

**ANALYZING THE VOCABULARY TIERS ON
POC ENGLISH YOUTUBE SHORTS**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in teaching English



By

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ABSTRACT

Aprilyana, Elza Wira Andita. (2023). *Analzing the Vocabulary Tiers on POC English YouTube Shorts*. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: H. Mokhamad Syaifudin, M. Ed, Ph. D, Advisor II: Hilda Izzati Madjid, MA

Key words: Vocabulary, Vocabulary tiers, Teaching and learning strategy, YouTube shorts, *POC English* YouTube channel

Vocabulary is the most basic aspect to master four skills in English. The fact, there are still a lot of students' vocabulary that is still low at various ability levels. So, it needs additional approaches or strategies in teaching vocabulary. One strategy that can be used is to teach vocabulary with a vocabulary tier. Vocabulary tiers or vocabulary levels can help students and teachers in grouping vocabulary into several levels. The tier of vocabulary is critical in learning language because understanding vocabulary tiers makes learning vocabulary easier. When teaching vocabulary, vocabulary tiers aid in the word organization and focus. In addition to the vocabulary tiers strategy, can also use existing technological media such as YouTube shorts that provide videos about vocabulary. One of the channels that can be used is *POC English*. This paper conducts research on five vocabulary videos taught by the *POC English* YouTube channel. This research was conducted using the content analysis method in which the data is presented in a descriptive qualitative design. The results of the study stated that there were two vocabulary tiers used in the five vocabulary content videos taught by *POC English*.

ABSTRAK

Aprilyana, Elza Wira Andita. (2023). *Analzing the Vocabulary Tiers on POC English YouTube Shorts*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: H. Mokhammad Syaifudin, M. Ed, Ph. D, Pembimbing II: Hilda Izzati Madjid, MA

Kata Kunci: Kosakata, Tingkatan kosakata, YouTube pendek, Strategi belajar mengajar, Saluran YouTube *POC English*

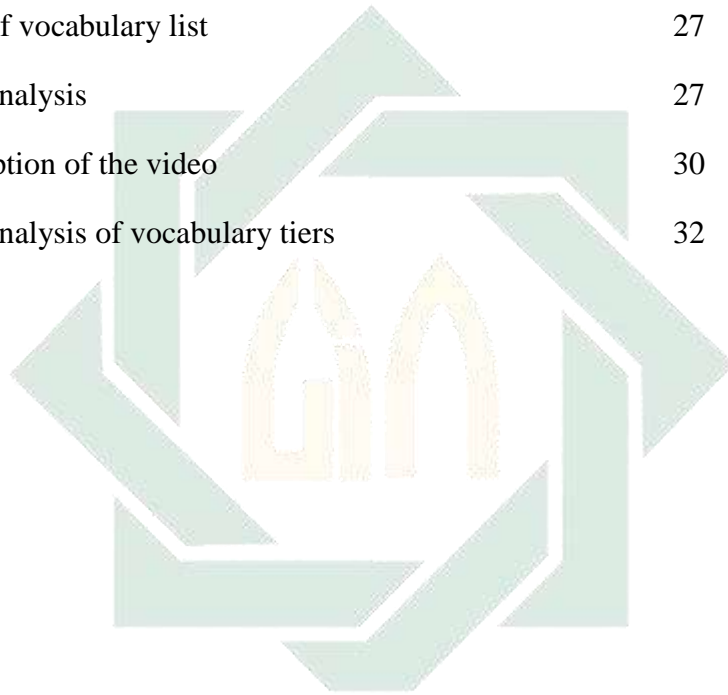
Kosakata adalah aspek paling mendasar untuk menguasai empat keterampilan dalam bahasa Inggris. Faktanya, masih ada banyak kosa kata siswa yang masih rendah di berbagai tingkat kemampuan. Jadi, perlu pendekatan atau strategi tambahan dalam mengajar kosa kata. Salah satu strategi yang dapat digunakan adalah mengajarkan kosa kata dengan tingkatan kosa kata. Tingkatan kosa kata dapat membantu siswa dan guru dalam mengelompokkan kosa kata ke beberapa tingkatan. Tingkat kosa kata sangat penting dalam belajar bahasa karena memahami tingkatan kosa kata membuat belajar kosa kata lebih mudah. Saat mengajar kosa kata, tingkatan kosa kata dapat membantu dalam mengorganisasikan dan memfokuskan kata. Selain strategi tingkatan kosa kata, juga gunakan media teknologi yang ada seperti *YouTube shorts* yang menyediakan video tentang kosa kata. Salah satu saluran yang dapat digunakan adalah *POC English*. Skripsi ini melakukan penelitian pada lima video kosa kata yang diajarkan oleh saluran YouTube *POC English*. Penelitian ini dilakukan dengan menggunakan metode analisis konten di mana data disajikan dalam desain kualitatif deskriptif. Hasil penelitian ini menyatakan bahwa ada dua tingkatan kosa kata yang digunakan dalam lima video konten kosa kata yang diajarkan oleh *POC English*.

TABLE OF CONTENTS

PERNYATAAN KEASLIAN TULISAN	ii
ADVISOR APPROVAL SHEET	iii
EXAMINER APPROVAL SHEET	iv
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI.....	iv
DEDICATION SHEET.....	vi
ACKNOWLEDGMENT.....	vii
ABSTRACT.....	ix
ABSTRAK.....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xiii
LIST OF APPENDICES.....	xiv
LIST OF ABBRVIATION.....	xv
CHAPTER I.....	1
INTRODUCTION	1
A. Background	1
B. Research Question.....	6
C. Research Objective.....	6
D. Significances of the Study.....	7
E. Scope and Limitation	7
F. Definition of Key Terms	8
CHAPTER II.....	10
REVIEW AND RELATED LITERATURE.....	10
A. Review of Related Literature	10
1. Micro Learning.....	10
2. Teaching and Learning Vocabulary	12
3. Vocabulary	14
4. The Use of Vocabulary Tiers in Teaching and Learning	17
B. Review of Previous Studies	19

LIST OF TABLES

Table	Page
3.1 The list of video	25
3.2 The table of vocabulary list	27
3.3 The table analysis	27
4.1 The description of the video	30
4.2 The table analysis of vocabulary tiers	32



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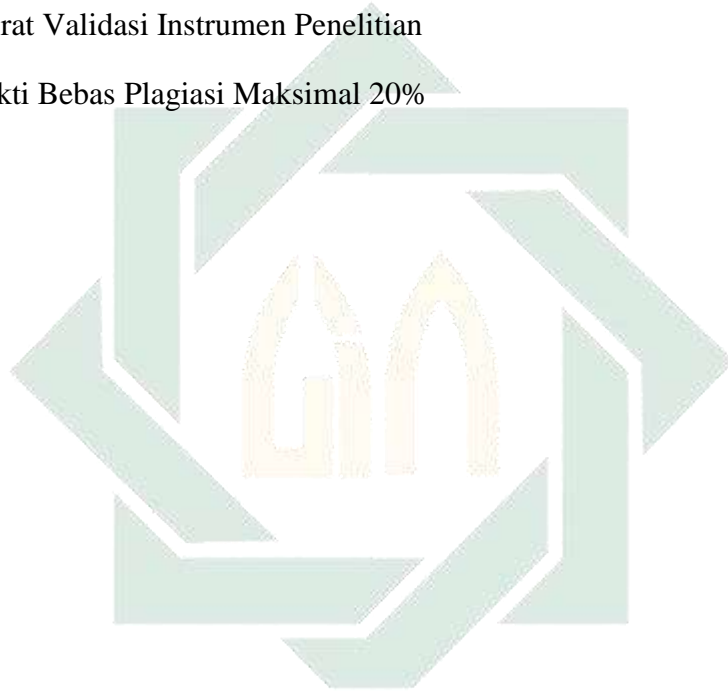
LIST OF APPENDICES

