Jurnal Pendidikan dan Keguruan
Vol. 4 No. 9, November (2026), Hal. 593-600
https://jutepe-joln.net/index.php/JURPERU
e-ISSN: 2986-3295

STUDENTS' PERCEPTION OF YOUTUBE VIDEOS AS A MEDIUM FOR VOCABULARY DEVELOPMENT IN ENGLISH LEARNING AT SMP ARRAHIM PONTIANAK

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Abstract. *Perception refers to an individual's thoughts and feelings. In learning speaking skills, students need to have their perceptions of which classroom activities are most effective. However, many students tend to prefer using their mother tongue or national language during conversations and often remain passive in class. This research aimed to describe students' perceptions of classroom activities in teaching speaking, as well as to identify the types of activities they prefer. The study involved 30 students, using a descriptive analysis design and a questionnaire as the main instrument. The results of the questionnaire showed that students had a generally positive perception of speaking activities in the classroom. Specifically, 77.2% of students found the activities interesting, 78.3% wanted more educational speaking activities, and 66.7% were satisfied with the duration of these activities. From these findings, it can be concluded that students have a high-level positive perception of classroom speaking activities. The study also revealed that the most preferred activity for learning speaking was role-play, chosen by 34.8% of the students.*
Keywords: *students' perception, Classroom activities, Teaching Speaking*

INTRODUCTION

Perception is a key psychological process that influences how individuals interpret and respond to various phenomena in their surroundings. It is shaped by internal factors such as personal motivation, attitudes, and prior experiences, and external factors such as environmental stimuli, social influences, and available resources. In the context of education, perception plays a critical role in determining how learners engage with and benefit from different teaching methods and learning media. Positive perceptions can encourage active participation and persistence in learning, whereas negative perceptions may hinder motivation and limit learning outcomes.

English, as the most widely used international language, serves as a bridge for global communication, education, and professional development. In Indonesia, English is taught as a foreign language from primary to tertiary levels. Among the four primary language skills, listening, speaking, reading, and writing, vocabulary mastery serves as the foundation for all other skills. Without a sufficient vocabulary, students struggle to express their ideas clearly, comprehend spoken or written texts, and engage in meaningful communication. This often leads to frustration, decreased confidence, and reduced interest in learning English.

However, many Indonesian students, particularly at the junior high school level, encounter various challenges in acquiring new vocabulary. One of the main issues is their limited exposure to English outside the classroom. Most students depend solely on textbook-based learning, which restricts their opportunities to encounter English in real-life contexts.

As a result, the language often feels distant and disconnected from their everyday experiences.

Another problem lies in students' low motivation and engagement during vocabulary lessons. Traditional teaching methods, such as rote memorization and dictionary-based tasks, tend to be monotonous and uninspiring. These approaches may lead students to view vocabulary learning as a tedious requirement rather than an enjoyable and meaningful process. Even when students manage to learn new vocabulary, they often struggle to retain it. Without meaningful context or repeated exposure, newly acquired words are quickly forgotten. This lack of retention can be discouraging, making students feel that their learning efforts produce little lasting result.

In the last two decades, rapid technological advancements have transformed the way people access and process information. The internet, in particular, has provided learners with unprecedented opportunities to obtain educational resources beyond the classroom. One of the most popular and widely used platforms is YouTube, a video-sharing website that hosts millions of videos across various categories, including entertainment, tutorials, and formal education.

YouTube's popularity can be attributed to its accessibility, multimedia format, and the diversity of its content. For language learners, particularly those seeking to expand their vocabulary, the platform offers a wealth of resources that combine both entertainment and education. Through its vast collection of videos, YouTube presents vocabulary in authentic, real-life contexts, allowing learners to see how words are naturally used in communication.

Another significant advantage of YouTube is its flexibility. Unlike traditional classroom learning, where the pace and materials are determined by the teacher, YouTube allows students to take control of their learning. They can pause, replay, or skip sections as needed, ensuring they fully understand the material. The ability to choose content based on personal interests—whether music videos, short films, interviews, or educational tutorials—also makes the learning process more engaging and personally relevant. This autonomy can increase motivation, foster a sense of ownership in learning, and make vocabulary acquisition a more enjoyable experience.

Research supports the effectiveness of visual-auditory learning for vocabulary retention. Videos integrate both sound and imagery, helping learners associate words with concrete examples, gestures, facial expressions, and situational contexts. This multimodal approach enhances comprehension and memory retention, while also catering to different learning styles. Furthermore, because YouTube content often mirrors real-life communication, it exposes students to colloquial language, idioms, and authentic pronunciation that may not be present in textbooks.

