THE STUDENTS' PERCEPTIONS ON THE USE OF YOUTUBE IN LEARNING VOCABULARY

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Abstract.
This study aims to determine the students' perceptions of YouTube as a medium for learning English vocabulary. This research approach is qualitative research using a case study methodology. Semi-structured interviews and observation of non-participants were used as instruments for data collection. This research was conducted at a secondary school located in Garut, West Java. The participants in this study were ten eighth-grade students who were graded high, medium, and low in English. The results showed that most students felt comfortable using YouTube to learn vocabulary because it was easy to understand and had more exciting visualization. In addition, they feel motivated to learn vocabulary using YouTube because learning is more fun than other learning media. Furthermore, all participants experienced nasty things when using YouTube; internet access was unstable, and lots of advertisements while watching learning videos caused them to lose concentration. However, all participants positively perceived using YouTube as a medium for learning English vocabulary. That way, educators should be able to expand their skills in implementing YouTube as a medium for learning vocabulary with new strategies, and it is also hoped that educators can take a more proactive approach to help students learn English vocabulary.
Keywords: Vocabulary; YouTube; and EFL

INTRODUCTION

Learning English is one subject which bring effect for those who learn it. In learning it we can't separate the use of vocabularies. It affected four skills of speaking, listening, reading, and writing that must be learned. Besides, vocabularies also linked with the grammar, pronunciation, spelling, and vocabulary which are crucial (Kabooba & Elyas, 2018). In order of that, having a good skill in knowing a lot of vocabularies would give a great impact in students' English skill. Vocabulary itself is the understanding of words or their meanings. Building a vocabulary is crucial to language acquisition because it is vital for all language skills (Gushendra, 2017). Vocabulary is a crucial component of learning and comprehending a language.

In learning vocabularies, students have different acceptance. There are students who feel good in any possible way of how the teacher teach it. But, some of them, can't deal with it. Thus, Aziz & Ngadiron (2019) stated that students would begin to enjoy taking classes because they are being taught in a fun and engaging way; this is an excellent approach for a teacher to be successful with his class. Therefore, teachers should utilize ICT to their advantage. YouTube is an attractive website that allows users to access social media. The most used video-sharing platform worldwide today is YouTube (Nofrika, 2019). Abidin et al. (2011) stated that the YouTube website offers extensive content appropriate for teaching and learning English, and language instructors should successfully use it in the classroom.

However, with the implementation of YouTube as a medium for learning students' vocabulary, several obstacles occur to teachers and students. First, due to the large amount of terminology that they are unfamiliar with, students have trouble acquiring it (Cahyana, 2020). Second, there is a lack of teacher ability to operate ICT as a class learning medium (Nurdyansyah, Rais, & Aini, 2017). Third, no teacher can utilize ICT as a learning medium (Khajloo, 2013). Lastly, when students watch a video on YouTube, not all words the speaker conveys can be understood (Ilyosovna, 2020) It can be concluded that there are still many problems in implementing YouTube as a medium for improving students' vocabulary. Those obstacles will have bad impact to student's English skill. All of the language aspects will be useless if they can't be mastered a lot of vocabularies.

Several previous studies discuss YouTube as a medium for learning students' Vocabulary in EFL. Gracella & Nur (2020), Nasution (2019), Abidin et al. (2011), Mokodompit et al. (2021), and Sakkir, Dollah, & Ahmad (2020) analyzed students' opinions of English learning through the YouTube application they discovered that YouTube is effective for improving students' vocabulary in learning English. In addition, Heriyanto (2015), Kabooha & Elyas (2018), and Hakim (2019) investigated the efficiency of YouTube as a vehicle for improving students' Vocabulary in English classrooms in various materials; are reading, writing, and speaking in different research years. Their findings revealed that instructors and students responded well to implementing YouTube as a medium for learning English in the classroom. Indriani (2021) analyzed teachers' confidence in teaching when using YouTube Channel as a medium. Then, Hia (2021), Kabouha (2015), Abbas, Gulzar, & Hussain (2019), and Saed et al. (2021) investigated the impact of YouTube videos in EFL classes.

From the previous studies mentioned above, most research has been done on YouTube's implementation, impact, and effectiveness in English classrooms. However, more specific research on students' perceptions of using YouTube to learn vocabulary in English classes needs further investigation. Therefore, this study aims to determine students' perceptions of YouTube in teaching vocabulary. The researcher conducted a study titled

"The Students' Perceptions on the Use of YouTube in Learning Vocabulary."

