IDEAS

Journal on Language Teaching and Learning, Linguistics and Literature

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Volume 14, Number 2, December 2026
pp. 9584 - 9590

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Issued by English study program of UIN Palopo

Teacher's Perception of the "Ritueli Daeli" Youtube Channel as Teaching Reference for English Vocabulary at Elementary School

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Article Info

Received: 2026-10-17
Revised: 2026-11-08
Accepted: 2026-11-10

Keywords:
Elementary school;
English vocabulary;
Ritueli Daeli YouTube;
Teacher's perception

DOI:
10.24256/ideas. v14i2.13172

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Abstract

This study aims to explore English teacher's perceptions of the Ritueli Daeli YouTube channel as teaching materials for English vocabulary at SDN Panglegur 3. This study employs a qualitative descriptive approach. The participant in this study was one English teacher at SDN Panglegur 3 who used the Ritueli Daeli YouTube channel as a reference in preparing and delivering English vocabulary lessons in the classroom. Data were collected through observation, interviews, and documentation. Data analysis followed three stages adapted from Miles et al. (2014), namely data reduction, data display, and triangulation. To ensure data validity, triangulation was applied through theoretical triangulation and technique triangulation, involving interviews, observations, and documentation. The research findings indicate that the teacher has been using the Ritueli Daeli YouTube channel since 2024, both as a personal reference when preparing vocabulary material and as a learning medium shown directly to pupils during the learning process. The main advantage of this channel is the availability of pronunciation guides, word meanings, and example sentences for each vocabulary item, which greatly assists the teacher in delivering vocabulary material effectively. However, the teacher noted that vocabulary selection requires careful filtering to ensure suitability for elementary school students. In terms of suitability, the vocabulary content of the channel aligns with the learning objectives of the Merdeka Curriculum for third-grade primary school students in Phase B, particularly when the teacher carefully selects and filters the vocabulary according to the topic being taught in the classroom. The study concludes that the Ritueli Daeli YouTube channel is useful and suitable teaching material for English vocabulary lessons for third-grade primary school students in Phase B, provided that the teacher actively selects vocabulary that matches students' levels and curriculum objectives.

1. Introduction

Vocabulary plays a central role in English language learning, particularly for young learners at the elementary school level. Students with limited vocabulary often struggle across the four language skills, namely listening, speaking, reading, and writing. As (Sari et al. 2024) noted, mastering vocabulary is essential, especially for young learners, because it enables them to understand and apply language in different contexts and situations. Therefore, building vocabulary knowledge systematically from an early age is essential to developing overall language proficiency. In the digital era, instructional media has become an integral part of the teaching and learning process. YouTube, in particular, has emerged as one of the most accessible and widely used platforms in educational settings. Teachers increasingly rely on video-based materials to enhance classroom instruction and expose students to authentic language use(Tahmina 2023).

Research has consistently demonstrated that the use of YouTube in English language teaching positively impacts students' motivation, engagement, and language skills development.(Novicha Lismawati and Niken Kencono Ungu 2025) found that using Ritueli Daeli videos significantly improved seventh-grade students' speaking fluency, pronunciation, and confidence at MTs Daruttholibin Watumalang. Similarly,(Wijayanti and Gunawan 2021) demonstrated that short YouTube videos effectively supported elementary students' vocabulary acquisition, with mean scores ranging from 85.04 to 91.25 across four sessions. Both studies highlight that YouTube content, when carefully selected, can serve as an engaging and effective medium for English language learning.

However, both previous studies primarily focused on students' learning outcomes and experiences, leaving a significant gap in understanding how teachers, particularly at the elementary school level, perceive and evaluate the use of such digital learning media. In addition, although the Ritueli Daeli YouTube channel has been utilized by the English teacher at SDN Panglegur 3 as a personal teaching reference and as direct instructional medium shown to students during the learning process, no research has specifically explored the teacher's perspective on this channel in terms of its usefulness and suitability for elementary-level English vocabulary instruction.

Therefore, this study seeks to explore the English teacher's perception of the Ritueli Daeli YouTube channel as a teaching reference at SDN Panglegur 3. Specifically, this study aims to: (1) describe how the English teacher uses the Ritueli Daeli YouTube channel as a personal reference and direct instructional medium in teaching English vocabulary, and (2) analyze the suitability of the channel's vocabulary content with the Merdeka Curriculum at SDN Panglegur 3. The novelty of this study lies in its focus on the teacher's perspective at the elementary school level, which has been largely overlooked in previous research on YouTube-based English learning.

