

**Watching English Videos on YouTube as a Students' Vocabulary-Building  
Strategy**

*A Skripsi*

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## Statement of Authenticity

### Statement of Authenticity

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Certify that the *skripsi* entitled "Watching English Videos on YouTube as A Students' Vocabulary-Building Strategy" is definitely my own work. I am completely responsible for the content of this paper. Others' opinions or findings included in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, 19 January of 2024



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## **Abstract**

In recent years, students popularly known YouTube as learning media. Because YouTube offers many benefits for students learning, especially increasing vocabulary. This research aims to investigate students' use of YouTube videos as their vocabulary-building strategy. The researcher used a descriptive qualitative approach to collect data from a sample of students, who revealed that students are motivated and have some strategies on using YouTube as vocabulary learning media. The participants came from students' batch 2022 at one of private Islamic university in Yogyakarta. Also, this research used semi structured interview to collect the data. In data analysis, this research used color coding to organize the data. From the results of data collected, the factors which motivated students are YouTube facilitate students to have exposure to new vocabularies, repeatable videos on YouTube facilitates students to learn vocabulary repeatedly, and YouTube have visually interesting videos for students to memorize new vocabularies. Moreover, the strategies used by students are take a note, repeating new words, and by memorizing. In conclusion, using YouTube as vocabulary learning media recognize as effective and popular strategy discussed in this study.

*Keywords:* YouTube as learning media, Students' motivation, Students' strategy, Vocabulary learning

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## **Chapter One**

### **Introduction**

This first chapter contains of the topic of the research. There are several points to discuss. These are all the background of the study, identification of the problem, delimitation of the problem, research questions, objectives of the research, importance of the research, and organization of the research.

### **Background of the Study**

Language is an important key to communicate each other as a simple way to expresses our self, especially English. English as people known as international language is popular in several country. Even in Indonesian school, English become a lesson of the study. Research by Mappiase and Sihes (2014), Indonesia's elementary and high schools has used the academic curriculum, which includes English as course of the study, as approved by the Department of National Education of Indonesia. Therefore, English become important subject for students in Indonesia to learn it in the classroom.

In learning English as a foreign language, vocabulary knowledge has a significant role. With mastering English vocabulary, students can be easier to learn English in school. As Susanto (2017) mentioned vocabulary learning is a crucial component of learning a foreign language. Whether in books or recorded dialogue, the definitions of new words are usually highlighted. The relevance of vocabulary to a language learner is acknowledged as being crucial to language courses. The foundation of learning a new language is vocabulary. Moreover, the



fundamental way to learn English is you have to consider many words as you can as a basic.

Technology development has grown so fast. Nowadays, technology is frequently used in the process of teaching and learning., especially English course. The advancement of technology create convenience called social media. Through the social media everyone can explore any kinds of events that happen in the wide world. YouTube, Twitter, Facebook, Instagram, and TikTok are the example of it. In this case, YouTube can be the best sources for the students in learning English as a foreign language. Research by Latifah (2021) stated YouTube may be used for educational purposes as a social media platform as well as a video with audio and visual components. EFL students may choose from a range of instructional video content on YouTube based on their choices, such as the skill they want to acquire, and which one best matches their learning style. Furthermore, YouTube is a social media platform that can use as a learning resource.

From the explanation above, videos are one of the many media which can be used to learn English. Metruk (2018) said watching English videos may be seen as an effective and popular strategy in relation to learning English as a foreign language, which should be paid considerable attention by teachers and students. Hence, videos can be good sources to learn English vocabulary.

Nevertheless, in every step on learning English as foreign language has difficulties itself. Learning English through videos on YouTube has its difficulties too. For example, students need to have some reason to motivate them to watch videos on YouTube, then know the content of the videos created by the content creator. As Hia (2021) stated on learning vocabulary using YouTube, students need to have some motivation and reason to help them find better learning strategy on increasing their vocabulary knowledge. Also students have to know and heard carefully word by word the content creator said in English. Even though, if students' listening well but they are lack of vocabulary it will make them difficult to them to learn English from the videos. The lack of vocabulary can be their barrier to learn English because they have to know the meaning of the words said or scripted in the videos. As Ibhara (2022) mentioned the difficulties on using YouTube as vocabulary learning may be seen as barriers on students learning. Such as, observe the video carefully, and understand the meaning of word spoken by native speakers.

In this occasion, the researcher wants to know the use of YouTube videos as English learning media at higher level education with research entitled "Watching English Videos on YouTube as Students' Vocabulary-Building Strategy".

## **Identification of the Problems**

In learning vocabulary using YouTube, students may find several of problems. This kind of problems inspire the researcher to take an observation about the student use of YouTube as vocabulary learning media. According to the researcher's observation, there are some interesting phenomena happen in English language education department. Including, the lecturer use YouTube as learning media inside the classroom. The use of YouTube in the classroom by the lecturer such as presenting the learning material, and give video assignment for the students, then tell the students to upload the video in YouTube. In addition, the phenomena come from outside of the classroom is many students using YouTube while they are hangout or on a groupwork. Usually, the students watch the video on YouTube in English. But sometimes they use translation feature in YouTube video or watching the video in Indonesian language.

Based on the phenomena above, the researcher found that students faced several problems. First, some students choose to learn English Independently instead of learning in the classroom. Because there are some explanations after they learn English using YouTube in the classroom have not been clearly conveyed. Second, the monotone of teaching technique. In this case, students seem bored when learning English using YouTube in the classroom. Last, YouTube provide many videos for students to access it anywhere anytime. So, students rather to learn English independently through YouTube after learning in the classroom. Therefore, students' strategy in learning English vocabulary is varied, and the researcher making this research related to that topic.

### **Delimitation of The Problem**

This study focusses on the individual usage of YouTube outside the classroom for enhancing students' vocabulary. The researcher will investigate their vocabulary skill based on their experience on using YouTube in individual learning.

### **Research Questions**

Based on the study background outlined above, the researcher created the questions of this research in the way detailed below:

1. What factors that encourage students to use YouTube as their vocabulary learning media?
2. What are students' strategies to learn vocabulary using YouTube videos?

### **Research Objectives**

Based on the research question above, the researcher formulated the following research objective:

1. To find out the factors that encourage students to use YouTube as their vocabulary learning media.
2. To find out the strategies for students to learn English through watching vocabulary videos on YouTube.

### **Significance of the research**

In this part, the researcher expects that this research study was useful to a wide range of people, including further researcher, lecturer, and students. The advantages listed below are:

#### **Students**

The researcher expected that this research can give knowledge for students on how to use YouTube videos as a learning material, also vocabulary development tool.

#### **Teachers**

The researcher expected that this research give insight about learning strategies who can be used by future teachers to teach vocabulary on the classroom.

#### **Future Researchers**

The researcher expected that this research can be used as a reference for other researchers who are working on projects with a related topic in the future. Thus, the results of the future research are expected to accomplish this research study related to same topic of the research.

### **Organization of The Chapter**

This research consists of five chapters. Those chapter is introduction, literature review, methodology, finding & discussion, and Conclusion.

Chapter one contains research background, problem identification, and problem delimitation. Also, this chapter consist of research questions, research objective, significance of the research, and organization of the chapter.

Chapter two discuss theoretical studies, and theory on all matters related to the topic of watching videos on YouTube as vocabulary building-strategy. Apart from that, this chapter also explains definition of learning media, the importance of learning media, types of learning media, and video as learning media. Also, the definition of YouTube, the feature of YouTube, YouTube users' statistics, YouTube for foreign language learning, and types of YouTube videos for foreign language learning. In addition, there is the definition of vocabulary, strategy of using YouTube for vocabulary learning, review of related study, and conceptual framework.

In the third chapter, there is research design, research setting, research participants, data collection technique, data collection procedure, and data analysis.

In the fourth chapter, there are research findings and discussion. The analysis of the data the researcher gathered from the interviews is included in the research findings. Also, this chapter contain the answers from the research questions of this study.

In the final chapter there are summary of the research followed by recommendations based on the findings of the research.

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher explain the literature review that was completed along with other relevant references regarding this research study problems. These relevant references discuss definition of learning media, the importance of learning media, types of learning media, and video as learning media. Also, the definition of YouTube, the feature of YouTube, YouTube users' statistics, YouTube for foreign language learning, and types of YouTube videos for foreign language learning. In addition, there is the definition of vocabulary, strategy of using YouTube for vocabulary learning, review of related study, and conceptual framework.

#### **Learning Media**

Learning media is one of the support factors in learning process, especially in learning English as foreign language. With learning media students can easily reach their goals by using learning media as a way to master English as foreign language. Therefore, the definition of learning media, the importance of learning media, and the types of learning media were discussed.

#### ***The Definition of Learning Media***

As supporting tool in learning English as foreign language, learning media have many definitions. As Ediyani et al. (2020) defined learning media as one of the elements of learning resources which can help the teachers to enhancing students' insight. Also, Musfiqon (2012) defined learning media is a tool which is

used to support students' learning process to reach their objectives. The learning media can help materials ready to be learned by the students and inspire them to study more (as cited in Puspitarini and Hanif, 2019). In addition, Jalinus and Ambiyar (2016) stated learning media means everything which is related with using actual items and visual pictures to teach and communicate with students. With these media, teachers may give a stimulus to make learning more efficient (as cited in Nabilah et al., 2020). Regarding to the definitions about learning media above, the researcher can conclude that learning media is kind of supporting material which used by students to learn way more better gaining knowledges from their teacher.

### ***The Importance of Learning Media***

Learning media has its importance in learning processes for students in learning English as foreign languages. As Setiana et al. (2021) argued that learning media is similar to the heart of a teaching and learning process that will have an important good or bad influence on the students. In addition, Putra and Hidayati (2017) stated that the importance of learning media is that it functions to enhance or clarify the material presented verbally and to engage students' interest in learning (as cited in Astuti et al., 2021). To conclude, the importance of learning media for students is to grow their interest in learning. Besides, learning media also has the positive or negative impact on students learning too.