Appendix 1 The Description of Each Video

Appendix 2 The Analysis Guideline

Appendix 3 Surat Validasi Instrumen Penelitian

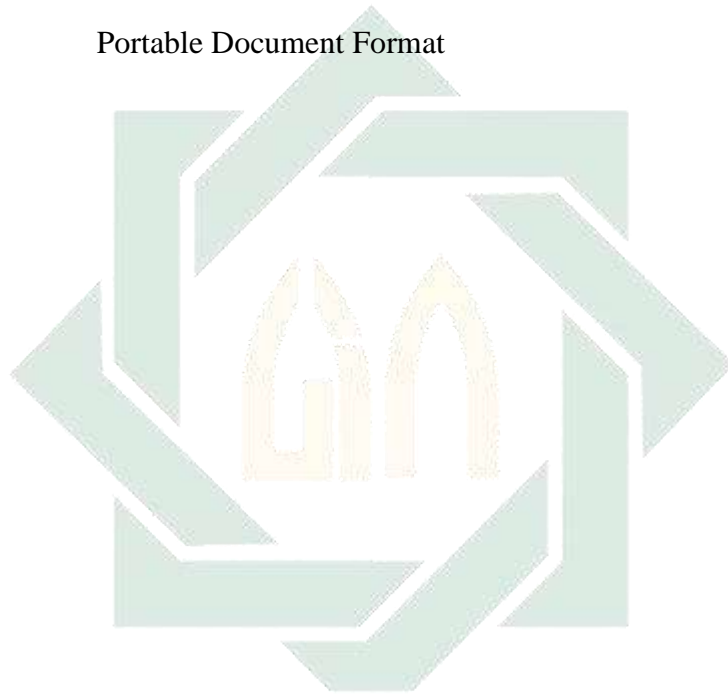
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LIST OF ABBRVIATION

POC	Piece of Cake
IELTS	International English Language Testing System
PDF	Portable Document Format



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CHAPTER I

INTRODUCTION

In this chapter there are several sections consisting of background, research question, objective of the study, significances of the study, scope and limitations, and definition of key terms. The contents of these parts will be presented below.

A. Background

As it is known, vocabulary is one of the most crucial aspects of English learning. It will be difficult to understand the four English skills if people do not have or understand a large amount of vocabulary, because vocabulary is the foundation in language learning. Vocabulary should therefore be taught as early as possible rather than later. There are many ways to teach vocabulary easily to students, one of which is by making a vocabulary tier list. Vocabulary tiers or vocabulary levels can help students and teachers in grouping vocabulary into several levels.

The tier of vocabulary is critical in learning language because understanding vocabulary tiers makes learning vocabulary easier. Additionally, when teaching vocabulary, vocabulary tiers aid in the word organization and focus. A vocabulary tier, according to Beck, Margaret G., and Mckeown, can help teachers sort words into relevant levels and based on the abilities of students in class¹. Teachers and students will be able to

¹ Margaret G Mckeown and Isabel L Beck, *Bringing Words to Life Second Edition Vocabulary Instruction*, 1995.

distinguish between words they already know, words they need to know, and words that will be useful in a given context by categorizing words into three tiers². According to Rinaldi's research on Indonesian vocabulary levels, none of the students' vocabulary at the Bengkalis Riau Polytechnic reached the 4000-word level³. This is consistent with the findings of Liu, who discovered that none of the participants achieved mastery of 3000 or 5000 categories of academic words⁴. This is because educators have abandoned the teaching approach that focuses solely on teaching students a large number of words⁵. As a result, in their research both Rinaldi and Liu propose that educators investigate additional vocabulary-teaching strategies or approaches.

For those reasons, it is worthwhile to conduct research on this topic because English learners can have difficulty understanding vocabulary at times. According to Beck, McKeown, and Kucan, there are significant differences in vocabulary knowledge among student of various ability levels⁶. As a result, students with smaller vocabularies face a greater learning disadvantage, and this lack of knowledge is all too often a major barrier to understanding texts and teacher. As a result, this study can

² <https://www.chompingatthelit.com/teaching-tiered-vocabulary/>

³ Kusni Rionaldi, Mukhaiyar, "THE USE VOCABULARY LEARNING STRATEGIES BY THE FIRST YEAR STUDENTS OF ENGLISH DEPARTMENT OF BENGKALIS STATE POLYTECHNIC" (2013).

⁴ Jiangfeng Liu, "Role of Vocabulary Levels Test (VLT) in Chinese Undergraduate Students ' Comprehension of Textbooks" 7, no. 2 (2016): 364–369.

⁵ Alpino Susanto, "THE TEACHING OF VOCABULARY : A PERSPECTIVE," *Jurnal KATA* 1(2) (2017): 182–191.

⁶ Beck, Isabel L., Margaret G. McKeown, and Linda. Kucan. *Bringing Words to Life : Robust Vocabulary Instruction*. New York: Guilford Press, (2002): Hal 1

recommend several levels of vocabulary that students and teachers can use to learn vocabulary⁷.

There has been a lot of content about how to learn English, especially vocabulary mastery that can be used as a learning medium. However, vocabulary instruction in video-based vocabulary content must be considered before being used as a learning medium. As stated by Danielson in his research, factors that must be emphasized in vocabulary instruction are word selection, number of words to teach frequency and repetition of instructions⁸. In addition to vocabulary instruction, the quantity of vocabulary content is also a very important factor. Teaching many words with a long video duration is not an effective way to teach students, because it will make students bored quickly and cannot absorb the meaning of the word⁹.

According to Kabooha & Elyas, YouTube is one of the technologies that can be used because the usage of video is quite successful, particularly for introductory classes, as it can assist complex concepts and grab the attention of both weak and visual or special students¹⁰. YouTube is one of the media platforms that recently grown in popularity, with Indonesian YouTube users ranking fourth in the world

⁷ Claire Sibold, "Linguistically Diverse Students & Their Families Building English Language Learners' Academic Vocabulary Strategies & Tips" (2011): 24–28.

⁸ Katie Danielson, Kevin M. Wong, and Susan B. Neuman, "Vocabulary in Educational Media for Preschoolers: A Content Analysis of Word Selection and Screen-Based Pedagogical Supports," *Journal of Children and Media* 13, no. 3 (2019): 345–362, <https://doi.org/10.1080/17482798.2019.1585892>.

⁹ Michael D. Coyne et al., "Teaching Vocabulary During Shared Storybook Readings: An Examination of Differential Effects," *Reading*, no. October 2014 (2019): 145–162.

¹⁰ Kabooha & Elyas, 2015)

with one hundred thirty nine million¹¹. Not only that, but there are numerous educational videos on YouTube that can be used as learning media. YouTube has a plethora of educational English videos, including short English videos, films, and English tutorials¹². Furthermore, anyone can use YouTube.

Previous studies have indicated that YouTube has an important role in teaching vocabulary Kabooha & Elyas¹³, Hakim¹⁴, Maziriri¹⁵, Heriyanto¹⁶, Hariyano¹⁷. Vocabulary is the most basic thing to access language. However, for beginners or early learners it is not easy to remember second language vocabulary. So, it is necessary to have strategies, techniques, and media to facilitate students in mastering vocabulary. This is as stated by Zahedi & Abdi, it has been suggested that teaching vocabulary should aim to equip learners with strategies for

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¹¹ Cindy Mutia Annur, "PENGGUNA YOUTUBE DI INDONESIA PERINGKAT KEEMPAT TERBANYAK DI DUNIA PADA AWAL 2023," *Databoks.Katadata.Co*.