2. Method

This research uses qualitative descriptive approach. Qualitative research was chosen because this type of research aims to provide deep understanding, especially regarding how the English teacher perceives the use of the Ritueli Daeli YouTube channel as a teaching reference for English vocabulary (Creswell 2013).

The participant of this study is one English teacher at SDN Panglegur 3, located in Pandan Village, Tlanakan District, Pamekasan Regency, East Java. The teacher uses the Ritueli Daeli YouTube channel as a personal reference in preparing vocabulary materials

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

as well as a direct instructional medium shown to student during classroom instruction. As a teacher of young learners aged 6-12 years, she has direct experience in selecting and evaluating the suitability of the channel's content for elementary school students. Her practice of filtering vocabulary from the channel before delivering it in the classroom reflects (Thornbury 2002) principle that vocabulary teaching must consider form, meaning, and use. These characteristics make her a highly relevant participant whose perspective directly addresses the research questions of this study.

In collecting data, the researcher used three instruments, namely observation, interview, and documentation. Observation was conducted to record the teacher's activities and the use of the channel during lessons. Interview was conducted to gain an in-depth perspective from the English teacher, exploring her views on the usefulness and suitability of the Ritueli Daeli channel in teaching vocabulary to elementary students. Documentation was used to collect supporting evidence such as photos of the learning process, lesson plans, and other relevant teaching materials.

Data analysis followed three stages adapted from (Miles, Huberman, and Saldaña 2014) namely data reduction, data presentation, and triangulation. In the data reduction stage, data from observations, interviews, and documentation were selected, summarized, and categorized based on the two main aspects: usefulness and suitability. In the data presentation stage, the reduced data were organized in descriptive narratives.

To ensure the validity and credibility of the data, triangulation was applied as it helps researchers overcome biases associated with the use of single-observer, single-method, and single-theory (Donkoh 2023) Two types of triangulation were applied in this study. First, triangulation of theory was conducted by comparing research findings with relevant theories of media-based learning, teacher perception, and vocabulary teaching. Second, triangulation of techniques was conducted by using various methods such as interviews, observation, and documentation, as well as comparing the vocabulary content of the Ritueli Daeli channel with the vocabulary taught in class, cross-checking with the teacher's lesson plan, and comparing both with the learning objectives of the Merdeka Curriculum.

3. Result

The Teacher's Use of the Ritueli Daeli YouTube Channel as Teaching Reference

Based on the results of an interview conducted with the English teacher at SDN Panglegur 3, the teacher has been using the Ritueli Daeli YouTube channel since 2024 as a reference for teaching English vocabulary. The teacher stated that she chose this channel because it offers a wide range of vocabulary and is easier to understand. This is in line with the teacher's statements as follows:

"Terdapat banyak vocab, serta lebih mudah dipahami

(Lili Rahmawati, interview, September 2026)



Figure 1. Interview with the English Teacher at SDN Panglegur 3

In addition, the teacher also stated that this channel helps in finding and selecting vocabulary to teach to pupils. According to the teacher, the main advantage of the Ritueli Daeli channel is that it provides the pronunciation, meaning and example sentences for each word, making it easier for the teacher to explain the material to pupils. The results of the observation also showed that teacher uses the channel directly in the classroom by displaying it on a TV screen or monitor, and pupils appeared interested and actively engaged in the learning activities.

Nevertheless, the teacher acknowledges that there are difficulties in selecting suitable vocabulary for primary school pupils from this channel, given that the Ritueli Daeli channel not only contains basic-level vocabulary but also covers grammar, beginner's English and the TOEFL. Therefore, the teacher needs to select and sort through the vocabulary beforehand before presenting it in class, tailoring it to the material currently being taught.

The Suitability of the Ritueli Daeli Channel's Vocabulary Content with The Merdeka Curriculum

The findings of the interviews showed that the teacher stated the vocabulary on the Ritueli Daeli channel is only suitable for beginners while primary school pupils need a prior careful selection and filtering process of vocabulary in the videos. The teacher also confirmed her choice of material from this channel was in line with the topics in their lessons.

"Sesuai pemula, untuk sekolah dasar harus dipilih dan dipilah dulu."

