

Exploring Students' Experiences with Teacher-Guided YouTube Learning for Vocabulary Mastery

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ABSTRACT

This study explores students' experiences in utilizing YouTube for vocabulary mastery at MA Hidayatul Insan Palangka Raya. Traditional methods often cause disengagement, while YouTube offers an interactive alternative through multimedia content. This research addresses: (1) How do students experience learning vocabulary through YouTube? (2) What challenges do they face? Using a qualitative phenomenological approach, data were collected via interviews with 15 students. Findings reveal that YouTube enhances engagement, motivation, and vocabulary retention through visual and contextual learning. Teachers support learning by structuring lessons, pausing videos for explanations, and incorporating interactive activities. Additionally, students use YouTube independently for self-directed learning. However, challenges include internet access issues and difficulty identifying reliable content. This study highlights YouTube's potential as an effective vocabulary-learning tool when combined with teacher guidance and structured activities.

Keywords: *Digital Learning, English Language Learning, Students' Learning Experiences, Vocabulary Mastery, YouTube*

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INTRODUCTION

The most crucial part of learning a foreign language is expanding one's vocabulary (Jumriati, 2010). Gaining vocabulary is essential to boosting one's proficiency in a foreign language. A strong means of conveying meaning is vocabulary (Richards, 2001). Concordant with prior discoveries, Vocabulary is a crucial component of language proficiency and provides a solid foundation for pupils' speaking, listening, reading, and writing abilities. In actuality, language skills are taught independently from foreign languages like English (Saputri & Mardila Ramli, 2017).

According to Thornbury (2002) in *How To Teach Vocabulary*, The teacher gives students a list of vocabulary words and asks them to write them down in their notebooks. Afterward, the students are expected to memorize these words for the next class. This traditional method can make students dislike learning English because it feels repetitive and frustrating. Language is essential for communication, and grammar also plays a key role. However, a person needs a strong vocabulary to understand language tasks, engage in conversations in a foreign language, and express ideas clearly. Vocabulary is important for learning both native and foreign languages. One of the elements of language is vocabulary, which is also where applied linguists initially focused their attention. There is a single ingredient that connects all four linguistic talents. The training of those four skills, listening, speaking, reading, and writing, should incorporate vocabulary. If a teacher tries to teach vocabulary separately, students may feel frustrated and confused when learning English (Yudha & Mandasari, 2021).

Observations at Hidayatul Insan reinforce this challenge, with 65% of students expressing disengagement when learning vocabulary through rote memorization. These students often cite a lack of real-world application and motivation as reasons for their dissatisfaction. Since language is essential for communication, and vocabulary serves as a foundation for all four linguistic skills like, listening, speaking, reading, and writing, there is a need to explore alternative methods to enhance vocabulary teaching and learning. Observations at MA Hidayatul Insan show that around 72% of students feel bored when learning vocabulary through traditional methods, such as memorizing word lists. This highlights the need for more innovative approaches to increase students' interest in mastering vocabulary.

The most efficient media to use when teaching vocabulary is something that teachers should be aware of. In order for students to have a strong command of the English language, they must be proficient in both language skills and component skills, which include speaking, writing, and listening (Sudiran, 2014). Students must become proficient in component skills like grammar, pronunciation, and vocabulary in order to support those abilities (Chiriana, 2015). The main foundation of language proficiency is vocabulary mastery. The media can successfully enhance English teaching and learning activities by distributing information. Students must learn enough vocabulary and be proficient in their usage in order to speak effectively and fluently in a foreign language.

Social media is a component of the new digital media technology that permeates our daily existence. With so many students who fit and are attuned, they may be included into English language teaching more easily than ever before. There are numerous applications for social media in the classroom available for each platform. The most well-known social media sites include YouTube, Facebook, WeChat, Instagram, Twitter, Telegram, WhatsApp, LINE, Snapchat, and Facebook (together with Facebook Messenger) (Voorveld et al., 2018). These social media sites can be used in the classroom at all educational levels, from elementary to tertiary. But the most widely used social media platform in Indonesia right now is YouTube.

YouTube is primarily an online learning platform that provides dynamic chances because it lets learners, teachers, and lecturers create, view, share, and even participate in class discussions via the learning videos' comments section (Prastiyo & Purnawan, 2018). Students can enjoy studying wherever they are by having the flexibility to learn procedurally with YouTube. Because so many videos on YouTube can help us when teaching in a classroom, it's a useful tool for educators (Heriyanto, 2015). By watching the instructional video posted on the YouTube channel, students can have a deeper understanding of the subject matter. Students will also have a deeper comprehension of the subject topic by watching instructional videos on YouTube (Burke & Snyder, 2008). At MA Hidayatul Insan, 72% of students are reported using YouTube as a supplementary tool for learning English, particularly to understand new vocabulary and improve pronunciation skills.

As stated by Lindstrom (1994) in *The Business Week Guide to Multimedia Presentations: Create Dynamic Presentations that Inspire*, YouTube is a great tool for learning because it uses multimedia to help students remember and understand information better when they see, hear, and do things. Research shows that students understand material better – over 75% – when they actively participate by seeing, hearing, and creating during lessons. In contrast, understanding drops to 20% for those who only prepare and 40% for those who only watch and listen. YouTube also has the potential to be a teaching tool in the digital age. The use of YouTube for English language instruction has certain advantages. YouTube has the potential to broaden pupils' horizons in terms of their comprehension of other cultures. Since YouTube gives information and resources for learning English, using it as a learning tool also inspires students to pursue academic goals and stay engaged while studying elsewhere. Furthermore, by assuming responsibility, it improves the students' understanding of English as a global language in the globe (Kim & Kim, 2021). Observations at Hidayatul Insan reveal that while 78% of students find YouTube helpful for vocabulary learning, 30% struggle with consistent

access due to unreliable internet connections. Moreover, some students express their difficulty in identifying credible and reliable channels, which can hinder their learning experience.

YouTube offers six benefits to improve learners' English proficiency: it gives learners flexibility and practicality in terms of accessibility; it aids in learning and comprehension of the topics; it offers entertaining learning videos; it facilitates learning, particularly for macro practice; it encourages learners to expand their vocabulary, and it provides interaction in a real-life setting. Conversely, YouTube has drawbacks as a teaching tool as well. Since a steady internet connection is required to watch YouTube, many students may search for mobile data or wifi to get the content (Gracella & Rahman Nur, 2020). When the reliability of video sources isn't always assured, YouTube users should also think about which channel to use as a resource when learning. A number of YouTubers fail to cite the sources for the content they post. Additionally, students have recently developed an addiction to and obsession with YouTube.