### ***Types of Learning Media.***



This part discusses the types of learning media. Learning media has its many different types on it. As Kurniawati and Nita (2018) mentioned there are four different types of learning media: visual, auditory, audio-visual, and multimedia. Due to its interactivity and ability to grab students' attention, multimedia is an appropriate option for creating instructional materials in line with the advancement of modern technology. Multimedia is very simple for people to produce and use. Students which use multimedia may control all tools in accordance with their demands because it is an application-based type of media (as cited in Nabilah et al., 2020). Also, Hartidini et al. (2018) stated several types of learning media are often used by teachers including audio, visual, and audio-visual. Teachers mostly used audio-visual materials that engage different senses in the learning process (as cited in Khairani, 2021). In addition, Hermawan et al. (2022) mentioned the various types of learning media are books, graphic design software, photography, and other electronic and non-electronic instruments. From those types of learning media, books, and audio-visual or multimedia often to be found in the learning processes in the classroom. Hence, it's important to recognize the types of learning media.

### **Videos as English Learning Media**

Video is one of the education tools which really helpful for the students to learning English. Students can access video anywhere, anytime in different types of gadgets. In learning foreign language such as English, videos is the best media for students to learn it from their teacher, or learn by their own. Using video as English learning media has a several advantages. As Bajrami and Ismaili (2016)

mentions videos benefits in English learning is that video provide original and authentic input as they are created specifically for native speakers including movies, TV shows, and music video. Also, video allow the students to see how people engage with their culture using English by bringing the numerous communicative situations in the classroom. From those advantage, the use of videos as vocabulary learning media was highly recommended.

### **YouTube**

For many years, technological progress has always been useful for human life. Especially, in the field of education, in terms of teaching and learning. With the advancement of technology for educational needs, it has created convenience for students and teachers to access the internet. With the internet, students can easily access the materials about their learning process. Especially, with the use of social media as a teaching aid, such as YouTube.

YouTube was established by Chad Hurley, Steve Chan, and Jawed Karim in 2005. In its first year, YouTube is a media sharing platforms. As supported by Wisankosol (2021) YouTube was made as a stage for people to transfer and share recording videos on the web, businesses and a great number of others such as educations. In addition to amateur and professional musicians and artists, uploaded their videos to promote, market, or simply share because they saw opportunities and benefits there

The definition of YouTube. Romadhon and Qurohman (2017) explained YouTube is the most popular online video website in the world. The majority of YouTube users are young people who can easily share and access videos and information

from across the world. They have limitless access to upload, download, search, watch, share, and debate videos. This website serves as a tool for learning English through improving the enjoyment, excitement, and interaction. YouTube instructional videos may be use by students as a form of interactive learning. The students may use it as a medium of studying English whenever they want, with no restrictions of time or location. YouTube thus becomes a great tool for learning English. In addition, Burke and Snyder (2008) mention YouTube is a platform for sharing and viewing videos that makes it simple for users to publish and distribute videos. It becomes the most popular tool for finding internet videos (as cited in Masita, 2019). In conclude, as definition about YouTube explained. YouTube has it own function. Particularly, the function of YouTube as a educational aid.

### **The Feature of YouTube**

YouTube has several features which very useful to their users and make it simples as well. As Binmahboob (2020) mentioned the notable feature of YouTube is the number of videos on different topics and in several languages. Users simply type the title of the video they want to see into a search box, and it will start playing right away. Also, as Maziriri et al. (2020) mentioned the unique feature of YouTube divided into two parts of the users which can be clearly identified, there are the viewers and the content creators. Actually, according to YouTube itself there are still many features of YouTube. Such as, Homepage, YouTube shorts, YouTube collection, YouTube for kids, watch later, and downloaded video. It features make the users easier to use YouTube.

## **YouTube Users Statistics**

In its use, YouTube have number of users. There are many users from different countries, ages, and races. As Annur (2023) stated in the first quarter of 2023, there were 2.68 billion actives YouTube users worldwide, according to data from Business of Apps. This is the greatest amount in almost ten years. In terms of comparisons between quarters, or q-to-q, the number of active YouTube subscribers increased by 0.26%. When comparing the first quarter of 2023 to the same time the year before (year-on-year/yoy), the total number of active YouTube users raise by 9.17%. In addition, as Shewale (2023) stated YouTube active users in 2023 has more than 2.6 billion. Every day, over 122 million of the users visit YouTube through its websites and apps. India is the country with the most YouTube users (467 million). With 247 million, USA is the second country. The number of YouTube users is widely range from that information.

## **YouTube for Foreign Language Learning**

The existence of YouTube in education sectors is needed to support the teaching and learning process, especially in English for foreign language. The use of YouTube in English for foreign language learning has several benefits. As Arif (2019) mentioned the usage of social media such as YouTube in the EFL classroom, offers some opportunities for students to improve their English language abilities. Alwehaibi (2013) stated generally YouTube videos offer several benefits for learning a foreign language, such as showing real-life examples of native speakers using English in everyday conversations and their cultures (as cited in Ayu, 2016). Also, as Jackman (2019) stated foreign language

learners believe that YouTube is highly beneficial in language learning, since it enables students to observe and listen to native language speakers, where the accents and subtleties of the actual language may be heard.

### **Vocabulary**

Vocabulary is significant to the students who started to learn English as a foreign language. Learning English as a foreign language with having a lots of vocabulary knowledge is a special benefit to the students. Therefore, vocabulary plays significant role since the students wants to mastering English. Some experts have their opinion about vocabulary.

Understanding the definition of vocabulary is an important thing before studying how important vocabulary itself to improve students' English skill. Schmitt and Schmitt (2005) mentioned in general, vocabulary refers to both word knowledge and word definitions, and they added that a word is a sound or group of sounds that convey meaning and represents anything in writing or speech (as cited in Rasouli and Jafari, 2016).

### **Factors That Encourage Students to Use YouTube Videos as Their Vocabulary Learning Media**

Motivation in learning English vocabulary is important for students. Students need to know their reason about why they need to use YouTube as vocabulary learning media. Those reasons will engage students' motivation to be better in learning. As Modokompit et al. (2020) found that students have some factors to use YouTube as Vocabulary learning media. Such as, some of the

videos on YouTube can be seen replayable on a phone or computer, and the platform is simple to operate, use, and reach. Also, there are various of educational videos on YouTube, including movies, songs, classroom lessons, and more, making it entertaining to increase students' vocabulary in English. So, students can be highly motivated. In addition, Kabooha and Elyas (2018) stated the reason that students were highly motivated in using YouTube as vocabulary learning media is because, the students considered that YouTube was a visually interesting educational resource that could help them in learning English vocabulary. Students also discovered that using YouTube is enjoyable and easy to use. Furthermore, those factors help students to be highly motivated in learning English vocabulary through YouTube.

### **Using YouTube for Vocabulary Learning Strategy**

In learning vocabulary, strategies are needed to increase students' motivation and skills. Strategies are students' way to learn something by their own. As Richard and Platt (1992) defined Internal habits and ideas used by learners during learning processes to help them understand, learn, or remember their new information are known as strategies (as cited in Bellabas, 2015).

In addition, YouTube help students to apply their strategies on learning vocabulary. By watching videos on YouTube students can increase their vocabulary knowledge. As Solano et al. (2020) mentioned YouTube provide some benefits on students' vocabulary learning. Such as; various videos of native speakers, lots of interesting video which quick accessible, also it offers an enormous quantity of free videos.

As the importance of using strategies during learning processes, there are many strategies which students can use to improve their vocabulary through YouTube videos. As Watkins and Wilkins (2011) mentioned there is two strategies on using YouTube for vocabulary learning. First, summarizing or take a note. The activity is students need to use YouTube, also take notes on the major ideas and crucial information to gain new vocabulary. Then verbally verify and develop their notes with a friend after looking of the transcript of the clips video. Second, students can write an essay according to the genre which is ideal to them from the video on YouTube to enrich vocabulary. In addition, Balcikanli (2010) explained there are four ways to use YouTube as vocabulary learning. Such as, first, students can use TV shows program on YouTube to get the authentic language with focussing on grammar and lexical point to improve vocabulary. Secondly, students can use karaoke feature on YouTube to sing a song and find a lyric they never heard. Third, TV talk show was good recommendation on using YouTube, while students pay attention and observe the talk show. Fourth, watching the ads commercial on YouTube with focussing on grammar to enrich vocabulary.

### **Review of Related Studies**

The topic which related to the usage of YouTube as vocabulary learning strategy have previously been studied by the other researchers. However, only three of the previous research studies were chosen by the researcher which relevant to the current research. The first study was conducted by Kabooha and Elyas (2018) with title “The Effects of YouTube in Multimedia Instruction for

Vocabulary Learning: Perceptions of EFL Students and Teachers”. The aim of the study is to find out whether using YouTube in reading classes at King Abdul Aziz University affects the vocabulary comprehension and retention of female Saudi English language learners. The study used quantitative approach with pre-test and post-test on experimental and control group as research design. The participants of the research were one hundred female Saudi students studying in King Abdul Aziz University's preparatory English as a Foreign Language program. According to the study's findings, the participants had a positive view of using YouTube in the classroom. The results also showed that the students' vocabulary achievement had significantly improved.

The second study related to this research was from Nofrika (2019) entitled “EFL Students' Voice: The Role of YouTube in Developing English Competencies”. The purpose of the study was to analyse the use of YouTube as a vocabulary learning tool for students. The study used descriptive qualitative design as methodology. To gathering the data the study used interview. The participant of the study was four EFL university students in one private Islamic university in Yogyakarta. The result of the study indicated that students improve their English competencies. Such as speaking skill, pronunciation, listening skills, grammar and vocabulary, after watching YouTube.