Previous studies have examined the use of YouTube in English learning. Several researchers have found that it aids vocabulary acquisition, supports pronunciation improvement, and fosters independent learning habits. However, many of these studies were conducted with **university students** or focused on other skills, such as speaking or listening. There is still a limited number of studies that specifically investigate **junior high school students' perceptions** toward YouTube as a medium for vocabulary learning.

In SMP Arrahim Pontianak, preliminary observations indicate that while students are familiar with YouTube and frequently use it for entertainment, many have not optimized it as an English learning tool. Teachers have also noted that some students remain passive in vocabulary lessons, struggle with remembering new words, and lack enthusiasm for traditional learning activities. This suggests a need to explore whether YouTube could serve as an engaging, effective alternative for vocabulary development—and how students themselves perceive its role in their learning.

This gap highlights the importance of understanding students' perceptions. A positive perception toward YouTube as a learning medium could indicate its potential for integration into classroom activities, while negative perceptions could reveal barriers that need to be addressed. Therefore, this study aims to explore the perceptions and learning experiences of Grade 8 students at SMP Arrahim Pontianak regarding the use of YouTube videos as a medium for vocabulary development in English learning.

METHOD

This study employed a qualitative descriptive research design to explore students' perceptions and learning experiences regarding the use of YouTube videos for English vocabulary development. According to Moleong (2005), qualitative research focuses on descriptive data in the form of words, statements, and images to understand phenomena in their natural contexts. The research was conducted at SMP Arrahim Pontianak, West Kalimantan, involving five eighth-grade students selected through *purposive sampling*. The participants were chosen based on their active use of YouTube for learning English vocabulary for at least one hour daily, basic to intermediate English proficiency, and willingness to participate in interviews. This selection aimed to obtain in-depth information about students' experiences and perspectives (Alkathiri, 2019; Maziriri et al., 2020).

Data were collected through face-to-face semi-structured interviews, allowing participants to express their opinions and experiences while enabling the researcher to explore relevant information through follow-up questions. Before conducting the interviews, the researcher obtained permission from the school, prepared consent forms for participants and their guardians, and arranged interview schedules. The interviews were conducted in a comfortable school environment and audio-recorded with participants' consent to ensure data accuracy. Additionally, the researcher took field notes to document relevant non-verbal expressions, tone of voice, and contextual information that could support the interpretation of participants' responses (Sakkir et al., 2020; Saraswati et al., 2021).

The collected data were analyzed using the Miles and Huberman model, which consists of three stages: data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting, summarizing, and categorizing relevant information, while data display presented the findings in descriptive narrative form to facilitate interpretation. Subsequently, conclusions were drawn and verified by examining the consistency and validity of the findings. To ensure data credibility, the researcher employed triangulation and participant validation (*member checking*), followed by rechecking the collected data to ensure that the conclusions accurately reflected students' perceptions and experiences regarding the

use of YouTube videos for English vocabulary development (Maziriri et al., 2020; Sakkir et al., 2020).

RESULTS AND DISCUSSION

This chapter presents and discusses the findings obtained from interviews with the participants. The purpose is to explore the perceptions and learning experiences of Grade VIII students of SMP Arrahim Pontianak in using YouTube videos as a medium for vocabulary development in English learning. The data are organized into three main categories: (1) Students' perceptions of YouTube as a learning medium for vocabulary, (2) Students' learning experiences in using YouTube for vocabulary acquisition, and (3) The impact of YouTube videos on vocabulary development.

Findings

Students' Perceptions of YouTube as a Learning Medium for Vocabulary

The majority of participants expressed positive perceptions toward the use of YouTube for vocabulary learning. They viewed YouTube as an engaging and accessible platform that allowed them to learn new words in an enjoyable way. All five participants mentioned that the combination of visuals, audio, and context in YouTube videos helped them better understand and remember vocabulary compared to textbook-only learning.

For example, Participant 2 stated:

"Kalau belajar kosakata lewat YouTube, saya bisa lihat gambar atau adegannya langsung, jadi lebih ingat artinya."

This aligns with Paivio's (1990) Dual Coding Theory, which suggests that learning is more effective when verbal and visual information are combined. Participants also appreciated the flexibility of YouTube, which allowed them to choose topics they were interested in—such as cooking, sports, or music—thereby increasing their motivation to learn vocabulary related to those topics.

