

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on observations, the researcher found a YouTube channel, Kampung Inggris Language Center, that focuses on teaching English, and researcher chose three videos that explain vocabulary and can help improve vocabulary. The researcher selected these 3 videos because they allow for a more in-depth and comprehensive analysis. The quality of data is often more important than quantity, especially in qualitative research where understanding context and nuances is crucial.

1. Types of Parts of Speech in Youtube Channel Kampung Inggris LC



Figure 4.1 Home view of Kampung Inggris LC – Language Center

Researcher have extensively explored videos on the YouTube channel Kampung Inggris LC and selected several videos that can enhance vocabulary. The

lessons are taught by various teachers due to the large number of educators present at Kampung Inggris LC.

Vocabulary learning is often taught by Mrs. Evi in most of the videos researcher found, and the type of instruction she frequently employs involves providing several vocabulary words that are read aloud by a narrator repeatedly, along with the correct pronunciation. Below, the researcher has identified several videos that teach vocabulary and how to improve it:

a. The first video is titled "50 English Vocabulary Words That Are Commonly Used – Kampung Inggris #samasaya."

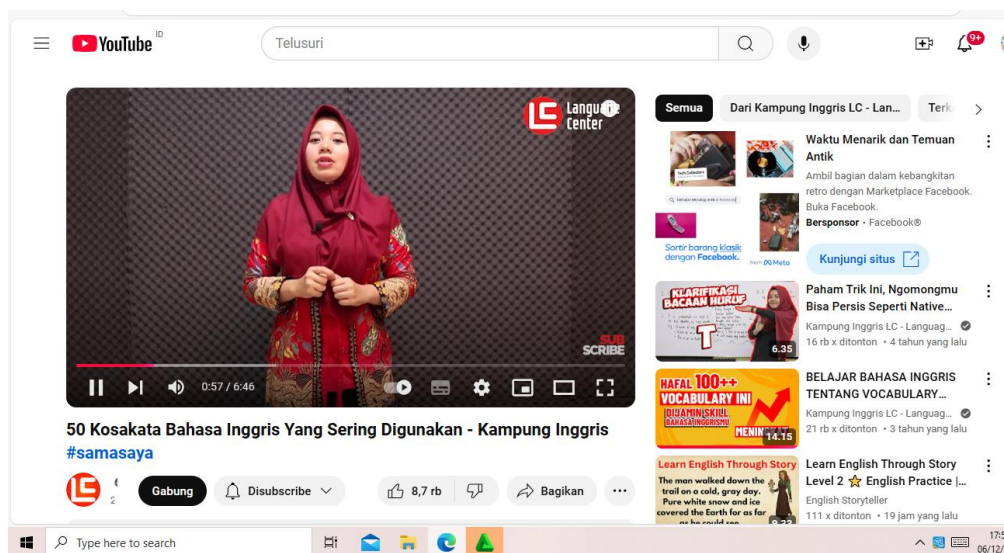


Figure 4.2 View of the first video in channel youtube Kampung Inggris LC

In this video, Mrs. Ervi begins with a warm welcome and addresses a frequently asked question by many people: how to learn English for beginners. Mrs. Ervi answers that the way to do this is by studying vocabulary and memorizing the most commonly used words in daily life. She prepares 50 vocabulary words for memorization, practice, and viewing until the end. This video also teaches the

correct pronunciation so that viewers know how to read the words properly. The narrator reads each word twice along with its meaning and pronunciation guide.



Figure 4.3 View of first Video from youtube channel Kampung Inggris LC

In the video, there are verbs and expressions that will be studied. The example above is a verb. Mrs. Ervi explains that in the first session, they will study verbs first, with 50 vocabulary verbs that can be encountered in daily life. The researcher found that 50 verbs are part of the parts of speech; they belong to the eight parts of speech, while expressions are not included in the parts of speech. The researcher has organized it and categorized it like data collection techniques, specifically by categorizing vocabulary into parts of speech. Below are the vocabulary words presented in the video, which have been categorized by the researcher.