Based on observations, students at Hidayatul Insan have used various YouTube channels while learning English. This study offers a novel approach compared to previous research by exploring students' learning experiences with YouTube and identifying the challenges they face when using the platform. The focus of this research is to understand how students experience learning vocabulary through YouTube and what obstacles they encounter during the process.

This study is important because it provides valuable insights into how students use YouTube for vocabulary learning, an area that has not been extensively explored in previous research. While Karim et al. (2023) examined EFL students' views on using YouTube for improving listening skills, their study primarily focused on listening rather than vocabulary mastery and they did not provide a detailed exploration of students' learning experiences. By addressing these gaps, the present study aims to investigate students' lived experiences with YouTube as a tool for vocabulary mastery, offering deeper insights into both the benefits and challenges they encounter. These findings can help educators, content creators, and policymakers enhance the effectiveness of YouTube as a learning tool, leading to better instructional strategies, more engaging and pedagogically sound content, and solutions to common obstacles students face in vocabulary acquisition.

This study seeks to explore Students' Learning Experience and Engagement with the Use of YouTube Channels in Vocabulary Mastery. To explore students' experiences with the Use of YouTube Channels in Vocabulary Mastery, the central inquiry is as follows: How are students' experiences when using YouTube channels as a medium for vocabulary mastery and What are the potential challenges or barriers students encounter when using a YouTube Channel for vocabulary learning?

Literature Review

Learning Experience

The term "learning experience" is becoming more and more popular among educators and other stakeholders. This is a reflection of broader pedagogical and technological changes in the planning and provision of education to students, and it most likely reflects an effort to revise ideas about the where, when, and how of learning. For instance, the number and variety of methods that students can engage with and learn from teachers, as well as the degree of independence they may have when learning, have been greatly increased by new technology. Students and teachers can communicate via email, chat, or video conferences. They can also arrange and share learning resources (such as teacher-assigned homework or student-turned projects) using online course management systems (Lomos et al., 2023).

YouTube is a well-known platform for sharing videos. Jawed Karim, Steve Chen, and Chad Hurley—three former PayPal employees—founded YouTube in February 2005. YouTube typically has user-generated content as well as TV shows, downloads, and snippets (Faiqah et al., 2016). YouTube users are able to share video clips for free while also uploading, searching, watching, discussing, and answering videos. Millions of people use YouTube every day, so it makes sense that the platform has a lot of potential for use as a teaching tool (Anggraini, 2015). One of the newest electronic resources for educational pedagogy is YouTube. Furthermore, YouTube, which is regarded as the most popular website for storing videos, is regarded as a well-known modern educational resource with a variety of advantages (Alkhudaydi, 2018). YouTube is an educational platform that offers motivational videos featuring world leaders, complete university courses, professional development resources, and brief teachings from teachers (Buzzetto, 2015).

Vocabulary

A vocabulary is a group of words or expressions that are used to convey an idea. Children need to understand terminology, or what is generally referred to as vocabulary, before they can learn to speak. Children can readily improve their speaking abilities and use words to communicate their emotions, Willkins (1972) famously stated, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." He asserts that vocabulary is foundational to communication, making it essential in the learning process.

Vocabulary plays a crucial part in helping readers comprehend what they read and in effectively expressing all concepts in spoken and written English. Graves (2006) emphasizes the importance of intentional vocabulary instruction in combination with exposure to new words in different contexts. Vocabulary is essential for reading comprehension and effective communication. Dictionaries and glossaries are just two of the resources available to students for expanding their vocabulary, I.S.P (2012) stresses the importance of explicit vocabulary learning alongside incidental learning. He advocates for tools like dictionaries and glossaries, as well as rich language exposure, to ensure vocabulary retention and usage.

A language's vocabulary is a crucial part of the learning process. According to Krashen (2004), reading books, watching television and listening to the radio, and attending speeches or lectures are effective ways to acquire vocabulary and use it appropriately and accurately. Engaging in these activities helps gain knowledge, skills, and abilities that can be applied to everyday actions, both verbally and in writing.

METHOD

This study is classified as qualitative research, focusing on describing phenomena based on factual data related to students' learning experiences in utilizing a YouTube channel for vocabulary mastery. The Researchers in this study employed a phenomenological approach. According to Creswell (2014) Phenomenological research is a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants. This description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon. This design has strong philosophical underpinnings and typically involves conducting interviews. In general, studies on people's lives, histories, behaviors, ideas or phenomena, societal issues, and other topics can be conducted using qualitative research methods (Dangal & Joshi, 2020).

The researchers chose a phenomenological approach because it focuses on exploring and understanding students' lived experiences with YouTube as a tool for vocabulary mastery. Phenomenology seeks to uncover the essence of a shared experience, capturing how students perceive, feel, and make sense of using YouTube for learning vocabulary. By using this approach, the researchers can deeply engage with students' personal insights, highlighting the

unique and common aspects of their experiences. This method aligns with the study's goal of understanding students' perspectives on both the benefits and challenges of using YouTube, as it provides a rich, detailed view of the phenomenon from the students' viewpoints

Participants

There are 15 participants who served as data sources for this study. Seven Students from class XB, Five Students from class XA, Two Students from XIA, One Student from XIB. These participants have expressed willingness to be interviewed and have used YouTube in their English learning, particularly for vocabulary mastery.

The researchers chose these 15 participants based on their willingness to be interviewed and their relatively larger vocabulary compared to their peers, as evidenced by their exercise books. Besides using YouTube when learning with their teacher, they also study independently with YouTube at home, which indicates their motivation to improve their language skills beyond classroom instruction. Their familiarity with YouTube as a learning tool makes them suitable candidates for this study, as they can provide insights into both the advantages and challenges of using this platform for vocabulary development. By focusing on these motivated learners, the researcher aims to gain a deeper understanding of how YouTube supports vocabulary acquisition and influences students' overall language-learning experiences

Instruments

The researchers used interview as an instrument in this research. This research employed interviews to pose targeted questions aimed at gathering information relevant to the research problem. The interview included several questions aligned with the research topic. The study utilized open-ended interviews comprising ten questions adapted from Teng et al. (2012). The primary objective of the interviews is to collect data regarding "students' learning experiences in utilizing a YouTube channel for vocabulary mastery." These interviews will be conducted in person. In this study, open-ended questions that researchers used can be seen in Table 1.

Table 1. Interview Guide on Students' Experiences and Perceptions of Using YouTube in English Lessons and For Vocabulary Mastery This open-ended question adapted from Teng et al. 2012).

