THE CORRELATION BETWEEN STUDENTS' INTEREST IN ENGLISH YOUTUBE CONTENTS AND THEIR VOCABULARY MASTERY AT PGRI UNIVERSITY OF BANYUWANGI

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ABSTRACT

Interest is important because it will be a motivating force for encouraging students to learn. It is also an aspect of motivation building, a phenomenon that arises as a result of social interaction and student interaction in learning activities. This research was aimed at finding out whether there is correlation between students' interest in English YouTube contents and vocabulary mastery. Furthermore, in this quantitative research, the researcher used correlation research design. The population of this research was fourth semester of students of English department of PGRI University of Banyuwangi. This study used a sample of 13 students from the 2019 class. The researcher gave questionnaires to know students' interest in English YouTube contents, and test to know the students' vocabulary mastery. The result of this research shows that there is no correlationm between students' interest in English YouTube contents and vocabulary mastery. It is provided by the t $r_o = 0,05$ and $r_{table} = 0.552$ with a standard of significant 95%. The value of correlation product moment is lower than r table $(0,05 < 0.552)$. It found that $r_{xy} = 0.05$ in r table on the interval $0.00 – 0.199$. So, the null hypothesis (H_0) of the research is accepted , but H_a is rejected. It means there is no correlation between Students' Interest in English YouTube Content and Their Vocabulary Mastery at PGRI University of Banyuwangi.

Keywords: Students' interest, English YouTube contents, Vocabulary Mastery

A. Introduction

English for people in Indonesia is the foreign language to be studied at school. It is taught from elementary to university. English requires four skills which are integrated each other and have to be mastered well by the students. They are listening, speaking, reading, and writing skills. Everyone must learn and teach English, because English is an international language that is very important to communicate with other people from different countries. People have different purposes in learning the language, people also

have different sources in learning it. In addition, to learn the language in formal education, people also learn it in non-formal education. English courses and private lessons are the examples of non-formal education institutions existing in our country. People can choose one of them that are suitable with their purpose and funds.

Although they are learning the language from different sources, they have a same basic wish in their learning process that they want to get a success on it in realizing their wish. They use some media that can help them in the learning process. In the learning process, media can be books, magazines, newspapers, also technologies. Technology plays an important role in life, and can be seen in many aspects of daily life (Almurashi: 2016). For example, many people use technology to work, searching for a job, completing business transactions, gathering information and learning. According to Li (2017), over the years the use of social media has evolved in English language teaching. One of the social media that can be used in teaching and learning English is YouTube. There are many kinds of knowledge that can be obtained by them by watching YouTube, for example knowledge of environment, medicine, law, politic, culture and also language. There are many English skills and knowledge that can be learned by the students by watching English YouTube contents, such as listening, speaking and also knowledge of vocabulary. There are many vocabularies that can be learned by them by watching the contents, because the contents provide so many vocabularies of many different fields. Almurashi (2016) explained that YouTube is considered a source of online content which can play an important role in the field of teaching and learning. It has become more common with individuals especially among adults. As many researchers have observed, when watching authentic, real-life images, learners can receive positive indicators (Hakim, 2019. Hariyanto, 2015. Kabooha & Elyas, 2018. Romadon & Qurohman 2017).

Considering the explanation above, the researcher will conduct a research entitled "The correlation between students interest in English YouTube contents and their vocabulary mastery at PGRI University of Banyuwangi".

Interest has been found as one of the most important motivating variables for learning to affect the attention, goals and learning rates of the students (Hidi & Renninger, 2006; Schraw & Lehman, 2001). Researchers have suggested that triggering the interest of students may increase their motivation to organize learning tasks and use the classroom strategies. According to Mangal (2007), interest can refer to a driving force that drives us to pay attention to an individual, object, or activity, or it can refer to an interesting experience that is sparked by the activity itself. It will arise if there are external stimuli and a willingness to feel interested in one subject. Big interest will have an impact on the student's activity, because the student's interest would be appear in to do something that is interest to them. It means that students with an interest will be more focused and easier to understand the material given to them by the teacher.

