



## Student Perceptions On The Use Of Youtube In Increasing Vocabulary

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**Abstract.** *This research is entitled "Students' Perception On the Use of YouTube to Develop Their Vocabulary". The objective of the research is to identify, classify and describe the ways English Students use YouTube to develop their Vocabulary. It is also to analyze and describe students' perception on using YouTube to develop their vocabulary. This research used descriptive quantitative method. The research collected the data using questionnaires and interviews. The sample was 30 students' from the 2022 batch of English Department Faculty of Humanities. Thirty students' responses were collected by online questionnaire with google-form and answers collected by online interview with Whatsapp. The collected data were quantitatively analyzed by percentage formula. Using theory Freeman and Anderson (2011: 250) and to analyze the university students' perception about the use of YouTube to develop their vocabulary base on the theory of Nelson-Smith (2008:32). The results showed that most of the respondents had positive responses about the use of YouTube to develop their vocabulary. Since YouTube can be used both as providing teaching resources and enhancing learning experience. Based on the findings, it can be concluded that University students have positive perceptions on the use of YouTube in the use of media YouTube is considered useful to students, English Department, Sam Ratulangi University Since YouTube can be used both as providing teaching resources and enhancing learning experience. Based on the findings, it can be concluded that University students have positive perceptions on the use of YouTube in the use of media YouTube is considered useful to students at Sekolah Tinggi Agama Islam Negeri Mandailing Natal.*

**Keywords:** Student's Perception, Youtube, Social Media

**Abstrak.** Penelitian ini berjudul "Persepsi Siswa Tentang Penggunaan YouTube untuk Mengembangkan Kosakata Mereka". Tujuan dari penelitian ini adalah untuk mengidentifikasi, mengklasifikasikan dan menggambarkan cara Siswa Bahasa Inggris menggunakan YouTube untuk mengembangkan Kosakata mereka. Ini juga untuk menganalisis dan menggambarkan persepsi siswa tentang penggunaan YouTube untuk mengembangkan kosakata mereka. Penelitian ini menggunakan metode deskriptif kuantitatif. Penelitian ini mengumpulkan data menggunakan kuesioner dan wawancara. Sampel sebanyak 30 mahasiswa dari Jurusan Bahasa Inggris Fakultas Ilmu Budaya angkatan 2022. Tiga puluh tanggapan siswa dikumpulkan dengan kuesioner online dengan formulir google dan jawaban *dikumpulkan* dengan wawancara online dengan Whatsapp. Data yang terkumpul dianalisis secara kuantitatif dengan rumus persentase. Menggunakan teori Freeman dan Anderson (2011:250) dan untuk menganalisis persepsi mahasiswa tentang penggunaan YouTube untuk mengembangkan kosakata mereka berdasarkan teori Nelson-Smith (2008:32). Hasil penelitian menunjukkan bahwa sebagian besar responden memiliki tanggapan positif tentang penggunaan YouTube untuk mengembangkan kosakata mereka. Karena YouTube dapat digunakan baik sebagai sumber daya pengajaran dan meningkatkan pengalaman belajar. Berdasarkan temuan, dapat disimpulkan bahwa mahasiswa Universitas memiliki persepsi positif terhadap penggunaan YouTube dalam penggunaan media YouTube dianggap bermanfaat bagi mahasiswa Jurusan Bahasa Inggris, Universitas Sam Ratulangi Karena YouTube dapat digunakan baik sebagai sumber pengajaran maupun meningkatkan pengalaman belajar. Berdasarkan hasil temuan, dapat disimpulkan bahwa mahasiswa Universitas memiliki persepsi positif terhadap penggunaan YouTube dalam penggunaan media YouTube yang dianggap bermanfaat bagi siswa di Sekolah Tinggi Agama Islam Negeri Mandailing Natal. Persepsi, Youtube,

**Kata Kunci:** Persepsi Mahasiswa, Youtube, Media Sosial

### INTRODUCTION

Language is a system of arbitrary, vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchiaro, 1974:3). From this explanation we can say that language is a tool of communication as it is the medium by which people express their ideas. Communication would also include understanding and conveying messages through the printed word where communities read and write (Finocchiaro, 1974:5-6).

