

The Relationship Between Student's Habit of Watching English YouTube Content and Vocabulary Mastery

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ABSTRACT

Vocabulary mastery is a crucial skill for English language learners. It will be much simpler for students to communicate verbally and in writing if they have a strong command of the English language's vocabulary. Considering this issue, this research aims to investigate the correlation between how often Senior High School students watch English content on YouTube and how well they know their vocabulary. In this research, the method is quantitative and the design is a correlation. This research population was eleventh graders of a Senior High School in Sidoarjo, while the sample was 45 students majoring in science. The first data collection instrument was a questionnaire used to collect data on student habit of watching English YouTube content. The second instrument was a vocabulary test used to collect data on students' vocabulary mastery. Both results of data collection were analyzed and calculated using Microsoft Excel 2013 and SPSS version 26. This research found that the r -count was higher than the r -table. The r -count was 0.528 while the r -table was 0.294. It indicated a significant correlation between the two variables. The more often the students watch English YouTube content, the greater their vocabulary mastery. Then, H1 is accepted and H0 is rejected.

Keywords: Habit, Relationship, Vocabulary, YouTube

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INTRODUCTION

Mastering vocabulary is an essential thing for English language learners. Students who master a lot of English vocabulary will make it very easy for them to express their thoughts and understand other people's verbal and written words. As noted by Sri, Ningsi, and Agustina (2021) students who do not master vocabulary well, when they try to understand English text and listen to people who speak English will be imperfect. This results in frequent there is a misunderstanding in communication. Many students are not interested in learning vocabulary. They think that English is very difficult because the pronunciation and writing are different. In addition, according to Rahmah, Nurhasanah, and Islamiah (2020), students have difficulty adding vocabulary because it is difficult to memorize new words. Therefore, teachers must overcome this problem. Teachers need to provide strategies or media that can make learning exciting and effective so that students can improve their vocabulary mastery well.

In the current era of globalization, no one will be separated from technology such as cell phones. Using a cell phone has become a habit that is done by people because they can easily access whatever they want. Cell phones provide a variety of applications that they can use for business, online shopping, searching for information, communicating, playing games, and learning. One of the applications available on cell phones is YouTube. According to Rusmanayanti (2019), YouTube is one of the media that teachers can use to carry out learning activities creatively. By using YouTube, learners will easily find various kinds of educational videos, teaching aids, the latest news, and language learning, which is a trendy part of education (Rob, Theresa, Carucci, 2015). As stated by Burhanli & Bangir-alpan (2021) YouTube can facilitate everyone's learning needs according to what they want and can support everyone to learn for life. YouTube videos provide educational benefits because it is quickly accessible and contains languages and cultures around the world (Hariyono, 2020). In addition, videos have been widely used by people from various fields around the world (Grégis & Carvalho, 2019).

Several previous researchers assert that YouTube is beneficial in education, including the English language area. As stated by Sayidin et al. (2021) social media is currently an instrument to support language learners in mastering vocabulary. As stated by Mokodompit & Samola (2020), by using YouTube videos, students will not become bored when learning languages because YouTube provides many learning videos, films, video clips of songs, animation videos, and others. With the habit of watching English YouTube content, it is hoped that students can easily memorize and master English vocabulary well, and can easily understand and apply it in everyday life.

According to previous researchers, students' habit of spending time on YouTube video content is correlated to vocabulary acquisition. In their research, Sri, Ningsih, and Agustina (2021) found that most learners who

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enjoyed English films moderately also scored moderately on their tests of vocabulary. Based on the results, the learners' habit of enjoying English movies and their vocabulary acquisition has a positive relationship. Another research conducted by Yulianti, Muhayyang, and Munir (2022) also found that most of the students who often watched English YouTube videos in the form of English material got good scores on their vocabulary tests. Based on the results, students' habits of enjoying English YouTube videos have a positive correlation with their vocabulary abilities. Next, the third research conducted by Sahayu & Friyanto (2019) showed that students learn many English words by watching YouTube video blogs. Every day, they look at the vlogger's video blog and, by accident, become accustomed to the English words they hear. The habit of watching YouTube video blogs has a significant impact on students' learning and second language acquisition. As the results of research conducted by Hayati & Rahimia (2021) showed that by using the English-language YouTube channel media, students were able to recognize new words. On YouTube, there are lots of animated video uploads that have a variety of learning materials that students can watch to increase their knowledge. One of them is language learning. The results of the research conducted by Syafrizal, Masrupi, and Mauludah (2019) show that applying animated videos as a language-learning strategy can overcome the problem of students' lack of vocabulary mastery. As stated by Heriyanto (2015), YouTube provides various opportunities for students to learn English by watching and listening so that they acquire new vocabulary and improve their language skills.