¹² Putu Enik Kristiani and Diah Ayu Manik Pradnyadewi, "Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills," *The Art of Teaching English as a Foreign Language* 2, no. 1 (2021): 7–11.

¹³ Kabooha and Elyas, "The Impacts of Using YouTube Videos on Learning Vocabulary in Saudi EFL Classrooms Cognitive Theory of Multimedia Learning (CTML) Using Videos / YouTube in Language Learning and Teaching."

¹⁴ Lystiana Nurhayat Hakim, "THE IMPLEMENTATION OF YOUTUBE IN TEACHING VOCABULARY FOR YOUNG LEARNERS" 2, no. 1 (2019): 13–18.

¹⁵ Eugene Tafadzwa Maziriri, Parson Gapa, and Tinashe Chuchu, "Student Perceptions towards the Use of Youtube as an Educational Tool for Learning and Tutorials," *International Journal of Instruction* 13, no. 2 (2020): 119–138.

¹⁶ Dwi Heriyanto, "Volume 6, Number 1, Februari 2015 Dwi Heriyanto The Effectiveness of Using Youtube for Vocabulary Mastery Dwi Heriyanto," *ETERNAL (English Teaching Journal)* 6, no. 1 (2015): 1–12.

¹⁷ Tira Chairiah Hariyono, "TEACHING VOCABULARY TO YOUNG LEARNER USING VIDEO ON" 1, no. 1 (2020): 41–46.

expanding their vocabulary knowledge, rather than just teaching specific words¹⁸.

According to Peters & Webb, in this digital era, multimedia has the potential to become a platform for L2 vocabulary learning¹⁹. Marulis & Neuman conducted a meta-analysis to determine the pedagogical features associated with the greatest effect on vocabulary learning. The findings show that exposing preschool-aged children to educational media support is one of the most effective learning way because it successfully combines explicit and implicit instruction and provides many opportunities to learn words in an isolated and meaningful context²⁰.

This study attempts to analyze the vocabulary tier which is carried out by content analysis. This research is conducted because sometimes teachers use YouTube video as a media but do not see whether the content is compatible with the levels of the students being taught. That way, the researcher wants to analyze short content on *POC English* by looking at vocabulary instructions such as kinds of vocabulary tiers. *POC English* is one of the channels on YouTube, *POC* itself stands for *Piece Of Cake*. The selection of *POC English* YouTube content as research is because there is a lot of interesting content about English vocabulary that can motivate students to learn new vocabulary. Thus, content analysis is used to explore

¹⁸ Zahedi & Abdi, (2012)

¹⁹ Peters & Webb, (2018)

²⁰ Kevin M. Wong and Susan B. Neuman, "Learning Vocabulary on Screen: A Content Analysis of Pedagogical Supports in Educational Media Programs for Dual-Language Learners," *Bilingual Research Journal* 42, no. 1 (2019): 54–72, <https://doi.org/10.1080/15235882.2018.1561551>.

more whether the short content in *POC English* is suitable to be used as a media for teaching and learning vocabulary.

Currently, there are three previous studies in the field of vocabulary tiers. From previous studies, they focused more on word selection, multi-tiered approach and the use of vocabulary tier. In addition, the studies conducted by previous researchers focused more on preschoolers and used an experimental design. So, there are still no researchers who have researched on analyzing the vocabulary tiers on *POC English* short content which uses a qualitative descriptive design.

In this study, the researcher looked for vocabulary data taught by *POC English* content. Of course, it is more directed to the vocabulary tiers used by *POC English* short content in teaching vocabulary. This research was conducted using the content analysis method in which the data is presented in a descriptive qualitative design that describes the data found.

B. Research Question

Based on the research background above, the formulation of the problem that is revealed in this study can be stated, as follow:

What are the tiers of the vocabularies used in *POC English* short content YouTube channel?

C. Research Objective

Based on the research question, the objective of the study is to analyze the vocabulary tiers on *POC English* short content YouTube Channel.

D. Significances of the Study

This study has significances for English teachers, learners, and future researchers. The significance for English teacher is that the teacher knows that the *POC English* YouTube short is an appropriate medium for use in learning. In addition, the teacher knows the tier of vocabulary used in the *POC English* YouTube Channel, so the teacher can use a list of vocabulary according to the level of the students they teach. Then, the significance for learners is that learners can learn various kinds of vocabulary on the *POC English* YouTube Channel according to their level, students can learn vocabulary with media that is interesting and not boring because the video duration is less than 60 seconds, and students can improve their vocabulary at various tiers. The significance for future researchers is that the results of this study can provide motivation for future researchers to analyze vocabulary tiers in other content. Not only that, but future researchers can also use this paper as a reference, if they wish to conduct research on the vocabulary tier.

E. Scope and Limitation

There are two scopes in this study. The first, the subject of the research is on *POC English* YouTube short. The second, the objective is to analyze the vocabulary tiers on *POC English* YouTube short.

In this study, the researcher more focused to analyze about the vocabulary tiers on *POC English* YouTube shorts. The researcher examines five videos entitled *English Vocabulary for Going to the Toilet*,

Improve Your English Vocabulary (Stop Saying “Amazing”), English is Confusing, Stop Saying “Rich” English Vocabulary Lesson, Other Words for “Eat” in English. Those five are about vocabulary that has duration no more than 60 seconds related to the vocabulary taught on POC English YouTube short content which does not have connotative meaning. The researcher chose those five videos because it is the most popular vocabulary themes watched by seven hundred thousand to one million viewers, which were uploaded in November 2022 to January 2023.

In content analysis, the researcher take a notes the tiers of vocabulary used in the video. The data were collected only from *POC English* short content YouTube Channel. The theory used in analyzing video content on *POC English* is the theory from Beck, Margaret G, and Mckeown, where there are three tiers of vocabulary²¹.

F. Definition of Key Terms

To make the substance of several points in this study clearer and to avoid ambiguity and misunderstanding, this research defines several points and terminology to ensure that the reader and researcher have the same understanding.

- a. Vocabulary Tiers: vocabulary level, three tiers, grouping vocabulary.

Vocabulary tiers also known as vocabulary levels are groups of vocabulary words classified into one of three groups. Of course, in

²¹ Beck, Isabel L., Margaret G. McKeown, and Linda. Kucan. *Bringing Words to Life : Robust Vocabulary Instruction*. New York: Guilford Press, 2002.

grouping vocabulary based on tiers, it can help with similarity, utility, importance, and those tiers can also consider the complexity and meaning of the word. In learning vocabulary, students need media that matches their abilities. Thus, vocabulary tiers are the object of this research. After conducting content analysis, the researcher wants to see the level of vocabulary in the *POC English* short videos, which later can be used as a reference by readers as a medium for learning vocabulary according to their level.

b. *POC English* : YouTube channel, video sharing, content creator

POC English is a YouTube channel that provides a lot of video sharing about English learning. *POC* is stands for *Piece of Cake*. The content creator of *POC English* makes a lot of videos that can be used by teachers as a medium for teaching English, one of which is vocabulary. In this study, the researcher wants to explore more deeply the short content of video sharing in *POC English* that focuses on vocabulary.

c. Short Content : small video, fast duration, quick and easy

Short content is one the small videos that have fast duration. It is typically quick and easy to digest content that covers a specific area of topic. In this study, short content means the new feature of YouTube that provides a small video with a limit of no longer than 60 seconds published by *POC English* YouTube Channel that only focuses on vocabulary contents.

CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter discusses two parts, namely review of related literature and review of previous studies. The contents of each part are presented below.

