The Use Of Short Movies Taken From Blake Ridder Youtube Channel In Improving Students' Vocabulary At Smk Muhammadiyah 1 Wonosobo
(Experimental Research of the 10th Graders Students)

Ullimti Hikmata Hamzani
Universitas Sains Al-Qur'an Wonosobo
Rochyani Lestiyanawati
Universitas Sains Al-Qur'an Wonosobo
Coresponding Author:
ulimzamani@gmail.com

*Abstract***:** This study aims to determine the effectiveness of using short movies from Blake Ridder's YouTube channel in improving vocabulary skills of grade 10th students at SMK Muhammadiyah 1 Wonosobo. This study uses experimental quantitative research method with two classes, namely experimental class (10th PPLG 1) and control class (10th PPLG 2). Researchers use pre-test and post-test to measure students' abilities, in the form of essay questions for writing skills. The results shows that the vocabulary ability of the experimental class students increases by 55% after using short movies, while the control class increases by 20%. These results show that the use of short movies can significantly improve students' vocabulary skills. Therefore, it is recommend to use short movies as teaching materials in improving students' vocabulary skills.
*Keywords***:** *short movies, vocabulary skills, writing***.**

Abstrak*:* Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan film pendek dari kanal YouTube Blake Ridder dalam meningkatkan kemampuan kosakata siswa kelas X di SMK Muhammadiyah 1 Wonosobo. Penelitian ini menggunakan metode penelitian kuantitatif eksperimental dengan dua kelas, yaitu kelas eksperimen (10th PPLG 1) dan kelas kontrol (10th PPLG 2). Peneliti menggunakan pre-test dan post-test untuk mengukur kemampuan siswa, dalam bentuk soal esai untuk keterampilan menulis. Hasil penelitian menunjukkan bahwa kemampuan kosakata siswa kelas eksperimen meningkat sebesar 55% setelah menggunakan film pendek, sedangkan kelas kontrol meningkat sebesar 20%. Hasil penelitian ini menunjukkan bahwa penggunaan film pendek dapat meningkatkan kemampuan kosakata siswa secara signifikan. Oleh karena itu, disarankan untuk menggunakan film pendek sebagai bahan ajar dalam meningkatkan kemampuan kosakata siswa.

*Kata kunci***:** *film pendek, kemampuan kosakata, menulis***.**

INTRODUCTION

Education is a learning process obtained by every human being (student) to be able to make that human being (student) understand, understand, and be more mature and able to make humans (students) more critical in thinking. To achieve balance and excellence in the growth of people and society, education is an essential process. Education is another activity with a specific goal or objective that aims to maximize human potential on individual and societal levels. McDonald (1959) defined that education as a person's process of acquiring something. Notoatmodjo (2003) also defined that education as any organized attempt to persuade others individuals, groups, or society as a whole to act in a way that is expected of them by educational professionals.[1]

Because it is the primary language in the majority of the world's nations, English is a universal language. In addition, English is a crucial language to study or master because it is spoken around the world. Despite being a foreign language in Indonesia, English plays a significant role in society's day-to-day operations. This is quite evident in Indonesia's educational landscape. From primary through tertiary level, students are taught a variety of disciplines, including English. Numerous English learning strategies can undoubtedly pique students' interest in the subject. The English instructors in Senior High School face a hurdle with this. To ensure that students are actively engaged in the learning process, teachers must continually innovate. In addition, English is a crucial language to study or master because it is spoken around the world. Algeo (in Erlina Intantiana Eka et al., 2023) stated that language is a set of traditional vocal signs used by people to communicate. This definition contains a number of significant concepts, each of which was thoroughly addressed. Those terms are system, signs, vocal, conventional, human, and communication. Language is a tool for human contact and communication. With human language can develop well. Communication in question is the process of conveying the meaning of a conversation to another person. The purpose of communication can be in the form of conveying ideas, ideas, opinions, conveying information, or just as a communication tool.[2]

---

[1] Notoatmodjo, S. (2003). (2003). *Pengembangan Sumber Daya Manusia.* (Ed.rev, ce).

[2] Erlina Intantiana Eka, Rikardus Nasa, & Yanto Yanto. (2023). Contrastive Analysis Between Lio Language And English (A Phonological View). *Fonologi : Jurnal Ilmuan Bahasa Dan Sastra Inggris*, *1*(4), 01–19.