Construct	Category	Interview Questions
Teaching Presence	Teacher Guidance	1. Can you describe how your teacher supports you in using YouTube for vocabulary learning?
	Instruction	2. What instructions or guidance do you receive from your teacher to use YouTube effectively for learning vocabulary?
	Complementing Content	3. How do your teacher's explanations or activities complement what you learn from YouTube videos?
Facilitation	Engagement	4. Can you share how YouTube videos motivate you to learn new vocabulary?
	Teacher Role	5. What role does your teacher play in helping you understand vocabulary introduced in YouTube videos?
	Classroom Activities	6. How do classroom discussions or activities based on YouTube videos help you improve your vocabulary?
Direct Instruction	Feedback	7. How does your teacher provide feedback on your assignments or tasks related to YouTube videos?
	Video Structure	8. What do you think about the pace and content structure of the YouTube videos used for learning vocabulary?

Social Presence	Challenge Resolution	9. Can you explain how your teacher helps you when you face challenges in understanding vocabulary from YouTube videos?
	Interaction	10. How do you interact with your classmates and teacher when discussing vocabulary from YouTube videos?
	Group Activities	11. Can you describe any group activities or discussions in class that involve YouTube content?
	Sense of Connection	12. Do you feel connected to your classmates and teacher when using YouTube in class? Why or why not?
Cognitive Presence	Application	13.
		14. Can you share an example of how you used vocabulary learned from YouTube videos in real-life situations or learning?
	Independent Exploration	15. How has YouTube helped you explore vocabulary topics more deeply or independently?
	Combined Effect	16. Do you feel that combining YouTube content with teacher guidance helps you learn vocabulary better? Why or why not?

Procedures

The research provides open-ended questions to students about their learning experiences in building vocabulary through YouTube videos compared to traditional learning methods. It also explores potential challenges or barriers that students encounter when using YouTube as a vocabulary-learning tool. This approach allows students to share detailed insights into both the benefits and difficulties they experience, offering a comprehensive view of YouTube's role in their vocabulary development.

To ensure data trustworthiness, the research uses open-ended questions to capture students' authentic experiences with YouTube for vocabulary learning, allowing for rich, unbiased responses. Data triangulation compares YouTube with traditional learning and explores specific challenges, providing a comprehensive view. Participant verification or member checking helps confirm the accuracy of interpretations, while detailed documentation and reflexivity ensure transparency and objectivity.

Data analysis

In this study, the researchers utilized a qualitative data analysis method. Qualitative research requires a meticulous and time-intensive analysis process, as researchers work with diverse sources such as field notes, interview transcripts, audio and video recordings, reflections, and various documents. All collected data must be translated and carefully reviewed to ensure accuracy and relevance to the study.

According to Miles et al. (2014), qualitative data analysis involves three main activities: data reduction, data display, and data verification. The process begins with data collection, where researchers gather as much relevant information as possible through various techniques. Following this, data reduction takes place, where the collected data is refined by eliminating weak, less valid, or irrelevant information to maintain the study's focus and credibility.

The next stage, data display, involves systematically presenting the refined data in an organized manner, ensuring clarity and coherence in addressing the research questions.

Finally, in the conclusion drawing phase, researchers analyze the displayed data to derive meaningful insights, ensuring the findings align with the research objectives and effectively answer the study's key questions.

FINDINGS AND DISCUSSION

Students' Experiences when Using YouTube Channels as a Medium for Vocabulary Mastery

The students' learning experiences in utilizing YouTube channels for vocabulary mastery were generally positive, as they found the platform engaging and beneficial for their language development. Many students expressed that YouTube videos made learning more interesting compared to traditional textbook-based methods. The combination of visuals, audio, and real-life examples helped them understand vocabulary in context, making it easier to grasp word meanings and their usage in sentences.

For instance, NAR noted, *"Watching YouTube videos made learning feel more interactive and exciting. Unlike just reading from books, which can feel less engaging, YouTube provides visuals and live explanations that make the material easier to understand and more enjoyable."* Similarly, NHFN shared, *"Watching YouTube videos makes learning more lively and fun. Unlike using only books, which can feel monotonous, YouTube provides visuals and clear explanations that make concepts easier to understand and more engaging."*

In addition to making learning more interactive, many students emphasized that the visual explanations improved their comprehension of new words. D expressed, *"Interactive YouTube videos, such as those featuring animations and word games, enhance my understanding by providing clear visual explanations. This makes the learning process more exciting, less monotonous, and keeps me enthusiastic about expanding my vocabulary."* Likewise, F stated, *"The combination of visual and verbal learning makes the material more engaging and accessible. I feel that using YouTube helps me learn vocabulary better, as the videos present words in context, making them easier to remember and apply effectively."* A also added, *"The visual explanations in YouTube videos really help me understand new words better. Seeing the words in context makes it easier to remember their meanings and how to use them."*

Beyond the videos themselves, students found that classroom activities further reinforced their vocabulary learning. MDC highlighted, *"In addition to giving explanations directly after the video is played, the teacher also often organizes guessing games to strengthen our understanding of the vocabulary that has been taught."* Many students echoed this sentiment, noting that teachers frequently incorporated games and discussions to make vocabulary learning more engaging and effective.

Teacher played a significant role in guiding students to use YouTube effectively for vocabulary learning. Several students mentioned that their teachers provided structured instructions, such as asking them to take notes while watching videos, memorize key vocabulary, and participate in discussions. FA explained, *"What the teacher does to support our learning using YouTube is to play the video first, then stop the video in the middle to give further explanation."* Similarly, NA shared, *"The video is played halfway through first, then the teacher gives an explanation or discussion before moving on to the next part. This helps us understand the material better and focus on the key points in the video."* MFAR and RF both pointed out that teachers provided relevant YouTube videos and paused them at critical moments to clarify meanings and provide additional explanations, ensuring that students fully understood the material.

In addition to structuring the lessons around YouTube videos, teachers also created an engaging learning environment. MNR noted, *"The teacher usually greets all students with a greeting and asks how they are. After that, the teacher gives a brief explanation of the topic to be studied that day."* AZF added, *"Before starting the lesson on the topic to be learned, the teacher first played a relevant YouTube video to introduce the material to us."* These pre-lesson introductions helped students prepare for learning and set the stage for more effective engagement with the videos.

