THESIS

THE EFFECTIVENESS OF YOUGLISH ON STUDENT'S ENGLISH VOCABULARY MASTERY

BY:

M. NOUVAL ROBBANI ZUHRI NIM. 200107110019

PROGRAM STUDI TADRIS BAHASA INGGRIS FAKULTAS ILMU TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

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THESIS

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Has been defended in front of the board of examiners on the date of 23 December 2025 and declared PASS.

Accepted as the requirement for the degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher training.

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THE OFFICIAL ADVISORS' NOTE

Malang, December, 5 2025

Matter : Thesis of M. Nouval Robbani Zuhri
Appendix : 3 (three) copies

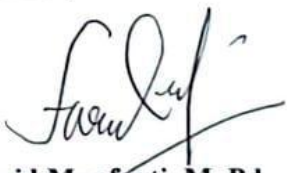
The Honorable,
To the Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In Malang

Assalamu'alaikum Wr.Wb.
After conducting several times of guidance in terms of content, language writing techniques and after reading the students' thesis as follow:

Name	: M. Nouval Robbani Zuhri
Student ID Number	: 200107110019
Department	: English Education
Thesis	: The Effectiveness of YouGlish on Student's Vocabulary Mastery

Therefore, we believe that the thesis of M. Nouval Robbani Zuhri has been approved by the advisor for the further approval by the board of examiners.
Wassalamu'alaikum Wr. Wb

Advisor,



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APPROVAL

This is to certify that the thesis of M. Nouval Robbani Zuhri has been approved by the advisor for further approval by the board of examiners.

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DECLARATION OF AUTHORSHIP

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Declare that:

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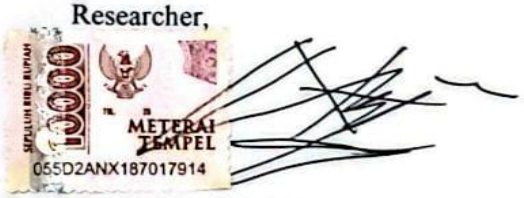

M. Nouval Robbani Zuhri

NIM. 200107110019

MOTTO

You can’t control the wind.

But you can adjust your sails

(M. Nouval Robbani Zuhri)

DEDICATION

The researcher would like to express gratitude to ALLAH SWT and the Prophet Muhammad SAW. They have given grace and gifts that have given, such as knowledge, strength, fortitude, and health, which helped me to continue to rise and struggle to complete this thesis. This thesis is dedicated to my beloved father and mother, my sister, and myself. Whose always gives the best prayers, provides encouragement and love in every step I take. And all the big family who always love and pray for me. Mr/Mrs Teachers and Lecturers who have provided very useful knowledge. Those who have helped in completing my thesis, all friends of RENDEZVOUS family, thanks to their prayers and support, I was able to finish this thesis.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

In the Name of Allah SWT, The Beneficent, The Merciful

Praise be to Allah SWT, who always bestows His grace and gifts so that the writer can finish the thesis entitled "The Effectiveness of Youglish on Student's Vocabulary Mastery ". Shalawat and greetings are given to the Prophet Muhammad SAW, who is a role model for humanity. The Prophet has guided Muslims from the Jahiliyah era to the Islamic era.

It is a happiness and pride for the writer to be able to complete this thesis through a long journey. However, the writer realizes that this writing cannot be separated from the guidance and direction and constructive criticism from various parties. Therefore, on this occasion, the author would like to express his deepest gratitude and highest appreciation to:

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Malang, December 18th 2025

M. Nouval Robbani Zuhri

NIM. 200107110019

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح= h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ’	ء = .
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Dipthong Vocal

وأ = aw

يأ = ay

وأ = û

يإ = î

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ABSTRACT

Nouval Robbani Zuhri, M. 2025. The Effectiveness of YouGlish on Studnent's Vocabulary Mastery. Thesis, English Education Department. Faculty and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang.

Advisor: Farid Munfaati, M. Pd

Keyword: Vocabulary, YouGlish, Audio-Visual

Vocabulary mastery is essential to students' English proficiency, yet many senior high school learners continue to struggle due to limited exposure to authentic language input and the predominance of traditional teacher-centered instruction, creating a need for more contextual, technology-assisted tools such as YouGlish. This study employed a quantitative method using a quasi-experimental non-equivalent control group design involving 60 tenth-grade students assigned to experimental and control groups. The post-test Group Statistics showed that the experimental group achieved a higher mean score of 79.00 (SD = 9.595) compared to the control group's mean of 69.67 (SD = 12.030), indicating better performance and a more concentrated distribution of scores among students using YouGlish. The Independent Samples T-test further revealed a significance value of 0.002, below 0.05, confirming a statistically significant difference between the groups, with the YouGlish-treated students outperforming those receiving conventional instruction. These findings suggest that YouGlish is an effective supplementary learning tool, and future studies are encouraged to examine its impact on productive vocabulary and other language skills.

ABSTRAK

Nouval Robbani Zuhri, M. 2025. Efektifitas YouGlish Terhadap Penguasaan Kosa Kata Sisa. Tesis, Jurusan Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Farid Munfaati, M. Pd.

Kata Kunci: Kosakata, YouGlish, Audio-Visual

Penguasaan kosakata merupakan aspek penting dalam kemampuan berbahasa Inggris, namun banyak siswa SMA masih mengalami kesulitan akibat terbatasnya paparan bahasa Inggris autentik dan dominasi metode pembelajaran konvensional, sehingga diperlukan media pembelajaran yang lebih kontekstual dan berbasis teknologi seperti YouGlish. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-experimental non-equivalent control group yang melibatkan 60 siswa kelas X pada kelompok eksperimen dan kontrol. Hasil Group Statistics menunjukkan bahwa kelompok eksperimen memperoleh rata-rata post-test sebesar 79,00 (SD = 9,595), lebih tinggi dibandingkan kelompok kontrol yang memiliki rata-rata 69,67 (SD = 12,030), yang menandakan performa lebih baik dan distribusi skor yang lebih terkonsentrasi pada siswa yang menggunakan YouGlish. Uji Independent Samples T-test menghasilkan nilai signifikansi 0,002, lebih kecil dari 0,05, yang membuktikan adanya perbedaan signifikan antara kedua kelompok, di mana siswa yang diajar menggunakan YouGlish mendapatkan hasil kosakata yang lebih tinggi daripada siswa yang diajar secara konvensional. Berdasarkan temuan tersebut, penelitian ini merekomendasikan penggunaan YouGlish sebagai media pembelajaran tambahan dan menyarankan penelitian selanjutnya untuk mengkaji pengaruhnya terhadap kosakata produktif dan keterampilan bahasa lainnya.

مستخاص البحث

نوفال رَبّاني زُهري، م .2025 .فاعلية موقع YouGlish في تنمية حصيلة المفردات لدى الطلاب .رسالة جامعية، قسم تعليم اللغة الإنجليزية، كلية التربية والتدريب، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانغ.

المشرف :الأستاذ فريد منفعاتي، ماجستير في التربية

الكلمات المفتاحية :المفردات،YouGlish

تُعدّ حصيلة المفردات ركيزة أساسية في تنمية مهارات اللغة الإنجليزية لدى الطلاب، إلا أنّ كثيرًا من طلاب المرحلة الثانوية يعانون من ضعف المفردات بسبب محدودية التعرّض للغة الإنجليزية الأصيلة وسيطرة الأساليب التقليدية المعتمدة على المعلّم، مما يبرز الحاجة إلى وسائل تعليمية أكثر حداثة وسياقية مثل .YouGlish اعتمدت هذه الدراسة المنهج الكمي من خلال تصميم شبه تجريبي يضم مجموعتين غير متكافئتين، وشارك فيها 60 طالبًا من الصف العاشر قُسِّموا إلى مجموعة تجريبية وأخرى ضابطة .وأظهرت نتائج الاختبار البعدي أنّ متوسط درجات المجموعة التجريبية بلغ) 79.00 بانحراف معياري(9.595 ، مقارنة بمتوسط) 69.67 بانحراف معياري (12.030 لدى المجموعة الضابطة، مما يشير إلى تقدّم واضح لصالح الطلاب الذين استخدموا .YouGlish كما كشف اختبار" ت "للعينات المستقلة عن قيمة دلالة بلغت0.002 ، وهي أقل من0.05 ، مما يدل على وجود فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية .وتؤكد هذه النتائج فاعلية YouGlish كوسيلة تعليمية مساندة في تنمية المفردات، وتوصي الدراسة باستخدامه في تعليم اللغة، بالإضافة إلى اقتراح إجراء بحوث مستقبلية لاستكشاف أثره على المفردات الإنتاجية ومهارات اللغة الأخرى

CHAPTER I

INTRODUCTION

This chapter discusses the background of research, research question, research objective, significance of the research, research hypothesis, scope and limitations of the research, and definition of the key terms.

1. 1 Background of the Research

Vocabulary is a foundational element of language acquisition, and its significance in learning English cannot be overstated. Research has shown that vocabulary mastery is strongly linked to overall language proficiency, as it underpins a learner's ability to understand spoken and written texts, express thoughts clearly, and engage effectively in communication (Snow, C. E. 2010). It has long been recognized that vocabulary is crucial for language comprehension and production, with studies emphasizing its role in reading comprehension, listening comprehension, writing, and even academic achievement (Kamil & Hiebert, 2005). As learners advance in their language proficiency, their ability to access and utilize a vast array of words becomes a key indicator of fluency. This makes vocabulary learning one of the most essential aspects of mastering English as a second language. Furthermore, vocabulary acquisition is not limited to passive recognition of words but also involves the active use of words in context, which significantly impacts language development (Nation, 2001). Thus, a strong vocabulary base is vital for success in both formal education and everyday communication.

In recent years, vocabulary learning has remained one of the most persistent challenges in English language education, especially at the senior high school level. A number of studies and undergraduate theses have consistently reported that many students still struggle with a limited range of vocabulary. This limitation negatively affects their reading comprehension, listening ability, and even their confidence in speaking and writing. Nation (2013) emphasized that students need to master a large number of word families to comprehend texts effectively. Supporting this, Misbah, Gul, Saeed, and Sana (2020) found that many senior high school students in EFL contexts typically acquire only basic-level vocabulary, which is insufficient for understanding academic or authentic English materials. Without an adequate vocabulary size, students are likely to misinterpret texts and experience communication breakdowns.

Another pressing issue is the lack of exposure to authentic English usage. Classroom materials tend to be artificial and overly simplified, offering little connection to real-world language. According to Putri (2021), vocabulary is more effectively acquired when students are exposed to authentic contexts, such as audiovisual media or real-life communication. Similarly, Sari and Lestari (2020) argued that the use of authentic materials can significantly enhance students' vocabulary retention and contextual understanding. Unfortunately, many English teachers still rely on conventional techniques like rote memorization and direct translation, which, according to Widodo (2021), do not promote deep learning or long-term retention. Moreover, although students are increasingly familiar with digital platforms, their potential has not been fully utilized in vocabulary teaching. Rahmawati (2022) demonstrated that the integration of audiovisual tools such as

YouTube and YouGlish can significantly improve vocabulary mastery among high school students. These ongoing issues highlight the urgency of adopting more engaging, contextualized, and technology-enhanced approaches in teaching vocabulary.

Vocabulary mastery is undeniably one of the most influential factors in achieving success in language learning. Studies have shown that vocabulary is essential not only for communication but also for reading comprehension, writing, and listening (Qian, D. D. 2002). In fact, a learner's vocabulary size has been found to correlate positively with their ability to comprehend written texts and to express themselves coherently in both spoken and written forms Coxhead, A., & Nation, I. S. P. (2001) notes that vocabulary is critical for second-language learners to engage with authentic materials such as books, articles, and media. Without a sufficient vocabulary, learners may struggle to make sense of texts or to participate in meaningful conversations. Additionally, the ability to manipulate vocabulary effectively contributes significantly to fluency. For instance, learners with a rich vocabulary can more easily form complex sentences and convey ideas precisely, which enhances their communication skills. The Lexical Approach, proposed by Lewis (1993), suggests that language learning is centered on the acquisition of chunks or collocations rather than just isolated words, further underscoring the importance of vocabulary in language mastery. Therefore, focusing on vocabulary development is crucial for fostering overall language competence.

Effective vocabulary instruction is central to helping learners expand their lexicon and develop a deeper understanding of words. Research indicates that explicit vocabulary instruction, which includes direct teaching of word meanings,

collocations, and contexts, is an essential component of language teaching (Beck, I. L., McKeown, M. G., & Kucan, L. (2002), McKeown, & Kucan, 2002). Schmitt, N. (2000) emphasizes that learners benefit from vocabulary instruction that not only provides them with the meaning of words but also with their usage in various contexts. Additionally, incidental vocabulary learning, which occurs when learners encounter words in authentic texts or through interaction with native speakers, plays a crucial role in vocabulary acquisition (Nation, 2001). This approach is highly beneficial as it enables learners to internalize words naturally through repeated exposure. Furthermore, as technology continues to evolve, digital tools have become increasingly valuable in vocabulary instruction. Multimedia resources, including language-learning apps and websites, provide learners with the opportunity to engage with vocabulary in interactive and immersive environments. For example, YouGlish allows learners to hear how words are pronounced and used in authentic, real-life contexts by accessing videos from YouTube, which helps learners understand the nuances of vocabulary use in spoken language. By combining explicit instruction with exposure to authentic language, vocabulary instruction becomes more effective and engaging for learners.

The mastery of vocabulary is not only essential in language learning but also carries a profound significance in the context of Islamic values. Language, as the medium through which knowledge is acquired and communicated, is a unique gift from Allah to humankind. This divine emphasis on the importance of naming and identifying concepts is clearly illustrated in the Qur'an in the story of Prophet Adam (peace be upon him), where Allah says:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا...

"*And He taught Adam the names - all of them….*"

(QS. Al-Baqarah [2]: 31

This verse highlights the significance of vocabulary as the foundation of human understanding and intellectual development. The act of teaching Adam the names symbolizes the beginning of human capacity to recognize, comprehend, and articulate knowledge. Therefore, in the modern context of education, efforts to enhance vocabulary mastery—especially through innovative means such as digital platforms—can be seen as a continuation of this divine tradition. It affirms that acquiring and using vocabulary is not merely a linguistic endeavor, but a spiritual pursuit aligned with the Qur'anic vision of human excellence and knowledge.