However, the research conducted by Juniari, Darmayanti, and Arsana (2021) stated that the average outcome of the learners' frequency in enjoying English videos is less than the average result of the vocabulary test score, which is a negative t-count. This shows that in previous research the frequency of enjoying English videos only slightly affected learners' vocabulary scores. Therefore, in this research, the researchers wanted to analyze more deeply the learners' familiarity with English YouTube content with the correlation to their vocabulary skills. In addition, the researchers also wanted to prove whether a meaningful relationship between learners' regular practice of enjoying English YouTube content and their vocabulary skills is tangible. If the students' habit of watching English content can improve student's vocabulary mastery, then the relationship is positive. However, if the student's habit of watching English YouTube content does not improve the student's vocabulary mastery, then the relationship is negative. What distinguishes this research from previous research is that the use of English YouTube content in this research is not only English animated cartoon films and video material that students usually watch at school but also English YouTube content that students watch every day at home. For example, video clips of English songs, English video blogs, English news on YouTube, and so on. In addition, in this research, the researchers took a different place and subject from the previous researchers. The place and subject of this research

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are SMA Muhammadiyah 2 Sidoarjo. The previous researchers only took one class as a participant. While this research took more participants than the previous researcher, they were two classes.

METHOD

Research Design

A quantitative research design with a correlational method was used in this research. This research has two variables: the independent and dependent variables. Because in this research, the researchers wanted to investigate a relationship between learners' habits in enjoying English YouTube content and their vocabulary knowledge. Students' habits in watching English YouTube content become the independent variable and their vocabulary mastery becomes the dependent variable. As stated by Husna & Suryana (2017), if in research there are two variables, then one is the independent variable and the other one is the dependent variable.

Population and Sample

This research was conducted at SMA Muhammadiyah 2 Sidoarjo. The population was eleventh-grade students majoring in science. The sample was taken purposively with permission from the school. The sample selection was done by random sampling by shuffling the names of all classes and then taken randomly. The samples taken were from two classes, namely class 11 Science 2, which amounted to 25 students, and class 11 Science 7, which amounted to 20 students. The total sample size taken was 45 students. According to Leavy (2017), random sampling is a selection technique in which each member of the population being researched has a chance of being chosen.

Instrument

This research used primary data because the data sources of this research are obtained directly in the form of questionnaires and tests. As noted by Gunawan (2015), primary data is data that has been collected directly by researchers in the form of new data or original data. Questionnaires and vocabulary tests were used as instruments. The questionnaire is used to collect data on students' regular practice of enjoying English YouTube content. The vocabulary assessment is used to collect data on the learners' vocabulary skills.

Data Collection

This research employs a questionnaire and test as its technique of data collection. In the questionnaire, the researchers prepared a closed-ended questionnaire consisting of twenty-four questions. This questionnaire was adapted from a research journal by Irana, Hayati, and Kurniawan (2021). The questionnaire was slight changes to suit this research. It covered 6 features including frequency, materials, attitude, automaticity, competence, and image.

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The frequency aspect questionnaire consists of three questions; the first question provides four answer options, namely never (1), once a week (2), twice a week (3), and every day (4). In the second question, there are 4 answer options, namely strongly disagree (1), disagree (2), agree (3), and strongly agree (4). In the third question, there are four answer options, namely <5 videos (1), 5-9 videos (2), 10-20 videos (3), and >20 videos (4). Furthermore, the materials aspect consists of three questions. The attitude aspect consists of four questions. The automaticity aspect consists of three questions. The competence aspect consists of six questions. The image aspect consists of five questions. For each question about materials, attitude, automaticity, competence, and image, there are four answer options: strongly disagree (1), disagree (2), agree (3), and strongly agree (4). Before the distribution of the questionnaires to the samples, the researchers asked the advisor for approval to use the questionnaire. After approval, the questionnaire can be given to the sample.

