

**THE EFFECT OF USING YOUTUBE VIDEOS
“LEARN ENGLISH WITH BOB THE CANADIAN”
ON VOCABULARY MASTERY AT TENTH GRADE STUDENTS AT YOS
SUDARSO NATIONAL HIGH SCHOOL**

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ABSTRACT

This research aimed to determine the effect of using YouTube videos from the channel “Learn English with Bob the Canadian” on students’ vocabulary mastery. Vocabulary is an essential component in learning English because it supports students in developing their language skills, including listening, speaking, reading, and writing. However, many students still face difficulties in mastering vocabulary due to limited exposure and lack of engaging learning media. Therefore, the use of YouTube videos was considered as an alternative learning medium to help students improve their vocabulary mastery. This research used a quantitative approach with a pre-experimental research design. The population of this study was 63 students on tenth grade of Yos Sudarso National High School. The sample consisted of two classes, namely the experimental class 30 and the control class 30 this taken using purposive sampling. The data were collected through vocabulary tests in the form of pre-test and post-test. The data were analyzed using statistical analysis, including normality test, homogeneity test, and Independent Samples T-test. The results of the study showed that the t-test value was -0.867 , while the t-table value was 2.001 at the significance level of 0.05 with the degree of freedom (df) 58 . Since the t-test value was lower than the t-table value ($-0.867 < 2.001$) and the significance value was 0.389 which is greater than 0.05 , the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. This means that the use of YouTube videos “Learn English with Bob the Canadian” did not have a statistically significant effect on students’ vocabulary mastery. However, the descriptive results indicated that both classes experienced improvement in their vocabulary scores after the learning process. Therefore, YouTube videos can still be used as a supporting learning medium to make vocabulary learning more interesting and engaging for students.

Keywords: Vocabulary mastery, YouTube videos, Learn English with Bob the Canadian, English learning media.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan video YouTube dari kanal “Learn English with Bob the Canadian” terhadap penguasaan kosakata siswa. Kosakata merupakan komponen penting dalam pembelajaran bahasa Inggris karena mendukung siswa dalam mengembangkan keterampilan berbahasa, termasuk menyimak, berbicara, membaca, dan menulis. Namun, masih banyak siswa yang mengalami kesulitan dalam menguasai kosakata karena keterbatasan paparan dan kurangnya media pembelajaran yang menarik. Oleh karena itu, penggunaan video YouTube dianggap sebagai alternatif media pembelajaran untuk membantu siswa meningkatkan penguasaan kosakata mereka. Penelitian ini menggunakan

pendekatan kuantitatif dengan desain penelitian pra-eksperimen. Populasi penelitian ini adalah 63 siswa kelas X SMA Nasional Yos Sudarso. Sampel terdiri dari dua kelas, yaitu kelas eksperimen sebanyak 30 siswa dan kelas kontrol sebanyak 30 siswa yang diambil menggunakan teknik purposive sampling. Data dikumpulkan melalui tes kosakata dalam bentuk pre-test dan post-test. Data dianalisis menggunakan analisis statistik, termasuk uji normalitas, uji homogenitas, dan uji Independent Samples T-test. Hasil penelitian menunjukkan bahwa nilai t-hitung adalah $-0,867$, sedangkan nilai t-tabel adalah $2,001$ pada taraf signifikansi $0,05$ dengan derajat kebebasan (df) 58 . Karena nilai t-hitung lebih kecil daripada t-tabel ($-0,867 < 2,001$) dan nilai signifikansi sebesar $0,389$ yang lebih besar dari $0,05$, maka hipotesis nol (H_0) diterima dan hipotesis alternatif (H_a) ditolak. Hal ini berarti bahwa penggunaan video YouTube "Learn English with Bob the Canadian" tidak memiliki pengaruh yang signifikan secara statistik terhadap penguasaan kosakata siswa. Namun, hasil deskriptif menunjukkan bahwa kedua kelas mengalami peningkatan skor kosakata setelah proses pembelajaran. Oleh karena itu, video YouTube tetap dapat digunakan sebagai media pendukung pembelajaran untuk membuat pembelajaran kosakata menjadi lebih menarik dan interaktif bagi siswa.

Kata Kunci: Penguasaan kosakata, video YouTube, Learn English with Bob the Canadian, media pembelajaran bahasa Inggris.

