CHAPTER I

INTRODUCTION

1.1 Background

The field of English language education has undergone substantial transformations in recent years, driven by advancements in technology, the evolution of teaching methodologies, and an increasing emphasis on effective communication skills. In this context, the integration of digital media, particularly YouTube videos, has emerged as a promising tool to enhance language learning experiences, especially for young learners. According to Mayer's (2009) *Cognitive Theory of Multimedia Learning,* the combination of visual and auditory stimuli enhances comprehension and retention, making YouTube videos an effective medium for language acquisition.

Vocabulary plays a fundamental role in language acquisition and proficiency. As Huyen and Nga (2003, as cited in Kaosar, 2012) argue, vocabulary significantly influences the development of the four primary language skills: listening, speaking, reading, and writing. Cameron (2001:72) further asserts that vocabulary acquisition is the cornerstone of early language learning. Nation (2001) highlights that vocabulary knowledge comprises both receptive and productive skills, where learners must not only recognize words but also use them effectively in communication. Rost (2011) stated that among the four language skills, listening plays a very important role as the main channel for obtaining language input. While hearing is a passive sensory process, listening requires active cognitive involvement to process and understand the information received auditorily. Therefore, developing strong listening skills is crucial to improving overall language competence.

Despite the recognized importance of vocabulary, many students face _____ acquiring and retaining new words, particularly in English as a _____ guage (EFL) contexts. Conventional teaching methods, such as rote _____ and direct translation, often fail to engage students effectively, _____ ited vocabulary retention and a lack of enthusiasm for language

learning. Young learners, in particular, require interactive and visually stimulating learning experiences to sustain their interest and motivation. Schmitt (2008) emphasizes that effective vocabulary learning involves both incidental and intentional learning, where multimodal exposure, such as through digital media, significantly enhances acquisition.

A preliminary observation conducted at SMPN 1 Barru revealed that eighth-grade students struggle significantly with English vocabulary acquisition. Many students find it difficult to comprehend new words and apply them in context. The lack of engaging instructional strategies further exacerbates the problem, as traditional teaching methods do not cater to the diverse learning preferences of students. This phenomenon is compounded by the fact that students tend to be less interested in learning solely through audio or verbal explanations without engaging visual stimuli. Learning that relies only on auditory input often leads to quick boredom, difficulty in visualizing concepts, and consequently, low vocabulary retention. They require something more dynamic, interactive, and visual to maintain their attention and facilitate deeper understanding.

In response to this challenge, reserach are increasingly exploring innovative strategies to enhance vocabulary acquisition among young EFL learners. The use of YouTube videos, especially those featuring English-language fairy tales, has emerged as a promising alternative. These videos combine visual storylines with auditory input, creating an immersive learning experience that suits students' cognitive and affective learning styles. This aligns with the theories of Paivio (1986) and Mayer (2009) which demonstrate that the integration of multimedia resources in language instruction has been shown to increase engagement, comprehension, and retention. By choosing English fairy tales on YouTube, this research explicitly aims to address the students' lack of interest in purely audio-based learning. Fairy tales provide ...arratives and rich visual contexts, which are inherently more ...an static word lists or audio recordings. This approach is expected ...lent interest and simultaneously improve their vocabulary mastery.

Although previous studies have highlighted the potential benefits of digital media in language learning, empirical research specifically investigating the effectiveness of YouTube videos in improving vocabulary mastery among junior high school students remains limited. This study seeks to bridge this gap by examining the impact of English fairy tale YouTube videos on the vocabulary acquisition of eighth-grade EFL students. The selection of the title *"The Impact of English Fairy Tales in Youtube on Improving Vocabulary Mastery of EFL Students: at SMPN 1 Barru"* is based on the need to specifically test the hypothesis that visual-auditory narrative content like fairy tales can be an effective solution to the vocabulary retention and motivation issues found at SMPN 1 Barru.

The findings of this research are expected to contribute valuable insights to the field of English language education. By analyzing the role of YouTube videos in facilitating vocabulary learning, this study aims to provide educators, curriculum developers, and policymakers with evidence-based recommendations for integrating digital media into language instruction. Establishing a strong linguistic foundation at an early stage is critical, as it influences students' long-term language proficiency and overall academic success.

Moreover, many students struggle to connect their English lessons with real-life experiences. Parents also express concerns about the complexity of the English curriculum, finding it challenging to support their children's learning at home. This lack of parental guidance further hinders students' vocabulary development, making it essential to implement engaging and accessible instructional methods (Vygotsky, 1978). Vygotsky's theory of the Zone of Proximal Development (ZPD) emphasizes the importance of social interaction and support from the environment to facilitate learning. In this context, YouTube fairy tale videos can serve as an intermediary tool that bridges the gap between xisting knowledge and new knowledge they need to acquire, hen supported by teacher and peer interaction.

