

STUDENTS' PERCEPTION OF THE ROLE OF YOUTUBE VIDEOS AS A LEARNING SOURCE FOR IMPROVING THEIR VOCABULARY SKILLS IN SENIOR HIGH SCHOOL

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Abstract: The selection of appropriate learning media can enhance students' academic performance. YouTube, as the largest video-sharing platform in the world, can serve as an effective alternative learning medium. This research aims to explore students' perceptions of using YouTube as a learning resource to improve English vocabulary skills. Students often feel bored with monotonous teaching methods, making audiovisual media an appealing solution. The study was conducted at a high school in Rogojampi with eleventh-grade students, employing a descriptive qualitative approach. Data were collected through questionnaires and interviews to facilitate analysis. The results indicate that students responded positively to the use of YouTube in English learning, particularly in vocabulary enhancement. Students felt more interested and motivated due to the varied and visually engaging educational videos, and they recommended YouTube as a medium for learning English.

Keywords: Perception, Learning Media, YouTube, Vocabulary

Abstrak: Pemilihan media pembelajaran yang tepat dapat meningkatkan prestasi akademik siswa. YouTube, sebagai platform berbagi video terbesar di dunia, dapat berfungsi sebagai media pembelajaran alternatif yang efektif. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa tentang penggunaan YouTube sebagai sumber belajar untuk meningkatkan keterampilan kosakata bahasa Inggris. Siswa sering merasa bosan dengan metode pengajaran yang monoton, sehingga media audiovisual menjadi solusi yang menarik. Penelitian ini dilakukan di sebuah sekolah menengah atas di Rogojampi dengan siswa kelas sebelas, menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui kuesioner dan wawancara untuk memudahkan analisis. Hasil penelitian menunjukkan bahwa siswa menanggapi secara positif penggunaan YouTube dalam pembelajaran bahasa Inggris, khususnya dalam peningkatan kosakata. Siswa merasa lebih tertarik dan termotivasi karena video pendidikan yang bervariasi dan menarik secara visual, dan mereka merekomendasikan YouTube sebagai media untuk belajar bahasa Inggris.

Kata kunci: Persepsi, Media Pembelajaran, Youtube, Kosakata

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INTRODUCTION

English is an international language used as a means of communication worldwide and is indispensable in various employment sectors. Students should develop Language skills early, with vocabulary as one of the important aspects. Teng (2023) states, "Vocabulary helps students think and learn, and is the foundation for other language skills, including reading, writing, speaking, and listening." Vocabulary learning is a

complex and gradual process, requiring different approaches in each activity. The main point in vocabulary learning is to learn words from different aspects. The more vocabulary a person has, the better their understanding of the structure of the foreign language.

Ayu & Zuraida (2019) added that vocabulary understanding facilitates the mastery of these English skills. According to Apriandari (2019) Vocabulary is a crucial aspect of language because it plays a role in all language skills, including listening, speaking, reading, and writing. Many people realize that their limited vocabulary hinders their ability to convey ideas. To help children learn language, an understanding of vocabulary is essential in the learning process, so each individual must master and continue to develop their language skills (Susanthi, 2020). Thus, it can be concluded that vocabulary comprehension is a crucial component of learning English because without this mastery, speaking, listening, reading, and writing skills will be hampered.

Mastery of vocabulary is a crucial aspect of language learning, affecting speaking, writing, and comprehension skills. Many students struggle to expand their vocabulary, which can hinder their overall language proficiency. In this context, utilizing engaging and interactive learning media can provide effective alternatives for students. When students feel comfortable and engaged with the learning methods, they are more motivated to learn. Accessibility, content diversity, and self-directed learning also influence their perceptions. The use of technology in education, including online learning applications and educational videos, can enhance student motivation and understanding. Rakes et al. (2010) in the research that information and communication technology enriches students' learning experiences.

In recent years, digital technology and communication advancements have transformed language education by expanding learning opportunities beyond the classroom (García Botero et al., 2021). The development of technology plays a crucial role in education in Indonesia, particularly in the field of language education. Technology has become an essential element in education as it can make learning more engaging and interactive. The use of digital devices, such as computers and learning applications, provides flexibility in the teaching and learning process, making it easier for both students and teachers. Teachers can utilize technological tools like projectors, computers, and software to present material in a more engaging manner, such as through multimedia presentations and videos. Technology also enables personalized learning that caters to

students' needs and pace, offering immediate feedback to help them correct mistakes and improve their skills more effectively.

The integration of technology has become essential in language education, enhancing learning both inside and outside the classroom. Language classes increasingly utilize various forms of technology to support and improve the learning experience. Afriani et al. (2024) states that Personalized learning affects the comfort level of prospective teachers with the development of information and communication technology as well as online technology in education. This is especially important for Gen-Z, who tend to seek knowledge through the internet and are more focused on finding information quickly. This adaptation allows teachers to tailor classroom activities, thereby enriching the language learning process. The rise of information and communication technologies has transformed teaching methods globally, with video platforms like YouTube emerging as significant educational tools.