In the vocabulary test, the researcher prepared vocabulary tests consisting of ten items in which each item provided three meanings of words or synonyms and provided six-word options that students had to answer by ticking one of the words. Thus, the total number of meanings of words or synonyms that must be answered was thirty. This vocabulary test was adopted from the research journal by Webb, Sasao, and Ballance (2017). Before the vocabulary test was given to the sample, the researchers asked the advisor for approval to use the vocabulary test. After approval, the vocabulary test can be given to the sample

Data Analysis

Data analysis in this research is done using analysis of variance because there is only one comparison variable used. As stated by Astiti (2017) the goal of the analysis of variance is to find the independent variables in the research and figure out how these variables interact to affect responses or treatment.

The questionnaire provided twenty-four items through Google Forms, and the results of the student's answers were inputted into Microsoft Excel 2013 and calculated. The total score of each student's questionnaire was obtained by adding up the scores of each item from each student's answer. After that, it was inputted into SPSS version 26 for analysis. Then, for the vocabulary test, it provided ten questions in which each question provided three-word meanings that had to be answered. If each question is answered correctly with all the meanings of the words provided, the score is six. If each question is answered correctly but only one meaning of the word is answered, then the score is two. If it is not answered and is incorrect, the score is zero. The score that will be obtained by students is a scale of 0 to 100. 92 until 100, meaning "very good," 67 until 91, meaning "good." 42 until 66, meaning "enough," and 0 until 41, meaning "poor."

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After obtaining data from the questionnaire and vocabulary tests. The data is analyzed and calculated through SPSS version 26. It was done to determine if there is a relationship between English-language YouTube-watching habits and vocabulary mastery.

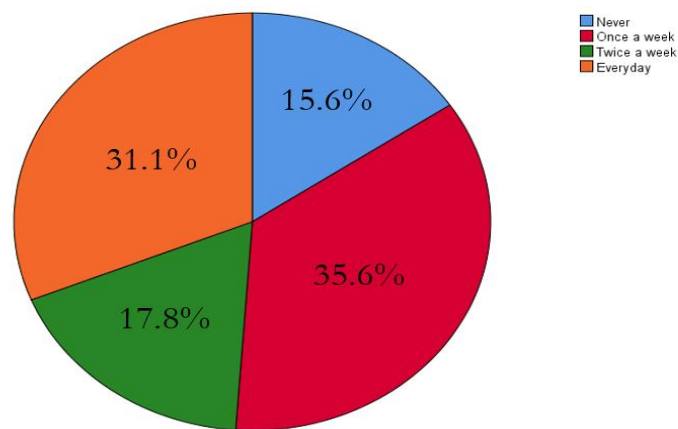
FINDINGS AND DISCUSSION

Habits of Watching English YouTube Content

1. Frequency Aspect

Diagram 1:

The percentage of how much English YouTube content watched by students each month



From the results of the answers to the questionnaire about how much English YouTube content do you watch? It shows that out of 45 students, only 15.6% of students had never watched English YouTube content. This indicates that almost all students have the habit of watching YouTube content. This can be seen that 35.6% students of watched English YouTube content once a week, 17.8% of students watched it twice a week, and there were 31.1% of students watched it every day.

From the results of the answers to the questionnaire about watching English YouTube content when having free time. It shows that out of 45 students, 28.9% of students were selected to strongly agree and 31.1% of students were selected to agree. It can be seen that 60% of students are used to using their free time to watch English content wherever and whenever they want. Only 40% of participants are less accustomed to watching English YouTube content in their spare time. It can be seen that there were 35.6% of participants chose to disagree and 4.4% of participants chose to strongly disagree.

From the results of the answers to the questionnaire about how much English-language YouTube content do you watch every month? It shows that out of 45 students, 31.1% of students watched English YouTube content less than 5 videos, 35.6% of students watched between 5 to 9 videos; 15.6% of

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students watched between 10 to 20 videos, and 17.8% of students watched more than 20 videos. It can be viewed that all students ever watch English YouTube content in one month.