A. Review of Related Literature

1. Micro Learning

Micro learning is a small time learning activity that can be carried out by individual users or groups with the help of the internet. Learning is done in a short amount of time, so it is often called mini learning. In addition, micro learning can be accessed easily via cell-phones, laptops, tablets and there are also video formats, games, blogs, quizzes, etc. Not only that, micro learning is also used as a learning process to create individual knowledge as part of spending time²².

The use of YouTube Short as a medium for teaching and learning English is still can associated with micro-learning activities in which the teacher shows students a video for no more than 60 seconds. According to Sozmen, micro learning is a method of displaying the smallest pieces of content that students can watch whenever they want. Activities in micro learning can include watching short videos,

²² Srinivasan Padmanaban, "Micro Learning - An Innovative Learning Method," no. November 2020 (2018): 64–69.

attending short virtual classes with group discussions, or viewing infographics²³.

In line with Sozmen, micro learning according to Oliver is an orientation that focuses on packaging learning content into specific parts with the hope that it will be easier to understand. This can be done through the use of user-friendly technology, synchronous and asynchronous diversity, and easy access to learning resources²⁴. Meanwhile, Buchem and Hamelmann in their research said that micro learning focuses more on an idea or shorter learning time, which is no more than 15 minutes²⁵.

In learning, there are several aspects that can be categorized into micro aspects such as vocabulary, phrases, and sentences. According to Srinivasan there are several examples of micro learning, namely²⁶

1. Read and memorize vocabulary, phrases and sentences.
2. Read e-mail and short mail service (SMS).
3. Memorize short theories, definitions and formulas.
4. Identify answers that match the questions.
5. Listen to useful talks.
6. Read a short poem.
7. Play short games.

²³ Tira Nur Fitria, "Microlearning in Teaching and Learning Process : A Review" 2, no. 4 (2022): 114–135.

²⁴ Jako Olivier, "Creating Microlearning Objects within Self-Directed Multimodal Learning Contexts," no. April (2021).

²⁵ Kelvin Leong, Anna Sung, and Claire Blanchard, "A Review of the Trend of Microlearning" (2021).

²⁶ Padmanaban, "Micro Learning - An Innovative Learning Method."

8. Answer a short quiz.

Micro learning activities are more at the teacher center, so the teacher is more dominant. However, it can actually be combined with self-directed multimodal learning where learning is more student-centered and responsive to class needs. As explained by Olivier that the centrality and responsibility of learning from students is a key to self-directed multimodal learning, but the resource is also important. Thus, it can be said that self-directed learning plays a role in preparing a person to follow the changes that exist and become a learner forever. This allows students to be responsible for themselves who seek knowledge²⁷.

Consequently, the use of YouTube as a medium can assist students in more easily understanding and learning material, which is also one of the characteristics of micro-learning, in which students will find it easier to manage their time studying material in a short learning material format²⁸. As a result, a YouTube short can be considered a micro-learning video because it is no longer than 60 minutes long and uses simple language. YouTube shorts are intended to be entertaining while also influencing students' knowledge.

2. Teaching and Learning Vocabulary

In teaching and learning vocabulary, of course, an approach or strategy is needed to make it easier for students. Seal recommends

²⁷ Olivier, "Creating Microlearning Objects within Self-Directed Multimodal Learning Contexts."

²⁸ Fitria, "Microlearning in Teaching and Learning Process : A Review."

vocabulary teaching activities when students are stuck on a vocabulary, namely the 3C activity. The 3C activities are (1) Convey meaning: Build concepts through definitions of the vocabulary being taught, (2) Check understanding: confirm student understanding, and (3) Consolidate: apply concepts to communication between students²⁹.

Although vocabulary is considered important in language and communication, it cannot only rely on teaching vocabulary in class. Vocabulary teaching in class may not be sufficient for students to understand a large number of words so that students can communicate well in English. Thus, students must have their own will to learn vocabulary independently as well. Undeniably, teachers must also provide adequate strategies in learning vocabulary so that students can become independent learners³⁰. One strategy that students can use in independent learning is to list vocabulary words and translate their meaning with the help of a dictionary.

According to O'Malley and Chamot there are several procedures for teaching vocabulary in class, which is called 3P2E³¹.

1. Preparation

²⁹ Bernard D Seal, *Vocabulary Learning and Teaching: Teaching English as Second or Foreign Language* (New York: Newbury House, 1991).

³⁰ Richards H. Brown, *Teachig by Principles: An Iteractive Approach to Language Pedagogy* (New Jeersey: Prentice Hall Regents, 1994).

³¹ Sojuangon Rambe, "Teachin and Learning Vocabulry," *A psicanalise dos contos de fadas. Tradução Arlene Caetano* (2015): 48, <https://batukota.bps.go.id/publication/download.html?nrbvfeve=OTc4MDZhYzZhYzAyY2U4ZTBiNTNlYmJm&xzmn=aHR0cHM6Ly9iYXR1a290YS5icHMuZ28uaWQvcHVibGljYXRpb24vMjAxNS8xMC8zMC85NzgwNmFjNmFjMDJjZThlMGU1M2ViYmYvc3RhdGlzdGlrYS1kYWVvYyYwZta290YS1iYXR1LTIwMTUuaHRtbA%253D>.

Activate students' background knowledge related to vocabulary learning strategies.

2. Presentation

Present learning strategies in the form of concepts and procedures, and demonstrate their use with several examples.

3. Practice

Students are practice using those strategies for a number of materials commonly used in class.

4. Evaluation

Students evaluate how well the strategy helped them learn vocabulary.

5. Expansion

Students attempted to expand on the language learning strategies examined for a given new vocabulary learning task.

3. Vocabulary

Vocabulary can be defined as a collection of words made up of single words, phrases, or groups of words that can convey the same meaning as individual words. Vocabulary contains lexical phrases and multiword expressions in addition to single lexical items, or words with a specific meaning³².

According to Hutton vocabulary is divided into two parts, they are receptive vocabulary and expressive vocabulary. The vocabulary

³² Ken Leeming et al., "Teaching Vocabulary," *Teaching Language and Communication to the Mentally Handicapped*, no. July (2018): 203–237.

acquired through listening or reading is referred to as "receptive vocabulary". Expressive vocabulary, on the other hand, is the vocabulary used in speaking and writing³³. Furthermore, the greater an individual's vocabulary, the greater the individual's understanding of a text and language development. In contrast to having a limited vocabulary, it causes limitations in comprehension and possibly disabilities in learning languages.

In learning English, vocabulary is extremely important. It will be difficult for each individual to understand other people when communicating or expressing their own thoughts if they do not have a rich vocabulary³⁴. As stated by Wilkins, "while very little can be conveyed without grammar, nothing can be conveyed without vocabulary". The point is that even a language without grammar can still communicate, but if a language without vocabulary is no longer able to communicate, then vocabulary is so important in language.

In connection with the importance of vocabulary, it is necessary to have mastery of vocabulary in learning English. Even so, it cannot be assumed that all words are important to teach in language classes. Thus, educators need to know the vocabulary that will be taught in formal education. According to Mckeown & Beck there are several

³³ Thaashida L Hutton, "Three Tiers of Vocabulary and Education," no. 182 (2008), https://www.superduperinc.com/handouts/pdf/182_vocabularytiers.pdf.

