

The instruments of data collection can show as the table below:

Table 3.1
Instruments of Data Collection

Research title	Variable	Indicator	Subject	Technique
The Effect of		Steps of using learn English	Second	Pre-test and

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[43] *Ibid.,* 92

| Learn English with Emma YouTube Channel on Student's Vocabulary at 2nd Semester of Pendidikan Guru Madrasah Ibtidaiiyah in IAIN Ponorogo | Learn English with Emma YouTube Channel (X) | with Emma youtube channel for teaching vocabulary mastery can be ilustrated by these description: 1. The researcher gives the students test in 30 items about vocabulary. 2. The researcher asks and explains the problem about vocabulary and unfamiliar words with the students. 3. The researcher explains about YouTube channel to solve the problem and make students easy to learn. 4. The researcher gives the students some links of YouTube channel. 5. The students start to learn using YouTube. 6. The researcher controls the students' activities. 7. The researcher gave the post test using YouTube channel. | semester of PGMI | post-test |
| | Vocabulary (Y) | A noun is a word that functions as the name of some specific thing or set of things, such as living creatures, objects, places, actions, qualities, states or existence, or ideas. The types of noun: 1. Common noun 2. Proper noun 3. Concrete noun 4. Abstract noun 5. Collective noun 6. Compound noun | | |

		7. Countable noun 8. Uncountable noun 9. Material noun 10. Possessive noun Verb is a word that characteristically is the grammatical center of predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject or object. The types of verb: 1. Finite verb 2. Non-finite verb 3. Action verb 4. Linking verb 5. Auxiliary verb 6. Modal verb The researcher just not chose all the types of noun and verb because the limited of time.		

D. Data Collection Technique

Data collection technique is a systematic and standard procedure for obtaining the required data.[44] There is data collection technique in this study:

Test: the test that used by the researcher, contains a test of the ability to draw conclusions of students. The form of the test is a written test, because it can be used to find out how far the students understand the

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[44] Ahmad Tnzeh, *Pengantar Metode Penelitian* (Yogyakarta: Teras, 2009), pg. 57.

material that has been taught by educators. Many kind of types of the test. But, here the researcher used multiple-choice completion to show how far the students understood about the material.

a. Multiple-Choice Completion

This test is carried out by presenting a sentence where there are words that are omitted, and students choose one correct answer from the options given to complete the sentence. This test is consisted of 40 items. Each items is had 5 choices of the answer. The students just chose 1 correct answer. It was conducted in two steps. The test is taken from a colletion of questions in the TOEFL's book and some are taken from a YouTube video.

1) Pre-test

In this test, the researcher gave a test to the students before giving a treatment. After gave the pre-test, the researcher gave treatment using Learn English with Emma YouTube channel with explained briefly how to use and how to do.

2) Post-test

In post-test, the researcher gave a test for the students after the students had got treatments.

Rubric of vocabulary assessment:

Table 3.2
Rubric of Assessment

No.	Indicator	Items
1.	The student can understand the use	1. The following are the kinds of books that Allah has revealed to his prophets,

	of common noun	except…. a. The Holy Qur'an b. Torah c. The twilight and morning d. Zabur e. Gospel
2.	The student can understand the use of proper noun	4. …… is one the sacred places for muslims which located in Saudi Arabia. a. Jakarta c. Paris e. Seoul b. Mecca d. London 8. Who is the angel whose duty is to safe-guard the gate of hell-fire? a. Mikail c. Roqib e. Malik b. Gabriel d. Izroil 9. Who is called the angel of death? a. Gabriel c. Izroil e. Nakir b. Irofil d. Munkar 22. The Gospel is the book that was sent down to the prophet…. a. Muhammad SAW c. Isa AS e. Daud AS b. Musa AS d. Ibrahim AS
3.	The student can understand the use of concrete noun	6. ……should obey the five pillars of islam. a. Christian c. Buddhist e. Muslims b. Hindustan d. Catholic 16. In the evening, we should do shalah…. a. Shubuh c. Ashar e. Isyak b. Dhuhur d. Magrib 17. …… is the third pillar of islam, is due upon the value of all goods, cattle, profits, trade, and mercantile business. a. Syahadah c. Zakat e. Hajj b. Shalah d. Fasting
4.	The student can understand the use of abstract noun	13. There are 6 pillars of faith namely, except…. a. Believe in Allah b. Believe in prophets c. Believe in books d. Believe in angels e. Believe in myths
5.	The student can understand the use of countable noun	10. How many angels do you know? a. 5 angles c. 8 angles e. 10 angles b. 6 angles d. 9 angles 14. How many times are there for fardhu prayer in islam? a. 2 times c. 4 times e. 6 times

		b. 3 times d. 5 times
		21. How many chapters are there in the Holy Qur'an? a. 30 chapters c. 256 chapters e. 4 chapters b. 114 chapters d. 2005 chapters
6.	The student can understand the use of finite verb	2. Irafil is the angel whose duty is to ….. the first trumpet a. Kick c. Frazzle e. Give b. Blow d. Play 3. Everyone who will convert to Islam, must …..two sentences of the syahadah. a. Say c. Write e. Sing b. Remember d. Ask 7. One of the pillars of Hajj is ….. a. Surrounding the jumroh b. Eating the jumroh c. Occupying the jumroh d. Drinking up the jumroh e. Throwing the jumroh 20. The following are the kinds of books that Allah has revealed to his prophets, except…. a. The Holy Qur'an b. Torah c. The twilight and morning d. Zabur e. Gospel 25. The boarder …… porridge at the veranda of the gorgeous boarding house every afternoon. a. Eats c. Steals e. Drinks b. Gives d. Washes 28. Before praying, Aldo and his family …… ablution water. a. Take c. Say e. Give b. Make d. Bring 29. Every Moslem …… 2 sentences of Shahada a. Prays c. Says e. Reproaches b. Warns d. Look
7.	The student can understand the use of non finite verb	5. Mulims have to abstain from ……. during the fast in the month of Ramadhan a. Holiday d. Eating, drinking and desire b. Take a bath

