

STUDENTS' PERCEPTION OF USING ENGLISH LEARNING YOUTUBE CHANNELS IN IMPROVING THEIR VOCABULARY

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Abstract. The main objective of this study is to understand students' perceptions of using English learning YouTube channels to improve vocabulary, viewed from the ease of use of English learning YouTube channels. This study uses a quantitative method with a descriptive analysis design. The instrument used in this study is a questionnaire. The respondents of this study are 8th-grade students at a public junior high school in Airmadidi, North Minahasa, with a total of 130 students. The analysis results show that students' perceptions of the ease of use of the English learning YouTube channel are positive, which can motivate them to improve their vocabulary. Students' perceptions of the usefulness of the English learning YouTube channel are also positive, meaning that the channel can help them in enhancing their vocabulary. Students' perceptions of attitudes towards using the English learning YouTube channel are also positive in improving their vocabulary. Therefore, it can be concluded that students' perceptions of using the English learning YouTube channel are positive, as reflected in the indicators of using the YouTube channel. Consequently, students can use the YouTube channel as an additional means to improve their vocabulary.

Keywords: Students perception, English learning channels on YouTube, Vocabulary

Abstrak. Tujuan utama dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap penggunaan kanal YouTube pembelajaran Bahasa Inggris dalam meningkatkan kosakata, ditinjau dari kemudahan penggunaan kanal YouTube pembelajaran Bahasa Inggris. Penelitian ini menggunakan metode kuantitatif dengan desain analisis deskriptif. Instrumen yang digunakan dalam penelitian ini adalah angket. Responden penelitian ini adalah siswa kelas 8 di salah satu Sekolah Menengah Pertama Negeri di Airmadidi, Minahasa Utara, dengan jumlah total 130 siswa. Hasil analisis menunjukkan bahwa persepsi siswa terhadap kemudahan penggunaan kanal YouTube pembelajaran Bahasa Inggris adalah positif, sehingga dapat memotivasi mereka untuk meningkatkan kosakata. Persepsi siswa terhadap kegunaan kanal YouTube pembelajaran Bahasa Inggris adalah positif, yang berarti kanal tersebut dapat membantu mereka dalam meningkatkan kosakata. Persepsi siswa terhadap sikap dalam penggunaan kanal YouTube pembelajaran Bahasa Inggris juga positif dalam meningkatkan kosakata mereka. Dengan demikian, dapat disimpulkan bahwa persepsi siswa terhadap penggunaan kanal YouTube pembelajaran Bahasa Inggris adalah positif, sebagaimana terlihat dari indikator penggunaan kanal YouTube tersebut. Oleh karena itu, siswa dapat menggunakan kanal YouTube sebagai sarana tambahan untuk meningkatkan kosakata.

Kata Kunci: Persepsi Siswa, Kanal Pembelajaran Bahasa Inggris di Youtube, Kosakata

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INTRODUCTION

Nowadays, technology has become an integral part of daily life, particularly social media platforms. Almost everyone around the world utilizes them, including students, who can easily access technology for entertainment, personal communication, and education. Trinder (2017) explained that there are various sources of data on social media, such as YouTube channels, which are increasingly used as references for information, science, society, and education. Mujianto (2019) claimed that technology is needed in the teaching-learning process so that used as an additional learning media, for example YouTube. YouTube is a platform for sharing videos. Through YouTube, students can learn independently and share information in the form of knowledge and practice through videos. Students more easily understand information and learning through media like YouTube. This is because the delivery of material through books is considered conventional and boring compared to video delivery. Therefore, learning through YouTube media can be used as wrong a teaching-learning tool to improve student vocabulary. The use of technology such as YouTube in English learning can be a good way to attract students' attention. The use of YouTube is needed to be in line with today's students.' This is supported by Ahmadi (2018) that based on history, technological innovation allows language learners to have the opportunity to learn and practice the target language independently. In addition, Merc (2015) also stated that using technology in learning activities also allows students to connect language concept with their real experiences. Technology especially YouTube offers many interesting online platforms to language learning. Every student has their own choice to use a platform that suits their own learning style. A well-known platform that is widely used by students is the YouTube channels.

