

EXPLORING STUDENTS' PERCEPTION ABOUT USING YOUTUBE EDUCATIONAL VIDEOS IN LEARNING NEW VOCABULARY

Farah Nadhira Hapsari¹, Sugeng Susilo Adi²

English Language Education Department,
University of Brawijaya – Indonesia
farahnadhira@students.ub.ac.id, sugengadi@ub.ac.id

Received: March 2, 2023

Revised: April 1, 2023

Accepted: April 26, 2023

ABSTRACT

Exploring Students' Perception About Using YouTube Educational Videos In Learning New Vocabulary, is a study to find students' perspectives in using educational videos on YouTube to learn new English vocabulary. The sampling method used in this quantitative research. Data collection was taken from the results of a questionnaire from 120 students from SMKN 11 Malang through the media Google Form. Researchers used google form to take a sample of qualified student questionnaires. The majority of them (94%) have watched YouTube Educational Videos and most of the students of SMKN 11 Malang said that YouTube Educational Videos were useful for their English learning media to learn students' vocabulary by means of Speaking, Listening, Reading and Writing. This study was analyzed quantitatively based on the facts of students who succeeded in learning vocabulary with YouTube Educational Videos with excellence which would later be constructed in the form of descriptive analysis. The results of the research prove that vocabulary learning using YouTube educational videos has many benefits and positive impacts for SMKN 11 students. Students will use various strategies to learn vocabulary while watching YouTube educational videos; Students use words in the appropriate grammatical form; Students do the pronunciation of words that are easily recognizable; Students recognize vocabulary in spoken and written form; Students do spelling words correctly; to develop English vocabulary. Teachers can develop vocabulary teaching with more flexible time by using YouTube educational videos.

Keywords: *Students' Perception, YouTube, Educational Video, Vocabulary*

INTRODUCTION

Vocabulary is often seen as a critical skill for second language learners, and vocabulary in a second language hinders successful communication. Second language learning is heavily reliant on vocabulary as the foundation on which learners begin their second language acquisition. According to Alqahtani (2015), learning a second language necessitates a knowledge of vocabulary, which is the key to success in learning a second language, but a lack of understanding vocabulary makes learning a second language difficult. Consequently, in the case of vocabulary acquisition methodologies, vocabulary plays an important part in English

comprehension skills such as listening, writing, speaking, and reading. It serves as the fundamental link between the text and the reader (Hassan Taj, Imtiaz and Ali, Fatimah and Sipra, Muhammad and Ahmad, Waqar, 2017). Listening, speaking, and reading in English are essential foreign skills for Indonesian students. Students' ability in listening, speaking, and comprehension skills decreases mostly as a result of their limited vocabulary knowledge. The presence of too many unfamiliar words might heighten their anxiousness. As a result, technology can help kids acquire vocabulary by allowing teachers to deliver in a variety of ways. YouTube is the current technology in use.

In 2005, YouTube was founded and acquired by google in 2006. It presently functions as a member of Google's companies. People from all around the world may submit, like, share, and comment on videos using this service. One can find everything they want on YouTube, including study materials, humor, food, journalism, science, astrology, home decor, and life tips. There are billions of users on YouTube, and at least 300 hours of video are posted every minute. Although the use of YouTube Video in education is indeed not new, its usefulness as an instructional tool has garnered attention in terms of best techniques and student achievements. The educational value of videos on YouTube may vary depending on the content displayed by the author (Gbolahan, 2018). Even though considerable study has been conducted on the subject, it has been conducted interestingly and frequently lacks pedagogical theoretical background. In this condition, strategic vocabulary learning media facilities are needed and attract students' interest through YouTube videos. Research shows that students take more initiative using their own vocabulary learning strategies with media they feel comfortable with compared to structured assignments. Furthermore, a wide variety of important qualities, such as specific words, separability, learning burden, and learners' specific vocabulary demands and wishes, are typically grouped under the area of the difficulty of vocabulary development (and teaching) (Grabe & Stoller, 2018). Thus, this is the time to turn old learning strategies vocabulary into new learning strategies vocabulary using YouTube Educational Videos.