Furthermore, teachers encouraged active participation through collaborative learning activities. OI stated, *"After watching the video, the teacher asked us to create questions based on the*

material we had learned, but in the form of a group activity. Each group would create questions related to the video that had been watched, and then exchange them to answer other groups' questions." SK added, "Sometimes, the teacher asks us questions, and we respond. Other times, we ask questions, and the teacher provides answers. This two-way interaction creates an engaging and supportive learning environment, helping us better understand the vocabulary and share our thoughts effectively."

Beyond in-class activities, students also developed independent learning habits using YouTube. SSU explained, "Teacher's instructions and guidance to support our learning using YouTube include clear directions and support in learning vocabulary. Teachers guide us in understanding how to memorize vocabulary by using effective methods, such as suggesting we note down new vocabulary found in videos and repeat them regularly." NHFN also highlighted, "The teacher asks us to listen to the video carefully and note down the key points we hear."

Many students extended their learning beyond the classroom by exploring YouTube independently. SK expressed, "Exploring topics independently allows me to gain more knowledge, as it encourages me to take initiative in searching for specific topics and their explanations on YouTube." A added, "YouTube helps me to learn vocabulary more deeply and independently, as I can easily search and access various materials relevant to my interests and learning needs." AZF described their independent learning approach, "When I'm at home, I watch movies on YouTube that are in English. If there are vocabulary words that I don't know, I will open Google Translate to translate the meaning of the vocabulary. This way, I can learn new vocabulary independently." Similarly, RF noted, "To learn vocabulary independently at home, I often look at the lyrics and translations of English songs that are trending. I will check the vocabulary one by one, understand the meaning, and try to remember it. In this way, my vocabulary continues to grow."

Potential challenges or barriers students encounter when using a YouTube Channel for vocabulary learning

Despite these benefits, the students faced several challenges when using YouTube for vocabulary mastery. One of the primary obstacles was internet connectivity, as some students, such as MNR and FA, struggled with inconsistent access, making it difficult to use YouTube regularly at home. Another challenge was finding reliable and effective content. SSU and MFAR mentioned that with the vast number of YouTube channels available, identifying credible sources for learning was sometimes overwhelming. Additionally, while teachers' explanations during video pauses were helpful, some students, like SK and D, felt that frequent interruptions disrupted the natural flow of learning. NA and FA also noted that while stopping videos for explanations was beneficial, it sometimes made it difficult to maintain focus on the overall lesson. Some of the students expressed the need for more structured guidance on how to maximize YouTube for independent study, as noted by OI and NHFN. Lastly, although YouTube helped introduce new vocabulary, some of the students, such as NAR, MDC, and RF, found it difficult to retain and apply the words effectively without additional practice exercises.

Overall, the students valued YouTube as a useful tool for vocabulary learning, particularly when combined with teacher support and structured activities. However, challenges such as internet access, content selection, and retention difficulties indicate the need for additional strategies to optimize YouTube's role in vocabulary mastery.

In addition to using YouTube as part of their learning activities with their teacher, these students also independently study with YouTube at home. This indicates their motivation to enhance their language skills beyond classroom instruction. Their familiarity with YouTube as a learning tool made them ideal candidates for this study, as they could provide valuable insights into both the benefits and challenges of using this platform for vocabulary development. The interviews were conducted at MA Hidayatul Insan. Based on the results, the study explores their learning experiences in utilizing YouTube channels for vocabulary mastery and the challenges or barriers they encounter when using this platform.

Students' Experiences of Using YouTube in English Lessons and For Vocabulary Mastery Teaching Presence

Teacher Supports in Using YouTube for Vocabulary Learning

Teachers play a significant role in supporting vocabulary learning through YouTube by incorporating various strategies. Many of the students mentioned that their teacher provide additional explanations during or after the videos to clarify key points and vocabulary. For example, D shared that their teacher explains how words like "run" can have multiple meanings depending on the context. Similarly, F and A highlighted that their teacher focus on clear pronunciation, detailed explanations, and practical examples to make vocabulary easier to understand. Pausing videos at critical moments to discuss or explain important content was another common approach. The students such as NA, FA, MFAR, MNR, RF, and AZF appreciated how this method helps them concentrate on essential ideas and promotes a deeper understanding of the material.

The selection of engaging and relevant content also stood out. SK, MDC, and NHFN noted that their teacher choose videos that capture attention and align with the subject matter, making vocabulary learning more enjoyable. NAR and NHFN emphasized how the visual and interactive elements of YouTube videos provide a more exciting alternative to traditional textbooks. Additionally, some of the students mentioned the importance of technical support. For instance, OI described how teacher ensure clear visuals with projectors and good audio quality to enhance the overall learning experience. By combining detailed explanations, thoughtful use of videos, engaging content, and effective technical setup, teachers make vocabulary learning with YouTube more interactive, enjoyable, and impactful for students.

What instructions or guidance do you receive from your teacher to use YouTube effectively for learning vocabulary

The teacher provides a variety of instructions and guidance to support students in using YouTube effectively for vocabulary learning. Many of the students shared that the teacher begins by playing the video and then provides explanations afterward. For example, D mentioned that after watching the video, the teacher explained the material and assigned tasks to check understanding. However, D felt that this method wasn't always effective because the tasks did not fully reflect their understanding of the video's content. Similarly, SK noted that while the teacher stops the video to explain difficult vocabulary, it can disrupt the flow of learning, making the process less fluid.

Other students, such as MDC and NAR, appreciated the practice-focused approach. MDC explained that after watching the video, the teacher asked them to memorize or write down the conversation from the video and then practice it. The teacher also provided explanations of the conversation's meaning, ensuring a better understanding of the context before practicing. NAR described how the teacher directed them to listen carefully to the video, note down key points, and then go over their notes together to ensure they understood the material.

NHFN shared that the teacher guided them to listen carefully, take notes on key points, and then gave an additional explanation to reinforce understanding. NHFN and OI mentioned how the teacher emphasized important new vocabulary or concepts to deepen their understanding. OI described how the teacher gave simple but clear instructions, asking the students to pay close attention to the video and note important points.

The students like NA and FA mentioned that the teacher paused the video at certain points to give more detailed explanations, helping the students understand the material better. FA provided an example of the teacher explaining the content while the video was running, making it easier to follow the material and focus on the important parts. F also emphasized how the teacher provided direct examples by asking the students to demonstrate their understanding through practical examples, followed by additional explanations.

A and SSU explained that the teacher focused on helping them understand new vocabulary. A shared that after learning new words from the video, the teacher gave examples and explained their meanings in sentences to ensure they understood how to use the vocabulary. SSU added that the teacher suggested repeating new vocabulary regularly to help memorize it and related the vocabulary to relevant contexts for better retention.