Table 4.1 Vocabulary Vers

Verb	Meaning
Introduce	Memperkenalkan
Feel	Merasa
Speak	Berbicara
Listen	Mendengarkan
Smile	Tersenyum
Tell	Mengatakan
Laugh	Tertawa
Sleep	Tidur
Dream	Bermimpi
Invite	Invite
Visit	Mengunjungi
Meet	Bertemu
Eat	Makan
Drink	Minum
Bring	Membawa
Follow	Mengikuti
Take	Mengambil
Make	Membuat
Sit	Duduk
Stand	Berdiri
Run	Berlari
Walk	Berjalan
Wait	Menunggu
Work	Bekerja
Watch	Menonton
Teach	Mengajar
Read	Membaca
Write	Menulis
Study	Belajar
Put	Meletakkan
Prepare	Mempersiapkan

Explain	Menjelaskan
Describe	Menggambarkan
Think	Berfikir
Advice	Menasihati
Attend	Menghadiri
Persuade	Membujuk
Buy	Membeli
Sell	Menjual
Pay	Membayar
Borrow	Meminjam
Lend	Meminjamkan
Decide	Memutuskan
Go	Pergi
Come	Datang
Receive	Menerima
Refuse	Menolak
Choose	Memilih
Hope	Harapan
Remind	Mengingatkan

After a brief pause, Mrs. Ervi explains the next session, which focuses on vocabulary related to expressions that are commonly used in daily conversations, but in English. She then shows the next video that is narrated with voiceover.



Figure 4.4 View of first Video from youtube channel Kampung Inggris LC

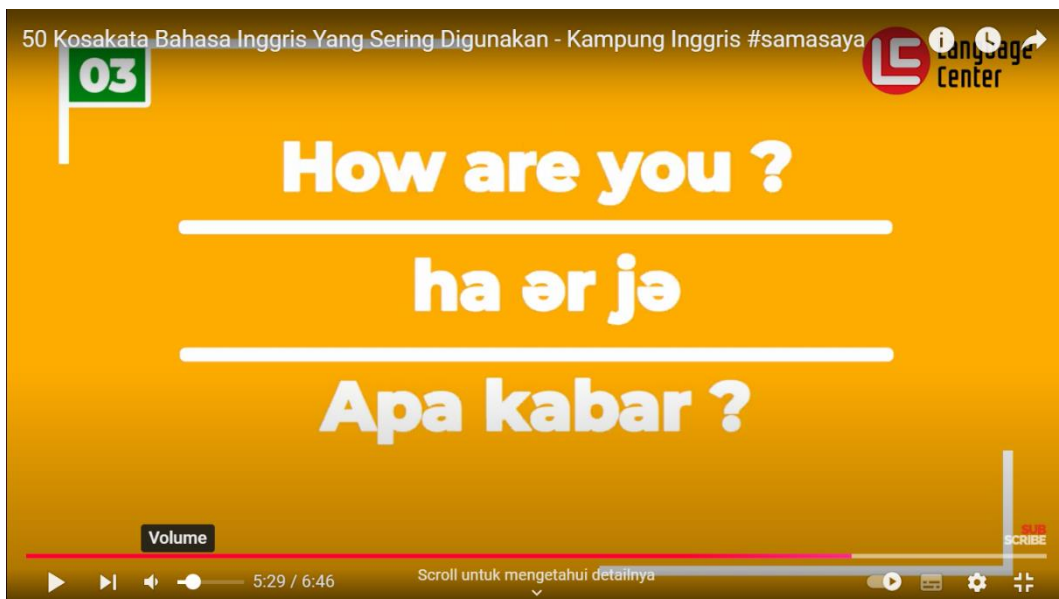


Figure 4.5 View of first Video from youtube channel Kampung Inggris LC

Vocabulary	Meaning
Halo	Halo
Hi	Hai
How are you?	Apa kabar?
Nice to meet you	Senang bertemu denganmu
It's a great idea	Itu ide yang bagus
I don't think so	Saya kira tidak
You're welcome	Sama-sama
What's your hobby?	Apa hobimu?
What are you doing?	Apa yang kamu lakukan?
See you soon	Sampai jumpa lagi
Were have you been?	Kemana saja kamu?
See you later	Sampai jumpa lagi

The session has concludes, and Mrs. Ervi reappears, asking, "Have you all watched it?" She then suggests that viewers should repeatedly watch the video to memorize the content quickly. This video can be played while watching TV, studying at home, or even while lying down. While listening, viewers are encouraged to memorize the vocabulary.

b. English Vocabulary: Talk About Shopping

The second video is introduced by Mrs. Ervi and has a duration of approximately 2 minutes and 38 seconds. This time, Mrs. Ervi is not alone; she invites several members of AA Camp to learn vocabulary together. The opening is conducted by Mrs. Ervi and the AA Camp members, and the topic to be discussed is English vocabulary: Talk About Shopping. Mrs. Ervi prepares around 16 vocabulary words that will be learned and practiced by several AFF members in turn.

