

CHAPTER I

INTRODUCTION

This chapter discusses the research background, research questions, research purpose, significance of the study, scope of the study, conceptual framework, hypothesis, and previous studies related to the present research.

A. Research Background

In the context of education and the workplace, English plays an important role in communication, access to information, and professional development (Natsir et al., 2022). In vocational education, English is therefore expected to support not only students' general language proficiency but also their future occupational needs (Mahbub, 2018). This need is particularly relevant to students in Office Management, who may encounter English in various workplace situations, such as handling office documents, communicating in professional settings, and understanding administrative terminology (Murdanianto & Mas Muhammad, 2026). Thus, English learning in vocational education needs to consider the language demands of students' specific fields and future workplaces.

One important component of English learning is vocabulary. Vocabulary knowledge enables learners to understand and express meaning and involves knowledge of word form, meaning, and use (Nation, 2001). Vocabulary knowledge is also associated with learners' overall English proficiency in listening, speaking, reading, and writing (Miralpeix & Muñoz, 2018). For this reason, vocabulary development is an important part of English learning, particularly when learners are expected to use English for academic and professional purposes. In vocational education, vocabulary learning should also reflect the language needs of students' specific fields of study and future occupations (Natsir et al., 2022).

For Office Management students, such vocabulary includes terms related to office equipment, administrative documents, office activities, and professional environments. Knowledge of these words can support students in understanding workplace-related information and communicating in office-

related situations (Murdanianto & Mas Muhammad, 2026). However, based on the researcher's teaching experience during the Field Experience Program (PPL) at SMK Muhammadiyah 2 Cibiru, several Office Management students appeared to have limited prior knowledge of English vocabulary. They experienced difficulties in understanding unfamiliar words and participating actively in classroom activities, which is consistent with the vocabulary difficulties reported by Salam and Nurnisa (2021). Some students also appeared hesitant when answering questions or expressing their ideas in English, particularly when they were unsure about the vocabulary they needed to use.

In addition, classroom observations indicated that English learning activities were largely supported by teacher explanations and textbook-based activities, with limited use of interactive learning media. Maulana (2023) reported that appropriate learning media can support students' involvement in the learning process. The limited use of interactive media may also make vocabulary learning less varied, particularly for students who need repeated exposure to new words in meaningful contexts (Hidayat et al., 2022). Providing students with more varied digital learning materials can create additional opportunities to engage with English and interact with learning content (Maisani et al., 2022). Therefore, learning media that provides varied vocabulary input and opportunities for students to encounter words in meaningful contexts may help address the learning needs identified at the research site.

One possible medium for providing such input is multimedia-based learning, which combines verbal and visual forms of information. Mayer (2009) explains through the Cognitive Theory of Multimedia Learning (CTML) that learners process information through verbal and visual channels and actively integrate these representations to construct meaningful learning. This principle provides a theoretical basis for presenting vocabulary through more than one form of information rather than relying solely on written explanations. One digital platform that can provide this type of multimedia-

based input is YouTube. Watkins and Wilkins (2011) explain that YouTube can be integrated into EFL learning, while Moghavvemi et al. (2018) identify its potential as a supplementary educational resource.

Previous studies have provided empirical evidence of the use of YouTube for vocabulary learning. Kaboocha and Elyas (2018) reported positive vocabulary learning outcomes following YouTube-based multimedia instruction. In vocational contexts, Nurfadilla et al. (2024) and Syarif et al. (2024) also reported improvements in students' vocabulary mastery after the use of YouTube videos. More recent studies by Trijunianti et al. (2025) and Julianti et al. (2026) similarly found positive improvements in vocabulary achievement following YouTube video-based learning. These findings indicate that YouTube has potential as a medium for supporting English vocabulary learning, including in vocational education.

The positive findings from these studies suggest that video-based learning can provide useful support for vocabulary development by exposing learners to English through audiovisual materials. However, the use of YouTube in vocabulary learning also needs to consider the relevance of the learning materials to students' needs and learning contexts. For vocational students, vocabulary that is connected to their specific field may provide more relevant language input for their academic and professional preparation (Mahbub, 2018). Therefore, examining YouTube-based learning with vocabulary that reflects students' vocational field remains important.

Although previous studies have demonstrated the potential of YouTube for vocabulary learning, a contextual gap remains. Previous vocational studies have mainly involved Software Engineering students or vocational students in general (Nurfadilla et al., 2024). Limited attention has been given to Office Management students and vocabulary specifically related to their vocational field. Therefore, the present study investigates the effectiveness of YouTube Video-Based English Vocabulary Learning on Office Management students' vocabulary mastery at SMK Muhammadiyah 2 Cibiru. The study focuses on selected English nouns related to Office Management and examines students'

vocabulary mastery through a pre-test and post-test to determine their vocabulary mastery before and after the implementation of the treatment.