YouTube offers easy access to diverse educational content, including vocabulary resources in multiple languages. With over two billion active users, it serves as a popular platform for language learners, providing a wealth of materials to enhance English proficiency. The platform's videos often combine visuals, sound, and text, reinforcing students' comprehension. According to Shyamlee & Phil (2012) Technology and multimedia create a lively and authentic learning environment that stimulates student engagement and optimizes class time. Jayanthi & Kumar (2016) noted that technology positively impacts language learning by providing accessible materials, improving student attitudes, and fostering a student-centered approach. Authentic resources such as images, animations, audio, and video clips facilitate effective language presentation and practice.

YouTube effectively captures students' interest through its visual and audiovisual elements, making it easily accessible for both students and teachers. According to Abbas et al. (2019), YouTube facilitates vocabulary improvement by providing a variety of audiovisual materials. Research by Zaidi et al. (2018) further supports that YouTube plays a significant role in vocabulary development. Additionally, Kabooha & Elyas (2018) noted that integrating YouTube greatly impacts students' vocabulary reception and comprehension.

By utilizing engaging educational videos, students can learn vocabulary in a more

dynamic and relevant context. However, it is essential to understand how students perceive the effectiveness of YouTube compared to traditional learning methods. Recognizing students' backgrounds allows teachers to identify their needs and preferences in learning, as stated by (Warouw, 2014). Given the diversity among students, researchers believe that their perceptions of YouTube as a medium for learning English vocabulary vary widely. This study aims to gain deeper insights into students' attitudes and experiences with YouTube to enhance future learning methods. Consequently, the present investigation seeks to address the subsequent research inquiries: (1) What is the students' perception of learning English vocabulary through watching YouTube videos?, (2) What experience do students have after learning English vocabulary through YouTube videos?

METHOD

This study uses a descriptive qualitative approach to explore the effectiveness of using YouTube as a vocabulary learning medium with a focus on student perceptions. according to Moleong (2007) qualitative research is a method that aims to understand the phenomena experienced by research subjects. This research focuses on the behavior, motivation, attitude, and perception of the subject. Descriptive qualitative research focuses on an in-depth understanding of social phenomena using qualitative data that is not manipulated. This method is very useful for comprehensively describing social reality and providing insight into the experiences and perceptions of individuals or groups in a context. and researchers take samples in the form of questionnaires and interviews that aim to analyze perceptions of the experience of using YouTube to find out the real experiences they have. Thus, researchers will find out about students' perceptions of the use of YouTube.

The participants in this study were 30 11th-grade students from a Vocational High School. The researcher selected a sample of 30 students based on specific criteria: (1) students who had access to YouTube for vocabulary learning, and (2) students who used YouTube during vocabulary learning. To collect the necessary data, the researcher obtained approval from the participants and then distributed a questionnaire designed to capture the students' perceptions in the language class regarding vocabulary learning through YouTube. The questionnaire was distributed at the end of the research period. Additionally, all questions in the questionnaire were translated into Indonesian to avoid

misunderstandings about the meaning of each question, ensuring more valid results.

The questionnaire contained 14 open-ended questions, adopted from previous studies. The questionnaire was divided into two sections: one to assess students' perceptions and another to explore their learning experiences after using YouTube as their learning medium. The researcher also conducted interviews with several students, selecting 5 participants as informants. According to Creswell (2014), the number of participants in qualitative research typically ranges from 5 to 10 individuals. However, if data saturation has not been reached, the number of participants may be increased until the information collected begins to show redundancy. Using pre-prepared questions, the researcher asked the students directly about the topic to gather in-depth information needed for the study.

After collecting the data from the participants, the data were analyzed using two methods: descriptive statistical analysis and qualitative data analysis. Ghazali (2018) stated that descriptive statistical analysis aims to provide an overview of the data through values such as the mean, maximum, minimum, and standard deviation. Descriptive tests are performed to present information in a more easily understandable manner, helping in data interpretation. The questionnaire was analyzed using a Likert scale, which is employed in this study to measure attitudes, opinions, and perceptions of individuals or groups regarding social phenomena. Meanwhile, qualitative data analysis was used to analyze the interview results. According to Miles & Huberman (1984), qualitative data analysis consists of three main sequential components: data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Result

This study involved 30 participants consisting of students at the senior high school level. The questionnaire included 15 items designed to measure students' perceptions of English language learning in the classroom. Participants were asked to rate using a Likert scale of 1 to 4, where 1 means “strongly agree” and 4 means “strongly disagree”.