The students like MFAR, MNR, RF, and AZF mentioned how the teacher provided structured and systematic guidance. MFAR and MNR explained that the teacher played the video, paused it at important points, and then provided detailed explanations to help them understand the vocabulary and context. RF noted that the teacher would stop the video after it finished, review parts that were unclear, and explain new vocabulary with examples. AZF described a similar process where the teacher paused the video and gave explanations, asked students to clarify anything they did not understand, and ensured they grasped the meaning and context of new words.

The teacher uses a range of methods to support the students' vocabulary learning with YouTube, including clear instructions, pausing videos for explanations, encouraging note-taking and active participation, and ensuring the students understand the context and usage of new vocabulary. These strategies help make the learning process more interactive and effective, although some students felt that interruptions or tasks could sometimes hinder the flow of learning.

Teacher's explanations and activities significantly complement what they learn from YouTube videos

The students shared that their teacher's explanations and activities significantly complement what they learn from YouTube videos. Many of the students highlighted that their teacher begins by playing the video and then pauses at important moments to provide in-depth explanations of key vocabulary and concepts. For instance, D, SK, NAR, and MFAR mentioned that after the video, the teacher gives additional explanations to clarify key points, ensuring that students fully grasp the material presented. This method helps deepen students' understanding of the video content.

In addition to explanations, several of the students emphasized how their teacher incorporates interactive activities to reinforce learning. MDC, OI, F, and AZF shared that the teacher often organizes games, group activities, and discussions to check students' understanding of the vocabulary and material. OI, for example, described a group activity where students created and answered questions based on the video content, which made learning more engaging and helped them apply what they had learned. Similarly, MDC mentioned guessing games used to practice new vocabulary in a fun and engaging way. RF and AZF also noted that their teacher facilitated group discussions after the video to deepen their understanding and encourage peer interaction.

The teacher's focus on interactive learning also stood out. NA, FA, and SSU highlighted how the teacher ensures that students understand the material by providing opportunities for questions and further explanations. NA explained that when the students didn't fully understand a part of the video, the teacher would simplify the explanation or provide additional examples to clarify. FA added that the teacher checks for understanding after the video and offers more detailed explanations when necessary, which helps the students feel more confident about the material. SSU also emphasized that the teacher's explanations after the video were simple, clear, and helped them relate what they learned to broader contexts.

D, F, A, and SSU emphasized the importance of the teacher's patient and clear explanations, which greatly support their understanding of the material. D shared that the teacher explains difficult vocabulary and key ideas after the video, reinforcing learning. Similarly, A noted that after learning new vocabulary, the teacher would give examples in sentences and explain the meaning of each word or phrase to ensure understanding. SSU also mentioned that the teacher helps them associate vocabulary with the context, making it easier to remember and apply.

The students such as A, F, and MFAR appreciated how their teacher's clear and patient explanations complemented the content from the videos. MFAR noted that the teacher would focus on the most important parts of the video and ask questions to make sure students understood. F also shared that the combination of engaging video content and thorough teacher explanations helped clarify any confusion and supported a better understanding of the material.

The students found that their teacher's explanations, activities, and interactive approaches significantly complemented what they learned from YouTube videos. By pausing for explanations, incorporating engaging activities, and providing opportunities for further clarification, teachers effectively enhanced the learning experience and helped students master new vocabulary more effectively.

Facilitation

YouTube videos motivate students to learn new vocabulary

YouTube videos motivate the students in various ways to learn new vocabulary by providing engaging, interactive, and visually stimulating content. Many of the students noted the fun and creative animations in the videos. For instance, SK, MDC, and RF mentioned that animations make learning more enjoyable, while also helping them understand new vocabulary more easily. For example, MNR and RF both shared how animations of actions like "sit" or "stand up" helped them visualize the vocabulary, making it more memorable.

Others, like NAR and NHFN, emphasized that the combination of visuals, animations, and creative audio content makes the learning experience lively and entertaining. NHFN further explained that these elements help them remember vocabulary in a fun way, making learning more dynamic and far less boring than traditional textbooks.

YouTube videos also offer a practical approach to learning, as the students like NA, FA, and A mentioned how videos provide clear, contextual explanations that allow them to understand vocabulary in real-life situations. A specifically noted that watching English song translations helped them not only understand the song but also learn new vocabulary in a more exciting manner.

Moreover, the variety of content presented in YouTube videos encourages the students to continue learning. For example, D and SK described how songs and interactive videos helped them learn vocabulary in a fun, engaging way. D specifically mentioned how songs made vocabulary easier to memorize because they are often related to daily life, while MDC shared that interesting and varied content keeps them motivated to broaden their English vocabulary.

The support from teacher also plays a significant role in motivating the students. OI, NA, and AZF appreciated the teacher's role in reinforcing learning by re-explaining difficult material or answering questions about the content from the videos. NA added that when parts of the material were unclear, the teacher's detailed explanations helped them grasp vocabulary concepts more effectively.

In conclusion, YouTube videos effectively motivate the students by providing entertaining and relatable content such as songs, animations, and interactive elements. Combined with teacher support, these videos create a dynamic, engaging, and memorable learning experience that motivates students to expand their vocabulary and improve their English skills.

Teacher's Role in helping students understand the vocabulary introduced through YouTube videos

Teacher play a crucial role in helping students understand the vocabulary introduced through YouTube videos. Many of the students, such as D, SK, and MDC, highlighted how teachers provide clear and easy-to-understand explanations when they encounter difficult words or phrases. For instance, D and SK appreciated how teachers would explain vocabulary

with examples to ensure clarity, while MDC noted that the teacher often writes vocabulary meanings on the board to help contextualize the terms.

The Students like NAR, NHFN, and OI emphasized the importance of teachers' guidance during and after video sessions. NAR mentioned how teachers not only help with vocabulary but also focus on pronunciation, which further enhances students' understanding. NHFN appreciated how teachers patiently repeated or clarified vocabulary, ensuring that students grasped the material and felt more confident using the words. OI added that despite the video being the primary learning tool, teachers' explanations made the material more accessible and easy to understand.

NA and FA both acknowledged the teacher's crucial role in reinforcing their learning. NA shared how they felt more confident in learning new vocabulary due to the teacher's patient explanations. FA similarly expressed that their teacher's clear and simple explanations made it easier to remember and understand new words.

F, A, and SSU noted that teachers played a significant role in making vocabulary learning more engaging. F appreciated how the teacher would give multiple explanations and examples to ensure understanding, while A and SSU highlighted how the teacher's post-video discussions and engaging questions helped solidify their vocabulary knowledge and made the learning process more interactive.

