



Student's Perception About Using Youtube Educational Video in Learning Vocabulary

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Received: 2025-02-18 Accepted: 2025-07-05

DOI: 10.24256/ideas.v13i1.6241

Abstract

The purpose of the study was to determine students' perception of the use of YouTube educational videos in learning English vocabulary. The research method used is qualitative and the sample in this study is 6 grade XI students of SMKN 10 South Konawe who were selected based on their habits in using YouTube as an English learning medium. Data were collected through semi-structured interviews to explore the experiences, benefits, and challenges faced by students in learning vocabulary using YouTube. The results showed that all participants responded positively to the use of YouTube as a vocabulary learning medium. Based on these findings, YouTube can be an effective learning tool in improving English vocabulary mastery. Teachers are advised to integrate YouTube educational videos in classroom learning to increase students' interest and understanding of English.

Keywords: *Vocabulary, Youtube, Student perception*

Introduction

Language is one of the important tools used by humans to talk to each other (Hamdan, 2019) where English is a foreign (international) language that is widely used to communicate in daily needs. English consists of 4 skills: speaking, listening, writing, and reading. Vocabulary is one of these components (Hikmah, 2021). This is why, vocabulary is important in everyday communication. This means that if someone masters vocabulary, it will make a person speak the language well and correctly. So, this research will focus on effectively increasing vocabulary mastery. According to Kurnianty (2014), vocabulary is the content and function of language that is studied thoroughly so that it can be used in carrying out any communication action.

However, according to Cahyani (2016) there are several difficulties in mastering vocabulary. For example, students need help remembering the meaning of vocabulary. Students are too lazy to look up the dictionary and bored in class. Students become desperate to learn English because they find it not easy. Therefore, researchers realize that teachers play an important role in the teaching and learning process in the world of education. In order for students to stay interested and enjoy the learning process, teachers must be creative in finding ways to help students solve problems in mastering English, especially vocabulary. To overcome this problem, one of the media used to increase vocabulary mastery is to use youtube.

YouTube is an application that helps students upload and download videos about various materials. Not only listening to and watching videos, students can also comment and share the videos they have watched (Albahlal, 2019). YouTube is often the most widely used platform in education. YouTube allows users to easily access a wide variety of videos just by typing in the title, with a single click, a video containing information will appear. It can be accessed through a computer or mobile phone so learners can learn from YouTube anywhere and anytime. As in Alimemaj's research (2010), YouTube can provide a more enjoyable meaning of learning. Because there is an audio visual that can attract the attention of students who are interested in learning. In addition, it will be more effective in helping students learn vocabulary and help students to memorize more easily. YouTube helps students learn at home and at school because using YouTube can help them to master their English skills (Hasni, 2022).

Student perception is the main resource and plays an important role in education (Noviani, 2023). In the teaching and learning process, students' ability to receive lessons is different, all of which are influenced by students' perception of learning. Perception is the process by which information or messages enter the brain through the human senses.

To find out specifically about vocabulary mastery using youtube, several previous related studies can support this research. First, research by Novadiana

(2024) with the title "The Students' perception Using Youtube on Vocabulary Mastery in Learning English". This research was conducted using a qualitative descriptive method with the participation of three second-year English students from Malang Private University. The goal is to find out students' perceptions and the benefits of using YouTube for English learning, especially in terms of vocabulary improvement. The tools used in this study are interviews and semi-structured documents.

As a result, all students gave a positive response to YouTube as a means of learning English. All students believe that YouTube helps them learn English vocabulary in an engaging and memorable way. Furthermore, research by Hapsari (2023) with the title "Exploring Students 'perception About Using Youtube Educational Videos in Learning New Vocabulary". This quantitative study's sampling strategy. Data collection was carried out based on the results of a Google Form media survey of 120 students of SMKN 11 Malang. Researchers used Google Forms to collect a sample questionnaire from eligible students.

Most of them (94%) watch educational videos on Youtube, and the majority of pupils at SMKN 11 Malang believe that YouTube learning videos are a great way to improve students' vocabulary skills through learning to speak, listen, read, and write useful as an English learning medium. According to this study, for SMKN 11 pupils, learning vocabulary through Youtube learning videos offers numerous advantages and beneficial effects. Students learn vocabulary using a variety of strategies while watching instructional videos on YouTube. Students use words in the form of proper grammar. Students pronounce terms that are simple to identify. Students will recognize oral and written vocabulary. Students spell words correctly. Develop your English vocabulary.

Finally, research by Mokodompiti (2021) with the title "Students' perception Of Using Youtube In Vocabulary Mastery". The study aims to determine how students view using Youtube to their vocabulary. The study's sample consisted of 37 students from Manado State University's Department of English Education over the course of seven semesters, and researchers employed quantitative research methods. Researchers use field information as an instrument in collecting data. The type of field information used in this study is closed field information. This is used for example on a scale field information on data collection and analyzed on statistical narratives. The results of this study were found using looking at student responses after completing showing field information and collecting data. Thus, positive perceptions of using YouTube dominate vocabulary and even have a good impact on their abilities, especially in the classroom environment.

