

**A THESIS**

**ENHANCING DIGITAL LITERACY THROUGH THE YOUTUBE VIDEOS  
IN VOCABULARY LEARNING; STUDENT PERCEPTION**

*Presented as a Partial Fulfillment of the Requirements for the Bachelor's Degree in  
English Language Teaching*



**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MATARAM  
YEAR 2024**

Maharani, R. 2024. A Thesis: *“Enhancing Digital Literacy through the YouTube Videos in Vocabulary Learning; Student Perception At the 10<sup>th</sup> Grade of SMK Asima’ Darul Falah Bajur in Academic Year 2023/2024.”* English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

## ABSTRAK

YouTube adalah platform yang berharga untuk belajar bahasa Inggris, menyediakan media yang mudah diakses untuk akuisisi kosakata. Namun, siswa kelas 10 di SMK Asima' Darul Falah di Bajur, Nusa Tenggara Barat, masih kesulitan untuk menggunakan teknologi ini dengan lancar. Selain itu, kurangnya kesadaran dan pengalaman menggunakan YouTube sebagai alat pembelajaran juga berkontribusi terhadap kesulitan mereka. Penelitian ini bertujuan untuk menyelidiki persepsi siswa dalam meningkatkan literasi digital melalui penggunaan YouTube untuk pembelajaran kosakata bahasa Inggris. Dengan menggunakan metode kualitatif deskriptif, penelitian ini melibatkan 15 siswa sebagai responden. Data dikumpulkan dengan menggunakan kuesioner dan wawancara. Kuesioner terdiri dari 15 pertanyaan dengan skala Likert 5 poin, didistribusikan melalui Google Formulir, sedangkan wawancara menilai persepsi siswa setelah menggunakan YouTube untuk pembelajaran. Kuesioner terdiri dari 15 pertanyaan dengan skala Likert 5 poin, didistribusikan melalui Google Formulir, sementara wawancara menilai persepsi siswa setelah menggunakan YouTube untuk belajar. Temuan menunjukkan bahwa siswa menganggap YouTube sebagai alat yang memuaskan dan berguna untuk meningkatkan literasi digital dan mempelajari kosakata bahasa Inggris. Kesimpulannya, siswa kelas 10 di SMK Asima' Darul Falah memiliki persepsi positif terhadap peran YouTube dalam meningkatkan literasi digital dan pembelajaran kosakata bahasa Inggris, dengan akses tambahan yang membantu pemahaman dan praktik kosakata mereka.

***Kata Kunci: Literasi Digital, Video YouTube, Pembelajaran Kosakata, Persepsi Siswa***

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## ABSTRACT

YouTube is a valuable platform for learning English, providing an easily accessible medium for vocabulary acquisition. However, Grade 10 students at SMK Asima' Darul Falah in Bajur, West Nusa Tenggara, still struggle to use this technology fluently. Additionally, a lack of awareness and experience with YouTube as a learning tool contributes to their difficulties. This study aims to investigate students' perceptions of improving digital literacy through the use of YouTube for English vocabulary learning. Using a descriptive qualitative method, this study involved 15 students as respondents. Data is collected using questionnaires and interviews. The questionnaire consisted of 15 questions with a 5-point Likert scale, distributed through Google Forms, while interviews assessed students' perceptions after using YouTube for learning. The findings show that students perceive YouTube as a satisfying and useful tool for improving digital literacy and learning English vocabulary. In conclusion, Grade 10 students at SMK Asima' Darul Falah have a positive perception of the role of YouTube in improving digital literacy and English vocabulary learning, with additional access aiding their understanding and practice of vocabulary.

***Key Words: Digital Literacy, YouTube Videos, Vocabulary Learning, Student Perceptions***

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Education serves as a fundamental pillar in the development of a nation, and in today's digital age, technological advancements have profoundly transformed the methods of delivering and comprehending education. The incorporation of technology into the learning process has greatly influenced how educators present material and how students grasp it. (Subroto, Wirawan, and Rukmana, 2023). The impact of these changes also affects one's view of learning resources. In 2016, the Ministry of Education and Culture (Kemdikbud) initiated the National Education Development in response to the significance of literacy within a nation and the declining interest in education in Indonesia. This is supported by Amaliyah et al. (2022) who stated that encouraging the management of a literacy culture is an approach to improving education standards in schools. There are several criteria in selecting useful learning resources, including: their availability, the possibility of students to refer to them themselves, and their ability to meet independent learning needs (Purwati, 2020).

Digital literacy is described as the ability to locate, assess, utilize, share, and generate information available online (Maphosa, 2019). Similarly, Dashtestani and Hojatpanah (2020) defined digital literacy as the capacity to employ information and communication technology to find, evaluate, create, and convey

information, which involves cognitive and technical skills. Incorporating digital literacy-based learning resources in education is crucial as they can deliver content in a contextual, visual, and auditory manner that is both engaging and interactive (Purwati, 2020).