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In the era of globalization, English is very important and very helpful in several countries in the world, especially in our country Indonesia. Learning English becomes a necessity for education, information, and social life. In the digital era, everyone has access to the digital world and is able to gain a lot of knowledge.

"The ability to use a second language (knowing "how") will develop automatically if the learner is required to focus on meaning in the process of using the language to communicate" (Nunan, 2005: 9).

Tulung (2011), states that in Indonesia the use of English outside the classroom is very limited: Most students use English in class through the teacher teaching in teaching texts or teaching materials. The impact of this is that students have limited access to improve their English skills, including vocabulary mastery.

Coady and Huckin (1997:22), argue that vocabulary has an important role in communicating in a foreign language, so that it becomes a basic element for mastering the four skills namely: listening, speaking, reading, and writing skills. Without vocabulary, students will not be able to master language skills.

"Mastery of vocabulary is very important in language teaching. River's argues that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication" Nunan (1991:117).

Currently, technology has an important role in the learning and teaching process. "Technology can play a key role in facilitating and enhancing learning, not only in the classroom but also in independent and collaborative learning. Teaching can take place through relationships between students even though they are separated by time and distance" (Rashid et al, 2018:65). There are many more modern and effective ways to increase vocabulary, and one way that is in line with technological developments in vocabulary learning is to use social media such as Facebook, Twitter, Instagram, Path, and YouTube.

YouTube created as a platform for various videos that have the potential for education. According to Maness (2004: 46) as has been observed by many researchers, students can get positive indicators when they watch authentic and real clips. Research from Abidin, et al (2011:23), explains that students who watch English videos on YouTube can improve their vocabulary list. This is important for students in the Department of English Literature, students in the Department of English Literature can take advantage of technology as an opportunity to study English more specifically to increase their vocabulary.

Researchers realize that learning English can be done outside the classroom, and university students have different opinions about learning using social media.

"One definition of perception says that it is what is immediately experienced by a person". (Morgan et al, 1979: 321).

Based on these circumstances, this research will focus on the perceptions of students at the Sekolah Tinggi Agama Islam Negeri Mandailing Natal Students from class of 2022 with a population of 228 students currently studying at the Department of English Literature. According to Warouw (2014:177), understanding student backgrounds is an advantage because teachers can identify student needs and choices in learning. With the diversity of students, researchers believe that their perceptions of YouTube as a medium for learning English vocabulary vary widely.

Researchers chose to conduct their research because students tend to spend a lot of time on their smartphones/gadgets that are connected to the internet. Instead of just playing or doing unnecessary things, they can explore the benefits of YouTube itself, such as educating them in learning vocabulary by simply clicking and searching for material on the app or website. YouTube provides limitless opportunities for maximizing learning for students in a language and "has the potential to anchor teaching in rich learning contexts" (Bonk, 2008: 10). Based on the explanation above, the researcher wants to know when YouTube can develop the vocabulary of university students according to student perceptions.

## **LITERATURE REVIEW**

The theory used in this study was taken based on the theory of Freeman and Anderson (2011:250), there are two main aspects that technology can be used for language learning, namely:

1. Technology as a provider of teaching resources: Technology not only provides authentic resource materials for teachers, but also provides students with greater access to learning the target language. As a result, technology allows learning to take place anywhere and anytime. In addition, learning materials can be customized by learners so that they can choose topics according to their needs and goals in language learning. Language learning can be done through social media. Social media helps students build their knowledge and experience in their own way. Social media, including YouTube, provides a

variety of learning videos that students can choose themselves depending on the needs and wishes of students.