The use of YouTube videos in English language learning has the potential to enhance students' higher-order thinking skills. This approach encourages learners to engage in problem-solving, critical thinking, and reflective learning, as they analyze storylines, infer meanings, and apply newly acquired vocabulary in various contexts (Bloom, 1956). Bloom's Taxonomy, which categorizes learning objectives into cognitive levels, supports the idea that learning involving comprehension, application, analysis, and evaluation will lead to better retention. Fairy tale videos, with their complex narratives and diverse characters, allow students to move beyond simple memorization to higher levels of understanding.

Therefore, this study aims to empirically investigate the use of English Fairy Tales videos on YouTube in improving the vocabulary mastery of eighth-grade EFL students at SMPN 1 Barru. By assessing the impact of this digital intervention, the research seeks to provide validated insights that can inform evidence-based language teaching practices and curriculum design, ultimately contributing to more effective and engaging English language instruction. The selection of this research title directly reflects the focus on using a specific medium (English fairy tales on YouTube) to address a specific problem (vocabulary mastery) in a particular student group (EFL students at SMPN 1 Barru), all based on the phenomenon of students' lack of interest in traditional learning methods.

1.2 Research Question

Based on the description stated above, the researcher proposes the research questions as follows:

1. To what extent does using English Fairy Tales videos on Youtube improve EFL students' vocabulary mastery?
2. How do the students perceive the usage of English Fairy tales YouTube in their class as a relation to their vocabulary mastery?
3. do the teachers perceive about the use of English Fairy tales gh YouTube as an instrument to improve students' vocabulary ery?

1.3 Objective of the Research

The aim of this study is to know the process and to find out whether there is any impact of using YouTube videos by English Fairy Tales Lessons channel toward students' vocabulary mastery at second grade students of SMPN 1 Barru.

1. To mesure the effectiveness of using English Fairy Tales videos on YouTube in improving the vocabulary mastery of second-grade EFL students at SMPN 1 Barru.
2. To explore the students' perceptions of using English Fairy Tales YouTube videos in their class and its relation to their vocabulary mastery.
3. To investigate the teachers' perceptions of using English Fairy Tales YouTube videos as a tool to enhance students' vocabulary mastery.

1.4 Significance of the Research

This research was expected to bear both theoretical and practical implications, especially for educational practices at the secondary level of provincial government. The result of this research is expected to provide some theoretical and practical advantages for the following parties.

1. This research contributes to theoretical advancements in the field of language education by the context of using digital media to enhance vocabulary acquisition among young EFL learners. This research seeks to offer valuable insights into how English Fairy Tales videos on YouTube can be effectively integrated into classroom instruction to improve vocabulary mastery. This research enriched the theoretical framework of the Cognitive Theory of Multimedia Learning by providing empirical evidence on how multimedia tools, particularly narrative-based content such as fairy tales, influence vocabulary acquisition among EFL students. This research helped to understand how visual auditory stimuli from YouTube videos can facilitate deeper cognitive essing of language and contribute to vocabulary retention.

2. Practical Significance:

    Practically, this study offers several benefits for key stakeholders in the field of education. For researchers, the findings can serve as a foundation for future investigations related to the use of YouTube videos and their impact on English language teaching, particularly in vocabulary development. For students, this study aims to support their English learning process by encouraging them to engage with English Fairy Tales videos on YouTube—by watching and reflecting on the stories—which can foster more meaningful vocabulary acquisition. Teachers may also benefit from the integration of technology-enhanced tools such as YouTube videos, which can help create more interactive, engaging, and student-centered learning environments. Furthermore, by collecting and analyzing real-world data on the effectiveness of YouTube in language instruction, this research has the potential to inspire further studies and inform curriculum development and teaching methodologies to better meet the needs of today's learners.

1.5 Scope of the Research

This study is limited to investigating the impact of English Fairy Tales videos on YouTube on the vocabulary mastery of eighth-grade EFL students at SMPN 1 Barru. The research focuses exclusively on vocabulary acquisition, and does not address other language skills such as listening, speaking, reading, or writing. The study examines vocabulary improvement based on the comparison between pre-test and post-test scores, using a one-group pre-experimental design.

The research was conducted over a specific period during the second semester of the 2024/2025 academic year, involving a single class of eighth-grade students as the research subjects. Additionally, the findings are limited to the context of the selected school and student group, and therefore may not zed to broader populations without further study.

CHAPTER II
LITERATURE RIVIEW

2.1 Previous Studies

The use of YouTube in English language learning has gained increasing attention across various educational contexts, from elementary to higher education. Numerous studies have demonstrated that video-based instruction contributes positively to vocabulary acquisition, motivation, and student engagement in EFL classrooms. These findings have established a strong foundation for understanding the benefits of multimedia learning, particularly through platforms such as YouTube.