Rogers (2018) states that in vocabulary learning activities students need mentors such as teachers who can plan the duration of learning at school or at home so that the teaching and learning process can be maximized. These basic assumptions strongly demonstrate the

purposeful incorporation of YouTube in producing favorable student results and contributing to the advancement of the existing literature. YouTube videos, together with group discussion, were used and assessed in the development pedagogical psychology class under inquiry. The mix of videos and conversation creates a distinct and novel paradigm to be investigated. Student preference data gives useful recommendations for using YouTube in educational contexts. Berk (2009) revealed that Youtube Video media helps improve students' academics in their learning activities. The findings highlighted endemic issues as well as low academic writing, listening, and speaking performance of EFL students. The researcher concludes by advocating for new techniques to education utilizing YouTube Educational Videos for acquiring vocabularies in academic writing, listening, and speaking in a language different than a student's native tongue.

Previously, Rai, B. M. (2019) did research on Kathmandu district students, highlighting the challenge of English language education and offering ideas for enhancing the EFL teaching curriculum. Nisa et al. (2020) conducted a quantitative study on students' perceptions of the application of YouTube song video content for learning English song lyric, and the results of the research study revealed that YouTube song video material increased students' listening skills. Another study by Maziriri, E. T., Gapa, P., & Chuchu, T. (2020) clarified that this quantitative research found that the use of YouTube provided great deals to students and teachers such as students being motivated and feeling comfortable when using YouTube access in the use of learning English and the teachers can teach more easily in flexible time.

Therefore, this present research wants to fill the gap of previous research to know the perception of students of SMKN 11 in learning English in YouTube Educational Video specifically in learning vocabularies.

METHODS

This research was conducted by using quantitative approach with survey research design. According to Borgstede and Scholz (2021), finding appropriate mathematical representations for actual phenomena is the goal of quantitative science. The questionnaire was adapted from the previous questionnaire by Bolji Kumari Rai, Students' Perceptions on Using Youtube Videos in Learning Vocabulary (2019). This questionnaire was using Bahasa

Indonesia and English to make the students easy to answer the questionnaire. This study examined students' perceptions of educational videos on YouTube in learning the subjects were eleventh grade students from three classes at SMKN 11 Malang. The data were collected by using simple random sampling procedure. This research was conducted throughout the sample selection phase to examine students' perceptions utilizing YouTube educational videos. There were 14 valid items from 20 items of this instrument. The researcher only used the valid items to obtain the data. The data was gathered from 120 participants.

Data Collection

The data collection was carried out at SMKN 11 Malang. For the purpose of gathering the data, the researcher used a questionnaire in online form (Google form). To begin with, the researcher asked the student's consent and told the students to fill out the questionnaire. Subsequently, the researcher gave the students a link to the Google Form that they needed to fill. The students' result is in the researcher Google Form account.

Data Analysis

This research used quantitative descriptive to analyze the data that has been obtained. Processing data using excel to find the presentation on each existing questionnaire. The purpose of employs statistical techniques and item analysis to collect data, is to learn about students' perceptions on utilizing YouTube educational videos to study vocabulary. The data are presented in the result and discussion.

RESULTS

This section expounded on the study's findings. They were obtained as a consequence of data analysis based on the questionnaire, that was intended to develop a better understanding of the students' perceptions toward utilizing YouTube instructional videos to learn new vocabulary.. The results of the data will be a descriptive analysis.

Data Analysis and Interpretation of the Results

This section is mostly concerned about vocabulary learning using YouTube educational videos, as well as the analysis and interpretation of data/information received via questionnaire. The main sources are used to get the analysis and interpretation of the collected data. data interpretation and evaluation were carried out using simple statistical methods. in this case the

researcher used 20 questions including 19 multiple choice questions and 1 short answer question to participants. Furthermore, the number of participants for each answer is presented in percentage form. The primary goal from this research is to investigate students' opinions of utilizing YouTube videos to acquire vocabulary and to find the problems that students encounter while using YouTube videos to learn vocabulary. The replies of the participants were examined independently.