		c. Touring e. Go to school
		11. …….. is an activity to abstain from eating, drinking, and desire during the month of Ramadhan from dawn to sunset.
		    a. Hajj c. Zakat e. Syahadah
		    b. Fasting d. Shalah
		19. What do you know about fasting? Except….
		    a. Abstain from eating
		    b. Month of stealing
		    c. Abstain from drinking
		    d. Month of abundance of merit
		    e. Abstain from desire

8.	The student can understand the use of transitive verb	15. What is the time to do of shalah shubuh?
		    a. At dawn c. At mid afternoon e. At evening
		    b. At noon d. At sunset
		30. What is the main duty of angle's Atid?
		    a. Blow the first trumpet
		    b. Safe-guard the gate of hell-fire
		    c. Examine and question human-being in alam barzakh
		    d. Deliver revelation from Alloh to Muhammad
		    e. Record every single bad deeds of his creatures

9.	The student can understand the use of intransitive verb	1. The Ka'bah is the …… of Moslems in the world.
		    a. Qibla c. Patron e. Prophet
		    b. Book d. Messenger
		11. What is the job of Gabriel?
		    a. To deliver or inform revelation from Allah to Muhammad and other messenger of Allah
		    b. To blow the first trumpet
		    c. To distribute things (rizq)
		    d. To safe-guard the gate of hell-fire
		    e. To record all of the good deed
		18. The activity of eating early in the morning before fasting is called….
		    a. Dusk prayer d. Dawn prayer
		    b. Break the fast e. Killing the time before magrib
		    c. Pre-dawn meal
		23. Innovation of modern tools ……

		advancement of technology throughout the earth.
		 a. Paves the way for
		 b. Spoils the way for
		 c. Steals the way for
		 d. Closes the way for
		 e. Destroys the way for
		 24. The dutiful soldiers …… the territory of Indonesia from hostile enemy.
		    a. Traitor c. Defend e. Ally with the enemy
		    b. Hide d. Destroy

10.	The student can understand the use of modal verb	26. Yongki and Yoga will not …… in music competition at school next month.
		   a. Spoil c. Replace e. Steal
		   b. Cry d. Participate

11.	The student can understand the use of passive verb	27. The month of Ramadhan …… with happiness by Moslems.
		   a. Hated c. Cried e. Killed
		   b. Welcomed d. Reviled

Total score: item correct / 3 * 10 = 100		

Notes:

A   : if the students get grades 90-100

B   : if the students get grades 80-89

C   : if the students get grades 65-79

D   : if the students get grades <64

E. Data Analysis Technique

1. Validity Test

Validity is a concept related to a number where the test has measured what should be measured. Validity means the extent to which inferences made from assessment result are appropriate,

meaningful and useful in terms of the purpose of the assessment.[45] The validity of the questions can be known by using the product moment correlation as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X (\sum Y))}{\sqrt{\{N \sum X^2 - (\sum(X))^2\}\{N \sum Y^2 - (\sum(Y))^2\}}}$$

Information:

r_{xy} = correlation coefficient between variables X and Y

N = the number of subject test

X = score

Y = total score

Criteria for the value of the correlation coefficient rxy can be used the following criteria:[46]

Tabel 3.3
Instrument Validity Criteria

Correlation coefficient *rxy*	The decision
$0,80 < rxy \leq 1,00$	Very high
$0,60 < rxy \leq 0,80$	High
$0,40 < rxy \leq 0,60$	Enough
$0,20 < rxy \leq 0,40$	Low
$rxy \leq 0,20$	Very lower

The results of rxy calculation are compared with the critical table r product moment, with a significance level of 5% if the price of rxy is then the test is valid.

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[45] H. Douglas Brown, Language Assessment: Principles and Classroom Practices (San Fransisco: California, 2003), 22

[46] *Ibid., 110.*

To measure the validity, Microsoft Office Excel was used by the researcher in this research. It was very important to test the validity of the instrument because when the instrument was valid, the data gained also became accurate and valid. The item test was valid if the r_{xy} is higher than the r-table. The researcher took correlation coefficient "r" product moment from Pearson with 36 respondents and on 5% significance stage.