The first relevant study in this area was conducted by Bhusaery (2024), entitled "*Learning Vocabulary through YouTube Videos*" aimed to investigate students' responses to the use of YouTube as a medium for vocabulary learning in English as a Foreign Language (EFL) classrooms. Employing a qualitative research approach through classroom observations and interviews, the study revealed that students responded positively to the integration of YouTube videos in their learning process. The visual and auditory elements provided by the platform allowed learners to establish stronger associations between new words and their meanings, thereby improving both vocabulary retention and contextual understanding. Moreover, the authentic language exposure through real-life scenarios in the videos enhanced learners' engagement and comprehension. Students reported that the use of YouTube made learning more enjoyable, interactive, and less monotonous compared to traditional textbook-based methods. This research concluded that YouTube serves as an effective and motivational learning tool that supports vocabulary acquisition in EFL contexts by combining entertainment with education.

Building on the multimedia learning theme, Parra et al. (2024) carried out a study entitled *"Mobile-Assisted Learning Using YouTube Videos"* which investigated how mobile devices supported vocabulary learning through l video content. The researchers used a mixed-methods design oth quantitative surveys and qualitative interviews to analyze earning experiences. The results demonstrated that learners were

more engaged and motivated when using YouTube on their smartphones, particularly when spaced repetition techniques were employed to reinforce learning over time. Many participants reported regularly using YouTube to access academic content, suggesting a shift in learner preferences toward multimodal resources. The flexibility offered by mobile learning enabled students to study vocabulary anytime and anywhere, which contributed to consistent practice and self-paced learning. The study concluded that integrating YouTube into mobile-assisted instruction not only increased learner autonomy but also fostered a more engaging and context-rich vocabulary learning environment.

Another significant contribution to this field came from Sabrina and Nurazizah (2024) in their study *"Authentic Video Content for Vocabulary and Listening Skill Development"* to explore how exposure to real-life video materials from YouTube impacts students' vocabulary acquisition and listening comprehension. Using a classroom-based action research model, the researchers incorporated authentic videos into lesson plans for EFL learners and evaluated progress through pre- and post-tests as well as student reflections. The results revealed significant improvement in students' vocabulary range and listening accuracy, as they were exposed to various accents, speech speeds, and contextualized uses of vocabulary. The use of real-world language helped students better understand idiomatic expressions and pronunciation patterns. Students also expressed that they found the learning process more enjoyable and less intimidating when lessons involved relatable and meaningful content. The study concluded that authentic videos play a crucial role in promoting language exposure and comprehension, especially in enhancing vocabulary through contextual and auditory learning experiences.

In a different yet complementary study, Baroroh (2021) explored the effectiveness of subtitled YouTube videos in vocabulary instruction through a pretest-posttest design. Her research, entitled *"Enhancing Mastery through Subtitled YouTube Videos"* which examined the ss of subtitle-supported videos in improving students' vocabulary

skills. The research used a one-group pretest-posttest design, where students' vocabulary knowledge was assessed before and after the intervention involving English-language videos with subtitles. The findings showed a marked increase in vocabulary test scores post-intervention, indicating that subtitles helped learners understand and retain new words more effectively. Participants reported that the presence of subtitles made it easier to connect spoken words with their written forms and meanings, thus reinforcing both listening and reading skills. Furthermore, students described the learning experience as enjoyable and stress-free, suggesting that subtitled videos not only facilitated vocabulary development but also created a positive emotional climate for learning. This study emphasized the pedagogical value of subtitles in supporting multimodal vocabulary instruction.

In a more experimental framework, Kurniawan (2023) conducted a comparative study entitled *"The Effect of Subtitled Videos on Vocabulary Acquisition"* sought to compare the vocabulary learning outcomes of students who watched subtitled videos against those who did not. Using a quasi-experimental design with control and experimental groups, the research measured students' vocabulary knowledge before and after watching English-language videos. The results showed that the group exposed to subtitles performed significantly better in post-tests compared to the non-subtitled group. Students in the experimental group also reported a more relaxed and focused learning experience, attributing this to the dual input of visual text and spoken language. The study concluded that subtitles act as effective scaffolding tools that enhance vocabulary recognition, retention, and contextual understanding, making them a valuable asset in language classrooms.

