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The Effectiveness of Using English with Lucy Channel on Youtube to Improve the Vocabulary Mastery of 10th Grade Students at SMAN 3 Mataram

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Abstract

Vocabulary mastery is the foundation of English proficiency, yet tenth-grade students at SMAN 3 Mataram still struggle to remember words, understand their meanings, and use them appropriately in context. This study aimed to describe the implementation of the English with Lucy YouTube video in vocabulary learning and to measure its effectiveness for tenth-grade students at SMAN 3 Mataram. A quantitative approach with a pre-experimental one-group pretest-posttest design was used with 35 students of class X.2 selected through purposive sampling. Data were collected through a try-out, a pre-test, three treatment meetings, a post-test, and documentation. The treatment used the video 100 Most Common English Words (Pronunciation & Example Sentence). Data were analyzed using descriptive statistics, N-Gain, the Shapiro-Wilk test, and the Wilcoxon signed-rank test. The results showed that the mean score increased from 86.23 to 96.57 with an N-Gain of 0.80 (high). The post-test means were 100.00 for form, 96.40 for meaning, and 95.14 for use, with an overall mean of 97.18 (very high). The Wilcoxon test showed a significant difference ($Z = -5.109$; $p < .001$; $r = 0.86$). Therefore, the video was effective. Although this channel is well known, quantitative evidence in the Indonesian senior high school context remains limited; this study offers novelty by providing quantitative evidence of the channel's implementation in receptive vocabulary learning. Teachers are recommended to use short, structured videos combined with active classroom activities, and future researchers are recommended to apply a control-group design.

Keywords: Vocabulary Mastery, Youtube, English With Lucy, Pre-Experimental Design, Receptive Vocabulary.

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INTRODUCTION

Mastering English vocabulary is a fundamental aspect of language learning and an essential skill in the globalization era (Nation, 2001). Indonesian tenth-grade students are expected to communicate effectively in English as a foreign language (EFL); however, limited vocabulary knowledge remains a primary barrier to successful language acquisition (Nation, 2001). Aida et al. (2024) found that students experienced difficulties with vocabulary learning, particularly in pronunciation, understanding word meanings, grammatical changes, and appropriate word use.

Nurlaela et al. (2025) also found that students had difficulty guessing the meaning of vocabulary from narrative texts, indicating that vocabulary learning requires contextual understanding rather than merely memorizing individual words. These findings confirm that vocabulary instruction needs to provide contextual, multimodal, and repeated exposure to target words.

Among various digital learning media, YouTube has become one of the most widely used platforms for English learning because it provides authentic language input and contextualized vocabulary (Audina et al., 2022; Almurashi, 2016). Previous studies consistently demonstrate its effectiveness in improving vocabulary mastery and learner engagement (Audina et al., 2022). A systematic review by Awad and Al-Mlouk (2025) concluded that YouTube is an effective learning tool for EFL learners, while Hasan (2025) highlighted that multimodal digital learning environments facilitate vocabulary acquisition by integrating visual and auditory input. Watkins and Wilkins (2011) and Brame (2016) further emphasize that short, pedagogically structured videos can support language learning when they are integrated with active classroom tasks rather than used as passive viewing materials. Among many educational channels, *English with Lucy* is considered appropriate because it provides structured vocabulary lessons and authentic pronunciation models; however, studies on this channel in Indonesian senior high school contexts are still limited and have mostly relied on qualitative designs.

Preliminary observations in a tenth-grade class at SMAN 3 Mataram revealed that many students struggled with vocabulary mastery, had difficulty remembering words, understanding meanings, and using vocabulary appropriately in context, while conventional teaching methods relying on memorization and textbooks led to passive participation (Nurlaela et al., 2025). To address these challenges, integrating YouTube videos offers a promising solution. Mayer and Moreno's (2003) Cognitive Theory of Multimedia Learning and Paivio's (1986) Dual Coding Theory both support that combining visual and auditory information enhances vocabulary retention and comprehension. Despite positive findings on the *English with Lucy* channel, quantitative evidence measuring its effectiveness among tenth-grade Indonesian EFL students remains limited, and no previous study has specifically investigated its implementation at SMAN 3 Mataram. This study therefore offers a new perspective by presenting classroom implementation description and quantitative evidence of the channel's effectiveness in improving receptive vocabulary mastery.

Theoretically, this study contributes to the literature on multimedia-assisted vocabulary learning by providing classroom-based quantitative evidence for Dual Coding Theory and the Cognitive Theory of Multimedia Learning. Practically, the findings offer English teachers a replicable instructional model for integrating short, structured YouTube videos with active classroom activities, and provide schools with evidence-based considerations for supporting digital media in EFL instruction.