Table 1. Skala likert

No	Rate	Description
1	1	Strongly agree
2	2	Agree
3	3	Disagree

4	4	Strongly disagree
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The researcher used a Likert scale questionnaire in data collection, and will be analyzed by descriptive statistics. thus, the percentage formula will be used.

$$P \times \frac{F}{N} = 100\%$$

P = Percentage, F = Frequency, N = Sample Size

Questionnaire

Table 2. Tabulation Data from Questionnaire

No	Statement	Alternative Answer				Total
		SA	A	D	SD	
1	I feel YouTube is a fun medium to use for vocabulary learning.	6	24	0	0	30
2	I feel that YouTube videos can provide variety in vocabulary learning.	3	26	1	0	30
3	I feel more interested in learning vocabulary through YouTube videos than using textbooks.	2	25	3	0	30
4	Learning videos on YouTube are easy to access and do not require a long time to find.	7	19	4	0	30
5	I feel more comfortable when learning vocabulary using YouTube.	4	23	3	0	30
6	Images or text in YouTube videos help me understand vocabulary better.	11	19	0	0	30
7	Learning vocabulary through YouTube videos makes me more interested in learning more vocabulary.	3	25	2	0	30
8	I think it is easier for me to remember new vocabulary words after watching videos on YouTube compared to other methods.	4	23	3	0	30
9	YouTube videos provide different ways to understand vocabulary, such as through example sentences, pictures, and dialogs.	12	18	0	0	30
10	I feel YouTube helps me to enrich my English vocabulary.	5	25	0	0	30
11	I find YouTube learning videos more interesting than traditional learning methods (books)	3	22	5		30
12	I feel more interested in practicing the vocabulary I learned after watching videos on	8	20	2	0	30

YouTube.						
13	I feel more confident in using the vocabulary I learned from YouTube in writing or speaking.	4	19	7	0	30
14	I feel that YouTube learning videos teach more relevant and contextual vocabulary than other methods.	6	16	8	0	30
15	I feel YouTube is an effective medium to use in vocabulary learning.	3	22	5	0	30

Tabel 3. Tabulation Data from Questionnaire

No	Statement	Alternative Answer				Total
		SA	A	D	SD	
1	I feel YouTube is a fun medium to use for vocabulary learning.	20%	80%	0%	0%	100%
2	I feel that YouTube videos can provide variety in vocabulary learning.	10%	87%	3%	0%	100%
3	I feel more interested in learning vocabulary through YouTube videos than using textbooks.	7%	84%	10%	0%	100%
4	Learning videos on YouTube are easy to access and do not require a long time to find.	23%	64%	13%	0%	100%
5	I feel more comfortable when learning vocabulary using YouTube.	13%	77%	10%	0%	100%
6	Images or text in YouTube videos help me understand vocabulary better.	37%	63%	0%	0%	100%
7	Learning vocabulary through YouTube videos Makes me more interested in learning more vocabulary.	10%	83%	7%	0%	100%
8	I think it is easier for me to remember new vocabulary words after watching videos on YouTube compared to other methods.	13%	77%	10%	0%	100%
9	YouTube videos provide different ways to understand vocabulary, such as through example sentences, pictures, and dialogs.	40%	60%	0%	0%	100%
10	I feel YouTube helps me to enrich my English vocabulary.	17%	83%	0%	0%	100%
11	I find YouTube learning videos more interesting than traditional learning methods (books)	10%	73%	17%	0%	100%

12	I feel more interested in practicing the vocabulary I learned after watching videos on YouTube.	26%	67%	7%	0%	100%
13	I feel more confident in using the vocabulary I learned from YouTube in writing or speaking.	13%	64%	23%	0%	100%
14	I feel that YouTube learning videos teach more relevant and contextual vocabulary than other methods.	20%	53%	27%	0%	100%
15	I feel YouTube is an effective medium to use in vocabulary learning.	10%	87%	3%	0%	100%

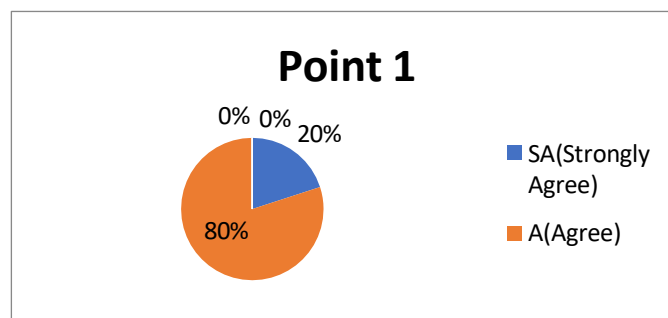


Figure 1. I feel YouTube is a fun medium to use for vocabulary learning.

From the diagram above, it can be concluded that YouTube is an fun medium for improving students' vocabulary skills. This can be seen from 20% of students who answered strongly agree with the statement and 80% of students answered agree and no students answered disagree or strongly disagree. from these results, The total percentage of students who agree and strongly agreed reached 100%.