Learning interest does not develop on its own, especially since birth. Djaali (2014) defines that interest as a strong desire for something. There is an element of need too, thus interest does not arise by itself. Then, according to Renninger, Hidi, and Krapp (2014), there are several characteristics that indicate students' interest in learning, including increased attention and concentration, a desire and a willingness to learn. Furthermore, according to Lestari and Mokhammad (2017) indicators of interest in learning are feelings of enjoyment, interest in learning, exhibiting attention when learning, and involvement in learning.

YouTube, with the official URL www.youtube.com, is a popular platform that allows users to upload videos, watch them, and comment on them. It is an online platform that allows users to share and access video-based content (Duffy, 2008). According to the statistics on its official website in 2021 (http://www.youtube.com/yt/press/id/statistics.html), it receives over two billion visitors per month. It is also accessible in 100 countries and 80 languages, and as well as on smart phones. As a result, YouTube hosts thousands of videos covering thousands of topics in a variety of languages. According to Kreisen (2009), the universality of YouTube has allowed students to learn about other cultures because the videos are uploaded by people all over the world.

Furthermore, it provides motivation in L2. It also enables students to engage in video-sharing, which has been shown to improve learning outcomes (Snelson & Perkins, 2009), and learning languages will occur in a meaningful environment (Alhamami, 2013).

Kabooha & Elyas (2018) claimed that YouTube to be helpful in improving their comprehension of the English vocabulary. In addition, Youtube can improve motivation to learn vocabulary (Hakim, 2019). In order to improve vocabulary using YouTube, language learners can search for supporting material based on something they like. It is because most of the videos found on YouTube are created by professional content maker until amateurs.

A word is the smallest part of the sentence. A word is part of a lot of vocabulary. Vocabulary is one of the essential elements of English. It is defined as a collection of words to communicate with language, groups, individuals, or those working in a field of knowledge (Taslim, et al. 2019). It is considered to be a very effective communication tool that improves the information of an individual. Knowing a lot of words in a foreign language is essential. The more vocabulary people know, the easier it will be to understand a foreign language. That's why students would have difficulties learning a language without a proper vocabulary.

According to Aebersold and Le (as cited in Rahmah, 2015) devided into productive vocabulary and receptive vocabulary.

1. Productive Vocabulary

Productive vocabulary consists of words that the student understands, can pronounce correctly, and can apply constructively in writing and speaking.

2. Receptive Vocabulary

Receptive vocabulary refers to words that the student recognizes and understands when they appear in context but cannot produce perfectly.

Meanwhile, Tornbury (as cited in Astuti, 2020) state that in term of the meanings, word devided into two groups. There are content words and grammatical words. Content words consist of noun, verb, adjective and adverb. While grammatical word consist of pronoun, preposition, conjunction, and determiner.

According to Husni (2018) stated that vocabulary mastery is a key to understand the sentences or context. By having good vocabulary mastery the learners can communicate well and clearly with others. It is because the learners have and play a vital role in the development of their language in their early years, vocabulary related their experiences. Vocabulary mastery is one component of mastering English as a foreign language at the primary, secondary, and advanced levels. It is one of the most important components to master when studying four languages. It makes sense, considering that four language skills require word knowledge, and they would be unable to do all four skills without vocabulary. Mastery of vocabulary is one factor in mastering English as a foreign language (Syarifudin, Marbun, & Novita, 2014). It means the learners have the ability to understand and use the word and meaning.

B. Research Method

In this research, the researcher wants to know the correlation between students' interest English YouTube contents and vocabulary mastery. To know the relationship, the writer used Quantitative research in correlation study because the data in number or ordinal. Arikunto (2006) stated that correlational research is a study aimed at determining the relationship between two or more variables. A correlation method is appropriate for this study because it allows two variables to show whether they have a positive or negative relationship and examines the hypothesis. The result of the measurement of correlations can be divided into three types. They are strong positive correlation, strong negative correlation, and no correlation.