Students' Perception on Using YouTube Educational Videos in Learning Vocabulary

The analysis and interpretation of data obtained from original sources. This part contains the data presentation, analysis, and interpretation. The following subheadings are used for data analysis and interpretation.

Table 1. Analysis and Interpretation of Informants' Responses on Watching YouTube Educational Videos

Number of Response on Watching YouTube Educational Videos		
Response	Student Responses in Frequencies and percentage	
	Yes	No
Students have ever watch Youtube Educational Videos	111	9
	92.50%	7.50%

According to the data above, 120 students are participating in this study, with 92.50% of them watching educational videos on YouTube.

Furthermore, in order to better understand students' motivations for watching educational videos in YouTube, the researcher examined students' motivations for a variety of reasons, including language learning development, practical knowledge, literacy, specific information, and something to discuss with others. The information is as follows.

Table 2. Reason for the use YouTube Educational Videos

Reasons of Watching YouTube Educational Videos		
Responses	Student Responses	Percentage

To develop language learning skills (untuk mengembangkan keterampilan belajar bahasa)	26	21.70%
To acquire practical knowledge from videos (untuk memperoleh keterampilan praktis dari video edukasi)	12	10%
To develop and enhance visual literacy and creativity (untuk mengembangkan dan meningkatkan literasi secara visual dan kreativitas)	23	19.20%
To get information about something that i want to learn (untuk mendapatkan informasi tentang sesuatu yang ingin saya pelajari)	44	36.70%
To give information about something that i want to learn with another and interact about it (untuk memberikan informasi tentang sesuatu yang ingin saya pelajari dengan orang lain dan berinteraksi tentang itu)	15	12.50%

The results suggest that the largest frequency is 36.70% for acquiring particular knowledge from YouTube educational videos, followed by 21.70% for language learning progress. This suggested that students' proclivity to view educational videos is influenced by their interest. Furthermore, while kids watch instructional movies, their actions are closely related to learning and education, particularly language development. Aside from that, 19.20% of students want to improve their reading and creativity, 12.50% want to find something to talk with their peers, and 10% want to get practical information through videos.

Table 3. Role of YouTube Tool in Learning English Words

Importance of YouTube Tool in Learning English Words			
Response	Student Responses		Percentage
YouTube educational videos in learning English Word	Very Important	44	36.70%
	Important	69	57.50%
	Less Important	6	5%
	Not Important	1	0.80%

The result was designed to determine how essential YouTube educational videos are in word learning by gathering students' perspectives on utilizing YouTube educational videos in word learning. So, the majority of students indicated that YouTube plays an essential part in

learning English words, with 57.50% stating it is important for learning words and 36.70% stating it plays a very significant function. Similarly, just 5% of them stated that it is less important to learn words from YouTube educational videos, and the remaining few percent, or 0.80%, responded that it is not important to learn words from YouTube educational videos. According to the statistics shown above, the majority of students rated YouTube educational videos as highly important for learning English terms.

Table 4. Role of YouTube Educational Videos to Enhance Vocabulary Learning

Enhancing the Vocabulary using YouTube Educational Videos		
Responses	Number of Responses	Percentage
Use words in the appropriate grammatical form (menggunakan kata-kata dalam bentuk tatanan bahasa yang sesuai)	38	31.70%
Pronounce them in a recognizable way (mengucapkan dengan cara yang mudah dimengerti)	65	54.20%
Recognize vocabularies in spoken and written form (mengenal kosakata dalam bentuk lisan dan tulisan)	46	38.30%
Spell them correctly (mengeja dengan benar)	14	11.70%

Based on the research, the majority of students (54.20%) just say the words in a recognized manner, since good communication is determined by how we utter them. The other main predominance, 38.30%, recognizes language in spoken and written form, which in the case of YouTube is done by utilizing subtitles and seeing how the speaker speaks. Meanwhile, 31.70% practice using the term in perfect grammatical form, and 11.70% just spell it correctly. Knowing this, it is critical to learn about the various vocabulary acquisition strategies employed by pupils. The information is given as follows.