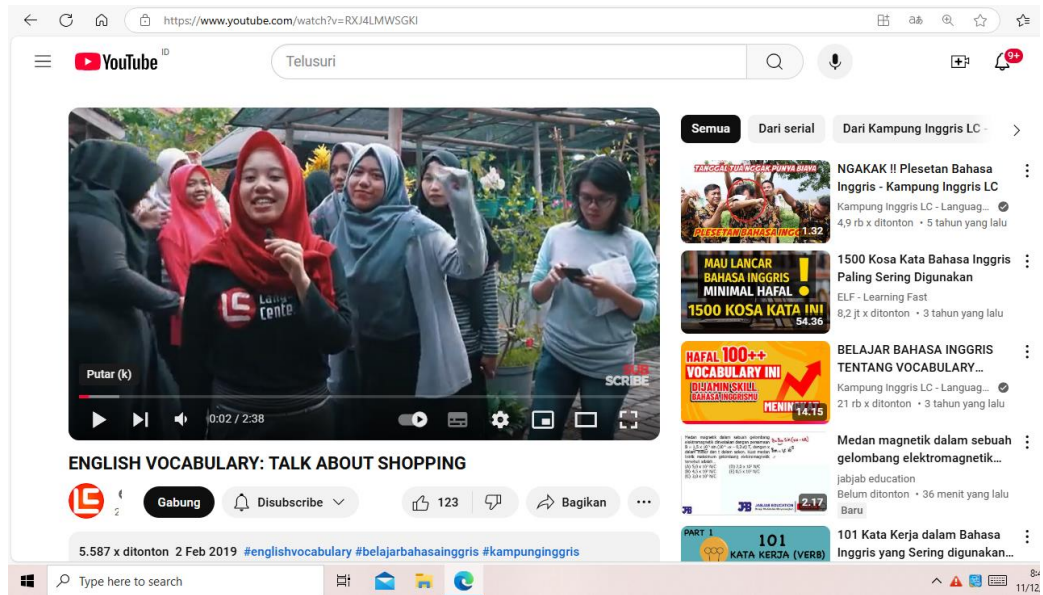


Figure 4.6 View of Second Video from youtube channel Kampung Inggris LC

In the video, they will read each vocabulary word one by one in turn while providing examples of items or demonstrating an action that illustrates a specific vocabulary term. Below are some of the vocabulary words mentioned, including verbs and nouns.



Figure 4.7 View of second Video from youtube channel Kampung Inggris LC

In the photo, the two AFF members are demonstrating a vocabulary word from the verb category, which is "accept," meaning to menerima. The two AFF members act like a vendor handing over their merchandise to a customer, who in turn receives the item.



Figure 4.8 View of second Video from youtube channel Kampung Inggris LC

The next vocabulary word demonstrated by the two AFF members is an adjective, "bargain," which means menawar. The two members act as a seller and a buyer who are engaged in haggling, a common practice that occurs in markets or between buyers and sellers. In this demonstration, they illustrate the interaction typical of bargaining scenarios, where the seller offers a price for an item, and the buyer attempts to negotiate a lower price. This process not only involves verbal communication but also reflects cultural practices surrounding trade in traditional markets, where haggling is often seen as an essential skill for both parties involved. Bargaining embodies the dynamic exchange that takes place, highlighting the social interaction and negotiation skills that are crucial in these settings.



Figure 4.9 View of second Video from youtube channel Kampung Inggris LC

The next vocabulary word demonstrated is a noun, "purse," which means dompet wanita. One of the AFF members provides an example of an item that corresponds to this vocabulary, specifically a women's wallet. A purse is an

item that is essential for both buyers and sellers. In the context of shopping, a purse serves not only as a functional accessory for carrying money and personal items but also reflects individual style and personality. It is a common item found among shoppers, making it relevant in everyday transactions.