The last study was conducted by Hasan, Ibrahim, Mustapha, Islam, and Younus (2018) with title “The Use of YouTube Videos in Learning English Language Skills at Tertiary Level in Bangladesh”. The study was conducted at one of Bangladeshi universities. The study focused on how using YouTube might



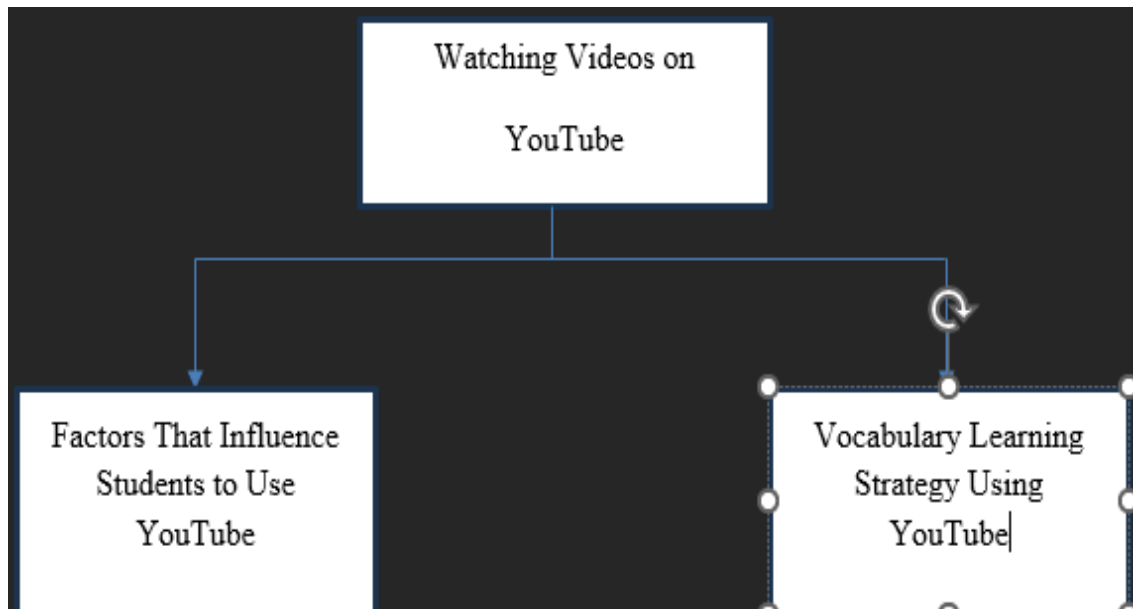
improve students' English language abilities. The study used qualitative approach as research design. To collect the data, the study used interview from focus group discussion. The participants of the study were four university students. The result of the study found English language learners may improve their pronunciation, intonation, voice delivery, grammar and vocabulary knowledge, listening abilities, and problem-solving abilities with using YouTube as a tool for support learning processes.

The similarities between this current research with those previous studies were the things which related to the use of YouTube as a scope of vocabulary building-strategy. Hence, there are also the differences between this current research with the previous studies. Such as, the research design and the way of collecting the data from previous studies with this current research was different. Also, the participants of the research and the research took place from current research with previous study was different. In addition, topics related to problems and strategies of using YouTube as Vocabulary building-strategy have been mentioned in previous study, it not fully explained. Therefore, the purpose of this current research is to clarify the used of YouTube videos as vocabulary learning strategy.

### **Conceptual Framework.**

The research's aims are to find out the most popular types of videos on YouTube from the students to support language learning, and to find out the strategies for students to improve their vocabulary through watching English

videos on YouTube. Therefore, as a result, the conceptual framework of this study is represented in the figure below.



**Figure 1. Conceptual Framework**

## **Chapter Three**

### **Methodology**

In this chapter, the researcher explains the methodology used in this research and explain the process of data collection. Also, this chapter contains research design, research setting, research participant, research instrument, data collecting procedure, data analysis, and trustworthiness.

### **Research Design**

The purpose of the current research is to find out the phenomena happen on students' use of YouTube in vocabulary learning, and to explore the strategy of using YouTube toward students' vocabulary learning. In order to conduct this research, the researcher adopts a qualitative approach. As Mohajan (2018) explained the purpose of a qualitative approach is to gain a better understanding and systematic interpretation of problems or phenomena from the perspective of the people being studied in order to discover new ideas and theories (as cited in Noor and Ampornstira, 2019). The researcher adopts qualitative approach because the researcher wants to provide a clear summary about the objective of the phenomena being investigated.

Descriptive qualitative method was used in this study as research design. As Cronin et al. (2015) defined that a descriptive qualitative study aims to identify or investigate a phenomenon, topic, and problem. It may include various inquiries about people's experiences, knowledge, attitudes, feelings, perceptions, and opinions. (as cited in Ehsani et al., 2016). Thus, the statement is presented to

support this current research, since the researcher want to collect the data from the students experience on the use of YouTube as vocabulary learning strategy.

### **Research Setting**

In this section, the researcher explains the setting of the research. Including setting of place and setting of time when this research was conducted. For conducting the research, the researcher has chosen one of private Islamic university in Yogyakarta, specifically in English language education department. The reason why the researcher chooses English education department is because, this place is used as a place for students' English learning. Also, in this place, students often use YouTube as learning tool. This research was conducted for one months starting from data collection to writing results. Followed by one week of interview, also less than one month of data processing.

### **Research Participant**

There are six students who become the participants of the current research, who are willing to be interviewed. To qualify the participants, the researcher has Three criteria. First, the participants were students from English language education department, at the selected university. Second, the participants were ELED students at one of private university in Yogyakarta. Those participants chosen by recommendation. Last, the participants have a lot of years in experience of using YouTube as learning media.

The researcher used pseudonyms for the interviewees to ensure the participants' data confidentiality; the interviewees' identities are displayed in the following table.

No.	Pseudonym	Gender	Semester	Years of their experiences in using YouTube
1	Calvin	Male	5	7 years
2	Cynthia	Female	5	7 years
3	Brian	Male	5	6 years
4	Abraham	Male	5	7 years
5	Tony	Male	5	8 years
6	Elisabeth	Female	5	7 years

### **Data Collection Technique**

This current research used interview for data collection. Ruslin et.al (2022) defined an interview as a type of conversation between two or more parties (the interviewers and the interviewees), which questions are raised in an effort to gain additional information from the participants.

Furthermore, the technique of the interview used in the current research is semi structured interview. Since, in semi structured interview the researcher can give the follow up questions to get deeper understanding of the information given by the interviewer. The interview was conducted with meeting face to face in a place who the interviewer and the interviewee are agreed.

### **Research Instrument**

This current research used semi structured interview guideline as an instrument to collect the data. The researcher gives six questions. Questions number one until three are relate to the factors that encourage students to use YouTube as their vocabulary learning media. Question number four until six are relate to the students' strategies to learn vocabulary using YouTube. Also, the researcher was meeting face to face with the participants in interview process. To help the researcher, a laptop and handphone are prepared to write the important things and record all of the information from the participants.

### **Data Collection Procedure**

In this part, there are some procedures from the researcher to obtain the data. In the first step, the researcher creates the interview question which is related to the topic of the current research. The second step, the researcher gets an agreement from the participants previously predetermined, for a place and time for the interview. The agreement was reached by meeting and using WhatsApp. The researcher used a laptop and smartphone as interview supporting media. The third step, after the agreement was reached, the researcher interviewed for an hour using Indonesian language. The reason why the researcher used Indonesian language was because to avoid misunderstanding and to help the participants feel comfortable. Also, Indonesian language was used as a daily language for the interviewer and the interviewee. In the last step, after all of the questions had been answered, the data from the participants was collected.

## **Data Analysis**

In qualitative research, the process of analysing the data is needed. The data is information that come from the participants through the study process. In analysing the data, this current research uses three stages. Namely, transcribing, member checking, and coding.

### **Transcribing**

The first stage of analysing the data is to transcribe, once the information has been acquired from the interview into written text. As Noble and Smith (2014) stated transcribing data from the interview needed to get in-depth understanding of the phenomenon being investigated (p. 3).

### **Member Checking**

The second stage of analysing the data is member checking. In this process, the participants need to review their response process from the previous interview to clarify the validity of the transcribed data. As Doyle (2007) defined member checking means for sharing interview results with study participants to confirm the accuracy of the data (as cited in López-Zerón et.al, 2021).

Therefore, in this stage, the researcher does the member checking with the participants to ensure the researcher's transcript was accurately reflects what the participants said or thought. After the data processing and writing in chapter four are finished, the participants are given the opportunity to read the results once more and let the researcher know if there are any mistakes.

## **Coding**

The last stage of analysing the data is coding. As Stuckey (2015) defined coding is the last step of data analysis, which means the process of organizing and analysing the data. Coding also needs time and creative ability. In addition, Böhm (2004) explained coding is the process of decoding or interpreting data which also includes idea concepts, explanation, and discussion. Open coding, axial coding, and selective coding are the three steps of coding that are potentially considered as phases in the research process. In this part, the researcher will combine and draw the conclusion of the data have been acquired.

Color coding was used in this research. As Saldaña (2019) stated in qualitative research, color coding is a technique used to visually recognize and classify concepts, themes, or patterns in data. It is a commonly used technique in qualitative analysis to assist researchers in making sense of huge amounts of data. The process of choosing colours to represent, emphasize, and set apart various code categories from one another is known as color coding. Color coding is used to give the data analysis process an additional layer of organization and understanding. Researchers can use a range of colours to visually indicate the many types of codes as they are developed and allocated to text or interview segments. This makes it easier to spot any patterns or differences that would be difficult to find from the text alone, as well as to quickly find connections between various themes, concepts, or idea.



## **Trustworthiness**

According to Conelly (2016) the term trustworthiness describes the level of confidence in the information, analysis, and procedures used to guarantee a study's quality. Therefore, this part shows how the researcher persuades himself and his participants that the research's findings have been independently verified to be credible. Because the credibility of the data is one of four main criteria in trustworthiness conducted by the researcher. As Tracy and Hinrichs (2017) stated credibility are important in creating confidence that participants can act on the data findings to make decisions by their own lives, work, and families, or in the future.

To clarify the data credibility, the researcher used member checking. As Sugiyono (2019) stated the aim of member checking is to ensure that the data collected and used in the findings are corresponds with the stated objectives of the informants and data sources (as cited in Himawan et.al, 2023).

## **Chapter Four**

### **Findings and Discussion**

In this chapter, the researcher presents research findings and discussion of the data analysis. The research findings presented in this chapter were created using the data obtained during the interviews. Regarding the study objectives, two significant findings are presented. First, the factors that influence students to use YouTube as their vocabulary learning media. Second, students' strategies to learn English vocabulary using YouTube videos.

#### **Factors That Influence Students to Use YouTube as Their Vocabulary Learning Media**

Based on the results obtained from the interview, students have different factors that influence them to use YouTube as Vocabulary learning media. Calvin, Cynthia, Brian, Abraham, Tony, Elisabeth are six students who participate in this research, that mentioned several factors to use YouTube as Vocabulary learning media. Including: YouTube facilitate students to have exposure to new vocabularies (1), YouTube's repeatable videos facilitate students to learn vocabulary repeatedly (2), and YouTube have visually interesting videos for students to memorize new vocabularies (3).