Furthermore, the students like MFAR, MNR, and RF recognized that teachers' proactive involvement, such as asking if students understood the vocabulary or writing difficult words on the board, helped deepen their understanding. MFAR shared how the teacher encourages vocabulary practice in various contexts, making learning more enjoyable and effective, while MNR and RF mentioned how the teacher's relevant examples helped clarify word meanings and usage.

Finally, AZF pointed out that teachers were always available to offer support, replaying video sections or explaining vocabulary further when needed, ensuring that students fully understood the material.

In conclusion, teachers are instrumental in helping students understand and master vocabulary introduced through YouTube videos by providing clear explanations, engaging activities, and ongoing support, making the learning experience more comprehensive, interactive, and effective.

Classroom discussions or activities based on YouTube videos help you improve your vocabulary

Classroom discussions and activities following YouTube videos play a key role in helping students improve their vocabulary through interactive and collaborative learning. Many of the students, like D, SK, and MDC, emphasized the importance of discussions where they can ask questions or explain concepts to peers, enhancing their vocabulary understanding. For instance, D shared how asking peers or teachers for clarification during discussions helps reinforce their vocabulary knowledge. Similarly, SK mentioned how detailed explanations from the teacher during discussions help solidify the meaning of new words.

The students such as NAR, NHFN, and OI highlighted the role of active participation in group discussions. NAR noted that incorporating new vocabulary into conversations during discussions makes it easier to remember and retain the words. NHFN added that active engagement in recalling and using new vocabulary strengthens understanding, while OI emphasized the collaborative learning process, which helps reinforce vocabulary and ensures better comprehension.

NA and FA emphasized how classroom activities, including questions and peer support, further help in vocabulary acquisition. NA appreciated the interactive learning approach, where teacher-led questions prompt active recall, while FA valued how mutual assistance among peers encourages a deeper understanding of new words. This collaboration supports vocabulary retention and understanding.

F, A, and SSU also spoke about how group exercises and collaborative activities make vocabulary learning more effective. F mentioned working on example questions in groups to reinforce vocabulary, while A shared how applying new vocabulary in context through group discussions and sentence formation helps boost their confidence. SSU emphasized the significance of group presentations, where students use newly learned vocabulary to explain and present the material.

Finally, the students like MFAR, MNR, RF, and AZF highlighted how discussions and teacher evaluations help clarify unfamiliar words and reinforce vocabulary learning. MFAR mentioned how teachers' clarifications on words help ensure a better grasp of meanings. MNR and RF noted that active participation and asking questions during discussions help them better understand and retain new vocabulary. AZF pointed out that the process of asking and receiving answers in an interactive manner greatly enhances their vocabulary comprehension.

In conclusion, classroom discussions and activities based on YouTube videos provide an interactive, collaborative, and supportive learning environment, enabling students to engage with new vocabulary in a meaningful way. This approach not only helps reinforce vocabulary but also ensures students can apply and retain it effectively.

Direct Instruction

Teacher provide feedback on assignments or tasks related to YouTube videos

The students shared how their teacher provides valuable feedback on assignments or tasks related to YouTube videos. Many students, such as D and SK, noted that feedback often comes through follow-up questions or assignments that help reinforce their understanding. D highlighted how follow-up questions after watching videos clarify difficult topics, while SK emphasized how tasks related to the video content help reinforce the concepts and vocabulary learned, with additional reviews for deeper understanding.

MDC and NAR described feedback as essential in ensuring comprehension. MDC appreciated individual questions after group discussions, allowing the teacher to evaluate their understanding, while NAR valued positive reinforcement, such as praise, which boosts confidence and motivates further improvement. NHFN and OI mentioned how feedback combines encouragement and constructive guidance. NHFN valued both praise for good work and explanations for mistakes, while OI emphasized how feedback connects video content to lesson materials, helping solidify vocabulary and concepts.

NA and FA shared similar experiences, with NA highlighting how the teacher praises good work and motivates further effort, while FA appreciated how the teacher encourages improvement even after less satisfactory results. F and A discussed how feedback focuses on clarity. F noted that when concepts are unclear, the teacher provides further explanations and examples, while A valued how additional clarification helped deepen understanding and facilitated language improvement.

SSU and MFAR also mentioned how feedback is motivational, with SSU noting that praise and constructive reviews help improve performance. MFAR added that feedback encourages harder work when results fall short. MNR and RF highlighted how encouragement plays a major role in feedback, with MNR mentioning praise for high scores and motivation to study harder for lower scores. RF shared that the teacher's motivational words go beyond just giving scores, fostering a positive learning environment.

Finally, AZF emphasized how feedback combines appreciation for good work and constructive guidance for improvement. By offering motivation and detailed explanations, the teacher helps students improve their learning and achieve better results in the future.

In conclusion, the teacher's feedback is essential in reinforcing students' understanding of YouTube-related tasks. Through encouragement, clarification, and constructive guidance, students are motivated to keep improving their vocabulary and comprehension, which contributes to their overall learning progress.

The pace and content structure of the YouTube videos used for learning vocabulary

The students provided varied perspectives on the pace and content structure of the YouTube videos used for learning vocabulary. Some of the students, such as SK, MDC, and NA, found the videos to be well-designed and engaging. SK praised the clear structure of the videos, which helped her understand the material easily and reinforced the teacher's explanations. MDC appreciated the engaging content and creative elements that made learning enjoyable, while NA felt that the videos' concise nature made vocabulary absorption quick and efficient.

However, some of the students, such as D, NAR, and NHFN, noted that the pace of the videos could sometimes be too fast, which made it difficult to grasp certain parts. D suggested that the content could be more organized to improve understanding, while NAR and NHFN shared that they often informed the teacher when the pacing was too fast. The teacher then revisited the material, ensuring that students could follow along. OI also appreciated the ability to replay the videos, allowing them to review difficult sections at their own pace.

F, A, and SSU mentioned how the teacher's guidance helped them navigate the pacing of the videos. F and SSU highlighted that they would pause the video if it was too fast, while A noted that the teacher would pause and provide further explanations when needed. FA and MFAR found the videos to be straightforward and effective, with MFAR particularly appreciating the slow and medium-paced videos that allowed for better understanding and vocabulary retention.

MNR, RF, and AZF also mentioned positive aspects of the videos. MNR enjoyed the animated elements of the videos, which made the material more interesting, and felt that the well-paced videos helped them understand the vocabulary. RF, on the other hand, found the pace challenging but appreciated the teacher's explanations, which made the material easier to comprehend. AZF praised the engaging and well-organized structure, making it easier to understand and grasp the vocabulary.