1. PENDAHULUAN

Background

English Language Teaching (ELT) is a teaching process designed to help students develop language skills through meaningful and structured activities. In ELT, the role of the teacher is not only to deliver language material, but also to provide learning conditions that enable students to actively acquire and process language input. Teachers need to present a variety of activities such as reading, watching, listening, discussing, or problem solving so that students can practice the language in real contexts. With approach, ELT aims to develop students' language competence comprehensively, so that they are able to understand and use English according to their academic and daily communication needs.

In daily or academic communication, messages are conveyed orally and in writing. In conveying these messages, vocabulary is the most important foundation. However, vocabulary skills are often considered challenging for students to

master. According to Hatch & Brown (1995), vocabulary is a list or collection of words for a particular language that are organized and explained in terms of their meaning. Thus, vocabulary is a source of communication in everyday life. Therefore, vocabulary is the most important element as the core of language, because vocabulary mastery determines the extent to which the recipient of the message is able to understand information and convey ideas accurately and precisely. According to Putri et al., (2024) vocabulary is the ability to understand the meaning of words, use words quickly, and adapt them to the context. Putri (2022) adds that vocabulary mastery is not only related to the number of words known, but also to the depth of understanding of word usage.

In addition, Paul Nation (2001) emphasizes that vocabulary mastery is not only about memorizing a collection of words but also about how vocabulary is known in terms of meaning, form, and use in context. According to Schmitt (2002), vocabulary is vocabulary acquisition as a

gradual process in which learners recognize word forms, understand their meanings and uses, and use them productively. Therefore, vocabulary mastery is a skill that must be possessed and can be applied effectively. There are three types of vocabulary based on context and specialization or specific fields, including general vocabulary, academic vocabulary, and technical vocabulary.

One type of vocabulary that is used and relevant to students in grade X is General Vocabulary. The purpose of general vocabulary is to be able to master common words in everyday life or to build commonly used basic words. According to Paul Nation (2001), general vocabulary consists of common words that are used both verbally and in writing and are not specific to a particular field. Examples of this type of vocabulary include words related to home, school, park, and parts of speech. According to Paul Nation (2001), general vocabulary is viewed from the meaning of the word, the form of the word, and its use in context. This will help students understand words and make it easier for them to comprehend vocabulary.

However, in practice, many students still experience difficulties in mastering vocabulary. Based on initial observations, most students do not know the meaning of words, word forms, and translations from Indonesian to English, and learning tends to use textbooks and PowerPoint presentations. Therefore, students need learning media that allows them to increase their knowledge and understanding of vocabulary.

One effective learning medium that helps students master vocabulary is the YouTube channel "Learn English with Bob

the Canadian." According to Richard E Mayer (2021), videos are a form of multimedia learning that emphasizes the use of visual channels or moving images and auditory channels or voice narration that support students' cognitive development. This medium is based on images and narration that emphasize students' ability to master vocabulary through images and narration in videos. According to Setiawan (2022), learning media such as videos display content such as films that introduce students to material, making abstract concepts concrete and easy to remember through visual simulations. Amanah (2022) emphasizes that videos are key to integrated English language practice in education to improve learning outcomes through observation, repetition, and contextual exposure based on what is seen in the video.

2. KAJIAN TEORI

Theoretical Framework

This study is based on certain theories to clearly convey its purpose to the readers. The main idea of the study is presented from the start in order to provide relevant background information on the concepts that are used throughout the study. This study is based on certain theories to clearly convey its purpose to the readers. The main idea of the study is presented from the start in order to provide relevant background information on the concepts that are used throughout the study. In this study, the researcher uses three theories such as Paul Nation and Richard E Mayer.

English Language Teaching

English Language Teaching (ELT) is a process of teaching English that is designed to help students develop comprehensive language skills. In Indonesia, English is taught as a foreign language (English as a Foreign Language), not as a second language (English as a Second Language). This means that English is not used in everyday life, but is studied in the context of education at school. One example of this is the application of English in many high schools.

In classroom learning, teachers need organized stages to achieve learning objectives. Based on Brown (2001), ELT is the pursuit of language that includes several stages, that is material presentation, practice, and production, which aim to improve students' communicative skills. The essence of classroom learning is based on the teaching and learning process in the classroom, which is formed by basic components, that is a combination of material or learning content delivered by the teacher to students (content), communication or interaction between teachers and students or among students in the classroom during the learning process, and finally, feedback provided by teachers to students on the learning process and outcomes in classroom learning activities (Kajian et al., 2024) . Without teachers, students, and interaction in the classroom, this right is not part of the learning process in the classroom, and without feedback, teachers will not know the needs of students in learning.