In line with this background, this study aims to (1) describe how the implementation of the *English with Lucy* YouTube video in the English classroom supports the vocabulary mastery of tenth-grade students at SMAN 3 Mataram, (2) measure the extent to which the use of this video is effective in improving students' vocabulary mastery, and (3) determine the level of effectiveness of the video based on students' individual N-Gain scores.

METHOD

Research Design

This research used a quantitative approach with a pre-experimental design, namely the one-group pretest-posttest design, which was chosen because the study was carried out in an existing classroom without disturbing the regular school schedule (Creswell & Creswell, 2018; Sugiyono, 2019). The independent variable was the use of the *English with Lucy* YouTube channel as a vocabulary learning medium in three treatment sessions, while the dependent variable was students' receptive vocabulary mastery, covering remembering, understanding, and using words in context (X → O2, preceded by O1). This design was selected because the researcher could not randomly assign students to control and experimental groups without disrupting the existing class structure. However, the absence of a control group is acknowledged as a limitation: the observed improvement cannot be attributed solely to the video, because practice effects, maturation, and the combined instructional package may also have contributed to the results.

Time and Place of Research

The research was conducted at SMAN 3 Mataram, West Nusa Tenggara, from 26 September to 10 October 2026. The school was selected because it represents a typical Indonesian EFL learning environment with adequate internet access and audiovisual facilities to support YouTube-based learning.

Population, Sample, and Sampling Technique

The population consisted of all tenth-grade students at SMAN 3 Mataram in the 2026/2027 academic year. The sample consisted of 35 students of class X.2, selected through purposive sampling based on the recommendation of the English teacher and preliminary observations showing vocabulary difficulties.

Research Instrument

The main instrument was a vocabulary test administered as a pre-test and a post-test. The draft test consisted of 40 items (25 multiple-choice, 10 fill-in-the-blank, 5 matching) and was tried out on 35 students outside the sample; 10 invalid multiple-choice items were removed, leaving a final 30-item test. Content validity was established through expert judgment, and item validity was tested using Pearson product-moment correlation (r-table = 0.334, df = 33, $\alpha = 0.05$). Reliability was estimated using Cronbach's Alpha. The final instrument was administered in a written form and focused on receptive vocabulary knowledge.

Vocabulary mastery in this study is operationally defined as students' receptive knowledge of target words, namely their ability to recognize written word form, identify word meaning, and use words appropriately in written context. This study measured three receptive aspects through the written test: form, assessed through multiple-choice and matching items requiring students to recognize the written form

of each target word; meaning, assessed through multiple-choice and matching items requiring students to identify the correct definition or meaning; and usage, assessed through fill-in-the-blank items requiring students to use target words appropriately in context. Pronunciation was introduced and practiced during the treatment through repetition after the video, but it was not measured in the pre-test or post-test because the study did not evaluate speaking performance.

Data Collection Procedures

Data were collected in five stages: a try-out to examine the validity and reliability of the instrument (26 September 2026), a pre-test to measure students' initial vocabulary mastery (2 October 2026), a treatment consisting of three 90-minute meetings using the video *100 Most Common English Words (Pronunciation & Example Sentence)* (2, 3, and 9 October 2026), a post-test to measure vocabulary mastery after the treatment (10 October 2026), and documentation of the learning activities throughout the treatment. Meeting 1 introduced ten target words with teacher-paused explanation and repetition; Meeting 2 focused on contextual use through pair work and a fill-in-the-blank exercise; Meeting 3 reinforced all 30 words through Vocabulary Bingo and a short quiz.

Data Analysis Techniques

Data were analyzed using descriptive statistics (mean, minimum, maximum, standard deviation) and the N-Gain score, calculated as (post-test − pre-test) / (100 − pre-test) and interpreted using Hake's (1998) categories. The level of effectiveness was also determined from the post-test scores grouped by vocabulary aspect (form, meaning, and use): the mean score of each aspect was calculated across all students, the three aspect means were averaged into one overall score, and this score was converted into a category (90–100 = very high; 80–89 = high; 70–79 = medium; 60–69 = low; below 60 = very low). Prior to hypothesis testing, the Shapiro-Wilk normality test was used; because the data were not normally distributed, the Wilcoxon signed-rank test was used to compare pre-test and post-test scores at $\alpha = 0.05$, with effect size calculated as $r = Z / \sqrt{N}$ and interpreted using Cohen's (1988) criteria.