Figure 4.10 View of second Video from youtube channel Kampung Inggris LC

The next vocabulary word is a noun, "coins," which means recehan. One of the AFF members presents several coins as a tangible example of this vocabulary term. Providing examples to illustrate vocabulary can significantly aid viewers in memorizing these words. By associating the term "coins" with actual coins, learners can create a stronger mental connection, making it easier to recall the word in future conversations or contexts. This method of teaching enhances understanding and retention of vocabulary by linking abstract concepts to real-world objects.



Figure 4.11 View of second Video from youtube channel Kampung Inggris LC

The next vocabulary word is a noun that has a similar meaning but a different gender compared to the previously mentioned term, which is "wallet," meaning dompet pria. Below is the vocabulary that has been categorized based on verbs and nouns, which can be memorized and recalled. Verbs will be marked with (V), nouns will be marked with (N), and adjectives will be marked with (Adj).

The researcher compiled the vocabulary studied in the video and found more variations of the eight parts of speech. After documenting and categorizing the results, it was discovered that there are about 29 nouns included in the parts of speech, along with approximately 3 verbs. Finally, there are only 2 adjectives. All the vocabulary obtained from this video falls under the parts of speech, which consist of eight types. Below are the vocabulary words that have been categorized and organized according to their types.

Table 4.3 Vocabulary about Shopping

Vocabulary	Meaning
Basket (N)	Keranjang
Cashier (N)	Kasir
Cheque (N)	Cek
Cobbler shop (N)	Toko sepatu
Counter (N)	Meja kasir
Delicatessen (N)	Toko makanan
Fitting room (N)	Kamar pas
Haberdashery (N)	Toko kelontong
Notes (N)	Nota
Purse (N)	Dompot perempuan
Scale (N)	Timbangan
Receipt (N)	Kwitansi
Shelf (N)	Rak
Toy store (N)	Toko mainan
Charity shop (N)	Toko bekas
Clerk (N)	Pegawai toko
Coins (N)	Recehan
Customer (N)	Pembeli
Fishmonger (N)	Toko ikan
Florist (N)	Toko bunga
Pharmacy (N)	Apotek
Refund (N)	Mengembalikan
Wallet (N)	Dompot laki-laki
Butcher (N)	Toko daging
Trolley (N)	Troli
Till (N)	Laci uang
Cash (N)	Tunai
Bargain (N)	Menawar
Ironmonger (N)	Toko besi
Accept (V)	Menerima
Complain (V)	Komplain

Reject (V)	Menolak
Satisfactory (Adj)	Memuaskan
Sold out (Adj)	Habis terjual

"Bargain" can function as either a noun or a verb depending on the context.

- As a noun, "bargain" refers to a favorable agreement or transaction, such as "I got a great bargain on that dress."
- As a verb, "to bargain" means to engage in negotiations regarding prices or terms, such as "They bargained for a lower price."

Given the context provided, "bargain" would more accurately fit under the category of noun when referring to a beneficial deal. However, it's important to note that it can also be used as a verb.

c. The third video is titled "NGAKAK!! Plesetan Bahasa Inggris – Kampung Inggris LC."

In this video, viewers can expect to learn English vocabulary through humorous wordplay, which aims to make the learning process enjoyable and engaging. The video is designed to help learners enhance their understanding of English vocabulary while having fun with puns and jokes related to the language. This approach not only aids in vocabulary retention but also encourages a light-hearted atmosphere for learning. The use of humor can make the content more relatable and memorable for viewers, making it easier for them to recall the vocabulary in future conversations.



Figure 4.12 View of third Video from youtube channel Kampung Inggris LC

This video was created by the tutors of Kampung Inggris LC and has a duration of 1 minute and 31 seconds, with a total of 4,952 views and 146 likes. It was uploaded on May 4, 2019, and has received 8 comments. The content of this video features English vocabulary that can be turned into puns in Indonesian, with about 6 vocabulary words mentioned. The first vocabulary word introduced is "**Gun**" which means **pistol**. In the context of puns, this word can be used to create jokes or wordplay that is entertaining, establishing a connection between English and Indonesian through similar pronunciations or humorous wordplay. This approach not only aids in learning new vocabulary but also adds fun to the learning process.