Expanding on the importance of multimodal learning, Jeliseh et al. (2022) presented a study entitled "*The Role of Multimodal Input in Vocabulary Learning*". Jeliseh et al. explored how the combination of various input ₂ual, auditory, textual, and contextual—contributes to vocabulary nt in EFL learners. Utilizing a qualitative case study approach, the nvolved classroom interventions where students were exposed to

instructional videos, images, and text simultaneously during vocabulary instruction. The findings indicated that multimodal input significantly enhanced students' ability to understand and remember new words, as learners could access multiple forms of information to support meaning-making. The study highlighted that when students received visual cues alongside verbal explanations, their comprehension deepened, and engagement levels increased. The researchers concluded that multimodal teaching not only supports diverse learning styles but also reinforces word knowledge through repetition and cross-modal reinforcement.

A study focusing on younger learners was carried out by Hakim (2019), who examined the impact of YouTube videos on vocabulary learning among primary school students. Entitled "*Video-Based Vocabulary Instruction in Primary School*", focusing on how elementary school students responded to vocabulary instruction using YouTube videos. The research involved young EFL learners and assessed the effectiveness of animated and narrative-style videos in enhancing vocabulary acquisition. Data collected through observations, vocabulary quizzes, and student interviews revealed a significant increase in vocabulary mastery after exposure to video-based lessons. Students demonstrated higher levels of enthusiasm, participation, and retention, largely due to the engaging visuals and storytelling elements present in the videos. Teachers also noted improvements in student motivation and attention span. The study concluded that video-based instruction is highly suitable for primary school settings, offering a dynamic and multisensory approach that makes vocabulary learning more accessible and enjoyable for young learners.

In relation to learner motivation, Hia (2021) contributed a study titled "*YouTube's Influence on Learner Motivation*". This research examined how the use of YouTube videos in English instruction impacted the motivation levels of ninth-grade students. Through classroom implementation and the ion of motivation surveys and interviews, the study found that hibited increased enthusiasm and engagement during lessons that d educational YouTube videos. Learners appreciated the

relevance of the content and the diversity of topics, which helped maintain their interest and encouraged more active participation in learning activities. The research also highlighted that YouTube provided exposure to authentic language and real-life situations, which students found both stimulating and useful. The study concluded that integrating YouTube into classroom instruction can play a vital role in boosting student motivation, particularly when lessons are designed around relatable and visually appealing materials.

Turning to digital narratives, Samsi (2016) explored the impact of digital storytelling on vocabulary learning in a study entitled "*Digital Storytelling in Vocabulary Learning*". This research focused on secondary school students and examined how narrative-based videos influenced vocabulary acquisition and student engagement. Using a classroom action research design, the study integrated digital storytelling into several lesson units, followed by vocabulary tests and student reflections. The findings showed that students not only acquired more vocabulary but also demonstrated improved comprehension of word usage within context. The narrative format helped students connect emotionally with the material, making it easier to remember and apply new vocabulary. The research supported previous claims by Hartley and McWilliam (2009) about the effectiveness of digital media in fostering engagement, and concluded that digital storytelling offers a meaningful and context-rich strategy for vocabulary instruction.

Finally, a study by Katiandagho (2023) entitled "*University Students' Perceptions of YouTube as a Learning Tool*" explored how undergraduate EFL learners perceived the role of YouTube in supporting their vocabulary development. Employing a descriptive survey method, the researcher gathered responses from university students who regularly used YouTube for English learning purposes. The results indicated that students found YouTube highly beneficial due to its authentic content, flexible accessibility, and the opportunity to control the pace of learning. Participants appreciated the variety ative speaker exposure, and the ability to replay difficult segments needed. The study emphasized that YouTube not only enhances acquisition through repeated and contextual exposure but also

empowers learners to take charge of their learning journey. It concluded that YouTube functions effectively as a supplementary tool that fosters learner autonomy, engagement, and continuous vocabulary improvement.

Based on several previous studies, these studies have tended to have a broader scope or a different focus. Generally, prior research has highlighted the potential of digital media to enhance overall language learning experiences, including YouTube's role in facilitating language acquisition, boosting motivation, and sustaining student attention. Some studies may have touched upon aspects of vocabulary acquisition but often lacked sufficient empirical depth or specific targeting of particular demographic groups.

The identified gap is the scarcity of empirical research explicitly investigating the effectiveness of YouTube videos in the specific context of improving vocabulary mastery among junior high school students. This implies that, while there is a general acknowledgment of digital media's benefits, robust and focused evidence demonstrating how YouTube videos can directly and effectively contribute to vocabulary development at this educational level has been lacking. Previous studies might have focused on other skills (e.g., listening with subtitles, reading comprehension) or different age groups (e.g., university students).

This study precisely bridges this gap by specifically examining the impact of English fairy tale YouTube videos on the vocabulary acquisition of eighth-grade EFL (English as a Foreign Language) students. By concentrating on a specific age group (junior high school students) and a particular type of content (fairy tales), and empirically measuring vocabulary mastery, this study provides more focused and relevant evidence. Furthermore, this research goes beyond general studies on digital media use by exploring student and teacher perceptions of the efficacy of this video-based learning method, offering more comprehensive and holistic insights.