From the results of the frequency aspect questionnaire, it can be determined that almost all students regularly consume English YouTube content. This is evidenced by the fact that every month they filled their spare time by watching some English YouTube content, and there were even more than 20 pieces of content that were watched by students. Although there were 7 students (15.6%) who were not used to streaming English YouTube content, they watched English YouTube content for at least 1 to 4 videos in a month. According to Badruddin & Zainuddin (2016), students do activities to learn something repeatedly that can be used to improve their abilities.

	Watching English YouTube content anytime and anywhere using a laptop or cell phone.	Watching English YouTube content without subtitles.	Watching English YouTube content with Indonesian subtitles.
Strongly Agree	15	4	24
Agree	14	7	10
Disagree	14	19	10
Strongly Disagree	2	15	1
Total	45	45	45

2. Materials Aspect

Table 1:
The frequency of students in the materials aspect

The results of the answers to the questionnaire about watching English YouTube content anytime and anywhere using a laptop or cellphone show that out of 45 students, 15 participants always watch English YouTube content anytime and anywhere using their devices, 28 participants do not always watch them using their devices, and 2 participants were against the idea of watching the contents regularly using their personal This indicates that most students watch English YouTube content on their laptops or phones whenever and wherever they want.

From the results of the answers to the questionnaire about watching English YouTube content without subtitles. It shows that out of 45 students, 4 participants strongly approved the statement, 7 participants approved it, 19 participants were in disagreement, and 15 participants were in strong disagreement. This indicates that a few students watch English-language YouTube content without using subtitles.

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From the results of the answers to the questionnaire about watching English YouTube content with Indonesian subtitles. It shows that out of 45 students, there was only 1 participant who strongly disapproved of the statement, 10 participants disapproved of it, 10 participants were in agreement, and 24 participants were in strong agreement. This demonstrates that the majority of students use Indonesian subtitles to comprehend English YouTube content.

From the results of the questionnaire on the materials aspect, it can be seen that some students use their free time to view English YouTube content on their laptops or phones wherever they want. In addition, most of them take advantage of the Indonesian subtitle feature on English-language YouTube content. Students do this so that they understand what is conveyed in the content and so that they know the meaning of words, they have never known. As research conducted by Devanti & Amalia (2018) that students would not acquire new vocabulary if they watch English videos without subtitles, this will make students bored and not pay attention to the video.

3. Attitude Aspect

Table 2:
The frequency of students in the attitude aspect

	I learn English by watching English YouTube content.	Watching English YouTube content allows me to become familiar with various English cultures.	I feel that watching English YouTube content will help me improve my vocabulary mastery.	Watching English YouTube content is enjoyable and amuses me.
Strongly Agree	19	13	18	15
Agree	16	18	14	17
Disagree	8	12	12	12
Strongly Disagree	2	2	1	1
Total	45	45	45	45

The results of the answers to the questionnaire about learning English through watching English YouTube content show that out of 45 students, there were 19 participants strongly concurred with the statement, 16 participants concurred with it, 8 students did not concur with it, and 2 participants strongly disapproved of it. This proves that most students when learning English will find it easier with English YouTube content.

From the results of the answers to the questionnaire about watching English YouTube content, allow me to become familiar with various English

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cultures. It shows that out of 45 students, there were 13 participants strongly coincided with the statement, 18 participants coincided, 12 participants did not coincide, and 2 participants strongly disapproved of it. This proves that most students can recognize various cultures in English.

From the results of the answers to the questionnaire about watching English YouTube content will help improve my vocabulary mastery. It shows that out of 45 students, there were 18 participants strongly accepted the statement, 14 participants accepted, 12 participants did not accept, and 1 participant strongly disapproved. This provides that by watching English YouTube content, students can improve their vocabulary mastery.

From the results of the answers to the questionnaire about watching English YouTube content are enjoyable and amusing. It shows that out of 45 students, there were 15 participants strongly consented to the statement, 17 participants consented, 12 participants did not consent to it, and 1 participant strongly disapproved. This proves that most students enjoy and are entertained by watching English YouTube content.

From the answers to the attitude aspect of the questionnaire, it postulates that most learners can take much benefit from English-language YouTube content to learn English, get to know various cultures in English and improve vocabulary mastery, As noted by Kabooaha & Elyas (2018) YouTube is an effective tool for helping students comprehend and learn English, especially vocabulary. In addition, English YouTube content can be used as entertainment for students. Because according to Nur Islamia & Rosmaidar (2020) when students are starting to be entertained, students will be easily motivated to learn vocabulary.

