

Correlation Between Frequency of Students' Watching Vlogging and Their Vocabulary Proficiency

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Abstract

This study aims to determine whether there is a correlation between the frequency of students watching vlogging and their vocabulary proficiency. As learning media continues to evolve, students are expected to adapt and utilize these media to enhance their language skills. Vocabulary is the foundation of English learning and plays a crucial role in enabling students to initiate communication and express their ideas effectively. This study employed a quantitative method with a correlational design. The population consisted of sixth-semester English Education students at UIN SATU Tulungagung, with a sample of 52 students selected through simple random sampling. Data were collected using a questionnaire. The result showed that the value of $r_{xy} = 0.262$, while the critical value at the 5% significance level is 0.273. Based on this result, the researcher concluded that there is a low correlation between the frequency of students watching vlogging and their vocabulary proficiency.

Keywords : Student Watching, Vlogging Youtube, Vocabulary Proficiency.

1. Introduction

In Indonesia, English is an international language and is the language most widely used by people in the world. This is the government's aim to require people to learn it, from elementary to high school (Gunantar, 2016). The students have to try hard to learn English because in addition to English students also have to learn regional languages and Indonesian. English is a subject included in the curriculum in Indonesia and will appear in the final graduation exam. As a language that is not prioritized, learning English becomes more difficult for students, especially their environment is mostly not supportive to communicate using English. In fact, English in the current era is very much needed because English is not only an international language but has also become a global language (Rao, 2019). Students will often encounter English around them, such as in guidebooks, procedures for doing things, forms, and so on. From this, students are required to know the meanings of the words they encounter or call vocabulary. Vocabulary is the set of words in a language that will lead a person to understand a language.

Then according to Djiwandono (2011: 126) vocabulary is words that become various forms, which include 1) loose words with or affixes, 2) words that are a combination of the same or different words. Vocabulary is the number of words that a writer, speaker, or language. Vocabulary is also a part of the language that contains all the information about the meaning and use of the word itself in that language. In today's era where technology is increasingly advanced, English has an important role to be our bridge with people from different countries. English has also been widely used in groups of people or the international community. To learn vocabulary on your own, there are many choices of methods and tools that can be utilized. One of them is in the vlogging, where in the vlogging there is a lot of content that can help students in learning vocabulary.

As for according to Dea (2023) that video blogging or what is usually called vlogging is a Youtube content that presents an online diary or someone's journey recorded in the form of a video. Vlogging is mostly recorded by the owner by talking directly in front of the camera. Video blogging provides an enhanced online experience compared to traditional text blogging by incorporating videos, audio, images, and text, thereby facilitating a greater exchange of information and potentially evoking emotions.

In this study, the researcher aims to investigate whether there is a significant correlation between students who watch vlogging and their vocabulary proficiency. The novelty of this research lies in three main gaps identified from previous studies. First, there is still limited research that examines the correlation between vlogging habits and vocabulary proficiency, especially within the context of English as a Foreign Language (EFL) learners. For instance, while studies such as Putri (2020) and Rahmawati (2021) explored the effect of YouTube on vocabulary acquisition, they focused more broadly on video-based learning in classroom settings rather than on students' independent habits of watching vlogs. Second, this study specifically focuses on daily life or entertainment-based vlogs—such as travel and culinary vlogs rather than educational or academic content. This distinguishes it from studies like Alamsyah (2019), which analyzed the influence of English learning YouTube channels on students' vocabulary knowledge.

Third, the present study is conducted at the college level, whereas most related studies have focused on senior high school students. This is important because the exposure, motivation, and language experience of university students are likely to differ significantly. Therefore, the combination of focus on non-academic vlog content and the specific subject group at the university level makes this study distinct and contributes to the growing body of literature on digital media and vocabulary development.

There are several researchers who conducted research on the use of the Youtube application. First, a study conducted by Aziz and Ngadiron (2019) he found that Youtubecontent in the form of music was effective in students' vocabulary proficiency. Second, namely research from Hia (2021) mentioned that her research shows learning techniques using Youtube can motivate students in learning vocabulary. Third, from Syam and Emirati (2021) a research conducted by a scholar at Muhammadiyah University of Bulukumba focused on 25 second grade students from the Department of English. The results of the research revealed the positive influence of video blogs in enhancing the students' language skills. Fourth, Rahayu et al., (2023) she found that from the research conducted there was no correlation between students who were interested in content on Youtube and their vocabulary proficiency. Based on the experience of researcher while attending lectures at UIN Sayyid Ali Rahmatullah Tulungagung, the researcher encountered several problems of friends related to vocabulary learning. Some have difficulty with the pronunciation of new vocabulary, then in terms of learning media that are too conventional through books, and so on. This situation makes researchers think and feel interested in conducting in-depth research by making vlogging as a way or method to develop vocabulary learning to be easy and interesting. Because in vlogging itself, students can learn about correct pronunciation

2. Method

The approach used in this research is a quantitative. According to Sudaryana (2022) in his book stated that quantitative research is research that focuses on analyzing data in the form of numerical which is then processed using statistics. Then, the method of research used is correlation. Correlation is a research method in which researchers use correlational statistics to describe and measure the level or relationship between two or more variables or a series of scores (Creswell & Creswell, 2018).