2. Technology as a provider of experiences to enhance learning: Technology can also enhance the English learning experience without limits. The focus of learning through YouTube is not only on language structure, but also on helping students to use English to improve their Vocabulary. Therefore, English learners will find it very interesting to learn and improve Vocabulary skills through YouTube. Technology allows learners to explore how to use English Vocabulary. This means that English learners not only have knowledge of English, but also know how to use English knowledge, especially vocabulary accurately, precisely, meaningfully, and creatively.

For this study, researchers analyzed student perceptions of using YouTube to improve vocabulary skills. Using Nelson-Smith's theory (2008: 32), defines that students' perceptions are influenced by their experiences and expectations. Perception is what they see as reality for them, and what they believe will happen, regardless of whether it is true or not. Furthermore, perception is one of the advantages of being able to see, hear, or realize something through signs. In other words, a good perception in learning can guide and motivate students to achieve something in the learning process.

Based on this description, students have their own perception of the same object, due to the different perspectives of each student regardless of what they have experienced or believe will happen, regardless of whether what they get is true or not. In this study, researchers analyzed students' perceptions of using YouTube to increase their English vocabulary, based on the perceptions they experienced and obtained by using YouTube.

## METHODS

In this study, the researcher used a descriptive quantitative research method. According to Creswell (2014: 60), quantitative research is a process of collecting data, analyzing, translating, and writing research results based on quantitative data. According to Fraenkel and Wallen (1993: 343), the description method is a method that explains, analyzes, and classifies something in several way, checking, interviews, questionnaires, observations and messages. Data collection will be collected using quantitative data.

### 3.1 Preparation

The researcher conducted a literature study to find the theory used in this research and made a questionnaire that was given based on the formulation of the problem in this research to the participants. The researcher also made a consent form as a statement of valid consent for participants who agreed to become participants. Researchers chose students as participants in the research conducted at the Faculty of Cultural Studies, Department of English Literature, Sam Ratulangi University, Manado, North Sulawesi. Creswell (2016: 151), states that the population is a group of individuals who have the same characteristics, namely the sample is a group of participants in a study selected from the target population which is then generalized to the target population. Gay, et al (2009: 133), states that for descriptive research methods at least 10% of the population, for relatively small populations at least 20%, while for correlation research requires at least a sample of 30 respondents. The researcher chose to take students from class 2017 with a total population of 228 students obtained from SIM.

The researcher chose to take a sample of 30 students with certain criteria requirements: (1) English Literature Department students from class of 2017, (2) Students who have YouTube accounts, (3) Students who use YouTube continuously, (4) Students who have access to YouTube for the purposes of learning English, especially vocabulary.

### 3.2 Data Collection

The researcher collected data by obtaining the consent of the participants, then the researcher also sent a questionnaire with a list of two data surveys with each question for survey 1 with 13 questions and survey 2 with 14 questions. The questionnaire used was adapted from Slavin. Fraenkel and Wallen (2008: 398), state that there are two types of questions in the questionnaire. There are closed questions and open questions. In this study, researchers will only use closed questions. The questionnaire used was divided into two parts, the first part was to find the use of YouTube by students to ask students to describe their use of using YouTube to develop their vocabulary,

After collection of the data that has been collected from the participants, the data is then aggregated into a computer to analyze statistical analysis (Altman et al, 1985: 60). Questionnaire calculation using a Likert scale. Likert scale is a scale that allows each individual to express how much they agree and disagree with these statements.

**Table 1.** Likert Scale

No	Mark	Information
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1	4	Strongly Agree (SS)
2	3	Agree (S)
3	2	Disagree (TS)
4	1	Strongly Disagree (STS)

**RESULTS AND DISCUSSION**

**Analysis Student Perceptions of the Use of YouTube in Increasing Vocabulary**

Based on the theory of Nelson-Smith (2008: 32), defines that students' perceptions are influenced by their experiences and expectations. Perception is what they see as reality for them, and what they believe will happen, regardless of whether it is true or not. Furthermore, perception is one of the advantages of being able to see, hear, or realize something through signs. In other words, a good perception in learning can guide and motivate students to achieve something in the learning process.