³⁴ Leeming et al., "Teaching Vocabulary."

tiers of vocabulary used to teach and assess word knowledge, which are as follows:³⁵

a. Tier One/ Basic vocabulary

The most fundamental words are included in tier one. These words typically do not have multiple meanings and are rarely taught directly. Nouns, verbs, adjectives, and early reading words are all found at this level.

b. Tier Two/ High Frequency

The high-frequency words that appear in a variety of domains make up tier two. As a result, these words have a significant impact on speaking and reading in mature language contexts like adult literature and conversations. Tier two's requirements are as follows:

- Contain multiple meanings
- Used a variety of environments (generalization)
- Characteristic of mature language users
- Increase descriptive vocabulary (words which allows learners to define concepts in depth)

c. Tier Three/ Low Frequency

The words with the lowest frequency found in a given domain can be found in tier three. These domains include hobbies, work, school subjects, etc.

³⁵ Mckeown and Beck, *Bringing Words to Life Second Edition Vocabulary Instruction*.

4. The Use of Vocabulary Tiers in Teaching and Learning

Vocabulary tiers are an organizational framework in which words in the vocabulary are grouped into three categories or tiers. The vocabulary words are categorized to help in classifying vocabulary based on certain factors such as similarity, utility and importance. Not only that, but vocabulary tiers also help in considering the complexity of words and word meanings. With vocabulary tiers, teachers and students will be able to distinguish vocabulary that is already known that needs to be known and that is useful to know in a particular context³⁶.

As learners grow older and progress through school, so the quantity and variety of vocabulary that must be mastered and used must also increase significantly. However, this is impossible without effective strategies for teaching vocabulary, as learners can fall behind and become overwhelmed. This is why vocabulary tiers play an important role in the classroom both to help teachers provide targeted vocabulary instruction and to support learners in understanding why and when learners need to use certain words. Vocabulary tiers also help teachers to identify areas of strength and areas where there are knowledge gaps for each learner³⁷.

According to Joanne Starkie, Tiered vocabulary involves placing words into different categories based on their simplicity or complexity,

³⁶ Ibid.

³⁷ Joanne Starkie, "TIERED VOCABULARY IN THE CLASSROOM: WHAT IS IT GOOD FOR?," *Bedroclearing.Org*.

whether they are colloquial informal phrases or more academic in nature and whether they are general words that can have multiple meanings, or are used specifically in certain context. It is useful to provide an overview of a tiered system before explaining role play in teaching vocabulary at school³⁸.

Teaching tiered vocabulary can help build the foundation needed by students in understanding and analyzing the lessons being taught. Not only that, a robust tiered vocabulary approach helps prepare students for success as they move across grade levels, content areas, and texts of varying complexity in both. Thus, it can be said that teaching tiered vocabulary is a proven method to assist students with language acquisition and comprehension, and communication³⁹.

The use of vocabulary tiers in teaching and learning according to Laura Rigolosi, tiered vocabulary can help in classifying key terms for the class level and content area being taught. Consequently, it can make instructional decisions honed in teaching new or unfamiliar words to students. Thus, finding a balance between content-specific Level 3 words and more general academic terms like those in Level 2 can help narrow the focus in teaching and increase students' comfort with the words they encounter in class⁴⁰.

³⁸ Joanne Starkie, "Tiered Vocabulary in the Classroom: What Is It Good For?," *Bedrocklearning.Org*.

³⁹ Sam, "Teaching Tiered Vocabulary," <https://www.Chompingatthelit.Com/Teaching-Tiered-Vocabulary/Chompingatthelit.Com>.

⁴⁰ Dr. Laura Rigolosi, "Tiered Vocabulary: Narrowing Your Instructionl Focus," *Cpet.Tc.Colombia.Edu*.

B. Review of Previous Studies

There are some previous studies about vocabulary tiers. The first study coming from a research conducted by Loftus & Coyne, entitled *Vocabulary Instruction within a Multi- Tier Approach*. In that research, Loftus and Coyne used vocabulary instruction in a multi-tiered approach which is the study showed that vocabulary instruction can effectively enhance vocabulary learning at various levels. In other words, students who started with a higher level of vocabulary knowledge benefited more from direct vocabulary instruction than students who started with a lower level of vocabulary knowledge. In this study, the researcher used a quasi-experimental design which used two schools for research data⁴¹.

Moreover, the other study that used multi- tier instructional approach is a research conducted by Cuticelli, entitled *Improving Vocabulary Skills of Kindergarten Students Through a Multi- Tier Instructional Approach*. In that research, Cuticelli used quasi-experimental design which is where the data is taken from students who are at risk and not at risk. Same as the first study, this study used multi-tier approach which results show that students at risk can receive tier 1 vocabulary significantly from the predicted target vocabulary. In fact, at-risk students could learn additional vocabulary just as well as non-at-risk students at tier 2 vocabulary. Thus, the use of a multi-tiered instructional approach to vocabulary teaching in the classroom can close the

⁴¹ Loftus & Coyne (2013)

achievement gap for learners because any student can accept the vocabulary being taught well⁴².

One method that can be used to see opportunities for learning vocabulary in educational media is to do content analysis. There are several previous researchers who have discussed content analysis in the fields of language and literacy, which are more specific to the use of educational media for young learners (Larson & Rahn, 2015; Linebarger & Piotrowski, 2010; Moses & Duke, 2008; Neuman et al., 2019; Rice, 1984; Vaala et al., 2010; Wong & Neuman, 2019).

According to research by Anne L. Larson and Naomi L. Rahn, who examined the preschool content entitled *Vocabulary Instruction on Sesame Street: A Content Analysis of the Word on the Street Initiative*, the researcher examined the vocabulary in *The Word On The Street* content, discovering that the majority of the words in the content corresponded to the vocabulary teaching. As a result, the content contains strategies for learning vocabulary. Unfortunately, in this study, the researcher only looked at one segment of the video, which was not always present in every episode. In addition, it turns out that *The Word on the Street* content is indeed designed for vocabulary learning and focuses on vocabulary instruction. So, with this content, it can give an idea that there are many unique ways to teach vocabulary⁴³.

⁴² Cuticelli et al. (2015)

⁴³ L Anne Larson and L Naomi Rahn, "Vocabulary Instruction on Sesame Street: A Content Analysis of the Word on the Street Initiative," *Journal of Speech, Language, and Hearing Research* 24, no. 2 (2015): 1–14.

As is known, several previous studies have the same topic but different research objects. Previous studies focused more on the use of a multi-tiered instructional approach to learning English using a quasi-experimental design and there is also research related to vocabulary instruction but not focusing on vocabulary tiers. However, in this study, the researcher focused more on analyzing the vocabulary tiers in *POC English* short videos, which used a descriptive qualitative design. Thus, the results of this study are expected to assist teachers or readers in choosing vocabulary to be taught according to their level.



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S U R A B A Y A

CHAPTER III RESEARCH METHOD

In this chapter there are several sections consisting of approach and research design, research presence, research subject, data and source of data, research instrument, data collection technique, data analysis technique, research stages, and checking validity. The contents of these parts will be presented below.

A. Approach and Research Design

This research is descriptive qualitative. Lincoln stated that researchers describe qualitative research as an attractive method because it allows the research topic to be delved deeper by researchers by seeking information through case studies, interviews, and so on⁴⁴. Thus, based on Lincoln's understanding of qualitative research, it is possible to conclude that data from qualitative research can be obtained from a variety of aspects carried out by the researchers themselves⁴⁵. This highlights that qualitative research may explore the vocabulary tiers on *POC English* short content. Moreover, the tiers will represent the suitability of the *POC English* short content for use as a vocabulary teaching and learning media. With such an aim, the selection of qualitative design suits the purpose of the research.

⁴⁴ Choiratun Nisa and Mujiono, "An Analysis of Code Switching in 'Supernova:Ksatria,Putri Dan Bintang Jatuh' Novel by Dewi Lestari," *Persepsi Masyarakat Terhadap Perawatan Ortodontik Yang Dilakukan Oleh Pihak Non Profesional* 53, no. 9 (2013): 1689–1699.

