
THE CORRELATION BETWEEN THE INTENSITY OF YOUTUBE USAGE AND VOCABULARY ACQUISITION IN ENGLISH LANGUAGE LEARNING

¹ Hana Lintang Prabaningtyas, ² Mega Wulandari

^{1,2} English Education Study Program, Faculty of Education and Teachers Training, Sanata Dharma University, Yogyakarta, Indonesia

Corresponding Author Email: ¹hanalintang15@gmail.com, ² mega@usd.ac.id

ABSTRACTS

Vocabulary acquisition is significant in language learning and entails sufficient language exposure. YouTube is a video sharing platform that has been proven by studies for carrying positive impacts in vocabulary learning and acquisition. This research aimed to find how intense is the students' YouTube usage and investigate the correlation between the two variables. Therefore, it is a correlational study. The participants were 58 CLS II students from English Language Education Study Program of Sanata Dharma University. A two weeks journal and B2 CEFR vocabulary test were used as the instruments of this research. The participants were filling the journal in 14 days to record their YouTube usage intensity. Then, they were tested using B2 CEFR vocabulary test to measure their vocabulary acquisition. The data gathered were tested using Pearson's Product Moment Simple Correlation formula. The result shows that the student's YouTube usage intensity ranges from 85 to 629 minutes in 2 weeks and most of the students were at the moderate level. Then, there was a weak positive correlation between the intensity of YouTube usage and vocabulary acquisition, and the correlation was significant. Therefore, both teacher and English language learners could consider utilizing the application to enhance vocabulary acquisition.

ARTICLE INFO

Article History:

Received: 10 November 2023

Revised: 18 november 2023

Published: 29 November 2023

Keywords:

YouTube,
intensity,
vocabulary acquisition.

INTRODUCTION

Vocabulary is significant for the success of language learning and also communicating. Without the sufficient vocabulary, people would not be able to express their ideas effectively. Since words serve as a tool for analyzing, inferring, evaluating, and reasoning, a great amount of word knowledge enables language students to implement the target language and communicate it more effectively, accurately, and confidently (Bromley, 2007). In accordance with the importance of vocabulary mastery, there is a concern that gaining vocabulary through a limited time class only will restrict the exposure of the target language to the students. However, the problem could be solved by utilizing technology outside the class.

YouTube is one of the examples of technology that students of English language could utilize in their daily basis. It is a video sharing platform that has been proved for bringing positive impact on vocabulary acquisition by several studies (Kabooha and Elyas, 2015; Abidin et al., 2011; Widiastuti, 2011). Though, even there has been studies shows the positive impacts of YouTube, there has not been any research that shows the correlation between YouTube usage intensity and vocabulary acquisition. Therefore, this research was conducted

to find out whether there is any correlation between YouTube usage intensity and vocabulary acquisition.

a. Vocabulary Acquisition

The process of acquiring new vocabulary knowledge is called vocabulary acquisition. Acquiring the word also means acquiring the knowledge of it. According to Nation (2001), knowledge of form, knowledge of meaning, and knowledge of the use are parts of word knowledge. Therefore, acquiring new vocabularies not only recognizing the verbal representation, but also comprehending the meaning of it so that the students could use it for establishing an understandable texts and communications.

The process of learning vocabulary itself could be done through intentional learning or incidental learning (Nation, 2001). In intentional or deliberate vocabulary learning the intention or motivation of the students to learn the language exists while doing any receptive activities. On the other hand, incidental learning there is no direct intention to learn the language but to understand the information that were given.