Table 5. Analysis and Interpretation of Students' Responses in Learning Words From YouTube Educational Videos

Learning English Words from YouTube Educational Videos		
Response	Student Responses	Percentage
Students learn English words using YouTube educational videos.	Frequently (Sering)	13 10,8%
	Sometimes (Kadang-kadang)	71 59,2%
	Rarely (Jarang)	34 28,3%
	Seldom (Tidak pernah)	2 1,7%

In terms of frequency of discovery, the majority of students, with a prevalence of 59.20%, tend to find the words sometimes but not rarely or seldom, while just 10.80% found the words frequently. This demonstrated that each student has a varied vocabulary size and viewing frequency, which affects how frequently language is acquired. In this scenario, it is vital to investigate how students develop their vocabulary or vocabulary learning techniques when utilizing YouTube, and the following statistics are provided.

Table 6. Classification of Word Students have learnt Through YouTube Educational Videos

Type of Word have learned from YouTube Educational Videos		
Responses	Number of Responses	Percentage
Noun (kata benda)	44	36.70%
Verb (kata kerja)	77	64.20%
Adjective (kata sifat)	48	40%
Adverb (kata keterangan)	27	22.50%
Pronoun (kata ganti)	23	19.20%
Preposition (kata depan)	17	14.20%
Conjunctions (kata penghubung)	55	45.80%

Based on the research, the verb is the most learnt type of word, with 64.20% of students mentioning it, followed by conjunction with 45.80% in second place and adjective with 40% in third place. This revealed that these three categories of terms were the most commonly found on YouTube. Aside from that, nouns have a high prevalence of 36.70%, adverbs have a 22.50% prevalence, and prepositions have a 14.20% prevalence as the least type of words learnt.

Furthermore, it is critical to examine which language skills increased the most as a result of acquiring vocabulary through YouTube; the statistics are as follows.

Table 7. Students' Improve Language Skill After Watching YouTube Educational Videos

Analysis and Interpretation of Informants' Responses on improving language Skills after Watching YouTube Educational Videos			
Response	Student Responses		Percentage
Improving language skills after watching YouTube educational videos	Listening skill (kemampuan mendengar kosakata Bahasa Inggris)	43	35.80%
	Speaking skill (kemampuan berbicara kosakata Bahasa Inggris)	59	49.20%
	Reading skill (kemampuan membaca kosakata Bahasa Inggris)	61	50.80%
	Writing skill (kemampuan menulis kosakata Bahasa Inggris)	33	27.50%

The data shows that in watching educational videos from YouTube, 50.80% of the students receive reading skill development followed by 49.20% with speaking skills. This is related to how YouTube is presented; it is presented using videos where the students watch the other speaking and sometimes, they turn on the subtitles which also develop their reading skills.

Table 8. Satisfying Responses in Learning Words though Using YouTube Tool

Satisfying Responses in Learning Words though Using YouTube Educational Videos			
Response	Student Responses		Percentage
Learning words by using Youtube Educational Videos	Very satisfied (Sangat memuaskan)	14	11.70%
	Satisfied (Memuaskan)	48	40%
	Neither satisfied nor dissatisfied (Netral)	57	47.50%

	Very dissatisfied (Tidak memuaskan)	1	0.80%
--	-------------------------------------	---	-------

The results suggest that the majority of students (47.50%) were neither happy nor dissatisfied with this response to learning words via YouTube educational videos. This is one of the most common responses from pupils. Similarly, 40% of students said they are satisfied, and 14% said they are very satisfied under the item how satisfied are students in learning words through viewing YouTube educational videos. And, the most few of students, 0.80%, were very dissatisfied with the YouTube tool for learning words. In all, 51.70% of respondents are happy with learning terms using YouTube educational videos. According to the facts shown above, the researcher may infer that children can acquire vocabulary and words effectively by watching YouTube educational videos.