The result of accounting can be seen below:

Table 3.4

The List of Accounting Results in Validity Test

Items	r_{xy}	Mark	R_{table} (5%)	Criteria
Item_1	0,3682	>	0,271	Valid
Item_2	0,2562	>	0,271	Invalid
Item_3	0,2821	>	0,271	Valid
Item_4	0,4346	>	0,271	Valid
Item_5	0,4036	>	0,271	Valid
Item_6	0,3051	>	0,271	Valid
Item_7	0,2927	>	0,271	Valid
Item_8	-0,148	>	0,271	Invalid
Item_9	0,369	>	0,271	Valid
Item_10	0,353	>	0,271	Valid
Item_11	0,2786	>	0,271	Valid
Item_12	0,3077	>	0,271	Valid

Item_13	-0,058	>	0,271	Invalid
Item_14	0,4158	>	0,271	Valid
Item_15	0,2944	>	0,271	Valid
Item_16	0,3033	>	0,271	Valid
Item_17	0,1663	>	0,271	Invalid
Item_18	0,4929	>	0,271	Valid
Item_19	0,2524	>	0,271	Invalid
Item_20	0,4173	>	0,271	Valid
Item_21	0,3735	>	0,271	Valid
Item_22	-0,091	>	0,271	Invalid
Item_23	0,6069	>	0,271	Valid
Item_24	0,3393	>	0,271	Valid
Item_25	0,3212	>	0,271	Valid
Item_26	0,3854	>	0,271	Valid
Item_27	0,3854	>	0,271	Valid
Item_28	0,2482	>	0,271	Invalid
Item_29	0,3072	>	0,271	Valid
Item_30	0,2918	>	0,271	Valid
Item_31	0,1549	>	0,271	Invalid
Item_32	0,3158	>	0,271	Valid
Item_33	0,2918	>	0,271	Valid
Item_34	0,2918	>	0,271	Valid
Item_35	0,1046	>	0,271	Invalid
Item_36	0,3573	>	0,271	Valid

Item_37	0,3049	>	0,271	Valid
Item_38	0,2834	>	0,271	Valid
Item_39	0,2463	>	0,271	Invalid
Item_40	0,3736	>	0,271	Valid

From the result above, among 40 questions, there are 30 questions were valid and 10 questions were invalid. The researcher used 30 questions (valid) to collect the data. There were 30 items about which declared valid are the item number 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 18, 20, 21, 23, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 37, 38 and 40.

2. **Reliability Test**

Another requirement that is also important for researchers is reliability. A reliable test is consistent and dependable.[47] Reliability refers to consistency throughout a series of measurements.[48] The reliability of a test is generally expressed numerically in the form of coefficients.[49] Reliability means that scores from an instrument are stable and consistent.[50]

In this research, researcher calculated reliability test by using Microsoft Office Excel. The researcher compared the obtained score

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[47] Prabhat Pandey and Meenu Mishra Pandeyl, Research Methodology: Tools and Technique, pg.20

[48] *Ibid.,* 21

[49] Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktisinya* (Jakarta: PT Bumi Aksara, 2007), pg. 128.

[50] Croswell, Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition (USA: Pearson, 2012), pg. 159

with r-table product moment to measure the reliability of the test. The test is reliable if r-score obtained score is higher than the r-table.

To determine the reliability of all tests manually using the Alfa Cronbach formula, as follow:

$$R = \left[\frac{n}{n-1}\right]\left[1 - \frac{\sum \sigma t^2}{\sigma t^2}\right]$$

Information:

R   : Score of reliability

n   : The number of items

σt^2 : Total of variance

$\sum \sigma t^2$: The sum of variance[51]

The interpretation criteria regarding the correlation index (r) are as follows:

Tabel 3.4

Criteria Reliability Instrument

Correlation Coefficient (r)	The Results
0,800 – 1000	Very Reliable
0,600 – 0,799	Reliable
0,400 – 0,599	Enough Reliable
0,200 – 0,399	Rather Reliable
0,000 – 0,199	Not Reliable

The result of calculation in multiple choice questions were R_{score} = 0,7612 and r_{table} = 0,271. Based on the result above, the instrument of

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[51] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), pg. 239.

test in multiple choice questions were reliable because r_{score} 0,7612>
r_{table} 0,271.

3. **Data analysis technique**

Data analysis is a series of studies, groupings, systematization, interpretation, and verification of data so that a phenomenon has social, academic and scientific value. This research uses quantitative data analysis. The statistic used is the t test. There are several requirements that must be met before the t test is carried out. The requirements are:

a. Normality Test

Normality test is used to test whether a variable is normal or not. Normal here in the sense of having a normal data distribution. To test the normality of the data can use the Kolmogorov Smirnov test with the provisions if α> 0.05 then the data is normally distributed.[52] In this case using the help of the PASW Statistics 18 computer program.

b. Test Hyphothesis

To determine the effect of problem solving learning models on student creativity and learning outcomes, researchers used the t test. T test is used when information about the value of population

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[52] Singgih Santoso, *Statistik Nonparametrik: Konsep dan Aplikasi dengan SPSS* (Jakarta: PT Elex Media Komputindo, 2014), pg. 82.

variance is unknown and the form of data is in the form of intervals and ratios.

The formula used for the t test for this study is as follows:

$$t-test = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left[\dfrac{SD_1^2}{N_1 - 1}\right] + \left[\dfrac{SD_2^2}{N_2 - 1}\right]}} \text{[53]}$$

Information:

$\overline{X_1}$: The mean in the sample distribution 1

$\overline{X_2}$: The mean in the sample distribution 2

SD_1^2 : The value of the variance in the sample distribution 1

$\overline{SD_2^2}$: The value of the variance in the sample distribution 2

N_1 : The number of individuals in the sample 1

N_2 : The number of individuals in the sample 2

Hypothesis testing steps:

1) Determine the hypothesis

Ho: There is no different significant score before and after taught using Learn English with Emma YouTube channel on students' vocabulary of second semester of PGMI in IAIN Ponorogo in the academic year 2019/2020.