Vocabulary mastery is not only vital in academic settings but is also deeply integrated into everyday life. Whether for social interaction, professional communication, or personal development, a rich vocabulary enables individuals to navigate daily tasks effectively. In social settings, vocabulary allows people to engage in conversations, understand nuances, and build relationships. In professional environments, a strong vocabulary is essential for expressing ideas clearly and persuasively, whether in meetings, emails, or presentations. Moreover, as technology continues to influence communication, the ability to understand and use digital vocabulary—such as terms related to online platforms, social media, and tech innovations—is increasingly important (Thorne & Payne, 2005). The relevance of vocabulary is also evident in online interactions, where individuals need to understand and use specialized terms to engage with content, participate in discussions, or understand news and media. As globalization fosters more cross-cultural communication, a broad vocabulary helps individuals adapt to diverse

linguistic and cultural environments. Therefore, vocabulary plays a fundamental role in shaping individuals' ability to function effectively in modern society, both personally and professionally.

In the context of vocabulary acquisition, YouGlish serves as an innovative and effective tool for language learners by providing exposure to authentic language use. YouGlish helps learners hear words in context, with multiple examples from real-life situations, allowing them to grasp pronunciation, intonation, and stress patterns naturally. This approach aligns with the theory proposed by Nation (2001), who argues that vocabulary learning is most effective when learners are exposed to words in diverse contexts. Such exposure aids learners in acquiring not just the meaning of words, but also the nuances and various uses in different situations. Kukulska-Hulme and Shield (2008) emphasize the role of technology in language learning, asserting that platforms like YouGlish foster interactive and immersive environments that improve vocabulary retention. Moreover, Schmitt, N. (2000) highlights the importance of encountering words in meaningful contexts, noting that repeated exposure to vocabulary in various situations is crucial for deeper understanding. This is supported by Stockwell, G. (2012), who discusses how mobile-assisted language learning (MALL) platforms can be particularly beneficial for vocabulary acquisition, as they offer dynamic and contextualized language input. Additionally, Li, M., & Ni, Y. (2019). found that platforms utilizing video-based learning, similar to YouGlish, significantly enhance vocabulary development by providing learners with authentic language samples. By integrating these technological tools, YouGlish not only supports vocabulary expansion but also contributes to improving listening and speaking skills, making language learning

both more engaging and effective.

This research is based on previous research in which these studies with the title “The effect of using duolingo application through students' vocabulary mastery” by Zamzami, M. F. (2019.) The second previous research was done by Ningtyas, M. K. (2023.) “The Effectiveness of Using Youtube BBC Learning English Videos to Enhance Student’s English Vocabulary Mastery” Then, Prastyo, Y. D., Dharmawan, Y. Y., & Amelia, S. F. (2022). with the title “Student’s Perceptions on the Implementation of Youglish in Learning English Pronunciation at English Department.” The purpose of the first research was to find out the empirical evidence of the effectiveness of using Duolingo application through students’ vocabulary mastery. The outcome of the statistical hypothesis testing process, facilitated by the implementation of an independent sample t-test, indicated that the observed value (4.94) at a significance level of 5% ($\alpha = 0.05$) exceeded the t-table value of 2.00, thereby demonstrating a statistically significant result. Consequently, the null hypothesis (there is no positive effect of using Duolingo application on students’ vocabulary mastery was refuted), and the alternative hypothesis (there is positive effect of using Duolingo application on students’ vocabulary mastery) was substantiated. The second research was investigated the difference in achievement in students’ vocabulary mastery before and after using YouTube BBC and to determine the effectiveness of YouTube BBC Learning English videos in enhancing students’ vocabulary mastery. The findings of the research showed that there was a significant difference between the pre-test and post-test after treatment. The last, in Prastyo, Y. D., Dharmawan, Y. Y., & Amelia, S. F. (2022). In their research, the author explains that their research aims to explore

students' perceptions of the implementation of YouGlish in learning English Pronunciation at English Department Universitas Bandar Lampung. The finding shows that students have positive perceptions of the implementation of YouGlish. They perceivedthat there wereseveral benefits from the use of YouGlish. The results of this research showed students' perception of the implementation of YouGlish in learning English Pronunciation. The questionnaire results also showed mostly positive and negative feedback. The combination of those two instruments is the way to know what the students' perceptions of the implementation of YouGlish in learning pronunciation.

Considering that previous research, such as that conducted by Ningtiyas, M. K. (2023), suggested the need to explore alternative methods, this study proposes the use of YouGlish to examine its effectiveness on students' vocabulary mastery. The integration of YouGlish represents an innovative approach and serves as a form of novelty in this research. Unlike prior studies, which have primarily focused on different educational levels or learning tools, this study specifically targets senior high school students as its research subjects. By doing so, it seeks to fill a gap in the existing literature and provide insights into the applicability and effectiveness of YouGlish in a more advanced learning context.

1. 2 Research Question

Based on background of the research above, the research question was formulated as follow:

a. Does the group taught vocabulary using YouGlish gain better score than the group under teacher centered vocabulary instruction?

1. 3 Research Objective

The objective of this research is to measure the effectiveness of YouGlish on student’s vocabulary in English language.

1. 4 Significance of the Research

The research conducted on the effectiveness of YouGlish on students' vocabulary mastery contributes to the comprehension of the role that technological resources play in students' language learning, particularly with regard to vocabulary mastery.

1. 5 Research Hypothesis

The hypothesis of this research is “There is a significant difference in vocabulary mastery between students taught using YouGlish and those taught using teacher-centered instruction”

1. 6 Scope and Limitation of the Research

In this research, the researcher's objective **was** to determine the effectiveness of YouGlish in improving students' English vocabulary mastery. The subjects **used** were students who **had** knowledge of English and **had been taught** vocabulary before.

1. 7 Definition of Key Terms

To avoid any misunderstandings regarding this research, the following key terms are provided by the researcher:

a) Vocabulary Mastery:

Vocabulary mastery refers to students' ability to understand, retain, and use words effectively in a language. It includes receptive and productive skills and is

essential for communication. This study focused on receptive vocabulary to assess students' understanding of vocabulary. In language learning, vocabulary mastery is supported by technology, such as YouGlish, an online tool that provides real-world video examples of word usage, is used to enhance students' receptive vocabulary by exposing them to authentic spoken English. Since receptive vocabulary is closely linked to listening comprehension, this study examines how YouGlish helps students process and understand words in natural speech

b) YouGlish :

YouGlish is an online tool that provides real-world video examples from YouTube to demonstrate how words and phrases are pronounced and used in natural spoken contexts. It helps learners improve their vocabulary acquisition by exposing them to authentic language input. In this study, YouGlish is used as a medium for enhancing students' receptive vocabulary by providing listening input with contextualized word usage.

CHAPTER II

LITERATURE REVIEW

This chapter presents the concepts of the variables related to this research, specifically focusing on how the use of YouGlish influences students' vocabulary mastery. It includes the definition of vocabulary, the concept of vocabulary mastery, the role of technology in language learning, an overview of YouGlish as a digital learning tool, and previous related studies.

2. 1 Vocabulary

Vocabulary refers to the set of words that a person knows and uses to communicate effectively in spoken or written language. Schmitt, N. (2000) defines vocabulary as the knowledge of words and their meanings, which includes not only individual words but also fixed expressions, collocations, and phrases that are crucial for fluency and comprehension. It encompasses knowledge of word forms (spelling and pronunciation), meanings (definitions, synonyms, and nuances), usage (grammatical and contextual application), and relationships (collocations and word families). According to Nation (2001), vocabulary mastery is essential for language proficiency, as it enables learners to comprehend and produce language in meaningful ways. Additionally, Ur, P. (2012). emphasizes that vocabulary is not only about individual words but also includes fixed expressions and phrases, which are integral to effective communication.

In the context of language learning, vocabulary is considered one of the most critical components of communicative competence. It provides learners with the tools to understand others and to express their thoughts, emotions, and ideas

accurately. As noted in the previous sections, vocabulary contributes significantly to the development of listening, speaking, reading, and writing skills. Without adequate vocabulary, learners may struggle to decode messages, engage in conversations, or produce clear and coherent texts. Therefore, deliberate efforts to enhance vocabulary, as discussed in strategies like using tools such as YouGlish, are vital for achieving mastery of the English language.

a) Elements of Vocabulary

According to Nation, I. S., & Nation, I. S. P. (2001) vocabulary mastery comprises several interrelated elements that contribute to a learner's ability to understand and use words effectively:

1. **Form**: This includes the spelling and pronunciation of a word. Accurate recognition of a word's form is essential for both written and oral communication.
2. **Meaning**: Understanding what a word signifies, including its synonyms, antonyms, and nuances in different contexts. For example, the word "light" could refer to brightness, weightlessness, or even a type of meal depending on its context
3. **Use**: Knowing how to apply the word in various grammatical contexts and understanding its collocations (e.g., "strong tea" vs. "powerful tea")
4. **Frequency**: Recognizing how common a word is in daily usage. High-frequency words, like "and," "have," or "go," are essential for basic communication, while low-frequency words may be more specialized or academic

5. **Word Formation**: Understanding how words are created or altered using prefixes, suffixes, and roots (e.g., "teach," "teacher," "teaching.")

b) Vocabulary Enhancement

Vocabulary refers to the collection of words a person knows and uses in communication. According to Ur, P. (2012), vocabulary encompasses not only the meaning of individual words but also their forms, functions, and use in different contexts. It is a critical component of language learning, as it forms the foundation for understanding and producing language. Vocabulary enhancement, therefore, is the deliberate process of expanding and improving a learner's knowledge of words, their meanings, pronunciations, grammatical roles, and contextual usage. This process is essential for mastering the English language and achieving communicative competence.

Vocabulary is not just about recognizing or recalling words but also about knowing how to use them appropriately and effectively. For example, the word "run" can be a verb describing physical movement, as in "He runs every morning," or it can be used metaphorically, as in "She runs a business." This multifaceted understanding is crucial for learners to grasp both literal and figurative language. As Nation (2001) points out, vocabulary mastery is a strong predictor of language proficiency and is essential for meaningful communication.

c) The Role of Vocabulary in English Learning

Vocabulary contributes significantly to the four core language skills:

listening, speaking, reading, and writing.

1. **Listening**: A broad vocabulary enhances learners' ability to recognize and understand words in spoken language, making it easier to follow conversations, instructions, or audiovisual content. For instance, understanding idiomatic expressions such as "hit the nail on the head" requires both vocabulary mastery and contextual awareness (Nation, 2001).
2. **Speaking**: An extensive vocabulary allows learners to express themselves more accurately and fluently. It enables them to engage in meaningful conversations, share opinions, and participate in debates or discussions confidently (Laufer, B., & Hulstijn, J. 2001).
3. **Reading**: Vocabulary mastery is a critical factor in reading comprehension. Without understanding key words, learners may struggle to grasp the main ideas or details of a text. Extensive vocabulary also helps in understanding figurative language and idiomatic expressions (Read, J. 2000).
4. **Writing**: In writing, vocabulary enables learners to convey their ideas clearly and persuasively. A wide range of vocabulary allows for more creative and precise expression, improving the quality and coherence of written work (Stahl, S. A. 2005).

d) Teaching Vocabulary Difficulties

Teaching vocabulary presents several challenges for educators and learners alike, as it involves not only introducing new words but also ensuring long-term retention and meaningful usage. One significant

difficulty lies in the abstract nature of vocabulary learning. Unlike grammar, which often follows systematic rules, vocabulary acquisition requires learners to memorize word meanings, pronunciations, and spellings, as well as understand their contextual usage. According to Nation (2001), one of the key challenges is ensuring that learners acquire both the breadth and depth of vocabulary mastery, meaning they must not only know many words but also understand their nuances, collocations, and grammatical roles.

Another difficulty is the gap between passive and active vocabulary mastery. While learners may recognize a word and understand its meaning when they encounter it (passive knowledge), they may struggle to use it accurately in speaking or writing (active knowledge). Schmitt, N. (2000) highlights that transitioning from passive to active vocabulary use requires extensive practice and meaningful engagement with the words, which is often overlooked in traditional teaching methods. Additionally, learners may face interference from their first language (L1), leading to errors in pronunciation, meaning, or usage when trying to apply new vocabulary in the target language.

A further difficulty is the diversity of learner needs and language proficiency levels. Vocabulary learning is not a one-size-fits-all process; some learners may require more exposure and repetition to retain words, while others may need targeted strategies for learning specialized or academic vocabulary. Teachers often struggle to address these individual differences within the constraints of classroom instruction. As Laufer, B. (2001) notes, vocabulary teaching becomes even more challenging when

dealing with low-frequency or abstract words, which are harder to contextualize and learn compared to high-frequency words commonly encountered in daily communication.

e) Limitations of Traditional Vocabulary Instruction

Despite their widespread use, traditional vocabulary teaching approaches face significant limitations. One of the main challenges is the lack of contextual integration. Vocabulary lists and flashcards, for example, often present words in isolation, without demonstrating how they function within sentences or discourse. Nation (2001) notes that this lack of context can impede learners' ability to use words effectively in real-life communication. Furthermore, rote memorization, a common feature of traditional methods, may result in short-term retention but often fails to support long-term mastery of vocabulary. Learners may memorize definitions or translations but struggle to recall or apply words in meaningful ways.

Another limitation is the lack of engagement and active learning in these methods. According to Laufer, B. (2001), vocabulary learning is most effective when learners actively engage with words through tasks such as sentence creation or meaningful interaction. Traditional methods often neglect this active processing, leading to shallow learning and difficulty in transferring knowledge to new contexts. Finally, these methods may not address individual learner differences, such as varying learning styles or the need for personalized pacing. Learners with weaker memory skills or less exposure to authentic language may find it particularly challenging to retain

vocabulary acquired through rote learning.

In conclusion, while conventional approaches to vocabulary teaching provide foundational tools for language learners, their limitations underscore the need for more dynamic, context-rich, and learner-centered methods. Innovative strategies, such as technology-assisted learning tools and task-based instruction, can address these gaps by fostering deeper engagement, contextual understanding, and active use of vocabulary.