In this case the researcher will describe data on analyzing student perceptions of the use of YouTube in increasing vocabulary, the researcher will describe a list of questions, a list of participant responses, a pie chart and analysis. In collecting data using Google Form as a media for collecting data, in the form of percentages. Formula :

Description:

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

P = Presentation

f = Number of respondents who answered

N = Total respondents

1. *You Tube* is an effective medium to improve my vocabulary skills

**Table 2.** Assessment Table

SS	LRSS, DPS, JA, OJL, DPT, PCPD, NVM, AAL,NLM, ASAH, DMH, ET	12	40%
S	EP, AT, FA, CMT, FR, JMP, MP, ADD, VCP, RS, SR,RL, LL, HR, KP, MW, AK, GNP	18	60%
TS	-	0	0
STS	-	0	0

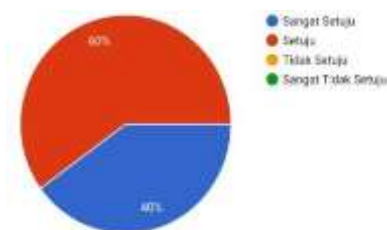


Diagram 1. YouTube is an effective medium to improve my vocabulary skills

From the diagram it is found that YouTube is an effective medium for improving vocabulary skills, this can be seen from 40% of students strongly agree with this statement, 60% of students agree and none of them those who disagree or strongly disagree. This is because if you add up the percentage of students who strongly agree and agree by 100%.

2. *You Tube* is an interesting medium to use in learning vocabulary

**Table 3.** Assessment Table

SS	LRSS, EP, DPS, JA, OJL, DTP, AAL, NLM,ASAH, KP, DMH, ET, AK, GNP	14	46.7%
S	AT, FA, CMT, FR, JMP, MP, ADD, PCPD, RS, SR, MVM, RL, LL, HR, MW	15	50%
TS	VCP	1	3.3%
STS	-	0	0

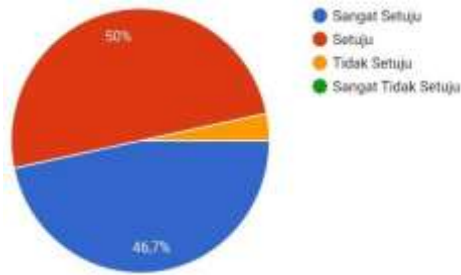


Diagram 2. YouTube is an interesting medium to use in learning vocabulary

From the diagram it shows that 46.7% and 50% of students strongly agree and agree with the statement, and there are only 3.3% of students who disagree and 0% of those who strongly disagree. This is because if you add up the percentage of students who strongly agree and agree it is 96.7%.

3. *You Tube* can help me to start learning vocabulary

**Table 4.** Assessment Table

SS	LRSS, DPS, JA, OJL, DTP, AAL, ASAH, MW, DMH	9	30%
S	EP, AT, FA, CMT, FR, JMP, MP, ADD, VCP, PCPD, RS, SR, MVM, NLM, RL, LL, KP, ET, AK, GNP	20	66.7%
TS	HR	1	3.3%
STS		0	0

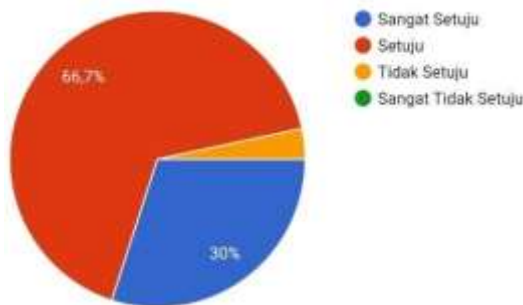


Diagram 3. YouTube can help me to start learning vocabulary

From this statement it was found that 30% and 66.7% of the responses from students were strongly agreed and agreed with the statement. There are 3.3% of students who disagree with this statement. This is because if you add up the percentage of students who strongly agree and agree it is 96.7%.

