

**STUDENTS' PERCEPTIONS ON ENGVID YOUTUBE TO
IMPROVE VOCABULARY MASTERY**

THESIS

Submitted by:

AYULIANA

NIM. 190203086

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



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by:

AYULIANA

NIM. 190203086

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:..

جامعة الرانيري

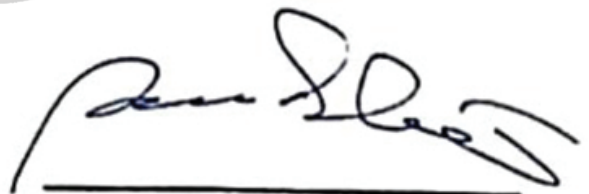
AR - RANIRY

Main Supervisor,

Co-Supervisor,



Prof. Habiburrahim, S.Ag.,
M.Com., M.S., Ph.D.



Drs. Amiruddin, M.Pd.

Date: 11/12/2023

Date: 24/11/2023

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:


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07 Jumadil Akhir, 1445 H

In Darussalam, Banda Aceh

Board of Examiner,


Chairperson,

Secretary,

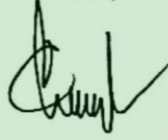

Prof. Habiburrahim, S.Ag., M.Com., M.S., Ph.D.


Drs. Amiruddin, M.Pd.

Member,


Drs. Lukmanul Hakim, M.A


Member,


Chamisah, S.Ag., M.Ed

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Prof. Safrul Mulik, S.Ag., M.A., M.Ed., Ph.D. H6

NP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Ayuliana
NIM : 190203086
Tempat/tanggal lahir : Aceh Tengah, 21 Januari 2001
Alamat : Gang Pang Pango, Jeulingke, Syiah Kuala,
Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Students' Perceptions on Engvid YouTube to Improve Vocabulary Mastery

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

جامعة الرانيري

AR - RANIRY

Banda Aceh, 11 Desember 2023

Saya yang membuat surat pernyataan,



Ayuliana

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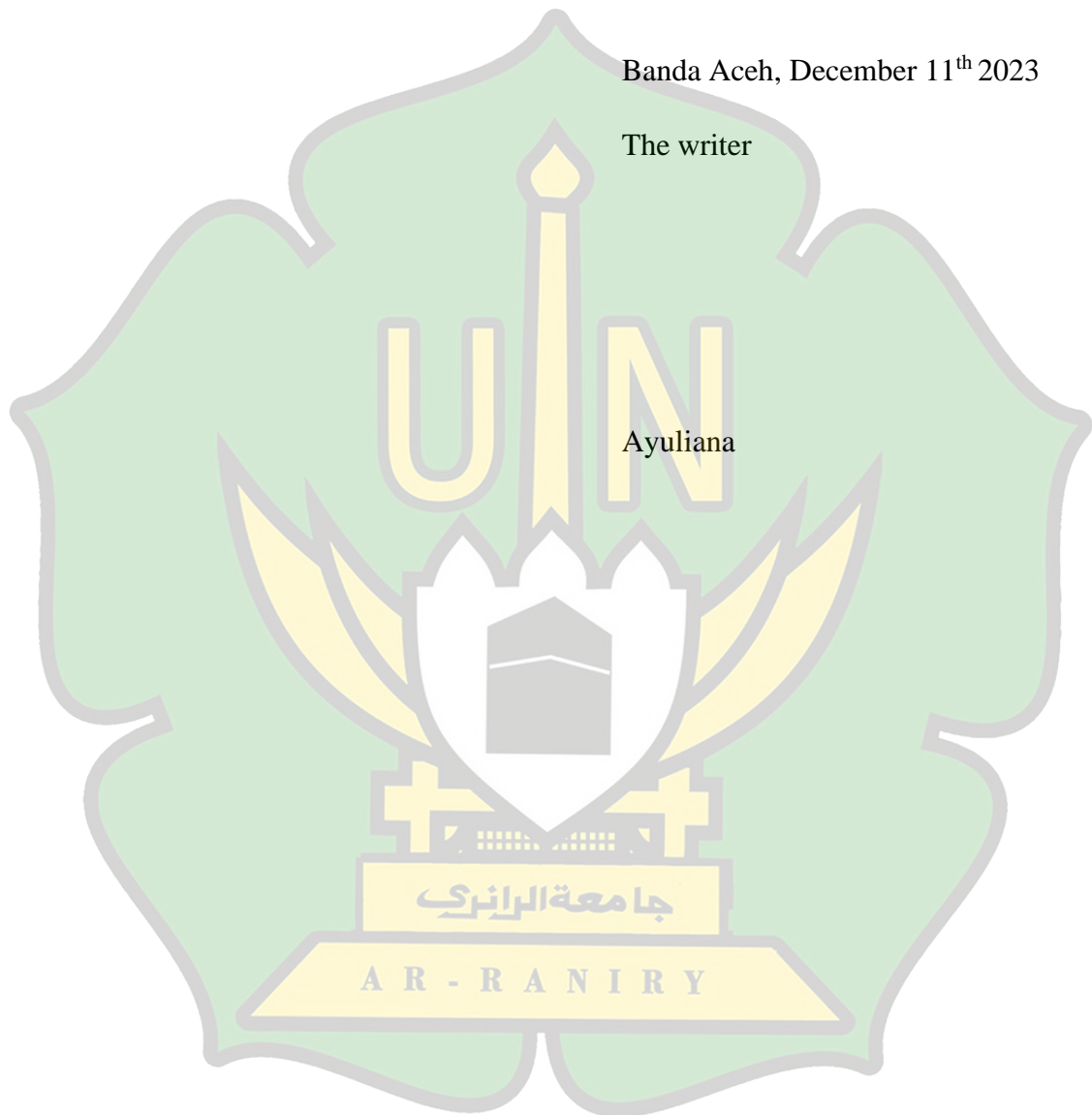
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The writer