Table 9. Students' Perceptions in Learning English Pronunciation

Students' Perception in Learning English Pronunciation by using YouTube Educational Videos			
Response	Student Response		Percentage
Students' Learning English Pronunciation by using YouTube Educational Videos	Always (Selalu)	8	6.70%
	Sometimes (Terkadang)	92	76.70%
	Never (Tidak pernah)	20	16.70%

Based on the above data, 76.70% of students said that they sometimes learn English pronunciation by watching YouTube educational videos, while 6.70% responded that they always learn pronunciation by watching YouTube educational videos. The last answers given by students is a small percentage, i.e., 16.70% of them said they never learnt English pronunciation from watching YouTube educational videos. According to the statistics shown above, the majority of participants stated that they occasionally study pronunciation through watching YouTube educational videos. So, based on the statistics above, it can infer that students acquire English pronunciation by utilizing the YouTube application.

Table 10. The Level of Students Comfortable to learn Pronunciation on Using YouTube Educational Videos

Comfortable to learn Pronunciation on Using YouTube Educational Videos			
Response	Student Response		Percentage
Comfortable on Using YouTube Educational Videos to learn pronunciation	Very comfortable (Sangat nyaman)	9	7.50%
	Comfortable (Nyaman)	97	80.80%
	Less comfortable (Kurang nyaman)	14	11.70%
	Not comfortable (Tidak nyaman)	0	0%

According to table 14, the majority of students (80.80%) said they are comfortable learning English pronunciation through watching YouTube educational videos. Similarly, 7.50% of them said they were extremely comfortable learning pronunciation from YouTube educational videos. Similarly, 11.70% of them said they felt less comfortable learning English pronunciation via YouTube educational videos. And the last and extremely tiny percentage, i.e., no respondent, stated that they are not comfortable learning pronunciation by watching YouTube educational videos. Similarly, 88.30% of respondents are comfortable learning pronunciation using YouTube educational videos, whereas 11.70% are less comfortable or not at all. The researcher can deduce from descriptive data that pupils are comfortable learning pronunciation on using YouTube tool.

Table 11. Students' perception about YouTube tool for learning pronunciation

Students' Response Percentage on YouTube Tool for Learning Pronunciation			
Response	Student Response		Percentage
"YouTube tool is very effective for learning pronunciation"	100%	46	38.30%
	50%	67	55.80%
	25%	7	5.80%
	0%	0	0%

The results suggest that 55.80% of students indicated 50% agreement with the statement "YouTube tool is highly useful for learning pronunciation". This is the item with the highest majority number. Similarly, 38.30% of them reacted 100% for the same statement.. Similarly,

5.80% of students replied 25% in a comparable YouTube tool for learning pronunciation, and the most few numbers, 0%, responded 0% with the identical statement. Based on the statistics shown above, the researcher concludes that YouTube is an effective tool for learning pronunciation.

Table 12. The Reason of Students like to learn Spelling in Watching YouTube Tool

The Reasons of Students Most Like to Learn Spelling in Watching YouTube Educational Videos			
Response	Number of Response		Percentage
The reasons students like most to learn spelling from watching YouTube Educational Videos	It is very easy to found searched word (sangat mudah untuk menemukan kata yang dicari)	48	40%
	It helps to learn independently (itu membantu untuk belajar secara mandiri)	66	55%
	It helps to improve both reading and writing (itu membantu untuk meningkatkan membaca dan menulis)	70	58.30%

From the data above indicate that 58.30% students, said that Youtube educational Videos affect to develop of both reading and writing abilities to answer related items such as the reasons students choose to study spelling from YouTube educational videos. Likewise, 55% of students indicated that viewing YouTube instructional videos helps them study independently so that they can master English spelling. Furthermore, 40% of students said it is extremely easy to find a search phrase since they learn spelling by watching YouTube educational videos. According to the statistics shown above, the researcher may conclude that pupils learn to spell English sounds via YouTube educational videos. Students responded reasonably to all of the items in the preceding paragraph. As a consequence, the researcher believes that the learners prefer to study spelling through viewing instructive videos on YouTube. However, the most important and unique objective is to enhance both reading and writing.