⁴⁵ Sutrisna Agung, "An Analysis of Using Code Mixing on Atta Halilintar's Video Youtube Channel," المنهل (2019).

B. Research Presence

In the current study, the researcher served as both the data collector and the instrument. Humans are the primary instrument for data collection and analysis in qualitative studies. As a result, the researcher should validate their own ability to conduct inquiries. As stated by Ary that the researcher is a versatile tool capable of adapting and observing the situation, conversing with and responding to respondents, reading any document, and recording information⁴⁶. This is consistent with this study's design, in which the researcher served as the first instrument in analyzing short video content on YouTube for vocabulary content.

C. Research Subject

The researcher has considered YouTube Channel as a subject of the research. The YouTube Channel is *POC English* where the creator of the YouTube Channel is from Italy. Moreover, what makes the video content on *POC English* interesting from other content is that the creators package the vocabulary videos in a very easy-to-understand way that is equipped with summary PDF links and of course has a unique way of presenting the content, such as acting monologues and dialogues, so that the audience doesn't get bored watching the videos. Also, *POC English* gained a significant subscriber with one point seventy three million subscribers it and positive reputation within the English learning community. It may be recognized as a reliable and reputable source of

⁴⁶ Donald Ary et al., *Introduction to Research in Education, 8th Edition of Wadsworth*, vol. 4, 2010.

educational content. Not only that, a *POC English* creator is an English teacher and has IELTS instructor experience for 10 years. Thus, the content he creates cannot be separated from academics. However, in this study, the researcher only limited to discussing content related to vocabulary taught by the creator which has duration no more than 60 seconds.

D. Data and Source of Data

Referring back to the research question from this research, what are the tiers of the vocabularies used in *POC English* short content YouTube channel? In this study, the data used to answer the research question were taken from the vocabulary tiers on *POC English* short content. Thus, the source of data is short content video of *POC English* YouTube channel.

E. Research Instrument

As stated by Lichtman, describes qualitative research as humans use their eyes and ears to collect the information they get⁴⁷. Thus, it can be said in qualitative research, the role of human or researcher themselves is extremely important. The researcher used two instruments in this study. According to Ary, Jacobs, and Sorensen, only humans can read and understand a document, so the first instrument is the researcher itself as the

⁴⁷ Devita Wafirotul Afkar, "An Analysis Powtoon as Media for Teaching English Writing for Junior High School Students," *Journal of education* (2019): 19–25.

From the analysis table, the researcher considers vocabulary tier one to tier three with the help of online dictionaries and theories from Margaret, Beck and McKown. Words included in tier one are vocabulary that do not require direct instruction and do not have multiple meanings. Meanwhile, words belonging to tier two are vocabulary that still requires direct instructions, have complicated meanings, and have multiple meanings in several domains. Then, words belonging to tier three are vocabulary that is only found in certain domains and certain subjects such as words that exist in the world of mathematics and science.

H. Research Stages

In this study, the researcher took several steps in analyzing the data, as follows:

1. Steps in the tiers of vocabulary
 - a. The first step, the researcher conducted an analysis at the tiers of vocabulary in the selected *POC English* videos. According to Montgomery, there are three tiers of vocabulary⁵². Tier one, also known as the most basic level of vocabulary, gets its name from the fact that the vocabulary at this level has little meaning and rarely requires direct instruction. Tier two, also known as the level of vocabulary with a high frequency, is so named because the vocabulary found at this level has many meanings in various

⁵² Montgomery, (2007)

domains. Tier three words are those with a low frequency, implying that the vocabulary found only has specific meanings in specific domains. Tier three domains include technology, weather, hobbies, and so on⁵³.

- b. The researcher made a table to classify every tiers of vocabulary on the video.
- c. The researcher explained about the tiers of vocabulary based on the data.

I. Checking Validity

Triangulation is one way to improve the trustworthiness of data results from research, in which triangulation is used to validate research data. In this study, the researcher double checked the research results to prevent incorrect data. The researcher uses the theory guide from Beck, Margaret G, and Mckeown regarding vocabulary tier one, two and three. Apart from using theoretical guidance, the researcher also used the help of offline and online dictionaries to determine the vocabulary tier used by *POC English* in teaching vocabulary. Thus, the data obtained by the researcher with the help of dictionaries will be associated with theories from Beck, Margaret G, and Mckeown. As a result, the data obtained was confirmed by the lecturer.

⁵³ Hutton, "Three Tiers of Vocabulary and Education."

CHAPTER IV FINDING AND DISCUSSION

This chapter discusses two parts, namely research finding and discussion. The contents of each part are presented below.

A. Research Finding

To answer the research questions, the data was analyzed using the existing questions. This study makes use of YouTube videos downloaded from the *POC English* YouTube channel. The videos examined have a vocabulary theme that taught by *POC English*, run no longer than 60 seconds, and does not have connotative meaning. This chapter responds to a research question about the tier of vocabulary used in the short videos on the *POC English* YouTube channel.

This study only selects five short videos with the most popular vocabulary themes watched by seven hundred thousand to one million viewers, which were uploaded in November 2022 to January 2023. Ten videos were found that month, but only five videos met the criteria of the study. The selected video's descriptions are presented in the table 4.1.

Table 4.1 The Description of the Video

Video	Name of Video	Total Viewer	Date of Publication	Duration of the Video
V1	English Vocabulary for going to the toilet	1.828.190 viewers	4 November 2022	0:29

audience. The word "amazing" is an adjective that is often used in academic activities to describe something.

The third video is about confusing English. This video discusses plural words for animals, which are sometimes confusing and that not many students know. Therefore, the creator create short videos that are only 59 seconds long, specifically to discuss the plural words of several animals. The creator package videos very well and clearly, so viewers will easily understand the videos.

The fourth video is about the use of "rich" vocabulary. In the video, Maddy or the creator from *POC English* gives alternatives on how to use the word "rich" in another way. Thus, the vocabulary used is more varied and at an advanced level. The video is included in the vocabulary video, which only lasts 21 seconds. The word "rich" is an adjective that is often used in academic activities to describe someone or something.

The fifth video is about the use of "eat" vocabulary. In the video, Maddy or the creator from *POC English* gives alternatives on how to use the word "eat" in another way. Thus, the vocabulary used is more varied and at an advanced level. The video is included in the vocabulary video, which only lasts 29 seconds. The word "eat" is a verb that is often used in academic activities to connect the subject of the sentence to the complementary subject.

considered basic vocabulary. In Indonesian, "restroom" translates to "kamar kecil," "loo" is an informal term used by British people for "kamar kecil," and "pee" means "kencing". On the other hand, the second tier consists of four vocabulary words, they are "the john," "nature," "toilet," and "call". These words are classified as tier two because they have complex interpretations. For instance, "the john" can be understood as an informal term for a bathroom, but for those unfamiliar with the vocabulary, it may be perceived as someone's name. The word "nature" has various meanings in Indonesian, such as "sifat" and "kodrat", but in the video, it refers to "alam". "Toilet" has different meanings depending on the context, it can function as both a noun and a verb. In Indonesian, "toilet" as a noun means "rias," "WC," and so on, while as a verb, it means "bersolek." However, in the video, it specifically refers to "kamar kecil". Lastly, the word "call" is considered tier two because it is a high-frequency word used across subjects and domains. In Indonesian, "call" can be interpreted as "seruan," "ziarah," "menelpon," "menyerukan," "menyebut," and others. However, in the video, it means "panggilan".