Ayuliana



ABSTRACT

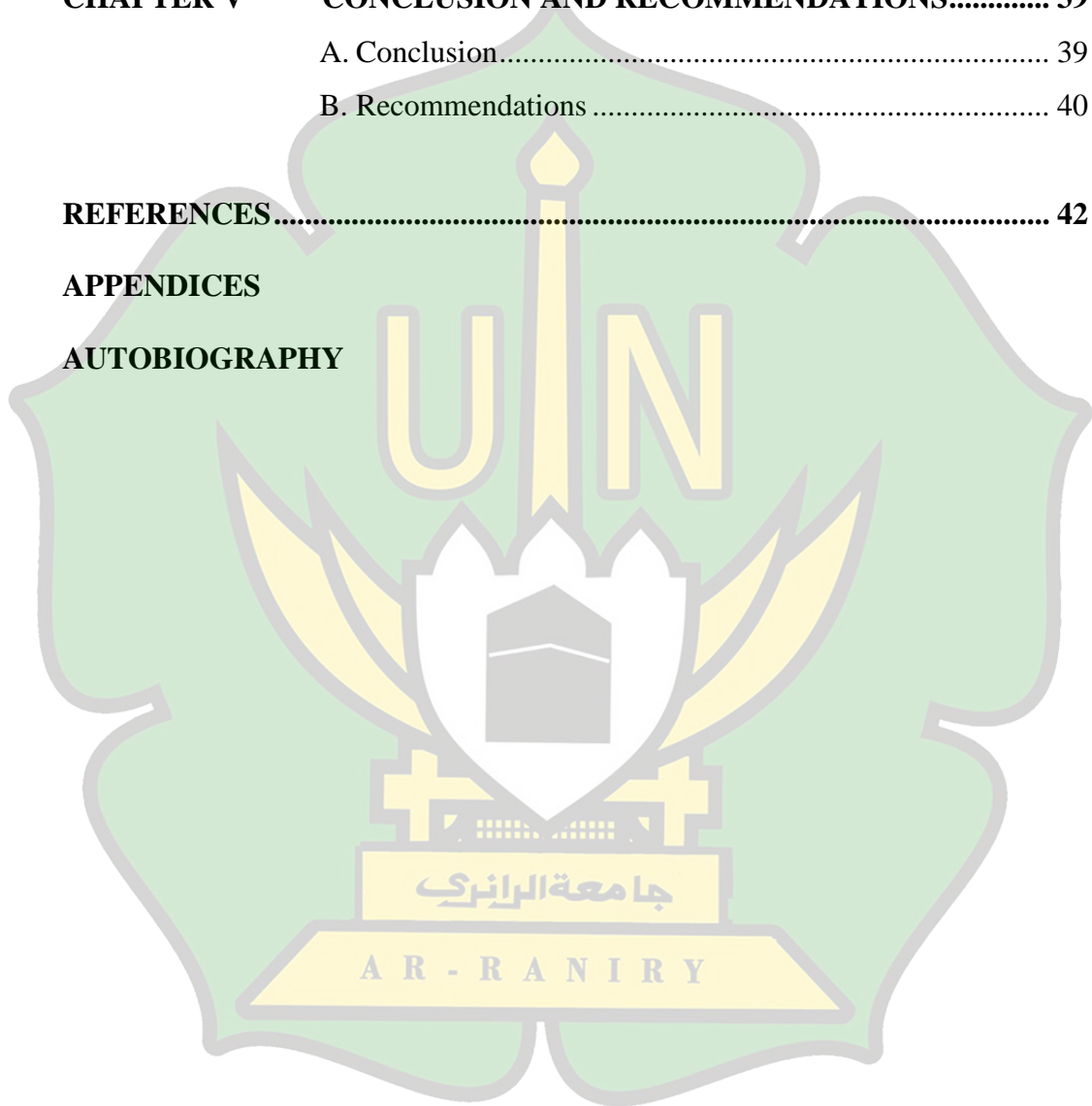
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NIM : 190203086
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working title : Students' Perceptions on EngVid YouTube to Improve Vocabulary Mastery
Main supervisor : Prof. Habiburrahim, S.Ag., M.Com., M.S., Ph.D.
Co-supervisor : Drs. Amiruddin, M.Pd.
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As an EFL learner, vocabulary is one of the most important language components in learning English. Learning English involves four skills; listening, speaking, reading, and writing. Vocabulary is the basis of knowledge of all skills. Lack of understanding of vocabulary has a significant impact on a person's knowledge. Students face difficulties in pronouncing and translating vocabulary. This research aims to find out students' perceptions in using EngVid YouTube to improve vocabulary mastery. The research employed a qualitative research method. The participants of this research were thirty-two students in grade XI-4 at SMAN 15 Takengon Binaan Nenggeri Antara and students were taught in class using the EngVid channel. Semi-structured interviews were used as a research instrument. A total of eight students were interviewed after they carried out the learning process during two meetings using the EngVid channel. Thematic Analysis was used as a technique for data analysis which consists of familiarization, coding, selecting the themes, naming the themes, and writing up the results of the analysis. Research findings show that using the EngVid channel in learning can improve students' vocabulary mastery. There seven themes emerged: the first one is interested in learning English, increases knowledge and experiences, addicted in native speakers, expanding students' vocabulary, pronunciation learning experience, simple and easy, supporting students' vocabulary ability testing. Learning vocabulary using the EngVid channel is a good technique, although some students argue that there are still deficiencies in the video animation section and translation. In conclusion, students' opinions about the channel were very good, they were able to gain new understanding and this channel can overcome their difficulties in pronunciation.

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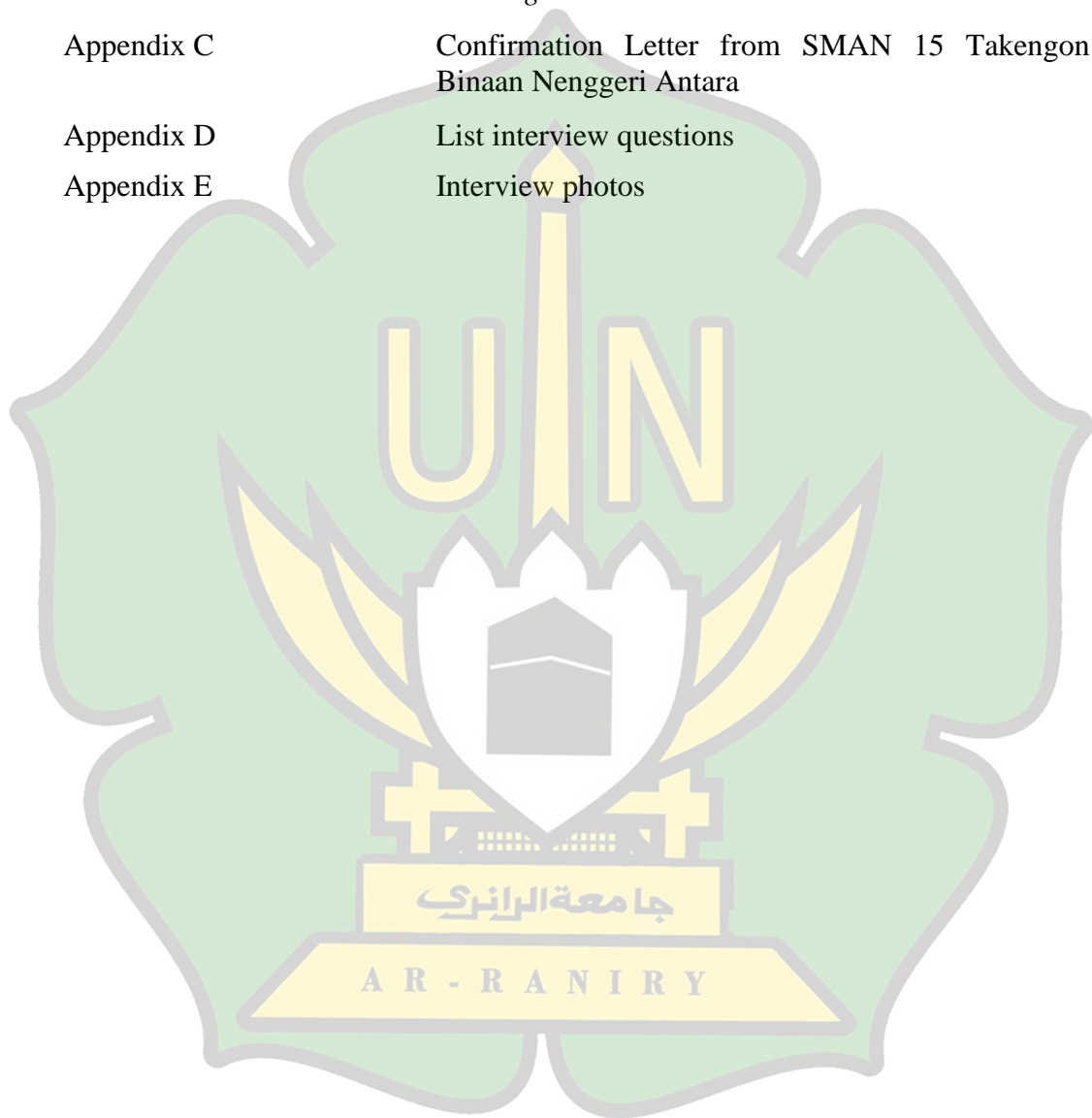
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CHAPTER I

INTRODUCTION

This chapter contains the background of the research, the research question, the research objective, the significance of the research, and the research terminologies.