B. Research Questions

The application of variable X (YouTube Videos) on variable Y (vocabulary mastery) is the main subject of this study. There are three questions in this study. The following research questions are developed based on the preceding study background:

1. How is the vocabulary mastery of Office Management students before the implementation of YouTube video-based English vocabulary learning?
2. How is the vocabulary mastery of Office Management students after the implementation of YouTube video-based English vocabulary learning?
3. How significant is the improvement of Office Management students' vocabulary mastery before and after the implementation of YouTube video-based English vocabulary learning?

C. Research Purpose

In line with the research problem above, the objectives of this study are:

1. To determine the vocabulary mastery of Office Management students before the implementation of YouTube video-based English vocabulary learning.
2. To determine the vocabulary mastery of Office Management students after the implementation of YouTube video-based English vocabulary learning.
3. To determine whether there is a significant difference in Office Management students' vocabulary mastery before and after the implementation of YouTube video-based English vocabulary learning.

D. Research Significances

The study has value for both theoretical and practical significance, as detailed below:

1. Theoretical Significance

Theoretically, this study is expected to contribute to the development of vocabulary learning for vocational high school students. This study is also expected to provide empirical evidence that is consistent with the principles of

Mayer's Cognitive Theory of Multimedia Learning, by providing empirical evidence on the effectiveness of using YouTube Video-Based English Vocabulary Learning on Office Management Students' Vocabulary Mastery at Vocational High School. In addition, the results of this study can add to the scientific references related to the use of digital media in ESP vocabulary learning in the context of vocational education.

2. Practical Significance

Practically, the results of this study are expected to benefit various parties.

For English teachers in vocational schools, this study can be used as a reference and alternative approach in implementing YouTube video-based English vocabulary learning, particularly in teaching vocabulary related to Office Management.

For students, the use of YouTube video-based English vocabulary learning is expected to increase their interest in learning and help them understand and master English vocabulary relevant to the needs of the world of work.

For schools, this research can be used as material for consideration in developing technology-based learning and supported English learning.

In addition, for future researchers, this research can be used as a reference or basis for developing further research related to video-based English vocabulary learning and the use of digital media in vocational education.

E. Research Scope

To maintain a clear focus, this study is limited to the use of YouTube video-based English vocabulary learning to support the vocabulary learning of Office Management students at SMK Muhammadiyah 2 Cibiru, Bandung, West Java, Indonesia.

The vocabulary taught in this study is limited to selected English nouns related to Office Management, particularly vocabulary associated with office equipment, office personnel, office environments, and stationery. The study

does not focus on other English language skills such as listening, speaking, reading, or writing as independent learning outcomes. It also does not specifically examine other word classes, such as verbs and adjectives, as the main target vocabulary.

The participants of this study are 24 students of Class X Office Management at SMK Muhammadiyah 2 Cibiru. The independent variable of the study is YouTube video-based English vocabulary learning, while the dependent variable is students' vocabulary mastery. In this study, vocabulary mastery is operationally defined as students' receptive knowledge of selected Office Management nouns, particularly their ability to recognize the form and meaning of target vocabulary and identify the appropriate vocabulary in contextual situations.

The measurement of vocabulary mastery is conducted through a multiple-choice vocabulary test administered as a pre-test and post-test. Therefore, the term vocabulary mastery in this study should not be interpreted as complete mastery of all dimensions of vocabulary knowledge. Rather, it refers specifically to the receptive vocabulary knowledge measured by the test.

F. Conceptual Framework

This study focuses on the effectiveness of YouTube video-based English vocabulary learning on Office Management students' vocabulary mastery at a vocational high school. Vocabulary is an essential component of English language learning because it provides the words needed to understand and express meaning. Nation (2001) explains that vocabulary knowledge involves knowledge of word form, meaning, and use. In this study, vocabulary mastery is specifically related to students' receptive knowledge of selected English nouns, particularly their ability to recognize the form and meaning of the target vocabulary and identify appropriate words in contextual situations.

In vocational education, vocabulary learning needs to be relevant to students' fields of study and future workplace needs. Office Management students may encounter English vocabulary related to office equipment, office personnel, office environments, stationery, documents, and workplace

activities. Therefore, English learning should provide vocabulary that is relevant to students' specific academic and professional needs. This principle is consistent with English for Specific Purposes (ESP), which relates language learning to learners' specific needs and purposes (Susandi et al., 2026). Thus, selected Office Management nouns are used as the target vocabulary in this study.