2.2. Theoretical Background

2.2.1 Defenition of Language

Language is a system of communication that consists of a set of spoken, written, or signed symbols that are used by the people of a particular group or community to express thoughts, emotions, ideas, and intentions. It is a vital means through which humans convey meaning and interact with one another. As Sapir (1921) stated, "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols." This definition highlights language as a uniquely human trait that is both symbolic and intentional in nature.

Furthermore, language is not only a medium of communication but also a carrier of culture and a tool for cognitive development. According to Vygotsky (1978), language plays a central role in mental development. He emphasized that language is the primary tool of intellectual adaptation, which implies that through language, learners internalize knowledge and construct understanding.

Bloomfield (1933) defined language as "the totality of utterances that can be made in a speech community." This definition underscores the structural and functional aspects of language as it is used in real contexts. In the field of linguistics, language is studied in terms of its components such as phonology, morphology, syntax, semantics, and pragmatics.

In the context of language learning, acquiring a language involves mastering its structural rules and being able to use it effectively in various social and academic settings. One of the fundamental components that supports this process is vocabulary, which serves as the building blocks for expressing and understanding meaning in communication. A learner's ability to speak, listen, read, and write in a second or foreign language is heavily dependent on their knowledge and use of vocabulary. Therefore, before vocabulary in detail, it is essential to understand the nature of s the foundation upon which vocabulary functions.

2.2.2 Definition of Vocabulary

In general, vocabulary refers to the set of words that a person or a particular language or field of knowledge knows and uses. It includes the words, phrases and concepts that the individual understands, recognizes and uses in communication. Vocabulary is critical to mastery of a language as it enables individuals to communicate, express and interact effectively in oral and written form. Building a strong vocabulary is crucial for learning and developing various skills such as listening, speaking, reading and writing. One fundamental element of communication is vocabulary. Additionally crucial to the acquisition process is vocabulary. Acquires will not be able to take part in conversation if they do not understand the meaning of the main words used by individuals who addressed them. One of the knowledge domains in language that is crucial to language learners' language acquisition is vocabulary (Cameron, 2001).

There are several definitions of the vocabulary that have been proposed by some experts. According to Hatch and Brown (1995:37), the term vocabulary refers to a list or set of words for a particular language or to words that individual speaker of a language may use. Hornby in Alqahtani (2015) mentions his definition of vocabulary as a list of words with their meanings. This means that students should have a certain amount of vocabulary before they can use a language because it is an essential element of language that students use in communication.

a. Vocabulary Mastery

Mastering vocabulary is one of the ways to speak better and avoid misunderstandings. This is important because vocabulary plays an important role in constructing the idea conveyed by a language. Since school is one of the places of learning, teachers, as speakers of the target language, must be good role models who technically attract students' attention so that they learn and practice (Harmer, 1985: 8).

cabulary is one of the fundamental things if we want to master the language. We cannot develop our English skills without mastering vocabulary. Nowadays, English is a lingua franca that connects

people from different countries. English is used in the international community among people. On the other hand, English is a foreign language in Indonesia. Moreover, there are many institutions or courses where English is taught as a major subject. This is to meet the demands of the age of globalization. The Indonesian authorities have made English a compulsory subject at all levels. However, the author will focus on the subject of English, which typically concerns vocabulary in junior high school. The more one thinks about this topic, the more it seems to make sense to explain that lexis is the level at which we should start. Also, syntax needs to be integrated into the phrasing program and not the other way around. Learning a second/foreign language requires a variety of talents, skills and components. One of the most important aspects of learning a new language is vocabulary.

Learning vocabulary is a main element of language. It can be considered as the most crucial factor in improving students' English language skills. According to Huyen and Nga (2003) Vocabulary has an important role in improving language skills, especially in English. Therefore, learning vocabulary is an important part for students in the language-learning process. Vocabulary becomes a basic competency to then learn the four skills (listening, speaking, reading & writing) in English. Cameron (2001) Stating that vocabulary is the initial stage that must be learned and mastered by students because students will find it difficult to learn more about the main language English if students do not know and master a lot of vocabulary as a foundation.

b. Kinds of Vocabulary

Haycraft (1978 cited in Hatch and Brown 1995), indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.

There are many kinds of vocabulary according to Expert, Thornbury (2002:3) states that the kinds of vocabulary classification, as follow:

a. Word Classes

Word classes are often called part of speech. Part of speech consists of noun, verb, adjective, preposition, and conjunction.