LITERATURE REVIEW
Vocabulary

Roughly, vocabulary can be interpreted as the words we teach in a foreign language (Ur, 1996). She also said those words are not enough to explain the vocabulary. Typically, vocabulary refers to a large number of single words (such as dog, green, and wash) as well as a few exceptionally closely related two or three-word phrases (such as stock market, sky blue, compact disc, and go off) (Scrivener, 2005). Vocabulary is one of the essential things when we learn a language. Vocabulary includes many things in language, such as speaking, listening, writing, and reading. People will find it challenging to communicate without vocabulary, and conveying their thoughts will not be easy. People become more proficient in speaking, listening, and reading as they master more vocabulary. Ur (1996) supports the statement that learning vocabulary is one of the most crucial aspects of learning a language because it is impossible to communicate without a wide range of terms.

According to Hornby (1986), vocabulary is a collection of a word that a person in a profession could use to express their mind. It means that vocabulary is the number of words mastered by someone expressing a language in communication. By looking at these definitions, the researcher concluded that vocabulary is a unity of words arranged into sentences to be used by people to communicate.

YouTube

YouTube is an application that assists students in posting and downloading videos on different materials. Not only listening and watching the video, but the students also can give a comment and share the video they have watched (Albahlal, 2019). In addition, Brook (2011) stated that YouTube is a tool that makes it easier for students to learn and teach languages, boosts self-confidence, delivers authentic content, and enhances student engagement. Balcikanli (2011) states that because YouTube provides several videos about certain subjects, students can memorize the terms they study without getting bored. In addition, Alimemaj (2010) considers that YouTube offers intrinsic and extrinsic motivation for students because it is a technology related to today's popular culture. Moreover, Deng & Yuen (2012) stated that YouTube is an educational tool based on the Internet, which enables students to access video content quickly and motivates them to learn.

YouTube Video in Education

Nevertheless, for people from lower-income groups, computers and the internet are no longer significant sources of worry (Atkinson & Dunsworth, 2007). Videos are now used so frequently that mobile devices can even access them. In the 1950s, there was a big push for using movies and videos to supplement instruction (Marchionini, Samet, & Brandit, 2003). Teaching has become more absorbing due to the accessibility of educational technologies and user-produced YouTube videos and is additionally employed to engage students and illustrate theoretical material. Interactive exercises can be used with YouTube videos to encourage learning vocabulary in the classroom.

The Advantages and Disadvantages of YouTube for Learning

Jallaluddin (2016) stated that YouTube has several benefits and drawbacks in learning vocabulary activities. They are YouTube can be used both within and outside the

classroom, making it valuable; It might give students motivation, allowing them to stay in class longer. Using YouTube in the classroom makes studying in language more interactive and engaging for the students; It provides authentic English exposure; and if students discover videos on YouTube that they enjoy and find helpful for learning English, they can quickly find more videos that are relevant to those videos.

On the other hand, the drawbacks of using YouTube in learning vocabulary are inappropriate and offensive content can occasionally annoy students while they search for resources; YouTube tends to draw students' focus away from the current subject; when utilizing YouTube in the classroom, there is no option to prevent objectionable information; students can have trouble understanding the terminology used in the video; and students may find it challenging to understand the language level utilized in videos.

Perception

Perception is how people govern and interpret sensory Perception to give meaning to their surroundings (Robbins, Organizational Behavior Management, 1995). The sensation of an organ is the foundation of Perception. This procedure focuses on how the human brain accepts a message or place of information. A person uses all five senses to engage with their environment. The human body's five senses are sight, hearing, taste, smell, and touch. These senses enable humans to interact with their environment, which the brain recognizes and sends to the neurological system (Barry, 1998). Sensation, a function of perception, is another name for this process.

Koenctjaraningrat (2010) explained that the formalization of a human brain function that manifests as a point of view on a phenomenon is known as Perception. The process through which the brain assigns stimuli a meaningful interpretation takes place. Several variables influence this process, including emotions, needs, motivation, educational background, and experiences.

Type of Perception

According to Robbins (2013), there are two types of Perception:

Positive Perception

Positive Perception is the Perception or observation of an object that leads to a state in which the subject is perceived to accept the captured object because it fits his personality.

Negative Perceptions

Negative perceptions are the subject's Perceptions or views of an object that indicate circumstances in which the subject is perceptive and tends to reject the object being arrested because it does not fit his nature.

Aspects of Perception

Walgito (2010) states that the aspects of perception are divided into three including:

Cognitive aspect: components founded on prior experience, knowledge, expectations, or ways of thinking, as well as anything derived from the minds of specific perceivers. This information will help shape a particular belief about an object.

Affective aspect: connected to both positive and negative feelings. It is evaluative, which is

strongly tied to the cultural values or value system it possesses. This component concerns how each person feels and behaves emotionally toward various things and anything to do with making positive or negative judgments based on those emotions.