Unlike the previous video, the second video only utilizes tier one vocabulary. There are a total of seven vocabularies identified in this video, they are "amazing," "incredible," "wonderful," "marvelous," "astonishing," "phenomenal," and "stunning." These vocabularies share the same meaning, which is "luar biasa", but they express it in different ways. Nevertheless, these vocabularies are still relatively basic and do not

require direct explanation. Students will likely understand their meanings easily on their own. Furthermore, the vocabulary used in the second video does not exhibit high frequency across various domains. They are specific to describing something extraordinary, rather than being commonly used in different contexts.

Similar to the first video, the third video also incorporates vocabulary from both tier one and tier two. In tier one the following words are identified, "Animal," "Cat(s)," "Geese," "Moose," "Ox," and "Oxen." These words are considered basic and have no additional meanings beyond their own definitions. For example, "animal" translates to "hewan" in Indonesian and does not carry any other connotations in various domains. Similarly, "cat" means "kucing," "geese" refers to the plural form of "angsa," "moose" translates to "rusa," "ox" means "lembu," and "oxen" represents the plural form of "lembu". On the other hand, in tier two, the word "goose" is identified. It is categorized as tier two because it can have different meanings in different contexts. "Goose" can be translated as both "angsa" and "orang yang bodoh". However, in the video, the meaning of "goose" leans more towards "angsa".

In the fourth video, vocabulary from both tier one and tier two is used. In tier one, only the word "money" is identified. This word is considered basic vocabulary and does not require explicit instruction. As commonly known, "money" translates to "uang" in Indonesian, and its meaning is straightforward and does not have any additional connotations.

On the other hand, in the tier two vocabulary the following words are found, "rich," "wealthy," "well-off," "loaded," "affluent," "work," and "job." These words are complex and have multiple meanings across various domains. For example, the word "rich" can mean "berharga", "subur", "penuh", "gemuk", and more. However, in the video, the meaning of "rich" primarily refers to "kaya". Therefore, the word "rich" is categorized as tier two due to its multiple meanings that can be used based on the context. Similarly, the word "wealthy" has diverse meanings across different domains. As an adjective, "wealthy" can be interpreted as "kaya", "sugih", "penuh", while as a noun, it means "kaum hartawan", "kaum orang kaya", and "orang-orang kaya". In the video, the word "wealthy" signifies "kaya". The word "well-off" can be translated as "berada", "mampu", "beruntung", and more. However, in the video, it conveys the meaning of "kaya". Similarly, the word "loaded" can mean "sarat", "mabuk", "yang diisi", and others. In the video, it carries the meaning of "kaya". The word "affluent" has different meanings in various domains. As an adjective, it can mean "makmur", "limpah", "subur", while as a noun, it signifies "anak sungai". However, in the video, "affluent" is used to mean "kaya". The word "work" can function as both a verb and a noun. As a verb, it can mean "bekerja", "berjalan", "mengerjakan", and more. As a noun, it represents "pekerjaan", "karya", among others. In the video, "work" is used to mean "bekerja". Lastly, the word "job" can be interpreted as both a verb and a noun. As a verb, it can mean "bekerja"

dengan borongan", "bekerja tidak tetap". As a noun, it signifies "kerja", "tugas", "fungsi", and others. In the video, "job" refers to "kerja".

The fifth video also utilizes vocabulary from both tier one and tier two. In tier one, the identified words are "eating" and "chomp". These words have no additional meanings beyond their literal definitions. As is known, "Eating" translates to 'memakan' and 'chomp' means 'mengunyah' in Indonesian. In tier two, the following words are found 'crunch', 'nibble', and 'pig out'. These words are complex, have multiple meanings across various domains, and the meaning is abstract. The word "crunch" can mean "kegentingan", "gersik", "mengerkah", and more. However, in the video, "crunch" refers to the act of crushing hard food loudly. Similarly, "nibble" can mean "sambutan", "mengutil", "menggigit", and others. However, in the video, "nibble" indicates eating with small bites. On the other hand, the vocabulary "pig out" has a different meaning, which is 'babi keluar', but in the video, it means to eat excessively.

From the data analysis table 4.2 it can be seen that the level of vocabulary used in the POC English short content are tier 1 and tier 2, there are no videos that use level 3. The analysis of vocabulary tiers is taken from the vocabulary taught by the creators in his content on YouTube shorts. Vocabulary content created by creators is vocabulary that is often used in everyday life and in academic activities. So, it is very good to enrich individual vocabulary. Most of the vocabulary used is adjectives

to describe something or someone. However, there are some vocabulary words that are expressed as nouns or verbs.

B. Research Discussion

The research findings were used to guide the discussion in this session. This study has one research question: what are the tiers of the vocabularies used in the *POC English* short content YouTube channel? In this study, the researcher examined five short videos. To make it easier for the researcher to analyze the video, the researcher transcribed the video into text form and then categorized it into three levels of vocabulary.

At tier one vocabulary, the words found are still very basic or easy to understand without direct instructions. In fact, this tier one vocabulary is often used by students in both oral and written form. This is in line with the theory explained by Marzano that the first tier consists of the most basic words such as tired, party, look, run and soon. These words are often found in oral conversation, so that students understand more from an early age⁵⁴.

Based on the results of this study, the researcher found several words that could be categorized at tier one. Vocabulary contained in tier one can be grouped into four parts of speech, namely noun, verb, adjective, and adverb. This is in line with the explanation from Mckeown and Beck in their book that nouns, verbs, adjectives, and early reading

⁵⁴ Robert J Marzano, *Teaching Basic, Advanced, and Academic Vocabulary*, 2020.

words are all found at tier one⁵⁵. However, from the research results, nouns are more dominant in tier one. Nouns in tier one are “restroom”, “loo”, “animals”, “cat(s)”, “geese”, “moose”, “oxen”, “ox”, “money”, and “eating”. Apart from nouns, the researcher also found several adjectives in the vocabulary tier one in *POC English* content such as “amazing”, “incredible”, “wonderful”, “marvelous”, “astonishing”, “phenomenal” and “stunning”. Meanwhile, a few verbs are used in the five *POC English* YouTube short videos such as “pee” and “chomp”.

In addition to tier one, five *POC English* YouTube channel videos also use tier two. If, tier one vocabulary is a basic vocabulary that does not require direct instruction and the meaning of the words is not multiple. However, this is in contrast to the vocabulary tier two where words can be found in academic words on various subjects, have multiple meanings in various domains which cannot be interpreted with just one meaning, are more complex, and the meaning is require explanation. This is in line with the theory of Mckeown and Beck that the vocabulary tier two consists of words that have a high frequency for adult language users and are found in various domains⁵⁶. It is agrees with Hutton’s opinion, the high-frequency words that appear in a variety of domains make up tier two. As a result, these words have a significant impact on speaking and reading in mature language contexts like adult literature and conversations. Tier two consists

⁵⁵ Mckeown and Beck, *Bringing Words to Life Second Edition Vocabulary Instruction*.

⁵⁶ *Ibid*.

of multiple meanings, used a variety of environments, and increased descriptive vocabulary which asks students to define in depth⁵⁷.

Based on the findings, vocabulary categorized in tier two requires more direct instructions such as finding meaning through offline or online dictionaries. Even though, maybe for some people the word is common, but still for students who are at the basic or intermediate level, they need the help of a dictionary or explanation directly from the teacher. In addition, words that are in tier two are not often used in everyday speech. In order to get used to tier two, students are asked to read a lot and search offline and online. As explained by Peter Kruger that the vocabulary tier two is a high frequency used by adult users across a wide range of subjects. The vocabulary tier two is often used so it is not so difficult for native speakers. However, for some people who are not native speakers, of course they need the help of a dictionary to understand the true meaning. Tier two vocabulary is more abstract and technical so it requires more instruction in order to understand its true meaning and use it properly⁵⁸.