2. 2 Vocabulary Mastery

Vocabulary mastery refers to students' ability to understand, retain, and appropriately use words in various communicative contexts, and it is a central component of successful English language learning. In the context of senior high school students, vocabulary mastery involves knowledge of word meaning, form, pronunciation, grammatical function, and contextual usage, rather than simple memorization of word lists. Nation (2001) emphasizes that effective vocabulary mastery requires both breadth, referring to the number of words known, and depth, referring to how well those words are understood and used. Students with strong vocabulary mastery are able to process language input more efficiently and express ideas with greater accuracy. Conversely, limited vocabulary mastery often restricts students' comprehension and hinders meaningful communication. Therefore, developing vocabulary mastery is a fundamental goal in English instruction for senior high school learners.

Improving vocabulary mastery requires systematic exposure to words in meaningful and varied contexts. According to Krashen's Input Hypothesis (1985), vocabulary acquisition occurs when learners receive comprehensible input that is

slightly above their current level, allowing new words to be acquired naturally through understanding. This suggests that students need frequent encounters with vocabulary in authentic texts, spoken discourse, and audiovisual materials. Schmitt (2000) further explains that repeated exposure to vocabulary across different contexts strengthens memory retention and promotes deeper lexical knowledge. For senior high school students, contextual learning helps them understand not only word meanings but also how words function in real communication. As a result, vocabulary instruction should prioritize contextualized input rather than isolated word memorization.

Another effective way to enhance vocabulary mastery is through explicit vocabulary instruction combined with meaningful practice. Beck, I. L., McKeown, M. G., & Kucan, L. (2002), McKeown, and Kucan (2002) argue that direct instruction of word meanings, collocations, and usage can significantly improve students' vocabulary development when it is supported by active engagement. Activities such as sentence construction, contextual guessing, and discussion encourage students to process vocabulary at a deeper cognitive level. Laufer and Hulstijn (2001) introduce the Involvement Load Hypothesis, which states that vocabulary learning is more effective when tasks require a high level of mental involvement, including need, search, and evaluation. This theoretical framework suggests that students are more likely to master vocabulary when they actively use and evaluate words rather than passively receive them.

In addition, the integration of technology plays an important role in enhancing vocabulary mastery among students. Multimedia and digital learning tools provide rich and authentic language input that supports vocabulary acquisition

through visual and auditory channels. Mayer's Cognitive Theory of Multimedia Learning (2005) explains that combining visual and verbal information enhances comprehension and retention. For senior high school students, technology-assisted learning increases motivation and provides opportunities for repeated exposure to vocabulary in real-life contexts. Research by Nation (2013) indicates that learners who engage with vocabulary through authentic and meaningful input demonstrate stronger long-term retention. Therefore, vocabulary mastery can be effectively improved through a combination of contextual exposure, explicit instruction, active learner involvement, and technology-supported learning environments.

2.3 Vocabulary Learning Strategy

Vocabulary learning can be enhanced through various learning strategies that guide learners in acquiring, storing, and using new words effectively. One of the most influential frameworks in language learning strategies is proposed by Oxford (1990), who classifies language learning strategies into six major types. These strategies provide a theoretical foundation for understanding how vocabulary mastery can be developed through both cognitive processing and meaningful learning experiences.

According to Oxford (1990), vocabulary learning strategies consist of:

1. **Memory strategies** : which help learners store and retrieve vocabulary through association, repetition, grouping, and imagery or illustration;
2. **Cognitive strategies** : which involve practicing, analyzing, and applying vocabulary in language use;
3. **Compensation strategies** : which enable learners to overcome vocabulary gaps by guessing meanings from context or using paraphrases;

4. **Metacognitive strategies** : which focus on planning, monitoring, and evaluating vocabulary learning;
5. **Affective strategies** : which help learners manage emotions and motivation during learning; and
6. **Social strategies** : which involve learning through interaction and communication with others.

Among these strategies, memory strategies—particularly illustration strategy—are closely related to contextual learning. Illustration strategy allows learners to associate new vocabulary with visual and situational contexts, making abstract words more concrete and meaningful. Contextual learning emphasizes learning vocabulary within real-life situations rather than in isolation, enabling learners to understand how words function in authentic communication. Nation (2001) argues that contextualized vocabulary learning strengthens form–meaning connections and supports long-term retention.

The YouGlish application can be theoretically categorized as an implementation of illustration strategy within Oxford's memory strategies that supports contextual learning. YouGlish provides authentic audiovisual examples of vocabulary drawn from real-world communication, allowing learners to see and hear how words are used in meaningful contexts. The visual cues, situational settings, and surrounding discourse in YouGlish videos function as contextual illustrations that help learners interpret meaning, usage, and collocation. This contextual exposure aligns with Krashen's (1985) Input Hypothesis, which emphasizes the importance of comprehensible input in language acquisition.

Furthermore, the effectiveness of YouGlish in promoting vocabulary mastery is

supported by Mayer's (2005) Cognitive Theory of Multimedia Learning, which explains that learning is enhanced when verbal and visual information are combined. By integrating contextual learning through audiovisual illustration, YouGlish enables learners to process vocabulary more deeply and remember it more effectively. Nation (2013) also highlights that repeated encounters with vocabulary in meaningful contexts contribute significantly to vocabulary mastery.

From a research perspective, positioning YouGlish as a contextual illustration-based memory strategy provides strong theoretical support for its use in vocabulary learning. Any improvement in students' vocabulary mastery observed in this study can be explained by the effectiveness of contextual learning facilitated through illustration strategy. Therefore, the use of YouGlish in this research is theoretically grounded in Oxford's (1990) language learning strategies framework, contextual learning theory, and established vocabulary acquisition theories, making it a valid pedagogical approach for enhancing vocabulary mastery.

2. 4 YouGlish Application

2. 4. 1. Definition of YouGlish

YouGlish is an innovative language-learning tool designed to enhance learners' understanding of vocabulary and pronunciation by providing real-world examples of language use through YouTube videos. The platform allows users to search for specific words or phrases, delivering short video clips where the target language is spoken in authentic contexts. By exposing learners to natural speech patterns, accents, and diverse contexts, YouGlish supports both vocabulary acquisition and listening comprehension. One of its key features is the ability to replay clips, slow down playback, and display subtitles, making it an effective

resource for learners at various proficiency levels. According to (Kukulska-Hulme, A. and Shield, L. 2008), tools like YouGlish bridge the gap between classroom learning and real-world language use, offering learners an opportunity to encounter vocabulary in meaningful and diverse situations. Moreover, by integrating authentic spoken language into learning, YouGlish aligns with the principles of Krashen, S. D. (1985). Input Hypothesis, which emphasizes the importance of comprehensible input in language acquisition.

2. 4. 2. The Advantages of YouGlish

YouGlish offers significant advantages for vocabulary learning by leveraging context-based instruction, which is widely recognized as a more effective approach than rote memorization. Context-based learning allows learners to understand the nuanced meanings of words, collocations, and phrases in real-life situations. For example, a learner searching for the word "engage" on YouGlish can observe its usage across various settings, such as formal speeches, casual conversations, and academic discussions, enhancing their understanding of its meanings and connotations. Additionally, YouGlish supports pronunciation learning by exposing users to authentic accents and intonations, which are often missing in traditional vocabulary learning resources (Stockwell, G. 2012). This exposure to natural speech facilitates a deeper understanding of how words are used in conversation, aligning with Vygotsky's (1978) constructivist theory that emphasizes the importance of social interaction in learning. Furthermore, YouGlish’s use of multimedia content adheres to Mayer, R. E. (2005) Cognitive Theory of Multimedia Learning, which highlights the benefits of presenting information through both visual and auditory channels. By offering learners

authentic exposure to language, YouGlish promotes long-term vocabulary retention and the practical application of newly learned words.

The following section will outline the advantages of the YouGlish application as a learning media, with a particular focus on vocabulary:

1. Contextual Learning

   YouGlish provides learners with authentic examples of how words and phrases are used in real-world situations by pulling video clips from platforms like YouTube. This contextual exposure helps learners understand not only the meanings of words but also their appropriate usage, collocations, and cultural nuances. Contextualized learning has been shown to significantly enhance vocabulary retention and application (Nation, 2001). By allowing learners to hear vocabulary in diverse contexts, YouGlish aligns with Krashen, S. D. (1985). Input Hypothesis, which posits that exposure to meaningful input fosters language acquisition.

2. Pronunciation and Intonation Training

   One of YouGlish's strengths is its ability to expose learners to authentic pronunciation and intonation in various English accents, including American, British, and Australian. This feature helps learners develop their phonological awareness and improves their ability to recognize and produce words correctly. According to Stockwell, G. (2012), listening to authentic speech improves learners' auditory processing and speaking fluency, making YouGlish an effective tool for vocabulary learning.

3. Multisensory Learning Experience

   YouGlish leverages the principles of Mayer's (2005) Cognitive Theory of

Multimedia Learning by combining auditory (spoken words) and visual (subtitled videos) elements. This multisensory approach enhances memory retention by engaging multiple cognitive channels, which is particularly beneficial for mastering vocabulary.

4. Learner Autonomy and Flexibility

   The platform allows users to search for specific vocabulary and control playback speed, offering a personalized and self-paced learning experience. This autonomy increases learners' motivation and engagement, as supported by Deci, E. L., & Ryan, R. M. (2013). Self-Determination Theory, which emphasizes the importance of learner autonomy in achieving effective outcomes.

5. Easily Accessible

   YouGlish is accessible on various devices and offers free access to its core features. This makes it a cost-effective tool for learners, particularly those who may not have access to expensive language learning resources.

2. 4. 3. The Disadvantages of YouGlish

There are several weaknesses and shortcomings in the YouGlish application that may affect its effectiveness in supporting vocabulary learning. Among which are:

1. Lack of Structured Learning Path

   While YouGlish provides excellent contextual examples, it lacks a structured curriculum or progression system. Learners may struggle to identify which words to focus on or how to prioritize their learning, especially if they are beginners.

2. Overalliance on Context

   Although YouGlish excels in providing contextualized examples, it may not offer comprehensive explanations of word meanings, grammatical rules, or usage patterns. Learners might require supplementary resources, such as dictionaries or grammar guides, to fully understand the vocabulary they encounter (Nation, 2001).

3. Limited Interactivity

   Unlike gamified platforms that engage users through quizzes, games, and progress tracking, YouGlish is relatively passive. Learners can listen to examples but do not receive active feedback or opportunities to practice the vocabulary they learn, which may hinder retention and active use Sadeghi, K., Sağlık, E., Mede, E., Samur, Y., & Comert, Z. (2022).

4. Depenence on Internet Access

   As an online tool, YouGlish requires a stable internet connection. This limitation may pose challenges for learners in areas with poor connectivity, reducing its accessibility.

2. 5 Choosing YouGlish as a Vocabulary Learning Tool

The advancement of digital technology has created new opportunities to improve English vocabulary acquisition. Among various web-based tools, YouGlish stands out due to its integration of authentic audiovisual content, interactivity, and contextual learning features. YouGlish allows learners to search for English words and view video excerpts from sources such as YouTube and TED Talks, where the words are spoken naturally by native speakers. This supports vocabulary acquisition in real-life contexts—an essential component of effective

language learning (Nation, 2013). Learners can observe pronunciation, syntactic structure, and pragmatic function within complete and meaningful utterances.

A key reason for choosing YouGlish is its potential to promote incidental vocabulary learning. While students may search for specific target words, the surrounding context in each video clip frequently introduces them to additional vocabulary items. This exposure encourages learners to explore beyond their original focus, facilitating broader lexical development. Schmitt (2008) emphasizes that repeated encounters with words in varied and meaningful contexts deepen understanding and retention. Moreover, YouGlish fosters multimodal learning by combining auditory and visual inputs—students not only hear native pronunciation but also view body language and read subtitles. According to Mayer (2009), this dual-channel processing supports better memory and comprehension.

Additionally, YouGlish aligns with Krashen's Input Hypothesis (1985), which stresses the role of comprehensible input in language acquisition. By providing meaningful, authentic input across multiple contexts, YouGlish enhances students' exposure to real English usage, supporting both vocabulary acquisition and listening skills. Its interactive nature also increases learner autonomy and motivation. As noted by Hockly (2012), digital tools that allow self-paced and interest-driven exploration can lead to higher engagement and learning outcomes.

2. 6 Teaching Vocabulary Using YouGlish

YouGlish is a powerful tool that supports both classroom and independent vocabulary learning by providing students with authentic examples of language use. In the classroom, teachers can integrate YouGlish into lessons by using it to demonstrate how words or phrases are pronounced and used in real-life situations.

For example, when introducing new vocabulary, teachers can search for the target words on YouGlish and play video clips that illustrate their usage across different contexts, such as formal speeches, casual conversations, or academic settings. This exposure to authentic language not only enhances students' understanding of word meanings but also familiarizes them with pronunciation, intonation, and collocations (Mayer, R. E. 2005).

For independent learning at home, YouGlish allows students to take control of their vocabulary practice. By searching for words or phrases they encounter in readings or assignments, students can access numerous examples of how these words are used in real-world contexts. This contextual learning approach helps students develop a deeper understanding of vocabulary, as it connects word meanings to specific situations, making them more memorable (Krashen, S. D. 1985). Additionally, YouGlish provides a multisensory learning experience by combining auditory (listening to words spoken) and visual (subtitled text) elements, which facilitates better retention and comprehension (Mayer, R. E. 2005).

YouGlish also supports pronunciation practice, an often-overlooked component of vocabulary learning. By exposing students to various English accents and intonations, it helps them develop their phonological awareness and improves their listening and speaking skills. Furthermore, its playback and repetition features allow students to practice difficult words until they feel confident using them in conversation.

2. 7 Technology in Language Learning

2. 7. 1. The Integration of Technology

The integration of technology into language learning has revolutionized

traditional pedagogical approaches, offering learners more flexible, interactive, and accessible ways to acquire language skills. Kukulska-Hulme and Shield (2008) argue that technology enables learners to engage in self-directed learning and collaborative practices, which are critical in modern educational contexts. This aligns with Vygotsky's (1978) social constructivism, which emphasizes the importance of interaction and collaborative learning for cognitive development. Moreover, digital tools provide learners with access to authentic materials, such as videos, podcasts, and real-life dialogues, enhancing their exposure to the target language in meaningful contexts (Stockwell, G. 2012).