Based on the problems identified during the PPL 2 activity at SMP Negeri 2 Airmadidi, students still have difficulty in vocabulary, which makes it difficult for them to understand the material in English. Although many previous studies have shown that YouTube is an effective medium for improving students' vocabulary and language skills, most of these studies were conducted in different contexts such as vocational schools, universities, or international environments and involved learners with varying levels of proficiency. Furthermore, most previous studies focused on the effectiveness of YouTube as a learning tool, but only a few studies specifically examined students' perceptions of the use of YouTube English learning channels as a resource for vocabulary improvement among junior high school students. Therefore, there is still limited research exploring how junior high school students perceive the use of YouTube channels in improving their vocabulary in the English context, especially at SMP Negeri 2 Airmadidi. This gap became the basis for the researcher to conduct this study.

Alqahtani (2015) found that lack of knowledge about vocabulary is a major problem. Vocabulary is important in learning English because a large number of words can develop one or many language skills. However, most students do not have a large vocabulary. They can acquire vocabulary from various sources, one of which is YouTube.

The purpose in this study was to find out Students' Perception of Using English Learning YouTube Channels in Improving their Vocabulary? This study specifically focused on students' views regarding the usefulness of YouTube, the ease of using YouTube, and attitude towards YouTube. This study purpose to answer the following question: What is Students' Perception of using English Learning YouTube Channels in Improving their Vocabulary? In term of usefulness of YouTube, the ease of YouTube, and attitude towards YouTube? This research provides the following important information and benefits: First, for teachers, the benefit of this research is understanding students' perceptions of the use of YouTube channels in English language learning to improve their vocabulary, so that teachers can use it as a learning tool. Second, for students, this research provides important insights into the importance of YouTube channels as an effective tool in English language learning, helping students improve their vocabulary more easily through YouTube videos. Third, for future researchers, this research can serve as a source of information for future researchers who wish to conduct similar research regarding perceptions of the use of YouTube channels in English language learning. This study focuses on students' perceptions of Using English Learning YouTube Channels in improving vocabulary in English learning in grade 8 of SMP Negeri 2 Airmadidi in the even semester of the 2024/2025 academic year. The reason is based on the researcher used YouTube Channels in English learning to improve their vocabulary. This study was conducted using a quantitative method, with a descriptive design. Through this study, respondents filled out a questionnaire adapted from Elyas and Kabooha (2018), cited in Heriyanto (2015). This study only focused on factor or group items that were highly relevant to students' perceptions of Using English Learning YouTube Channels in improving their vocabulary especially in terms of usefulness of YouTube, the ease of using YouTube, and attitude towards YouTube. There are several limitations in this study. First, related to the respondents, the researcher has no control over the behavior of the respondents when filling out the questionnaire. Some respondents may not understand the questionnaire thoroughly, so there was a possibility that some respondents did not fill out the questionnaire correctly, and some respondents may not fill it out as honestly as possible. Second, sometimes respondents were not healthy so they fill out the questionnaire incorrectly.

Related Studies

Previous Studies on Students' Perception of Using YouTube Learning English Channels in Improving Vocabulary. The researcher found other previous studies related to this investigation, there are some relevant studies have been conducted. First study from Heriyanto (2015) show that the results clearly show that YouTube offered statistically significant effects on the students' vocabulary acquisition. The findings of the study indicate that the participants positively viewed the use of YouTube in their lessons. In addition, the researcher from Hasan et al. (2018), English students can improve their abilities, especially in the fields of; conversation, intonation, way of speaking, grammatical skills, listening skills, and so on through YouTube. The researcher also mentioned that learning through YouTube would not be stressed, not driven by context, and not limited by time, besides the researcher also mentioned that learning through YouTube can be done anywhere without having to go to class. However, the researcher also mentioned that learning from YouTube has a variety of cultures that tend to make students exposed to 'culture shock'. The researcher also advises teachers, lecturers, or anyone who works in the field of education to carefully select videos with appropriate culture before learning to use YouTube. To that end, YouTube is a great tool, media, or means that could potentially achieve lecturers or teacher's goals, and it also motivate the students with new and interesting way of learning language.