Conative aspect: a person's desire to act following the subject of his attitude. This element is tightly connected to the reason or goal behind how the surrounding behavior emerged. It appears in how people act in day-to-day situations with an attitude that reflects how they perceive a specific circumstance or thing.

Perception Process

Perception is divided into several different steps. It started with the sense of an organ receiving stimulation from an item, then moved to the nerve system recording stimuli, known as sensation. This process is also completed by thinking, evaluating, and interpreting to attain an object meeting. Qiong (2017) explained that there are three stages of the captioning process, as follows:

Selection Process

Selection is the first phase of perception, when surrounding stimuli are converted into memorable experiences.

Organization Process

The second step of perception is organization. Data must first be collected from the outside world and then sorted by locating pertinent patterns. There are two different characteristics of this stage. Begin, the organizing process provides structure to human perception. At this point, pertinent investigations integrate unprocessed environmental cues.

Interpretation Process

The process of giving the stimulus that number eleven picked meaning. Each person will interpret the same stimuli differently even though they all received it.

Students' Perception

Students are the leading resource and play an essential role in education. Students can learn from teachers, while teachers cannot teach without students. All learning processes always begin with perception. The definition of Perception can be found in Searle in Blake and Sekuler (2006) " Perception is what a person (student) feels both consciously and unconsciously about a particular thing, whether visual or aural, and ideas that are created by a brain process."

Previous Studies

Many studies have been carried out regarding this study's topic. Some studies focused on the implementation and effectiveness of using YouTube applications in EFL classes. Gracella & Nur (2020) analyzed students' perceptions of English learning using YouTube through qualitative in the form of a case study design. The results of this study, due to YouTube's extensive functionality, user-friendliness, and accessibility, students receive various advantages after studying English with the YouTube application. In addition, using a quantitative experimental design, Mokodompit et al. (2021) analyzed students' Perceptions of using YouTube in vocabulary mastery. The result of this research is that most students have a positive perception of using YouTube for vocabulary mastery and even give it a good impact on their abilities, especially in a class environment.

Moreover, Sakkir, Dollah, & Ahmad (2020) analyzed students' Perceptions of using YouTube in EFL classes through the mixed method in a survey design. From the results obtained from this study, it can be inferred that students favor watching English YouTube videos to assist them in increasing their level of English proficiency. On the other hand, Kabooha & Elyas (2018) analyzed the impact of YouTube on vocabulary development through multimedia training. It was quantitative research that used a quasi-experimental design. The findings show that YouTube significantly influenced the student's vocabulary growth statistically.

Furthermore, Abidin et al. (2011) analyzed how well YouTube music most students' study skills in upper secondary school. It is quantitative in the form of an experimental group design. The results reveal that using YouTube in the vocabulary of competence has significantly increased their vocabulary.

From the explanation above, most of the research only focuses on implementation in senior high school and the effectiveness of YouTube in EFL classes. Therefore, this study tries to analyze the other, namely students' perceptions regarding YouTube at the secondary level.

METHODOLOGY

The design of this study was case study research. According to Fraenkel & Wallen (2012), a case study is a qualitative research technique that examines a single individual, group, or significant example to generate interpretations for a unique situation or provide valuable generalization. This study uses a case study design because of the nature of case studies, which are studied to find reality. As a result, the case study approach enabled the writer to understand students' perceptions of using YouTube in learning vocabulary. For this qualitative study, the researcher used semi-structured interviews and observation of non-participants to collect data. The interviews were chosen because this study aims to determine students' perceptions of using YouTube in their learning vocabulary.

In addition, observation non-participants were used to observe and review carefully and directly at the research location to find out the conditions that occur, which are then used to prove the truth of the students' perceptions of using YouTube in learning vocabulary. Therefore, the researcher chose ten students from a junior high school in grade eight as participants. The researcher decided on sampling with specific characteristics that follow the research objectives so that they are expected to be able to answer the research question. Specifically, the students who get high, middle, and low grades in English subjects.

The data analysis technique aims to make the data transparent and readable, which intends this study to give a clear description, explanation, and understanding. The researcher used Miles, Huberman, & Saldana's data analysis theory. Miles, Huberman, & Saldana (2014) stated that there are three data analysis steps.

1. *Data Reduction*

    Data reduction was the first step in analysing the data in this research. Data reduction involves selection, concentrating, sampling, abstracting, looking for themes and patterns, and eliminating irrelevant information. In this step, the research was reduced by summarizing, selecting, and focusing data on things following the research objectives.