Theories like the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) further highlight the necessity of aligning technology with pedagogical goals and content knowledge to maximize learning outcomes. For instance, platforms such as YouGlish integrate pedagogical principles by providing learners with examples of word usage in authentic spoken contexts, facilitating the connection between vocabulary and practical application. Similarly, Mayer's (2005) Cognitive Theory of Multimedia Learning suggests that combining text, images, and audio in digital tools supports dual-channel processing, making learning more effective and engaging. Consequently, the integration of technology has not only addressed traditional challenges, such as limited resources and lack of exposure, but also created new opportunities for immersive and personalized learning experiences.

2. 7. 2. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) represents a significant

advancement in language education, leveraging the ubiquity and versatility of mobile devices to support language acquisition. According to Stockwell, G. (2012), MALL facilitates just-in-time learning by allowing learners to access vocabulary exercises, games, and multimedia resources anytime and anywhere. This flexibility supports spaced repetition, a research-backed technique for vocabulary retention that reinforces memory through periodic review (Nation, 2001). Applications like Quizlet and Anki exemplify this approach, using flashcards and gamification to engage learners and encourage regular practice Loewen, S., Isbell, D. R., & Sporn, Z. (2019).

Furthermore, MALL tools often incorporate adaptive learning technologies, which personalize instruction based on individual progress and proficiency levels. Research by Chen, C. M., & Hsu, S. H. (2008). found that mobile platforms with adaptive algorithms significantly improved vocabulary acquisition compared to traditional methods. Additionally, MALL encourages learner autonomy, as users can tailor their learning experiences to their specific goals and preferences. For instance, learners preparing for standardized tests like TOEFL or IELTS can focus on academic vocabulary, while others can prioritize conversational phrases for daily communication. As Godwin-Jones, R. (2011) notes, this autonomy fosters greater engagement and motivation, key factors in successful language learning.

2. 8. Comparison of YouGlish with Other Digital Vocabulary Learning Applications

The increasing integration of digital technology in English language learning has resulted in the widespread use of various applications to support vocabulary development. Platforms such as YouTube, Duolingo, and flashcard-

based applications have become popular among EFL learners. Although these tools aim to enhance vocabulary acquisition, they differ in instructional focus, degree of learner involvement, and alignment with established vocabulary learning theories.

2. 8. 1. YouTube

YouTube provides learners with extensive access to authentic audiovisual content, including lectures, interviews, and conversational videos. From a theoretical perspective, YouTube supports Krashen's (1985) Input Hypothesis by offering large amounts of authentic input. Learners may incidentally acquire new vocabulary through exposure to real-life language use. However, vocabulary learning through YouTube is largely unguided and unstructured. Learners must independently identify target words and infer meanings, which can limit systematic vocabulary development, particularly for senior high school students.

In contrast, YouGlish refines the use of YouTube content by organizing authentic videos around specific vocabulary items. This focused search function enables learners to observe repeated instances of the same word across different contexts, supporting Nation's (2013) claim that vocabulary mastery requires repeated exposure in varied and meaningful contexts. Unlike YouTube, YouGlish reduces cognitive overload by directing learners' attention to targeted vocabulary, thereby enhancing depth of vocabulary knowledge. Consequently, YouGlish provides a more pedagogically structured approach to vocabulary learning while retaining the authenticity of YouTube content.

2. 8. 2. Duolingo

Duolingo is a widely used language-learning application that employs gamification, repetition, and immediate feedback to support vocabulary acquisition.

Its structured learning path and frequent practice activities are effective for reinforcing vocabulary form and meaning, particularly at the beginner level. From a behaviorist perspective, Duolingo strengthens memory through drills and reward-based learning.

However, Duolingo often presents vocabulary in isolated sentences or translation-based tasks, which may limit learners' understanding of how words function in authentic communicative contexts. Laufer and Hulstijn's (2001) Involvement Load Hypothesis suggests that deeper vocabulary learning occurs when learners engage in tasks that require evaluation and contextual use. Compared to Duolingo, YouGlish offers richer contextual exposure by presenting vocabulary in natural spoken discourse. This allows learners to observe pronunciation, collocations, and pragmatic usage, supporting Schmitt's (2000) view that vocabulary mastery involves more than memorization.

2. 8. 3. Flashcard-Based Applications

Flashcard-based applications such as Quizlet and Anki are commonly used to support vocabulary learning through spaced repetition. These tools align with Nation's (2001) emphasis on repeated exposure as a key factor in vocabulary retention. They are particularly effective for strengthening form–meaning associations and expanding vocabulary breadth.

Despite these advantages, flashcard-based applications often lack authentic input and contextual richness. Vocabulary items are typically presented in isolation, which may hinder learners' ability to apply words accurately in real communication. In contrast, YouGlish embeds vocabulary within authentic spoken contexts, enabling learners to develop deeper lexical knowledge, including

collocation and discourse-level usage. This contextualized exposure supports the development of both receptive and productive vocabulary, which is essential for communicative competence.

2. 9 Theoretical Contribution

This study contributes theoretically to the field of language education by extending the application of multimedia and context-based vocabulary learning theories, particularly those proposed by Nation (2001), Krashen (1985), and Mayer (2005). By utilizing YouGlish to facilitate receptive vocabulary acquisition among senior high school students, the research integrates Krashen's Input Hypothesis with Mayer's Cognitive Theory of Multimedia Learning, offering empirical support for the idea that authentic, audiovisual input can significantly enhance language comprehension. Moreover, the study contributes to the growing body of Mobile-Assisted Language Learning (MALL) research by demonstrating how freely available, learner-controlled tools like YouGlish can foster autonomous learning and increase exposure to authentic language input (Stockwell, 2012). This research adds to theoretical models of vocabulary instruction by emphasizing the effectiveness of digital, incidental learning environments in formal classroom settings, particularly within the Indonesian EFL context.

Practically, this study provides several implications for stakeholders in language education. For English teachers, the findings highlight an effective strategy to enrich vocabulary instruction through authentic, audiovisual materials, thus moving beyond traditional memorization techniques (Widodo, 2021). Teachers can adopt YouGlish to complement classroom activities, making vocabulary learning more contextual, engaging, and relevant to real-life

communication. For students, the use of YouGlish offers an accessible, flexible, and interactive learning experience that promotes deeper understanding and retention of vocabulary through repeated exposure to natural speech (Li & Ni, 2019). This fosters learner autonomy and encourages active engagement with English outside of the classroom (Deci & Ryan, 2013). For future researchers, the study opens new pathways for investigating the impact of multimedia and video-based platforms on various dimensions of language learning, including productive vocabulary, pronunciation, and listening skills. It also encourages the exploration of technology integration within different learner populations and educational levels, contributing to the continuous development of effective and inclusive language learning methodologies (Hockly, 2012).

2. 10 Previous Researches

To avoid similarities in research and ensure originality, the researcher carefully review previous studies, using them as a reference point for the researcher's work. This review process helps identify gaps in the existing literature. By examining the methods and findings of earlier studies, the researcher can learn from their successes and limitations, which informs their own approaches. Additionally, citing these studies provides context for their work and demonstrates how it fits into the broader academic conversation.

The researcher elected to proceed with the research in accordance with the methodology delineated Zamzami, M. F. (2019) This research aims to find out the empirical evidence of the effectiveness of using Duolingo application through students' vocabulary mastery. In this research, the researcher employed quantitative methodologies and a quasi-experimental research design. A total of 58 eighth grade

students were selected to participate in this research as the research sample. The total sample consisted of two groups of 29 children in each class. In this research, the researcher implemented the treatment using the Duolingo application as a teaching instrument in the classroom for the experimental group. The control group was taught using teacher presentation and quizzes. The post-test results, after the pre-test had been applied, showed that the mean score in the experimental group was 85.52, while the mean score in the control group was 70.69. The statistical hypothesis testing using independent sample t-test revealed that t value > t table. This finding indicates a positive impact of the Duolingo application on learning outcomes.

Thus, several aspects can be highlighted, particularly the similarities between the two studies. Both studies utilize the same approach and method, namely the qualitative method with a pre-test post-test approach. However, there are also notable differences. For instance, in the research conducted by Zamzami, M. F. (2019), the research subjects were junior high school students, whereas this research may involve a different level of participants. Additionally, the research instruments differ, as Zamzami, M. F. (2019) used the Duolingo application, while this research employs the YouGlish application. These differences serve as a significant consideration in this research, forming the research gap that will contribute to the novelty of the findings.

The objective of Ningtyas, M. K. (2023) are (1) to find out the difference in achievement in students' vocabulary mastery before and after using YouTube BBC Learning English videos in the eighth-grade students of Junior High School in Salatiga the academic year 2023/2024; (2) To determine the effectiveness of

YouTube BBC Learning English videos in enhancing students' vocabulary mastery in the eighth-grade students Junior High School in Salatiga the academic year 2023/2024. The methodology employed is quasi-experimental with a pre-test post-test design, whereby the participants were divided into an experimental and a control group. This research found a significant difference between the pre-test and post-test results after treatment. The average score increased from 60.27 to 86.17, showing a 42.97% improvement. Data analysis revealed that the t-test value (8.927) was higher than the t-table value (2.045), leading to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). These findings indicate that YouTube BBC Learning English videos are effective in enhancing students' English vocabulary mastery.

Based on Ningtyas, M. K. (2023), there are several similarities between the two studies. Both studies employ the same research method and approach, namely the quantitative pre-test post-test method, which is used to measure the effectiveness of the implemented treatment. However, there are also notable differences, particularly in terms of the research instruments and subjects. In the research conducted by Ningtyas, M. K. (2023), BBC Learning Videos were used as the primary research instrument, and the research focused on junior high school students as the research subjects. These differences highlight a research gap that this research aims to address by exploring alternative instruments and subjects to further expand the findings in this area.

A study conducted by Prastyo, Dharmawan, and Amelia (2022) investigated students' perceptions of the implementation of YouGlish in learning English pronunciation at the English Department of Universitas Bandar Lampung. The

purpose of the study was to explore how YouGlish was implemented and how students perceived its use as a learning medium. The researchers employed a descriptive qualitative research design, using questionnaires and interviews as the main instruments. The subjects of the study were first-semester university students, with 20 students participating in the questionnaire and 6 students involved in in-depth interviews. The findings revealed that students generally held positive perceptions toward the use of YouGlish, particularly in terms of usability, helpfulness, accessibility, and future use. The results indicated that YouGlish increased students' interest, motivation, and ease in learning pronunciation through authentic video contexts, although internet connectivity was identified as a minor limitation.

Several distinctions can be identified between the study by Prastyo et al. (2022) and the present research as outlined in the Draft Final Sidang. First, the research focus differs significantly: Prastyo et al. examined students' perceptions of YouGlish in learning pronunciation, whereas the present study focuses on measuring the effectiveness of YouGlish in improving vocabulary mastery. Second, the methodological approaches are different; the previous study employed a qualitative descriptive design, while this research applies a quantitative quasi-experimental design using pre-test and post-test instruments. Third, the research subjects also differ in educational level, as Prastyo et al. involved university students, whereas the present study targets tenth-grade senior high school students. Finally, while Prastyo et al. emphasized perception and engagement, the present study emphasizes measurable vocabulary gains, thereby extending the existing research by providing empirical evidence of YouGlish's effectiveness in

vocabulary mastery at the senior high school level. These distinctions are expected to contribute to the novelty and significance of the current study within the field of English language teaching

CHAPTER III

RESEARCH METHOD

3. 1 Research Design

This research adopted a quantitative methodology with a quasi-experimental design. As posited by Rukminingsih, G. A., & Latief, M. A. (2020) in their book, quantitative research represented an approach to test certain theories by examining the relationship between variables. Quantitative research in education was a research design in the field of education that was objective, included the collection and analysis of quantitative data, and employed statistical testing methods. Quasi-experimental research referred to research designs that aimed to evaluate causal relationships but lacked the random assignment of participants to treatment or control groups, which was a defining feature of true experimental designs. As Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002) observed, quasi-experimental research frequently entailed comparisons between pre-existing groups within a population, such as treatment and non-treatment groups, rather than creating new experimental and control groups through random assignment.

Here was a table of the quasi-experimental non-equivalent control group design model according to Rukminingsih, G. A., & Latief, M. A. (2020):

Sampling	Group	Pre-test	Treatment	Post-test
Non random	Experimental	Y1	X	Y2
Non random	Control	Y1	-	Y2

3. 2 Time and Setting of the Research

This research was conducted on September 2025 at one of the schools in Malang. This location was selected based on several important considerations. Firstly, the students at this school were highly focused on mastering foreign languages, particularly English, which aligned well with the objectives of this study. The emphasis on language learning created a conducive environment for implementing innovative instructional tools. Secondly, the school had adopted the Merdeka Curriculum, which encouraged more flexible and student-centered learning approaches. This curriculum framework supported the integration of technology and creative teaching strategies in the classroom. Furthermore, the teachers at this institution had shown a strong interest in adopting innovative methods to enhance their students' learning experiences. Therefore, incorporating YouGlish as a digital learning tool offered a promising opportunity to introduce a fresh and engaging approach to vocabulary acquisition, potentially increasing students' motivation and improving their English language proficiency.3. 3 Research Variable

a. Independent Variable

   Independent Variable (X) of this research is YouGlish

b. Dependent Variable

   Dependent Variable (Y) of this research is student's vocabulary mastery

3. 4 Research Population and Sample

3. 4. 1. Population

The population of this research consisted of approximately 157 tenth-grade students at one of the school in Malang in the Academic Year 2024/2025. These

students were selected as the target population because they had already received foundational instruction in English vocabulary and were at a cognitive level suitable for participating in technology-assisted language learning. The large population provided a sufficient basis for selecting representative samples for both control and experimental groups.