1) Noun

Noun is one of most important part of speech. It is usually used as subject or object. It is an arrangement with the verb helps to form the sentence. It could be the neame of person, place, thing or idea. Examples of noun: Nila, chair, elephant, etc.

2) Pronoun

Pronoun is suitable word. It is used to substitute person, thing, animal, ect. It can be seen from the table below:

Personal pronoun is to substitute word of person. It is used as normative (subject), accusative (object), possessive adjective and possessive pronoun. Examples: My name is Nila; she is teacher; Her baby is cute.

1) Verb

Verb is the word which expresses an action or a help to make a statement. It is usually used as predicate in a sentence. Examples of verb: Rina eats bread; I like butterfly.

2) Adjective

Adjective is a word used to qualify noun or pronoun. Examples of adjective: old, new, smart, lazy, etc. example in sentence: he is clever student; my brother islazy boy.

3) Adverb

Adverb is a word used for qualifying the meaning of verb, adjective, or another adverb. Examples: Mrs. Desi is teaching in the classroom.

4) Conjunction

Conjunction is word related to one word to another one, one sentence to another one. Example: My father like apple and banana; I want buy a cake but I have not money

b. Word Families

1) Affixes

Affixes are future of grammar of most language. Example: look; looking; looked.

2) Inflexion

Inflexions are the different grammatical forms of a word. Example: plays; playing; and played are inflexions of play.

3) Derivative

Derivative is a word that is resulted from the addition of an affix to a root, and which has a different meaning form the root. Example: player; replay; and playful are derivation of play.

c. Word formation In English word formation is called composite form of word, such as:

1) Compounding is the combining of two or more independent words, examples: second-hand, word processor, typewriter.

2) Blending is two words can be blended to form one new one. Example: breakfast + lunch = brunch; information + entertainment = infotainment.

3) Conversion is the process a word can be co-opted from on part of speech and used as another.

4) Clipping is a new words can be coined by shortening or clipping longer words. Examples: flu from influenza; email from electronic mail.

These different types of vocabulary are used to provide details about the classification of words in vocabulary learning, such as word classes, word families and word formation. The classification of words is used to help students know which part of the words they will use. In this study, the researcher uses the word classes such as nouns.

2.2.3 Step in Vocabulary Learning

To learn something, we need a procedure or a step, as is the case with learning vocabulary. There is a very clear model in which the strategies for learning vocabulary are divided into five essential steps (Hatch and Brown, 1995:373).

Those are explained as follows:

a. Encountering new words

The first important step in vocabulary learning is the encounter with new words. Learners' strategies here included "learning new words by reading books", "listening to the radio and watching TV" and "reading newspapers and magazines".

b. Getting the word form

The second step in learning vocabulary seems to be to get a clear picture - visual or auditory or both. This is important so that learners don't make mistakes when asked to write or say words they already know.

c. Getting the word meaning

The third important step in learning vocabulary is to get an idea of the meaning of the word. This involves asking a native English speaker what the words mean or looking the words up in the dictionary, such as oxford or Cambridge dictionary. This can be a follow-up after you have guessed the meaning from the context. However, learners need to know not only the general meaning, but also another, specific meaning, as the specificity of the meaning may vary.

Consolidating word from and meaning in memory

The fourth necessary step that Brown points out is the consolidation of form and meaning in memory. Many types of vocabulary learning drills such as flashcards, matching exercises, crossword puzzles, etc. strengthen the link between form-meaning.

e. Using the word

The final step in learning the word is the use of the word itself. Some would argue that this final step is not necessary if only a receptive knowledge of the word is desired. However, the use of the word is essential to make it active and not passive

2.2.4 Definition of YouTube

YouTube is a video sharing service that allows users to watch videos posted by other users and upload their own videos. The service was launched in 2005 as an independent website and was acquired by Google in 2006. Videos uploaded to YouTube can appear on the YouTube website and can also be published on other websites, even though the files are hosted on YouTube. The Users can find a wide range of content on YouTube, including music videos, educational content, vlogs, tutorials, reviews and much more. The platform allows individuals and organizations to engage with a diverse audience, and users can interact with videos by commenting, liking and subscribing to channels. YouTube has become an important part of internet culture and serves as a platform for entertainment, information dissemination and community engagement.

2.2.5 Teaching Vocabulary Using Video

Acquiring proficiency in English vocabulary involves comprehending the meanings of words and their application in communication. As noted by Palmberg (in Sukmawati, 2006:10), mastering a foreign language involves ing and understanding words in both spoken and written forms. olies that learners should not only be capable of spelling or cing words but also of discerning their categorization and meaning

when incorporating them into grammatically correct sentences. Furthermore, learners should be adept at expressing these words verbally. In summary, students can be considered to have mastered English vocabulary if they can pronounce words correctly, understand their categories and meanings, use them appropriately in grammatical contexts, and articulate them effectively in speech.