A. Background of Research

English is one of the languages that students must learn from schools to universities. Most books on any subject are written in English or quickly translated into English. English is the media of instruction in education in most universities and education institutes worldwide. Therefore, English is important for education. Knowledge of English provides students with the tools they need to travel and communicate more effectively in many parts of the world.

Learning English involves four language skills; listening, speaking, reading, and writing. These skills are inseparable and interrelated to each other. Vocabulary is one of the most essential language components in learning English. Schmitt (2000) stated that vocabulary knowledge is at the heart of communication competence and language acquisition. Vocabulary is the basis of knowledge of all skills. By understanding and learning vocabulary, it will be easy to master English skills and can certainly help us express ideas quickly.

Many EFL students failed to master vocabulary. As a result, when they want to learn four English skills, they need help understanding the content of the context. This also happens to students in the XI-4 class. In learning vocabulary they have difficulty in the pronunciation and also translating words. Teachers in classroom learning very rarely use video media. Teachers more often use printed paper and photocopies. Students feel that the use of media used by teachers in certain material can be helpful, but for material that is at a slightly higher level it will make it difficult for students to understand vocabulary from the material. At school, students also take additional classes, namely conversation class. In this class students are asked to be able to express words in speaking, writing and reading. Students felt that they have difficulty expressing these due to lack of mastery of vocabulary. Lack of understanding of vocabulary significantly affects the knowledge of someone. Very little can be conveyed without a good command of grammar but nothing can be conveyed without vocabulary (Wilkins, 1972, as cited in Thornbury, 2002). In short, vocabulary mastery is essential in learning English.

Afzal (2019) argued that developing vocabulary is essential but presents various challenges, particularly for non-native English students. Students with a low vocabulary knowledge perform poorly in many language skills, linguistics, literature, and translation courses. Teaching vocabulary to students in Indonesia is considered the most difficult because Indonesia is one of the countries that does not use English as a first language. Teachers in Indonesia are highly demanded to find ways for students to understand vocabulary easily. Rohmatillah (2014) stated that

practically, students have issues pronouncing words, writing, spelling, and correctly using grammatical patterns. Because of that, EFL learners cannot only hear and understand but must also create a habit to increase their vocabulary.

Technology is thought to be beneficial to vocabulary development. Habiburrahim (2015) identified four advantages of information and communication technology in the educational world. First, the ability to deliver assignments to students anywhere and at any time; second, ICT innovation can occur faster than our comprehension of its application in practice; third, it facilitates study groups to collaborate online; and lastly, it makes it simple for users to find reading material online. Students can learn new vocabulary in engaging and interactive ways by using digital tools such as online dictionaries, vocabulary games, and videos.

YouTube is one of the media which is an implementation of information and communication technology. YouTube is very popular for all people because it is easy to access and use. Using YouTube media will help students improve their English skills easily (Albantani & Madkur, 2017). Suryaman (2015) argued that YouTube can be an alternative to learning English language and literacy skills as a teaching tool to create active learning experiences among groups of students to increase their knowledge.

In this research, the EngVid Channel by YouTube was used as a learning media with audio, video, and image elements that help the vocabulary learning process. EngVid channel has experienced tutors who have many English skills. Media is one of the tools used as an intermediary for subject matter between teachers and

students. Teachers use excellent and appropriate media to increase further motivation and create innovations. With the emergence of new things, students' learning outcomes are hoped to rise.

Conducting a research to improve students' vocabulary through the EngVid channel for EFL learners at SMAN 15 Takengon Binaan Nenggeri Antara, in my opinion, is essential for students because this channel has many advantages, such as tutors who are very professional in each material, this channel is accessible so students can use anytime and anywhere, and this channel also has millions of subscribers which shows that this channel is trusted and well-known. This channel will help students solve their vocabulary problems and improve pronunciation.

B. Research Question

After going through some relevant literature, research question is formulated as follows:

What are students' perceptions on EngVid YouTube to improve vocabulary mastery?

C. Objective of Research

The objective of this research is to find out students' perceptions on EngVid YouTube to improve vocabulary mastery.

D. Significances of Research

The results of this research are expected to benefit teachers, students, researchers, and other parties. This research hopes to be helpful and can be a significant resource for advancing information in the field of education regarding

the efficiency of the EngVid channel in developing vocabulary. This media will increase students' interest in learning a language. Likewise, the researcher will find out to what extent the effectiveness of using the EngVid channel in learning English. Ultimately, this research will become additional material for other parties who are interested in improving vocabulary.

E. Research Terminologies

1. Vocabulary

Vocabulary as all the words a person knows and uses, all the words in a language, or a series of words and their meanings, as in books used to learn a foreign language (Oxford learners' dictionaries, 2023). This indicates that vocabulary is a fundamental component of a language, and its presence is essential. When a person does not have a glossary of word knowledge, he will face several difficulties in interpreting the content of material. As a result, vocabulary knowledge influences English learning. In this research, vocabulary refers to the body of English words taught to SMAN 15 Takengon Binaan Nenggeri Antara students.

2. EngVid YouTube

EngVid is a YouTube channel used to teach vocabulary for XI-4 at SMAN 15 Takengon Binaan Nenggeri Antara. This channel provides videos with various themes and contexts, such as words used in academic, business, and everyday contexts. This channel is free; anyone who wants to learn English can access this channel.

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to review the related literature on media vocabulary teaching English using the EngVid channel and previous studies.

A. Concept of Vocabulary

1. The Definition of Vocabulary

According to Rupley and Nichols (1998) vocabulary acquisition requires discussing, elaborating, and using multiple contexts or technical connotations to demonstrate a clear understanding of word meanings. In this acquisition, more than listening or reading the words that students will learn is required. However, it requires all supporting aspects, such as thorough discussion and description of the meaning of words gradually, making it easy for students to understand the vocabulary they are learning.

Vocabulary can refer to a group of terms known by an individual or a big group of individuals. It can also refer to a collection of specialized phrases in a particular field of study or activity (the vocabulary of science). It can refer to a physical thing, such as a book, that defines or explains a collection of (usually alphabetized) terms. It can also refer to "a list or collection of terms or codes available for use," "a set or list of nonverbal symbols" (such as maritime alphabet flag signals), and "a set of expressive forms used in an art" (as in "the vocabulary of dance") (Merriam Webster dictionary, 2023).

Proficient readers in vocabulary acquisition and use have a broad vocabulary base and are strongly motivated to acquire and learn new words. They can use information such as context to construct meaning as they read. Rupley and Nichols (2005) argued that vocabulary is essential in understanding a foreign language. Mastering vocabulary in the learning process is essential for EFL learners. Nunan (1991) stated that vocabulary is an element in second language acquisition.