Students' Learning Experiences in Using YouTube for Vocabulary Acquisition

Participants reported varied ways in which they engaged with YouTube for vocabulary learning. Most of them actively selected videos that matched their interests and English proficiency level. They mentioned using features such as subtitles and playback control to better understand the meaning and pronunciation of new words.

Participant 4 explained:

"Kalau ada kata baru, saya lihat di subtitle, terus saya pause, cari artinya, lalu ulangi videonya sampai hafal."

Some participants also created personal vocabulary lists based on the words they encountered in the videos. Others tried to use newly learned words in sentences or conversations with friends. These practices support Nation's (2001) principle that repeated exposure and active use are essential for vocabulary retention.

The Impact of YouTube Videos on Vocabulary Development

All participants agreed that using YouTube videos had a positive impact on their vocabulary development. They reported improvements in three specific areas:

1. **Vocabulary Knowledge** – Learning new words and phrases that were not found in their textbooks.

2. **Pronunciation** – Listening to native or fluent speakers on YouTube helped them pronounce words more accurately.
3. **Retention** – Contextual use of vocabulary in videos made it easier for them to remember words and recall them in appropriate situations.

Participant 1 noted:

"Kalau belajar dari video, kata-katanya jadi nempel, soalnya saya lihat langsung penggunaannya dalam kalimat."

These findings are consistent with the results of Sari & Sugiyono (2021), who found that contextual YouTube videos enhanced students' ability to recall and use new vocabulary in sentences.

Discussion

The findings indicate that students perceive YouTube as an effective and enjoyable medium for vocabulary learning. This supports previous research by Putri & Mulyono (2019), who also found that junior high school students demonstrated better vocabulary retention when lessons were supplemented with YouTube videos.

The positive perceptions can be attributed to YouTube's accessibility, multimedia format, and wide range of content, as highlighted by Almurashi (2016). These features match the needs of junior high school learners, who often require engaging and contextualized input to maintain motivation.

From a pedagogical perspective, the students' learning experiences suggest that YouTube can support autonomous vocabulary learning. The use of subtitles, repetition, and topic selection aligns with Schmitt's (2010) vocabulary learning strategies, which emphasize the importance of repeated exposure and meaningful context.

Finally, the reported impact on vocabulary knowledge, pronunciation, and retention confirms the relevance of multimedia learning theory (Mayer, 2001) in vocabulary acquisition. The combination of verbal and visual information appears to help learners store and retrieve new vocabulary more effectively.

Table 1. Summary of Findings: Students' Perceptions, Learning Experiences, and Impact of YouTube on Vocabulary Development

Category	Example Participant Quotes	Interpretation	Relevant Theory / Previous Study
Perception of YouTube as a Learning Medium	"Kalau belajar kosakata lewat YouTube, saya bisa lihat gambar atau adegannya langsung, jadi lebih ingat artinya." (P2)	Students find YouTube engaging because it combines visual and verbal input, aiding memory retention.	Paivio's (1990) Dual Coding Theory; Almurashi (2016) on YouTube's multimedia advantage.
Learning Experience – Strategies Used	"Kalau ada kata baru, saya lihat di subtitle, terus saya pause, cari artinya, lalu ulangi videonya sampai hafal." (P4)	Students use subtitles, pause, and repetition to learn and memorize new vocabulary.	Nation (2001) – Vocabulary retention requires repeated exposure and active processing.
Learning Experience –	"Saya catat kata-kata baru dari video di buku, terus	Learners create vocabulary logs and apply new words in	Schmitt (2010) – Vocabulary learning

Category	Example Participant Quotes	Interpretation	Relevant Theory / Previous Study
Personal Vocabulary Lists	saya coba pakai di PR atau latihan speaking." (P3)	tasks, supporting active use.	strategies; Putri & Mulyono (2019).
Impact – Vocabulary Knowledge	"Banyak kata yang nggak ada di buku sekolah tapi saya tahu dari YouTube." (P5)	YouTube expands students' vocabulary beyond textbook limitations.	Sari & Sugiyono (2021) – Contextual videos broaden vocabulary exposure.
Impact – Pronunciation	"Kalau lihat YouTube, saya bisa tiru cara pengucapan orang bule." (P1)	Listening to native speakers improves pronunciation accuracy.	Gilakjani & Sabouri (2016) – Authentic audio input enhances pronunciation.
Impact – Retention	"Kalau belajar dari video, kata-katanya jadi nempel, soalnya saya lihat langsung penggunaannya dalam kalimat." (P1)	Contextual use in videos strengthens long-term memory of vocabulary.	Mayer (2001) – Multimedia Learning Theory.