**YouTube facilitate students to have exposure to new vocabularies.** In the results of the interview, YouTube was facilitating students to have exposure on new vocabularies is the first factor that encourage students to use YouTube as their vocabulary learning media. There are few students as participants of study admitted that YouTube were easy to use anywhere and everywhere when they

wanted to use it, especially to learn vocabulary. Those students were Cynthia, Brian, Abraham, Tony, and Elisabeth. As the participants, Cynthia said “Accessing videos on YouTube is very easy, it can be used anywhere and anytime. With the easiest way of YouTube, I can access various English videos by native speakers to learn new vocabulary”. Also, Brian said “With easy access of the search feature on YouTube, I can find suitable videos to increase my vocabulary knowledge”. Besides, Elisabeth said “When I used YouTube as vocabulary learning media, I found that YouTube was accessible and have one of the features who help me give English translate of some videos to learn vocabulary”.

According to Cahyono (2021) students can easily access YouTube on their laptops or mobile phones. They can watch videos in the classroom at any time or location, which makes them more engaged and motivated to learn vocabulary from native speakers. Moreover, this research findings were in line with several previous studies from Kabooha and Elyas (2018), and Cahyono (2021) who also found that YouTube is easy to use as vocabulary learning media. As Kabooha and Elyas (2018) shown in their study, 89% of students said that watching YouTube videos helped them learn vocabulary in English, because the easiest way of using YouTube. Also, Cahyono (2021) shown from the results of the study, the students stated that they received positive impacts from using YouTube as vocabulary learning media. Because they found that YouTube is very easy to use.

**YouTube’s repeatable videos facilitate students to learn vocabulary repeatedly.** The next factors that encourage students to use YouTube as

vocabulary learning media was the videos on YouTube could be repeatable to watch for students learn new vocabularies. In the results of the interview, Brian said that “I enjoyed using YouTube, because the videos on YouTube was accessible and could be downloaded. From those download feature, I can choose some videos to specifically learn vocabulary and download those videos to watched repeatedly”.

The repeatable of the YouTube videos had encourage Brian to use YouTube as vocabulary learning media. As Webb (2007) stated repetition in vocabulary learning was important. Because with number of time learners met words, learners’ vocabulary will increase. This is in line with one of the studies from, Purwanti et al. (2022) since YouTube videos have variety of topics, from entertainment to education, they provide a wide range of language to increase vocabulary. YouTube is easily accessible to students and offers an enormous number of repeatable videos on a variety of topics which can be downloaded.

**YouTube have visually interesting videos for students to memorize new vocabularies.** The last factors that influence students to use YouTube as vocabulary learning media was the videos on YouTube were visually interesting and easy to memorize as educational resources. In this research’s interview results, all participants admitted that YouTube videos were enjoyable for learning. Those are Calvin, Cynthia, Brian, Abraham, Tony, and Elisabeth were the students as participants of the study. Calvin, Cynthia, Brian, and Abraham have the same experience on Using YouTube as vocabulary learning media, they found the variety of the videos on YouTube makes them happy, because it was

enjoyable and fun to watch, especially learning new vocabulary. As Calvin said, “The videos on YouTube are very interesting and suitable for vocabulary learning resources for students like me. With some good visuality of the YouTube videos, it was help me to memorize new vocabulary found”. Besides, Tony said “I enjoyed on using YouTube as vocabulary learning media. Because I could watch my favourite Japanese animation, which is for me have visual engagement, and use English subtitle on those videos animation to learn vocabulary at the same time”.

According to Watkins and Wilkins (2011) YouTube is a great resource for students to know different versions of English. Students enjoy the variety of information and cultures, and short movies in a range of language which are easily accessible. So, it would make them more interested to learn vocabulary. In addition, Chen et al. (2009) stated the essential of meaningful learning is context awareness, which enables it to automatically give students with the educational resources they need for situational learning exercises (as cited in Huang and Chiu, 2015). Moreover, this research was in line with two of the previous study by Morat et al. (2016), and Tan (2013). As Morat et al. (2016) said overall, videos on YouTube are very interesting and enjoy to watched. So, the motivation of ESL learners can be stimulated, enhanced, and maintained through the usage of YouTube as a language resource for learning English vocabulary (p. 146). Also, Tan (2013) stated a child learns when they are doing something and then they enjoy doing, and if you are watching something that's a little bit funny, you will remember it a lot. For example, students found some visually interesting videos

which relatable to increase their vocabulary knowledge, they would remember the new vocabulary found from the visual of the videos they have watched.

### **Students' Strategies to Learn English Vocabulary Using YouTube Videos**

In this part, the researcher shows the interview results which contain of the students' strategies to learn English vocabulary using YouTube Videos. There are Three strategies found from the interview. Those are taking a note (1), repetitioning new words (2), and by memorizing (3).

**Taking a note.** The first strategies found on the result of the interview was by taking a note. According to the interview findings, three participants have their own strategies on using YouTube as vocabulary learning media. Calvin, Cynthia, Brian, Abraham, Tony, and Elisabeth claimed that they have taking a note after watching English videos on YouTube as their strategies. The same experience from Calvin, Cynthia, and Elisabeth on their strategies were after watching the videos on YouTube, usually they would take a note on the new words that they have acquire. As Cynthia said, "I watched a video clip from a western film, then I heard a new word that was often mentioned repeatedly in the video. After that, I found out the meaning of the word in Indonesian and do note-taking". Also, Elisabeth said. "After watched a video on YouTube, I observed it carefully, focusing on foreign words and phrases in English that I had never known using English subtitles, then noted down those words and phrases".

According to Watkins and Wilkins (2011) summarizing and take notes on the major idea is one of activity would requires students to use YouTube and

watch videos with various of topics. Then, take notes on the main ideas and significant details. Also, verbally check and expand their notes with a partner, listen again to further expand their notes, and then write summaries based on their notes for the note-taking and summarizing. Therefore, this current study is in line with the previous study from Vongpumivitch, et al. (2023), and Abbas and Qassim (2020). As Vongpumivitch, et al. (2023) shown that taking notes was a useful strategy and that YouTube was a great place to learn idioms to increase vocabulary insight. Also, Abbas and Qassim (2020) shown students found that the YouTube videos were enjoyable to watch. These videos enhance students' vocabulary insight. Since they were taking notes after watching YouTube videos.

**Repeating new words.** The next strategy found for students' vocabulary learning through YouTube was repeating new words. According to the interview results, two students admitted that they do repeating new words as their strategies to learn vocabulary with using YouTube as their learning media. Those are Abraham and Elisabeth. Abraham said on their experience, "I carefully watch and listen when watching an English video, and then I verbally repeat words or phrases based on the context that discussed on the video. I also frequently ask friends to confirm that I pronounce the words correctly". Also, Elisabeth said, "After watching videos on YouTube. I tried to repeat new unfamiliar words and ask my friends to verify that I'm pronouncing new words correctly".

Repeating new words is a strategy which students choose for them to learn vocabulary using YouTube. By repetitioning new words which unfamiliar for them, it would help to increase their vocabulary knowledge. This is in line with

Balcikanli (2010) stated by repetition the unfamiliar words, it does increase students' knowledges of the language (p. 93).

**Memorizing.** Last strategies found from the result of the interview for the usage of YouTube as vocabulary learning media was by memorizing. There are three students admitted that they are usually do memorizing as their strategies on using YouTube as vocabulary learning media. Those are Calvin, Cynthia, and Brian. As one of the participants, Brian said, "After watching videos on YouTube, I usually found unfamiliar words. At first glance, I would interpret those new words that I got using a dictionary. Then, I tried to memorize the word to increase my vocabulary insight".

Memorizing is common strategy used by students to remember significant ideas to remember unfamiliar vocabulary using YouTube. This strategy is in line with Arianti et al. (2022) found in order to get through their difficulties with acquiring vocabulary using YouTube. Students often use to memorizing and repeating the main topics as their strategy to increase their vocabulary insights.



## **Chapter Five**

### **Conclusion and Recommendations**

This final chapter presents the conclusions that were obtained from the findings, which finally summarize the current research. Additionally, the section on recommendations offers further advice for the teachers, students, and future researchers.

#### **Conclusion**

YouTube is generally known for students as one of the vocabulary learning resources. Students may choose various of instructional video content on YouTube based on their choices, such as the skill they want to acquire, and which one best matches on their learning style. To learn vocabulary using YouTube, students may have factor who encourage them to use YouTube as vocabulary learning media and learning strategies, they have used on learning vocabulary using YouTube.

As qualitative descriptive research, this study aims to identify factors and strategies used by the students from using YouTube as their vocabulary learning media. This study was conducted at one of private Islamic university in Yogyakarta. Through semi-structured interview of each participant, this study gathers a variety of response from participants' diverse points of view. A group of six participants who have used YouTube as their vocabulary learning media were selected. To analyse the data got from the interview, the researcher does transcribe, member checking, and coding.

Based on the findings and discussion, YouTube have several factors which influence students to use as vocabulary learning media, such as YouTube facilitate students to have exposure to new vocabularies, YouTube's repeatable videos facilitate students to learn vocabulary repeatedly, and YouTube have visually interesting videos for students to memorize new vocabularies. Also, the students' strategy needs to learn vocabulary using YouTube have discussed, namely, note-taking, repetition new words, and memorizing.

### **Recommendations.**

This research additionally provides some recommendations for students, teachers, and future researchers. The recommendations given are expected to give them better insight on watching YouTube videos as vocabulary-building strategy.

### **Students**

Based on the results of the current research, the students doing some activity who help them to recognize and remember new vocabulary found after watching YouTube videos. Therefore, the researcher suggests for students who wanted to increase their insight on vocabulary, YouTube can be their best resources to learn vocabulary. This can be started by doing activities related on increasing vocabulary insight using YouTube videos.

### **Teachers**

This study recommend teacher who wanted to use YouTube as their vocabulary teaching media to give some activities or assignment on their students,

which help students remembrance new vocabulary found after they watch YouTube videos.

### **Future Researchers**

It is expected for future researchers, that this current research can provide valuable reference as the topics discussed in this current research. However, this study suggests for the future researchers to investigate the use of YouTube on the other English skills. Such as, Listening, speaking, reading, and writing.

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## **Appendices**

### **Interview Guideline**

#### **Interview Guideline: “Watching English Videos on YouTube as a Students’ Vocabulary Building-Strategy”.**

**RQ 1:** What factors that encourage students to use YouTube as their vocabulary learning media?

**RQ 2:** What are students’ strategies to learn vocabulary using YouTube videos?

#### **Brief Overview**

In this section of the structured interview, the researcher begins the session with greets the participant pleasantly. Then, the researcher gives a quick overview of what was covered in the remaining parts of the interview.