Another study from Elyas and Kabooaha (2018) findings of the study reveal that the group who viewed the YouTube clips outperformed the group who was not exposed to YouTube videos in the posttest. The findings of the study indicate that the participants positively viewed the use of YouTube channels in Improved their lesson. Moreover, a study by Gracella and Rahman Nur, (2020) show that YouTube has helped all of the participants' English-language proficiency. As a result, having an accessible application on practically all students' devices at all times made things simpler and inspired them to learn more.

Another study was conducted by Mokodompit et al. (2020). The title Students' perception of Using YouTube in Vocabulary Mastery. The goal of this study is to determine how students perceive using YouTube to help them master vocabulary. 37 Department of English Education students in the seventh semester were the sample, and the researchers employed quantitative research. A questionnaire is used as the data collection tool. A closed questionnaire was used, and it was then statistically and descriptively examined. Strongly agreed, agree, neutral, disagree, and strongly disagree are all options on the Likert scale. As a result, most students have a favorable opinion of utilizing YouTube to learn vocabulary and even to improve their skills, especially in a classroom setting.

The study's from Muhammad Ilyas and Putri, (2020) findings showed that the children had a greater interest in speaking up in class and interacting with their peers. Without being concerned about their speaking ability, they were confident. Additionally, during class, students actively engaged with the lecturer and researcher. Additionally, even though they still made mistakes during the post test, they were confident enough to speak out loud in answering the question. Because of this, using a YouTube channel to encourage students to participate more actively in class was successful. Another a study was conducted by Sakkir et al. (2020) show that 19 students (25%) in the 'very positive' category got a score of 84-100, 53 students (69.74%) in the 'positive' category a score of 68-83, and finally 4 students (5.26%) in the 'normal' category 52 -67. The average student perception score is 78.43, including the 'positive' category. Therefore, the researcher mentions that YouTube is one of the media or tool that can be used in learning and learning English.

In addition, study by Saed et al. (2021) The findings demonstrate that using YouTube in the EFL classroom not only improves speaking ability but also fluency and coherence by improving pronunciation, vocabulary choices, and grammatical structures, resulting in a meaningful and cohesive discourse. The findings revealed a direct correlation between students' utilization of YouTube videos to enhance their oral fluency and coherence as well as their lexical choices. The results revealed statistically significant variations between the students' scores before and after including the YouTube media, favoring the post-YouTube phase.

Last, study by Omrčen, (2021) showed that the subject thought reading skills were the most significant, followed by listening, speaking, and writing abilities, given the criticality of each skill. The Similarities between the previous study with the current study, most studies share similarities regarding the use of YouTube channels as an English language learning medium, particularly in improving vocabulary mastery and other language skills such as speaking and listening. All studies show that students have a positive perception of YouTube, as it is considered engaging, motivating, flexible, and accessible anytime and anywhere. Most of the studies stated that YouTube is also considered to help students understand pronunciation, expand vocabulary, and increase confidence in speaking English.

The main differences lie in the research objectives, methods, and focus on the language skills studied. Some studies, such as Heriyanto (2015), Elyas and Kabooha (2018), and Mokodompit et al. (2020), emphasize improving vocabulary mastery, while Khatri et al. (2020), Ilyas and Putri (2020), and Saed et al. (2021) focus on speaking skills. In terms of methods, some used experiments (pre-test and post-test), while others used questionnaires and

interviews to explore students' perceptions. Furthermore, the location context and educational level also differ from high school students in Indonesia to university students in other countries like Saudi Arabia, Bangladesh, and Jordan. In this study, the method used was only a questionnaire and the location was SMP Negeri 2 Airmadidi.