Ha: There is different significant score before and after taught using Learn English with Emma YouTube channel

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[53] *Ibid.,*82

on students' vocabulary of second semester of PGMI in IAIN Ponorogo in the academic year 2019/2020.

2) Testing criteria

Use the formula:

If tcount ≥ ttable then reject Ho

If tcount <ttable, accept Ho

To determine the significance level of the difference a theoretical t value should be used which is contained in the t values table. For this reason, it is necessary to know the degree of freedom (db) in the entire distribution studied. db = n - 1 with n overall number of individuals studied. In this study the significance level used was 5%. The test criterion is Ha is accepted if tcount ≥ ttable means that there is different significant score before and after taught using Learn English with Emma YouTube channel on students' vocabulary of second semester of PGMI in IAIN Ponorogo in the academic year 2019/2020. And vice versa Ho is accepted if tcount <ttable means that there is no different significant score before and after taught using Learn English with Emma YouTube channel on students' vocabulary of second semester of PGMI in IAIN Ponorogo in the academic year 2019/2020.

CHAPTER IV

RESEARCH FINDINGS

This chapter discussed about general research findings, specific research finding, data analysis and interpretation of the result of the research based on the statement of the problems. It explained the finding of the research to interpret the data.

A.   General Data Description

1.   Profile of IAIN Ponorogo

The existence of IAIN Ponorogo is strongly related to Akademi Syari'ah Abdul Wahab (ASA) as the main point which is built in 1st February 1968 by the idea of two important figures, KH. Syamsuddin and KH. Chozin Dawoedy. The academy then became Fakulltas Syari'ah Ponorogo IAIN Sunan Ampel lead by R.M.H. Aboe Amar Syamsuddin in 12nd May 1970 and held a scholar program. The faculty developed rapidly and held a complete scholar program or undergraduate study by opening Qodlo' and Muamalah Jinayah major in 1985/1986.

According to Kepres No. 11 year 1997, Fakultas Syari'ah IAIN Sunan Ampel had to separate from the main office, IAIN Sunan Ampel Surabaya. From that year, it became STAIN Ponorogo (Sekolah Tinggi Agama Islam Negeri) that had no relationship with IAIN Sunan Ampel Surabaya. STAIN Ponorogo was a dependent

organization which had its own administration, office, system, and leader. STAIN Ponorogo opened three majors, Syari'ah, Tarbiyah, and Ushuluddin, in 21st March 1997.

In 2016, STAIN Ponorogo changed the status from Sekolah Tinggi Agama Islam Negeri to Institut Agama Islam Negeri. According to Perpres 75 year 2016, the changing status was aimed to held professional education and academic. Besides increasing the quantity of facilities, IAIN Ponorogo increased also the quality of institution. IAIN Ponorogo was accredited B by Government in 2015.

Now, IAIN Ponorogo is led by Hj. S. Maryam Yusuf, M. Ag. since 2010. It has 5 faculties; Syari'ah Faculty, Education and Teaching Training Faculty, Ushuluddin Faculty, Economy and Islam Business Faculty, and Postgraduate, 21 majors and 10.349 students.

2.   **General Location**

The location of IAIN Ponorogo is divided into 3 places. The first campus is located on Pramuka's Street no. 156, Ronowijayan, Ponorogo. The second campus is located on Puspita Jaya's Street, Pintu's Village, Jenangan, Ponorogo. And the Islamic boarding school of Ma'had Al Jami'ah 'Ulil Abshar is located on Letjend Suprapto's Street, Ngembak, Ponorogo.

3. Profile of English Education Department

English Education Department is one of the majors provided by IAIN Ponorogo. This department built in 2007 and since 2018 until 19t[h] September 2020, it is accredited B. Alumni of English Education Department are aimed to be an English teacher in junior high school and senior high school who are good at personality and creativity, they are also hoped to be innovative and responsible. Besides, they are hoped to be able to be good translator who can apply the basic principles of translation theories. Those purposes are stated in vision and mission of English Education Department in its official website[54].

In order to conduct a good teaching and learning process, IAIN Ponorogo provides good lecturers that are expert in their field. One of Java's popular words, 'Guru, digugu lan ditiru' means that teacher is someone who is obeyed and imitated. Form this word, it is really important to study from qualified teacher like the lecturer in English Education Department. This is the table of lecturer of English Education Department:

Table 4.1
List of English Education Department Lecturers

No.	Lecturer Name	Educational Background	Course
1.	Dra. Aries Fitriani, M.Pd	S1 Tadris Bahasa Inggris IAIN Suka Yogyakarta S2 Teknologi Pembelajaran Universitas Adibuana	Ilmu Bahasa Inggis

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[54] PMB IAIN Ponorogo Reseach University