Figure 4.13 View of third Video from youtube channel Kampung Inggris LC



Figure 4.14 View of third Video from youtube channel Kampung Inggris LC



Figure 4.15 View of third Video from youtube channel Kampung Inggris LC

The first vocabulary word is "Gun," which means pistol. The tutor creates a pun using the word "Gun," translating it into Indonesian as "Pistol Dingin Menyegarkan," which is then mixed with English to become "Es The **Gun.**" When pronounced in an Indonesian accent, it sounds like "**Es Degan.**" The bolded words represent the vocabulary and their translations. The tutors use jokes that align with the prepared vocabulary so that viewers can memorize them in an enjoyable way.



Figure 4.16 View of third Video from youtube channel Kampung Inggris LC



Figure 4.17 View of third Video from youtube channel Kampung Inggris LC



Figure 4.18 View of third Video from youtube channel Kampung Inggris LC

The second vocabulary word is "Nuts," which means gila. Here, they create a pun from one English vocabulary word into a single sentence in Indonesian: "Ngomong panjang lebar dikacangin." The usual response to this phrase is "**Cenat-cenut.**" "Cenat-cenut" refers to a feeling of heartache, as if something is stabbing the heart. The term "cenat-cenut" is derived from the English word "nuts." As highlighted in bold, the word "nut" in Indonesian pronunciation can be read as "**nuts.**" This clever play on words connects the vocabulary with a humorous context, making it easier for viewers to remember.



Figure 4.19 View of third Video from youtube channel Kampung Inggris LC



Figure 4.20 View of third Video from youtube channel Kampung Inggris LC



Figure 4.21 View of third Video from youtube channel Kampung Inggris LC

The third vocabulary word is "Cost," which means biaya. The meaning of the word "cost" is turned into a humorous sentence: "Tanggal tua ngga punya **biaya**?" The underlined part refers to the meaning of "cost." The response to this statement is also related to the English vocabulary word "cost." When pronounced in an Indonesian accent, "cost" sounds like "**kos**." Therefore, the answer to the question is "**anak kos**," as many students living in boarding houses in Indonesia often find themselves short on funds at the end of the month. This clever connection between the vocabulary and everyday experiences makes it easier for viewers to remember the word.



Figure 4.22 View of third Video from youtube channel Kampung Inggris LC

The fourth vocabulary word is "Man," which means laki-laki. The translation of "man" is turned into a humorous sentence in Indonesia: "**Laki-laki** yang ninggalin kamu?" The bolded word refers to the meaning of "man." The punchline of this joke is "**Mantan**," which means "ex" or "former partner." The bolded part comes from the word "man."



Figure 4.23 View of third Video from youtube channel Kampung Inggris LC

The fifth vocabulary word is "zoo," which means kebun binatang. The translation of "zoo" is turned into a humorous sentence in Indonesia: "pergi ke **kebun binatang** sendirian" The bolded word refers to the meaning of "zoo." The punchline of this joke is "**zoonest**," which means "single." The bolded part comes from the word "zoo."



Figure 4.24 View of third Video from youtube channel Kampung Inggris LC

The sixth vocabulary word is "rock," which means batu. Then the tutor shares a joke by saying the phrase "tidur nyenyak," which is referred to as "**ngorock**." The word "rock" is derived from the vocabulary word mentioned above, while the synonym for "ngorock" is "mendengkur," which means to snore. This clever play on words connects the concept of sleeping soundly with the idea of snoring, creating a humorous association that makes it easier for viewers to remember the vocabulary. By linking "rock," which can imply a steady or deep sleep, with the act of snoring, the tutor effectively engages the

audience and enhances their learning experience.

The researcher found 5 nouns in this video: gun, cost, zoo, man and rock. These nouns also belong to the parts of speech. Additionally, 1 adjective was found, which is 'nuts.' 'Nuts' is categorized as an adjective here because the video chose its meaning as 'gila' unless it indicates the meaning as 'nuts' (the food). Therefore, only 2 types of parts of speech were found in this video, Noun and Adjective.

2. Type of Learning Methods in Youtube Channel Kampung Inggris LC

a. “50 English Vocabulary Words That Are Commonly Used – Kampung Inggris #samayasa.”