In this research, the researcher used questionnaire to score students' interest in English YouTube contents. And the researcher also holds a vocabulary test as a measurement of vocabulary mastery. Then, Pearson Product Moment correlation is used to correlate two variables and to find out the significance relation between students' interest in English YouTube contents (X) and students' vocabulary mastery (Y).

The researcher was conducted the research at University of PGRI of Banyuwangi. The location of research is on Jl. Ikan Tongkol No.22, Kertosari, Kecamatan Banyuwangi. PGRI University of Banyuwangi which is currently led by Dr.

H. Sadi, M.m as the rector. This research conducted at the one of departments in Faculty of Language and Art.

In this research, the respondents are the subjects of the research. And the respondents of this research are all class of 2019 members of fourth semester students of English Department in the academic year of 2019/2020. The total of the participants was 13 students.

The function of data is to determine the result of the research. Arikunto (2006) states that there are five methods in collecting the data. They are questionnaire, interview, observation, test and documentation methods. To get accurate data, the researcher uses two techniques, questionnaires and test.

a. Questionnaires

It is a list of questions asked to respondents by study or survey and designed to collect specific information. Sugiyono (2015) states that the questionnaire is an effective technique of data collection if the researcher knows the variables to be measured with certainty, and knows what can be expected from the respondent. There are two kinds of questionnaire, close ended and open-ended. In this research, the researcher will use close ended questionnaire.

Close ended questionnaire is a questionnaire that is submitted in a form in which respondents are asked to select a response that fits the characteristics of the respondents by giving signs of cross or checklist. The writer uses questionnaire to measure the students' interest in English YouTube contents.

The questionnaire based on indicators of students' interest in English YouTube contents and they consist of 15 items, and the item has four options on a Likert scale from 1 to 4. Here is the scale:

Table 1. Students' Interest in English YouTube Contents Instrument (Likert Scale)

Answer	Value
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

Table. 2 The Distribution of Questionnaire Item Test

No.	Indicator of interest	Item number	Total
1.	Attention	1,2,3,4,5,6	6
2.	Needs	7,8,9,10	4
3.	Enjoyment	11,12,13,14,15	5
			15

b. Vocabulary Test

Vocabulary test is one of thing that is used for collecting data. The researcher was conducted the Vocabulary test to the fourth semester students of English Department of PGRI University of Banyuwangi.

Table 3. The Distribution of Vocabulary Item Test

No.	Content Words	Item Number	Total
1.	Nouns	1,2,3,4,5,9,11,12,13,15,16,17,19	13
2.	Verb	9	1
3.	Adjectives	7,8,14,18,20	5
4.	Adverb	6	1
			20

The result of questionnaire and vocabulary test is quantitatively evaluated using SPSS tools. Dudovskiy (2011) said this tool is usually used to analyze quantitative data, since numerical data can be easily analyzed. Furthermore, data files can be imported via other programs which facilitate the application of this tool by the researchers. The researcher use correlation product moment, created by Carl Pearson, in analyzing the results. Product moment correlation is used to show whether there is a correlation between the variable X and the variable Y. The Product moment correlation symbol is "r".

C. Research Finding and Discussion

The data was collected from the data of the students' score in questionnaire about interest in English YouTube content (X) and the data of students vocabulary mastery (Y). The table bellow was created to make easier in counting the correlating product moment.

Based on the result, the researcher gets $\Sigma X = 604$, $\Sigma Y = 955$, $\Sigma XY = 44420$, $\Sigma X^2 = 28262$, $\Sigma Y^2 = 73875$. To know the correlation between students' interest in English YouTube contents and students' vocabulary mastery, the researcher done hypothesis examination based on the result of research that have done before. Then,the data analyzed to count the correlation between X variable and Y variable by using correlation product moment as following

$$r_{xy} = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\}\{n\Sigma y^2 - (\Sigma y)^2\}}}$$

$$r_{xy} = \frac{13.\,44420 - (604)(955)}{\sqrt{\{13.\,28262 - (604)^2\}\{13.\,73835 - (955)^2\}}}$$