However, learning vocabulary may be challenging when students have limited exposure to new words and when vocabulary is presented without sufficient context. Students need opportunities to connect the form and meaning of words and to encounter vocabulary in meaningful situations (Nation, 2001). Therefore, appropriate learning media are needed to provide more contextual and engaging vocabulary learning experiences. Digital and audiovisual media can support this process by presenting information through different forms, including spoken language, written text, images, and video (Mayer, 2009).

YouTube is one digital platform that can provide such audiovisual learning experiences. YouTube contains various educational videos that combine verbal and visual information and can be integrated into learning activities. Moghavvemi et al. (2018) found that YouTube can be used as a complementary learning tool and integrated into educational materials and activities. In English vocabulary learning, YouTube videos can expose students to target vocabulary through pronunciation, written forms, visual representations, and contextual situations. Therefore, YouTube video-based learning is considered relevant to provide meaningful exposure to Office Management vocabulary.

The use of YouTube videos is further supported by Mayer's (2009) Cognitive Theory of Multimedia Learning (CTML), which explains that learners process information through verbal and visual channels. Meaningful learning can occur when learners actively select, organize, and integrate information presented through these channels. In vocabulary learning, the combination of visual representations and verbal information in YouTube videos can help students connect the form and meaning of target vocabulary.

Thus, the audiovisual characteristics of YouTube videos are expected to facilitate students' understanding and retention of selected Office Management vocabulary.

In this study, YouTube video-based English vocabulary learning is implemented through learning activities focusing on selected Office Management nouns. Students are exposed to the target vocabulary through YouTube videos, identify the vocabulary presented, understand its meaning, listen to its pronunciation, and encounter the words in contextual situations. The target vocabulary includes nouns related to office equipment, office personnel, office environments, and stationery. These activities are expected to provide meaningful audiovisual input and support students in developing their receptive knowledge of the target vocabulary.

Based on the explanation above, the conceptual framework consists of three components: input, process, and output. The input is YouTube video-based English vocabulary learning, the process involves learning selected Office Management nouns through YouTube videos, and the output is students' vocabulary mastery of the selected nouns. The effectiveness of the treatment is determined by comparing students' vocabulary mastery through a pre-test and post-test. The conceptual framework of this study is illustrated in the following diagram.

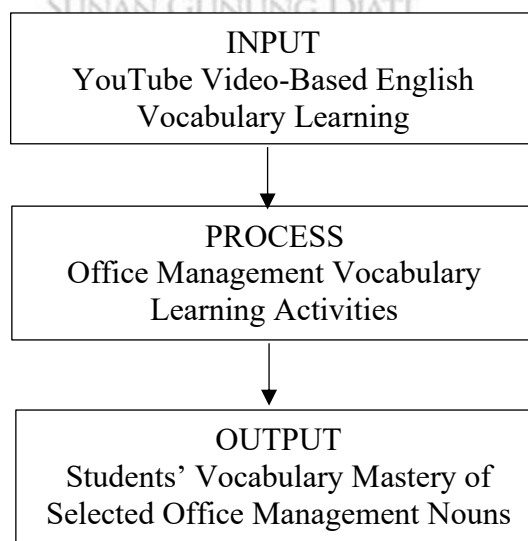


Figure 1.1 Conceptual Framework

G. Hypotheses

Based on the research questions and conceptual framework, the hypotheses of this study are formulated as follows:

1. Null Hypothesis (H₀): There is no significant difference in Office Management students' vocabulary mastery before and after the implementation of YouTube video-based English vocabulary learning.
2. Alternative Hypothesis (H_a): There is a significant difference in Office Management students' vocabulary mastery before and after the implementation of YouTube video-based English vocabulary learning.

H. Previous Study

Previous studies have investigated the use of YouTube and video-based learning for English vocabulary development in different educational contexts. Arndt and Woore (2018) examined second language vocabulary learning through watching YouTube videos and reading blog posts. Their study found that incidental vocabulary learning occurred through both types of online media. Although written blog posts provided greater gains in orthographic knowledge, the video condition showed indications of better recognition and recall of word meanings and grammatical functions. These findings suggest that video-based learning can provide useful exposure to vocabulary and support particular aspects of vocabulary knowledge.

Kabooha and Elyas (2018) also investigated the integration of YouTube into multimedia instruction for vocabulary learning among EFL students at King Abdul Aziz University. Using an experimental design with pre-test and post-test measures, the study reported better vocabulary learning outcomes among students who received YouTube-based multimedia instruction. The researchers also found positive perceptions toward YouTube, particularly regarding students' motivation, engagement, and vocabulary retention. These findings provide empirical support for the use of YouTube as a supplementary medium in English vocabulary learning.