The method used in this video is the drill method or repetition, which emphasizes repeated practice to strengthen memory and understanding of vocabulary. This method is recognized by Nana Sudjana as an effective way to enhance skills and agility in learning vocabulary (Sudjana, 2005). According to Syaiful Sagala (2009, p. 21), the drill method is a training method that serves as a good teaching approach to instill certain habits. It also acts as a means to acquire agility, accuracy, opportunities, and skills. Research conducted by Pramesti, Hakikiyah, and Hajron (2023) titled “Pengaruh Strategi Pengulangan Kosa Kata Dalam Meningkatkan Hasil Belajar Peserta Didik Kelas 5 MI Banjarharjo” also shows that vocabulary repetition strategies can improve students' learning outcomes. In their study, the application of the drill method proved to have a positive impact on students' vocabulary mastery in the classroom. Using this method, Mrs. Ervi provided vocabulary that is part of the parts of speech, which

includes 50 verbs; there are no other words because vocabulary related to expressions is not included in the parts of speech.

b. English Vocabulary: Talk About Shopping

The method used in this video to enhance vocabulary is the demonstration method. This teaching method involves the teacher demonstrating specific vocabulary according to its meaning, and it is known as the demonstration method. According to Huda (2014, p. 61), the demonstration method is a way of presenting lesson material by demonstrating or showing students a particular process, situation, or object being studied, whether real or simulated, accompanied by explanations. This method has been recognized and applied in various educational contexts to improve students' understanding of vocabulary. One relevant study is that conducted by Widyoningsih (2021), titled "Penerapan Metode Demonstrasi untuk Meningkatkan Kemampuan Menentukan Kosa Kata Berkaitan Peristiwa Siang dan Malam," which states that the demonstration method is an effective way for teachers to convey lesson material. In the context of vocabulary learning, this method allows students to see firsthand how a word is used in real contexts, thereby strengthening their understanding. Thus, the demonstration method, which relies on repetition and visualization, is rooted in educational theories that emphasize the importance of direct experience and interaction in the teaching and learning process. The researcher gathered the vocabulary examined in the video and identified additional variations of the eight parts of speech. Upon documenting and categorizing the findings, it was revealed that there are roughly 29 nouns classified within the parts of speech, as well as around 3 verbs. Lastly, there are

just 2 adjectives. All the vocabulary collected from this video is categorized under the eight types of parts of speech. This video uses the demonstration method, as explained above, and presents 29 vocabulary words that are nouns, along with only 3 verbs and 2 adjective. All of these fall under the parts of speech. Verbs, nouns, and adjectives are all components of the parts of speech.

c. “NGAKAK!!Plesetan Bahasa Inggris-Kampung Inggris LC”

Using humor, including slang jokes or puns, as a method to enhance English vocabulary is an approach supported by several educational theories and research. One relevant theory is the humor-based learning theory. According to research conducted by various scholars on the use of jokes in English language learning, humor can create a more relaxed and enjoyable learning environment. This helps students remember new vocabulary more easily as they become emotionally and cognitively engaged with the material presented. If students learn language skills by using jokes, they will feel more comfortable in their new language, since an important part of learning a language is learning to enjoy its jokes (Cook, 2002, p. 25). Martin (2007, p. 5) defines humor as: "humor is a broad term that refers to anything that people say or do that is perceived as funny and tends to make others laugh, as well as the mental processes that go into both creating and perceiving such an amusing stimulus, and also the affective response involved in the enjoyment of it." Garner (2006, p. 177) states that "students indicate that humor can increase their interest in learning and research has demonstrated that students who have teachers with a strong orientation to humor tend to learn more." Humor brings positive changes in students' attitudes toward learning a second language. For

example, research by Sinambela, Sembiring, Manik, and Pangaribuan (2024), which analyzes joke techniques in TikTok content, shows that humor can serve as a bridge between teachers and students, making the classroom atmosphere more comfortable and effective for learning.

Using the humor-based learning method, which aligns with the theory mentioned above, this video features a smaller number of parts of speech, including about 5 nouns and 1 adjective. Although not many words are provided, the method is definitely worth trying.

B. Discussion

1. Types of Parts of Speech in Youtube Channel Kampung Inggris LC

This research shows that YouTube as a learning media can provide numerous benefits. The researcher identifies three YouTube videos from the same channel, Kampung Inggris LC, each employing different teaching methods related to the advantages of vocabulary learning. The study found that five parts of speech were taught in the videos: nouns, verbs, adjectives. There are approximately 53 verbs, 34 nouns, 2 adjectives, and 12 forms of expressions. Thus, these videos have good potential for developing students' vocabulary, particularly concerning verbs and nouns. The total vocabulary count across the three videos is substantial at 101 items—this is quite significant for learners. The videos encompass various word types (verbs, nouns, adjectives) essential for comprehensive language understanding and usage. The high number of verbs (53) and nouns (34) is particularly beneficial since these parts of speech are central to sentence formation and communication. However,