		Surabaya	
2.	Dr. Dolar Yuwono, M.Pd	S1 Bahasa Inggris IKIP Jakarta S2 Teknologi Pembelajaran Universitas Adibuana Surabaya S3 Translation Universitas Negeri Sebelas Maret Surakarta	Ilmu Pendidikan Bahasa Inggris
3.	Pryla Rochmawati, M.Pd	S1 Pendidikan Bahasa Inggris UNESA Surabaya S2 Pendidikan Bahasa Inggris UN Malang	Ilmu Pendidikan Bahasa Inggris
4.	Nurul Khasanah, M.Pd	S1 Pendidikan Bahasa Inggris Universitas Islam Malang S2 Pendidikan Bahasa Inggris Universitas Islam Malang	Ilmu Bahasa Inggris
5.	Andi Susilo, M.Pd	S1 Pendidikan Bahasa Inggris Universitas Jember S2 Pendidikan Bahasa Inggris UNISMA Malang	Ilmu Pendidikan Bahasa Inggris
6.	Dr. Tintin Susilowati, M.Pd	S1 Sastra Inggris Wima Madiun S2 Pendidikan Bahasa Inggris UM Malang S3 Ilmu Pendidikan Bahasa Universitas Negeri Yogyakarta	Ilmu Bahasa Inggris
7.	Wiwin Widyawati, M.Hum	S1 Sastra Inggris Universitas Dr. Soetomo Surabaya S2 Pengkajian Amerika UGM Yogyakarta	Ilmu Pendidikan Bahasa Inggris
8.	Winantu Kurnianingtyas Sri Agung, M.Hum	S1 Sastra Inggris UNESA Surabaya S2 Linguistik Universitas Sebelas	Ilmu Pendidikan Bahasa Inggris

		Maret Surakarta	
9.	Ahmad Nadhif, M.Pd	S1 Pendidikan Bahasa Inggris UM Malang S2 Pendidikan Bahasa Inggris UM Malang	Bahasa Inggris
10.	Dr. Dhinuk Puspita Kirana, M.Pd	S1 Pendidikan Bahasa Inggris UNESA Surabaya S2 Pendidikan Bahasa dan Sastra UNESA Surabaya S3 Pendidikan Bahasa Inggris Universitas Negeri Malang	Ilmu Pendidikan Bahasa Inggris[55]

B. **Specific Research Finding**

In this research, the researcher used pre-experimental research where the researcher took a class as a sample. Sample in this research were 36 students of GMI A of *Pendidikan Guru Madrasah Ibtidaiyah* at second semester of IAIN Ponorogo. They were taught by using YouTube media to find out the effectiveness of a *learn English with Emma YouTube channel*.

In pre-experimental class, the students were taught by using Learn English with Emma YouTube channel in vocabulary class. In the end of this research, the researcher wanted to compare between scores on students' vocabulary who were taught before using Learn English with Emma YouTube channel and those who were taught after using Learn English with Emma YouTube channel.

1. **The Schedule of the Research**

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[55] Fakultas Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

In pre-experimental class, the learning consisted of four meetings. They were pre-test, first treatment and second treatment with Learn English with Emma YouTube channel and the last was post-test. All of those learning was did by online-class. The research schedule can be seen in the table below:

Table 4.2
Research Schedule of the Research

Date	Activities
May, 11st 2020	Pre-test
May, 13th 2020	First treatment
May, 15th 2020	Second treatment
May, 18th 2020	Post-test

2. **The Procedure of the Research**

In this research, the researcher took GMI.A as the sample. There were 36 students in the class. Because this research used Pre-experimental, the researcher just needed one class as the experimental class.

To get the data, in the first meeting, the researcher gave the pre-test. Pre-test is given before the researcher gave the material using media "Learn English with Emma YouTube channel". In this case, the researcher chose the material about noun and verb. So, the pre-test that given to the students is about them. The kind of test in this research is

multiple choices. Because the condition is pandemic and the study was online, the researcher gave the test by online.

The second meeting is treatment and also online class, the researcher gave some link about the video in YouTube has "Learn English with Emma YouTube Channel". From some links that given in the first treatment were about explained of noun. From some of those links, the videos were explained about the kinds of noun. The links were showed in the appendices. And the last time of the second meeting in the first treatment, the researcher asked to students to write summary about the some videos that has seen. The researcher gave the time to students to ask some questions what that not understood yet by students.

The third meeting is second treatment and still online class. The researcher gave the links again, but the material is different. The second treatment the researcher gave some links about verb. Also the channel has "Learn English with Emma YouTube channel". From those links that given, the students could learned about the kinds of verb. From the last time of the meeting, the researcher gave the students to ask some questions about video that not understood yet.

The last meeting was post-test. The researcher gave post-test to students to measure how much the students understood about material that have given for them.

3. The Result of Student's Score

In this research, the researcher chose pre-test and post-test to measure the achievement of the students. The researcher gave 30 questions for multiple choices.

a. The result of pre-test score

The result of students' vocabulary score of pre-test before taught using "Learn English with Emma YouTube Channel" in teaching vocabulary were showed below:

Table 4.3
Score of Pre-test

No.	Name	Score Pre-test
1.	Afifah Istiqomah	60
2	Afit Dwi Yudianto	70
3	Ahmad Thohir	73
4	Alifatul Mufidah	80
5	Alin Fauza Fatimatul Zahro	56
6	Alyovi Alisaroh Sapitri	76
7	Anafi Muntiah	46
8	Ananda Khovivah	66
9	Andhika Nur Akbar Pratama	76
10	Anggi Tri Widyasari	63
11	Anifatul Itsna	73
12	Anis Abadiyah	83