FINDINGS AND DISCUSSION

The try-out showed that 30 of the 40 draft items were valid (r-count between 0.402 and 0.545; significance between 0.001 and 0.017), while the ten invalid items asked about vocabulary outside the 30 target words taught in the video. The 30-item instrument was reliable, with a Cronbach's Alpha of 0.869, higher than the minimum acceptable value of 0.70 (Nunnally & Bernstein, 1994). The reliability and item statistics are summarized in Table 1.

Table 1. Summary of Reliability and Item Statistics of the 30 Valid Vocabulary Test Items

Statistic	Value
Valid items	30 of 40
Item r-count range	0.402–0.545
Significance range	0.001–0.017

Item mean range	0.3429–0.3714
Item SD range	0.48159–0.49024
Cronbach's Alpha	0.869
N	35

As shown in Table 1, the 30 valid items had a relatively even level of difficulty, and the Cronbach's Alpha of 0.869 indicates that the instrument was reliable before being used as the pre-test and post-test.

RQ1. The Implementation of the English with Lucy Video

The *English with Lucy* video was implemented in three structured meetings. Table 2 summarizes the implementation and the vocabulary aspects supported in each meeting.

Table 2. Implementation of the English with Lucy Video Across the Three Treatment Meetings

Meeting	Target Words (sample)	Main Activities	Aspect Supported
1	day, time, come, get, go, have, listen, look, make, say	Watching the video with teacher-paused explanation; repetition and note-taking	Remembering & understanding
2	see, tell, think, use, want, be, can, should, will, first	Reviewing, pair-work sentence practice, fill-in-the-blank exercise	Understanding & using in context
3	last, just, how, when, at, by, from, in, to, with	Review, Vocabulary Bingo, short quiz	Reinforcement (remembering & using)

As shown in Table 2, the three meetings moved progressively from remembering and understanding the target words in Meeting 1, to understanding and using them in context in Meeting 2, and finally to reinforcing all 30 words in Meeting 3. This sequence allowed each word to be introduced, practiced, and reinforced through a combination of written, spoken, and contextual exposure, consistent with the dimensions of word knowledge measured in this study.

Table 3. Descriptive Statistics of the Pre-test and Post-test Scores

Test	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	35	47.00	100.00	86.23	11.47
Post-test	35	80.00	100.00	96.57	4.70

As shown in Table 3, the mean score increased from 86.23 in the pre-test to 96.57 in the post-test, while the standard deviation decreased from 11.47 to 4.70. The narrower spread of post-test scores indicates that students' vocabulary mastery became more homogeneous after the treatment.

RQ2. Effectiveness of the English with Lucy Video in Improving Vocabulary Mastery

The mean score increased by 10.34 points, from 86.23 to 96.57. The minimum score rose from 47 to 80, and the standard deviation decreased from 11.47 to 4.70, showing that the post-test scores were more homogeneous. In the pre-test, 17 of the 35 students (48.6%) scored 90 or above, compared with 33 students (94.3%) in the post-test, and no student scored below 80 in the post-test.

The mean N-Gain score was 0.80 (high category, Hake, 1998), calculated for 34 students because one student scored 100 on both tests. Of these, 22 students (64.7%) obtained a high N-Gain, 12 students (35.3%) obtained a medium N-Gain, and no student obtained a low N-Gain. The Shapiro-Wilk test showed that both the pre-test

and post-test scores were not normally distributed ($p < .001$), so the Wilcoxon signed-rank test was used. The results showed 34 positive ranks, 0 negative ranks, and 1 tie, with $Z = -5.109$ and asymptotic significance $p < .001$, indicating a large effect size ($r = 0.86$; Cohen, 1988). The null hypothesis was therefore rejected: there is a significant difference between students' vocabulary scores before and after the implementation of the *English with Lucy* YouTube video.

Thus, the increase in mean score, the high mean N-Gain, and the significant Wilcoxon result with a large effect size together indicate that the use of the *English with Lucy* YouTube video was effective in improving the vocabulary mastery of tenth-grade students at SMAN 3 Mataram.

RQ3. The Level of Effectiveness

The level of effectiveness was determined from the post-test scores of all students grouped by the three vocabulary aspects measured in the test: form (Section C, 5 items), meaning (Section A, 15 items), and use (Section B, 10 items). The score of each aspect was averaged across the 35 students, and the three aspect means were then summed and divided by three to obtain the overall level of vocabulary mastery, which was converted into a category (90–100 = very high; 80–89 = high; 70–79 = medium; 60–69 = low; below 60 = very low). The results are presented in Table 4.