The Vocabulary

Vocabulary is a collection of words and the core of language. Words are grouped based on word types such as nouns, verbs, adjectives, and adverbs. Vocabulary includes words that are recognized in spoken or written form to understand and use language in sentences or paragraphs. Based on Tampubolon (2023) the most important aspect in learning English is vocabulary as the basis for forming the four English skills in students. These four skills are speaking, listening, reading, and writing. Therefore, improving and mastering vocabulary is important in developing language skills.

3. METODE PENELITIAN

Research Design

The research used a quantitative approach because the data obtained were in the form of numbers and were analyzed using statistics. Based on Sugiyono (2019), quantitative research was a research method based on the assumption that a phenomenon could be measured objectively through numbers so that the research results can be tested clearly and measurably. The design used a quasi-experimental design. Based on Arikunto (2010), a quasi-experimental design involved two groups, that is a control group and an experimental group or non-equivalent control group design.

Sugiyono (2019) emphasized that non-equivalent control group design was used to compare two groups, where the experimental group received treatment and the control group did not receive treatment, in order to determine whether there was a difference in result after the learning process. Therefore, pre-tests and

post-tests were used to determine the change in ability before and after treatment.

Supported by Creswell (2014), quasi-experimental designs were very suitable for existing classes (intact classrooms) in schools because researchers could compare the effects of treatment on learning outcomes without having to randomly divide students, so that the classroom atmosphere remained natural and realistic as usual.

Table 3. 1 The structure of The design is follows:

Group	Q1	X	Q2
Control			
Experiemen			

Where:

Group Control = Class 10-1

Group Eksperimen =Class 10-2

Q1 = Pre-test

X =Treatment (YouTube Videos “Learn English with Bob The Canadian)

Q2= Post-test

In this quasi-experimental study, researchers used a non-equivalent control group design. The study used a comparison class and an initial test to accurately determine vocabulary proficiency levels. In this study, the research subjects were first given a pre-test to determine their initial ability level before being taught using the YouTube video “Learn English with Bob the Canadian.” After the treatment was carried out, the next step was to give the students a post-test to determine the

vocabulary mastery of the 10-2 class students, where the 10-1 class did not receive the treatment. This Produce made the research more relevant and reliable.

Population and Sample

3.2.1 Population

Based on Arikunto (2010) Population was the entire subject of research from which data were collected.The population of this study included all Tenth-grade students of Yos Sudarso National High School.There were two tenth-grade at school,namely Class 10-1 and Class 10-2.There are 30 students in class 10-1,while in Class 10-2 consisted of 33 students.Therefore,the total number of tenth-grade students at Yos Sudarso National High School was 63.

3.2.2 Sample

Based on Sugiyono (2016), a sample is part of the population that has certain characteristics and is taken using specific techniques. In this study, the researcher used purposive sampling as the sampling technique.

Purposive sampling is a technique for determining samples with certain considerations. The researcher selected the sample based on specific criteria, namely existing classes that had relatively similar characteristics and were recommended by the English teacher.

From the total population of 63 students, the researcher selected Class X-A and Class X-B as the research sample. Class X-A, consisting of 30 students, was assigned as the experimental class. Class X-B originally consisted of 33 students; however, only 30 students were included in the study because three students were

absent during the research process and did not meet the attendance requirement.

Therefore, the total sample of this study consisted of 60 students, with 30 students in the experimental class and 30 students in the control class. The students who did not meet the attendance requirement were excluded from the sample to maintain the validity and reliability of the data.

Table 3. 2 The Distributions of The Sample

Group	Class	Number of students
Experimental	X-2	30
Control	X-1	30

4. HASIL DAN PEMBAHASAN

Discussion

This study aimed to investigate whether the use of YouTube videos from the “*Learn English with Bob the Canadian*” channel had an effect on the vocabulary mastery of tenth-grade students at Yos Sudarso National High School. Based on statistical analysis, the use of this YouTube channel did not demonstrate a strong statistical effect on students’ vocabulary mastery. Consequently, the null hypothesis (H_0) was accepted, while the alternative hypothesis (H_a) was rejected. Descriptive analysis showed that both the control class and the experimental class experienced an increase in vocabulary scores following the instructional process. The average score of the control class increased from 55.2 in the pre-test to 73.87 in the post-test, while the experimental class increased from 54.47 to 76. This indicates that students in both groups

improved their vocabulary mastery after instruction, although the difference between the control and experimental groups was not statistically large.