3. 4. 2. Sample

The sample of this study was selected using purposive sampling. A total of 60 students were chosen from the tenth grade, divided equally into two groups: 30 students in the experimental group and 30 in the control group. The experimental group received vocabulary instruction using the YouGlish application, while the control group was taught using traditional teacher-centered methods. Both groups were given a pre-test before the treatment and a post-test afterward to measure differences in vocabulary mastery. The selection aimed to ensure that both groups had similar academic backgrounds and English proficiency levels to allow for a fair and valid comparison of the instructional methods.

3. 5 Research Instrument

This research employed a vocabulary test as the main research instrument to measure students' vocabulary mastery using a pre-test repost-test experimental design. The test was administered to both the control and experimental groups to identify differences in vocabulary mastery before and after the treatment. The control group received conventional instruction, while the experimental group was taught using the YouGlish application. The test consisted of 20 multiple-choice items, which is theoretically sufficient for measuring vocabulary mastery when the items represent key aspects of vocabulary knowledge, including meaning, form,

and use (Nation, 2001; Schmitt, 2000). Read (2000) asserts that vocabulary assessment relies on representative sampling rather than the number of items, while Hughes (2003) notes that classroom vocabulary tests typically range from 15 to 30 items to ensure reliable measurement without causing learner fatigue. Furthermore, the test items were developed based on the Fase E English module and validated by experts, strengthening content validity as recommended by Cohen, L., Manion, L., & Morrison, K. (2018). Therefore, the instrument used in this study is considered adequate and reliable for assessing students' vocabulary mastery and for evaluating the effectiveness of YouGlish-based instruction compared to traditional teaching methods.

3. 6 Research Procedure

The research procedure was divided into three main – stages: Pre-activity. Main activities and post activity.

3. 6. 1. Pre-activity

Before the treatment began, a pre-test was administered to measure the students' initial vocabulary mastery. The test consisted of 20 multiple-choice questions assessing both receptive and productive aspects of vocabulary. The results of the pre-test served as a baseline for comparison with the post-test outcomes.

3. 6. 2. Main Activities

Each treatment session followed a systematic structure designed to enhance vocabulary learning through contextual and multimedia exposure. The main stages of each session were as follows:

a) Vocabulary Introduction

The teacher introduced 5 to 7 new vocabulary words relevant to the lesson's topic, such as tourist attractions or cultural sites. Each word was explained in terms of meaning, pronunciation, and example usage.

b) YouGlish Exploration

Students accessed *https://YouGlish.com* and searched for each vocabulary word. They watched 3 to 5 different video clips for each word, noting how the word was pronounced, the context in which it was used, and its grammatical function. This activity allowed students to observe natural language usage by native speakers.

c) Group Discussion

After exploring the videos, students worked in small groups to discuss their findings. They shared usage examples, clarified meanings, and collaborated to create original sentences using the newly learned vocabulary.

d) Individual Practice

To reinforce the learning, students completed brief exercises or vocabulary worksheets individually. These tasks focused on applying the words in written form and checking comprehension.

3. 6. 3. Post-activity

After all treatment sessions were completed, students were given a post-test. Like the pre-test, it consisted of 20 multiple-choice questions designed to be equivalent in difficulty but with different items. The comparison of pre-test and post-test scores was used to determine whether significant improvement occurred.

3. 7 Validity and Reliability

a. Validity

Validity is a condition in which an evaluation instrument can accurately measure what it is supposed to measure (Rukminingsih, G. A. 2020). Validity is carried out to determine how effective and valid the instrument used is. In this research, the researcher used the validity formula as follows:

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

Description:

r_{xy} : correlation coefficient between variable X and variable Y

X : data value for variable X

Y : data value forvariable Y

N : total data

If r count $\geq$ r table in sig. 0,05 so the item is valid

The test items comprised a total of 40 valid items, distributed as 20 pre-test items and 20 post-test items. The validity of the study was determined by calculating the r-count obtained from each item and then comparing it with the r-table. The researcher employed a significance level of 0.05, or 5%, with a total of 30 respondents (N - 2), resulting in an r-table of 0.374, calculated using Excel. The following table illustrates the validity of the pre-test and post-test items.

Group	Criteria	Question Items	Total
Pre-test	**Valid**	1, 2, 6, 7, 9,10, 11, 13, 16, 17, 18, 20, 22, 23, 24, 26, 27,	20

		28 29, 30	
	Invalid	3, 4, 5, 8, 12, 14, 15, 19, 21, 25	10
Total			30
Post-test	**Valid**	2, 3, 4, 8, 9, 11, 12, 13, 14, 15, 17, 18, 19, 23, 25, 26, 27, 28, 29, 30	20
	Invalid	1, 5, 6, 7, 10, 16, 20,21, 22, 24	10
Total			30

Table 3. 1Validity Test Results

b. Reliability

Reliability refers to the consistency, stability, and dependability of measurement tools used in educational assessments, such as tests, surveys, and other evaluations. It is a critical concept in educational research and practice because it ensures that the results of these measurements are consistent over time, across different populations, and under different conditions Cohen, L., Manion, L., & Morrison, K. (2018). In this research, reliability is employed as a measure of the efficacy of the assessment tool in evaluating the subject. The researcher used the reliability Cronbach's Alpha formula as follows:

$$a = \left(\frac{n}{n-1}\right) x \left(1 - \frac{\sum \sigma t^2}{\sigma t^2}\right)$$

Description:

a : reliability value

n : number of question items

$\sum \sigma t^2$: total score of each item

σt^2 : variants of total score

The value of r count $\geq$ r table 5%, then the item is reliable. After the Cronbach's Alpha coefficient was obtained, the interpretation of the reliability level referred to the classification proposed by George and Mallery (2010), which provided a standardized guideline for evaluating the strength of the instrument's internal consistency. In this study, all computation processes—including calculating item variances, total score variance, and applying the Cronbach's Alpha formula—were carried out using Microsoft Excel.

Cronbach's Alpha	**Internal Consistency**
≥ 0.90	Excellent
0.80 – 0.89	Good
0.70 – 0.79	Acceptable
0.60 – 0.69	Questionable
0.50 – 0.59	Poor
< 0.50	Unacceptable

Table 3. 2 Cronbach's Alpha Classifications

Pre-test and post-test questions will be considered suitable for use as instruments if the Cronbach's Alpha value is at least above 0.60. Conversely, if the value is below 0.60, it is deemed unsuitable for utilization as an instrument. The data processing required to obtain the Cronbach's Alpha value is performed using

Excel. The following results were obtained after the data underwent processing:

Group	Cronbach's Alpha	N of Items
Pre-test	0.90473284	20
Post-test	0.85931459	20

Table 3. 3 Reliability Test Results

The reliability analysis of the vocabulary test showed that the instrument demonstrated a high level of internal consistency. The Cronbach's Alpha coefficient for both the pre-test and post-test exceeded the minimum acceptable threshold of 0.60, indicating that the items consistently measured the intended construct. Based on the commonly used interpretation guidelines by George, D., & Mallery, P. (2010), the obtained reliability values fell within the *good* to *excellent* category. This result confirmed that the test items functioned reliably in assessing students' vocabulary mastery across administrations.

The high reliability coefficients also suggested that the instrument produced stable and dependable scores when used with the target population. This consistency indicated that any differences observed between the pre-test and post-test results could be attributed more confidently to the treatment rather than to measurement error. As Cohen, L., Manion, L., & Morrison, K. (2018) emphasize, reliable instruments are essential in educational research to ensure credible and meaningful findings. Therefore, the reliability evidence obtained supported the appropriateness of the test for use in this study.

3. 8 Data Collection

The research lasted approximately four weeks. Initially, both groups completed a pre-test within the first week. Then, the experimental group received

the treatment, and finally, in the fourth week, the students completed a post-test to ascertain the differences in the results between the two groups.

a. Pre-test.

The pre-test in this study was used to measure senior high school students' initial ability in receptive vocabulary mastery before they received treatment using YouGlish. In this study, the researcher utilized a vocabulary test consisting of 20 multiple-choice items designed to assess various aspects of word knowledge. These items covered definitions and usage of nouns, adjectives, verbs, and adverbs, as well as the identification of word synonyms and antonyms. The test aimed to measure students' receptive vocabulary mastery in a structured and objective manner. The results obtained from this test were then used to compare the performance of students in the control group and the experimental group. Specifically, the comparison focused on the scores obtained after the treatment in order to evaluate the effectiveness of using YouGlish as an instructional tool in enhancing students' vocabulary acquisition.

b. Treatment

Following the administration of the pre-test, the experimental group commenced the designated treatment. At the very least, the experimental group received two sessions during this phase. The treatment utilized the YouGlish application, which focused on the material from the preceding test.

c. Post-test

The post-test was administered with the purpose of assessing students’

vocabulary mastery following the implementation of the treatment. In this phase, students completed 20 multiple-choice questions that, while distinct from those in the pre-test, were constructed with a similar level of difficulty and structure. The test items were designed to evaluate students' understanding of various word classes, including nouns, adjectives, verbs, and adverbs, as well as their ability to recognize synonyms and antonyms. The results of the post-test served as a basis for determining whether there was a statistically significant difference in vocabulary acquisition between the experimental group, which received instruction through YouGlish, and the control group, which was taught using conventional teacher-centered methods.

3. 9 Data Analysis

Data analysis was carried out after the necessary data was collected. In this quantitative research, the results of the test were examined after the pre-test and post-test. Prior to that, a normality test, a homogeneity test, and a hypothesis test were carried out.

1. **Normality Test**

The normality test was a statistical test used to determine whether a dataset followed a normal distribution. Normal distributions were important in statistics because many statistical tests assumed that the data followed a normal distribution. The normality test was applied using SPSS with the following condition:

I. Hypothesis

H_1: If the significance or probability value is more than 0,05 or > 0.05, then the distribution is normal.

H_0: If the significance or probability value is less than 0,05 or < 0.05, then the distribution is abnormal.

The normality test was implemented in SPSS, and the following steps are carried out:

a) Step 1: Activate SPSS program
b) Step 2: Create data on a variable view
c) Step 3: Enter data on data view
d) Step 4: click analyze – nonparametric tests - one sample K S – click variable data and move or enter on Test Variabel list – click OK.

2. Homogeneity Test

Homogeneity tests are used to assess whether different samples or groups in a research come from populations with similar characteristics, such as variance or distribution. if the groups are not homogeneous, it could lead to misleading conclusions or inaccurate results (Field, A. 2013). The homogeneity test was applied using SPSS with the following condition:

I. Hypothesis:

H_1: If the significance value is more than 0,05 or > 0.05, it was concluded is homogenous.

H_0: If the significance value is less than 0,05 or < 0.05, it was concluded is not homogenous.

The homogeneity test is implemented in SPSS, and the following steps are carried out:

a) Step 1: activate the SPSS program

b) Step 2: create the data on variable view

c) Step 3: enter data on data view

d) Step 4: click analyze – compare means – one way Anova – click variable X and move or enter on dependent list then click variable Y and move or enter on factor list – click options and choose homogeneity of variance test – continue – click OK.

3. Hypothesis Test

Hypothesis testing is a statistical method used to make inferences or draw conclusions about a population based on sample data. It involves formulating a statement (hypothesis) about a population parameter and then testing the validity of that hypothesis using sample data. The goal of hypothesis testing is to determine whether there is enough statistical evidence to support a specific claim or hypothesis. This research uses t-test and significance level at 0,05. The following are the criteria for the hypothesis test:

I. Hypothesis

H_0 (Null hypothesis): p value > 0,05 = YouGlish is **not effective** in student's vocabulary mastery enhancement

H_1 (Alternative hypothesis): p value < 0,05 = YouGlish is **effective** in student's vocabulary mastery enhancement

II. Formula

The formula to be used is paired sample t-test with the formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

t = t

$\bar{X}_1$ = The mean score of Group 1

$\bar{X}_2$ = The mean score of Group 2

S_1^2 = The variance of Group 1

S_2^2 = The variance of Group 2

n_1 = The number of participants in Group 1

n_2 = The number of participants in Group 2

III. Significance level

α = 0,05

IV. Decision criteria

H₀ is rejected if p value < α

H₀ is accepted if p value > α

The fundamental premise upon which hypothesis-driven decision-making is based in this test is as follows:

- If the p value < 0,05, then *H₀* is rejected and *H₁* is accepted.
- If the p value > 0,05, then *H₀* is accepted and *H₁* is rejected

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will present the research findings and discussion of this study. It includes a detailed description of the pre-test and post-test data, normality test, homogeneity test, and hypothesis test.

4. 1 Findings

The findings of this research present the results of the data analysis conducted on the pre-test and post-test scores of both the control group and the experimental group. This section describes the students' vocabulary mastery before and after the treatment, followed by the results of the normality test, homogeneity test, and hypothesis testing. All results are reported to measure the effectiveness of YouGlish on students' vocabulary mastery.".

a) control group

The control group was taught using traditional teacher-centered instruction without the use of YouGlish. The pre-test was administered to measure the students' initial vocabulary mastery. The scores showed that the control group had varying levels of vocabulary mastery at the beginning of the study. After the treatment period, the control group completed the post-test, which was used to determine whether any improvement occurred without the implementation of technology-based learning. The comparison between the pre-test and post-test scores indicated that the control group experienced a slight improvement.

The results of the pre-test & post-test control group are as follows:

No.	Initials Name	Pre-test Score	Post-test Score	Description

1	DA	50	60	Increase
2	NNF	60	55	Decrease
3	HAM	80	80	Doesn’t change
4	NNF	70	55	Decrease
5	LI	55	55	Doesn’t change
6	SA	45	60	Increase
7	GTP	75	90	Increase
8	DAC	90	90	Doesn’t change
9	NNF	75	50	Decrease
10	AFM	40	70	Increase
11	ANR	50	55	Increase
12	BLN	75	60	Decrease
13	CRV	80	80	Doesn’t change
14	DNL	75	75	Doesn’t change
15	ER	50	50	Doesn’t change
16	FLX	80	70	Decrease
17	GLD	70	90	Increase

18	HSN	60	60	Doesn't change
19	JVR	80	75	Decrease
20	KRM	60	65	Increase
21	LNX	85	75	Decrease
22	MND	70	65	Decrase
23	ANRS	60	70	Increase
24	BL	60	75	Increase
25	CRV	80	80	Doesn't change
26	DNLL	60	70	Increase
27	ERS	60	75	Increase
28	FLX	75	70	Decrease
29	GLD	75	75	Doesn't change
30	HS	90	90	Doesn't change

Table 4. 1 Score Gained of Control Group

Based on the categorization of students' vocabulary test scores, the control group demonstrated a varied distribution across the four score intervals. In the pre-test, most students fell within the 60–79 range, followed by a smaller number in the 40–59 and 80–100 categories. After the post-test, notable shifts appeared within the same intervals. Specifically, in the 40–59 category, 3 students remained, while 3 students moved to the 60–79 range. In the 60–79 category, 11 students were

recorded, showing an increase compared to the pre-test, and 2 students shifted to the 80–100 category. Meanwhile, in the highest interval of 80–100, 5 students remained in this range.