A significant amount of English language exposure is also essential in vocabulary acquisition. Laufer and Nation (2011) stated that vocabulary learning is an acquisition of so many items that requires sufficient words encounters that could take a significant time. Research findings by Brown, Waring, and Donkaewbua (2008) also suggested that students must meet the words in sufficient number of times soon in the next listening or reading activities for the word knowledge gained to retain. Higher than seven to nine times is considered as the sufficient number for long-term retention (Waring, 2008). Hence, the intensity of the language exposure is important in to vocabulary acquisition

According to Laufer and Nation (2011), through input position, vocabulary learning is started from encountering an unfamiliar word, noticing it, inferring the word's meaning from context and linguistic or non-linguistic clues, then if after first encounter the word is forgotten or only it's partial or precise meaning retained, additional encounters will strengthen the retention and expand the knowledge.

b. Vocabulary Acquisition through YouTube

YouTube is a free video sharing application that has been used widely as a tool of language learning and entertainment. Language learners could develop their language skills by watching videos provided in this application that is containing authentic content and context (Ktoridou, Yiangou, & Zarpetea, 2002). Other than educational perpose, students could also utilize YouTube to watch videos of their interests for entertainment. However, the purposes does not hinder the chance for the students to learn English language incidentally. Neuman and Koskinen (1992) indicate that video materials can be useful inputs for incidental vocabulary learning, and this method of learning could lead to greater gains in some receptive and productive aspects of vocabulary than reading. In accordance to vocabulary learning through YouTube, Kabooaha and Elyas (2018) asserted that the use of the application can be effective in teaching and learning for the recognition, understanding, and retention of the target vocabulary. Moreover, according to the Multimedia Learning Theory proposed by Mayer (2005), effective learning happens through the use of both words and image or visual. Therefore, YouTube could be utilize as an intentional or incidental vocabulary learning tools by watching the videos provided based on the students interests.

One of the most influential aspect of vocabulary learning is students initiatives to have a goal-oriented behavior related to word gain. Barska (2006) stated that the most essential factor in language learning is motivation. The motivation of the students will strengthen their effort to reach the goal. In intentional language learning, there is a motivation to learn the language. Thus, it will direct how intensive are the students' behaviors to reach their intention of learning the language. On the other hand, with the intention to undertand the message from

a video in incidental language learning, multiple efforts such as understanding the language used by the speaker would be done by the students. Therefore, the strength of the students' motivation is essential to direct dedicated efforts to vocabulary learning.

YouTube as internet-based vocabulary learning tools could enhance the students' motivation through its engaging features. Alm and Lequeux (2004) said that internet-based language learning environments have the potential to fulfill human's psychological needs (competence, relatedness, and autonomy). Then, in the recent study, Alm (2006) asserted that based on self-determination theory, the use of YouTube could increase students' motivation. Having a platform to learn from engaging videos and having a sense of a community with the same interest through comment features provided could make the students more interested to learn the subject even if it is in English language. The students also have flexibility to access the application based on their own urge. Thus, YouTube could enhance the students' motivation to reach their goals to learn the language or to understand the message.

Lastly, YouTube has a caption feature that allows students to see the form of the words they hear. Research finding by Durbahn (2019) indicates that compared to watching the video without the caption, an additional 8 percent of vocabulary knowledge acquired by those who viewed it using the caption feature.

RESEARCH METHOD

This study was conducted in Sanata Dharma University at English Language Education Study Program. In this study program, the students are expected to master English language for educational purposes and daily conversation, master teaching techniques, and be able to apply the knowledge into teaching. Here, in semester 4, there is a course called CLS II. Based on the CLS II's course outline, these classes implement listening activities to provide meaningful input for the students to be able to enhance their speaking skills. As asserted in the course outline, students who have been attending this class have the basic skills of listening and understanding information presented in a form of video since they are also required to give response critically to various genres of speech. They also had experienced using YouTube in the class or outside the class since not only that the lecturers use material in form of YouTube videos, but they also encourage the students to use the application outside the class as a form of independent learning. It is written in the course outline that the students have to watch videos in order to immerse themselves in English as part of their independent activities and learning tracks.