13	Anis Latifah	76
14	Anissa Nur Fitriani	66
15	Aprina Qurrota A'yun	70
16	Arum Dwi Indraswari	73
17	Aswatin Khasanah Al-Afiah	80
18	Athi 'Ulil Hidayati	60
19	Atikah	70
20	Atikah Nur Rohmah	86
21	Ayu Aula Rohmawati	80
22	Ayu Wulandari	53
23	Cahya Firman Syah	80
24	Cahya Kumala Pancarani	83
25	Cerina Catur Kusuma	70
26	Sania Barlinty Azhar	76
27	Devi Puji Lestari	80
28	Devi Rofi'atus Solikhah	83
29	Dewi Nafisatul Mustafidah	73
30	Diah Amy Permatasari	76
31	Diana Dwi Lestari	66
32	Dila Ani Pertiwi	70
33	Dinana Vika Lanastari	83
34	Dita Ria Widayanti	86

35	Dwi Maysaroh	
		63
36	Egidhea Safira Viana Feranita	
		83
Total		2608
Mean		72.44

From the table above, it can be seen that in the class, the highest score of pre-test is 86, while the lowest score of pre-test is 46. The total score of pre-test is 2608. The mean is 72,44.

The result of students' test can be seen clearly on following table.

Table 4.4
Frequency Distribution of Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	1	2.8	2.8	2.8
	53	1	2.8	2.8	5.6
	56	1	2.8	2.8	8.3
	60	2	5.6	5.6	13.9
	63	2	5.6	5.6	19.4
	66	3	8.3	8.3	27.8
	70	5	13.9	13.9	41.7
	73	4	11.1	11.1	52.8
	76	5	13.9	13.9	66.7
	80	5	13.9	13.9	80.6
	83	5	13.9	13.9	94.4
	86	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

From the table above, it could be seen that the score of students' vocabulary in pre-test was various. There were 2,8% students or 1 student got 46. 2,8% students or 1 student got 53. 2,8% students or 1 student got 56. 5,6% students or 2 students got 60. 5,6% students or 2 students got 63. 8,3% students or 3 students got 66. 13,9% students or

5 students got 70. 11,1% students or 4 students got 73. 13,9% students

or 5 students got 76. 13,9% students or 5 students got 80. 13,9%

students or 5 students got 80. And 5,6% students or 2 students got 86.

Based on the table above, the histogram can be seen in as follow:
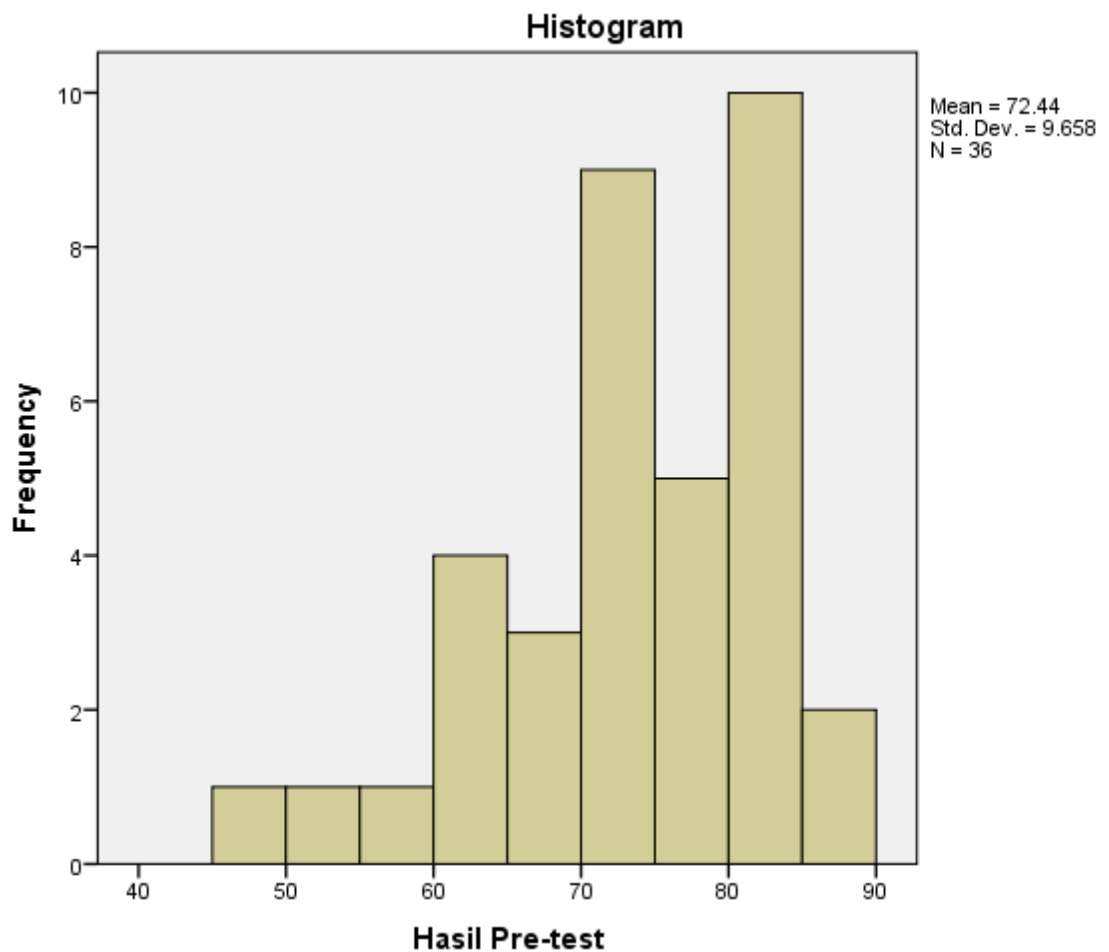
Figure 4.1 Histrogram of Pre-test

From the histogram above, it is stated M= 72,44 and SD= 9,658.