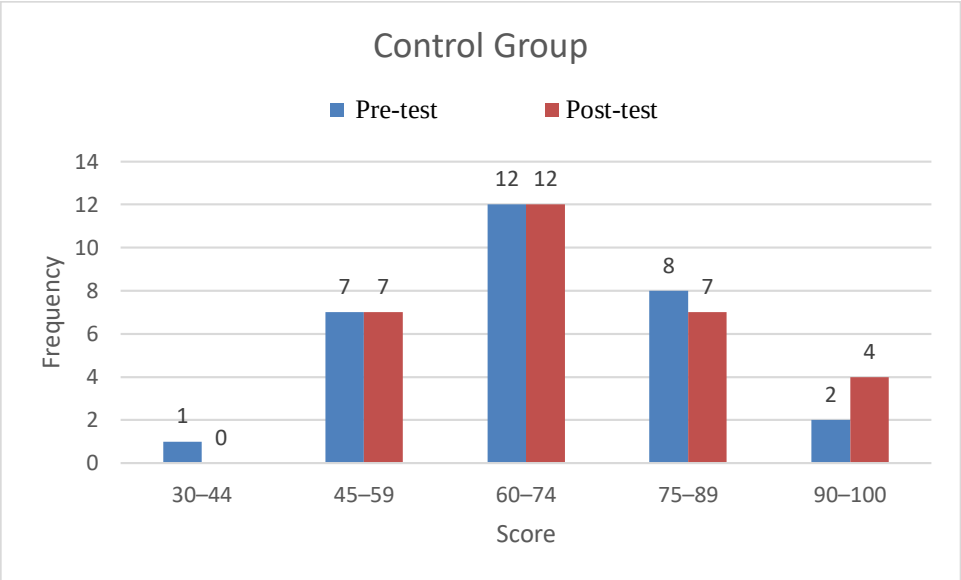

Diagram 4. 1 Control Group pre-test & Post-test

In the pre-test, the distribution of scores was spread across all intervals. The lowest score range (30–44) included 1 student. The majority of students were concentrated in the middle to upper intervals: 7 students were in the 45–59 range, and 12 students were in the 60–74 range. For the higher proficiency levels, there were 8 students in the 75–89 interval and 2 students in the highest interval (90–100). In the post-test, the data showed minor shifts in the score distribution. The frequency in the lowest interval (30–44) decreased to 0, indicating that the single student in this range improved their score. However, the frequencies in the middle intervals (45–59 and 60–74) remained completely static, with 7 and 12 students respectively, showing no change in the number of students within these categories. Meanwhile, the 75–89 interval saw a slight reduction to 7 students, whereas the highest interval (90–100) increased to 4 students.

Statistic	Pre-test	Post-test
Mean ($\bar{x}$)	67.83	70.17
Median (Q2)	70	70
Mode	80.00	70.00, 80.00
Standard Deviation (σ)	13.92	11.96
Jumlah Data (N)	30	30

Table 4. 2 Data Statistic of Control group

The table above showed the distribution of students' vocabulary scores before and after receiving traditional instruction. In the pre-test, the students' scores ranged from 40 to 90, with a mean score of 67.83. This indicated that the overall vocabulary mastery of the group was at a moderate level prior to the treatment. The median score was 70, and the mode was 80, showing that a considerable number of students tended to cluster around the upper mid-range scores. The standard deviation was 13.92, which suggested that the scores were moderately spread out from the mean, reflecting noticeable variability in students' initial vocabulary ability.

In the post-test, the score range narrowed slightly, with the minimum score increasing to 50 while the maximum score remained 90. The mean score increased to 70.17, showing a slight improvement after the traditional instruction. The median remained the same at 70, while the mode became bimodal with values of 70 and 80, indicating changes in the distribution of scores where frequencies balanced between these two values. The standard deviation decreased to 11.96, showing that the dispersion of the data was tighter compared to the pre-test, meaning the variation in student performance became more consistent. Overall, the descriptive statistics illustrated that the control group's vocabulary achievement underwent a marginal

improvement after traditional teaching.

Based on the comparison between the pre-test and post-test values, the control group showed moderate stability in vocabulary performance. The increase in the mean score—from 67.83 to 70.17—indicated that traditional instruction contributed to vocabulary maintenance and slight enhancement, though not exponentially. The stability of the median score at 70 also suggested that there was no major central shift in student performance. Furthermore, the elimination of scores in the lowest range (30–44) showed that the teaching method successfully helped lower-achieving students reach a baseline competency, preventing them from failing, even if it did not push the entire class to a higher proficiency level.

Although the students demonstrated noticeable consistency, the progress was characterized more by stabilization than by rapid growth. The reduced standard deviation confirmed that the variation among students decreased after the treatment, meaning the instruction helped reduce the achievement gap by bringing lower scores closer to the average. However, the results showed that the control group's scores remained relatively stable. This statistical pattern later served as an important comparison to determine whether the YouGlish-based instruction in the experimental group produced significantly better outcomes.

b) Experimental group

The experimental group received the treatment using the YouGlish application as a vocabulary learning tool. The pre-test results showed that the students began with similar levels of vocabulary mastery to those in the control group. After undergoing the treatment, the students took the post-test to measure the improvement facilitated by YouGlish. The results demonstrated a notable

increase in vocabulary scores, indicating that the use of YouGlish provided more exposure to authentic language input and contributed positively to students' vocabulary development (Nation, I. S. P., 2013). The overall improvement in the experimental group was significantly higher than that of the control group. The results of the pre-test & post-test experimental group are as follows:

No.	Initials Name	Pre-test score	Post-test score	Description
1	ARZ	85	60	Decrease
2	NSF	30	60	Increase
3	FAB	45	80	Increase
4	KAS	50	70	Increase
5	SYN	40	85	Increase
6	ASM	45	50	Increase
7	FAK	90	75	Decrease
8	FNZ	40	80	Increase
9	NBAZ	95	85	Decrease
10	IFQ	80	85	Increase
11	KHF	80	80	Doesn't change
12	NSN	30	40	Increase
13	SR	75	80	Increase
14	MS	25	40	Increase
15	BKW	45	60	Increase
16	RRTAZCM	50	65	Increase

17	KLM	30	90	Increase
18	NANA	60	60	Doesn't change
19	ZBG	80	75	Decrease
20	NMRJF	60	65	Increase
21	HA	85	75	Decrease
22	IN	70	65	Increase
23	QNS	80	90	Increase
24	RVD	60	75	Increase
25	SLN	60	85	Increase
26	TRX	45	70	Increase
27	VNR	90	100	Increase
28	XLM	70	75	Increase
29	YRD	80	85	Increase
30	ZNK	90	80	Decrease

Table 4. 3 Score Gained of Experimental Group

For the experimental group, which received treatment through YouGlish, the score distribution showed more substantial progress across intervals. In the 20–39 category, 2 students remained, while 1 moved to 60–79 and 1 improved to 80–100. In the 40–59 interval, the distribution reflected upward mobility, with 4 students advancing to 60–79 and 3 students reaching the 80–100 range. In the 60–79 category, 5 students remained, while 2 transitioned to the highest category. The 80–100 group showed the strongest performance, with 7 students categorized in this interval during the post-test.

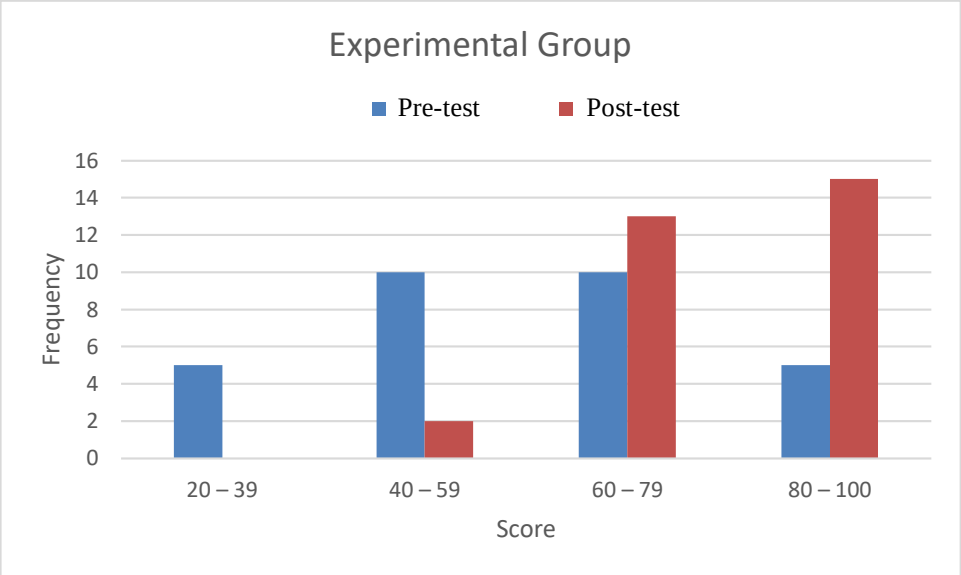

Diagram 4. 2Experimental Group pre-test & Post-test

In the pre-test, the student scores were largely concentrated in the middle and lower proficiency levels. Five students (16.67%) were recorded in the lowest interval (20-39). The 40-59 interval and the 60-79 interval each comprised ten students (33.33% each), representing the largest segments of the class before the intervention. Conversely, only five students (16.67%) managed to achieve scores in the highest proficiency bracket (80-100). This initial distribution signified that a substantial number of students possessed low-to-moderate proficiency at the commencement of the study.

A pronounced transformation in the score distribution was observed in the post-test results. The frequencies shifted dramatically towards the higher scoring intervals. Most significantly, the lowest interval (20-39) recorded zero students, indicating that all students who initially scored in this range successfully improved their performance. Similarly, the frequency in the 40-59 interval substantially decreased from ten students to only two.

Conversely, the two highest intervals experienced a marked increase in

concentration. The 60-79 interval saw a slight rise from ten to thirteen students. The most striking change occurred in the 80-100 interval, where the number of students tripled, increasing from five in the pre-test to fifteen students in the post-test. This robust shift from lower to higher score brackets provides compelling visual evidence that the implemented intervention was highly effective in improving the students' overall academic outcomes.

Statistic	Pre-test Score	Post-test Score
Mean ($\bar{x}$)	60.17	74.33
Median (Q2)	60	75
Mode	95	100
Standard Deviation (σ)	23.32	16.51
Data (N)	30	30

Table 4. 4Data Statistic of Experimental Group

The table above presents the descriptive statistics for both the pre-test and post-test scores of the Experimental Group. The mean score increased from 60.17 in the pre-test to 74.33 in the post-test. The median also increased from 60 to 75, indicating a shift in the central score position. In addition, the standard deviation decreased from 23.32 to 16.51, showing reduced score variability in the post-test. The minimum score rose from 25 to 40, while the maximum score increased from 95 to 100.

When comparing the descriptive statistics between the Experimental Group and the Control Group, several differences were observed. The Control Group recorded a higher mean pre-test score (67.83) than the Experimental Group (60.17), indicating a higher initial average. The Experimental Group had a larger pre-test standard deviation (23.32) compared to the Control Group (13.92), reflecting wider score dispersion before the treatment. In the post-test, the Control Group's mean

score increased from 67.83 to 70.17, while the Experimental Group's mean increased from 60.17 to 74.33. Additionally, the Experimental Group's post-test mean (74.33) exceeded the Control Group's post-test mean (70.17). Both groups also showed reductions in standard deviation, indicating more concentrated score distributions in the post-test.

4. 1. 1. Normality Test's Result

The normality test was conducted to determine whether the distribution of students' scores met the assumptions required for parametric statistical analysis. Establishing normal data distribution is important because it ensures that the statistical procedures applied in the subsequent stages, such as comparing the performance of the two groups, are appropriate and reliable. When the data follow a normal distribution, parametric tests can be used to analyze the differences between groups with greater accuracy. Therefore, the normality test served as an initial step to confirm that the dataset fulfilled the necessary conditions for further statistical testing.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Control	.171	30	.026	.949	30	.155
Post Control	.123	30	.200*	.942	30	.100
Pre Control	.214	30	.001	.935	30	.068
Post Control	.208	30	.002	.943	30	.108

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

a. Lilliefors Significance Correction

Table 4. 5 Normality Test Result

The Shapiro–Wilk results showed that all significance values for both the control and experimental groups were above .05, with the control group scoring

.155 and .100, while the experimental group scored .068 and .108. These values indicate that the distributions of scores in both groups were normal. Although the Kolmogorov–Smirnov results displayed some values below .05, the Shapiro–Wilk test is considered more suitable for a sample size of 30 participants. Hence, the normality assumption was considered fulfilled.

4. 1. 2. Homogenity Test's Result

Before comparing the performance of the two groups, it was necessary to confirm whether they demonstrated similar levels of score variability. The homogeneity test was conducted to examine whether the variances between the groups were statistically equal. Establishing homogenous variance is important because it ensures that the subsequent comparison of group scores is conducted under appropriate statistical conditions. When the variances are equal, any differences identified in later analyses can be assessed more accurately without being influenced by unequal score dispersion.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.078	1	58	.155
	Based on Median	2.355	1	58	.130
	Based on Median and with adjusted df	2.355	1	57.767	.130
	Based on trimmed mean	2.128	1	58	.150

Table 4. 6 Homegenity Test

The Levene's test produced a significance value of .155, which is greater than .05. This result indicates that the variance between the control and experimental groups was statistically equal. Because the variability of scores did

not differ significantly, the assumption of homogeneity was met, allowing the independent t-test to be interpreted under the "equal variances assumed" condition. This equality in variance strengthens the validity of subsequent comparisons.