Cahyono (in Damayanti et al., 2021) stated that vocabulary is a component of language proficiency and it provides much of the basics for how well learners listen, speaks, read and write. One of the elements of English that students must master is vocabulary. When learning a new language, children need a broad vocabulary to be able to use it in all four language skills: speaking, reading, and writing. In other words, if students can grasp vocabulary, they will be able to quickly construct a large number of sentences when learning English and communicating, both orally and in writing. Solihati (2016) says that a person's success in learning a language, be it a mother tongue, national language, even a foreign language in this case English must be equipped with a good mastery of vocabulary because of course this ability will affect other language skills; speaking, listening, writing and reading skills. According to Wardah (2022), vocabulary is words that can stand alone and have meaning or a set of words that have known meaning, it cannot be denied that vocabulary is a basic point that plays a very important role in the English language learning process.[3]

The most crucial component of any language is vocabulary, so it is essential for everyone who want to communicate effectively with others to be able to learn English vocabulary. This relates to one's capacity for assimilating and comprehending the ideas expressed by others. Particularly among students, vocabulary proficiency and mastery have a significant impact on a person's linguistic abilities. At this age, we occasionally come across students who are still working on their English vocabulary. Particularly among students, vocabulary proficiency and mastery have a significant impact on a person's linguistic abilities. Students must master vocabulary since stronger vocabulary would help them communicate more effectively. By first knowing what they want to say before speaking, students learn to master vocabulary. A student is more attentive and silent while listening to the issue being presented. Based on what occurs after the speaker says something, students predict the vocabulary they hear.

Students have a great deal of interest in short movies. This is possible because short movies are an engaging medium that is simple to replicate in daily life. A short film is

---

[3] Wardah, W. (2022). Meningkatkan Hasil Belajar Penguasaan Kosakata Bahasa Inggris Melalui Penggunaan Model Make a Match. *LANGUAGE : Jurnal Inovasi Pendidikan Bahasa Dan Sastra*, 2(2), 138–146.

defined as a work of fiction that is shorter than 60 minutes in length (Javandalasta, 2011).[4] Short movies serve as testing grounds and launching pads for feature film production in several different nations. Films with a shorter runtime than features or feature films are referred to as short movies. Regarding the length of short movies, there is no set guideline. The maximum duration restriction for short movies is often determined by the criteria use by film festivals. We can learn a variety of language from short movies that isn't typically included in lessons or conversations in daily life. Because students' motivation to learn English frequently wanes, instruction is delivered through short films to pique students' curiosity and help them expand their vocabulary. Students at SMK Muhammadiyah 1 Wonosobo tend not to master English vocabulary. this happens because the learning media used is only the conventional method, namely the lecture method where the teacher explains the material and students only listen and write what the teacher says. so that students are often bored and do not pay attention to the learning. In every class at SMK Muhammadiyah 1 wonosobo wifi is provided, but the teacher has not utilized the wifi to be used in the learning process. In this study, researchers used short films taken from YouTube utilizing student handphones and wifi as a tool in the learning process. Students can now acquire and comprehend the meaning of English words more thoroughly thanks to short film education. Through the use of learning short movies, students can gain and understand the meaning of further English words from this point on.

Based on this background, the researcher wants to examine the short film on the YouTube channel "Blake Ridder". Blake Ridder is an award winning British director, writer and actor. He is best known for writing and directing in the multi award winning directorial debut feature film Help (2021). The English Teacher (2020), which won multiple awards, was one of the short films that Ridder wrote, directed, and starred in early in his career as a filmmaker. The four short movies, each lasting between twelve and eighteen minutes, will be the focus of the investigation. The brief movies suggest that the English vocabulary in the movies is easily comprehensible for students' studying the language. The movies include The English Teacher (2020), The Mother (2021), Help (2021), Bad People (2024).

---

[4] Javandalasta, P. (2011). *5 Hari Mahir Bikin Film. Surabaya* (M. Mutakin (ed.); Mumtaz Med).

The English Teacher (2020) talking about an asian man named Jin that wants to learn english with Mr. Robert. The Mother (2021), a short film, portrays the story of a mother who spoils her daughter Lucy. The story of the short film "Help (2021)" revolves around a young lady who discovers a dangerous secret about her friend, which causes her life to drastically change. The story of "Bad People (2024)" revolves around a smart woman who meets a mysterious stranger by chance in her hotel room. From the fours short movies, researcher use them as learning media in this study. The research is be carried out at SMK Muhammadiyah 1 Wonosobo.