In this modern era, the pace of educational advancement is accelerating rapidly. Globalization presents challenges such as economic growth, international competition, and issues related to the environment, culture, and politics (Purwati, 2020). Despite these challenges, media plays a crucial role in education in the current globalized world. Nguyen (2021) highlights that the significance of media in education cannot be overlooked and stresses the importance of its effective use. Consequently, it is essential to have diverse media resources available for learning English, particularly for enhancing vocabulary. One such effective medium is YouTube, a widely popular website. YouTube offers a range of videos tailored to the specific context that users are seeking (Akhir, and Nasrudin, 2024).

The effectiveness of YouTube videos in English vocabulary learning, as perceived by students, is an emerging area of interest. Consequently, vocabulary plays a crucial role for students beginning to learn English as a foreign language (Fathi, 2022). Gaining extensive vocabulary knowledge provides students with a significant advantage when learning English as a foreign language. In addition, vocabulary is also related to grammar, pronunciation, spelling, and vocabulary which is very important (Madani, Hidayat, and Hasim, 2023). The diversity of vocabulary is essential for constructing various sentences. In addition, learning



vocabulary is easier than learning grammar because there are no specific rules to learn it (Sorohiti, and Hidayah, 2024). Vocabulary plays a crucial role in language acquisition as it is fundamental to all language skills (Komalasari, 2022). Furthermore, vocabulary is central to language and holds significant importance for language learners (Akbar et al., 2022). Additionally, vocabulary forms the foundation of language skills, including listening, speaking, reading, and writing (Afzal, 2019). Achieving language proficiency is challenging without the study of vocabulary..

Based on the observations and interviews carried out by the author while identifying research problems, it was discovered that Grade 10 students at SMK Asima' Darul Falah face challenges in mastering vocabulary. Many students are unfamiliar with the meanings of English words in their textbooks or spoken by the teacher; they struggle to remember words and their meanings despite prior practice, and they often mispronounce words. These issues affect the effective realization of learning objectives.

In English learning, teachers need to help students achieve effective vocabulary analysis and use vocabulary accurately in terms of pronunciation and writing. To do this, teachers can employ techniques and media that enhance vocabulary enrichment. Utilizing these techniques and media can capture students' interest, making them more engaged. With increased interest, students will be more attentive, leading to better outcomes. Similarly, the expansion of students'

English vocabulary is also influenced by the types of learning media utilized by the teacher.

Considering the issues identified by researchers in students' vocabulary learning, efforts were made to find effective techniques or media to enhance students' vocabulary mastery. Vocabulary, being frequently involved in learning materials, is crucial for supporting language skills. One chosen medium to aid in students' vocabulary achievement is digital media, specifically YouTube videos. The use of digital media in English language programs is common among teachers and offers significant benefits for student learning. YouTube has proven to be a valuable tool for enhancing students' speaking skills. Through YouTube videos from foreign countries, students can acquire knowledge, improve speaking, listening, writing, and reading skills, enhance grammar, boost vocabulary, and learn about different cultures (Rufino, 2024). Beyond its motivational and engaging nature, YouTube assists students in applying learning strategies for vocabulary acquisition. By watching YouTube videos, students can expand their vocabulary knowledge. The benefits of YouTube for vocabulary learning include a variety of videos from native speakers, many interesting and easily accessible videos, and a wide range of free content.

Many studies have studied the use of YouTube and its effectiveness when used for vocabulary learning, among others (Rahmatika, Yusuf, and Agung, 2021). It is also explained that YouTube with its innovative visual learning style has made education easy and conceptual (Sharma, 2021). According to Alamri (2023) also

discovered that YouTube serves as an accessible medium for vocabulary learning, leading to favorable results in various language skills and motivating users to engage with the platform.

In response to the issues observed at SMK Asima' Darul Falah, the author decided to utilize YouTube videos as a tool for teaching vocabulary, aiming to help students broaden their vocabulary. As a result, the author carried out research titled "Enhancing Digital Literacy Through YouTube Videos in English Vocabulary Learning."

## **1.2 The Identification of Research**

Identification is essential for understanding the issues present in each research variable under investigation. Thus, it is important to identify the problems outlined in the background description. Based on the problems highlighted by the author, problem identification involves:

1. Many students do not know the meaning of a word.
2. Many students have difficulty distinguishing and remembering vocabulary.
3. Many students are wrong in pronouncing words.

## **1.3 The Limitation of Research**

Based on the background of the problem and the process of problem identification, it becomes clear that the research topic encompasses a wide range of issues. Therefore, the author must narrow down the research problem to ensure



a focused investigation. The researcher limits the study to the use of YouTube videos for learning English vocabulary.

#### **1.4 The Formulation of Research**

Based on the described background of the problem, the researcher formulates the research question as follows:

1. What is the students' perception of using YouTube to enhance their English vocabulary?

#### **1.5 The Aim of Research**

Based on this background, the research objectives are formulated as follows:

1. To determine students' perceptions of using YouTube to enhance their English vocabulary..

#### **1.6 The Significances of Research**

There are several significances that can be taken in this study, which are as follows:

1. Theoretically

This research offers a solution for identifying effective media for vocabulary learning through the use of YouTube videos in English vocabulary education. According to Rufino (2024), students can acquire knowledge, improve speaking, listening, writing, and reading skills,

enhance grammar, boost vocabulary, and learn about different cultures by watching YouTube videos from foreign countries.