2. The Importance of Learning Vocabulary

Vocabulary learning is very important for EFL learners. Susanto (2017) stated that lexical knowledge is very important for communicative competence and mastery of foreign languages and lacks it. Having vocabulary certainly helps students convey the contents of the context well and correctly. Vocabulary is the core of a person's ideas, and the lack of vocabulary certainly affects the representation of ideas about something.

Vocabulary is very important because learning language is the main capital for learning sentence construction and other skills in English. Mastering a lot of understanding will make it easier for someone to learn four English skills; reading, writing, listening, and speaking English. It is believed that vocabulary is the basic knowledge for someone who learns English. At this time, vocabulary is considered very important when students are asked to "respond to meaning" and "express meaning". Thus, without adequate vocabulary, it will certainly make it difficult for students to fulfill these learning demands.

More vocabulary improves communication. They don't have to be complicated, but the meanings should convey what the individual is attempting to say. When people are unable to communicate effectively and properly, it might be difficult to provide or receive instructions. The value of vocabulary can be extended to spelling instruction. If a term is difficult to understand, the reader will either skip it or stop reading. This is easily demonstrated by looking at poorly written and incomprehensibly worded articles on the Internet. When concepts are not properly explained, readers are likely to click away and seek another source. Spelling mistakes are common, particularly online, making written communication harder to interpret.

3. Kinds of Vocabulary

1). Productive Vocabulary

Productive vocabulary knowledge is assumed as the words that are understood and can be pronounced by the learners. Productive vocabulary knowledge is deemed as the ability to recover the structure and meaning (Webb, 2008, as cited in Laufer et al, 2004). In productive vocabulary, Laufer (1998) divided knowledge into productive vocabulary into controlled and free vocabulary. Controlled productive vocabulary knowledge indicates the capacity to construct words when the cue is given while, free productive vocabulary knowledge is the ability to use words spontaneously and without specific encouragement to produce certain words, such as writing independently. Productive vocabulary used in speaking and writing;

a. Speaking Vocabulary

Speaking vocabulary is the vocabulary we use when talking or saying something. This vocabulary is limited, using only a few thousand words to communicate. The speaking vocabulary is smaller than the reading vocabulary.

b. Writing Vocabulary

Writing vocabulary is considered very difficult because knowledge of word order and spelling are very important aspects. When we express language verbally, it is easier than expressing it in writing. For writing vocabulary, the emphasis is more on our skills in using language.

2). Receptive Vocabulary

Receptive vocabulary knowledge is known and understood its meaning by learners when reading text or listening to the text. Learners know and recognize the meaning of words that require them to understand the text they have read but are not used to speak and write. Learning receptive vocabulary is usually in the form in which the teacher will usually give the meaning of the word, using the word in a sentence, but only ask the learners to spell and pronounce it. (Nagy et al., 1987, as cited in Webb, 2005). Receptive vocabulary used in listening and reading;

a. Listening Vocabulary

This vocabulary includes what we often do, where we get vocabulary from what we listen to. We hear and observe through sound, and audio and capture the meaning of the words we hear.

b. Reading Vocabulary

As is known, reading is the basis for understanding vocabulary. The way we understand this vocabulary is based on the letters and words that we know when reading texts. In reading, we can understand actual vocabulary, but when speaking we never use it. There is a clear difference between reading and

Every single aspect of the perspectives of receptive and productive vocabulary can also be seen in the form as shown in Table 2.1 below:

Source: Nation (2001)

Table 2.1

What is involved in knowing a word?

| | | |
|------|---------|--|
| Form | Spoken | R: What does the word sound like? |
| | Written | P: How is the word pronounced? R: What does the word look like? |

| | | |
|---------|-----------------------|--|
| | Words Parts | <p>P: How is the word written and spelled?</p> <p>R: What parts are recognized in this word?</p> <p>P: What word parts are needed to express meaning?</p> |
| Meaning | Form and meaning | <p>R: What meaning does this word form signal mean?</p> <p>P: What word form can be used to express this meaning?</p> <p>R: What is included in the concept?</p> <p>P: What items can the concept refer to?</p> <p>R: What other words do these words make us think of?</p> <p>P: What other words could we use instead of this one?</p> |
| Use | Grammatical functions | <p>R: In what patterns does the word occur?</p> |

| | | |
|--|--------------------|--|
| | Collocations | <p>P: In what patterns should we use this word?</p> <p>R: What words or types of words occur with this one?</p> |
| | Constraints on use | <p>P: What words or types of words should we use with this one?</p> <p>R: Where, when, and how often would we meet this word?</p> <p>P: Where, when, and how often can we use this word?</p> |

Note: R receptive, P productive

4. Obstacles in learning vocabulary

Vocabulary is the first step in the English language learning process. Several obstacles encountered during the vocabulary learning process. There are three obstacles in vocabulary enrichment (Anjarani et al., 2022):

1. Pronunciation

The first obstacle is described as one that is frequently brought up by students who are currently learning English. There are differences between the writing and reading in a few vocabularies in English. This leads many

people to be skeptical about the true nature of the pronunciation of a certain word.

2. Unfamiliar words

The second common complaint is that they are not familiar with the words that are learned, whether they are said aloud or silently. When someone reads a passage that isn't usually used, it could make students more aware of the meaning that the passage conveys. This usually occurs when someone studies something they have never studied and the second component is a lack of enthusiasm in reading, which causes students to misinterpret the meaning of new words they learn.

3. Memorizing

The human brain tends to select which words are appropriate and memorable. Students usually grasp quickly after being instructed. However, when it comes to using it, students quickly forget what they have learned. This is thought to impede and disturb the learning process as well. In truth, memorizing lessons is critical; if students are unable to memorize and interpret words, the learning and comprehending process will be impaired.

There are five obstacles to learning vocabulary. The first is about meaning; students struggle to learn vocabulary because they do not understand the meaning of the words they are studying. The next issue is appropriate use; students are unsure which words to use in which sections. Third, because English is synonymous with various writings and readings,

many students are confused about how to pronounce it correctly. Then there is spelling, where students are unsure how to spell words. Last but not least, words have connotations or different meanings. (Luthfiyah et al., 2015). It turns out that those can also cause students to become confused and have difficulty learning vocabulary.

5. Strategies for Improving Students' Vocabulary

A strategy is a plan for anything that requires time and consideration to be implemented. Strategies are developed to achieve a specific result or goal. Quinn (1999) described strategy as a form or plan that integrates an organization's major goals, policies, and series of actions into a coherent whole. Amiruddin (2019) stated that the use of specific strategies reflects learners' knowledge in communicating their message across target language skills, the majority of which is a lack of target language rules and forms. As a result, students may use circumlocution, literal translation, topic avoidance, and incorrect vocabulary.

In learning vocabulary, students who have not fully acquired the meaning of the word are still being discovered. Indonesian teachers, particularly EFL teachers, must be determined and hardworking when teaching students vocabulary. However, Ghazal (2007) commented that, while learning vocabulary can be difficult for EFL learners, students can employ a variety of learning strategies to overcome this difficulty. Celce-Murcia(2001) also proposed three strategies to learn vocabulary;

1. The first strategy is guessing meaning from context, a context is rich enough to give adequate clues to guess the word's meaning.
2. The second strategy is mnemonic devices: she proposes a keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword.
3. The third strategy is vocabulary notebooks; Murcia suggests a memory aid in independent learning by setting up vocabulary notebooks.