SMK Muhammadiyah 1 Wonosobo serves as the foundation for Wonosobo, a vocational high school run by the Central Java Province's Muhammadiyah Regional Leadership Foundation (PWM). This School offers a variety of major programs, such as software engineering, marketing, accounting, and computer and network engineering. One of the schools in Wonosobo Regency with above-average quality is this one. Currently, the Merdeka curriculum is used in the learning process at SMK Muhammadiyah 1 Wonosobo. This school has made numerous accomplishments in both academic and extracurricular domains, according to the author's knowledge gleaned via the observation process before learning, through the official website of SMK Muhammadiyah 1 Wonosobo, and the Ministry of Education and Culture's data website.

In English language learning, understanding vocabulary is crucial, however students often don't have the motivation to commit new words to memory. For those who are interested, short movies in English serve as an indirect educational tool. Students' enthusiasm in studying can be piqued by watching short movies, particularly when it comes to expanding their vocabulary in English. The researcher hopes to improve student's vocabulary in English by using short movies based on the description provided above. Therefore, researcher are interested in taking the title *"The use of short movies taken from Blake Ridder youtube channel in improving students vocabulary at SMK Muhammadiyah 1 Wonosobo (Experimental research of the 10th grades students)".* It uses audiovisuals or animated graphics to try and stimulate students' interest in vocabulary learning. When teachers select educational videos, short films, or complete films that connect with the needs of their students, it will stimulate their interest, improve language use, and improve their awareness.

LITERATURE REVIEW

Hestiana & Anita (2022) stated that a vocabulary is a group of words, or more broadly, a set of terms that one can use to communicate with others and convey their thoughts, feelings, and criticism. The first and most important thing to acquire when learning English is vocabulary, which must be grasped.[5]

Short movies are not primarily condensed versions of feature films with long stories or merely instructional tools. Short films have unique qualities that set them apart from long story movies; they are neither easier nor more limited in scope. Nowadays, short films are technical tools that can be utilized in the classroom. In addition to spoken language, they include a wide range of visual elements and audio-visual experiences. Short films are audiovisual works that include a moving image, the speaker's voice, and the ability to replay them multiple times (Damayanti, 2021) [6]

The biggest and most well-known website for sharing videos online is YouTube. YouTube allows users to conduct a variety of assignments, including as creating videos, finding videos to watch, commenting and asking questions about videos, and simultaneously sharing free video clips (Suwarto et al., 2021).[7] YouTube has the potential to be used as a learning tool, as evidenced by the fact that millions of people access it daily on average. YouTube's primary offering in the education space is multimedia learning. For the past twenty years, learning through spoken and visual information has garnered a lot of attention (Shoufan & Mohamed, 2022)[8]. The intrinsic instructional affordance of videos for teaching and learning processes has been highlighted by a number of research (Bardakci, 2019). According to instance, Adhikari (in Bardakci, 2019) stated that YouTube is a popular information source and that governments and

---

[5] Hestiana, M., & Anita, A. (2022). the Role of Movie Subtitles To Improve Students' Vocabulary. *Journal of English Language Teaching and Learning*, *3*(1), 46–53.

[6] Damayanti, R., Supriyadi, D., & Nisa, K. (2021). Improving Students' Vocabulary Mastery Through Short Movie of The Fisrt Grade Students at SMAN 15 Bandar Lampung. *U-Jet: Unila Journal of English Language Teaching*, *10*(3).

[7] Suwarto, S., Muzaki, A., & Muhtarom, M. (2021). Pemanfaatan Media YouTube sebagai Media Pembelajaran pada Siswa Kelas XII MIPA di SMA Negeri 1 Tawangsari. *Media Penelitian Pendidikan : Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, *15*(1), 26–30.

[8] Shoufan, A., & Mohamed, F. (2022). YouTube and Education: A Scoping Review. *IEEE Access*, *10*(October), 125576–125599.

professional groups may provide value by posting high-quality videos that offer precise and in-depth information. [9]

Based on this previous knowledge as well as the researcher background, the researcher use short film content that was collected from the Blake Rider YouTube channel. Blake Ridder is an award winning British director, writer and actor. He is best known for writing and directing in the multi award winning directorial debut feature film Help (2021). The English Teacher (2020), which won multiple awards, was one of the short films that Ridder wrote, directed, and starred in early in his career as a filmmaker. The four short movies, each lasting between twelve and eighteen minutes, will be the focus of the investigation. The brief movies suggest that the English vocabulary in the movies is easily comprehensible for students' studying the language. The movies include The English Teacher (2020), The Mother (2021), Help (2021), Bad People (2024). The English Teacher (2020) talking about an asian man named Jin that wants to learn english with Mr. Robert. The Mother (2021), a short film, portrays the story of a mother who spoils her daughter Lucy. The story of the short film "Help (2021)" revolves around a young lady who discovers a dangerous secret about her friend, which causes her life to drastically change. The story of "Bad People (2024)" revolves around a smart woman who meets a mysterious stranger by chance in her hotel room. From the fours short movies, researcher use them as learning media in this study. The research is be carried out at SMK Muhammadiyah 1 Wonosobo.