4. *YouTubecan* help me to be more careful in using the right spelling

**Table 5.** Assessment Table

SS	LRSS, DPS, OJL, DTP, PCPD, AAL, NLM, ASAH, ET	9	30%
S	EP, FA, CMT, JA, FR, JMP, ADD, VCP, RS, MVM, RL, LL, HR, KP, MW, AK, GNP, DMH, MP	19	63.3%
TS	AT, SR	2	6.7%
STS	-	0	0

*Student Perceptions On The Use Of Youtube In Increasing Vocabulary*

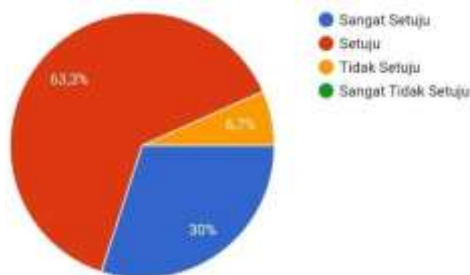


Diagram 4. YouTube can help me to be more careful about using the right spelling

The results of student responses about YouTube which can help them to be more careful in using proper spelling, show that 30% of students strongly agree with the statement, 66.7% agree, 6.7% disagree and none of them strongly disagree. This is because if you add up the percentage of students who strongly agree and agree it is 93.3%.

5. Learning vocabulary using YouTube is very efficient

**Table 6.** Assessment Table

SS	LRSS, DPS, MP, DTP, ASAH, ET, GNP	7	23.3%
S	EP, AT, FA, CMT, JA, FR, OJL, JMP, ADD, PCPD, RS, SR, MVM, AAL, NLM, RL, LL, HR, KP, MW, DMH, AK	22	73.3%
TS	VCP	1	3.3%
STS	-	0	0

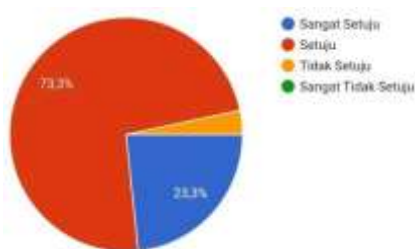


Diagram 5. Learning vocabulary using YouTube is very efficient

The responses from the students shown in the diagram are 23.3% strongly agree, 73.3% agree, 3.3% disagree, and 0% of the participants strongly disagree. This can be seen from the percentage of the results of the diagram which shows that students agree that using YouTube is very efficient in learning vocabulary. This is because if you add up the percentage of students who strongly agree and agree it is 96.6%.

6. YouTube improve my ability to think critically

**Table 7.** Assessment Table

SS	FA, DPS, OJL, ASAH	4	13.3%
S	LRSS, EP, CMT, JA, FR, JMP, ADD, VCP, DTP, PCPD, MVM, AAL, NLM, RL, LL, HR, KP, MW, DMH, ET, AK, GNP	22	73.3%
TS	AT, MP, RS, SR	4	13.3%
STS	-	0	0

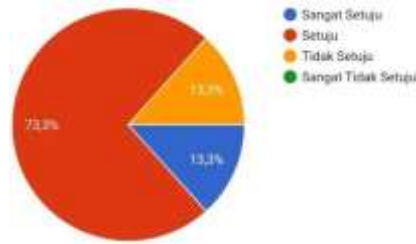


Diagram 6. YouTube improves my ability to think critically

The results of the diagram show that 13.3% strongly agree with the statement, 73.3% agree, and 13.3% disagree with the statement. The results show that YouTube improves students' ability to think critically. This is because if you add up the percentage of students who strongly agree and agree it is 86.6%.