## 2. Practically

- a. or English teachers, the findings of this study can serve as valuable input for developing improved teaching techniques that enhance students' vocabulary acquisition.
- b. For students, the study's results can provide guidance on how to improve vocabulary mastery through the use of YouTube videos.
- c. For other researchers, this study can serve as a model for further investigation into the same topic, potentially contributing to the body of knowledge, especially in the area of vocabulary mastery.

### **1.7 The Definition of Key Terms**

To clarify and explain the title terms and to avoid ambiguity in this study, the researcher presents the definitions of key terms below:

#### 1. YouTube

YouTube is a video-sharing platform established online in 2005 by three ex-PayPal employees: Chad Hurley, Steve Chen, and Jawed Karim. The platform enables users to upload, view, and share videos across a range of formats and categories, including education, entertainment, music, and more. YouTube has become one of the most visited websites in the world, with

millions of videos uploaded every day and users from all walks of life utilizing the platform for various purposes.

In the context of education, YouTube is used as an effective learning medium because it provides access to a variety of educational content that can help students understand subject matter in an engaging and interactive way. According to Rufino (2024), YouTube can improve students' speaking, listening, writing, reading, grammar, and vocabulary skills, as well as introduce other countries' cultures through videos available from native English speakers.

## 2. Vocabulary

Vocabulary encompasses the set of words that an individual knows and utilizes when communicating in a language. It involves understanding the meanings of words, using them correctly within sentences, and ensuring proper spelling and pronunciation. Mastery of vocabulary is crucial for developing language skills, including listening, speaking, reading, and writing.

According to Madani, Hidayat, and Hasim (2023), vocabulary is a fundamental aspect of language learning because it has a direct relationship with grammar, pronunciation, and spelling skills. Having an extensive vocabulary allows one to form more complex and communicative sentences. In addition, Sorohiti and Hidayah (2024) emphasize that learning vocabulary

is easier than learning grammar because there are no specific rules to follow, so vocabulary learning can be more flexible and varied.

### 3. Digital Literacy

Digital literacy refers to the capability to search for, assess, use, share, and generate information through digital technologies. It encompasses a broad array of skills, such as navigating the internet, using software, and understanding digital ethics and safety.

Digital literacy is described as the ability to locate, assess, utilize, share, and generate information available online (Maphosa, 2019). Similarly, Dashtestani and Hojatpanah (2020) defined digital literacy as the capacity to employ information and communication technology to find, evaluate, create, and convey information, which involves cognitive and technical skills. In the context of education, digital literacy is essential as it enables students to utilize digital resources such as YouTube to enrich the learning process. Students who have good digital literacy can more effectively search for educational videos, evaluate quality content, and use the videos to improve their English vocabulary acquisition.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This study investigated “Enhancing Digital Literacy through the YouTube Videos in Vocabulary Learning and students' perceptions of their use”. The results revealed that Grade 10 students at SMK Asima' Darul Falah generally view YouTube videos positively for vocabulary acquisition, appreciating the engaging visuals and diverse content. Specifically, 53.33% of students agreed that they can access YouTube to watch videos, and 40.00% felt that YouTube videos are effective in improving their vocabulary comprehension and motivation. Moreover, students found visually appealing YouTube videos helpful in remembering new vocabulary better.

However, the study also highlighted that some students remain neutral regarding the effectiveness of YouTube compared to traditional learning methods, with 66.67% of students feeling neutral about its effectiveness compared to traditional methods. This indicates that, despite the benefits of using YouTube as an educational tool, it may need to be integrated with other teaching methods for optimal results.

The findings underscore the importance of content quality and individual preferences in influencing the effectiveness of YouTube as a learning resource.



The implication is that while YouTube videos can increase students' learning motivation and facilitate the understanding of English vocabulary, a comprehensive approach incorporating diverse methods is essential to meet students' overall learning needs.

Further research is recommended to delve into the direct impact of YouTube videos on language proficiency and to compare their effectiveness with other digital media. Additionally, integrating teachers' perceptions can provide a more holistic understanding of YouTube's role in education, ensuring it is used effectively to enhance learning outcomes and digital literacy.

## **5.2 Suggestion**

Based on the findings of this study, it is suggested that educators at SMK Asima' Darul Falah integrate YouTube videos into their teaching methods to enhance English vocabulary learning. While YouTube videos can boost learning motivation and facilitate vocabulary comprehension, it is important to combine them with traditional teaching methods to meet the overall learning needs of students. This is because some students still feel neutral about the effectiveness of YouTube compared to traditional methods.

Combining engaging and high-quality YouTube content with conventional techniques can provide a more comprehensive and flexible approach that caters to individual student preferences. The quality of content and

individual preferences play a crucial role in the effectiveness of YouTube as a learning resource.

To maximize learning outcomes and digital literacy, further research is recommended to explore the direct impact of YouTube videos on language proficiency and compare their effectiveness with other digital media. Additionally, integrating teachers' perceptions can provide a more holistic understanding of YouTube's role in education, ensuring its effective use to enhance students' learning outcomes.