it is worth noting that the number of adjectives is quite limited at only 2 increasing this number would assist students in better describing objects or situations. Furthermore, there is no mention of adverbs, which are also important in vocabulary development. British Council (2022) states that parts of speech depict the categories which every word is specified based on what grammatical or lexical function the word has. In addition, the word classes such as nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, determiners and interjections are included as part of speech (Finegan, 2008 & Nordquist, 2020). Trask (1999) asserts that parts of speech are grammatical categories that classify words within a language. He identifies the parts of speech as including adjectives, adverbs, conjunctions, articles, nouns, prepositions, pronouns, and verbs. This highlights the importance of understanding parts of speech in language learning, as it facilitates the construction of correct sentences and a better grasp of the language's overall structure. Consequently, the lessons presented in the three videos address various parts of speech; however, it is noteworthy that verbs and nouns are more frequently represented than adjectives, adverbs, conjunctions, articles, prepositions, and pronouns. This finding contrasts with the researcher's observation that vocabulary encompasses a diverse range of parts of speech.

2. Types of Learning Methods in Youtube Channel Kampung Inggris LC

After collecting data from the three videos mentioned above, the researcher found that each video employed different learning methods.

Engaging learning methods can enhance students' interest and motivation. When students feel involved and enjoy the learning process, they tend to be more active and enthusiastic about learning. Deci and Ryan (1985) explain that intrinsic motivation arises when students feel they have control over their learning. Engaging methods can provide this sense of ownership. After identifying the three methods presented in the videos, it was found that these methods are interesting and can attract students to learn, enabling them to understand the lessons better. This research identifies three learning methods to enhance vocabulary: the drill method, the demonstration method, and the method using humor and jokes.

Interactive learning methods, such as games or creative projects, can encourage students to think creatively and develop their imagination. Guilford (1950) emphasizes the importance of a supportive learning environment for fostering creativity. If all three methods are used to encourage students to think creatively, then this is a strong answer for the other two methods except for the drill method, as this method involves repetition that merely leads students to repeat words without developing their imagination or creative thinking. When the demonstration method is used in teaching, it encourages students to think creatively and imaginatively because they will try to visualize what is being demonstrated; they will attempt to guess, which will excite them—especially if the demonstration is presented in a creative and enthusiastic manner. Observing from these videos, while they implement this method fairly well, it would be even better if they could demonstrate all vocabulary in a more creative way by providing examples and using easily found items for demonstration.

The humor-based learning method can also serve as a creative approach if we invite students to collaboratively create jokes, allowing them to think creatively about finding the funniest jokes to share.

Enjoyable learning often involves cooperation among students, helping them develop social skills. Among these three methods, only two can be used to implement cooperative learning: the demonstration method and humor-based learning. Bandura (1986) shows that social interaction is crucial in the learning process, where students learn from each other through collaboration. The demonstration method can facilitate collaboration among students; teachers can divide them into groups where they guess each other's demonstrations, thereby enhancing their social skills. The videos do not indicate that they are intended for group work or collaboration; thus, it may be beneficial for teachers in the future to use these as opportunities for student collaboration. The humor-based learning method can also be used for collaboration among peers by applying it similarly to how demonstration works among students. For example, students could be grouped to brainstorm jokes or teachers could prepare material for students to guess in groups while reading their jokes aloud.

Comfortable learning methods can create a relaxed environment for students, reducing stress and anxiety associated with the learning process. Some students may be shy or anxious about learning; it is important for teachers to find suitable methods according to their levels of difficulty or learning stages so as not to cause anxiety or pressure. Ryan and Deci (2000) show that a supportive learning environment that meets students' basic needs (such as autonomy, competence, and relatedness) can enhance their emotional well-being. Some methods may be

applicable across all levels, such as drill and demonstration methods; however, humor-based learning may not be suitable for all levels due to the difficulty of teaching material related to humor that not everyone understands, especially for elementary school children.

Using engaging and comfortable learning methods not only increases student interest and motivation but also strengthens understanding, creativity, social skills, and reduces stress. By understanding the theories underlying these approaches and referring to relevant sources, educators can design more effective and enjoyable learning experiences for their students.