To determine the category of the students' vocabulary achievement

was good, medium or low, the researcher grouped scores using standard as follow:

1) More than M + 1.SD (72,44 + 9,658 = 82,098) is categorized into good.

2) Between M – 1.SD to M + 1.SD is categorized into medium.

3) Less than M – 1.SD (72,44 – 9,658 = 62,782) is categorized into low.

   Thus it can be seen that the score which are more than 82,098 is categorized into good, the score between 62,782 – 82,098 is categorized into medium and the scores which are less than 62,782 is categorized into low.

b. The result of Post-test Score

   The table below showed the result of students' vocabulary achievement of post-test score after were taught by using Learn English with Emma YouTube channel.

Table 4.5

The score of post-test

No.	Name	Score Post-test
1.	Afifah Istiqomah	73
2	Afit Dwi Yudianto	83
3	Ahmad Thohir	80
4	Alifatul Mufidah	76
5	Alin Fauza Fatimatul Zahro	66

6	Alyovi Alisaroh Sapitri	90
7	Anafi Muntiah	73
8	Ananda Khovivah	76
9	Andhika Nur Akbar Pratama	93
10	Anggi Tri Widyasari	76
11	Anifatul Itsna	86
12	Anis Abadiyah	96
13	Anis Latifah	83
14	Anissa Nur Fitriani	73
15	Aprina Qurrota A'yun	80
16	Arum Dwi Indraswari	83
17	Aswatin Khasanah Al-Afiah	86
18	Athi 'Ulil Hidayati	70
19	Atikah	80
20	Atikah Nur Rohmah	96
21	Ayu Aula Rohmawati	90
22	Ayu Wulandari	66
23	Cahya Firman Syah	86
24	Cahya Kumala Pancarani	93
25	Cerina Catur Kusuma	76
26	Sania Barlinty Azhar	76
27	Devi Puji Lestari	83

28	Devi Rofi'atus Solikhah	90
29	Dewi Nafisatul Mustafidah	76
30	Diah Amy Permatasari	80
31	Diana Dwi Lestari	70
32	Dila Ani Pertiwi	70
33	Dinana Vika Lanastari	90
34	Dita Ria Widayanti	93
35	Dwi Maysaroh	70
36	Egidhea Safira Viana Feranita	93
	Total	2921
	Mean	81.14

From the table above, it can be seen that in the test, the highest score of post-test is 96, while the lowest score of post-test is 66. The total score of post-test is 2921. The mean is 81,14.

Table 4.6
Frequency Distribution of Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66	2	5.6	5.6	5.6
	70	4	11.1	11.1	16.7
	73	3	8.3	8.3	25.0
	76	6	16.7	16.7	41.7
	80	4	11.1	11.1	52.8
	83	4	11.1	11.1	63.9
	86	3	8.3	8.3	72.2
	90	4	11.1	11.1	83.3

	93	4	11.1	11.1	94.4
	96	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

From the table above, it could be seen that the score of students'
vocabulary in post-test was various. There were 5,6% students or 2
students got 66. 11,1% students or 4 students got 70. 8,3% students or
3 students got 73. 16,7% students or 6 students got 76. 11,1% students
or 4 students got 80. 11,1% students or 4 students got 83. 8,3%
students or 3 students got 86. 11,1% students or 4 students got 90.
11,1% students or 4 students got 93. And 5,6% students or 2 students
got 96.

Based on the table above, the histogram can be seen in as follow:
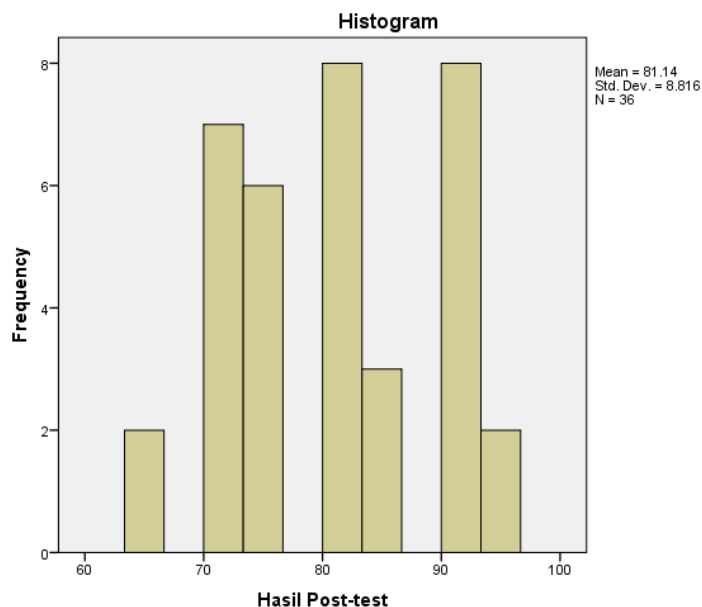
Figure 4. Historigram of Post-test

From the histogram above, it is stated M = 81,14 and SD = 8,816. To determine the category of the students' vocabulary achievement was good, medium or low, the researcher grouped scores using standard as follow:

1) More than M + 1.SD (81,14 + 8,816 = 89,956) is categorized into good.