While the students had varying opinions on the pace of the YouTube videos, most agreed that the teacher's guidance and the ability to pause, rewind, and clarify sections greatly contributed to their learning experience. The structure of the videos was generally well-received, with students appreciating clear, engaging, and organized content that effectively communicated new vocabulary.

Teacher helps students when they face challenges in understanding vocabulary from YouTube videos

The Students shared various ways their teacher supports them in overcoming challenges related to understanding vocabulary from YouTube videos. Many of the students, such as D, SK, and MDC, emphasized the importance of clear and detailed explanations. D highlighted how the teacher addresses specific areas of confusion with additional examples and adapts to technical issues, such as power outages, by explaining the material in alternative ways. SK and MDC noted the teacher's efforts in replaying videos or providing thorough explanations to ensure comprehension.

Several of the students, including NAR, NHFN, and NA, appreciated the teacher's patience in clarifying difficult words or pronunciations. NAR mentioned the teacher's method of demonstrating proper pronunciation, which helps reinforce vocabulary learning. NHFN shared a similar sentiment, emphasizing the teacher's detailed explanations to address any uncertainties about word meanings or usage.

Students like OI, FA, F, and A acknowledged the teacher's ability to simplify explanations and provide step-by-step guidance. FA appreciated the simplified approach, while A highlighted the use of example sentences to further clarify meanings, making it easier to grasp challenging concepts.

Others, such as SSU, MFAR, and MNR, praised the teacher's dedication to ensuring complete understanding. SSU mentioned how the teacher provides slow and clear explanations, repeating as necessary until the material is fully understood. MFAR and MNR

both emphasized the teacher's patient and supportive approach, often breaking down complex concepts and offering examples to facilitate learning.

RF and AZF noted the interactive aspect of the teacher's support. RF shared that the teacher identifies specific areas of confusion by asking questions and then revisits the video for further clarification. AZF appreciated the teacher's encouragement to ask questions and their clear explanations, which make the learning process more effective.

Students widely valued their teacher's clear explanations, adaptability, and patience in addressing challenges with vocabulary from YouTube videos. The teacher's methods, including replaying videos, breaking down concepts, providing examples, and encouraging questions, were instrumental in helping students overcome difficulties and improve their understanding of new vocabulary.

Students interact with their classmates and teacher while discussing vocabulary from YouTube videos

The Students describe various ways they interact with their classmates and teacher when discussing vocabulary from YouTube videos. D and SK emphasized the importance of question-and-answer sessions, where both of the students and the teacher engage in dynamic exchanges to clarify vocabulary and enhance understanding. MDC also highlighted the collaborative nature of their learning, where students help each other recall vocabulary meanings, and teachers provide further clarification if needed.

NAR shared that engaging in games is a common way to interact, with the teacher facilitating fun activities that incorporate vocabulary practice, making learning both enjoyable and effective. NHFN also mentioned question-and-answer sessions as a method for reinforcing understanding, while OI described group discussions where students analyze videos and help each other, with the teacher providing additional clarification.

NA and FA explained that they often ask questions when they don't understand certain vocabulary, and the teacher ensures full comprehension by offering detailed explanations. F described how their teacher provides practice exercises and opportunities to apply vocabulary in sentences, which enhances speaking and comprehension skills.

A shared that sentence creation activities help them apply new vocabulary in context, while SSU noted using both English and Indonesian in conversations with classmates to improve understanding and communication. MFAR and MNR discussed group activities where students explain the video in their own words, expanding their vocabulary through collaboration. RF described a similar method where the teacher replays videos and encourages questions to clarify any doubts, while AZF highlighted discussions and clarifications with the teacher as a way to deepen understanding. Overall, the students engage in a variety of interactive learning methods, including question-and-answer sessions, group discussions, games, practice exercises, and sentence creation activities, which all help reinforce vocabulary learning and enhance comprehension.

Group activities or discussions in class that involve YouTube content

The students described various group activities and discussions in class that involve YouTube content, highlighting diverse methods of learning and collaboration. D shared that they often create stories based on historical events, integrating English vocabulary and language structures to enhance communication skills. Similarly, NAR described watching English videos or films and engaging in group discussions to describe and analyze the content, which helps improve vocabulary and comprehension.

SK, MDC, and MNR mentioned that the teacher assigns groups and provides tasks or questions related to the video content. These tasks are completed collaboratively, and the answers are reviewed to assess understanding. RF and AZF emphasized group discussions where students work together to understand the material and ask for clarification from the teacher if needed.

NHFN highlighted creating conversations based on YouTube content, which helps improve vocabulary and language usage. NA noted that groups discuss vocabulary introduced in the videos, asking the teacher for clarification when necessary. OI added that unfamiliar vocabulary or concepts are clarified by the teacher during group activities, ensuring better understanding.

FA, F, A, and SSU described engaging in vocabulary games derived from YouTube videos, making learning interactive and enjoyable while reinforcing vocabulary retention. MFAR also highlighted a collaborative approach where groups work on vocabulary-related tasks from YouTube videos to strengthen their learning. Overall, group activities and discussions involving YouTube content foster collaboration, critical thinking, and vocabulary acquisition through diverse methods such as storytelling, games, discussions, and structured tasks, supported by teacher guidance.

Cognitive Presence

Do students feel connected to their classmates and teacher when using YouTube in class?

The Students shared their experiences regarding their sense of connection with their classmates and teacher when using YouTube in class.

Some of the students, like D and SK, felt that the connection was somewhat limited. D noted that interaction is sometimes lacking, making the experience feel average, while SK mentioned that although YouTube provided explanations, the lack of continuous interaction with the teacher diminished the sense of connection, though group activities helped foster a bond with classmates.

In contrast, several of the students felt more connected during YouTube-based learning. MDC, FA, F, and A all reported that the interactive nature of group discussions, Q&A sessions, and the use of vocabulary in context strengthened their relationships with both classmates and teachers. OI and NA shared that the group dynamics during YouTube activities, such as collaborative discussions and helping each other understand vocabulary, helped create a sense of connection and teamwork.

NAR, NHFN, and MFAR mentioned that engaging videos played a significant role in maintaining a strong connection. If the video was interesting, it kept students engaged and encouraged interaction with both the content and each other. However, when the videos were boring, it led to distractions and less focus, affecting the learning experience.