In improving students' vocabulary, the researcher wants to present the application of short movies as a media in teaching vocabulary. The researcher wants to make it simpler for students to increase their command of vocabulary. The steps for learning vocabulary through short films are as follows. The teacher starts the lesson, and as part of this activity, the students get ready to watch a short film. The teacher then leads discussions to help the students expand their vocabulary. The teacher then instructs the class to concentrate on the story's character, setting, and plot. The teacher has the option to play the short film twice during the duration of the lesson. The teacher analyzes the students' performance in the previously shown short film as the final step. Based on the

---

[9] Bardakci, S. (2019). Exploring high school students' educational use of youtube. *International Review of Research in Open and Distributed Learning*, *20*(2), 260–278.

procedure of teaching vocabulary, the teacher supposes the following activities to be applied in the classroom.

RESEARCH METHODOLOGY

This research uses quantitative research through experimental with pre-test and post-test control group design. Researcher used studies with a pre-test and post-test control group design to conduct their quantitative research. True experimental research (true experimental design), according to Wirartha (in Faoziyah and Rohyati, 2019), aims to investigate potential causal relationships by applying one or more experimental groups, one or more treatment conditions, and comparing the outcomes with one or more experimental groups. The treatment conditions were not applied to more control groups. This experimental approach was chosen because the researcher wanted to discover how employing short movie media would affect the two sample groups' research participants' English vocabulary growth. Researcher used a pretest - and post-test experimental design.

The population of this research was all students from 10th graders students at SMK Muhammadiyah 1 Wonosobo. In the Experimental class contained approximately 27 students' and in the Control class contained approximately 25 students.

The sample of this research were two classes from all 10th grade in SMK Muhammadiyah 1 Wonosobo. The two classes would be the sample of this research. The researcher conducted an experiment by applying media short movie technique in the learning process in one class. While one other class only get learning as usual without using the media short movie.

This research was conducted at the SMK Muhammadiyah 1 Wonosobo location using data collection methods In this research, researcher used a pre-test and post-test control group conduct to gather data for this research. They were chosen at random and then conducted a pre-test to find out their starting level of competence. After that, short films were used to teach the experimental class, while conventional teaching techniques were the only methods used in the control group. After learning, a post-test was conducted to determine the differences in the understanding collected from the two classes.

RESEARCH FINDINGS AND DISCUSSION

1. **Apply the short movies to improve students' vocabulary at the 10th graders students of SMK Muhammadiyah 1 Wonosobo**

    In 10th graders students at SMK Muhammadiyah 1 Wonosobo, student's vocabulary increased especially by using shor movies. Data resultswere taken from 61 student's in two post-test calsses. It can be seen in table 4.1 in the experimental class that the pre-test average was 58,7 before being treated using a shor movies. Then, the average post-test score increased to 82,2 after being given treatment. Therefore, the average score of student's in the post-test experimental class was the highest compared to the pre-test experimental.

    Based on the normality test it is said be normal. Negative ranks or the difference (negative) between improving vocabulary learning results for the pre-test and post-test is 0 for both the value, mean rank, and sum of ranks. This values of 0 indicates that there was no aggregation (reduction) from the pre-test value to the post-test value. Positive ranks or the positive difference between improving vocabulary outcomes for the pre-test and post-test. In the output table above there are 31 positive data (N), which means that the 31 students experienced an increase in improving vocabulary outcomes from pre-test scores to post-test scores. The mean rank or average increase was 16,00, while the number of positive rankings or sum of ranks was 496,00. This is similarity of the pre-test and post-test scores. In the table above the ties values was 0, so it can be said that there were no equal values between the pre-test and post-test.