7. *YouTube* improve my ability to understand and evaluate my vocabulary

**Table 8.** Assessment Table

SS	DPS, FR, OJL, DTP, MVM, AAL, ASAH, KP, AK	9	30%
S	LRSS, EP, AT, FA, CMT, JA, JMP, MP, ADD, VCP, PCPD, RS, SR, NLM, RL, LL, HR, MW, DMH, ET, GNP	21	70%
TS	-	0	0
STS	-	0	0

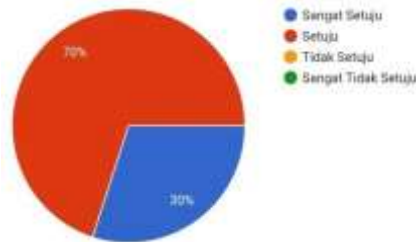


Diagram 7. YouTube improved my ability to understand and evaluate my vocabulary

From the results obtained diagram, it shows that 30% of students strongly agree with this statement, 70% of students strongly agree with this statement, and 0% of participants disagree and 0% strongly disagree with this statement. This is if you add up the percentage of students who strongly agree and agree by 100%.

8. *YouTube* helping me through thinking, creating, and writing

**Table 9.** Assessment Table

SS	FA, DPS, OJL, MVM, ASAH, MW	6	20%
S	LRSS, EP, AT, CMT, JA, FR, JMP, MP, ADD, DTP, PCPD, RS, SR, AAL, NLM, RL, LL, HR, KP, DMH, ET, AK	22	73.3%
TS	VCP, GNP	2	6.7%
STS	-	0	0

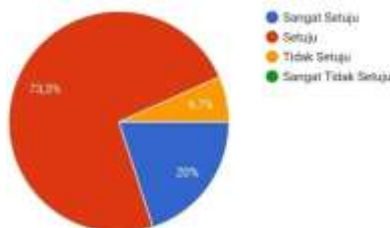


Diagram 8. YouTube helps me through thinking, creating, and writing In the statement

YouTube helps me through thinking, creating, and wrote, it can be seen that 20% strongly agreed, 73.3% agreed, 6.7% disagreed and 0% strongly disagreed with the statement. This is because if you add up the percentage of students who strongly agree and agree it is 93.3%.

9. I feel motivated to use YouTube to learn vocabulary

**Table 10.** Assessment Table

SS	LRSS, FA, OJL, DTP, MVM, ASAH, KP, ET	8	26.7%
S	EP, AT,CMT, DPS, JA, FR, JMP, MP, ADD, PCPD, RS, SR, AAL, NLM, RL, LL, HR, MW, DMH, AK, GNP	21	70%
TS	VCP	1	3.3%
STS	-	0	0

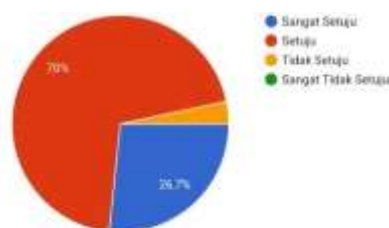


Diagram 9. I feel motivated to use YouTube to learn vocabulary

The statement shows that 26.7% strongly agree with the statement, 70% agree with the statement, 3.3% disagree with the statement and 0% strongly disagree with the statement. The results shown in the diagram are that students feel motivated to use YouTube to learn vocabulary, this is because if the sum of the percentage of students who strongly agree and agree is 96.7%.