$$r_{xy} = \frac{577460 - 576820}{\sqrt{(367406 - 364816)(960375 - 912025)}}$$

$$r_{xy} = \frac{640}{\sqrt{(2590)(48350)}}$$

$$r_{xy} = \frac{640}{\sqrt{125226500}}$$

$$r_{xy} = \frac{640}{11190,4647}$$

$$r_{xy} = 0,05$$

Table 4. Correlation Result

		Interest in English YouTube contents	Vocabulary mastery
Interest in English YouTube contents	Pearson Correlation	1	.057
	Sig. (2-tailed)		.853
	N	13	13
Vocabulary mastery	Pearson Correlation	.057	1
	Sig. (2-tailed)	.853	
	N	13	13

After finding the result of the calculation by using correlation formula, the researcher has re-calculated the data by using the Statistical Package for the Social Science (SPSS) windows program in order to confirm the calculation result and the result is 0,05. The result of SPSS is seen in the following table above.

Table 5. The Interpretation of correlation "r" Product moment

The score of "r" Product moment (r_{xy})	Interpretation
0.00 – 0.199	There is a correlation between X and Y, but the correlation is very weak or little. So, it is considered no Significant correlation in this rating
0.20 – 0.399	There is a correlation between X and Y, but it is weak or little
0.40 – 0.599	There is a correlation between X and Y, The value is Medium
0.60 – 0.799	There is high correlation between X and Y
0.80 – 1.000	There is a very high correlation between X and Y

From the table above, it can be conclude that the correlation of both variables are no correlation, because the r score of both variables are 0,05. Then, to test the significant between students' interest in English YouTube contents and their vocabulary mastery is found out that the "*r*" value for N = 13 − 2 is 0.552 for 5% significance degree. It is clear that *ro < rt*.

The discussion deals with the interpretation of respondents' perception and the finding derived from statistical analysis. The result of the analysis is there was no significant correlation between students' interest in English YouTube contents and their vocabulary mastery have lower correlation value. The discussion deals with the intepretation of respondents' perception and the finding derived from statistical analysis.

Based on the finding in the previous section showed the students' vocabulary mastery was low, it happen because of some factors, they were :

1. Students are less interested in learning English, which means they are less interested in learning and expanding their vocabulary. Having an interest in a subject causes students to pay more attention to it, as Lester Crow and Alice Crow (as cited in Ilham, 2018) explained, and interest can refer to the motivating force that persuades students to attend to a person, a thing, or an activity. In other words, interest has the potential to drive students to learn. Students who want to learn English will be driven to expand their vocabularies. On the other hand, students who have no interest in English, will be unmotivated to learn English and increase their vocabulary.

2. Due to a lack of knowledge in the field of grammar, students are still having difficulty identifying questions from the vocabulary test.

3. There are no effective and attractive vocabulary learning media provided. If the students can easily understand the material, it will be clear. Students may find it easier to understand the subject presented by the teacher if they use media. Students, on the other hand, will become bored if the teacher only uses explanations to present the material during the learning process. If the teacher introduces media into the learning process, students will not be bored.

4. In order to be able to answer questions from the vocabulary test, mastery ability in grammatical is still insufficient and needs to be developed.

Based on the statements above, the researcher concludes that learning vocabulary requires greater practice and patience. The students must search for various mediums and strategies in order to increase their vocabulary. The vocabulary was also used both oral and written form by the students. Finally, mastering vocabulary takes a long time.

D. Conclusion

The researcher conclude that based on the result of the calculation in previous chapter, it was found that the questionnaire that show the students' interest in English YouTube contents 6 questions invalid and 11 questions valid. And based on calculation, it can be shown that ro = 0,05 and rtable = 0.552 with a standard of significant 95%. The value of correlation product moment is lower than r table (0,05 < 0.552). It found that r_{xy} = 0.05 in r table on the interval 0.00 – 0.199. So, the null hypothesis (H0) of the research is accepted , but Ha is rejected. It means there is no correlation between Students' Interest in English YouTube Content and Vocabulary Mastery of The Students of PGRI University of Banyuwangi.

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