There are four strategies used in vocabulary learning, the first is a memory strategy by reviewing material well, applying images and sounds, and also employing action. The second is cognitive strategy, in this strategy more often to practice, give and receive messages, and carry out analysis. The third is the compensation strategy, in this section students will make guesses on vocabulary, and the last is the metacognitive strategy, awareness of what students build on what is known and what is not yet known. This is very useful so that students are more aware of good strategies to use to increase learning effectiveness Komari et al. (2022)

Cohen (2008) stated that one of the most effective methods in learning vocabulary is to use listening skills. This is related to students' lack of interest in reading; however, listening practices are thought to help students boost their memory of student vocabulary. In general, students are still interested in using a dictionary to memorize and translate texts.

6. Advantages of using video media in vocabulary learning

The modern technology era is evolving at a breakneck pace. Numerous platforms have been developed by numerous individuals. Many people believe that the advanced media that has been released has aided their work, learning process, and all activities. It turns out that it has had a significant impact on the field of education. This is particularly true for teachers who are seeking the best methods and media to ensure that the learning process works properly. The elements contained in video media are text, which consists of linguistic units in its use; then there are pictures, which are highly popular because they can express a thousand words; Third, there is audio; the video will be accompanied by audio; the goal to add audio to the video is for the video can be explained more detail and also how to pronounce words; and lastly, animation; it has visual benefits, and animation can help people be more interested and not bored.

Yudianto (2017) stated that the use of video media would infiltrate the human consciousness faster than other media. As is well known, when we play a video, there is a focus point that collects human ideas, focus, and emotions. Students can improve their concentration by watching videos. Of course, the videos used must be acceptable for the students' age, criteria, and interests. When learning with video media students will hear how to pronounce words and how to write words correctly. Students will have a different sensation in the learning process and will be able to improve their learning experience by using video media. Thus, with the advancement of technology almost every student can and easily access it, technology would be advantageous for teachers to be able to make the best use of the technology that is now being developed.

B. YouTube

YouTube is one of the most well-known media sites. YouTube is a video-sharing website that allows users to watch, like, share, comment on, and upload their videos. YouTube material is popular among many individuals due to the many available options. There are a variety of types of videos exhibited, and students can quickly enjoy and view the videos they choose by downloading the application on their cell phones or visiting the website.

As time passes and technology evolves, many individuals and organizations are using YouTube to build learning techniques, learning materials, learning strategies, and everything else related to education. According to Shoufan & Mohamed (2022) YouTube is a complex platform that affects the process of teaching and learning in a variety of ways. This platform is extremely popular and trusted by many people because it has lots of features such as audio and video and provides easy access, making it a learning medium in the learning process.

C. EngVid YouTube

Goloborodko and Nosova (2020) state that EngVid is a site with video lessons for learning English, divided by the theme of study. This channel on YouTube provides very modern technology-based learning. The purpose of this channel is to provide free English language lessons to learners worldwide. EngVid channel offers a variety of lessons covering different aspects of the English language, such as grammar, vocabulary, pronunciation and conversation skills. The lessons are taught by experienced English language teachers and are designed to be

accessible and engaging for learners of all levels, starting from beginners to advanced.

To test students' abilities, the EngVid channel provides practice questions in the video and also provides a link to the practice questions in the video description. It will help students to practice again at home or school. With practice questions, students can develop and see the extent of their abilities in the material taught by the teacher. Providing practice questions encourages students to seek more information about the subject matter to improve their learning outcomes.

a. The procedures of using the EngVid channel in learning vocabulary

In the classroom learning process, the researcher used the EngVid channel as additional media in the learning process. Preparing the procedures when teaching in the class, will help the researcher in applying the EngVid channel. The process implementation of EngVid is as follows:

1. First, the researcher taught the learning material about Asking and giving advice in the first meeting and material about the use of so and such in the second meeting briefly.
2. The researcher told the students what EngVid is, how to use it, and what are some advantages of the EngVid channel. Then, the researcher plays a video that follows the learning material.
3. Students are asked to be active and focused during the learning process. After watching the video, the researcher asked the students to re-explain the material

taught. Students are asked to write vocabulary they got during the learning process and while watching the video.

4. And then, the researcher asked them to read and translate the vocabulary they each had. And check the pronunciation as explained in the video.

D. Students' Perceptions in Learning English

1. The definition of perception

The perception is a person's feeling to something they have seen, experienced, or felt. According to Robbins (2003) perception is the process by which people organize and focus their thoughts to benefit their surroundings. People will express how they feel and what they see in their surroundings when conveying perceptions. Thus, the person who gives a perception of something must experience the event/activity to convey what he thinks about the thing he wants to know.

2. The importance of knowing students' perceptions during the learning process

During the learning process, there is a lot of interaction between teachers and students. Learning activities led directly by the teacher have a significant impact on the classroom learning process. All teaching materials, stationery, and media are prepared by the teacher. Teachers must be able to stimulate students' curiosity about learning. Similarly, students' perceptions to the learning process are thought to allow teachers to know the extent of students' opinions about learning

and which material students have understood during the activity. Students can also convey suggestions and input for the future in this perception.

Teachers can see how far and how effectively the learning process went by using students' perceptions. This can be used as a guide to continue to improve classroom learning methods. To get the same student perceptions, teachers must apply the same media, materials, and so on to all students. As a result, students will gain a consistent understanding of the material in class. Because teachers must understand the fundamental principles governing students' learning perceptions.

E. Previous Related Research Findings

Previous researchers have conducted their studies employing some techniques that can improve students' motivation to learn English vocabulary. The results of the research are cited below:

Makaruku (2021) research focused on improving students' vocabulary understanding using picture cards. The researcher used 24 students at SMPN 4 Tainwel in Moluccas. Classroom action research is used as a methodology of research. Quantitative and qualitative approaches are used in analyzing data. The results of the research show that there is an increase in students' vocabulary.

Other research was also conducted in the seventh grade of SMPN 08 Kota Serang, and 31 students took part as research subjects. The researchers prepared three meetings: planning, acting, observing, and reflecting. In collecting quantitative data using pre-test and post-test, observation sheets are used to collect

qualitative data. In conclusion, the pop-up book as a learning material could improve students' vocabulary mastery Novianti et al. (2018).

Another research was done by Sukrina (2012) who used Realia to improve students' vocabulary in class. 36 students in class IV of SDN 060811 Medan participated in the research. The findings show an improvement in the student's vocabulary through the Realia that was supported by the results; there was an increase in scores from the first test to the second test and an increase in the third test scores from the previous second test scores. Realia can be an alternative strategy for improving students' vocabulary mastery.

Other researchers carried out research at SMPN 21 Medan. The media used in this research are images. In analyzing the data, quantitative and qualitative approaches are used. Quantitative data used pre-test and post-test, while qualitative data used observation sheets, questionnaires, and field notes. The results reported that there was an increase in student scores in the post-test. It means that implementing picture media can help students improve their understanding of vocabulary Turnip et al. (2017).

And last, this research explored students' learning outcomes in learning vocabulary by using the Scrabble game. The research was conducted at seventh-grade students at junior high school. The research design was quantitative using pre-experimental research and one group for pre-test and post-test. A total of 30 students were selected by using purposive sampling. The instrument used in the research was a test. After designing the research, researchers found that students'

learning outcomes were better after being taught using the Scrabble Game Sari et al. (2022).