Table 13. Students' Responses while Learning Vocabulary from Watching YouTube Educational Videos

Student Responses while Learning Vocabulary from Watching YouTube Educational Videos			
Response	Student Response		Percentage
Student feel while learning vocabulary from watching YouTube Educational Videos	More interesting (lebih menarik)	18	15%
	Very interesting (sangat menarik)	19	15.80%
	Interesting (menarik)	82	68.30%
	Less interesting (tidak menarik)	1	0.80%

Based on the above data, 68.30% of students said it was interesting to learn vocabulary by watching YouTube educational videos, and 15.80% said it was very interesting in the same questionnaire topic. It was found 15% of students stated that they feel more interested in studying vocabulary by watching YouTube educational videos, while 0.80% responded that they feel less interested in learning vocabulary by watching YouTube educational videos. Based on the data shown above, it can be infer that the more than 60% of the students' like learning vocabulary through viewing YouTube educational videos.

Table 14. Students' Responses on Practicing to Learn Vocabulary

Practicing to Learn Vocabulary by Using YouTube Educational Videos			
Response	Student Response		Percentage
Students' practice to learn vocabulary by using YouTube Educational Videos.	By learning new words every day (Dengan mempelajari kata-kata baru setiap hari)	91	75.80%
	By developing casual vocabulary (Dengan mengembangkan kosakata kasual)	46	38.30%
	By using Mnemonics (Dengan menggunakan Mnemonik)	9	7.50%
	By visualizing new words (Dengan memvisualisasikan kata-kata baru)	42	35%

DISCUSSION

Based on the data shown above, 75.80% of students exercise learning vocabulary by practicing new words every day, and 38.30% practice learning vocabulary by developing casual words and merely. Similarly, 35% said they learned vocabulary by visualizing new words and 35% said they learned vocabulary by watching YouTube educational videos. 7.50% of respondents said they use mnemonics to acquire language. According to the facts shown above, I may conclude that kids practice their vocabulary by learning new words 47 times each day rather than picturing new words. In this question, students chose 7.50% in replies of students practice to acquire vocabulary by watching YouTube Educational Videos by using Mnemonics.

Based on the findings of the preceding research, it is possible to deduce that YouTube is a platform for various videos that have the potential for education. As has been done in the research above, students can get positive indicators when they watch authentic and real clips (Nur, 2021). Students who watch English videos on YouTube can improve their vocabulary lists. This is important for students in the Department of English Literature, students of the Department of English Literature can take advantage of technology as an opportunity to learn English more specifically to improve their vocabulary (Meinawati, 2020).

YouTube is one of several different forms of learning multimedia programs that use online media to deliver knowledge. This is due to the fact that YouTube offers people to watch, post, and share videos online. YouTube viewers of all ages and backgrounds, from youngsters to adults. Computers and mobile phones are two of the most often utilized devices for viewing YouTube video. All of the benefits as YouTube provides as a learning tool may be experienced at all stages of school, from Early Childhood Education to Elementary Education, Secondary Education, and Higher Education. Many learners are currently using the internet, particularly YouTube material, to finish a series of lectures, both academic and practical courses. Particularly for courses that require students to conduct independent work (Iswahyuni, 2019).

Interaction between students and teachers is no longer limited to face-to-face interactions due to the use of YouTube video. Teachers can give services without having to deal with learners directly. Similarly, learners may receive knowledge from a variety of sources

by utilizing a computer or the internet to access YouTube. The most significant advances is the evolution of YouTube-based learning, or the teaching activities conducted over the internet. Another phrase that is becoming more common is e-learning, which is a learning approach that makes use of information and communication technology media, particularly YouTube material. For instructors and students, YouTube offers an alternate current learning resource for health films. Integrating certain YouTube videos may help students build their appreciation skills and give a learning experience that is not just restricted to the subject matter but also to the technology employed (Chen, 2020).

This study is likely to provide a significant benefit to classroom teachers, particularly linguistics teachers interested in incorporating the internet as a learning tool and resource. The usage of YouTube in English lesson is really beneficial in terms of enhancing content for pupils. Input that is not just derived from books assists the internet generation, who are trained to a variety of digital sources of information, in better understanding learning materials. This study is also planned to give an overview of how to incorporate technology, particularly internet-based videos, into theory course learning classes, that are frequently considered as challenging by students. Students have good attitudes on the incorporation of technology in the classroom, particularly internet-based video technologies. The incorporation of YouTube into the English lesson has increased student enthusiasm and interest to the point that this course is no longer regarded as a tough topic to study (Agus, 2019).