Maulana (2023) further examined the effectiveness of YouTube in improving students' English vocabulary mastery at Madrasah Tsanawiyah Miftahul Huda, Bekasi, West Java, Indonesia. The study employed an experimental design involving an experimental group that was exposed to YouTube videos and a control group that did not receive the same exposure. Pre-tests and post-tests were administered to measure students' vocabulary development, while questionnaires were used to investigate students' perceptions of YouTube integration in the learning process. The results showed that the experimental group performed significantly better on the post-test than the control group, and students' vocabulary recognition and comprehension also increased significantly from the pre-test to the post-test. The questionnaire results further showed that most students considered YouTube helpful for improving their vocabulary mastery and understanding.

More recent research has continued to demonstrate the potential of YouTube for improving vocabulary mastery. Nurfadilla et al. (2024) investigated the use of YouTube videos to improve vocabulary mastery among Class X RPL B students at SMK Negeri 4 Kendari, Southeast Sulawesi, Indonesia. The study employed a pre-experimental one-group pre-test and post-test design. The findings showed an improvement in students' vocabulary mastery after the implementation of YouTube-based learning. This study is particularly relevant to the present research because both studies involve vocational high school students and employ a one-group pre-test and post-test design.

Syarif et al. (2024) similarly examined the effectiveness of YouTube videos in improving the vocabulary mastery of vocational high school students. This study focused on three learning topics, namely adjectives, prepositions, and action verbs. The study involved tenth-grade students majoring in Software Engineering and used a pre-experimental one-group pre-test and post-test design. The results showed a significant increase in students' vocabulary mastery after the treatment, with the mean score increasing from 54.78 in the pre-test to 81.44 in the post-test. The study also reported that YouTube helped

students understand vocabulary more easily and created a more interesting and contextual learning experience. This finding indicates that YouTube-based vocabulary learning can also be applied in vocational education.

Recent research has further strengthened the evidence for YouTube-based vocabulary learning. Trijunianti et al. (2025) investigated the effectiveness of the Easy English YouTube channel in improving EFL students' vocabulary mastery. Using a quasi-experimental design involving 50 students, the researchers administered vocabulary pre-tests and post-tests to an experimental and a control group. The experimental group's mean score increased from 55.20 to 85.00, and the statistical analysis showed a significant difference between the groups. The study concluded that the use of the Easy English YouTube channel significantly supported students' vocabulary mastery.

Another recent study by Julianti et al. (2026) examined YouTube video-based learning among vocational high school students. The study involved 32 vocational students and used pre-test and post-test measures to examine vocabulary development. The results showed a significant improvement in vocabulary achievement, with the mean score increasing from 56.84 to 78.12 and a large effect size. The qualitative findings also indicated that audiovisual input, contextualized examples, pronunciation models, and repeated exposure helped students understand and retain vocabulary. These findings provide recent evidence that YouTube video-based learning can support vocabulary development in vocational EFL contexts.

Based on these previous studies, YouTube and video-based learning have generally shown positive potential for supporting English vocabulary development. Previous research has reported improvements in vocabulary achievement and has highlighted the benefits of audiovisual input, contextualized examples, pronunciation models, and repeated exposure to vocabulary. Furthermore, research involving vocational students indicates that YouTube can be integrated into English learning in vocational education. Therefore, these findings provide empirical support for using YouTube video-based learning as a medium for vocabulary instruction.

However, the previous studies also indicate several areas that remain open for further investigation. Maulana (2023) focused on junior secondary students rather than vocational high school students. Although Nurfadilla et al. (2024), Syarif et al. (2024), and Julianti et al. (2026) have examined YouTube-based vocabulary learning in vocational education, their studies did not specifically focus on Office Management students and vocabulary related to Office Management. Nurfadilla et al. (2024) focused on Software Engineering students, while Julianti et al. (2026) examined vocational students more generally. In addition, previous studies have generally addressed vocabulary development as general English vocabulary rather than vocabulary specifically selected according to students' vocational field and workplace needs.

Therefore, the present study seeks to address this gap by investigating the effectiveness of YouTube video-based English vocabulary learning on Office Management students' vocabulary mastery at SMK Muhammadiyah 2 Cibiru. The study specifically focuses on selected English nouns related to Office Management, including vocabulary associated with office equipment, office personnel, office environments, stationery, and workplace activities. Using a pre-experimental one-group pre-test and post-test design, this study examines students' vocabulary mastery before and after the implementation of YouTube video-based English vocabulary learning.