Although the statistical result was not significant, both groups showed improvement in their vocabulary scores. The experimental class experienced an increase after the treatment, and similarly, the control class also demonstrated progress. However, the difference between the two groups was relatively small, indicating that the treatment did not produce a strong enough effect to be considered statistically significant. This finding suggests that the use of YouTube videos was not more effective than the conventional teaching method in improving students’ vocabulary mastery. In other words, instructional media alone was not sufficient to create a significant impact on students’ learning outcomes. The absence of a significant effect can be explained by several factors related to students’ abilities and learning characteristics. First, students showed differences in their ability to process foreign language input. Even though the videos were played repeatedly, some students still had difficulty understanding the vocabulary presented. This indicates that repeated exposure does not automatically guarantee comprehension, especially for students with lower language proficiency. Second, variations in students’ learning abilities and learning speeds played an important role in influencing the results. According to the theory of individual differences, each student has a unique capacity to absorb and process information. Students with slower learning speeds require more time and

additional support to achieve the same level of understanding. As a result, the improvement in learning outcomes was not evenly distributed, leading to inconsistent data.

Furthermore, the improvement in the control group also contributed to the non-significant result. Although the control group did not use YouTube videos, they still received instruction through conventional methods, which remained effective in facilitating learning. This reduced the gap between the experimental and control groups, making the difference statistically insignificant. In addition, this finding is consistent with previous research conducted by Jabbar Khomeini (2024), which found that the use of internet media did not have a significant effect on students' moral development. This similarity indicates that digital media, including YouTube, does not automatically guarantee improved learning outcomes without proper guidance and instructional strategies. Similarly, the study conducted by Susanti et al. (2024) also reported a non-significant result, where the significance value was greater than 0.05, indicating that the applied learning model did not significantly influence students' critical thinking skills. This strengthens the argument that learning outcomes are influenced not only by the media or method used, but also by internal factors such as students' motivation, ability, and engagement.

Therefore, the acceptance of H_0 in this study does not indicate that the use of YouTube is ineffective, but rather highlights that its effectiveness depends on

how it is implemented and adapted to students' needs. This finding implies that teachers should combine YouTube videos with interactive learning strategies, such as guided discussion, practice exercises, and feedback, to enhance students' engagement and comprehension. In conclusion, the non-significant result of this study was mainly caused by variations in students' abilities, differences in learning speeds, and the relatively similar improvement between the experimental and control groups. These factors resulted in an effect that was not strong and consistent enough to be statistically significant.

5. KESIMPULAN DAN SARAN

Conclusion

Based on the result of data calculation, the researcher concluded that the use of YouTube videos "*Learn English with Bob the Canadian*" did not give a significant effect on students' vocabulary mastery. Although there was an improvement in students' vocabulary scores after the treatment, the improvement was sufficiently effective in enhancing students learning outcomes..

The students who were taught using YouTube videos "*Learn English with Bob the Canadian*" showed a higher mean score in the post-test compared to the pre-test. This indicates that students experienced some progress in vocabulary learning and were more engaged during the learning process. However, this improvement did not indicate a significant difference when analyzed statistically.

The statistical analysis showed that the value of t-test was -0.867 , while the value of t-table was 2.001 at the level of significance 0.05 with the degree of

freedom ($df = 58$). Since the value of t-test was lower than the value of t-table ($-0.867 < 2.001$), the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected.

Based on these results, it can be concluded that the use of YouTube videos “*Learn English with Bob the Canadian*” significantly effective in enhance students’ vocabulary mastery, even though slight improvements in students’ scores were observed.

Suggestion

Based on the findings and conclusions of this research, several suggestions are proposed as follows:

1. For English Teacher

English teachers are suggested to use YouTube videos “*Learn English with Bob the Canadian*” as a supporting medium in teaching vocabulary rather than as the only learning resource. The videos should be combined with other teaching methods or classroom activities, such as vocabulary exercises, discussions, or assignments, in order to maximize students’ learning outcomes.

2. For Students

Students are encouraged to use YouTube videos “*Learn English with Bob the Canadian*” as a learning resource for independent study. Since the videos can be accessed anytime and anywhere, students can utilize them flexibly outside the classroom to enrich their

vocabulary. Regular practice and active engagement with the video content are expected to help students improve their vocabulary mastery gradually.

3. For Future Researcher

Future researchers are advised to further develop this study by considering a longer treatment duration, selecting more varied video materials, and integrating additional instructional strategies. Moreover, future studies may apply different research designs or instruments to obtain more comprehensive and significant results.

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