Table 4. Pre-test and Post-test Results by Vocabulary Aspect and Overall Level of Effectiveness

Aspect	Items	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Post-test Min–Max	Gain	N-Gain	Post-test Category
Form (Section C)	5	96.57	17.14	100.00	0.00	100.00–100.00	+3.43	1.00	Very High
Meaning (Section A)	15	87.40	11.80	96.40	5.83	80.00–100.00	+9.00	0.71	Very High
Use (Section B)	10	79.14	19.91	95.14	11.21	40.00–100.00	+16.00	0.77	Very High
Mean of the three aspects	—	87.70	—	97.18	—	—	+9.48	0.77	Very High
Total score (all 30 items; Table 3)	30	86.23	11.47	96.57	4.70	80–100	+10.34	0.80	Very High

Note. Aspect scores = (items − mean errors)/items × 100 based on 35 students. Gain = post-test mean − pre-test mean. N-Gain of each aspect and of the mean of the three aspects = (post-test mean − pre-test mean) / (100 − pre-test mean); N-Gain of the total score is the mean of the individual N-Gain scores of 34 students (Table 6). Category: 90–100 = Very High; 80–89 = High; 70–79 = Medium; 60–69 = Low; below 60 = Very Low.

As shown in Table 4, the mean post-test score was 100.00 for form, 96.40 for meaning, and 95.14 for use. The sum of the three means (291.54) divided by three gives an overall mean of 97.18, which belongs to the very high category. Compared with the

pre-test, the mean of the three aspects rose by 9.48 points, from 87.70 to 97.18. The largest gain occurred in the use aspect (+16.00 points; N-Gain 0.77), followed by meaning (+9.00 points; N-Gain 0.71), while form was already at 96.57 in the pre-test and reached the maximum score of 100.00 after the treatment. The post-test standard deviation was lower than in the pre-test for every aspect. Use remained the most variable aspect (SD = 11.21), mainly because one student obtained only 40.00 on this section. The mean of the total post-test score (96.57; Table 3) is slightly lower than the mean of the three aspects (97.18) because the total score gives more weight to sections with more items, whereas the aspect mean gives each aspect equal weight; both values belong to the very high category.

Table 5. Distribution of Students by Post-test Category for Each Vocabulary Aspect

Aspect	Very High (90–100)	High (80–89)	Medium (70–79)	Low (60–69)	Very Low (<60)	Perfect Score
Form	35	0	0	0	0	35
Meaning	28	7	0	0	0	24
Use	32	2	0	1	0	25

Note. Number of students (N = 35) in each post-test category by aspect. Perfect score = number of students who answered all items of the section correctly.

Table 5 shows that all 35 students (100%) were in the very high category for form, 28 students (80.00%) for meaning, and 32 students (91.43%) for use. No student fell below the high category in meaning, and only one student fell into the very low category in use. The number of students with a perfect score was 35 for form, 24 for meaning, and 25 for use.

Table 6. Distribution of Students' N-Gain Categories

N-Gain Category (Hake, 1998)	N-Gain Range	N (students)	Percentage
High	$g \geq 0.70$	22	64.7%
Medium	$0.30 \leq g < 0.70$	12	35.3%
Low	$g < 0.30$	0	0%

As shown in Table 6, 22 of the 34 students (64.7%) achieved a high N-Gain, while the remaining 12 students (35.3%) achieved a medium N-Gain, and no student fell into the low category. This distribution shows that the improvement was not uniform across all students: the majority reached the high category, while slightly more than a third reached only the medium category. Taken together with the very high aspect-based level (97.18) in Table 4 and the mean N-Gain of 0.80, which itself falls in the high category (Hake, 1998), the *English with Lucy* YouTube video can be considered effective for most students, with the level of effectiveness ranging from medium to high rather than uniformly high across the whole sample.

Discussion on the Implementation of the English with Lucy Video (RQ1)

The implementation of the *English with Lucy* video supported vocabulary mastery through a structured combination of the video and the teacher's activities. This finding is explained by Dual Coding Theory (Paivio, 1986) and Mayer and Moreno's (2003) principle that words presented through more than one channel are learned more effectively, since each word in the video appeared in written form together with its phonetic transcription while being pronounced aloud. This is also in line with Brame's (2016) recommendation that educational videos should be short, focused, and accompanied by active learning tasks, as well as with Sherer and Shea's (2011) view that online video can support student engagement when integrated purposefully into instruction. The three meetings also reflected the three dimensions

of word knowledge proposed by Nation (2001) that were measured in this study: form, meaning, and usage. Pronunciation, the fourth aspect commonly discussed in the vocabulary literature (Brewster et al., 2002), was practiced through the students' repetition of each word after the video, but it was treated as a supporting activity rather than a measured outcome, since the test instrument assessed only the students' receptive vocabulary mastery in written form. This finding is consistent with previous studies on YouTube in EFL vocabulary teaching (Audina et al., 2022; Awad & Al-Mlouk, 2025; Hasan, 2025; Watkins & Wilkins, 2011; Almurashi, 2016), although those studies relied mainly on qualitative approaches, whereas the present study adds classroom-implementation description together with quantitative evidence of outcomes. Teachers should nevertheless consider Jones and Cuthrell's (2011) warning that YouTube use requires careful selection and classroom management so that videos function as pedagogical tools rather than mere entertainment.