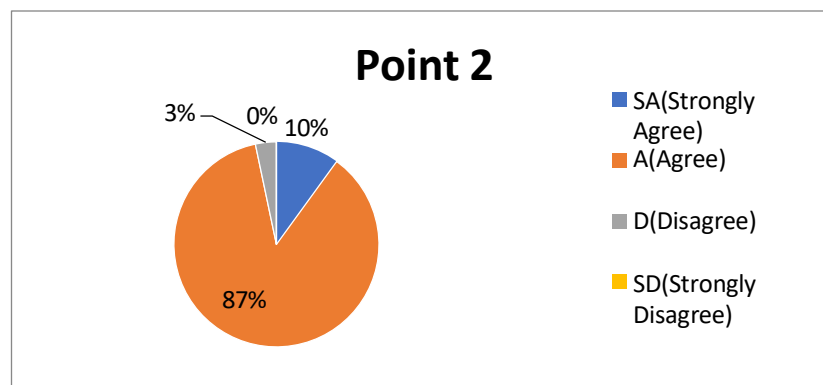


Figure 2. I feel that YouTube videos can provide variety in vocabulary learning

Based on the diagram shown, on the statement I feel that YouTube videos can provide variety in vocabulary learning. there are many students who have a positive perception. This can be seen from the 10% of students who strongly agree, while 87% agree. then there are 3% of students who disagree and 0% for students who strongly disagree. Thus, the total percentage of students who agreed and strongly agreed reached 97%.

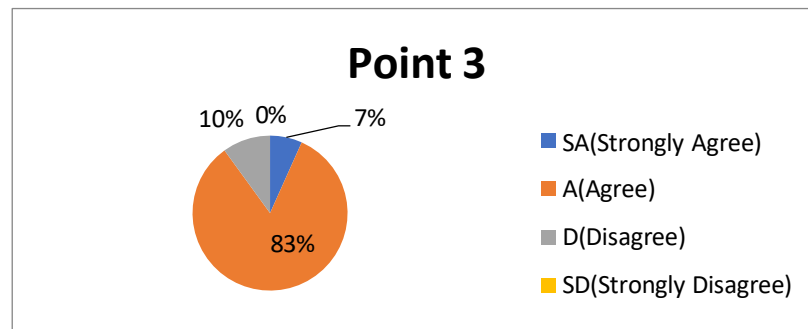


Figure 3. I feel more interested in learning vocabulary through YouTube videos than using textbooks

From the statement above, the responses from students who answered strongly agree and agree were 7% and 83%. From the data above, it can be interpreted that in the statement I feel more interested in learning vocabulary through YouTube videos than using textbooks, many students agree to the statement that they feel they are more interested when learning by using YouTube in class. Thus, the total percentage of students who answered agree and strongly agree reached 90%.

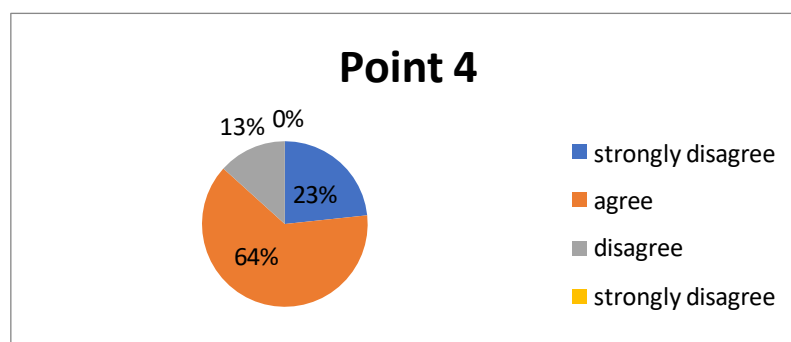


Figure 4. Learning videos on YouTube are easy to access and do not require a long time to find.

From this statement, it shows that 23% of students who answered strongly agree, then 63% of students who answered agreed and 13% of students who answered disagreed with

the statement. this concludes that many students agree that learning videos on YouTube are easy to access and do not take a long time to search for them. but there are also students who answer disagree with the statement Thus, the total percentage of students who answered agree and strongly agree reached 86%.