#### **Main Interview**

The researcher opens the interview session with a question:

RQ 1:

1. How long have you been using YouTube?
2. How often do you using YouTube in a day?
3. In what language you are using YouTube, usually?

4. Why you choose YouTube as vocabulary learning media?

5. What are your thoughts on YouTube as vocabulary learning media?

RQ 2:

1. Are you using YouTube in the classroom or outside the classroom? Why? (Based on your reason that you are using YouTube as vocabulary learning media)

2. Do you have any independent strategies on learning vocabulary through using YouTube? (If you have, please give your reason to do that, and the example how it works)

### **Closing**

In this section, the researcher ends the interview with an ending line that honours the participant and their role in assisting the researcher in gathering the data for their study.

## Coding

Research Questions, Objective, and Findings	Color code/Highlight
What factors that influence students to use YouTube as their vocabulary learning media?	
What are students' strategies to learn English vocabulary using YouTube videos?	

Research Questions, Objective, & Findings	Participants	Color code
<p>What factors that influence students to use YouTube as their vocabulary learning media?</p> <ul style="list-style-type: none"> <li>• Convenience</li> <li>• Replayability free videos</li> <li>• Visually interesting and enjoyability</li> </ul>	Calvin	<ul style="list-style-type: none"> <li>• Hal itu karena saya merupakan mahasiswa pendidikan bahasa Inggris. Lalu saya berpikir dari pengalaman saya, bahwa vidio-vidio di YouTube sangatlah menarik dan menyenangkan.</li> </ul>

<p>educational resource</p>		<ul style="list-style-type: none"> <li>• Karena, beberapa vidio di dalamnya sangatlah menarik dan cocok untuk sumber pembelajaran visual bagi para murid seperti saya.</li> </ul>
	Cynthia	<ul style="list-style-type: none"> <li>• Dalam hal ini saya berpikir, mengakses vidio di YouTube sangatlah mudah, bisa digunakan di mana saja dan kapan saja.</li> <li>• Vidio-vidio di YouTube juga terlihat sangat menyenangkan serta cocok dengan tipe atau <i>genre</i> vidio yang ingin saya lihat.</li> </ul>
	Brian	<ul style="list-style-type: none"> <li>• Menonton vidio-vidio yang menurut saya mudah didapatkan dan tentunya mudah diakses dan ditonton berulang kali.</li> <li>• Menurut saya, YouTube sebagai <i>vocabulary</i></li> </ul>



		<p><i>learning</i> media sangat membantu dan mudah digunakan.</p> <ul style="list-style-type: none"> <li>• Lalu, YouTube menyediakan berbagai macam kebutuhan video yang sangat menarik sebagai sumber pembelajaran, khususnya vocabulary.</li> </ul>
	Abraham	<ul style="list-style-type: none"> <li>• Pertama, karena penggunaan YouTube sangat mudah dan isi konten video di dalamnya sangatlah beragam dan menarik.</li> <li>• Dengan menonton video di YouTube, saya merasa sangatlah menyenangkan dan mudah dinikmati untuk isi konten khususnya saat saya belajar tentang <i>English vocabulary</i>.</li> </ul>

		<ul style="list-style-type: none"> <li>• Menggunakan YouTube sebagai salah satu media yang membantu murid untuk meningkatkan pemahaman tentang <i>vocabulary</i> adalah sebuah cara yang efektif, dengan melihat konten video yang menarik didalamnya.</li> </ul>
	Tony	<ul style="list-style-type: none"> <li>• Contohnya saya menonton video yang mudah dinikmati seperti animasi jepang (Anime) tapi menggunakan subtitle bahasa Inggris.</li> <li>• Karena, menurut saya, YouTube sangatlah mudah digunakan. Entah itu menggunakan smartphone maupun computer.</li> </ul>
	Elisabeth	<ul style="list-style-type: none"> <li>• Karena, video konten berbahasa Inggris di YouTube sangatlah</li> </ul>

		<p>menarik dan sangat cocok untuk saya jadikan media pembelajaran.</p> <ul style="list-style-type: none"> <li>• YouTube mudah digunakan di mana saja dan kapan saja, menurut saya hal itu sangatlah efisien.</li> </ul>
<p>What are students' strategies to learn English vocabulary using YouTube videos?</p> <ul style="list-style-type: none"> <li>• By Taking a note</li> <li>• By writing essay</li> <li>• By repetitioning new words</li> <li>• By memorizing</li> </ul>	Calvin	<ul style="list-style-type: none"> <li>• Setelah saya menonton vidio tersebut, terkadang saya menghafal dan membuat catatan mengenai kosakata baru yang telah saya dapat.</li> </ul>
	Cynthia	<ul style="list-style-type: none"> <li>• Yaitu, salah satu contohnya, biasanya saya sering mengamati kata-kata penting dan baru yang saya belum pernah dengar, dan secara langsung saya cari arti dari kata baru yang</li> </ul>

		<p>saya temukan tersebut di kamus online. Setelah itu saya segera menghafalnya, agar mudah di ingat.</p> <ul style="list-style-type: none"> <li>• Contohnya; saya menonton klip vidio dari sebuah film barat, lalu saya mendengar kata yang baru dan sering disebut berulang dalam vidio tersebut, setelah itu saya cari tahu arti dari kata tersebut dalam bahasa Indonesia dan mencatatnya.</li> </ul>
	Brian	<ul style="list-style-type: none"> <li>• Seperti contohnya, saya sering menambah wawasan tentang kosakata baru saya dengan mencari arti dari kata yang mungkin asing, lalu sekilas saya menghafalnya berbahasa Inggris yang mungkin hanya cocok dengan saya.</li> </ul>

	Abraham	<ul style="list-style-type: none"> <li>• Saya menonton suatu video berbahasa Inggris dan mengamati serta mendengarkan dengan seksama, lalu secara vokal saya mengulang kata atau <i>phrase</i> sesuai dengan konteks yang sedang dibicarakan di dalam video tersebut.</li> </ul>
	Tony	<ul style="list-style-type: none"> <li>• Biasanya saat belajar, saya akan membuat beberapa paragraf yang terdiri dari beberapa kalimat berisikan sebuah kesimpulan dari alur cerita video yang telah saya tonton. Lalu, menggabungkan beberapa paragraph tersebut menjadi sebuah karangan menggunakan bahasa Inggris.</li> </ul>

	Elisabeth	<ul style="list-style-type: none"><li>• Setelah itu saya menonton dan mendengarkan, terutama mengamatnya secara seksama fokus pada kata kata asing berbahasa Inggris yang belum pernah saya ketahui dengan menggunakan subtitle bahasa Inggris, dan <b>mencatat</b> kata atau frasa tersebut.</li><li>• Setelah itu saya berlatih <b>mengulang kata-kata baru</b> tersebut, dan meminta teman saya untuk mengkonfirmasi kebenaran pengucapan saya.</li></ul>
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Participant 1: Calvin

Question and Answer	Color Highlight
<p>Perkenalkan, nama saya Fathan Akbar Al Wafi. Saya mahasiswa Pendidikan Bahasa Inggris angkatan 2019. Tujuan saya bertemu anda hari ini adalah untuk bertanya mengenai beberapa hal yang berhubungan dengan judul skripsi saya. Judulnya yaitu, Watching English Videos on YouTube as Students' Vocabulary-Building Strategy. Untuk membuka sesi wawancara ini. Pertanyaan pertama, apakah kamu pernah menggunakan YouTube?</p>	
<p>Sepengalaman saya, tentu saja saya pernah menggunakan YouTube. Saya sering menggunakan YouTube saat saya memiliki waktu luang di rumah.</p>	
<p>Baik. Lalu, berapa lama pengalaman anda menggunakan YouTube? (Hitungan tahun)</p>	

<p>Saya sudah menggunakan YouTube sekitar 7 tahun. Saya mengenal YouTube dan sering menggunakannya sejak saya SMP.</p>	
<p>Lalu, vidio dengan bahasa apa yang sering anda tonton saat menggunakan YouTube?</p>	
<p>Seringkali, saya menonton vidio di YouTube dengan bahasa Indonesia dan juga bahasa Inggris.</p>	
<p>Dalam sehari, seberapa sering anda menggunakan YouTube? Dan untuk apa anda menggunakan YouTube? (Berikan contoh)</p>	
<p>Kalau dihitung hitung. Kira-kira, saya menggunakan YouTube lebih dari 3-4 jam sehari. Biasanya 30 menit untuk belajar, dan sisanya menonton vidio acak. Contohnya; vidio hafalan tentang kosakata dan <i>tenses</i> dalam bahasa Inggris, live streaming game, konten review teknologi, dll.</p>	



<p>Menurut pernyataan anda sebelumnya, mengapa anda menggunakan YouTube khususnya sebagai media untuk belajar dan menambah kosakata dalam bahasa Inggris?</p>	
<p>Hal itu karena saya merupakan mahasiswa pendidikan bahasa Inggris. Lalu saya berpikir bahwa vidio-vidio di YouTube sangatlah menarik dan menyenangkan. Hal itu sesuai dengan bagaimana saya membutuhkan wawasan tentang kosakata baru khususnya bahasa Inggris, agar wawasan saya dalam berbahasa Inggris dapat membantu saya dalam belajar bahasa Inggris di dalam maupun di luar kelas.</p>	<ul style="list-style-type: none"> <li>• Hal itu karena saya merupakan mahasiswa pendidikan bahasa Inggris. Lalu saya berpikir bahwa vidio-vidio di YouTube sangatlah menarik dan menyenangkan.</li> </ul>
<p>Apakah ada alasan tambahan lain?</p>	
<p>Ada. Alasan lain yang memengaruhi saya untuk menambah wawasan saya dengan menonton vidio di YouTube dan mengenal kosakata baru dalam bahasa Inggris. Yaitu, agar saya bisa</p>	