METHOD

This study was a quantitative method. Quantitative is a collection of techniques for analysis numbers or statistics data. Daniel Mujis (2004) argues that quantitative research is the research by collecting numerical data that would analyze by using mathematically based on methods. It used a descriptive design because the purpose of this study to find describe students' perception of Using English Learning YouTube Channels in improving vocabulary. Creswell (2012) explained that the descriptive method aims to systematically discover reasons and provide thorough descriptions of the research object. In addition, the researcher used mean score to analysis students' perception of using English Learning YouTube Channels in improving their vocabulary in terms of usefulness of YouTube, the ease of using YouTube, and attitude towards YouTube.

In this research, the researcher used purposive sampling. In purposive sampling, the researcher specified characteristics of the population of interest and then tried to locate individuals who exhibited those characteristics (Arikunto, 2010). The researcher wanted to select respondents based on criteria or characteristics that were relevant to the objectives of the research being conducted. The characteristics were that the students selected as research samples were students who actively used YouTube Learning English Channels to improve vocabulary. This information was obtained through observations from PPL 2 in the class concerned, which was grade 8 at SMP Negeri 2 Airmadidi. For this reason, the researcher used purposive sampling to collect data.

In this research, the researchers used purposive sampling. In purposive sampling the researcher specified characteristics of the population of interest and then tried to locate individuals who exhibited those characteristics (Johnson & Christensen, 2014). Researcher wanted to select respondents based on criteria or characteristics that were relevant to the objectives of the research being conducted. The characteristics were that the students selected as research samples were students who actively used Google Translate in learning English. This information was obtained through observations from the researchers in the class concerned, which was grade 7 at one of Public Schools in Airmadidi, North Minahasa . For this reason, the researchers used purposive sampling to collect data.

To collect data, the researcher used a questionnaire about students' perceptions of Using English Learning YouTube Channels in Improving Vocabulary, which was adapted from Elyas and Kaboocha (2018) and Heriyanto (2015). The researcher modified the questionnaire containing 10 items. These questions are all about students' perceptions. The first section is the Usefulness of YouTube Learning English Channels, which consists of 4 items: 1, 2, 3, and 4. The second section is the Ease of Use of YouTube Learning English Channels, which consists of 3 items: 5, 6, and 7. The last section is Students' Attitudes towards YouTube Learning English Channels in Improving Vocabulary, which consists of 3 items: 8, 9, and 10. In this study, the researcher used a closed questionnaire. The questionnaire design uses a Likert Scale style. The Likert scale is a psychometric scale that is usually used in research that uses questionnaires to measure social attitudes. Djajanegara (2020), the Likert scale is a measuring tool used to detect interests, attitudes, and habits. The Likert scale ranges from very negative to very positive, and for quantitative analysis purposes, each answer can be given one point, including: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree).

RESULTS

To find out the students perception of using English Learning YouTube Channels in improving their vocabulary which divided into three groups, namely usefulness of YouTube, the ease of using YouTube, and attitude towards YouTube.

Table 1. Mean score of student perception in the ease of using youtube learning english channels group

N	Minimum	Maximum	Mean	Std. deviation	
Student Perception	130	2.00	5.00	4.34	0.69
Valid N (list wise)	130				

Based on the interpretation of the data, the students' perception of using YouTube Learning English Channels in Improving their Vocabulary, in terms of the ease of using YouTube channels showed was 4.338 and the scale was in the range of 3.50- 4.49 (can be seen on the page 28). It means that student perception of the ease of using YouTube learning English Channels in Improving their Vocabulary was positive.

Table 2. Mean score of student perception in usefulness of youtube learning english channels group

N	Minimum	Maximum	Mean	Std. deviation	
Student Perception	130	2.00	5.00	4.13	0.70
Valid N (list wise)	130				

Based on the interpretation of the data, the students' perception of Using YouTube Learning English Channels in Improving their Vocabulary, in terms of the usefulness of using YouTube channels showed was 4.138 and the scale was in the range of 3.50- 4.49 (can be seen on the page 28). It means that the student perception of the usefulness of using YouTube learning English channels in improving their vocabulary was positive. Mujianto (2019) stated that through YouTube, students can learn independently and share information in the form of knowledge and practice through videos.