Hornby (1995:125), stated that "teaching" is defined as giving instruction to somebody"s knowledge, skill, etc. Building upon this concept, teaching vocabulary involves the instructor providing students with knowledge about words and guiding them on how to apply this knowledge in their everyday lives. In essence, the process of teaching vocabulary entails equipping students with an understanding of words and how to effectively incorporate them into their daily communication.

Harmer (2001:155) provides an extensive overview of various techniques for teaching vocabulary, which can be summarized as follows:

1) Demonstration

   The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2) Explanation

   The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3) Discovery

   The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

4) Check Question

   The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

Furthermore, Allen (1983) also stated several techniques of vocabulary teaching that can be prepared and selected as follows:

1) Demonstration

   The techniques included in the demonstration are gesture and action performing. Teachers can use real objects and commands. A teacher can demonstrate the material using real objects available in class such as books, pencils, windows, etc.

2) Visual Aids

   Visual means something that is visible. Teachers can use visual aids in teaching vocabulary to enable students to observe and identify objects clearly. In addition, visualization can attract students" interest in learning vocabulary.

3) Verbal Explanation

   A verbal explanation can be done by defining and translating. The teacher can use the explanation in the student's own language, the definition in simple English, and use vocabulary that students already know to show the meaning.

4) Word List

   When using the word list technique, the teacher should pay attention to some vocabulary choices. The words taught must be related and in accordance with the needs of students and according to their level.

The purpose of this research is to investigate how vocabulary might be taught through the use of YouTube videos, which are essentially brief online videos. Videos serve as a communication tool that conveys information. Students can observe movements and facial expressions in videos, which can help to clarify meanings that are given through intonation and tone of voice.

vantages using Video

ne of the advantages of YouTube is the fast access to an extensive
free video content, making it a valuable resource for pedagogical

applications, particularly in language learning. This platform facilitates improvements in various language skills, including vocabulary, pronunciation, accent, and voice modulation for learners. Additionally, the incorporation of YouTube as a teaching tool provides authentic examples of daily English, featuring high-quality visuals and sound. This authenticity is pivotal for an effective learning experience, keeping students engaged and interested. Furthermore, the user-friendly nature of YouTube makes it easy for teachers to implement without encountering significant challenges.

Harmer (2001: 284) states there are many advantages in using videos in the teaching and learning process:
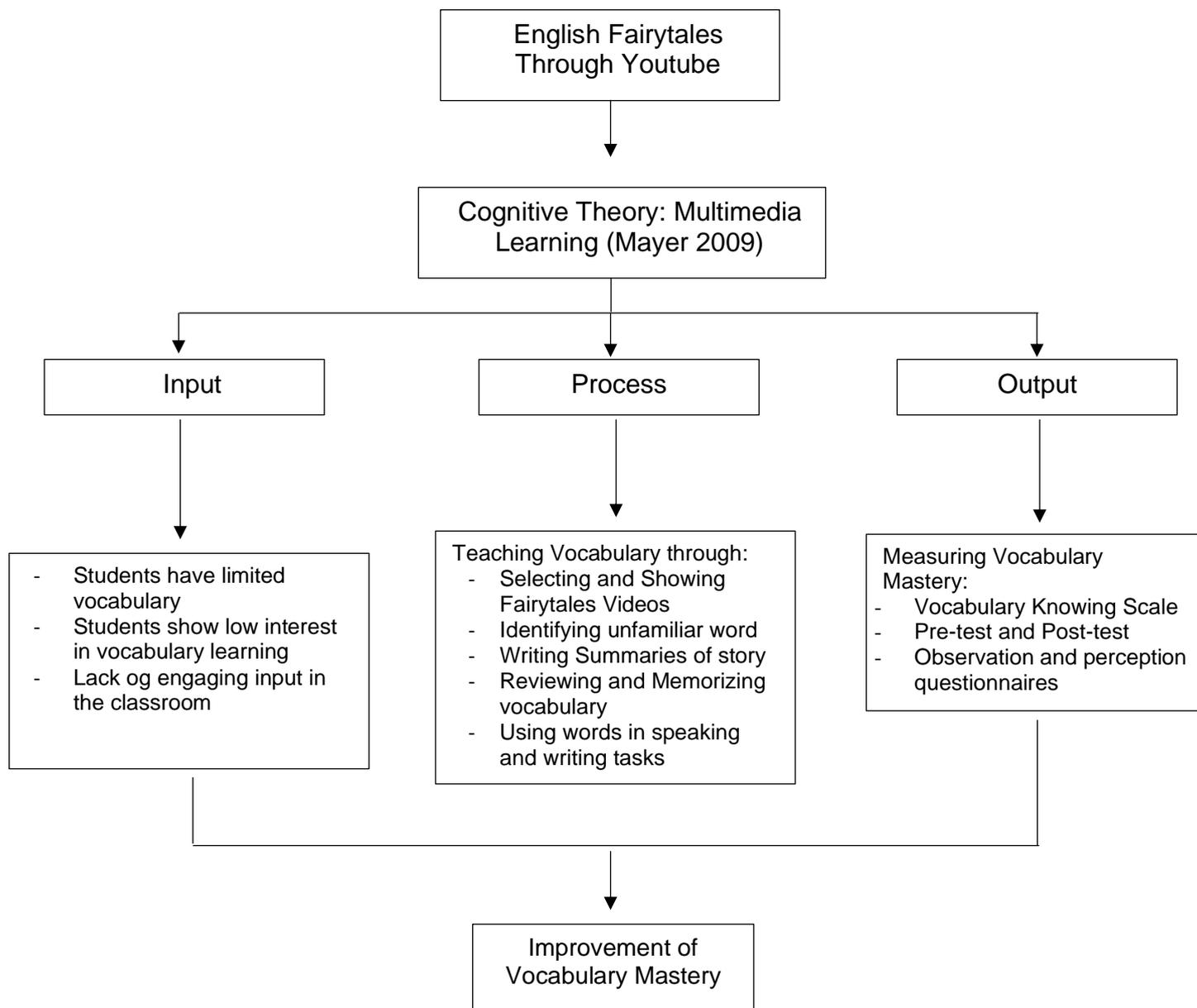
a. Seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.

b. Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

c. The power of creation, when students use video cameras themselves, they are given the potential to create something memorable and enjoyable.

d. Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

Based on the explanation above, we can see that there are many advantages of using YouTube videos as a media for teaching vocabulary mastery. The integration of visual and auditory elements enables learners to better understand and retain new vocabulary, while also making the learning process more dynamic and enjoyable. Moreover, the contextual ʼentic nature of video content, especially when presenting real-life -based scenarios, fosters deeper engagement and motivation tudents.

2.3 Conceptual Framework

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        ┌─────────────────────┐
        │   English Fairytales │
        │   Through Youtube    │
        └─────────────────────┘
                   │
                   ▼
     ┌──────────────────────────────┐
     │ Cognitive Theory: Multimedia │
     │   Learning (Mayer 2009)      │
     └──────────────────────────────┘
```

Input	Process	Output
- Students have limited vocabulary - Students show low interest in vocabulary learning - Lack og engaging input in the classroom	Teaching Vocabulary through: - Selecting and Showing Fairytales Videos - Identifying unfamiliar word - Writing Summaries of story - Reviewing and Memorizing vocabulary - Using words in speaking and writing tasks	Measuring Vocabulary Mastery: - Vocabulary Knowing Scale - Pre-test and Post-test - Observation and perception questionnaires

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        ┌─────────────────────┐
        │   Improvement of    │
        │  Vocabulary Mastery │
        └─────────────────────┘
```

Figure 2.1 Conceptual Framework

This study is based on established learning theories, particularly Mayer's (2009) Cognitive Theory of Multimedia Learning, which asserts that combining visual and auditory inputs enhances learning. This supports the YouTube English fairy tale videos to improve EFL students' ary.

The conceptual framework consists of three interconnected components: input, process, and output. The input refers to the initial condition of students, characterized by limited vocabulary knowledge and low learning motivation—especially when English vocabulary is taught through conventional methods such as textbooks or audio-only materials. The process involves the implementation of a multimedia-based approach, in which vocabulary is taught through YouTube English Fairy Tales. This includes visual storytelling, synchronized audio narration, and interactive vocabulary tasks such as identifying key words, summarizing stories, and reviewing target vocabulary through guided activities. The output focuses on evaluating the improvement in students' vocabulary mastery after the treatment. This is assessed through pre-tests and post-tests, along with perception questionnaires. The evaluation follows Paribakht and Wesche's (1993) Vocabulary Knowledge Scale, enabling both quantitative measurement and insight into students' vocabulary learning experiences.

Overall, this theoretical framework supports the hypothesis that utilizing English Fairy Tales videos from YouTube in classroom instruction can offer meaningful, contextual, and engaging vocabulary learning experiences. The following diagram illustrates the conceptual framework that guides this study.

2.4 Research Hypothesis

This research tested the following hypothesis:

1. Null Hypothesis (H0)

   The use of English Fairy Tales through YouTube videos does not significantly improve the vocabulary mastery of second grade EFL students at SMPN 1 Barru

2. The alternative hypothesis (Ha)

   The use of English Fairy Tales through YouTube videos significantly improved the vocabulary mastery of second grade EFL students at SMPN 1.