Type of Research

This research is a quantitative research, because the data result needed the quantity of time spent to watch English videos by the students in YouTube and the CEFR score that represents students' vocabulary acquisition. There is one research question in this research. It is aimed to investigate whether there is any correlation between the intensity of YouTube usage by the language learners and their vocabulary acquisition tested using CEFR test. Due to the aims of this research, it is included in a correlational study. According to Gay in Nurul Hodayah (2016: 30), to show whether and to what degree a relationship exist between two or more variables, correlational research involves data collection. Therefore, the researcher presented the data related to students' intensity of YouTube usage and vocabulary acquisition and their correlation

Research Subjects

The population of this research was the 4th semester students of English Language Education study program of Sanata Dharma University that consists of 161 students. The participants were selected using purposive sampling. In purposive sampling, whoever is taken

as a sample member is left to the data collector's considerations according to the aims and objectives of the research (Sukandarrumidi, 2004). Thus, 58 students from CLS II classes were selected because through this class, the use of YouTube was encouraged inside and outside the class by the lecturers. It is written in the course outline that the students have to watch videos in order to immerse themselves in English as part of their independent activities and learning tracks. Then, the amount of participants was sufficient considering the minimum sample size of 30 participants is normally used in a requiring statistical data analysis research, (Cohen, Manion & Morrison, 2000; Fraenkle et.al., 2012).

Research Procedure

To measure the students' intensity of YouTube usage, firstly the participants of this research were asked to fill the journal for 14 days to record their intensity of watching English YouTube videos. It requires the students to record the title of the videos they have watched, the watching duration, new vocabularies they encountered, the use of caption feature, and their motivation to watch the video.

Then, participants were asked to take the B2 CEFR vocabulary test on the last day of their journal filling day. The test was done online due to the pandemic situation. It can be access through <https://www.englishcurrent.com/english-vocabulary-test/>. Firstly, each participant was asked for their commitment to do the test individually without opening any books, dictionary, or other source of information. Then, they were given 40 minutes to do the test that consists of 55 questions in one attempt. After they have done the test, they have to capture their test result and submit it in Google Drive together with their journals.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

a. The Students' Intensity of YouTube Usage

Table 1 shows students' YouTube usage intensity reflected by the amount of time spent by the students to watch English YouTube videos within 14 days.

Table 1
Students' YouTube Usage Intensity Descriptive Statistics (with SPSS)

Statistics		
YouTube Usage Intensity		
N	Valid	58
	Missing	0
Mean		239.03
Median		185.00
Mode		152
Std. Deviation		128.334
Minimum		85
Maximum		629

It shows the mean of students' watching YouTube duration equals 239.03 minutes. Then, the most for the students were watching YouTube videos for 152 minutes. Lastly, the student's minimum YouTube usage intensity equals 85 minutes and the maximum duration equals 629 minutes.

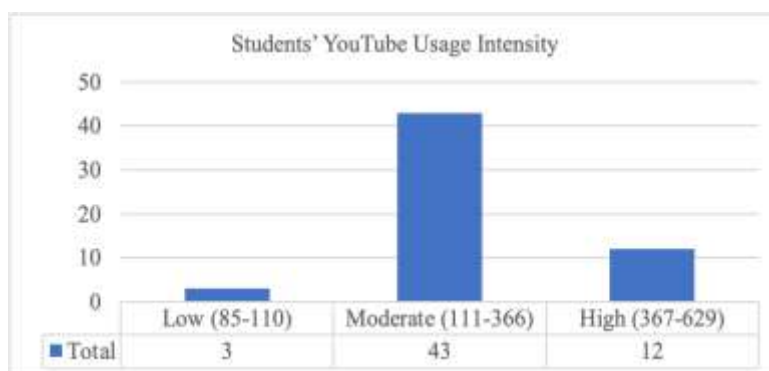


Figure 1. Students' Level of YouTube Usage Intensity

Based on the research result, students' YouTube usage intensity were grouped into three levels, namely low, moderate, and high. Figure 1 shows the result of the students' level of YouTube usage intensity (n= 58, SD= 128.334, Mn= 239.03) categorization. There were 43 students who were in the moderate level (74%), 12 students were in the high level (21%), and three students were in the low level (5%). Hence, it could be concluded that the students' intensity of YouTube usage ranged from 85 minutes to 629 minutes in 2 weeks and 74% of the students' were at the moderate level of intensity ranging from 111 minutes until 366 minutes.

b. The Correlation between Students' YouTube Usage Intensity and Students' Vocabulary Acquisition

Table 2 below shows the detail of the students' vocabulary acquisition score from the B2 CEFR vocabulary test that they have done.