Referring to previous studies using various media to improve students' vocabulary, this research uses different media. The EngVid channel was used to learn vocabulary at SMAN 15 Takengon Binaan Nenggari Antara.



CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the research design, research location, research participants, technique of data collection, and technique of data analysis.

A. Research Design

This research used a qualitative approach. The term qualitative research is associated with a range of different methods, perspectives, and approaches. Mason (1996) stated that qualitative research certainly does not represent a unified set of techniques or philosophies, and indeed has grown out of a wide range of intellectual and disciplinary traditions. Qualitative research often involves the provision of careful and detailed descriptions as opposed to the quantification of data through measurements, frequencies, scores, and ratings (Mackey & Gass, 2005). Qualitative research is descriptive and focuses on use analysis. To make the research focus on the facts in the field, the theoretical basis is used as a guide.

The use of qualitative methods in this research is based on the problems and objectives of the research. Qualitative research aims to clarify and explain all participants' perspectives to answer and increase understanding of the problems that occur through narrative and descriptive analysis that is explored in depth.

B. Research Location

This research was conducted at SMAN 15 Takengon Binaan Nenggeri Antara. It is a state senior high school under the administration of the Ministry of Education, Culture, Research, and Technology. It is located at Simpang Kelaping – Lukup Badak street, Pegasing, Aceh Tengah.

C. Research Participants

Moleong (2014) claimed that participants are a person or group of people who can help researchers provide the necessary information. The number of participants involved in qualitative research varies. Thirty-two students were chosen purposely and taught in class utilizing the EngVid channel because grade XI is a step up from grade X, and has adapted to the English language learning method. Then, this grade has one year of experience with English learning in senior high school, so students can identify their English learning issues. Furthermore, in this grade, students can fix their challenges with English learning, particularly with vocabulary improvement. Then, following the research aims, eight students of the thirty-two students were chosen as participants for interviews because they represented all students, where all students were treated equally to each student. The number of participants is not thought to be a significant concern, as the goal of qualitative research is to gather individual perspectives on specific issues rather than to make generalizations. (Lambert, 2012, as cited in Scoot & Garner , 2013).

D. Methods of Data Collection

The most important activity in research is the data collection process. When preparing instruments, the researcher must be taken seriously and correctly so that the results obtained are by the research objectives and the collection of appropriate variables. Gulo (2002) stated that research instruments are written guidelines for interviews, observations, or a list of questions prepared to obtain information. The instrument is called an observation guide or interview guide or questionnaire or documentary guide according to the method used.

Zulfikar (2020) stated that the interviewer must possess four characteristics; First, the interviewer should be in-depth-flexible, miners-travelers, good listeners-interested rather than being interested, and last, the question should be about; how is that?, and in what ways?. Researchers must set their thoughts in depth and must have broad insight. It will help the interview process go well. Researchers are suitable research instruments for visual research because they have the following characteristics (Nasution, 1998, as cited in Sugiyono, 2013):

- 1). The researcher as a tool is sensitive and reacts to all stimuli from the environment which must be estimated as meaningful or not for the research.
- 2). Research as a tool can adapt to all aspects of the situation and can collect a variety of data at once.
- 3). Each situation is a whole. There is no instrument in the form of a test or questionnaire that can capture the entire situation, except humans.

4). A situation that involves human interaction cannot be understood with knowledge alone. To understand it, we need to often feel it, and explore it based on our knowledge.

5). Researchers as instruments can immediately analyze the data obtained. The researcher can interpret it, generate hypotheses immediately to determine the direction of observation, and test hypotheses that arise immediately.

6). Only humans as instruments can draw conclusions based on data collection

7). Different responses from others are used to enhance level of confidence and level of understanding regarding that aspect of research.

An interview was also conducted with produced data. In interviews, the researcher usually asks an identical set of questions of all respondents (Mackey & Gass, 2005). Interviews have several types:

a) Unstructured, non-standardized, informal, or focused interviews start from general questions in a broad area of research. The interview is usually followed by a keyword, agenda, or list of topics that will be covered in the interview. However, there are no predetermined questions except at the very beginning of the interview.

b) Semi-structured interview, this interview starts from the issues included in the interview guide. An interview guide is not a schedule like in quantitative research.

The sequence of questions is not the same for each participant depending on the interview process and each individual's answers. However, interview guidelines guarantee that the researcher can collect the same type of data from participants.

c) Structured or standardized interviews. Several limitations in this type of interview mean that the data obtained is not rich. The interview schedule contains several pre-planned questions. Each participant was asked the same questions in the same order. This type of interview resembles a written survey questionnaire.

d) Group interviews. Group interviews are a valuable instrument for the researcher who focuses on group normality or dynamics surrounding the issue they wish to research

e) Procedural/structural factors, the procedural dimension relies on natural interviews between the researcher and participants also called unstructured interviews.

f) Contextual factors. The contextual dimension includes the number of issues. First, the terminology used in the interview is considered important. Second, the context of the interview has an impact on the assessment of responses.

This research used semi-structured interviews. Qualitative research generally uses unstructured or semi-structured interviews (Rachmawati, 2007). The researcher made a list of questions according to the topic. When disturbances occur during the interview process, such as participants giving perceptions that are difficult to overcome, follow-up questions will be asked during the interview. The main reason for choosing semi-structured interviews is that the researcher does not want that during the interview process the issues raised will be out of the topic addressed.

E. Techniques of Data Analysis

In analyzing qualitative data, four techniques can be used, namely;

- a. Content analysis (CA), used in qualitative and quantitative analysis. Qualitative is usually used as a guide to determine the frequency of use of certain texts.
- b. Narrative analysis (NA), used if the interview text has story elements in it.
- c. Discourse analysis (DA), is a method of analyzing audio, video, or text to find out whether there is a connection between the text and a context.
- d. Thematic analysis (TA), is used in qualitative research and only focuses on identifying patterns or forms that are appropriate to the text.

This research used thematic analysis (TA), with the intention that the analysis process focuses on what is in the text only and does not leave out the topic or theme. Thematic analysis is one way to analyze data with the aim of identifying patterns and finding themes through data that has been collected by researchers. According to Maguire and Delahunt (2017), There are six steps to analyzing data in thematic analysis.

1. Familiarization, in this step the researcher creates a transcript based on the data obtained. Everything said by participants should be transcribed. Re-checking and re-reading the recorded interview transcripts.
2. Coding, in which researchers reduce large amounts of data to small amounts. Each data set is differentiated based on the research objectives. And coded R as the researcher, P1 as the first participant, P2 as the second participant, and so on.

3. Selecting themes, the researcher picks one that matches the theme and the data.
4. Explaining the themes, going over themes and explaining how they relate to each other. This section describes the themes, sub-themes, and how they are related.
5. Defining and naming the themes, the researcher groups and explains how the themes are related to the main theme.
6. writing-up, in the final step, the researcher writes the analysis based on the data obtained following the chosen theme. In this step, the researcher will create a brief description of the interview results in the form of narrative text.



BAB IV

FINDING AND DISCUSSIONS

This chapter provides the findings and discussions. It includes research findings and discussions about students' perceptions in using EngVid YouTube to improve vocabulary mastery.

A. Findings

This research aims to analyze students' perceptions in using EngVid YouTube to improve vocabulary mastery. In this research, the researcher carried out a learning process using the EngVid channel as a learning media. To obtain the data, a semi-structured interview has been conducted. Interviews with students were carried out using Indonesian, aiming for students to easily understand the questions and the absence of mistakes during the interview. The researcher prepared nine questions related to the research objectives.