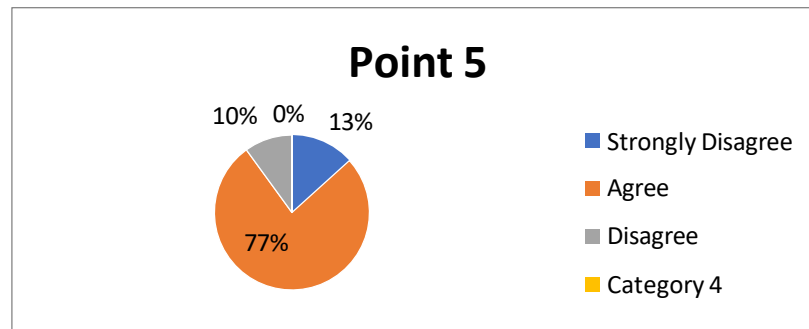


Figure 5. I feel more comfortable when learning vocabulary using YouTube

The results of responses from students regarding the statement that students feel comfortable when learning using YouTube show that 13% strongly agree, 77% agree and there are 10% disagree. it can be concluded that many students feel comfortable when learning using YouTube, but there are some students who do not agree with the statement. The total percentage of students who agree and strongly agree reaches 90%.

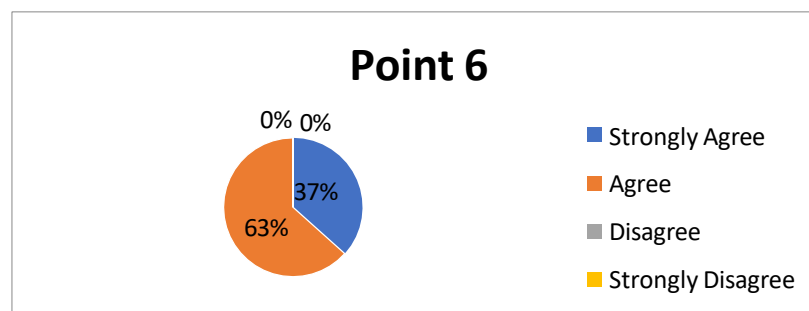


Figure 6. Images or text in YouTube videos help me understand vocabulary better

The response from students who answered strongly agree was 37% then for those who agreed with the statement 63% and there were no students who disagreed and strongly disagreed. It can be seen from the percentage above that there are 100% of students who answer agree and strongly agree so it can be concluded that students agree with the statement.

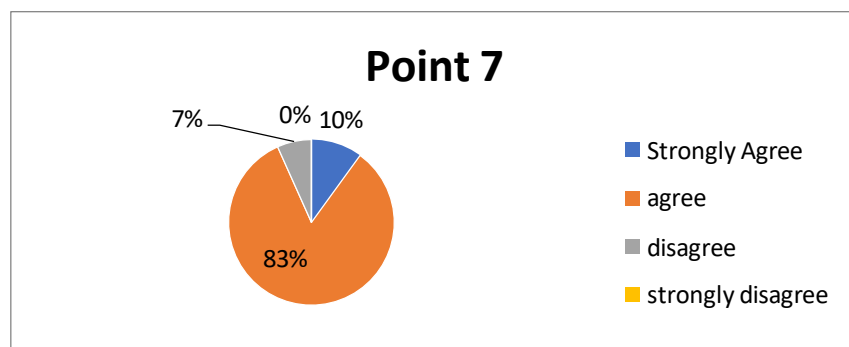


Figure 7. Learning vocabulary through YouTube videos makes me more interested in learning more vocabulary.

From the results of the diagram above, 10% of students answered strongly agree then 83% of students answered agree, and 7% of students answered disagree with the statement. this means that the majority of students feel more interested in learning more vocabulary by using YouTube, but there are also students who disagree with the statement. Thus, the total percentage of students who agreed and strongly agreed reached 93%.

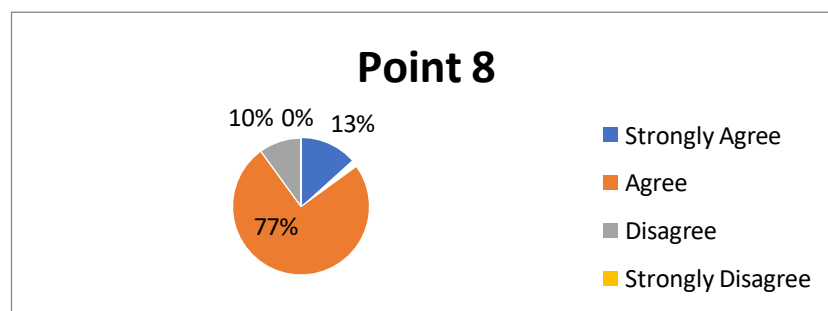


Figure 8. I think it is easier for me to remember new vocabulary words after watching videos on YouTube compared to other methods.

From the results of the diagram above regarding the statement that I find it easier to remember new vocabulary words after watching videos on YouTube compared to other methods, students who strongly agree and agree are 13% and 77% then there are 10% of students who answer disagree and 0% of students who strongly disagree. Thus, it can be concluded that there are many students who agree with the statement. and the total percentage of students who agree and strongly agree reaches 90%.