Table 2
Students' Vocabulary Acquisition Descriptive Statistics (with SPSS)

Statistics		
Vocabulary Acquisition		
N	Valid	58
	Missing	0
Mean		75.6734
Median		76.3600
Mode		74.55 ^a
Std. Deviation		11.20674
Minimum		41.82
Maximum		98.18

a. Multiple modes exist. The smallest value is shown

It shows that the mean of students' vocabulary acquisition equals 75.6734. Then, the mode was 74.55, means 74.55 was the most score acquired by the students. Lastly, the student's minimum test score equals 41.82 and the maximum score equals 98.18.

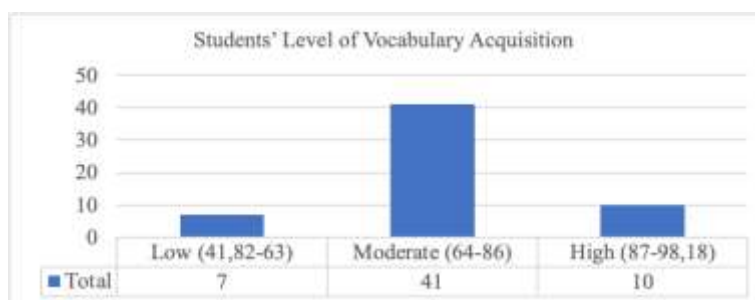


Figure 2. Students' Level of Vocabulary Acquisition

Based on the research result, the students' vocabulary acquisition were grouped into three levels, namely low, moderate, and high. Figure 2 showed students' level of YouTube usage intensity (n=58, SD=11.207, Mn=76.6734). There were 41 students who were in the moderate level (71%), ten students were in the high level (17%), and seven students were in the low level (12%).

Next, the correlation of the students' YouTube usage intensity and their vocabulary acquisition were tested in SPSS using the Pearson Product-Moment formula. From the result presented in Table 3, it was found that the correlation coefficient between the YouTube Usage Intensity (x= 239.03, n= 58) and Vocabulary Acquisition (x= 76.6734, n= 58) is 0,307 (df= 57, p < .05). It indicated that the correlation between the two variables was weak and positive. The p-value of correlation was significant at the 0.05 critical alpha. The correlation between the two variables was significant because its' significant level was lower than 0.05 at 0.019. Therefore, there is enough evidence to reject the null hypothesis and it concluded that there is low positive correlation between the YouTube Usage Intensity and Vocabulary Acquisition.

Table 3

Pearson's Product-moment Simple Correlation (with SPSS)

Correlations

		Vocabulary Acquisition	YouTube Usage Intensity
Vocabulary Acquisition	Pearson Correlation	1	.307*
	Sig. (2-tailed)		.019
	N	58	58
YouTube Usage Intensity	Pearson Correlation	.307*	1
	Sig. (2-tailed)	.019	
	N	58	58

*. Correlation is significant at the 0.05 level (2-tailed).

Other than studies that show positive impacts brought by the use of YouTube to vocabulary acquisition, there are several theories that could explain the relationship between YouTube usage intensity and vocabulary acquisition. The research finding from Bonk (2009) asserted that YouTube is an attractive social media platform that could promote global education. With its' authentic contents the students could be more motivated on using this application. Then, utilizing the apps itself would give students an opportunity to extend their English Language exposure. Language exposure has a significant role in the success of the vocabulary acquisition process. There are some experts that acknowledged the importance of target language exposure for vocabulary acquisition (Chen & Truscott, 2010; Brown, Waring, and Donkaewbua, 2008; Takač, 2008; Waring, 2008; Webb, 2007). Moreover, Kabooaha and Elyas (2018) asserted that the use of YouTube can be effective in teaching and learning for the recognition, comprehension, and retention of new words. From Table 3, it could be seen

that there was a positive correlation between the YouTube usage intensity and the vocabulary acquisition measured from the B2 CEFR Vocabulary Test. It means that the increase of YouTube usage intensity would be followed by the increase of vocabulary acquisition.

Other Findings

There were several other findings from this research details in Table 3.