4. Automaticity Aspect

Table 3:

The frequency of students in the automaticity aspect

	By watching English YouTube content, I am getting more familiar with English terms.	By watching English YouTube content, I learn new English terms.	When I gain a new phrase by watching English YouTube content, I immediately put it to use in my daily life.
Strongly Agree	17	21	4
Agree	14	14	12
Disagree	12	8	25
Strongly Disagree	2	2	4
Total	45	45	45

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From the results of the answers to the questionnaire about being more familiarized with English phrases by watching English YouTube content. It shows that out of 45 students, 17 participants strongly shared the opinion, 14 participants shared the opinion, 12 participants did not share the opinion, and 2 participants strongly disapproved. This proves that students who often watch English YouTube content become more familiar with English terms.

From the results of the answers to the questionnaire about learning new English terms by watching English YouTube content. It shows that out of 45 students, 21 participants strongly acknowledged the statement, 14 participants acknowledged it, 8 participants did not acknowledge it, and 2 participants strongly disapproved of it. This proves that students can learn new English terms by watching English YouTube content.

From the results of the answers to the questionnaire about applying new English phrases in daily life after watching YouTube content. It shows that out of 45 students, there were 4 participants strongly conformed to the statement, 12 participants conformed, 25 participants did not conform, and 4 participants strongly disapproved. This proves that some students can apply the new vocabulary they have learned from watching English YouTube.

From the results of the questionnaire answers on the automaticity aspect, it can be seen that most students who watch English YouTube content will become more familiar with terms in English, get accepted with different English words, and some students use them in everyday life.

5. Competence Aspect

Table 4:
The frequency of students in the competence aspect

	I can recognize proper intonation and pronunciation.	I can repeat what the YouTuber says in English videos.	The plots of the English videos on YouTube are understandable to me.	I understand how idioms are applied.	I can retell the plot of an English YouTube video.	I understand and the language said by the YouTubers.
Strongly Agree	15	10	12	6	7	10
Agree	14	15	20	22	16	19
Disagree	13	16	11	14	19	15
Strongly Disagree	3	4	2	3	3	1
Total	45	45	45	45	45	45

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The results of the answers to the questionnaire about the ability to recognize proper intonation and pronunciation after watching English YouTube content show that out of 45 students, there were 15 participants strongly admitted the statement. 14 participants admitted, 13 participants did not admit it, and 3 participants strongly disapproved. This proves that students can identify the correct tone and pronunciation after watching English YouTube content.

From the results of the answers to the questionnaire about the ability to repeat what the YouTuber says in English videos. It shows that out of 45 students, 10 participants strongly complied with the statement, 15 participants complied, 16 participants did not comply, and 4 participants strongly disapproved. This proves that students will easily imitate what the YouTubers say in English YouTube content.

From the results of the answers to the questionnaire about the ability to identify the storyline of the English YouTube video. It shows that out of 45 students, 12 participants strongly acceded to the statement. 20 participants acceded, 11 participants did not accede, and 2 participants strongly disapproved. This proves that students can comprehend the plot of the English YouTube content they view.

From the results of the answers to the questionnaire about the ability to understand the way idiomatic expressions are applied in English YouTube videos are based on their meaning. It shows that out of the 45 students, 6 participants strongly accorded with the statement, 22 participants accorded, 14 participants did not accord, and 3 participants strongly disapproved. This proves that students can gain knowledge about the idioms used in the English YouTube content they watch based on the meaning of the idioms.

From the results of the answers to the questionnaire about the ability to retell the plot of an English video on YouTube. It shows that out of 45 students, 7 participants strongly assented, 16 participants assented, 19 participants did not assent, and 3 participants strongly disapproved. This proves that students who are used to watching English YouTube content can retell the plot of the English YouTube content.

From the results of the answers to the questionnaire about the ability to understand the language said by the YouTubers in the English videos. It shows that out of 45 students, 10 participants strongly endorsed the statement, 19 participants endorsed it, 15 participants did not endorse it, and 1 participant strongly disapproved. This proves that students can understand the sentences spoken by YouTubers.