2. *Data Display*

    In this step, the data obtained from document analysis and interviews were analyzed as the interview results. The data result of the interview is coded to organize the data.

Each coded data was analyzed in the form of reflection and presented in text form.

3. Drawing Conclusion

In this step, the researcher concluded to answer this study's problems and research questions.

FINDINGS AND DISCUSSION

This part elaborates on the findings and discussion regarding the topic of students' perceptions of YouTube as a medium for learning vocabulary.

1. Students' Response to YouTube in Learning Vocabulary

This was conducted to measure students' responses to YouTube in learning vocabulary. In this case, students were asked why YouTube is suitable for learning vocabulary. The details of the answers can be seen below.

> S.1 = "Can be considered less suitable because learning to use YouTube is not easy to understand; sometimes, some lessons are difficult to understand."
>
> S.3 = "Suitable because learning to use YouTube has lots of interesting visuals and is easier to understand."

In the above interview results, the researcher found that eight out of ten students stated that YouTube is suitable for media in learning vocabulary. Moreover, according to them, learning vocabulary using YouTube is easier to understand and has many exciting visualizations. (S.3) represented seven other participants who shared the same opinion that YouTube is suitable for use as a medium for learning vocabulary. This finding corresponds with previous research highlighting the students' opinions about using YouTube in EFL classes (Sakkir, Dollah, & Ahmad, 2020).

Meanwhile, two other participants stated that learning vocabulary using YouTube is less suitable. He says learning vocabulary using YouTube is not always easy; sometimes, some videos are difficult to understand. (S.1) represented participant (S.2) that responding to YouTube is less suitable for learning vocabulary. It means that they sometimes have difficulty understanding the language in the video. The finding contradicts Brook (2011) stated that YouTube is a tool that makes it easier for students to learn and teach languages, boosts self-confidence, delivers authentic content, and enhances student engagement.

Based on the above finding, most students (eight out of ten) answered that YouTube is suitable for use as a medium for learning vocabulary because it makes it easier for them to understand learning with its attractive visuals. It was supported by Jalaluddin (2016), who claimed that using YouTube in the classroom makes learning languages more engaging and engages students. It means that using YouTube as a learning medium, especially for learning vocabulary, can create conditions and an interesting, fun, and interactive atmosphere. Moreover, Brook (2011) also stated that YouTube is a tool that makes it easier for students to learn and teach languages, boosts self-confidence, delivers authentic content, and enhances student engagement. Positively reacts to YouTube as a medium for learning student vocabulary.

2. Students' Feeling of YouTube in Learning Vocabulary

This was conducted using YouTube to measure students' feelings about learning vocabulary. In this case, students were asked how YouTube could motivate them to learn English vocabulary. The details of the answers can be seen below.

> S.1 = "YouTube presents diverse knowledge and interesting visualizations, so it is not boring."
>
> S.8 = "Because YouTube can make it easier to learn vocabulary compared to the technique of memorizing vocabulary from books."

S.10 = "*Because learning with YouTube is an easy and fun way of learning, I feel like I am not learning, but my mastery of vocabulary is increasing.*"

In the above interview results, the researcher found that all participants said that YouTube could motivate them to learn vocabulary. According to them, YouTube provides diverse knowledge and interesting visualizations, making it easier for them to learn vocabulary than other learning techniques. Moreover, learning to use YouTube is an easy and fun way of learning. (S.1) represented seven other participants (S.2, S.3, S.4, S.5, S.6, S.7, and S.9) who agreed that YouTube could motivate them to learn vocabulary. This was also found in a previous study, and the research revealed that YouTube could increase students' motivation well (Deng & Yuen, 2012).

Interview data show that students perceive YouTube as a suitable learning medium to increase motivation to learn vocabulary. Positive feedback from participants about YouTube being engaging, fun, easy to understand, and presenting a variety of learning material supports the claim that YouTube can improve students' motivation to learn vocabulary. This finding is in line with Deng & Yuen (2012) stated that YouTube is an educational tool based on the Internet, which enables students to access video content quickly and motivates them to learn. Moreover, this is one of the key justifications for using YouTube videos in the classroom. Several studies, including Alimemaj (2010), consider that YouTube offers intrinsic and extrinsic motivation for students because it is a technology related to today's popular culture.

3. Students' Opinion of YouTube in Learning Vocabulary

This was conducted to measure students' opinions after using YouTube to learn vocabulary. In this case, students were asked about the advantages and disadvantages of YouTube when learning vocabulary. The following are the participant's answers to the interview session result.