<p>menonton film asing berbahasa Inggris tanpa menggunakan subtitle bahasa Indonesia. Dan juga, supaya saya bisa berbicara atau membaca segala hal mengenai bahasa Inggris dengan lancar.Selain itu</p>	
<p>Selanjutnya, bagaimana pendapat anda tentang YouTube sebagai <i>vocabulary learning media</i>?</p>	
<p>Menurut saya, YouTube sebagai vocabulary learning media sangatlah bagus. Karena, beberapa vidio di dalamnya sangatlah menarik dan cocok untuk sumber pembelajaran visual bagi para murid seperti saya.</p>	<ul style="list-style-type: none"> <li>• Karena, beberapa vidio di dalamnya sangatlah menarik dan cocok untuk sumber pembelajaran visual bagi para murid seperti saya.</li> </ul>
<p>Selanjutnya, menurut pengalaman anda. Apakah anda memiliki strategi tersendiri dalam menggunakan YouTube, khususnya dalam belajar atau menambah kosakata berbahasa Inggris?</p>	
<p>Tentu saja. Seperti yang sudah saya jelaskan sebelumnya, saya memiliki</p>	<ul style="list-style-type: none"> <li>• Setelah saya menonton vidio tersebut, terkadang saya</li> </ul>

<p>cara sendiri dalam menggunakan YouTube untuk meningkatkan wawasan saya mengenai kosakata baru berbahasa Inggris. Dalam 3-4 jam sehari sering kali saya menonton vidio berbahasa inggris dan juga vidio dengan konten yang berisikan bahasa Inggris. Seperti, konten vidio <i>game</i>, <i>gadget review</i>, macam-macam <i>English tenses</i>, dll. Setelah saya menonton vidio tersebut, terkadang saya menghafal dan membuat catatan mengenai kosakata baru yang telah saya dapat.</p>	<p>menghafal dan membuat catatan mengenai kosakata baru yang telah saya dapat.</p>
<p>Baik, terima kasih. Itu saja beberapa pertanyaan yang saya berikan. Apakah ada tambahan lain yang ingin anda berikan mengenai jawaban anda?</p>	
<p>Sejauh ini tidak ada, sepertinya itu saja.</p>	

Participant 2: Cynthia

Question and Answer	Color Highlight
<p>Perkenalkan, nama saya Fathan Akbar Al Wafi. Saya mahasiswa Pendidikan Bahasa Inggris angkatan 2019. Tujuan saya bertemu anda hari ini adalah untuk bertanya mengenai beberapa hal yang berhubungan dengan judul skripsi saya. Judulnya yaitu, Watching English Videos on YouTube as Students' Vocabulary-Building Strategy. Untuk membuka sesi wawancara ini. Pertanyaan pertama, apakah kamu pernah menggunakan YouTube?</p>	
<p>Ya, tentu saja. Saya sering menggunakannya akhir-akhir ini.</p>	
<p>Selanjutnya, berapa lama anda telah menggunakan YouTube? (kalau dalam hitungan tahun)</p>	
<p>Saya mengenal YouTube, dan sudah sering menggunakan YouTube sekitar</p>	

7 tahun pengalaman saya. Yaitu, saat saya masih berada di bangku SMP.	
Darimana anda mulai mengenal YouTube?	
Pada waktu itu sekitar tahun 2015, di sekolah ada ekstrakurikuler pelatihan komputer. Mulai dari situlah, saya mulai mendapatkan pelatihan tentang Internet dan berlanjut menggunakan sosial media seperti YouTube, Facebook, dll.	
Selanjutnya, bahasa apa yang sering anda gunakan untuk menonton vidio di YouTube?	
Seringkali saya menggunakan bahasa Indonesia, dan tak terkecuali bahasa Inggris. Pada saat saat tertentu, seperti mengisi waktu luang saya menonton video menggunakan bahasa Indonesia, sebaliknya jika belajar saya menggunakan bahsaa Inggris.	
Lalu dalam sehari, seberapa sering anda menggunakan YouTube? Dan	

<p>untuk apa anda menggunakan YouTube?</p>	
<p>Sekitar lebih dari 3 jam dalam sehari, saya menggunakan YouTube. Biasanya, saya menggunakan bahasa Inggris saat menonton video di YouTube, yaitu saat saya sedang belajar untuk meningkatkan tingkat bahasa Inggris saya di kampus. Terutama 4 <i>skills</i> penting seperti; <i>Listening, speaking, reading, dan writing</i>. Dan, 2 sub-skills lainnya; <i>grammar</i> dan <i>vocabulary</i>. Dan juga, saya sering menghabiskan waktu melihat video berdurasi pendek di YouTube short, seperti contohnya klip dari film berbahasa Inggris, atau konten-konten random yang muncul dan menarik di FYP YouTube saya.</p>	
<p>Lalu, menurut pernyataan anda tersebut, mengapa anda menggunakan YouTube sebagai media untuk belajar? Akan tetapi, kali ini saya akan fokus</p>	

<p>pada pembelajaran vocabulary. Dan bagaimana pandangan anda tentang YouTube sebagai <i>vocabulary learning media</i>?</p>	
<p>Seperti yang telah saya sebutkan sebelumnya, saya menggunakan YouTube untuk menjadi media atau perantara saya dalam belajar bahasa Inggris. Dalam hal ini saya berpikir, dalam mengakses vidio di YouTube sangatlah mudah, bisa digunakan di mana saja dan kapan saja. Vidio-vidio di YouTube juga terlihat sangat menyenangkan serta cocok dengan tipe atau <i>genre</i> vidio yang ingin saya lihat. Contohnya; <i>movie</i> klip, <i>beauty</i> vlog, <i>daily</i> vlog, dll. Dari vidio-vidio tersebut, sangat berhubungan dengan cara saya belajar bahasa Inggris untuk meningkatkan beberapa <i>skill</i> tersebut, tidak terkecuali <i>vocabulary</i>. Karena, dengan menonton beberapa vidio di YouTube sangat membantu saya dalam</p>	<ul style="list-style-type: none"> <li>• Dalam hal ini saya berpikir, dalam mengakses vidio di YouTube sangatlah mudah, bisa digunakan di mana saja dan kapan saja.</li> <li>• Vidio-vidio di YouTube juga terlihat sangat menyenangkan serta cocok dengan tipe atau <i>genre</i> vidio yang ingin saya lihat.</li> </ul>

<p>menambah ksoakata baru di dalam bahasa Inggris.</p>	
<p>Selanjutnya, menurut pengalaman anda dalam menggunakan YouTube sebagai media pembelajaran, khususnya <i>vocabulary</i>. Dimanakah anda sering menggunakan YouTube? Apakah itu di dalam atau di luar kelas? (serta berikan contoh kegiatan)</p>	
<p>Saya sering menggunakannya di dalam dan diluar kelas. Saat dikelas biasanya, dosen akan memberikan beberapa vidio turorial atau contoh di YouTube untuk memulai suatu pembelajaran maupun penjelasan tugas di MyKlass. Saat diluar kelas, saya menggunakannya dengan cara saya sendiri.</p>	
<p>Bagaimana yang dimaksud dengan menggunakan cara anda sendiri? Apakah anda memiliki strategi tersendiri dalam menggunakan</p>	



<p>YouTube sebagai <i>vocabulary learning media</i>? (tolong berikan penjelasannya)</p>	
<p>Sebenarnya tidak bisa dibilang strategi, akan tetapi saya punya cara sendiri yang lebih mudah saya pahami dalam cara menggunakan YouTube sebagai media pembelajaran yang membantu saya dalam meningkatkan <i>skill</i> berbahasa Inggris, khususnya <i>vocabulary</i>. Yaitu, salah satu contohnya, biasanya saya sering mengamati kata-kata penting dan baru yang saya belum pernah dengar, dan secara langsung saya cari arti dari kata baru yang saya temukan tersebut di kamus online. Contohnya; saya menonton klip vidio dari sebuah film barat, lalu saya mendengar kata yang baru dan sering disebut berulang dalam vidio tersebut, setelah itu saya cari tahu arti dari kata tersebut dalam bahasa Indonesia dan mencatatnya.</p>	<ul style="list-style-type: none"> <li>• Yaitu, salah satu contohnya, biasanya saya sering mengamati kata-kata penting dan baru yang saya belum pernah dengar, dan secara langsung saya cari arti dari kata baru yang saya temukan tersebut di kamus online. Setelah itu saya menghafalnya, agar mudah di ingat.</li> <li>• Contohnya; saya menonton klip vidio dari sebuah film barat, lalu saya mendengar kata yang baru dan sering disebut berulang dalam vidio tersebut, setelah itu saya cari tahu arti dari kata tersebut dalam bahasa Indonesia dan mencatatnya.</li> </ul>

Baik, terimakasih itu saja hal yang ingin saya tanyakan.	
Sama-sama.	

Participant 3: Brian

Question and Answer	Color Highlight
Perkenalkan, nama saya Fathan Akbar Al Wafi. Saya mahasiswa Pendidikan Bahasa Inggris angkatan 2019. Tujuan saya bertemu anda hari ini adalah untuk bertanya mengenai beberapa hal yang berhubungan dengan judul skripsi saya. Judulnya yaitu, Watching English Videos on YouTube as Students' Vocabulary-Building Strategy. Untuk membuka sesi wawancara ini, langsung saja. Pertanyaan pertama, apakah kamu pernah menggunakan YouTube?	
Ya, tentu saja. Menurut pengalaman saya, saya sering menggunakan YouTube.	