Based on the findings of the previous researcher above, it seems that the use of youtube can give positive results in vocabulary. The researchers found differences and similarities in the research conducted. Differences in the study included grade level and place of study. The similarity contained in the above

research is that it has the same goal. Therefore, this study aims to find out the student's perception of using youtube. This research question in this study Perception of the use of youtube educational videos in learning vocabulary

Method

This research uses Qualitative. Qualitative research was chosen because the type of research aims to provide insights, especially how students perceive the use of youtube educational videos in learning vocabulary.

The participants of this study are eleventh grade students of SMKN 10 South Konawe during the 2024/2025 academic year. It consists of 26 students. The researcher chose 6 out of 26 students to be the subjects. The researcher chose this subject based on the fact that the students often learn English through YouTube by watching various educational videos for learning, motivation, entertainment, and English videos accompanied by translations. In addition, the six students have satisfactory grades in English subjects and are also active.

In collecting data, the researcher used interviews. Before conducting the research, the researcher first looked for students who were worthy of being a subject. Where the researcher communicates with teachers related to this research. The type of interview that the researcher uses is a semi-structured interview where each question is not only prepared in advance but also developed during the Question-and-Answer session. Semi-structured interviews aim to find out the actual information so that more accurate data can be obtained (Novadiana, (2024).

Result

Perception of the use of youtube educational videos in learning vocabulary

Based on the formulation of the research problem, the researcher examined how the perception of the use of youtube educational videos in learning vocabulary. The researcher wants to explore students' knowledge about the existence of youtube in learning vocabulary. There were 8 interview questions asked to students about their perceptions. The results of the interviews are summarized into percentages to make it easier for researchers to conduct analysis.

The first question asked was "What do you think, the use of youtube videos to learn vocabulary? Are you interested?

"Yes. I'm interested, I'm happy to use YouTube" **p₁**

"Yes" **P₂**

"Interesting because it's not boring" **p₃**

"Because youtube can be used anytime and anywhere" **P₄**

"Very interested" **P₅**

"Yes" **P₆**

The sixth student did not hesitate to say yes, in this case the perception of students

using youtube tends to be positive. Students' interest in youtube motivates them to learn English vocabulary. Using YouTube can help them find videos about learning English anytime and anywhere.

The second question asked was "How often do you use youtube?"

"3 times a week" **P₁**

"Every day" **P₂**

"Daily routine" **P₃**

"It depends on it, usually it can be 2 or 3 times a week" **P₄**

"Exceptional" **P₅**

"3 times a week sometimes every day" **P₆**

All six students showed a high level of engagement in using YouTube. Most of them use YouTube regularly, 3 times a week, even almost every day to watch videos on various topics. This activity is not only considered a source of entertainment, but also a means of learning. All six students showed a high level of engagement in using YouTube. Most of them use YouTube regularly, 3 times a week, even almost every day to watch videos on various topics. This activity is not only considered a source of entertainment, but also a means of learning.

Another interview question was about "What is the main reason you choose to watch educational videos on YouTube to learn vocabulary?"

"The reason is that it makes it easier for me to learn" **P₁**

"Helped me learn especially improving vocabulary" **P₂**

"Not boring" **P₃**

"I quickly understood the explanation on youtube" **P₄**

" **P₅**

"That is because on youtube there are many interesting learning videos" **P₆**

In this question, the perception of students that YouTube is one of their needs in learning vocabulary. They consider YouTube as an interesting, easy-to-understand learning platform, able to help improve English vocabulary and not boring compared to learning in class.

The fourth question asked was "What type of educational video do you watch most often to learn vocabulary?"

"I listen to music more often, one of which is Finger Family" **P₁**

"I like to watch cartoons or animated movies" **P₂**

"I like to play English songs" **P₃**

"I usually open vocabulary tutorials and tips for speaking in English" **P₄**

"Video about cooking" **P₅**

"I focus on watching videos about grammar and pronunciations" **P₆**

Various perceptions of using youtube educational videos in learning English

vocabulary are reflected in the six students. The first and third students are more inclined to song and music. The second student prefers to watch movies. The fourth student is looking for videos that are able to improve vocabulary and facilitate speaking. The fifth student went through cooking vlogs to learn vocabulary, and the sixth student focused more on grammar and pronunciation. This diversity reflects how youtube can be tailored to individual learning preferences and needs.

The fifth question asked was "What was your experience when you first used YouTube videos to learn vocabulary? Are there any difficulties or obstacles?"

"Difficult to get quality videos" P₁

"Too many ads" P₂

"Internet connection often has problems" P₃

"Long video duration" P₄

"The obstacle is poor video quality" P₅

"My experience is often getting ad interruptions and network issues" P₆

In the first experience, the six students experienced different difficulties and obstacles in using YouTube to learn vocabulary. two of them find it difficult to find quality video content or poor video quality. Most students experience internet connection problems in their places. In addition, there are those who complain that the video duration is too long, and advertising interruptions are also a problem for students.