10. I feel comfortable sharing my ideas in learning vocabulary using YouTube

**Table 11.** Assessment Table

SS	FA, FR, ASAH	3	10%
S	LRSS, EP, AT, CMT, DPS, JA, OJL, JMP, MP, ADD, DTP, PCPD, RS, SR, MVM, NLM, RL, LL, HR, KP, MW, DMH, ET, AK	24	80%
TS	VCP, AAL, GNP	3	10%
STS	-	0	0

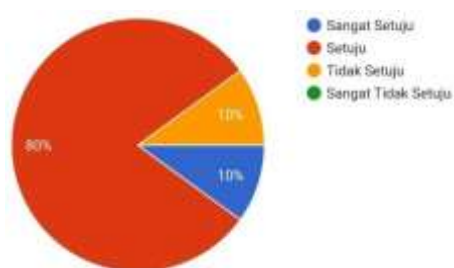


Diagram 10. I feel comfortable sharing my ideas in learning vocabulary using YouTube

In the diagram, results which is shown very clearly that 10% strongly agree with the statement, 80% agree, and 10% disagree with the statement as shown in the diagram. This is because if you add up the percentage of students who strongly agree and agree by 90%.



11. *YouTube* can encourage me as a student with low interest in vocabulary

**Table 12.** Assessment Table

SS	FA, DPS, FR, OJL, SR, AAL, ASAH	7	23.3%
S	LRSS, EP, CMT, JMP, MP, ADD, VCP, DTP, PCPD, MVM, NLM, RL, LL, MW, DMH, ET, AK, GNP, KP, HR	20	66.7%
TS	AT, JA, RS	3	10%
STS	-	0	0

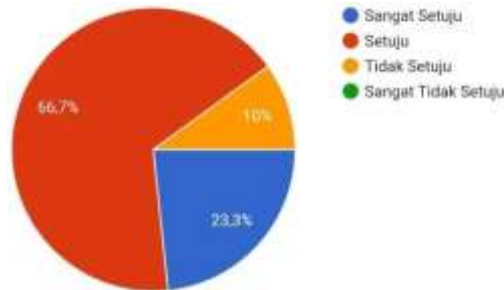


Diagram 11. *YouTube* can encourage me as a student with low interest in vocabulary

From the diagram there are 22.3% strongly agree, 66.7% agree, and 10% disagree with the statement. And in the diagram there are no students who strongly disagree. It can be said that in this statement many students agree with *YouTube* which can encourage students with low interest in vocabulary, because in this case if the sum of the percentage of students who strongly agree and agree is 90%.

12. I feel too shy to speak English because of my vocabulary

**Table 13.** Assessment Table

SS	LRSS, FA, JM, AAL, ASAH, ET	6	20%
S	EP, CMP, DPS, JA, OJL, MP, ADD, VCP, DTP, MVM, NLM, RL, MW, AK	14	46.7%
TS	AT, FR, PCPD, RS, LL, HR, KP, DMH	8	26.7%
STS	SR, GNP	2	6.7%

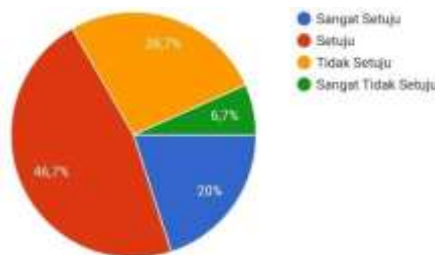


Diagram 12. I feel too shy to speak English because of my vocabulary

From the diagram, it shows that 20% strongly agree, 46.7% agree, 26.7% disagree, and 6.7% strongly disagree. From these results it can be concluded that some students agree that they feel embarrassed to speak English because of their vocabulary, and this is sometimes influenced by students' lack of confidence in themselves that they are capable and too afraid to make mistakes. This is if the sum of the percentage of students who strongly agree and agree is 66.7% compared to the results that strongly disagree and disagree by 33.4%.

This shows that negative perceptions are dominated by feelings of embarrassment to appear in public with a lack of sufficient vocabulary, this shows that students' self-awareness to use sufficient vocabulary increases and this negative perception also shows that students need preparation to equip himself with enough vocabulary to avoid embarrassment in public.