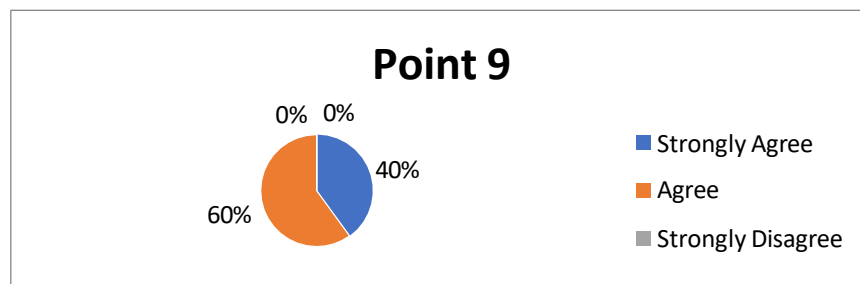


Figure 9. YouTube videos provide different ways to understand vocabulary, such as through example sentences, pictures, and dialogs.

From the results of the diagram above, it can be seen that 40% of students answered strongly agree and 60% of students agreed. This can be interpreted that students agree with the statement that students will understand more when learning using YouTube videos because there are various visuals. Thus, the total percentage of students who agree and strongly agree reached 100%.

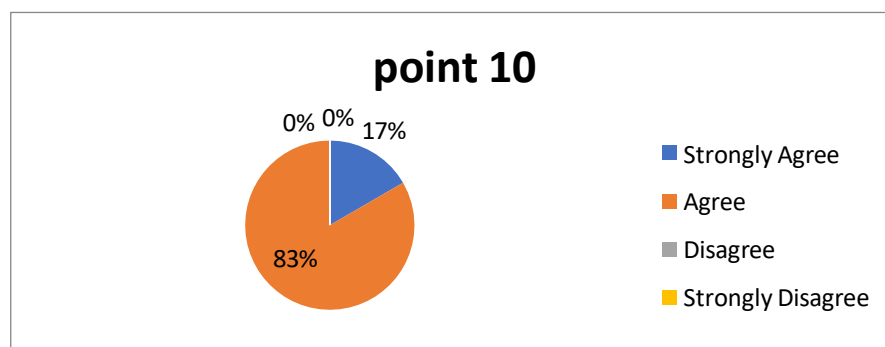


Figure 10. I feel YouTube helps me to enrich my English vocabulary.

In the statement I feel YouTube helps enrich my vocabulary, it can be seen that there are 17% and 83% of students who answered agree and strongly agree. From these results, it can be concluded that students feel helped by using YouTube as a source of learning new vocabulary to enrich their vocabulary. Thus, the total percentage of students who answered agree and strongly agree reached 100%.

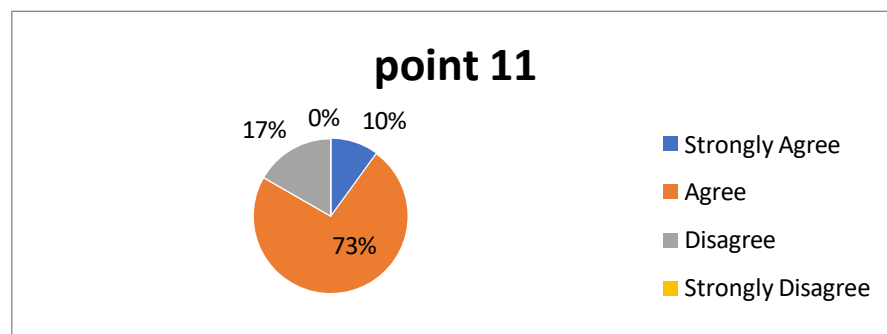


Figure 11. I find YouTube learning videos more interesting than traditional learning methods (books)

The diagram above shows that there are 10% of students who answered strongly agree and 73% of students who answered agree. However, there are 17% of students who answered disagree, this can be interpreted that students predominantly agree with the statement that using YouTube is more interesting than using books. But there are also students who disagree with the statement. Thus, the total percentage of students who answered agree and strongly agree reached 83%.

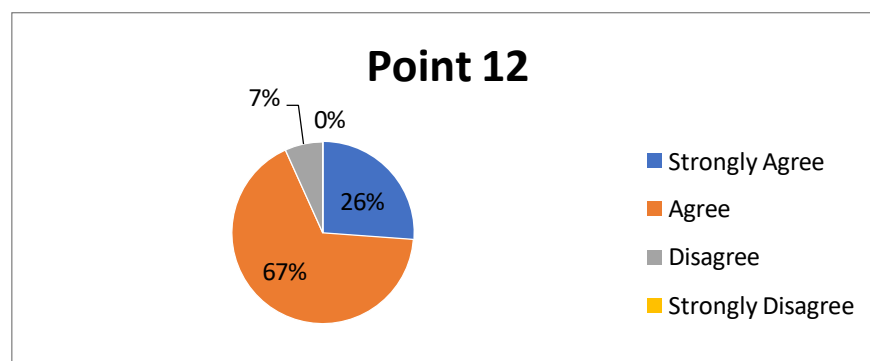


Figure 12. I feel more interested in practicing the vocabulary I learned after watching videos on YouTube.