2. **Significant difference in vocabulary mastery between classes taught by using short movies and those taught without using short movies**

    Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result student	Based on Mean	.094	1	59	.760
	Based on Median	.151	1	59	.699
	Based on Median and with adjusted df	.151	1	58.539	.699
	Based on trimmed mean	.144	1	59	.706

Based on the output, it was known that the significant (Sig.) Based mean value was 0,760>0,05 so it can be concluded that the variance of the experimental class Post-Test data and the control Post-Test data was not the same or heterogeneous.

Based on the homogenity test by the "Test statistic" output, it was known that the Asymp sig (2-tailed) value was 0,00<0,05. So it can be concluded that "The hypothesis" was accepted. Thus it can be said that there was a difference in students improving vocabulary between the experimental class and the control class. Because there were significant differences, it can be ssaid that there was an influence of using the short movie method on student's improving vocabulary.

CONCLUSION AND SUGGESTION

Based on the results of the research that has been carried out, the researcher concluded that:

A. Conclusion

1. Student's difficulities in learning English, especially English vocabulary, can be overcome by implementing learning strategies that can make student's more active in learning and can help develop student's abilities. Active in learning and can help develop student's abilities.

2. The use of short movies is effective in increasing student's vocabulary. This can be seen from the difference in scores obtained in the experimental class and the control class. Based on the pre-test and post-test scores, the experimental class experienced an increased by 23,5%. Meanwhile, the control class only experienced an increase of 9,2%. These data show that the experimental class scores are higher than the control class.

3. Short movies can be used and adapted to each learning material. Therefore, the use of short movies hass a positive effect in learning English. Especially for increasing English vocabulary.

B. Suggestion

Based on the results of this resesarch, there are veral suggestion related to learning English vocabulary, including:

1.   For Teachers

      It is important for teachers to know the application of using short movie in increasing student's vocabulary. Teachers need to understand the difficulities experienced by student's and be able to measure student's abilities to be able to apply appropriate and effective learning methods, techniques or strategies. In application the use of short movies, researchers suggest that teachers arrange time in such a way. For example by using a projector or with each student's cellphone so that the use of short movies can be carried out well.

2.   For student's

      Student's must continue to pratice their english skills, one of which is increasing their english vocabulary. English vocabulary is an important aspect of learning English. By using short movies it will be aesier for student's to learn English.

3.   For other researchers

      This research was conducted in a relatively short time, so there are several shortcomings in the research that has been carried out. For other researchers who wish to use short movies or similar learning media, the researcher suggests adapting this use to class conditions or research subjects.

REFERENCES

Agustina, R. (2023). *The Effectiveness of Using Short Movies to Improve Vocabulary Mastery in SMP A. Wahid Hasyim*. *01*(01), 874685–874684.

Arini Mayanvauny. (2023). *Improving Students ' Speaking Ability By Using Practice Rehearsal Pairs Strategy At Tenth-Grade Students Of Smk Pelita Al-Quran Krasak Mojotengah Wonosobo*. *2019260033*.

Bardakci, S. (2019). Exploring high school students' educational use of youtube. *International Review of Research in Open and Distributed Learning*, *20*(2), 260–278.

Damayanti, R., Supriyadi, D., & Nisa, K. (2021). Improving Students at Vocabulary Mastery Through Short Movie of The Fisrt Grade Students at SMAN 15 Bandar Lampung. *U-Jet: Unila Journal of English Language Teaching*, *10*(3).

Erlina Intantiana Eka, Rikardus Nasa, & Yanto Yanto. (2023). Contrastive Analysis Between Lio Language And English (A Phonological View). *Fonologi : Jurnal Ilmuan Bahasa Dan Sastra Inggris*, *1*(4), 01–19.

Fitriani. (2021). *Ilallah Desa Sadang Kecamatan Jekulo Kabupaten Kudus : Studi Terapi Dzikir Bagi Ketenangan Jiwa Santri Dimasa Pandemi*.

Hardani, et all. (2023). Buku Metode Penelitian Kualitatif. In *Revista Brasileira de*

Linguística Aplicada (Vol. 5, Issue 1).

Hestiana, M., & Anita, A. (2022). the Role of Movie Subtitles To Improve Students' Vocabulary. *Journal of English Language Teaching and Learning*, *3*(1), 46–53.

Irvani. (2020). An Analysis of Students' Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar. *Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru*, *2507*(1), 1–9.

Jannah, B. P. dan L. miftahul. (2016). Metodologi Penelitian Kuantitatif. In *PT Rajagrafindo Persada* (Vol. 3, Issue 2).

Javandalasta, P. (2011). *5 Hari Mahir Bikin Film. Surabaya* (M. Mutakin (ed.); Mumtaz Med).