Table 3. Mean score of student perception in attitude towards youtube learning english channels group

N	Minimum	Maximum	Mean	Std. deviation
Student Perception	130	2.00	5.00	4.01 0.69
Valid N (list wise)	130			

Based on the interpretation of the data, the students' perception of Using English Learning YouTube Channels in Improving their Vocabulary, in terms of the attitude towards of using YouTube channels showed was 4.015 and the scale was in the range of 4.50- 5.00 (can be seen on the page 28). It means that the student perception of the attitude towards YouTube learning English channels was positive. The use of YouTube is an tool and it can help students in learning English.

DISCUSSION

The results showed that the average score for the ease of use category was 4.34, which falls within the "positive" perception range (3.50–4.49). This indicates that students perceive YouTube as a simple, accessible, and user-friendly platform for learning English vocabulary. This finding aligns with Cheung and Vogel (2013), who stated that students' attitudes toward using YouTube are positively influenced by its ease of use. YouTube's intuitive design, simple navigation, and the availability of free videos make the platform highly convenient for students. Furthermore, Suryaman (2015) emphasized that YouTube is a practical and comprehensive learning resource because it is accessible to all audiences and offers a variety of videos that can serve as sources of information. Furthermore, the Usability category obtained an average score of 4.13, which is also in the positive range (3.50–4.49). This indicates that students believe YouTube is useful for building and enhancing their vocabulary. These results align with previous studies such as Aronin and Singleton (2012), Riswandi (2016), and Bastos and Ramos (2009), which found that YouTube can improve vocabulary acquisition by exposing students to authentic language input. Furthermore, Kabooha and Elyas (2018) reported that vocabulary

development through YouTube has long-term effects because students are continuously exposed to rich and meaningful contexts. YouTube provides engaging audio-visual content, which helps students retain words better because they see how they are used in real-life situations. Mujianto (2019) further supports this by stating that YouTube enables students to learn independently and provides opportunities to share knowledge and practice through video-based learning. The attitude category scored 4.01, indicating once again a positive student perception. Students show enthusiasm, interest, and motivation to learn vocabulary through YouTube. This finding aligns with previous studies emphasizing that students generally enjoy technology-based learning (Anderson, 2013; Anggrarini & Faturokhman, 2021). YouTube, being a familiar and widely used platform, creates an enjoyable and less stressful atmosphere, which increases motivation and engagement in learning (Alwehaibi, 2015). Students perceive YouTube as not just a source of entertainment but also a supportive educational platform

CONCLUSION

Based on the problem identification in Chapter 2, students at public school in Airmadidi, North Minahasa were found to have low vocabulary mastery, which makes it difficult for them in English reading comprehension, sentence construction, and their communication skills. This condition indicates that students need easy learning resources to help them improve their vocabulary. However, the findings of this study revealed that although students struggled with vocabulary, their perceptions toward using YouTube English learning channels were positive in terms of ease of use, usefulness, and attitude. These positive perceptions indicate that students view YouTube as a useful, accessible, and enjoyable platform that supports their vocabulary learning. Therefore, the gap between students' low vocabulary and their positive perceptions indicates that YouTube English learning channels can be a good supplementary learning tool. Students may lack vocabulary, but they are motivated and willing to use YouTube as a medium to improve their vocabulary knowledge

RECOMMENDATIONS

From the results of this study, several recommendations were given by the researcher. First, it is recommended for teachers that teachers continue to allow students to use YouTube channels in learning English, specifically improving vocabulary, because students' perception of using YouTube learning English channels was positive. Second, it is recommended to students to use YouTube learning English channels as an additional helpful tool to improve students vocabulary. Third, this research is only to measured students perception of using

YouTube learning English channels in improving their vocabulary, therefore for future researchers who will conducted research similar to this research, it is recommended to use different methods, namely by using qualitative methods or conducting experimental researcher to gain a deeper of usefulness of the benefits of YouTube learning English channels in improving their vocabulary

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