Sumber : Diolah oleh peneliti

Implications for Teaching

The findings of this study carry several important implications for English language teaching, particularly in the context of vocabulary development at the junior high school level. The positive perceptions expressed by the students suggest that YouTube can serve as an effective supplementary learning medium alongside traditional classroom instruction. Given its multimedia nature and the vast range of authentic content available, YouTube has the potential to enhance both student engagement and vocabulary acquisition when integrated into lesson plans.

First, teachers can utilize YouTube videos as a **source of contextual vocabulary input**. The results indicate that students remember new words more effectively when they see and hear them used in real-life situations. By selecting videos that are thematically relevant to the curriculum—such as topics on daily routines, hobbies, or school life—teachers can introduce new vocabulary in meaningful contexts that align with students' interests.

Second, the study highlights the usefulness of **YouTube features such as subtitles, playback speed adjustment, and pause/replay options** for vocabulary learning. Teachers can guide students in making use of these tools strategically, for example by pausing to discuss the meaning of new words, replaying sections for pronunciation practice, or encouraging note-taking during video viewing.

Third, to promote **active vocabulary use**, teachers can design follow-up activities based on the videos, such as vocabulary quizzes, sentence construction exercises, role-play tasks, or group discussions using the newly learned words. This supports Nation's (2001) recommendation that repeated exposure and practical application are essential for vocabulary retention.

Fourth, teachers can foster **learner autonomy** by encouraging students to explore YouTube content outside class hours. As the findings show, students are more motivated when they can choose videos that match their personal interests. However, teachers should

also provide guidelines or a curated list of appropriate channels to ensure the material remains educational and level-appropriate.

Finally, the integration of YouTube in vocabulary lessons should be combined with teacher monitoring and scaffolding to maximize learning outcomes. While YouTube offers abundant opportunities for vocabulary development, guidance from the teacher is crucial to ensure that students focus on relevant content and apply effective learning strategies.

By implementing these implications, English teachers—particularly at SMP Arrahim Pontianak—can leverage YouTube not only as a motivational tool but also as a structured medium for sustainable vocabulary growth.

CONCLUSION

Students' Perceptions toward YouTube as a Vocabulary Learning Medium. The majority of participants expressed highly positive perceptions regarding the use of YouTube for vocabulary learning. Students found YouTube to be an engaging, flexible, and accessible platform that allowed them to learn vocabulary in a more enjoyable and less monotonous way compared to traditional textbook-based methods. The integration of audio, visuals, and real-life contexts helped them comprehend new words more effectively. This is consistent with Paivio's Dual Coding Theory, which states that combining verbal and visual inputs enhances memory retention. Moreover, the flexibility to choose topics based on their personal interests—such as cooking, sports, music, or travel—significantly increased students' motivation to learn.

Students' Learning Experiences in Using YouTube The students reported adopting a variety of strategies when learning vocabulary through YouTube. Many used subtitles to clarify word meanings, paused and replayed videos for better understanding, and made personal vocabulary lists. Some students practiced using the newly learned words in classroom assignments, homework, or casual conversations with peers. This active engagement with the material ensured that vocabulary was not only understood but also applied, supporting the principle that repeated exposure and active use are essential for long-term vocabulary retention (Nation, 2001). Additionally, students indicated that the ability to control the pace of learning helped them build confidence and autonomy in their studies.

Impact of YouTube on Vocabulary Development All participants agreed that YouTube had a tangible positive impact on their vocabulary development. The benefits identified were:

a. Vocabulary Expansion**:** Students were exposed to a wider range of words and expressions beyond the scope of their school textbooks, including colloquial phrases and idiomatic expressions.
b. Pronunciation Improvement: Exposure to native and fluent speakers in YouTube videos provided authentic pronunciation models that helped students improve their own speech accuracy.
c. Better Retention and Recall: Vocabulary presented in meaningful and contextual situations allowed students to remember and retrieve words more easily when needed.

In general, the research confirms that YouTube can serve as an effective supplementary medium for vocabulary learning. Its multimedia features, flexibility, and

accessibility align well with the learning preferences of junior high school students, making it a valuable resource for both formal and informal language learning contexts.

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