The results of the observations showed that the vocabulary taught by the teacher matched the words on the Ritueli Daeli channel; the vocabulary level was basic and was just good for primary school children; the themes of the chosen vocabulary were consistent with those used during teaching time. As an illustration, during the lesson on prepositions of place, the teacher picked some suitable Ritueli Daeli vocabulary like 'above', 'behind', 'beside', 'inside' words and taught them to Year 3 students at SDN Panglegur 3. This clearly illustrates that the teacher creatively used the channel's materials in a way that met the learning targets set by the Merdeka Curriculum for the students in Phase B.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)



Figure 2. The use of the Ritueli Daeli YouTube channel in vocabulary learning

4. Discussion

The Teacher's Use of the Ritueli Daeli YouTube Channel as Teaching Reference

The research findings reveal that the English teacher at SDN Panglegur 3 is the one who are making use of the Ritueli Daeli YouTube channel in two different ways: as a personal reference when preparing vocabulary materials and as a teaching resource shown directly to pupils in class. This supports the opinions of (Al Amini and Abdul Aziz 2023), who state that teachers who use YouTube as a teaching medium report that it effectively supports lesson planning, simplifies the delivery of material, and increases pupil engagement during learning activities.

The strength of the Ritueli Daeli channel, which includes pronunciation, meaning and example sentences for each vocabulary word, is in line with the principles of vocabulary teaching proposed by. Thornbury emphasized that the vocabulary items can only be properly taught when there is teaching of three basic dimensions which are the form (pronunciation), meaning, and use (usage in context). With respect to the three key aspects of vocabulary teaching, the Ritueli Daeli channel is shown to be able to deliver a complete teaching of vocabulary, thus making it a great help for teachers in their delivery of vocabulary lessons to students in a holistic manner.

Furthermore, the enthusiasm displayed by the pupils during the observation is consistent with the findings of (Novicha Lismawati and Niken Kencono Ungu 2025), who found that the use of Ritueli Daeli's YouTube videos significantly improved the pupils' speaking skills and motivated them to participate more actively in English language learning activities.

The Suitability of the Ritueli Daeli Channel's Vocabulary Content with The Merdeka Curriculum

The findings of the study point out that the vocabulary used on the Ritueli Daeli channel suits English language learning in the primary school level. Nevertheless, teachers should be careful to choose and separate the vocabulary items beforehand, only when they are ready to show it the students, because this is what (Al Amini and Abdul Aziz 2023) believes, that teachers should use YouTube videos selectively only those videos that meet the students language level, age and cultural background if they want to make sure that using such materials will give the best results in the classroom.

The vocabulary selection process carried out by the teacher prior to teaching also reflects the principle put forward by (Thornbury 2002)that vocabulary teaching must take into account form, meaning and use. By selecting words such as 'above', 'behind',

'beside' and 'inside' from the Ritueli Daeli channel for the lesson on prepositions of place, the teacher has put this principle into practice in the classroom

Furthermore, the alignment of the channel's content with the Merdeka Curriculum is also evident from the results of observations, which show that the vocabulary themes selected by teachers are tailored to the learning topics and learning objectives set out in Phase B of the Merdeka Curriculum. This is in line with the findings of (Wijayanti and Gunawan 2021), which show that primary school pupils can benefit from vocabulary learning using YouTube videos provided that the material used is well prepared and appropriate to the pupils' level.

5. Conclusion

Based on the results of the research conducted, it can be concluded that the English teacher at SDN Panglegur 3 uses the Ritueli Daeli YouTube channel in two ways: as a personal reference when preparing vocabulary materials and as a teaching resource shown directly to pupils in class. This channel is considered very helpful as it provides pronunciation guides, word meanings and example sentences for each vocabulary item, thereby making it easier for teachers to deliver the material effectively. Nevertheless, the teacher needs to carefully select and sort the vocabulary before teaching it to pupils, given that not all vocabulary items on the channel are suitable for primary school level.

In terms of suitability, the vocabulary content on the Ritueli Daeli channel is deemed to be in line with the learning objectives of the Merdeka Curriculum for Year 3 primary school pupils in Phase B, particularly when teacher actively selects vocabulary that is appropriate to the topic and the pupils' abilities. This demonstrates that the Ritueli Daeli YouTube channel can be used as useful and appropriate teaching materials for teaching English vocabulary at primary school level.

This study is limited by the fact that it involved only one teacher as a participant; consequently, the findings cannot be generalised to a wider context. For future research, it is recommended that a similar study be conducted involving a larger number of teachers and schools, and that it explore pupils' perceptions of the use of the Ritueli Daeli YouTube channel in English vocabulary learning.

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