SSU and MFAR highlighted that discussing the vocabulary and clarifying doubts with peers and the teacher contributed to a sense of community, improving the overall learning experience. RF and MNR also emphasized that asking classmates for help or discussing the material with friends during class contributed to building stronger connections and enhancing their understanding. Overall, most students felt that YouTube-based learning facilitated meaningful interactions, whether through collaborative discussions, Q&A sessions, or group activities, all of which helped create stronger bonds with both their peers and teacher.

How Students used vocabulary learned from YouTube videos in real-life situations or learning

The Students shared examples of how they applied vocabulary learned from YouTube videos in real-life situations or learning activities. Each student provided specific phrases and expressions they found useful in daily interactions. D used phrases like "Happy Graduation" to congratulate others in real-life situations, demonstrating how vocabulary from YouTube videos can be applied meaningfully. SK used question words like "how" and "why" to seek clarification in conversations, both in class and in daily interactions. MDC incorporated phrases such as "What are you doing?" into daily conversations to check on others' activities. NAR observed conversations in films and applied phrases such as "What do you want to eat?" when asking her friend and when they want to ordering food, making these vocabulary words practical for everyday use.

NHFN applied greetings like "Good morning" in interactions at school, making them a natural part of daily communication. OI used simple phrases like "Hello" and "Thank you"

when communicating with people from abroad, utilizing English as a universal means of interaction. NA used greetings like "Good morning" when meeting teachers and friends, strengthening their ability to use English in everyday encounters.

FA used phrases like "How are you?" in conversations with friends to ask about their well-being. F used expressions such as "How are you today?" to check on friends' moods and well-being. A used phrases like "I don't know" in daily interactions, applying vocabulary from YouTube videos practically. SSU applied greetings like "Good morning" in school interactions, helping to practice everyday English.

MFAR used phrases like "How are you?" to inquire about others' well-being in daily conversations. MNR incorporated greetings like "How do you do?" into interactions, practicing English in real-life situations. RF frequently used phrases like "How are you today?" in conversations, making English part of daily interactions. AZF applied "Good morning" in greetings, using these expressions naturally in social interactions.

Each student demonstrated how vocabulary learned from YouTube videos helps them engage in real-life situations, enhancing their communication skills and making the language more practical for everyday use. These examples show how YouTube serves as a valuable tool in developing practical language skills and fostering meaningful interactions in both classroom and real-world settings.

How has YouTube helped students explore vocabulary topics more deeply or independently

The students shared how YouTube has helped them explore vocabulary topics more deeply and independently. D mentioned that while YouTube has allowed them to explore vocabulary on their own, they sometimes feel bored without interaction. They believe that collaborative learning could enhance their understanding further. SK, on the other hand, finds YouTube helpful in encouraging independent learning by allowing them to search for specific topics and their explanations, offering a variety of resources to deepen their vocabulary knowledge. MDC uses YouTube to look up unfamiliar words, significantly enhancing their self-study process. NAR emphasized that YouTube offers diverse and engaging resources, making it possible to explore vocabulary in ways that books alone cannot.

NHFN also highlighted that YouTube allows them to select videos that match their interests, making vocabulary exploration more personal and enjoyable. OI and NA both prefer channels that are easy to understand, which aids in their independent vocabulary learning. FA specifically mentioned using YouTube to learn the correct pronunciation of English words, which has been helpful for their independent studies. F utilizes YouTube to find real-life examples of vocabulary and practical phrases, applying them in daily conversations.

A finds that listening to English music on YouTube, with translations, helps them learn new vocabulary independently. SSU searches for videos with English content and looks up words they don't know, expanding their vocabulary with YouTube's vast range of materials. MFAR follows a similar strategy, watching movies or short videos in English and using tools like Google Translate to understand new words. MNR also watches movies, such as *Avengers: Wakanda Forever*, with subtitles, which helps them explore vocabulary more deeply by following along with the dialogue. RF uses trending English songs on YouTube to look up lyrics and meanings, thereby growing their vocabulary. AZF uses YouTube to watch English movies and uses translation tools to understand unknown words, enriching their vocabulary through a wide variety of video content. Overall, YouTube provides students with a vast array of resources, tailored to their interests and learning preferences, helping them explore vocabulary topics more deeply and independently.

Do Students feel that combining YouTube content with teacher guidance helps them learn vocabulary better

The students discussed whether combining YouTube content with teacher guidance helps them learn vocabulary more effectively.

D mentioned that YouTube provides a vast amount of content, but they often encounter unfamiliar vocabulary. In such cases, the teacher's explanations bridge the gap, making the material easier to understand. Similarly, SK emphasized that while YouTube content can be challenging to follow due to its full use of English, teacher guidance provides clarity and context, enhancing their understanding and retention. MDC pointed out that the combination makes learning more engaging, as YouTube adds entertainment to the process while the teacher ensures comprehension.

NAR appreciated the real-time clarification provided by teachers when watching videos, as they can address specific difficulties and offer personalized support. NHFN noted that YouTube videos serve as an engaging introduction to vocabulary, while the teacher's guidance reinforces and clarifies the material. OI found this combination beneficial because educational videos provide visual examples that complement the teacher's explanations, helping to deepen their understanding. NA stated that the teacher's guidance enhances understanding by clarifying confusing parts of the videos, creating a balanced learning experience.

FA highlighted that while YouTube videos are clear, the teacher's additional context and explanations make the vocabulary easier to grasp. F emphasized that this combination of visual and verbal learning bridges gaps in understanding and makes the material more accessible. A pointed out that YouTube allows for revisiting lessons and reviewing material, which complements the teacher's guidance and ensures a thorough understanding.

SSU expressed that YouTube videos alone can sometimes be confusing, but with the teacher's explanation, the concepts become clearer, resulting in a comprehensive learning process. MFAR and MNR both acknowledged that YouTube videos provide engaging examples, and the teacher's guidance addresses areas of confusion, enhancing their vocabulary learning. RF and AZF echoed similar sentiments, noting that the videos offer real-life examples and visuals, while the teacher ensures deeper comprehension through tailored explanations. Overall, students agreed that combining YouTube content with teacher guidance creates an effective and engaging learning experience, where the videos introduce and illustrate vocabulary, and the teacher clarifies and reinforces understanding.

CONCLUSIONS

Students found YouTube engaging and beneficial for vocabulary mastery due to its combination of visuals, audio, and contextual examples. Teachers played a key role by structuring lessons, pausing videos for explanations, and incorporating interactive activities like discussions and games. Beyond the classroom, students used YouTube independently for deeper learning through movies, music, and topic searches. Overall, YouTube, combined with teacher guidance and structured activities, significantly enhanced vocabulary acquisition and engagement.

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