After the learning process ended, the researcher collected data by conducting interviews. The researcher conducted interviews with eight students in class XI-4 at SMAN 15 Takengon Binaan Nenggeri Antara. Interviews were conducted at the end of the lesson at the second meeting, on November 02, 2023. Participants' initials were EW, Y, MFAH, UF, ABB, DR, IS, and AL. In the analysis of the interview, students were labeled as P1 for Participant 1, P2 for Participant 2, and so on.

All the contents during the interview are recorded and transcribed. Each answer from the students is placed according to the theme for answering the research questions. The following are findings of students' perceptions in using EngVid YouTube to improve vocabulary mastery.

1. The Analysis of Interviews

These parts answer the research question proposed in the introduction section. The research question is as follow:

What are students' perceptions in using EngVid YouTube to improve vocabulary mastery

After going through relevant interviews, seven themes from the research question are formulated as follows:

1. Interested in learning vocabulary

This channel can help students more enjoy learning vocabulary, as explained by three students “this channel is really helping me in learning English and vocabulary. I enjoy learning English more than before. Learning while listening, watching is very interesting” (P3). Also “This channel is good and very interesting to understand vocabulary” (P6), and then P5 said similar answers “This channel can help me understand the material and vocabulary because the explanations given are very clear. And then when we study seriously, when we add visual videos, the feeling of learning quickly passes”.

2. Increases knowledge and experience

According to the answers of eight students interviewed, their answers were almost the same and explained that teachers very rarely use learning videos in the class. When students are given new and different learning media, it will make students more interested in the learning process. Student feels he can get more knowledge from this channel as explained by P1 “My impression is just normal, but I can get additional knowledge from this channel and I can understand the material with new and different media than before”

The EngVid channel can give students new experience during the learning process. “I got a new experience, because usually I only find vocabulary in games and films. But when I watched this channel I found a new way to learn everyday vocabulary” (P2).

3. Addicted in Native Speakers’ pronunciation

Students are attracted to teachers in the EngVid channel because they are native speakers as explained by P8 “I am very interested in using the EngVid channel, especially since the teacher is a foreigner. At home I can re-listening their pronunciation”.

In fact, the learning material provided at school with limited time will not be optimal. So, there is a need for additional learning media that is accessible. And it can help students to review material like reviewing again. As stated by P4 “The material taught is the same as the material taught in class. So it is like reviewing again. Furthermore the teacher is a foreigner (native speaker) who has good

pronunciation, has a good choice in vocabulary, they are also very masters in English skill.”. Other students explained the same responses

This channel is very good, because this channel can be used to review again if I do not understand the teacher's explanation. So I can listen to more detailed explanations from the foreigners (native speakers). While re-listen their explanation I can also practice how they speak well, how they produce the vocabulary when speaking and teaching (P7).

Overall, it can be concluded that the majority of students are very interested after using this channel as a learning media in class. They think that some of the difficulties they face, such as pronunciation, can be helped by this channel. Moreover, all participants never used or heard of the EngVid channel.

4. Expanding students' vocabulary

The researcher asked students whether the EngVid channel is able to help students to improve vocabulary or not. Students feel many changes after using the EngVid channel especially for their improvement in learning vocabulary because so far they have only used the same techniques in learning vocabulary. All the students stated that this channel can help them in improving vocabulary. As explained by P4 “Yes, this channel is very helpful”, and then other students also said that “this channel is very capable in improving my vocabulary, because the explanation is very clear. We are not only given examples of vocabulary but also examples of questions to understand the material and vocabulary presented”(P2). Similar answers also stated that “It can help me in improving vocabulary, because the teacher's pronunciation is very fluent” (P8). And then five others also stated similar answers.

5. Pronunciation learning experience

The advantages offered by the EngVid channel is that it is able to help students solve their problems they previously experienced. After using this channel it turned out to help students understand the correct pronunciation of vocabulary. When studying vocabulary, students still encounter several difficulties which certainly hinder the English language learning process for students.

Three students stated that the pronunciation in the video is clear and easy to understand as expressed in the following quotation. P8 stated that, “The teacher is a foreigner (native speaker), her pronunciation is very fluent and clear”. The same opinion was also stated by another student “Now I know how to pronounce it correctly, especially since the teacher is a foreign speaker (native speaker))” (P7). In line with previous students, P4 also stated that, “Apart from learning the material, we also learn how to pronounce because the teacher uses good pronunciation so it is very helpful in learning pronunciation”

The teachers are native speakers, because of that students believe that the pronunciation delivered by the teacher is very clear, and making it easier for students to understand the material. Students can feel significant differences between their pronunciation of vocabulary and how the pronunciation of native speakers. With clear words spoken, it is easier for students to follow and understand the vocabulary presented.

6. Simple and easy

Students experienced difficulty in translating words, but because the teacher in the video used easy vocabulary and explained the material in detail, this helps students to understand the material and vocabulary even though they are not able to translate all the words the teacher said.

P4 stated that “The channel is good, and the explanations are easy to understand. The material taught is the same as the material taught in class. So it's like reviewing again”. In line with another student stated P5 that

This channel can help me understand the material and vocabulary because the explanation given is very clear, the material is simple and the teacher explains the material in detail, even though i do not understand all the words spoken, because the teacher explained it in detail, it is easy for me to understand the material and vocabulary.

Similar answers were also given by P7, explaining that “the EngVid channel is good, this channel can be used to review again if I don't understand the teacher's explanation”.

Students think that the EngVid channel can help them learn English, and students feel that the material taught is very easy to understand. The teachers' choice of vocabulary is also very suitable for everyday language. So that students can understand what the teacher explains even though they use full English. They can use this channel to repeat material taught by the teacher. Even though the teacher does not always use this channel in class, students can re-watch videos at home or watch other topics to increase their knowledge, so that students don't just wait for

material from the teacher but can study independently at home because one of the benefits of this channel is that it can be accessed anywhere.

7. Supporting students' vocabulary ability testing

The EngVid channel has many offers, including helping students with practice. In the explanation of the material in the video, the teacher also provides several practice questions, then the teacher also explains what the actual answers are. This channel also provides quiz questions in each learning material. The question link is placed in the video description section, so anyone can access the link to test the extent of the student's abilities regarding the material being taught. This was also conveyed by students as expressed in the following quotation “this channel is very capable, because the explanation is very clear. We are not only given examples of vocabulary but also examples of questions to understand the material” (P2). After doing practice questions, students know where their vocabulary mistakes are and how to correct their vocabulary.

Although some students think there are several disadvantages they experienced when using this channel, including;

1. Less attractive in the visual of the video

Students said that this channel has to add a few things to make it more interesting and not monotonous. Students feel that the animation in the video will influence the way students watch the video. If the channel is more interesting of course it is better to use. As explained by P1 “The downside is that it needs to be added to the visuals to make it more interesting” Similar answer also stated by P2

“I’m not interested in the visuals of the video and it's not very colorful. And there is no translation (Indonesian) for the video”. It was followed by P4 “The video is still lacking in animation”.

2. Unavailable in Bahasa

One of the shortcomings felt by students is that because this channel is owned by foreigners, there is no Indonesian translation available. P8 said that “This channel does not have Indonesian subtitles” and it was followed by P5, P6, P7, and P8 arguing that “there is no translation on the video (Indonesian)”. Meanwhile, one student thought that the channel had no shortcomings; as expressed in the following quotation “I don't think there are any drawbacks in this channel” (P3). But it can be helped because the teacher uses vocabulary that makes students easy to understand.