4. 1. 3. T-test's Result and Hypothesis Test

After ensuring that normality and homogeneity assumptions were fulfilled, the next step was to determine whether the treatment produced a measurable impact on students' vocabulary mastery. The independent t-test was used to compare the post-test mean scores of the control and experimental groups. This test is particularly suitable for identifying whether two independent groups differ significantly in their performance after receiving different instructional approaches.

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Post_Control	30	69.67	12.030	2.196
	Post_Experiment	30	79.00	9.595	1.752

Table 4. 7Statistic of Control & Experimental Group

The Group Statistics table provides a descriptive comparison of the post-test scores between the two groups. Based on the SPSS output, the experimental group obtained a mean post-test score of 79.00 (SD = 9.595), while the control group recorded a mean score of 69.67 (SD = 12.030). The experimental group also showed a smaller standard deviation than the control group, indicating a more concentrated distribution of scores. Meanwhile, the control group's larger standard deviation reflects a wider spread in their post-test results. The standard error of mean was lower in the experimental group (1.752) compared to the control group (2.196), showing slightly more stable mean estimation in the experimental class. Overall, the Group Statistics table displays numerical differences between the two groups following the treatment.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	2.078	.155	-3.322	58	.002	-9.333	2.809	-14.957	-3.710
	Equal variances not assumed			-3.322	55.268	.002	-9.333	2.809	-14.963	-3.704

Picture 4. 1 Independent Sample T-Test

Based on the results of the hypothesis testing using the Independent Samples T-test in SPSS, the decision-making criteria state that H_0 is rejected and H_a is accepted if the significance value (Sig. 2-tailed) is less than 0.05. Conversely, H_0 is accepted and H_a is rejected if the significance value (Sig. 2-tailed) is greater than 0.05. The SPSS output shows that the significance value obtained in this study is 0.002, which is smaller than 0.05. Therefore, H_0 is rejected and H_a is accepted. This result indicates that there is a statistically significant difference between the post-test scores of the control group and the experimental group, showing that the students who received YouGlish-based instruction achieved higher vocabulary scores than those who received traditional instruction.

4. 2 Discussion

The findings of this study reveal a statistically significant difference in vocabulary mastery between students taught using YouGlish and those taught through traditional instruction, as indicated by the Independent Samples T-test result (Sig. = 0.002 < 0.05). This result suggests that vocabulary learning becomes more effective when it is supported by appropriate vocabulary learning strategies rather than relying solely on conventional explanation and memorization. From a strategic perspective, the higher achievement of the experimental group indicates that the use of YouGlish facilitated more effective vocabulary learning strategies, particularly those that emphasize contextual and memory-based learning. This

supports the view that vocabulary mastery develops optimally when learners are strategically engaged with language input in meaningful contexts.

Viewed through Oxford's (1990) framework of language learning strategies, the implementation of YouGlish in this study can be classified primarily under memory strategies, specifically illustration strategy, while simultaneously supporting contextual learning. Through YouGlish, students were able to associate new vocabulary with visual and situational contexts presented in authentic video clips. This strategic use of imagery and context helped learners store and retrieve vocabulary more effectively, which explains the experimental group's superior performance. Nation (2001) argues that contextualized vocabulary learning strengthens form–meaning–use connections, and the findings of this study empirically confirm this theoretical assumption.

The effectiveness of YouGlish-based instruction also aligns with Schmitt's (2000) and Nation's (2001) view that vocabulary mastery is multidimensional, involving pronunciation, meaning, and appropriate usage. By repeatedly encountering target words in varied real-life contexts, students engaged in deeper lexical processing rather than surface-level memorization. This repeated contextual exposure reflects Nation's (2013) assertion that multiple encounters with words in meaningful contexts significantly enhance long-term vocabulary retention. In contrast, traditional instruction often limits learners to isolated definitions, which restricts strategic engagement and reduces depth of vocabulary knowledge.

From the perspective of contextual learning, the results further support Krashen's (1985) Input Hypothesis. YouGlish provides comprehensible input by embedding vocabulary within authentic spoken discourse that is slightly above

learners' current proficiency levels. This enables students to infer meaning naturally through context, making vocabulary acquisition more implicit and meaningful. Such contextualized input encourages incidental learning, which is particularly beneficial for senior high school students who require exposure to real-world English to bridge the gap between classroom instruction and actual language use.

In addition, the findings can be explained through Mayer's (2005) Cognitive Theory of Multimedia Learning, which complements Oxford's memory strategy framework. YouGlish combines auditory input (native pronunciation and intonation) with visual information (subtitles and situational context), allowing learners to process vocabulary through dual cognitive channels. This multimedia-based illustration strategy enhances memory retention and supports deeper processing of vocabulary items. As a result, students were not only able to recognize words but also understand how they function in authentic communication.

Furthermore, from a strategic involvement perspective, the learning activities facilitated by YouGlish reflect principles of Laufer and Hulstijn's (2001) Involvement Load Hypothesis. Students actively searched for vocabulary items, evaluated their meanings across different contexts, and discussed usage collaboratively. These activities required a high level of cognitive involvement, which is essential for effective vocabulary acquisition. Such strategic engagement moves learners from passive recognition toward active vocabulary mastery, reinforcing the importance of learning strategies in vocabulary development.

In summary, the significant improvement in the experimental group's vocabulary mastery can be attributed to the effective application of vocabulary learning strategies, particularly memory strategies through illustration and

contextual learning. The findings provide empirical support for Oxford's (1990) language learning strategy framework, Nation's (2001, 2013) vocabulary acquisition theory, and contextual learning principles proposed by Krashen (1985) and Mayer (2005). This study demonstrates that YouGlish is not merely a technological tool, but a strategy-driven instructional medium that effectively enhances vocabulary mastery among senior high school EFL learners.

CHAPTER IV

CONCLUSION

This chapter presents the overall conclusion drawn from the findings of the research, followed by several suggestions based on the results obtained. The conclusion summarizes the key outcomes of the study, while the suggestions offer recommendations for teachers and future researchers.

5. 1 Conclusion

Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn regarding the effectiveness of YouGlish in improving students' vocabulary mastery. First, the pre-test results showed that both the control group and the experimental group began the study with varying levels of vocabulary proficiency. This confirmed the need for instructional intervention to support vocabulary development.

After the implementation of the treatment, a substantial difference was observed between the two groups. The experimental group, which received instruction through YouGlish, demonstrated a significant increase in vocabulary mastery, as reflected in their higher mean post-test score (79.00) compared to the control group (69.67). The statistical analysis using the Independent Samples T-test further confirmed this difference, with a significance value of 0.002—below the 0.05 threshold—indicating that the treatment had a measurable positive effect. Consequently, H_0 was rejected and H_a was accepted, meaning that YouGlish was effective in enhancing students' vocabulary mastery.

These results are supported by theoretical foundations discussed in Chapter II. Nation (2013) states that vocabulary learning improves when students repeatedly

encounter words in meaningful contexts, a condition that YouGlish fulfills by presenting multiple authentic language examples. Additionally, Mayer's (2009) Multimedia Learning Theory emphasizes that combining visual and auditory input enhances comprehension and retention, which helps explain the greater progress made by students in the experimental group. The findings also align with previous empirical studies (Çelik, B., & Aytin, K. ; Rahmawati, 2022), reinforcing that digital platforms like YouGlish can create richer learning environments compared to traditional instruction. Overall, the study concludes that YouGlish significantly improves students' vocabulary mastery and provides more meaningful learning outcomes than teacher-centered instruction.

5. 2 Suggestion

Based on the conclusions of this study, several suggestions are proposed for future research, teachers, and educational practitioners.

5. 1. 1. Suggestion for Future Researcher

Future researchers are encouraged to explore the use of YouGlish with larger and more diverse samples to strengthen the generalizability of the findings. Additional variables—such as students' motivation, learning styles, or proficiency levels—may also be examined to gain a deeper understanding of how YouGlish influences vocabulary acquisition. Researchers may consider using qualitative methods, such as interviews or classroom observations, to capture students' experiences and perceptions while using the platform. Moreover, future studies may investigate the long-term retention of vocabulary learned through YouGlish to determine whether the effects persist beyond the immediate post-test.

5. 1. 2. Suggestion for Teachers

English teachers are recommended to integrate digital tools such as YouGlish into their vocabulary instruction. The platform offers authentic examples of language use, which can enhance students' understanding of meaning, pronunciation, and context. Teachers may combine explicit vocabulary teaching with YouGlish-based exploration to create richer and more interactive learning experiences. Additionally, teachers should guide students in observing language patterns and encourage them to apply the learned vocabulary in spoken or written tasks to reinforce retention. Using YouGlish alongside traditional methods may help increase students' engagement and support more effective vocabulary development.

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APPENDICES

Appendix I Rubrics

Score	Critieria	Description
90-100	**Excellent**	The student demonstrates full understanding and correct use of 90–100% of the tested vocabulary. Shows accurate knowledge of meaning, synonyms/antonyms, and contextual usage. Few or no errors.
80-89	**Good**	The student understands and uses 80–89% of the vocabulary correctly. Minor errors that do not affect overall comprehension. Good grasp of context.
70-79	**Fair**	The student understands 70–79% of the vocabulary. Several errors in meaning or usage. Contextual understanding is moderate.
60-69	**Poor**	The student only understands 60–69% of the vocabulary. Frequent mistakes in meaning and usage. Weak understanding of context.
<60	**Very Poor**	Mastery is below 60%. Many incorrect or unanswered items. Very limited vocabulary understanding.

Appendix II Result of Pre-test Validity Test

No. Item	Significance level (5%)	r-count	r-table	Status
1	0,05	0.42825	0,374	Valid
2	0,05	0.632883	0,374	Valid
3	0,05	0.340215	0,374	Invalid
4	0,05	0.080328	0,374	Invalid
5	0,05	0.27067	0,374	Invalid
6	0,05	0.537483	0,374	Valid
7	0,05	0.534564	0,374	Valid
8	0,05	0.115767	0,374	Invalid
9	0,05	0.665656	0,374	Valid
10	0,05	0.556923	0,374	Valid
11	0,05	0.417236	0,374	Valid
12	0,05	0.176081	0,374	Invalid
13	0,05	0.688962	0,374	Valid
14	0,05	0.148071	0,374	Invalid
15	0,05	0.200381	0,374	Invalid
16	0,05	0.470313	0,374	Valid
17	0,05	0.492832	0,374	Valid
18	0,05	0.54134	0,374	Valid
19	0,05	0.313042	0,374	Invalid
20	0,05	0.451686	0,374	Valid
21	0,05	0.21137	0,374	Invalid
22	0,05	0.53676	0,374	Valid
23	0,05	0.382751	0,374	Valid
24	0,05	0.632883	0,374	Valid
25	0,05	0.137377	0,374	Invalid
26	0,05	0.512932	0,374	Valid
27	0,05	0.569313	0,374	Valid
28	0,05	0.645269	0,374	Valid

29	0,05	0.515781	0,374	Valid
30	0,05	0.458345	0,374	Valid

Appendix III Result of Post-test Validity Test

No. Item	Significance level (5%)	r-count	r-table	Status
1	0,05	0.259215195	0,374	Invalid
2	0,05	0.590273117	0,374	Valid
3	0,05	0.496302263	0,374	Valid
4	0,05	0.403233305	0,374	Valid
5	0,05	-0.090864667	0,374	Invalid
6	0,05	-0.098695536	0,374	Invalid
7	0,05	0.294439341	0,374	Invalid
8	0,05	0.45082854	0,374	Valid
9	0,05	0.512108068	0,374	Valid
10	0,05	0.189166444	0,374	Invalid
11	0,05	0.497008492	0,374	Valid
12	0,05	0.497008492	0,374	Valid
13	0,05	0.544515511	0,374	Valid
14	0,05	0.474469087	0,374	Valid
15	0,05	0.381743792	0,374	Valid
16	0,05	0.222407385	0,374	Invalid
17	0,05	0.496302263	0,374	Valid
18	0,05	0.591004555	0,374	Valid
19	0,05	0.385661631	0,374	Valid
20	0,05	-0.047924545	0,374	Invalid
21	0,05	0.254988339	0,374	Invalid
22	0,05	0.180186172	0,374	Invalid
23	0,05	0.474469087	0,374	Valid
24	0,05	-0.167541528	0,374	Invalid
25	0,05	0.379513914	0,374	Valid
26	0,05	0.449953348	0,374	Valid
27	0,05	0.464372319	0,374	Valid
28	0,05	0.506373831	0,374	Valid

29	0,05	0.59411513	0,374	Valid
30	0,05	0.400333292	0,374	Valid

Appendix IV Survey Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

27 Agustus 2025

Nomor : 2469/Un.03.1/TL.00.1/08/2025
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

Kepada

Yth. Pengasuh Pondok Pesantren An-Nur 2 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	M. Nouval Robbani Zuhri
NIM	:	200107110019
Tahun Akademik	:	Ganjil - 2025/2026
Judul Proposal	:	**The Effectiveness of Youglish on Student's English Vocabulary Mastery**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

Appendix V Instrument Validator letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : B-1989/Un.03/FITK/PP.00.9/05/2025 28 Mei 2025
Lampiran : -
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Harir Mubarok, M.Pd
di –
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	M. Nouval Robbani Zuhri
NIM	:	200107110019
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness of Youglish on student's Vocabulary Mastery
Dosen Pembimbing	:	Farid Munfaati, M. Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan,
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix VI Validation Letter

Validation Sheet

The Effectiveness of Youglish on Student's English Vocabulary Mastery

Validator	: Harir Mubarok, M.Pd
NIP	: 198707082023211024
Expertise	: Vocabulary
Institusion	: State Islamic University of Maulana Malik Ibrahim Malang
Validation date	: 03 Juni 2025

A. Introduction

This validation sheet aims to gain an assessment from the validator on the research instrument, which consists of forty questions, twenty pre-test and twenty post-test, for students in the form of a test. This instrument will address the research subject to tenth grade students. Any comments and suggestions are very important for the researcher to improve the quality of the instrument. Thank you for your willingness to be a validator in this research.