There is no vocabulary tier three found in the five *POC English* shorts video. It is because the vocabulary tier three includes vocabulary that is only found in certain subjects such as mathematics or science. Meanwhile, in the five *POC English* video content, the topics are still general and often used in daily activities as well as in academics. This is in

⁵⁷ Hutton, "Three Tiers of Vocabulary and Education."

⁵⁸ Marilee Sprenger, *TEACHING THE CRITICAL VOCABULARY OF THE COMMON CORE*, 2013.

line with the theory of Mckeown and Beck which says that vocabulary at tier three is rarely used except for specific content areas⁵⁹.

In academics, there are two types of vocabulary, namely general vocabulary and domain-specific vocabulary. Both types of vocabulary often appear in academic texts and academic communications. However, it is clear that the two types of vocabulary differ in the context in which they are used. General vocabulary can be found in any subject or domain. In contrast to domain-specific vocabulary that only found in certain domains or certain subjects⁶⁰. In the context of its use, vocabulary tier one and two can be categorized as general vocabulary. Meanwhile, tier three vocabulary can be categorized as domain-specific vocabulary because it only contains vocabulary in particular content areas such as mathematics or science. Thus, when looking at the vocabulary tiers used in the five short *POC English* videos, they are more focused on academic vocabulary in general because the five videos do not teach vocabulary that is more specific to a particular domain.

Categorizing vocabulary into three levels is very helpful in teaching and learning activities. Besides the teacher will find it easier to convey the vocabulary that will be taught by looking at students' abilities, students will also be more focused on understanding in depth the meaning of the vocabulary taught by the teacher and the use of vocabulary tiers can close the achievement gap for students. This is in line with research

⁵⁹ Mckeown and Beck, *Bringing Words to Life Second Edition Vocabulary Instruction*.

⁶⁰ Kristen D. Beach et al., "Teaching Academic Vocabulary to Adolescents With Learning Disabilities," *Teaching Exceptional Children* 48, no. 1 (2015): 36–44.

conducted by Cuticelli in which the results of the research show that students at risk can receive tier 1 vocabulary significantly from the predicted target vocabulary. In fact, at-risk students could learn additional vocabulary just as well as non-at-risk students at tier 2 vocabulary. Thus, the use of a multi-tiered instructional approach to teaching vocabulary in the classroom can close the achievement gap for learners because any student can accept the vocabulary being taught well⁶¹.

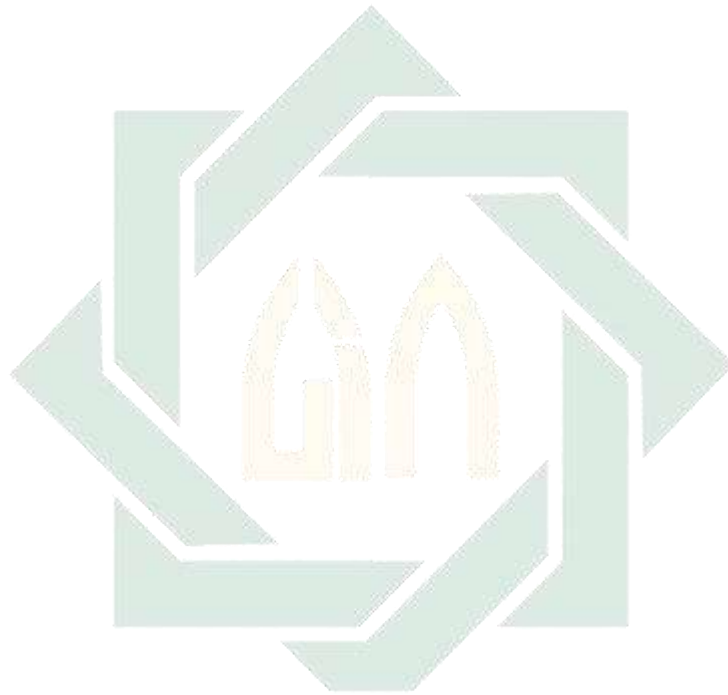
The same as the results of research conducted by Loftus and Coyne, the results of the research show that learning with a multi-tier approach can effectively increase vocabulary at various levels. However, in this study, students who had high vocabulary skills more easily received tier two vocabulary instruction directly than students who started with a lower level of vocabulary knowledge⁶². Thus, from the case research conducted by Loftus and Coyne, teachers cannot generalize the abilities possessed by students. With the existence of vocabulary tiers can help students learn vocabulary with the same ability and the same treatment.

All in all, the vocabulary taught by *POC English* in the five short videos can be used as a source to enrich students' vocabulary. Teachers can use *POC English* vocabulary content as medium for teaching in class, because the content already use vocabulary tier one and two. Thus, the vocabulary received by students is more varied. Meanwhile, students can also self directed learning to enrich their vocabulary by watching

⁶¹ Cuticelli et al. (2015)

⁶² Loftus & Coyne (2013)

vocabulary videos on *POC English* YouTube shorts and then categorizing vocabulary according to the tier. Thus, it will make it easier for students to find words that were not known before.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter there are two sub-chapters, namely conclusion and suggestion. In this chapter, the researcher presents the conclusions from the final results found in the finding and data analysis. Not only that, but also the researcher gave suggestions to teachers, students and further researchers regarding this research.

A. Conclusion

Based on the findings in this study, it can be concluded that the five *POC English* videos only use vocabulary tiers one and two. The vocabulary used in tier one are basic, common use in daily conversation or written context, does not need direct instructions and easily understood by students. Meanwhile, tier two vocabulary is classified as an advanced vocabulary and has multiple meanings, so it requires direct instruction. In addition, some of the vocabulary in tier two also sounds foreign to students if they don't look at the meaning of the vocabulary first in the dictionary. Tier three is not found in *POC English* videos because the theme chosen by the creator is more on a general academic vocabulary, not a specific domain academic vocabulary on a particular subject. With the existence of two vocabulary tiers in *POC English* content, so it can be used as a medium to enrich students' vocabulary.

B. Suggestions

Based on the research conclusions above, the suggestions given by researcher to the teachers, students and further researchers are as follows.

1. For the Teachers

After knowing the results of this study, teachers can use short videos from the *POC English* Channel to enrich students' vocabulary in learning English. Teachers can also use words in vocabulary tier one and two that researcher have found in teaching activities. In addition to the vocabulary tiers found by the researcher, teachers can also make their own list of vocabulary based on their level to help classify vocabulary based on certain factors, including similarities, uses, and interests. Thus, the teachers and students can distinguish between words that are already known, words that need to be known, and words that will be useful to know in certain contexts. Not only that, teachers can also use vocabulary content in *POC English* YouTube shorts as a medium in micro learning.

2. For the Students

Students can study independently to enrich their vocabulary by watching short videos related to vocabulary on the *POC English* YouTube Channel. However, don't just watch it, but students must also note and list the new vocabulary they find. Thus, if students find words in tier two, they can look up their meaning in an online or offline dictionary.

3. For the Future Researchers

For future researchers, they can conduct similar research on vocabulary tiers used in short vocabulary videos but on different channels. Thus, with the increasing number of researchers who research vocabulary tiers, it can help teachers and students in learning vocabulary. Not only that, but also after I did research on some short content on POC English in November-January, there were several videos that teach vocabulary that has connotative meanings. So, the next researchers can conduct further research related to this matter.



UIN SUNAN AMPEL
S U R A B A Y A

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UIN SUNAN AMPEL
S U R A B A Y A