Table 4
Data of Other Findings

N	Mn of the Total Videos	Mn of the Total Vocabulary	Mn of the New Vocabulary	Mn of the Students' Caption Usage Percentage (%)	Mn of the Motivation (%)		
					Knowing the information	Learning the language	Both
58	26	98		67	60	23	18

Firstly, from Table 4 we could see that for all of the 58 students, the average of total English videos watched by the students through YouTube within 14 days equals 26 videos and the average of total new vocabularies equals 98 words. It showed that the students experience the unfamiliar word encounters and recognition while watching the videos. Secondly, the average caption feature usage of the participants equals 67% from all the videos watched by the students. It means that they use the feature as much as 67% while using this application. In addition, other than language exposure and caption usage, motivation is also an important factor that contributes to vocabulary acquisition. Alm (2006) asserted that based on self-determination theory, the use of YouTube as one of Web 2.0 technology, increases students' motivation. Vocabulary acquisition itself could be the result of incidental or intentional vocabulary learning.

An experiment conducted by Nagy, Herman, and Anderson (1985) found that most vocabulary growth proportion in children is acquired incidentally from context. Then, Neuman and Koskinen (1992) indicate that useful input for incidental vocabulary learning can be served through captioned videos (captioned TV). It showed that most of the students' motivations was to know the information from the videos, and YouTube supports both intentional and incidental vocabulary learning.

Table 5

The Average of Students' Total New Vocabularies and YouTube Usage Intensity based on Vocabulary Acquisition Level

Vocabulary Acquisition Level	Mn of the Total New Vocabularies	Mn of the YouTube Usage Intensity (minutes)
Low	108	172
Moderate	98	236
High	91	297

From Table 5 we could see that the lower the students' level of vocabulary acquisition the higher the average of the students' total new vocabularies recognition. However, the lower the students' level of vocabulary acquisition also the lower the average of the students' YouTube usage intensity. Hence, even some students experience more encounters and recognition of new words, not all of the new words comprehension might be retained. Based on previous discussion, it could be related to the amount of the exposure of the new words that the students got.

CONCLUSION

There are two major conclusions from this research. First, student's YouTube usage intensity ranged from 85 to 629 minutes in 2 weeks and most of the students were at the moderate level ranging from 111 up to 366 minutes. In addition, the students' vocabulary acquisition was also mostly at the moderate level scored at 64 until 86. Second, there was a weak positive and significant correlation between the intensity of YouTube usage and vocabulary acquisition ($r= 0.307$; sig. 0.019). It shows that when there is an enhancement of the YouTube usage intensity, it would be followed with the enhancement of the vocabulary acquisition. Hence, the null hypothesis in this research was rejected.

Then, there are other findings from this research related to the caption feature usage by the participants, participants' new vocabulary encounter and recognition, and participants' motivations in utilizing YouTube. It was found that from all the total videos watched by the participants, in average 67% of them are watched using the caption feature. Then, participants with the low, moderate, and high level of vocabulary acquisition have different average of new vocabulary encounter and recognition. However, not all of the new words' comprehension could be retained probably because of the lack of next encounter of the words. Lastly, participants' motivations of using the application are either to know the information presented in the video, to learn the language, or both of them. Therefore, the use of YouTube might support both intentional and incidental vocabulary learning.