2) Between M – 1.SD to M + 1.SD is categorized into medium.

3) Less than M – 1.SD (81,14 – 8,816 = 72,324) is categorized into low.

Thus it can be seen that the score which are more than 89,956 is categorized into good, the score between 72,324 – 89,956 is categorized into medium, and the scores which are less than 72,324 is categorized into low.

C. **Data Analysis (Hypothesis)**

Before testing the hypothesis, the data had to fulfill the assumption for testing hypothesis. There were normality test and T-test of the data.

1. **Normality test**

Normality test is one of the kinds of test that used to know whether the data is normal distribution or not. In this research, the researcher used SPSS 16 with. The hypothesis of this normality test as follows:

Ho : data is not normally distributed

H$_a$: data is normally distributed

H$_a$ was accepted if Sig higher than 0,05 (Sig > α). The table below was the result of calculating normality test.

Table 4.7
The Result of Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.88532224
Most Extreme Differences	Absolute	.070
	Positive	.069
	Negative	-.070
Test Statistic		.070
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on calculating of SPSS version above, it can be seen that the data was normality distributed. It can be seen from the value of sig. (2-tailed) that is higher (0,200 > 0,05).

2. **T-test**

The researcher calculated T-test by using SPSS program to find out if there was different significance or not. Before calculating T-test, data should have normal distribution. The researcher conducted T-test

calculation by using SPSS Program. The result of the calculation as follow:

Table 4.8
The Result of T-test Calculation

One-Sample Test

	Test Value = 75					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Hasil Belajar	4.178	35	.000	6.139	3.16	9.12

From the table above, it could be seen that the value of T-test was 4,178 and the degree of freedom was 35. The value of significance 5% of t-table of db= 2,03011. To interpret the data above, the researcher formulated the test of hypothesis as follow:

H_a : there is significant effect on students' vocabulary after being taught by using "Learn English with Emma YouTube Channel" in teaching vocabulary.

H_0 : there is no significant effect on students' vocabulary after being taught by using "Learn English with Emma YouTube Channel" in teaching vocabulary.

D. Discussion

1. The researcher gave a pre-test on May, 11st 2020. The researcher gave a test for taken a data or score of pre-test before the students was given a treatment. On May, 13th 2020 and May, 15th 2020, the researcher gave a treatment using Learn English with Emma YouTube channel. The researcher gave some links to watch the videos. The students have

to subscribe and screen shoot to proof after saw the links of videos. Then, on May, 18th 2020 the researcher gave a post-test. The researcher given a test for taken a data of post-test after students was given a treatment by using Learn English with Emma YouTube channel. All of test and treatment was given by online.

2. From the calculation above, it was concluded that there is different significance effect of the student's score of their vocabulary achievement before and after being taught by using "Learn English with Emma YouTube channel. The mean score of vocabulary achievement before taught using learn English with Emma YouTube channel was 72,44. After the students got the treatment, the mean score of vocabulary achievement was 81,14.

3. Determining Hypothesis

   a. H_0 (Null Hypothesis)

      There is no different significant effect on students' vocabulary achievement before and after being taught by using Learn English with Emma YouTube channel.

   b. H_a (Alternative Hypothesis)

      There is different significant effect on students' vocabulary achievement before and after being taught by using Learn English with Emma YouTube channel.

      Hypothesis test (t_{value}) was 4,178 from computation above would be compared to the "t" index (t_{value}) was 35, with the conclusion if

$t_{value} \geq t_{table}$, so H_a was accepted. It means that there was different significant effect on students' vocabulary achievement before and after being taught by using Learn English with Emma YouTube channel.

CHAPTER V

CLOSING

This chapter explained the conclusion and recommendations. It has a purpose to give the conclusion of the research and recommendation for anything that related with this research.

A. Conclusion

Based on the data analysis, it can be concluded that students who were taught by Learn English with Emma YouTube channel got better score in teaching vocabulary. It means that Learn English with Emma YouTube channel was effective in teaching vocabulary at second semester students of PGMI in IAIN Ponorogo in the Academic Year 2019/2020. The mean score of the students' post-test (81,14) was higher than the mean score of the students' pre-test (72,44). It has been found that the value of T-test was 4,178. This score was higher that t_{table} which was 2,03011 in significant 5% with df = 35. It means that H_a was accepted. So, using of Learn English with Emma YouTube channel as media has given different significant effect for the students' score in increasing students' vocabulary achievement.

B. Recommendations

Based on conclusion above, some suggestions that might be useful for English teachers, students, and readers are presented below:

1. **For the English teachers**

   The teacher should use an appropriate media in teaching vocabulary to make students learn English easily and effectively. The teacher is hoped to make students comprehend about the material learning especially in vocabulary. YouTube is one of media that can be used to teach students. The teacher just chosen the best channel and give it to students. It is considered effective to make them develop their vocabulary. Besides, the students can focus on the learning process and be more active to participate in teaching vocabulary.

2. **For the students**

   The students should be attentive and active during teaching learning process, especially in vocabulary. Vocabulary is one of the important skills in language. Learn English with Emma YouTube channel as media is expected to make students become interested to study in the class or out of the class. So, learn English with Emma YouTube channel as learning media can be increase students' vocabulary achievement.

3. **For the Researcher**

   For the other researcher, the researcher hopes the other researcher can using different media to teach English that make the students more interesting and enjoy in English teaching learning process.

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