CONCLUSION

Learning new vocabulary using educational YouTube videos, especially English vocabulary, has many advantages and impacts. Students will use various learning strategies; Students use words in the appropriate grammatical form; Students do the pronunciation of words that are easily recognizable; Students recognize vocabulary in spoken and written forms; Students spell words correctly. Teachers can develop vocabulary teaching with more flexible time by using YouTube educational videos. YouTube Educational videos should be a criteria to improve proficiency level of students and the lessons objectives in learning Vocabulary.

REFERENCES

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *III*(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Berk, R. (2009). Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom. *International Journal of Technology in Teaching and Learning*, *5*, 1–21.
- Bisena, I. K. A., & Ayu J. Sastaparamitha, N. N. (2021). Strategi Meningkatkan Kemampuan Bahasa Inggris Mahasiswa STMIK STIKOM Indonesia Melalui Pemanfaatan Video Online Youtube. *Pustaka : Jurnal Ilmu-Ilmu Budaya*, *21*(1), 1. <https://doi.org/10.24843/PJIIB.2021.v21.i01.p01>
- Borgstede, M., & Scholz, M. (2021). Quantitative and Qualitative Approaches to Generalization and Replication—A Representationalist View. *Frontiers in Psychology*, *12*. <https://doi.org/10.3389/fpsyg.2021.605191>
- Grabe, W., & Stoller, F. L. (2018). Teaching Vocabulary for Reading Success. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–7). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0773>
- Hassan Taj, I., Ali, F., Aslam Sipra, M., & Ahmad, W. (2017). Effect of Technology Enhanced Language Learning on Vocabulary Acquisition of EFL Learners. *International Journal of Applied Linguistics and English Literature*, *6*(3), 262. <https://doi.org/10.7575/aiac.ijalel.v.6n.3p.262>
- Maziriri, E. T., Gapa, P., & Chuchu, T. (2020). Student Perceptions Towards the use of YouTube as An Educational Tool for Learning and Tutorials. *International Journal of Instruction*, *13*(2), 119–138. <https://doi.org/10.29333/iji.2020.1329a>
- Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N.-. (2020). Increasing English Speaking Skills Using Youtube. *Polyglot: Jurnal Ilmiah*, *16*(1), 1. <https://doi.org/10.19166/pji.v16i1.1954>
- Nisa, I. S., Anwar, K., & Paulina, P. (2020). Student's Perception Towards The Implementation of Youtube Song Video Content For Learning English Song Lyric. *DIDAKTIKA : Jurnal Pemikiran Pendidikan*, *26*(1), 60. <https://doi.org/10.30587/didaktika.v26i1.1466>
- Olasina, G. (2017). *The African Journal of Information Systems The African Journal of Information Systems An evaluation of educational values of YouTube videos for An evaluation of educational values of YouTube videos for academic writing academic writing*. <https://digitalcommons.kennesaw.edu/ajis>
- Rogers, J. (2018). Teaching/Developing Vocabulary Through Metacognition. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–6). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0737>
- Sari, A. B. P., & Iswahyuni, D. (2019). The Students' Speaking Anxiety on The Youtube Video Project in EFL Learning in Indonesia. *Premise: Journal of English Education*, *8*(2), 176. <https://doi.org/10.24127/pj.v8i2.2179>
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19. *Elsya : Journal of English Language Studies*, *3*(1), 50–55. <https://doi.org/10.31849/elsya.v3i1.6206>

Wang, H., & Chen, C. W. (2020). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching, 14*(4), 333–346. <https://doi.org/10.1080/17501229.2019.1607356>

How to Cite (APA style):

Nadhira.,H.,F &Adi.,S.,S,(2023,May). Exploring Students' Perception About Using Youtube Educational Videos In Learning New Vocabulary. *Exposure: Jurnal Pendidikan Bahasa Inggris, 12*(1), 98-114. <https://journal.unismuh.ac.id/index.php/exposure/article/view/10444>