REFERENCES

- Abidin, M. J., Pour-Mohammadi, M., Singh, K. K., Azman, R., & Souriyavongsa, T. (2011). The effectiveness of using songs in YouTube to improve vocabulary competence among upper secondary school studies. *Theory and Practice in Language Studies*, 1(11), 1488-1496.
- Alm, A. (2006). CALL for autonomy, competence and relatedness: Motivating language learning environments in Web 2.0. *The JALT CALL Journal*, 2(3), 29-38. doi:10.29140/jaltcall.v2n3.30
- Alm-Lequeux, A. (2004). CALL IT motivation: On competence, relatedness and autonomy in computer-assisted language learning.
- Arikunto, S. (2006). *Metode penelitian kualitatif*. Jakarta: Bumi Aksara.
- Barska, K. (2006). Using songs to teach vocabulary to EFL students. Retrieved on January 3, 2021 from http://www.ac-grenoble.fr/reaso/article.php3?id_article=58
- Bonk, C. J. (2009). *The world is open: How web technology is revolutionizing education*. San Francisco, CA: Jossey-Bass.
- Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent and Adult Literacy*, 50(7), 528-537. doi:10.1598/jaal.50.7.2
- Brown, R., Waring, R., & Donkaewbua, S. (2008). Incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories. *Reading in a foreign language*, 20(2), 136-163.
- Chen, C., & Truscott, J. (2010). The effects of repetition and L1 lexicalization on incidental vocabulary acquisition. *Applied Linguistics*, 31(5), 693-713. <https://doi.org/10.1093/applin/amq031>
- Cohen, L., Manion, L. and Morrison, K. (2000). Research methods in education (5th ed.). London: Routledge Falmer. *Theachin in higher education*, 41, 21.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.

- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-248. <https://doi.org/10.2307/330107>
- Durbahn, M. (2019). Incidental vocabulary acquisition form documentary viewing: A study on the role of captions. *Arboles Rizomas. Revista De Estudios. Lingüísticos y Literarios*, 1(1), 75-96. <https://doi.org/10.35588/ayr.v1i1.3776>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. (2012). *How to design and evaluate research in education*. New York: McGraw-Hill Humanities/Social Sciences/Languages.
- Galloway, N., & Rose, H. (2014). Using listening journals to raise awareness of Global Englishes in ELT. *ELT journal*, 68(4), 386-396. <https://doi.org/10.1093/elt/ccu021>
- Kabooha, R., & Elyas, T. (2015). The impacts of using YouTube videos on learning vocabulary in Saudi EFL classrooms. In */CER/ 2015 Conference* (pp. 3525-3531).
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perception of EFL students and teachers. *English Language Teaching*, 11(2), 72-81. <http://doi.org/10.5539/elt.v11n2p72>
- Ktoridou, D., Zarpetea, P., & Yiangou, E. (2002). Integrating technology in EFL. In *VII Conference of Pedagogiki Eteria of the University of Cyprus* (pp. 437-407).
- Laufer, B., & Nation, I.S.P. (2011). Vocabulary. In S. M. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 163-176). <https://doi.org/10.4324/9780203808184.ch10>
- Mayer, R. E. (2005). Cognitive theory of multimedia learning. *The Cambridge handbook of multimedia learning*, 41, 31-48.
- Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). Learning words from context. *Reading Research Quarterly*, 20(2), 233-253. <https://doi.org/10.2307/747758>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9781139524759>
- Neuman, S. B., & Koskinen, P. (1992). Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students. *Reading Research Quarterly*, 27(1), 94. <https://doi.org/10.2307/747835>
- Santoso, S. (2010). *Statistik multivariat*. Jakarta: PT Elex Media Komputindo
- Santoso, S. (2012). *Panduan lengkap SPSS versi 20*. Jakarta: PT Elex Media Komputindo.
- Schmitt, N. (2000). *Vocabulary in language teaching*. New York: Cambridge University Press.
- Sugiyono. (2012). *Statistika untuk penelitian*. Bandung: ALFABETA, CV
- Sukandarrumidi. 2004. *Metodologi penelitian: Petunjuk praktis untuk peneliti pemula*. Yogyakarta: Balai Pustaka.
- Takač, V. P. (2008). *Vocabulary learning strategies and second language acquisition*. Clevedon, UK: Multilingual Matters
- Waring, R. (2008). Issues When Researching the Incidental Learning of Collocations from Reading. *Manuscript in preparation*. Notre Dame Seishin University, Japan.
- Webb, S. (2007). The Effects of Repetition on Vocabulary Knowledge. *Applied Linguistics*, 28(1), 46-65. <https://doi.org/10.1093/applin/aml048>
- Widiastuti, W. (2011). *Enriching students' vocabulary using theme based YouTube video* (Doctoral dissertation, Sebelas Maret University).

Vocabulary

Vocabulary acquisition

Technology-Enhanced Language

Learning

Learning English through videos

Youtube videos

English

EFL learner

English native