Selanjutnya, berapa lama anda telah menggunakan YouTube? (kalau dalam hitungan tahun)	
Saya mengenal YouTube saat saya masih berada di bangku SMP, jadi kurang lebih sekitar 7-8 tahun saya sudah mulai menggunakan YouTube.	
Saat SMP, bagaimana anda bisa mengenal YouTube?	
Waktu itu ditahun 2015, di sekolah saya ada mata pelajaran teknologi informasi dan komunikasi (TIK). Maka dari situ, saya mulai mahir dalam mengoperasikan komputer terutama saat mulai menggunakan internet.	
Selanjutnya, bahasa apa yang sering anda gunakan untuk menonton vidio di YouTube?	
Saya sering menggunakan bahasa Indonesia dan juga terkadang menggunakan bahasa Inggris saat menonton vidio di YouTube. Tapi akhir-akhir ini seringkali menonton	

<p>vidio dengan konten yang berbahasa Inggris.</p>	
<p>Setelah itu, dalam sehari, seberapa sering anda menggunakan YouTube? Dan untuk apa anda menggunakan YouTube?</p>	
<p>Mungkin kalau di hitung, saya menggunakan YouTube bisa sampai sekitar 5 jam sehari. Saya menggunakan YouTube hanya untuk <i>having fun</i>, mengisi waktu luang saya. Menonton vidio-vidio yang menurut saya mudah didapatkan dan tentunya mudah diakses dan ditonton berulang kali.</p>	<ul style="list-style-type: none"> <li>• Menonton vidio-vidio yang menurut saya mudah didapatkan dan tentunya mudah diakses dan ditonton berulang kali</li> </ul>
<p>Lalu, apakah anda pernah berpikir untuk menggunakan YouTube sebagai media penunjang pembelajaran, khususnya <i>vocabulary</i>?</p>	
<p>Sebenarnya secara tidak langsung mungkin saya juga sering belajar dan menambah kosakata bahasa Inggris saya menggunakan YouTube. Tetapi,</p>	

<p>saat menggunakan YouTube saya jarang meniatkannya untuk belajar atau mengasah diri. Misalnya, saya sering menonton beberapa video <i>gaming guide</i> di YouTube dengan berbahasa Inggris. Biasanya, setelah menonton video tersebut, saya sering menghafal peralatan (<i>item</i>) yang dibutuhkan dalam game tersebut dan mengaplikasiannya pada <i>gameplay</i> saya saat bermain game tersebut. Contoh; ada item di dalam game tersebut yang bernama “<i>blade</i>” dan “<i>crown</i>”. Kalau dilihat dari bentuk item tersebut yaitu sebuah pedang dan mahkota. Dari situ saya jadi tahu arti dari bahasa Inggris tersebut jika diterjemahkan ke bahasa Indonesia. Dan itu menambah wawasan saya tentang kosakata baru yang saya dapat.</p>	
<p>Selanjutnya, bagaimana pandangan anda tentang YouTube sebagai <i>vocabulary learning</i> media?</p>	

<p>Menurut saya, YouTube sebagai <i>vocabulary learning</i> media sangat membantu dan mudah digunakan. Terutama untuk mahasiswa yang membutuhkan YouTube untuk meningkatkan wawasan mereka tentang kosakata baru. Lalu, YouTube menyediakan berbagai macam kebutuhan video yang sangat menarik sebagai sumber pembelajaran, khususnya vocabulary.</p>	<ul style="list-style-type: none"> <li>• Menurut saya, YouTube sebagai <i>vocabulary learning</i> media sangat membantu dan mudah digunakan.</li> <li>• Lalu, YouTube menyediakan berbagai macam kebutuhan video yang sangat menarik sebagai sumber pembelajaran, khususnya vocabulary.</li> </ul>
<p>Selanjutnya, menurut pengalaman anda. Apakah anda pernah menggunakan YouTube di kelas maupun diluar kelas sebagai media pembelajaran? (serta berikan contoh kegiatan)</p>	
<p>Sepengalaman saya, karena saya seorang mahasiswa aktif. Seringkali saya menggunakannya di dalam dan diluar kelas. Saat dikelas biasanya, dosen akan memberikan beberapa video tutorial atau contoh di YouTube</p>	

<p>untuk memulai suatu pembelajaran maupun penjelasan tugas di MyKlass. Saat diluar kelas, saya jarang menggunakannya dengan maksud untuk belajar. Seperti yang saya sebutkan sebelumnya secara tidak sengaja, saya meningkatkan keterampilan saya dalam berbahasa Inggris.</p>	
<p>Lalu, apakah dengan strategi anda tersebut, orang lain terutama mahasiswa seperti anda bisa mengaplikasikannya juga untuk menambah wawasan mereka tentang <i>vocabulary</i> menggunakan YouTube?</p>	
<p>Dalam hal itu saya tidak bisa menjamin, karena itu pengalaman yang saya alami sendiri. Dan juga, kualitas setiap orang berbeda jadi cara yang saya lakukan tersebut mungkin berbeda dengan orang lain. Seperti contohnya, saya sering menambah wawasan tentang kosakata baru saya dengan</p>	<ul style="list-style-type: none"> <li>• Seperti contohnya, saya sering menambah wawasan tentang kosakata baru saya dengan mencari arti dari kata yang mungkin asing, lalu sekilas saya menghafalnya</li> </ul>

<p>mencari arti dari kata yang mungkin asing, lalu sekilas saya menghafalnya.</p> <p>Dan mungkin secara tidak sengaja itu bisa jadi cara belajar saya dalam memahami kosakata baru.</p>	
<p>Baik, terimakasih itu saja hal yang ingin saya tanyakan pada wawancara kali ini. Apakah ada hal yang ingin ditambahkan?</p>	
<p>Tidak ada.</p>	

Participant 4: Abraham

Question and Answer	Color Highlight
<p>Perkenalkan, nama saya Fathan Akbar Al Wafi. Saya mahasiswa Pendidikan Bahasa Inggris angkatan 2019. Tujuan saya bertemu anda hari ini adalah untuk bertanya mengenai beberapa hal yang berhubungan dengan judul skripsi saya. Judulnya yaitu, Watching English Videos on YouTube as Students' Vocabulary-Building Strategy. Untuk</p>	



<p>membuka sesi wawancara ini.</p> <p>Pertanyaan pertama, apakah kamu pernah menggunakan YouTube?</p>	
<p>Menurut pengalaman saya, tentu saya sering menggunakan YouTube</p>	
<p>Baik. Selanjutnya, menurut pengalaman anda berapa lama anda telah menggunakan YouTube sejauh ini? (Hitungan tahun)</p>	
<p>Sudah sekitar 7 tahun atau mungkin lebih, saya telah menggunakan YouTube.</p>	
<p>Lalu, vidio dengan bahasa apa yang sering anda tonton saat menggunakan YouTube? Dan dimana anda sering menggunakan YouTube?</p>	
<p>Saat menonton vidio di YouTube, akhir-akhir ini saya sering menonton vidio dengan bahasa Inggris. Lalu, biasanya saya menonton YouTube saat berada di luar kelas, tidak terkecuali juga saya juga sering menggunakannya di dalam kelas saat</p>	

<p>Pelajaran berlangsung dan diberikan instruksi oleh dosen untuk menggunakannya.</p>	
<p>Dalam sehari, seberapa sering anda menggunakan YouTube? Dan untuk apa anda menggunakan YouTube? (Berikan contoh)</p>	
<p>Mungkin sekitar 2-3 jam sehari, saya menggunakan YouTube. Biasanya, saya menggunakan YouTube untuk menonton konten vidio berbahasa Inggris untuk mengisi waktu luang saja.</p>	
<p>Baik. Dari pernyataan tersebut, mengapa anda memilih YouTube untuk mengisi waktu luang anda? Dan juga apakah pernah terbesit di benak pikiran anda untuk menggunakan YouTube sebagai media untuk pembelajaran <i>vocabulary</i>?</p>	
<p>Pertama, karena penggunaan YouTube sangat mudah dan isi konten vidio di dalamnya sangatlah beragam dan</p>	<ul style="list-style-type: none"> <li>• Pertama, karena penggunaan YouTube sangat mudah dan isi konten vidio di dalamnya</li> </ul>

<p>menarik. Beberapa kali, saya juga menggunakan YouTube sebagai sarana pembelajaran bahasa khususnya bahasa Inggris, untuk meningkatkan kemampuan saya. Dengan menonton vidio di YouTube, saya merasa sangatlah menyenangkan dan mudah dinikmati untuk isi konten khususnya saat saya belajar tentang <i>English vocabulary</i>.</p>	<p>sangatlah beragam dan menarik.</p> <ul style="list-style-type: none"> <li>• Dengan menonton vidio di YouTube, saya merasa sangatlah menyenangkan dan mudah dinikmati untuk isi konten khususnya saat saya belajar tentang <i>English vocabulary</i>.</li> </ul>
<p>Berarti, menurut pernyataan anda tersebut, apakah YouTube adalah sebuah media yang bisa membantu murid seperti anda belajar menambah kosakata baru dalam bahasa Inggris?</p>	
<p>Ya, tentu saja. Sejauh ini, karena saya juga mendapatkan manfaatnya dalam menambah wawasan saya tentang kosakata baru dalam bahasa Inggris. Menggunakan YouTube sebagai salah satu media yang membantu murid untuk meningkatkan pemahaman tentang <i>vocabulary</i> adalah sebuah cara yang efektif, dengan melihat konten vidio yang menarik didalamnya.</p>	<ul style="list-style-type: none"> <li>• Menggunakan YouTube sebagai salah satu media yang membantu murid untuk meningkatkan pemahaman tentang <i>vocabulary</i> adalah sebuah cara yang efektif, dengan melihat konten vidio yang menarik didalamnya.</li> </ul>

<p>yang efektif, dengan melihat konten vidio yang menarik didalamnya.</p>	
<p>Pertanyaan terakhir, menurut pengalaman anda. Apakah anda memiliki strategi tersendiri dalam menggunakan YouTube, khususnya dalam belajar atau menambah kosakata berbahasa Inggris di luar kelas? (berikan contoh)</p>	
<p>Kalau saya, biasanya untuk belajar vocabulary. Saya menonton suatu vidio berbahasa Inggris dan mengamati serta mendengarkan dengan seksama, lalu secara vokal saya mengulang kata atau <i>phrase</i> sesuai dengan konteks yang sedang dibicarakan. Misalnya, saya menonton vidio quiz game show, lalu saya mencoba menebak jawaban yang tepat untuk mengisi kuis tersebut.</p>	<ul style="list-style-type: none"> <li>• Saya menonton suatu vidio berbahasa Inggris dan mengamati serta mendengarkan dengan seksama, lalu secara vokal saya mengulang kata atau <i>phrase</i> sesuai dengan konteks yang sedang dibicarakan di dalam vidio tersebut.</li> </ul>
<p>Baik, terima kasih. Itu saja beberapa pertanyaan yang saya berikan. Apakah ada tambahan lain yang ingin anda berikan mengenai jawaban anda?</p>	

Sejauh ini tidak ada, sepertinya itu saja.	
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Participant 5: Tony

Question and Answer	Color Highlight
Perkenalkan, nama saya Fathan Akbar Al Wafi. Saya mahasiswa Pendidikan Bahasa Inggris angkatan 2019. Tujuan saya bertemu anda hari ini adalah untuk bertanya mengenai beberapa hal yang berhubungan dengan judul skripsi saya. Judulnya yaitu, Watching English Videos on YouTube as Students' Vocabulary-Building Strategy. Untuk membuka sesi wawancara ini. Pertanyaan pertama, apakah kamu pernah menggunakan YouTube?	
Sejauh ini, tentu saya pernah menggunakan YouTube	
Baik. Selanjutnya, menurut pengalaman anda berapa lama anda telah menggunakan YouTube sejauh ini? (Hitungan tahun)	