S.1 = "*The advantages are easy to understand, and learning to use social media like that seems more interesting. The disadvantages are that YouTube has more ads.*"

S.3 = "*For the advantages, learning with YouTube is fun, and there are lots of pictures or animations, making it more interesting. The disadvantages are signal interference and lots of ads.*"

S.6 = "*The advantages are more attractive, easy to understand, and you can download videos and then play them offline. The disadvantages are that much other video content interferes with concentration.*"

S.9 = "*The advantages are easy to understand, and the disadvantages have not been felt.*"

Considering the participant's responses, the researcher found that they experienced either the advantages or disadvantages while using YouTube to learn vocabulary. The first is about an advantage of YouTube. All participants stated that learning YouTube vocabulary was easier to understand and more attractive. In addition, they enjoy using YouTube because they can download learning videos that can be played offline.

The second is about YouTube's disadvantages. Nine out of ten students experience the same thing. They said that YouTube has a lot of annoying ads when they are learning vocabulary, and internet access is sometimes unstable, so there are problems playing the learning videos. Moreover, a lot of other video content appears while they are watching videos, which makes them lose their concentration on learning. (S.1) represented three participants (S.2, S.4, S.10), and (S.3) also represented three other participants (S.5, S.7, and S.8) who share the same thing opinion. These participants' answers are by Jalaluddin (2016),

which shows several benefits and drawbacks to using YouTube in the classroom. The advantages are that YouTube can be used both within and outside of the classroom, which makes it valuable; it might give students motivation, allowing them to stay in class longer; using YouTube in the classroom makes studying language more interactive and engaging for the students; it provides authentic English exposure; if students discover videos on YouTube that they enjoy and find helpful for learning English, they can quickly find more videos that are relevant to those videos. However, YouTube can be used both within and outside of the classroom, which makes it valuable was not found in this finding.

Besides that, the disadvantages are inappropriate and offensive content can occasionally annoy students while they search for resources; YouTube tends to draw students' focus away from the current subject; when utilizing YouTube in the classroom, there is no option to prevent objectionable information; students may face in understanding the video language. This finding found that one of the disadvantages of YouTube is an unstable internet connection. However, these findings do not align with YouTube's disadvantages mentioned above. On the other hand, one other participant (S.9) said she had no disadvantages from using YouTube to learn vocabulary. It means that YouTube is more dominant in providing benefits than disadvantages.

The analysis of the interview data suggests that students found good and bad points in using YouTube. The good thing is that they stated that learning vocabulary using YouTube was easy to understand and engaging. It is supported by Balcikanli (2011), who states that because YouTube provides several videos about certain subjects, students can memorize the terms they study without getting bored. Moreover, the students were informed of the problems when using YouTube; they sometimes lose their concentration that appears. This finding aligns with the theoretical perspective, emphasizing that YouTube tends to distract students from the current subject (Jalaluddin, 2016).

Interview data provide evidence of the students' perceived use of YouTube media in learning vocabulary. The findings highlight the importance of learning media that are interesting, easy to understand, increase vocabulary mastery, and motivate learning as critical factors that contribute to YouTube's positive perceptions of learning vocabulary. This is in line with previous research that emphasizes the benefits of utilizing YouTube as a learning medium that is very easy to use and has a significant impact on their abilities, especially in the classroom environment (Gracella & Nur, 2020; Mokodompit, Nurjana, Samola, & Tuerah, 2021; Sakkir, Dollah, & Ahmad, 2020).

By incorporating YouTube into the classroom, educators can provide opportunities for students to increase vocabulary mastery in meaningful contexts, encourage learning and motivate them. YouTube also facilitates easy-to-use learning media and encourages a supportive learning environment. These findings contribute to the existing research on YouTube as an instructional medium and provide valuable insights for practitioners seeking practical approaches to increasing secondary school learners' vocabulary mastery.

CONCLUSION

As mentioned, this study aims to investigate students' perceptions of YouTube as a medium for learning English vocabulary at the secondary school level. Considering the results, it was concluded that most students had positive perceptions of utilizing YouTube as a medium for learning vocabulary because YouTube has a variety of video content with exciting visualizations, and the material presented is easier to understand. It can motivate students to learn vocabulary. In addition, from the conclusion of the data that has been

obtained, the researcher found the benefits and drawbacks of YouTube in learning vocabulary. The advantages are that learning to use YouTube seems more fun, is easy to understand, allows one to rewatch offline videos that have previously been downloaded, and is more attractive than other learning media. The disadvantage is that YouTube has many advertisements that appear while watching a video; this causes students to lose focus on their studies, and internet access is sometimes unstable. Therefore, because most students had positive perceptions of utilizing YouTube as a medium for learning vocabulary, this shows that YouTube is suitable for use as a digital media in the teaching and learning process in class.

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