Discussion on the Effectiveness of the English with Lucy Video (RQ2)

The significant improvement in vocabulary scores, together with a large effect size, indicates that the *English with Lucy* video was effective in improving students' vocabulary mastery. This result is consistent with Nurfadilla et al. (2025), who reported a mean increase from 54.78 to 81.44, and Sundanis et al. (2025), who reported an increase from 62.30 to 78.90, both using a similar pre-experimental design. The smaller absolute increase in the present study (10.34 points) compared with these studies is explained by the higher pre-test mean of the sample, which left less room for improvement; the N-Gain score, which accounts for this remaining room, confirmed that the improvement was nonetheless high.

Several points should be considered when interpreting these findings. First, the relatively high pre-test mean (86.23) indicates a ceiling effect, since the 30 target words are among the most frequent words in English and were likely already familiar to many students. Second, the one-group pretest-posttest design has no control group, so the improvement cannot be attributed to the video alone; other factors such as the practice effect, maturation, and the combined instructional package (video plus teacher explanation, pair work, and quizzes) may also have contributed. Third, the study measured only receptive vocabulary through a written test, so it does not show whether pronunciation or speaking skills improved.

Pedagogical Implications

These findings carry both theoretical and practical implications. Theoretically, the results add quantitative, classroom-based evidence to the mostly qualitative literature on the *English with Lucy* channel, supporting Dual Coding Theory (Paivio, 1986) and the Cognitive Theory of Multimedia Learning (Mayer & Moreno, 2003) as explanations for why combined visual, auditory, and contextual input improves vocabulary retention. Practically, the structured three-meeting sequence used in this study—introduction, contextual practice, and reinforcement—offers English teachers a replicable model for integrating short YouTube videos into regular classroom instruction without requiring additional technology beyond a video player and internet access.

CONCLUSION

This study concludes that the *English with Lucy* YouTube video supported the vocabulary mastery of tenth-grade students at SMAN 3 Mataram when implemented in three structured meetings that moved from word introduction, through contextual practice, to reinforcement. This implementation supported students' ability to remember, understand, and use the target vocabulary in context because each word was presented in written, spoken, and contextual form.

Regarding effectiveness, the use of the *English with Lucy* YouTube video significantly improved students' vocabulary mastery. The increase in the mean score, the high N-Gain category, and the large effect size of the Wilcoxon test indicate that the video contributed positively to students' receptive vocabulary achievement. The valid and reliable instrument further supports the credibility of these results.

Regarding the level of effectiveness, the post-test results by vocabulary aspect showed a very high overall level. The form aspect reached the maximum level, meaning and use were also in the very high category, and the individual N-Gain distribution showed that most students achieved a high category while the rest achieved a medium category. This means that the video benefited most students, but not all students to the same extent.

Taken together, the findings suggest that short, structured YouTube videos such as those from the *English with Lucy* channel, when combined with active classroom activities, can serve as a practical medium for vocabulary instruction in Indonesian EFL classrooms. However, the presence of a ceiling effect and the absence of a control group should be considered when interpreting the strength of the findings.

RECOMMENDATIONS

Based on the findings and limitations of this study, English teachers are recommended to integrate short, structured YouTube videos such as those from the *English with Lucy* channel into vocabulary instruction and to combine them with active classroom activities—such as teacher-paused explanation, repetition, pair work, contextual exercises, and games—while checking students' initial vocabulary level to avoid ceiling effects; students are encouraged to use similar videos for independent practice by replaying the videos, repeating pronunciation, and writing their own sentences with the target words; schools are advised to support digital media use by providing stable internet access, projectors, and speakers and by encouraging teachers to share proven video-based lesson plans; and future researchers are recommended to use a quasi-experimental design with a control group, select target words and tests that match students' proficiency, involve more classes or schools over a longer treatment period, include a delayed post-test to measure retention, and assess productive vocabulary and pronunciation supported by qualitative data such as observation, interviews, or questionnaires.

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