B. Discussion

Learning vocabulary using the EngVid channel is one of the best ways to improve students' ability to process vocabulary. Based on the problems students face in learning vocabulary, the EngVid channel can solve some of their problems. According to the analysis of data collection, the researcher wants to answer the research questions of this research as proposed in chapter one. The research question is what are students' perceptions in using EngVid YouTube to improve vocabulary mastery. After a whole series of interview questions, the researcher found several opinions regarding the advantages of this channel. All participants think that this channel is really helping them to improve vocabulary mastery. Their answers ranged from helpful to very helpful. They think that this channel has

several advantages that help them in learning vocabulary. The first one is interested in learning vocabulary, increasing knowledge and experiences, addicted in native speakers, expanding students' vocabulary, pronunciation learning experience, simple and easy, supporting students' vocabulary ability testing.

One of their favorite reasons for interest in using this channel is because the teachers are native speakers, so students get a new sensation by hearing how the vocabulary is pronounced. However, some students think that the visual part of the channel, such as animation and color should be added more so that viewers will be more interested in using the channel.



BAB V

CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher presents the conclusion and suggestions based on the findings of the research.

A. Conclusion

Based on analysis and classroom learning using the EngVid channel, it can be concluded that students are interested in using this channel as an additional learning media to improve students' vocabulary. Using this channel can help solve problems faced by students in the vocabulary learning process. There are so many benefits that students feel. The first one is interested in learning vocabulary, increases knowledge and experiences, being addicted in native speakers, expanding students' vocabulary, pronunciation learning experience, simple and easy, supporting students' vocabulary ability testing. This channel provides new perceptions because in previous learning students rarely used video-based media.

The use of varied media will certainly make the learning atmosphere more interesting, more different, and not boring. When students are given the same media and do not vary it, students will easily get bored and their interest in the lesson will decrease. The researcher therefore feels that this channel can help students solve problems in learning vocabulary as well as increase their mastery of new vocabulary.

However, there were several suggestions and input provided by several students. The first is that there is still a lack of animation in the videos shown. Students felt that the colors, images, and themes of the video should be added so that in the future the teacher in the video would no longer just use a whiteboard. Secondly, Indonesian learners of English certainly have difficulties because the videos do not provide text in Bahasa. Since the channel is owned by a foreigner, of course, the application of translations to the videos is not included. But as long as the teacher on the channel uses language and explanations that are easy to understand, this can help students with word translation problems.

B. Recommendations

The researcher gave several suggestions to several groups including teachers, students, and future researchers.

a. For teachers

To improve the atmosphere and classroom experience, teachers can use a variety of media. Teachers can see the different abilities of each child. Teachers must provide motivation more often in the form of support and learning media so that students' ability to understand English, especially vocabulary mastery, can increase.

b. For students

Students are expected to be able to be more active in learning vocabulary. Students should not just wait and get learning materials from teachers, because with the development of technology, there are so many learning media that can be

utilized. In the future, students can use the EngVid channel not only specifically for vocabulary learning but also for other learning materials.

c. For future researchers

The researcher hopes that future researchers will be able to analyze what problems students often face in learning English. Hopefully, later we will be able to explore all problems in English language skills and also be able to collaborate with the EngVid channel in the research process.



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Appendix A: Appointment letter of supervisors



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 12280/Un.08/FTK/Kp.07.6/11/2023

TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-7647/Un.08/FTK/Kp.07.6/07/2023
KEDUA : Menunjuk Saudara :

1. Prof. Habiburrahim, M.Com., MS., Ph.D Sebagai Pembimbing pertama
2. Drs. Amiruddin, M.Pd Sebagai Pembimbing kedua

Untuk membimbing Skripsi

Nama : Ayulliana
NIM : 190203086
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception on EngVid YouTube to Improve Vocabulary Mastery

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 23 November 2023
Dekan

Safrul Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix B: Recommendation from the *Fakultas Tarbiyah dan Keguruan* to
conduct field research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11497/Un.08/FTK.1/TL.00/10/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala SMAN 15 Takengon Binaan Nenggeri Antara
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AYULIANA / 190203086**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampong Jeulingke, Syiah Kuala, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Improving Students' Vocabulary Mastery through EngVid YouTube**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 23 Oktober 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 30 November
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

AR - RANIRY

Appendix C: Confirmation letter from SMAN 15 Takengon Binaan Nenggeri Antara



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 15 TAKENGON
BINAAN NENGERI ANTARA

Jalan Lukup Badak Pegasing (24561) Telp. (0643) 7426448



SURAT KETERANGAN PENELITIAN

Nomor : 421/P-A.15/528/2023

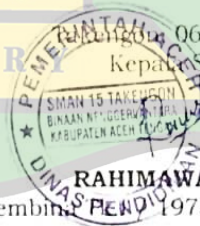
Yang bertanda tangan dibawah ini Kepala SMA Negeri 15 Takengon Binaan Nenggeri Antara Kabupaten Aceh Tengah, menerangkan bahwa :

Nama : **AYULIANA**
NPM : 190203086
Semester/Jurusan : IX/Bahasa Inggris

Benar nama tersebut diatas adalah Maha Siswi Universitas UIN AR-RANIRY, telah Melakukan Penelitian pada SMA Negeri 15 Takengon Binaan Nenggeri Antara tanggal 31 Oktober s/d 02 Nopember 2023, dengan judul "**Improving Student' Vocabulary Mastery Through Engvid Yuotube**".

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya. Terima kasih.

AR - R A N I R Y



06 Nopember 2023

Kepala Sekolah,

RAHIMAWATI, S.Pd, MM
Pembina 197308151997022001

Appendix D: List of interview questions

List of interview questions:

1. Do English teachers often use learning media in the classroom during the learning process? If so, what media is used?
2. Can you understand the vocabulary presented by the teacher using those media?
3. Have you ever experienced difficulties in learning English vocabulary? If so, what difficulties did you experience?
4. What learning media have you used to improve your English skills, especially to improve your vocabulary mastery?
5. Have you ever used the EngVid channel before?
6. What do you think after using the EngVid channel learning media?
7. Is the EngVid channel able to help you improve your vocabulary?
8. In your opinion, what are the advantages of the EngVid channel?
9. In your opinion, what are the disadvantages of the EngVid channel?



Appendix E: Interview photos



AUTOBIOGRAPHY

1. Name : Ayuliana
2. Place / Date of Birth : Aceh Tengah, January 21th 2001
3. Address : Gang Pang Pango, Jeulingke, Syiah Kuala, Banda Aceh
4. Gender : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Occupation : Student
8. Email : 190203086@student.ar-raniry.ac.id
9. Parents
 - a. Father's Name : Drs. M. Rasid Yunan
 - b. Mother's Name : Idayati, Amd,Pd
10. Educational Background
 - a. Elementary School : MIN 12 ACEH TENGAH (2007-2013)
 - b. Junior High School : MTsN 3 ACEH TENGAH (2013-2016)
 - c. Senior High School : SMAN 15 TAKENGON BINAAN NENGGERI ANTARA (2016-2019)
 - d. University : English Education Department, UIN Ar- Raniry Banda Aceh (2019-2023)

Banda Aceh, December 11th 2023

The writer

Ayuliana