Kurnia, M., Rahmawati, M., & Fitriyana, W. (2020). Journal of English Language Education. *Playing E-QUIZZIZ with Kahoot! - Students Behavioral Engagement on Reading Comprehension through Kahhot!*, *1*(October), 28–39.

Lasharani & Al-Wazir. (2014). Uji Wilcoxon. *Imam Gunawan*, 1–6.

Lestiyanawati, R. (2021). Improving Students' Ability in Writing Recount Text by Using the Characters in the Films. *Journal of Language Intelligence and Culture*, *3*(1), 32–43.

Mentari. (2018). The Correlation Between Students Habit In Watching English Movie And Their Vocabulary Mastery (A Descriptive Research at the Eleventh Grade of SMK Negeri 1 Enrekang). *Energies*, *6*(1), 1–8.

Mulianti, S., Susanta, A., & Hanifah, H. (2023). The effect of geogebra-assisted STEM learning on the creative thinking student of SMK Negeri 1 Lebong. *Math Didactic: Jurnal Pendidikan Matematika*, *9*(1), 71–85.

Nasution Hamni. (2016). *Instrumen Penelitian dan Urgensinya Dalam Penelitian Kuantitatif*. 59–74.

Notoatmodjo, S. (2003). (2003). *Pengembangan Sumber Daya Manusia.* (Ed.rev, ce).

Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2017). Buku Ajar Dasar-dasar Statistik Penelitian. In *Sibuku Media*.

Perspektif, D., Islam, E., Untuk, D., Tugas, M., Syarat, M., & Sari, N. (2020). *Skripsi Skripsi*.

Ramadhanty, R., & Evitha, Y. (2021). Pengaruh Pengendalian Persediaan Bahan Baku Kain Terhadap Proses Produksi pada PT. Ratna Dewi Tunggal Abadi. *Jurnal Manajemen Logistik*, *1*(1), 29–37.

Rambe, K., Panjaitan, F., Aprilia, H., Tamba, W., Ambarita, D., Stkip,), & Antasari, P. (2019). The Effect Of Using Short Movie On Students' Achievement In Writing Narrative Text Oleh. *Jurnal Littera: Fakultas Sastra Darma Agung*, *I*(2), 250–255.

Revina Damayanti. (2021). I mproving students ' vocabulary mastery through Short movie of the first grade studentsat SMAN 15 Bandar Lampung. *Digilib.Unila.Ac.Id*, 64.

Rohmani, I., Muhsinin, & Rahmat, H. (2023). Use of Short Story To Improve Students' Vocabulary Mastery. *Satya Widya*, *39*(2), 126–134.

Rosalina, L., Oktarina, R., Rahmiati, & Saputra, I. (2023). Buku Ajar Statistika. *FEBS Letters*, *185*(1), 4–8.

Sari, S. N., & Aminatun, D. (2021). Students' Perception on the Use of English Movies To Improve Vocabulary Mastery. *Journal of English Language Teaching and Learning*, *2*(1), 16–22.

Shoufan, A., & Mohamed, F. (2022). YouTube and Education: A Scoping Review. *IEEE*

Access, *10*(October), 125576–125599.

Su, Y. R., & Fatmawati, F. (2019). Fostering Students' Self-Esteem in Speaking by Extending Speaking Activities in Social Media. *Pedagogy : Journal of English Language Teaching*, *7*(1), 65.

Suwarto, S., Muzaki, A., & Muhtarom, M. (2021). Pemanfaatan Media YouTube sebagai Media Pembelajaran pada Siswa Kelas XII MIPA di SMA Negeri 1 Tawangsari. *Media Penelitian Pendidikan : Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, *15*(1), 26–30.

Ulya. (2021). *The Use Of "Easy English Video" In Improving Students' Vocabulary The Student Of English Education Department Faculty Of Tarbiyah and Teacher Training*.

Wardah, W. (2022). Meningkatkan Hasil Belajar Penguasaan Kosakata Bahasa Inggris Melalui Penggunaan Model Make a Match. *LANGUAGE : Jurnal Inovasi Pendidikan Bahasa Dan Sastra*, *2*(2), 138–146.

Yudha, S. S., Khalawi, H., Hadi, S., Education, E., Progam, S., Education, E., Progam, S., Education, E., & Progam, S. (2020). *Vocabulary enhancement via three-step interview synergized with short video at the xi ips 2 grade students of sma n 1 ngadirojoin the academic year 2019/2020*. 1–9.