3. Findings and Discussion

Finding

a. Students' Frequency in Watching Vlogging

The following are the results of questionnaires related to frequency in watching vlogging from 52 students who have decided to take part as samples and represent the entire population. The complete results of the scores of students frequency who watch vlogging can be seen in appendix page 1. For the score of frequency in watching vlogging, the calculation results appear, namely the average value is 68.30. This calculation is obtained simply by dividing the entire score (3.425) by the number of samples involved as many as (N = 52) students. Furthermore, to find out the percentage of students frequency who watch vlogging has been presented in the diagram below.

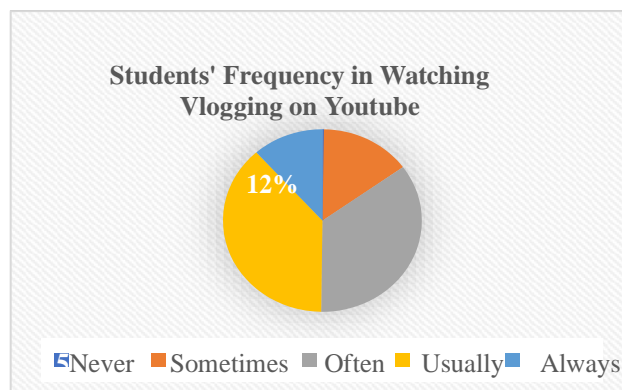


Figure 4.1 Percentage of Students' Frequency in Watching Vlogging

As seen in the diagram above, the highest percentage falls under the option “usually,” chosen by 38% of the students. This indicates that most students watch vlogs with a relatively regular frequency defined in this study as engaging with vlog content at least three to four times per week although they may not do so consistently at fixed intervals or times. This pattern reflects a habit that is present but not strongly structured. The next highest percentage is for the option “often,” selected by 35% of the students, which in this context refers to watching vlogs more than once a week but not as regularly as those in the “usually” category. Meanwhile, 15% of students chose “sometimes,” indicating irregular or occasional viewing. The lowest percentage is in the “always” category, with only 12% of students who reported watching vlogs consistently and without interruption, suggesting a small group with strong and steady viewing habits.

b. Students' Vocabulary Proficiency

This section discusses the results of the calculation of student vocabulary proficiency scores. Based on the table in appendix page 2, the score result is 86.9 as the average value. The result is obtained from the total score (4.520) divided by the sample (N=52).

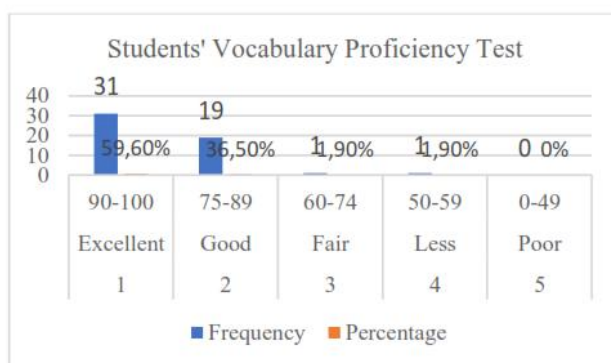


Figure 4.2 The Score of Students' Vocabulary Proficiency Test

Figure 4.2 shows the results after researchers gave a test with 20 questions to respondents. The table shows that there were 19 respondents who scored good, then 2 respondents each scored less and fair. And as many as 31 respondents scored excellent. Based on the total score of the students, it can be seen that the mean value of the score is 86.9 which is classified as good.