The diagram shows that students who answered strongly agree were 26% and students who answered agree were 67%, and there were 7% of students who answered disagree. It can be concluded that in the statement, I feel more interested in practicing the vocabulary I learned after watching videos on YouTube. many students agree with the statement, but some students disagree. Thus, the total percentage of students who agree and strongly agree reaches 93%.

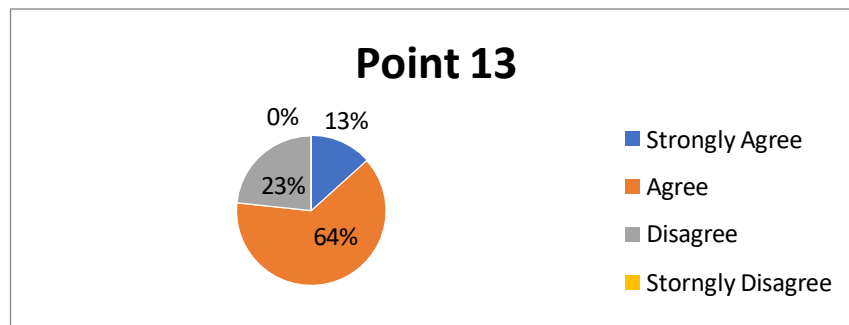


Figure 13. I feel more confident in using the vocabulary I learned from YouTube in writing or speaking.

The diagram above shows that in the statement that students feel confident when using vocabulary learned from YouTube, there are 13% strongly agree, 64% agree and 23% answer disagree. This concludes that many students feel confident about learning using YouTube but there are also students who disagree. Thus, the total percentage of students who agree and strongly agree reaches 77%.

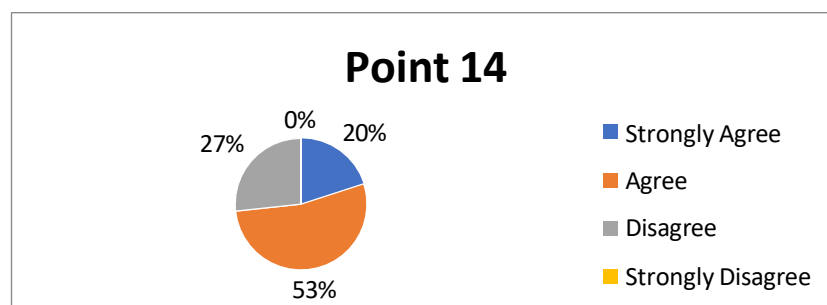


Figure 14. I feel that YouTube learning videos teach more relevant and contextual vocabulary than other methods.

From the results above, 20% of students strongly agree, 53% of students agree and 27% disagree with the statement. This shows a negative perception of the statement that YouTube learning videos teach more relevant and contextual vocabulary than other methods. However, many students also gave a positive perception of the statement. Thus, the total percentage of students who agree and strongly agree reaches 73%.

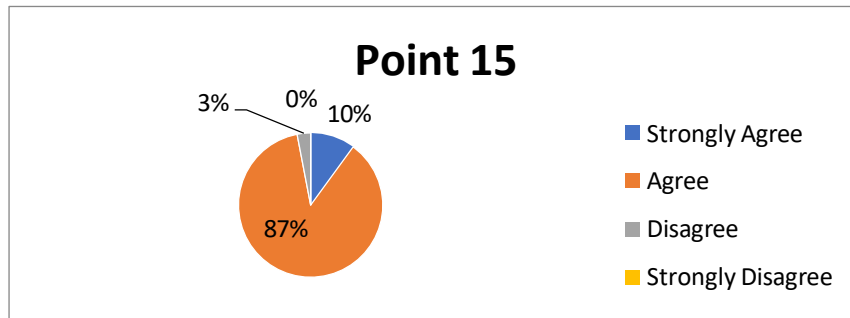


Figure 15. I feel YouTube is an effective medium to use in vocabulary learning.

From the diagram, the results obtained are 10% strongly agree, 87% agree, and 3% disagree. concluded in the statement YouTube is an effective media to use in vocabulary learning, many students stated that they agree with the statement. Thus, the total percentage of students who agree and strongly agree reaches 97%.

Discussion

Interview

The interview is used to support the answers from the questionnaires completed by students and to understand their perceptions of using YouTube videos in vocabulary learning. The interview consists of five questions. Five of the students expressed a positive perception regarding the use of YouTube videos in vocabulary learning. They believe that using YouTube videos in descriptive text learning can create an engaging, non-boring, enjoyable, and exciting classroom environment.