From the results of the questionnaire answers on the competence aspect. It can be seen that by watching English YouTube content, students can identify the correct tone and pronunciation after watching English YouTube content. They can easily imitate what YouTubers say in English YouTube content, comprehend the plot of English YouTube content that they view, gain knowledge about the idioms used in English YouTube content, retell the plot of a piece of content, and understand sentences

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spoken by YouTubers. According to Arndt & Woore (2018), students can get vocabulary from YouTube videos depending on the chosen topic and genre.

6. Image Aspect

Table 5:
The frequency of students in the image aspect

	I learn a lot about the English language from watching English videos on YouTube.	I see no moral standards in the English YouTube videos I watch.	I can obtain a variety of slang languages in the English YouTube content I watch.	I can comprehend the YouTube r's feelings by seeing their faces on the display.	After watching English content on YouTube, I may use formal or informal language depending on whom I speak.
Strongly Agree	16	4	19	13	8
Agree	15	11	18	19	21
Disagree	11	25	7	12	12
Strongly Disagree	3	5	1	1	4
Total	45	45	45	45	45

Results of the answers to the questionnaire about learning the English language much from enjoying English YouTube videos show that out of 45 students, 16 participants were in strong agreement, 15 participants agreed, 11 participants were in disagreement, and 3 participants strongly disapproved. This proves that students may learn a great deal about foreign languages by viewing YouTube content.

From the results of the answers to the questionnaire about understanding the lack of morality in the English YouTube videos. It shows that out of 45 students, 5 participants strongly disapproved of the statement, 25 participants did not correspond to it, 11 participants corresponded, and 4 participants strongly correspond to it. It proves that students can value moral standards in YouTube videos.

From the results of the answers to the questionnaire about the ability to obtain a variety of slang languages in English YouTube content. It shows that out of 45 students, 19 participants strongly concurred with the statement, 18 participants concurred, 7 participants did not concur, and 1 participant strongly disapproved. This proves that students can acquire and find slang when watching English-language YouTube content.

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The results of the answers to the questionnaire about understanding the YouTubers' feelings by seeing their faces on the display show that out of 45 students, 13 participants strongly accepted the statement, 19 participants accepted, 12 students did not accept it, and 1 participant strongly disapproved. This proves that students can understand the feelings of YouTubers on English YouTube content by looking at the YouTubers' faces on the display.

The results of the answers to the questionnaire about applying the use of formal or informal language after watching English content on YouTube show that out of 45 students, 8 students strongly approved of the statement, 21 participants approved, 12 participants did not approve, and 4 participants strongly disapproved. This demonstrates that after viewing English YouTube content, students can use formal or casual language depending on the interlocutor.

From the results of the questionnaire answers on the image aspect, it can be seen that students can learn a lot about language by watching YouTube content. In addition, they can see the moral standards in YouTube content, obtain and find slang when watching English YouTube content, understand the feelings of YouTubers on YouTube content in English by looking at the faces of YouTubers on the screen, and can use the formal or casual language according to the person they are talking to.

The Result of Vocabulary Mastery

Table 6:
Classification of vocabulary test scores

Category	Predicate	Frequency	Percentage (%)
Score 92 – 100	Very good	21	46,7
Score 67 – 91	Good	21	46,7
Score 42 – 66	Enough	3	6,7
Score 0 – 41	Poor	0	0
Total		45	100

It can be viewed from the table above that the vocabulary test results of the 45 students were divided into four categories. In the first category with a score of 92-100 with a very good predicate, there were 21 students. In the second category with a score of 67-91 with a good predicate, there were 21 students. In the third category with a score of 42-66 with enough predicate, there were 3 students. In the last category with a score of 0-41 with a poor predicate, there were no students who got this score.

The majority of the students' vocabulary test results have a score of 92-100 as much as 46.7 %, a score of 67-91 as much as 46.7%, and a minor number of students have a score of 42-66, as much as 6.7%.