B. Assessment Rubric

Pre- test

1. What does the word 'destination' mean?

A. Starting point

B. Final place

C. Activity

D. Journey

2. Which of the following is a noun?

A. Beautiful

B. Explore

C. Quickly

D. Mountain

3. Choose the correct adjective: 'Raja Ampat is a ___ place to visit.'

A. beauty

B. beautiful

C. beautifully

D. beautify

4. What does the word 'explore' mean?

A. Hide from something

B. Travel and discover

C. Run away

D. Build something

5. What does the adverb 'peacefully' mean?

A. With war

B. Loudly

C. Without conflict

D. Angrily

6. 'Breathtaking' is best described as...

A. Cold

B. Very beautiful

C. Too far

D. Dangerous

Answer: B

7. Choose the verb below:

A. Visiting

B. Visitor

C. Visit

D. Visited

8. What is a synonym of 'famous'?

A. Unknown

B. Popular

C. Secret

D. Unseen

9. Choose the antonym of 'ancient':

A. Old

B. Historical

C. Modern

D. Traditional

10. The word 'iconic' is close in meaning to...

A. Unimportant

B. Hidden

C. Famous

D. Common

11. The street was very ___, full of people and noises.

A. crowded

B. empty

C. dark

D. quiet

12. My friends ___ the monument last weekend.

A. visits

B. visiting

C. visited

D. visit

13. They always speak to tourists ___.

A. kindly

B. kindness

C. kind

D. kindest

14. The Taj Mahal is a ___ building in India.

A. dangerous

B. magnificent

C. noisy

D. traditional

15. The children were walking ___ through the garden.

A. slow

B. slowly

C. slower

D. slowness

16. What is a synonym of 'enjoy'?

A. Hate

B. Like

C. Destroy

D. Avoid

17. Choose the antonym of 'quiet':

A. Calm

B. Silent

C. Noisy

D. Peaceful

18. Which word has a similar meaning to 'guide' (noun)?

A. Guard

B. Tour helper

C. Fighter

D. Monitor

19. Which word has the opposite meaning of 'interesting'?

A. Exciting

B. Boring

C. Shocking

D. Entertaining

20. Choose the synonym of 'structure':

A. Shape

B. Sound

C. Decoration

D. Music

21. What does the word landmark mean in the context of a tourist place?

A. A dangerous area

B. A famous and easily recognized place

C. A rural village

D. A crowded street

22. Choose the correct noun to complete the sentence:

"The ___ is one of the oldest buildings in the city."

A. historic

B. history

C. historian

D. structure

23. What is the correct adjective form of the word majesty?

A. majestic

B. majestically

C. majesty

D. majest

24. The word observe most closely means...

A. Destroy

B. Watch carefully

C. Sleep

D. Fix

25. The adverb gracefully means:

A. Without balance

B. With beauty and elegance

C. Very slow

D. Loud and fast

26. Which of these is a verb related to tourist activities?

A. Diving

B. Diver

C. Deep

D. Dive

27. What is a synonym of visitor?

A. Guard

B. Guest

C. Enemy

D. Local

28. Choose the antonym of crowded:

A. Busy

B. Noisy

C. Empty

D. Messy

29. The word heritage is related to...

A. Future plans

B. Cultural history

C. Modern architecture

D. Unknown events

30. "She described the beach as ___ stunning." Which adverb best completes the sentence?

A. quite

B. quiet

C. quit

D. quick

Post-test

1. Which word means **'the place someone is going to'**?

A. Departure

B. Return

C. Destination

D. Entrance

2. Identify the noun:

A. Carefully

B. Exciting

C. River

D. Adorable

3. Choose the correct adjective: 'The view was so ___ we couldn't stop taking pictures.'

A. beauty

B. beautiful

C. beautify

D. beautifully

4. Choose the word that best means *'go around and learn about something'*:

A. Preserve

B. Stay

C. Explore

D. Rest

5. What is the correct meaning of **'peacefully'**?

A. In a violent way

B. With anger

C. Calmly and quietly

D. Loudly

6. The word **'breathtaking'** is best used to describe something...

A. boring

B. common

C. incredible

D. crowded

7. Which of these is a verb?

A. Traveler

B. Traveling

C. Traveled

D. Travel

8. What word is closest in meaning to 'well-known'?

A. Private

B. Popular

C. Hidden

D. Secret

9. What is the opposite of **'ancient'**?

A. Modern

B. Old

C. Cultural

D. Antique

10. What is another word for **'symbolic and well-recognized'**?

A. Hidden

B. Iconic

C. Common

D. Rare

11. My sister always shares her snacks. She is very...

A. selfish

B. generous

C. grumpy

D. rude

12. They ___ the historical museum yesterday.

A. visit

B. visited

C. visiting

D. visits

13. The students answered the questions ___.

A. careful

B. care

C. carefully

D. careless

14. The Borobudur Temple is a ___ landmark.

A. dangerous

B. majestic

C. broken

D. simple

15. Tourists walked ___ along the beach.

A. calm

B. calmly

C. calming

D. calmness

16. What is a synonym of 'observe'?

A. Ignore

B. Watch

C. Sleep

D. Forget

17. What is the opposite of 'quiet'?

A. Loud

B. Silent

C. Calm

D. Still

18. What word is closest in meaning to 'tour guide'?

A. Helper

B. Traveler

C. Artist

D. Leader

19. What is the antonym of 'interesting'?

A. Exciting

B. Boring

C. Surprising

D. Shocking

20. What does 'structure' most closely mean in a building?

A. Wall

B. Shape and form

C. Color

D. Sound

21. Which word describes something that is easily recognized and has historical value?

A. Invisible

B. Iconic

C. Recent

D. Unusual

22. Choose the correct noun:

"Borobudur is a famous ___ in Indonesia."

A. build

B. building

C. builder

D. built

23. What is the adjective form of history?

A. historic

B. historian

C. historically

D. history

24. What does exploration mean?

A. Getting lost

B. Playing games

C. Traveling to learn something new

D. Working indoors

25. The adverb frequently means:

A. Rarely

B. Often

C. Slowly

D. Carefully

26. Which of these words is a verb?

A. Decoration

B. Descriptive

C. Describe

D. Description

27. What is a synonym of attraction (in the context of tourism)?

A. Boredom

B. Fascination

C. Conflict

D. Refusal

28. Choose the antonym of beautiful:

A. Gorgeous

B. Ugly

C. Attractive

D. Impressive

29. The word caption refers to:

A. A long article

B. A spoken comment

C. A short text under a picture

D. A loud announcement

30. Choose the best adverb:

"The guide spoke very ___ during the tour."

A. clear

B. clarity

C. clearly

D. clearer

C. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please checking (√) *the statement that match the conclusion you gave*

1. The instrument can be used without revision (…)
2. The instrument can be used with slight revision (√)
3. The instrument can be used with many revision (…)
4. The instrument cannot be used (…)

Malang, 06 Juni 2025

Harir Mubarok, M.Pd
NIP. 198707082023211024

Appendix VII Students Answer Sheet

NAME : Faradisa Aniwi Kusuma

CLASS : X.13

PART I

1. What does the word 'destination' mean?
A. Starting point
B. Final place
C. Activity
D. Journey

2. Which of the following is a noun?
A. Beautiful
B. Explore
C. Quickly
D. Mountain

3. 'Breathtaking' is best described as...
A. Cold
B. Very beautiful
C. Too far
D. Dangerous

4. Choose the verb below:
A. Visiting
B. Visitor
C. Visit
D. Visited

5. Choose the antonym of 'ancient':
A. Old
B. Historical
C. Modern
D. Traditional

6. The word 'iconic' is close in meaning to...
A. Unimportant
B. Hidden
C. Famous
D. Common

7. The street was very ___, full of people and noises.
A. crowded
B. empty
C. dark
D. quiet

8. They always speak to tourists ___.
A. kindly
B. kindness
C. kind
D. kindest

9. What is a synonym of 'enjoy'?
A. Hate
B. Like
C. Destroy
D. Avoid

10. Choose the antonym of 'quiet':

A. Calm

B. Silent

C. Noisy

D. Peaceful

11. Which word has a similar meaning to 'guide' (noun)?

A. Guard

B. Tour helper

C. Fighter

D. Monitor

12. Choose the synonym of 'structure':

A. Shape

B. Sound

C. Decoration

D. Music

13. Choose the correct noun to complete the sentence: "The ___ is one of the oldest buildings in the city."

A. historic

B. history

C. historian

D. structure

14. What is the correct adjective form of the word majesty?

A. majestic

B. majestically

C. majesty

D. majest

15. The word observe most closely means...

A. Destroy

B. Watch carefully

C. Sleep

D. Fix

16. Which of these is a verb related to tourist activities?

A. Diving

B. Diver

C. Deep

D. Dive

17. What is a synonym of visitor?

A. Guard

B. Guest

C. Enemy

D. Local

Komodo island is located between Sumbawa and Flores, along western Nusa Tenggara Timur, and is popular for the presence of giant Monitor Lizards known a s Komodo Dragons. The island is arid, rugged and barren and forms a part of the

Komodo National Park and Marine Reserve. Aerial views prove that it is inarguably, among the most beautiful places in Indonesia. The best time to visit the park is during the dry season, which runs from April to December. Besides spotting endangered Komodo dragons, a range of activities can be enjoyed at the Komodo National Park such as go for kayaking, diving, trekking or the guided island tours. Around Komodo Island can be relatively easy, but to get to Komodo, you first need to travel to Bali and then to Labuan Bajo by either plane or boat, and finally to Komodo Island by boat. A couple of local airlines fly from Bali to Labuan Bajo on Flores Island.

18. Read the sentence below:
"Komodo Island is arid, rugged and barren and forms a part of the Komodo National Park and Marine Reserve."

What does the word rugged most likely mean in this context?
A. Smooth and flat
B. Difficult and uneven
C. Colorful and attractive
D. Peaceful and quiet

19. Based on this sentence:
What is the synonym of inarguably?
A. Doubtfully
B. Clearly
C. Rarely
D. Quietly

20. What kind of text is the following sentence from?
A. Recount
B. Narrative
C. Description
D. Explanation

NAME : Faredisa Anindi M.

CLASS : X. 13

PART II

1. Identify the noun:

A. Carefully

B. Exciting

X River

D. Adorable

2. Choose the correct adjective: 'The view was so ___ we couldn't stop taking pictures.'

A. beauty

X beautiful

C. beautify

D. beautifully

3. Choose the word that best means *'go around and learn about something'*:

A. Preserve

B. Stay

X Explore

D. Rest

4. What word is closest in meaning to 'well-known'?

A. Private

X Popular

C. Hidden

D. Secret

5. What is the opposite of **'ancient'**?

X Modern

B. Old

C. Cultural

D. Antique

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B. generous

X grumpy

D. rude

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C. Describe

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17. What is a synonym of attraction (in the context of tourism)?

A. Boredom

B. Fascination

C. Conflict

D. Refusal

The Taj Mahal is a white marble mausoleum recognised as 'the jewel of Muslim art in India'. It is regarded as one of the finest examples of Mughal architecture – an amalgamation of Persian, Turkish and Indian styles.

The most impressive in the Taj Mahal complex next to the tomb, is the main gate, which stands majestically in the centre of the southern wall of the forecourt. The gate is flanked on the north front by double arcade galleries. The garden in front of the galleries is subdivided into four quarters by two main walkways and each quarters in turn subdivided by the narrower cross-axial walkways, on the Timurid-Persian scheme of the walled in garden. The enclosure walls on the east and west have a pavilion at the centre.

The Taj Mahal is a perfect symmetrical planned building, with an emphasis of bilateral symmetry along a central axis on which the main features are placed. The building material used is brick-in-lime mortar veneered with red sandstone and marble and inlay work of precious/semi precious stones. The mosque and the guest house in the Taj Mahal complex are built of red sandstone in contrast to the

marble tomb in the centre. Both the buildings have a large platform over the terrace at their front. Both the mosque and the guest house are the identical structures. They have an oblong massive prayer hall consist of three vaulted bays arranged in a row with central dominant portal. The frame of the portal arches and the spandrels are veneered in white marble. The spandrels are filled with flowery arabesques of stone intarsia and the arches bordered with rope molding.

The Taj Mahal is located on the right bank of the Yamuna River in a vast Mughal garden that encompasses nearly 17 hectares, in the Agra District in Uttar Pradesh. It was built by Mughal Emperor Shah Jahan in memory of his wife Mumtaz Mahal with construction starting in 1632 AD and completed in 1648 AD, with the mosque, the guest house and the main gateway on the south, the outer courtyard and its cloisters were added subsequently and completed in 1653 AD. The existence of several historical and Qur'anic inscriptions in Arabic script have facilitated setting the chronology of Taj Mahal

18. What does the word mausoleum refer to?

A. A palace

B. A type of garden

C. A large, impressive tomb

D. A historical museum

19. Which sentence from the Taj Mahal text shows bilateral symmetry?

A. "The main gate stands majestically in the centre."

B. "The Taj Mahal is a perfectly symmetrical planned building."

C. "The enclosure walls have a pavilion at the centre."

D. "The garden is subdivided into four quarters."

20. From the text.

"It was built by Mughal Emperor Shah Jahan in memory of his wife Mumtaz Mahal."

What is the purpose of this sentence in the text?

A. To explain the function of the building

B. To describe the size of the building

C. To tell the origin of the building

D. To compare it with other places

Appendix VIII Documentations







Appendix IX Curriculum Vitae

Curriculum Vitae

Nama Lengkap	: M. Nouval Robbani Zuhri
Tempat, Tanggal Lahir	: Denpasar, 16 September 2002
Jenis Kelamin	: Laki-Laki
Agama	: Islam
Fakultas	: Ilmu Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris
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Riwayat Pendidikan

1. 2008-2014 SDIT Albanna Denpasar
2. 2014-2017 SMP Firdaus Jembrana
3. 2017-2020 Pondok Modern Darussalam Gontor
4. 2020-2025 UIN Maulana Malik Ibrahim Malang

Malang, Desember18, 2025
Mahasiswa,

M. Nouval Robbani Zuhri
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