From the question "What do you think about using YouTube videos as a learning medium to improve English vocabulary?" the students stated their answers as follows.

P1: "I feel better when using YouTube as a learning source, because we can choose many interesting videos and can also choose explanations that are easier to understand because usually teachers seem monotonous in their learning."

P2: "I think when using YouTube I feel easier and more comfortable in learning"

P3: "I feel when I use YouTube I feel easier because YouTube helps a lot to learn vocabulary, because there are many interesting videos on YouTube"

Participants feel that YouTube media has a positive influence on their learning experience, because it is easy to access, provides diverse and interesting content, and provides the necessary knowledge.

Second question, what do you think are the main advantages of using YouTube videos compared to other learning methods, such as books or face-to-face classes? The

students' responses were as follows.

P1: "I think the advantages are because they are easily accessible and have a variety of videos to learn. and also videos on YouTube have more video choices, for example using videos that have songs, we can learn from the songs."

P2: "I think YouTube has a variety of content so I think that is what makes YouTube superior and also YouTube videos can be repeated so that when we don't understand we can still re-tune the video."

P4: "I think the advantages of YouTube itself lie in the flexibility and ease of access it has, besides the videos are more interactive with visuals and audio that help understanding, unlike books that only have text."

The researcher concluded that YouTube is the most accessible learning media because it is easily accessible through connected devices. Participants can learn anytime and anywhere, accessing various learning content from various sources and themes.

If YouTube has a positive impact, How do I choose a suitable YouTube video for vocabulary learning? Are there any specific criteria?" The students gave their answers as follows.

P1: "I prefer animated videos with interesting visuals so that I can easily remember and understand them and it also depends on the explanation in the YouTube"

P2: "I prefer animated videos that are not boring with lots of pictures because I understand more easily when there are lots of pictures."

P5: "In my opinion, I like to choose videos that have lots of pictures and then there are text explanations on each picture and also subtitles because I feel that it will be easier for me to understand the meaning of the explanation."

Students feel that they find it easier to use YouTube if the video has lots of visual images. YouTube offers visual and audio aids, which enhance interactive learning. so that students will find it easier to understand each explanation in the video.

The next question is Does the use of YouTube have a significant impact on your English vocabulary? The students' opinions are as follows.

P3: "I feel that after I watch YouTube my vocabulary has increased, I am more confident, for example, if there is an assignment to make a sentence or learn to speak, I feel more confident because I find a lot of vocabulary from YouTube videos".

P1: "I feel that it has increased because I search for a lot of vocabulary from YouTube, so YouTube really helps me to expand my vocabulary."

P5: "I really feel helped by YouTube because YouTube increases my vocabulary, I really like it when I learn using YouTube I get a lot of new vocabulary from watching YouTube."

The interview results from the statement whether the use of YouTube has a significant impact on your English vocabulary, show that the YouTube channel plays an important role in the student learning process. YouTube has a significant impact on students. Students are very helped by YouTube as a medium for learning their vocabulary, they feel that their vocabulary has increased after watching videos, this can help to expand their vocabulary.

The last question is "Do you find it easier to remember new vocabulary after watching YouTube videos? Why?"

P1: "I think it's easier to remember the vocabulary, because when we are interested in the videos, we will find it easier to remember them."

P2: "I find it easier to remember because YouTube is fun to learn. Because when learning is fun, of course students will find it easy to remember."

P4: "Learning through YouTube is easier to remember because the videos shown are very interesting and visually pleasing and the vocabulary examples really help to understand the meaning".

It can be concluded that learning using YouTube makes it easier for students to remember each vocabulary learned in the video in understanding the material in it. The YouTube platform offers a variety of audiovisual materials, including video lessons that help students in their learning.

By being open about their thoughts, opinions, and questions, students feel more comfortable and motivated to learn English. YouTube ease of use, variety of materials, interaction, and playlist capabilities make it an effective and informative choice for learning English through media.

CONCLUSION

This study examines students' perceptions regarding the use of YouTube for vocabulary acquisition. The analysis results indicate that students experience positive effects from utilizing YouTube to enhance their vocabulary skills. In this research, two main indicators were measured: students' perceptions of YouTube's usage and the impact of this media on vocabulary learning. These indicators are reflected in 15 items in the questionnaire and five interview questions.

The majority of students provided positive responses, with over 50% expressing strong agreement or agreement, while less than 10% chose disagreement or strong disagreement. The interview results also showed that all answers to the five questions posed had a positive perception. From both sets of data, it is clear that students utilize YouTube videos to enrich their vocabulary, which positively impacts the English language learning process in the classroom.

Thus, this research emphasizes the importance of integrating digital media like YouTube into language learning, which not only makes the learning process more engaging but also effectively enhances students' vocabulary understanding. This demonstrates that the use of technology in education can significantly contribute to improving the quality of learning in today's digital era.

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