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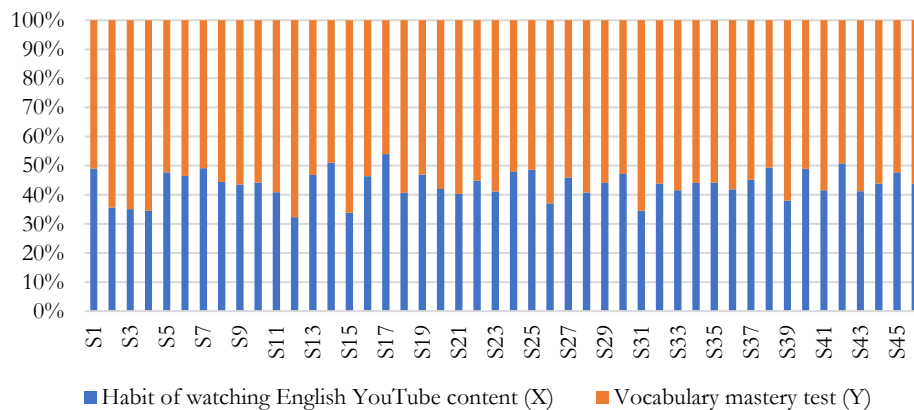
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The results of the vocabulary test above show that the student's vocabulary mastery is at a good level because most of them get very good and good predicates. In addition, there are only a few students, whose vocabulary mastery is still at an enough level, and there are no students, who are at a poor level. This shows that students who do not master the vocabulary well get poor scores, while students who master the vocabulary well have good scores. Therefore, vocabulary is very important to learn because if students know many words, they will be able to communicate well with no misunderstandings. As stated by Darwin (2016) the choice of words used by students in speaking can affect the level of students' understanding of what the speaker is saying. In addition, according to Purwanti, Setiyadi, and Nurweni (2015) if students have less vocabulary they may not be able to apply their English language.

Relationship between student habit of watching English YouTube content and vocabulary mastery

From the results of the discussion above, it can be seen that the results of the questionnaire were about the students' habits of watching English YouTube content and the results of the student's vocabulary mastery tests. Then the two datasets are inputted into Microsoft Excel 2013 and created in chart form as follows:

Graphic 1:
Students' habits of watching English YouTube content and the results of the students' vocabulary mastery tests



Then the two datasets were analyzed using SPSS version 26. In this analysis, using the Person Product Moment correlation formula as follows:

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Table 8:
Correlations between student habit of Watching English YouTube Content and vocabulary mastery

		The Habit of Watching English YouTube Content	Vocabulary Mastery
The Habit of Watching English YouTube Content	Pearson Correlation	1	.528**
	Sig. (2-tailed)		.000
	N	45	45
Vocabulary Mastery	Pearson Correlation	.528**	1
	Sig. (2-tailed)	.000	
	N	45	45

** . Correlation is significant at the 0.01 level (2-tailed).

According to the results of the analysis above, the significance value for the relationship between the habit of watching English YouTube content and vocabulary mastery is 0.000, which means this value is smaller than 0.05 based on decision-making. Therefore, it can be proved that there is a relationship between the frequency with which students watch English YouTube content and their mastery of vocabulary.

The person correlation value was obtained at 0.528. In the guidelines for the degree of relationship, the person correlation value is in the moderate correlation category. Therefore, it can be known that the habit of watching English YouTube content is positively linked to students' vocabulary mastery. Therefore, there is no doubt that the use of technology can overcome and provide solutions to educational problems (Alwehaibi, 2015). According to Pane & Geroda (2019) using video to teach vocabulary resulted in better vocabulary mastery than previously.

CONCLUSION

From the six aspects contained in the questionnaire about students' habits of watching English YouTube content, the results are quite good because most students have the habit of watching English YouTube content, which can improve their English skills, especially in vocabulary. In the vocabulary test, students also showed good results in mastering their vocabulary. None of them was in the poor category. However, on the automaticity aspect, question number thirteen asks about the application of the use of vocabulary mastered by students in everyday life. Students do not maximally carry out this application. Therefore, it is hoped that researchers who want to research this are expected to be able to analyze more deeply related to the lack of application of the use of vocabulary mastered by students in everyday life. So that English learning becomes more optimal. From the results of the discussion above, there is a considerable relationship

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between the habit of watching English YouTube content and mastery of vocabulary. Because the r -count is greater than the r -table. It is known that $N = 45$ in the r -table of 5% significance is 0.294, while the r -count is 0.528. Based on the decision of the correlation test, if the r -count is higher than the r -table, then the result is that the correlation coefficient is significant. Therefore, H_1 is approved whereas H_0 is rejected. Therefore, it can be stated that the more students get used to watching English YouTube content, the more vocabulary will be obtained or their vocabulary mastery will increase.

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