<p>Sudah sekitar 8 tahun atau mungkin lebih, saya telah menggunakan YouTube. Mungkin saya sudah mulai menggunakannya saat saya berada di bangku SD kelas 6. Saat itu, dirumah saya sudah diizinkan orang tua untuk menggunakan komputer dan disediakan internet.</p>	
<p>Lalu, vidio dengan bahasa apa yang sering anda tonton saat menggunakan YouTube? Dan dimana anda sering menggunakan YouTube?</p>	
<p>Dari berbagai macam tipe vidio yang telah saya tonton. Biasanya saya menonton berbagai vidio di YouTube dengan berbahasa Indonesia, Inggris, dan Jepang. Dan juga, untuk saat ini, saya sering menonton vidio di YouTube saat ada waktu luang dan dirumah saja.</p>	
<p>Dalam sehari, seberapa sering anda menggunakan YouTube? Dan apakah anda pernah menggunakan YouTube</p>	

<p>sebagai media untuk belajar menambah <i>English vocabulary</i>? (Berikan contoh)</p>	
<p>Biasanya, saya menggunakan YouTube bisa sampai 5 jam sehari. Mungkin, secara tidak langsung saya pernah belajar menggunakan YouTube, terutama untuk menambah tingkat kosakata baru saya dalam bahasa Inggris. Contohnya saya menonton video yang mudah dinikmati seperti animasi jepang (Anime) tapi menggunakan subtitle bahasa Inggris.</p> <p>Dari situlah saya bisa menambah beberapa kosakata baru yang mungkin sedikit asing bagi saya.</p>	<ul style="list-style-type: none"> <li>• Contohnya saya menonton video yang mudah dinikmati seperti animasi jepang (Anime) tapi menggunakan subtitle bahasa Inggris.</li> </ul>
<p>Baik. Dari pernyataan tersebut, mengapa kamu memilih YouTube sebagai sarana untuk menambah kosakata baru dalam bahasa Inggris, dan bukan media lain? (berikan pandangan anda juga mengenai YouTube sebagai media penunjang pembelajaran vocabulary)</p>	

<p>Karena, menurut saya, YouTube sangatlah mudah digunakan. Entah itu menggunakan smartphone maupun computer. Lalu, isi konten vidio di dalamnya sangatlah beragam dan menarik. Terutama vidio animasi jepang yang saya suka, bisa di akses secara gratis dan bisa di tonton berulang kali, jika sudah didownload. Terlebih lagi, menurut pandangan saya, YouTube sebagai media belajar vocabulary sangatlah efisien dan bermanfaat.</p>	<ul style="list-style-type: none"> <li>• Karena, menurut saya, YouTube sangatlah mudah digunakan. Entah itu menggunakan smartphone maupun computer.</li> </ul>
<p>Pertanyaan terakhir, menurut pengalaman anda dalam menggunakan YouTube. Apakah anda memiliki strategi tersendiri dalam menggunakan YouTube, khususnya dalam belajar atau menambah kosakata berbahasa Inggris di luar kelas? (berikan contoh)</p>	
<p>Kalau untuk belajar sendiri di rumah, saya ada cara sendiri. Biasanya saat</p>	<ul style="list-style-type: none"> <li>• Biasanya saat belajar, saya akan membuat beberapa paragraf</li> </ul>



<p>belajar, saya akan membuat beberapa paragraf yang terdiri dari beberapa kalimat berisikan sebuah kesimpulan dari alur cerita video yang telah saya tonton. Lalu, menggabungkan beberapa paragraph tersebut menjadi sebuah karangan menggunakan bahasa Inggris. Lalu membaca ulang karangan tersebut dan menyimpannya. Hal itu bertujuan untuk meningkatkan keterampilan menulis saya serta mencari kosakata baru yang saya belum pernah dengar dan mengartikannya dengan kamus.</p>	<p>yang terdiri dari beberapa kalimat berisikan sebuah kesimpulan dari alur cerita video yang telah saya tonton. Lalu, menggabungkan beberapa paragraph tersebut menjadi sebuah karangan menggunakan bahasa Inggris.</p>
<p>Baik, terima kasih. Itu saja beberapa pertanyaan yang saya berikan. Apakah ada tambahan lain yang ingin anda berikan mengenai jawaban anda?</p>	
<p>Sepertinya itu saja.</p>	

Participant 6: Elisabeth

Question and Answer	Color Highlight
<p>Perkenalkan, nama saya Fathan Akbar Al Wafi. Saya mahasiswa Pendidikan Bahasa Inggris angkatan 2019. Tujuan saya bertemu anda hari ini adalah untuk bertanya mengenai beberapa hal yang berhubungan dengan judul skripsi saya. Judulnya yaitu, Watching English Videos on YouTube as Students' Vocabulary-Building Strategy. Untuk membuka sesi wawancara ini, langsung saja. Pertanyaan pertama, apakah kamu pernah menggunakan YouTube?</p>	
<p>Ya, tentu saja. Menurut pengalaman saya, saya sering menggunakan YouTube.</p>	
<p>Selanjutnya, berapa lama anda telah menggunakan YouTube? (kalau dalam hitungan tahun)</p>	
<p>Kira-kira saya sudah mengenal dan menggunakan YouTube saat saya</p>	

SMP, jadi sekitar 7 tahun lebih sampai sekarang.	
Selanjutnya, bahasa apa yang sering anda gunakan untuk menonton vidio di YouTube?	
Saya sering menggunakan bahasa Indonesia dan juga terkadang menggunakan bahasa Inggris saat menonton vidio di YouTube. Tapi akhir-akhir ini seringkali menonton vidio dengan konten yang berbahasa Korea. Tapi, biasanya menggunakan subtitle bahasa Inggris, terkadang juga bahasa indonesia.	
Selanjutnya, dalam sehari, seberapa sering anda menggunakan YouTube? Dan untuk apa anda menggunakan YouTube?	
Sekitar 4-5 jam sehari saya telah menggunakan YouTube. Lalu, saya menggunakan YouTube untuk melihat konten vidio yang <i>update</i> dan menyenangkan.	

<p>Lalu, apakah anda pernah mencoba untuk menggunakan YouTube sebagai media penunjang pembelajaran, khususnya <i>vocabulary</i>?</p>	
<p>Tentu saja. Dalam beberapa kali pengalaman saya menggunakan YouTube, saya menyempatkan waktu untuk belajar dalam hal menambah wawasan saya tentang kosakata bahasa Inggris. Karena, vidio konten berbahasa Inggris di YouTube sangatlah menarik dan sangat cocok untuk saya jadikan media pembelajaran. Maka dari itu, hal tersebut saya butuhkan untuk meningkatkan kemampuan saya dalam berbahasa Inggris, dan membantu saya dalam kuliah saya.</p>	<ul style="list-style-type: none"> <li>• Karena, vidio konten berbahasa Inggris di YouTube sangatlah menarik dan sangat cocok untuk saya jadikan media pembelajaran.</li> </ul>
<p>Selanjutnya, bagaimana pandangan anda tentang YouTube sebagai <i>vocabulary learning</i> media?</p>	
<p>Menurut saya, YouTube sebagai <i>vocabulary learning</i> media sangat</p>	<ul style="list-style-type: none"> <li>• YouTube mudah digunakan di mana saja dan kapan saja,</li> </ul>

<p>membantu dan sangat bermanfaat. YouTube mudah digunakan di mana saja dan kapan saja, menurut saya hal itu sangatlah efisien. Belajar menggunakan YouTube membantu saya dalam menambah kosakata baru berbahasa Inggris yang belum pernah saya dengar.</p>	<p>menurut saya hal itu sangatlah efisien.</p>
<p>Baik, selanjutnya, menurut pengalaman anda. Apakah anda pernah menggunakan YouTube di kelas ataupun diluar kelas sebagai media pembelajaran? (serta berikan contoh kegiatan)</p>	
<p>Seperti yang sudah saya sebutkan sebelumnya, saya sering menggunakan YouTube di rumah atau diluar kelas. Karena YouTube bisa di akses dimana saja. Biasanya saya menonton vidio acak untuk mengisi waktu luang dan belajar. Kalau di dalam kelas, saya juga sering menggunakannya, biasanya saat</p>	

<p>kegiatan belajar-mengajar. Dosen sesekali memperlihatkan beberapa video intruksional untuk sebuah contoh dalam mengerjakan tugas ataupun penjelasan dari teori yang diberikan.</p>	
<p>Lalu saat menggunakannya diluar kelas, apakah anda punya strategi sendiri dalam menggunakan YouTube sebagai media belajar, khususnya Vocabulary?</p>	
<p>Mungkin ada satu cara yang sering saya gunakan, yaitu biasanya saya akan memilih beberapa video terlebih dahulu. Contohnya, beberapa video tentang <i>Korean reality show</i>, <i>group band interview session</i>, dll. Setelah itu saya menonton dan mendengarkan, terutama mengamatinya secara seksama fokus pada kata kata asing berbahasa Inggris yang belum pernah saya ketahui dengan menggunakan subtitle bahasa Inggris, dan mencatat kata atau frasa tersebut. Lalu</p>	<ul style="list-style-type: none"> <li>• Setelah itu saya menonton dan mendengarkan, terutama mengamatinya secara seksama fokus pada kata kata asing berbahasa Inggris yang belum pernah saya ketahui dengan menggunakan subtitle bahasa Inggris, dan mencatat kata atau frasa tersebut.</li> <li>• Setelah itu saya berlatih mengulang kata-kata baru tersebut, dan meminta teman</li> </ul>

<p>menterjemahkannya ke bahasa Indonesia. Setelah itu saya berlatih mengulang kata-kata baru tersebut, dan meminta teman saya untuk mengkonfirmasi kebenaran pengucapan saya.</p>	<p>saya untuk mengkonfirmasi kebenaran pengucapan saya.</p>
<p>Baik, terimakasih itu saja hal yang ingin saya tanyakan pada wawancara kali ini. Apakah ada hal yang ingin ditambahkan?</p>	
<p>Tidak ada.</p>	