The sixth question asked was, "What do you think are the biggest benefits of learning vocabulary using YouTube videos?"

"The benefit is that now I know a lot of English vocabulary" P₁

"Improved hearing ability" P₂

"Able to communicate" P₃

"The benefits I feel my English grades have increased" P₄

"Make it easier to answer questions during the exam" P₅

"Improve my English vocabulary" P₆

Sixth question: In this question, there are various benefits that students feel in using youtube in learning vocabulary. Students voiced that they got a significant improvement in vocabulary comprehension and listening ability. In addition, the six students felt that they had experienced a change in understanding daily conversations and felt more confident when speaking and were able to answer questions

The seventh question asked was "Are there any challenges you face in learning vocabulary using YouTube videos? If so, what is the solution?"

"Network dependencies" P₁

"The challenge is to find difficult vocabulary" P₂

"Difference between text and pronunciation" P₃

"Variable internet connection" P₄

"Memorize new vocabulary" P₅

"Poor internet network" P₆

There are various Challenges that students face using youtube. The challenge that is often experienced is the dependence on the network and the internet in their changing place so that students choose to download videos so that they can be watched offline. In addition, students said that the text did not match the pronunciation, therefore the students watched using subtitles to help improve listening skills, especially different pronunciations and difficult words.

The eighth question asked was "What is your suggestion to other students who want to learn vocabulary through YouTube videos?"

"My suggestion to other students is not to hesitate because YouTube gives definite results" P₁

"A lot of new things in the YouTube app" P₂

"Students who are new to YouTube to learn start looking for videos with subtitles" P₃

"Make the most of the YouTube app" P₄

"Youtube is one of the apps that makes learning fun" P₅

"My suggestion is to use youtube as well as possible" P₆

The final question of this interview, the six students give positive advice to students who want to learn vocabulary through YouTube. YouTube can be accessed anytime and anywhere many new things can be found in YouTube to improve English vocabulary, in addition, the YouTube application makes learning fun and not monotonous.

Discussion

Based on the results of the interview previously described above, all students gave positive responses regarding the use of youtube educational videos in learning vocabulary. The youtube application has many functions for students (Jakob, 2023). Students feel helped, motivated, feel comfortable in learning through videos on the youtube application. There are many benefits that students get after learning vocabulary using the youtube application, because according to them youtube is very easy to use and is able to improve understanding in terms of communication and confidence. The use of youtube as a sustainable tool in the development of English skills in the long term (Jakob, 2023).

In addition, most students agree that the youtube app can improve their English vocabulary skills. Youtube has various resources that can help them in finding the desired learning video. According to Sirait et al, (2021) the advantage of youtube is the availability of various types of video content that can inspire. Students search for different types of content, including learning videos,

vocabulary tutorials, listening to music and watching movies with subtitles. The subtitle feature on youtube helps students better understand video content, especially when there is text and difficult vocabulary pronunciation. This shows that youtube is a useful tool in learning English. In addition, most students agree that the youtube app can improve their English vocabulary skills. Youtube has various resources that can help them in finding the desired learning video. According to Sirait et al, (2021) the advantage of youtube is the availability of various types of video content that can inspire. Students search for different types of content, including learning videos, vocabulary tutorials, listening to music and watching movies with subtitles. The subtitle feature on youtube helps students better understand video content, especially when there is text and difficult vocabulary pronunciation. This shows that youtube is a useful tool in learning English.

According to the perception of students. Although, the obstacles and challenges in using youtube in learning English vocabulary are also in the spotlight, such as difficulty finding quality video content and problematic internet connections. But youtube provides good feedback for students to facilitate learning even though students are studying at home. By implementing youtube-based learning, students will get used to thinking about crises and encourage students to become independent students (Wulan, 2022).

Based on the explanation above, the researcher concluded that the perception of the use of youtube educational videos in learning vocabulary is positive for motivating and improving their English skills. In line with this statement, it is also supported by a study by Novadiana (2024) which found that the existence of the YouTube Application is a positive thing as a means of learning English. This is also evidenced by their statements during the interview. The statements given by students in the interview were positive responses and perceptions, and an improvement in English for students at SMK Negeri 10 Konsel, after using the YouTube application in learning English vocabulary.

Conclusion

Based on the results of the research on Perception of the use of youtube educational videos in learning English vocabulary, it can be concluded that all students give positive responses to the existence of YouTube as a means of learning English. There are several benefits to youtube educational video to learn new vocabulary, particularly English vocabulary. Students will employ a variety of techniques, and they will use words in the form of proper grammar and pronunciation, Students say words that are easy to recognize. Teachers can develop the teaching of English vocabulary in a more flexible way, allowing students to learn anytime and anywhere. YouTube educational videos offer convenience for teachers to present learning materials in an engaging way, as well as provide opportunities for students

to re-access the material they are learning in class. YouTube educational videos should be the lesson goal in learning Vocabulary.

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