Based on the chart above, it can be seen that most respondents get excellent scores. There were no respondents who scored poorly. Thus it can be concluded that most students show a very good level of vocabulary. The following figure clarify the distribution of students' vocabulary proficiency score for each criteria.

c. Correlational Testing

Since the data distribution was normal and homogen, the researcher calculated the correlation coefficient using the Product Moment Correlation formula to obtain the score in order to discover the relationship between students' frequency in watching vlogging and their vocabulary proficiency. The researcher calculated the data in this study using SPSS version 25. The results of the SPSS calculations are shown in the table below:

Table 4.1 Correlation Coefficient of Data Correlations

		Correlations	
		Students_Frequency Watching_Vlogging	Students_Vocabulary Proficiency
Students_Watching_Vlogging	Pearson Correlation	1	.262
	Sig. (2-tailed)		.061
	N	52	52
Students_Vocabulary	Pearson Correlation	.262	1
	Sig. (2-tailed)	.061	
	N	52	52

The correlation coefficient of the data was calculated using SPSS and displayed in the above result. The correlation coefficient index value was found to be 0.262 from a total of 52 respondents. Then, it has been interpreted using the interpretation table (see table 3.6), and it can be seen that the index value of correlation coefficient (0.262) was at the level of low correlation at the interval 0.20 – 0.399, This implies that there is a low relationship between students' frequency in watching vlogging and their vocabulary proficiency.

Discussion

The calculation results of the correlation coefficient show a value of 0.262, which indicates a low positive correlation. However, this value is not zero, meaning that there is still a slight linear relationship between the frequency of watching vlogging and students' vocabulary proficiency. To determine whether this correlation is statistically significant, it must be compared to the critical value at the 5% significance level. Since the obtained r value (0.262) is lower than the critical value (0.273) and the p-value is greater than 0.05, the correlation is not statistically significant. Therefore, the Null Hypothesis is accepted, indicating that there is no significant correlation between the two variables.

This finding is somewhat unexpected, as previous studies and theories suggest that watching YouTube content, including vlogs, can enhance vocabulary acquisition. The lack of significance in this study may be due to several factors, such as the type of vlogs watched, students' engagement level, or the absence of deliberate vocabulary learning while watching. In her thesis Novelia (2017) mentioned that the varied content offered in vlogs can play an important role in enriching the vocabulary of EFL learners. Meanwhile Anggraeni et al. (2020) also reaffirmed that vlogs are one of the most widely used media for student learning media because they are considered more efficient and interactive. So, students can get a fun learning experience besides using old methods. They can get new experiences through various learning methods such as media, peers, and their society (Syaparuddin et al., 2021).

However, the low correlation in this study may be due to several factors that occur in the midst of students. Because of course vlogging is not the only media they use in learning English, especially vocabulary. There are many other media besides vlogs that are commonly used by students to learn vocabulary, such as videos, pictures, animation, interactive games, CDs or DVDs, the internet, chat rooms, or video conferencing (Ahmad, 2012). Meanwhile, students' responses that are not good enough related to vocabulary learning media through vlogging are due to some shortcomings of vlogging itself. Based on research by Nayan, Chulan, and Zakaria (2022) who said that in vlogging there are also weaknesses or shortcomings that might be experienced by students as learning media. They mentioned that vlogging is considered an expensive learning media and must spend a lot of time, then as long as the vlogging is played or watched students must still have a good internet network, the last weakness in vlogging is that students cannot get immediate feedback due to limited topics not as fast as when they are in conventional methods that meet face to face with the teacher. Learning vocabulary does not always look easy for students, just as said by Wulandari (2020) that there are several obstacles that can occur to students when learning vocabulary, namely difficulty remembering words, understanding related to meaning, grammar, and pronunciation and also low motivation to learn.

Another aspect was found from previous research conducted by Rahayu et al., (2022) with similar variables that they found results where there was no correlation between students who watched content on Youtube and their vocabulary. It was explained there that the factor of students' low vocabulary proficiency was due to students' lack of interest, lack of knowledge about grammar, and the unavailability of interesting learning media. In summary, it can be assumed that students are still prone to some challenges in learning vocabulary, even though their vocabulary test results show quite good results. These challenges related to learning media seem to be a factor that affects students' vocabulary. And also their inconsistency in watching vlogging which is shown from the questionnaire, that 38% of them are at the frequency of "usually" in watching vlogging. Thus, because of these factors, the results of this study seem to contradict previous theories which have mentioned that YouTube content including vlogging has a strong correlation with students' vocabulary. Therefore, it can be concluded again in this study that between frequency in watching vlogging and their vocabulary proficiency has a low correlation, which meant that the two variables can be said to have no correlation.

4. Conclusion

Based on the results of the questionnaire analysis related to the frequency of students watching vlogging and the results of the vocabulary proficiency test that have been obtained, it is revealed that there is a low correlation between the frequency of students watching vlogging and their vocabulary proficiency. This means that although some of them watch it, the effect is quite low. Although Youtube content in the form of vlogging can provide exposure to English vocabulary, its limitations in providing feedback, interaction with the creator, their inconsistency, as well as other distractions can hinder vocabulary acquisition. We can also assume that in addition to this, this low correlation may arise because there is no specific level of students' vocabulary acquisition ability. So, it can be concluded that the results of this study are not in line with previous studies that mention the correlation between students' frequency in watching vlogging and their vocabulary proficiency.

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