13. YouTube not allowing me to express my ideas clearly and openly

**Table 14.** Assessment Table

SS	ASAH	1	3.3%
S	CMT	1	3.3%
TS	LRSS, AT, FA, DPS, JA, OJL, JMP, MP, ADD, DTP, RS, SR, AAL, NLM, RL, LL, HR, MW, DMH, ET, AK, GNP, MVM, KP, EP	25	83.3%
STS	FR, VCP, PCPD	3	10%

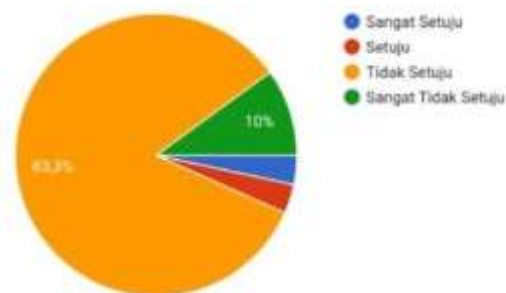


Diagram 13. YouTube doesn't allow me to express my ideas clearly and openly

The diagram shows that 3.3% strongly agree, 3.3% agree, 83.3% disagree, and 10% strongly disagree with the statement. Shows great result Most of the students disagreed 83.3% and 10% strongly disagreed with the statement. This indicates that students do not agree with the statement that YouTube does not allow them to express their ideas clearly and openly, because they actually feel the opposite. This is because if you add up the percentage of students who strongly disagree and disagree as much as 93.3%.

14. I don't feel confident to express my opinion in using vocabulary

**Table 15.** Assessment Table

SS	JMP, ASAH	2	6.7%
S	LRSS, EP,FA, CMT, OJL, MP, ADD, VCP, MVM, ET	10	33.3%
TS	AT, DPS, JA, PCPD, AAL, NLM, RL, LL, HR, KP,MW, DMH, GNP, AK	14	46.7%
STS	FR, DTR, RS, SR	4	13.3%

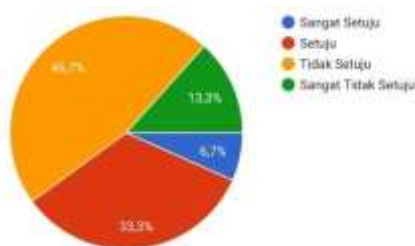


Diagram 14. I am not confident in expressing my opinion in using vocabulary

From the diagram, results obtained as much as 6.7% strongly agree, 33.3% agree, 46.7% disagree, and 13.3% strongly disagree. There are results shown in the diagram, namely students feel confident in expressing their opinions in using YouTube for their vocabulary, in contrast to the statement being asked, in fact the results obtained show that students do not agree with the statement. This is because if you add up the percentage of students who strongly disagree and disagree it is 60%.

In the statement I am not confident in using the negative perception vocabulary, this is dominated by the students' lack of self-confidence. This shows that almost half of the negative perceptions are dominated by

feelings of insecurity, but 60% have sufficient self-confidence. Which means students feel confident to express their opinions in using vocabulary.

### CONCLUSIONS AND SUGGESTIONS

After conducting this thesis research, it can be concluded that English Literature Department students can utilize YouTube as a medium for use in learning and improving English vocabulary skills. English Literature Department students can get English learning resources, especially vocabulary, from four sources, namely special education accounts and energy account educators, native speaker accounts and YouTuber accounts. Students can learn vocabulary by listening to and reading various video submissions from YouTube channels uploaded by these accounts. In addition, students can help each other improve their skills in aspects of English, especially in terms of vocabulary by communicating with friends, family and colleagues to practice vocabulary obtained through YouTube, YouTube can be used freely without age and access restrictions. which can be done anytime and anywhere. Research result also shows that students have a positive perception of using YouTube to increase vocabulary based on their responses to the fourteen questions that were asked and analyzed. There is a dominance of positive perceptions expressed by students, namely 80% to 100% for 11 positive questions and 6.6% to 60% for 3 questions that are negative but have positive perceptions.

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