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by Turnitin Arise

Submission date: 01-Jul-2026 07:39PM (UTC-0700)

Submission ID: 2989668487

File name: 2214050017_Dhevia_Shanati_Firda.pdf (599.52K)

Word count: 12944

Character count: 75824

INTRODUCTION

This chapter outlines the foundational framework of the research that serves as the basis for the study. The discussion in this chapter is designed to provide a clear overview of the background of the issue, the research focus, the research question, the research objectives, and the significance of the study. Therefore, this chapter is presented in a structured manner so that the research's line of reasoning can be easily understood and followed.

A. Background of the Study

The current digital revolution has brought about many changes in various aspects of life, including the field of education. The integration of technology into learning has fostered the creation of a learning environment that is more flexible, active, and student-centered. Given these technological advancements, educators need to adapt their teaching strategies to keep pace with the times and to address student characteristics closely tied to digital technology. Additionally, the use of technology in education also offers various opportunities to enhance the effectiveness of the teaching and learning process.

According to (Haleem et al., 2022) who argued that the digital technology facilitates the flexible and lifetime learning and improves the quality of education. Likewise, (Kohnke & Moorhouse, 2022) pointed out that the ongoing use of technology in language learning can increase student engagement and create a more meaningful learning experience.

One digital platform used by students is YouTube, where users can access, create, and share videos. Not only used as a media for entertainment, YouTube also has the potential as a learning media that can encourage student engagement. (Zaidi et al., 2018) state that students are interested in using YouTube and feel it helps them with their assignments.

In the educational environment in Indonesia, implementation of the Merdeka Curriculum issued by the Ministry of Education, Culture, Research, and technology of the Republic of Indonesia emphasizes meaningful, student-

centered learning. Referring to the Learning Outcomes (CP) for Stage E, the students in the 10th grade are expected to be active in understanding and using English in various situations. This means that learning English especially vocabulary is not only memorization, but also application of vocabulary in real-life contextual situations.

²⁵ Vocabulary is one of the important components of learning a language, especially English. As Nation (2001) said that a good command of vocabulary is an essential element for message delivery. This is also supported by Susanto (2021) who said that vocabulary should be mastered so that a person can understand the language and express ideas effectively. Thus, vocabulary learning is the basis of ³ other language skills such as reading, writing, speaking and listening.

The learning process by using project based learning such as video projects can encourage the engagement of students. Through this activity, ² students are involved in the process of selecting, using and speaking the vocabulary they will use for their video production as well as preparing a script to convey a message in a structured manner. This process allows students to use vocabulary in meaningful contexts, thus facilitating indirect vocabulary learning.

(Rohayati & Rachmawati, 2021) stated that project based learning gives students the chance to design and produce meaningful learning experiences. The video projects made by the students in this study were then uploaded into YouTube. Thus, YouTube is not only a media to store their work but also becomes ² an integral part of the vocabulary learning process itself.

However, in reality, many students struggle to master vocabulary because classroom instruction tends to be monotonous and lacks interactive media. Furthermore, these limitations can hinder students' ability to convey ideas, comprehend texts, or communicate actively in English. On the other hand, the use of YouTube in school instruction remains suboptimal. Students generally use YouTube for entertainment purposes, while its use as a structured learning media particularly as a platform for uploading video projects is still

rare. This situation indicates a gap between students' high use of technology and its application in formal learning.

Therefore, given this phenomenon, there is a need for learning media that can actively engage students in vocabulary use. One such media is the YouTube video project, as creating such a project allows students to learn through the process of creating, using, and practicing vocabulary in real-life situations.

Previous studies showed the benefits of using YouTube for vocabulary learning. (Tahmina, 2023) revealed that most of the students considered YouTube as a learning platform that is made to improve the vocabulary, understand the content, and develop other language skills through watching videos. This is in line with Musyaffa and Hapsari (2025) who stated that YouTube is an effective tool to learn vocabulary informally, although there are some limitations on the technical and content sides. Besides, Sholeha (2025) found that the students have a very positive perception of using YouTube channel to improve their speaking skills including pronunciation and vocabulary uptake. Arndt and Woore (2018) also proposed that YouTube videos can contribute to vocabulary learning by providing the language in a contextual environment.

Based on the previous studies above, mainly focused on the effectiveness and impact of YouTube use on learning outcomes, viewing students as passive learners who watch videos. Moreover, this research did not explore students' active engagement in creating YouTube video projects as a learning process. Therefore, there is a lack of research on how students perceive the use of YouTube video projects as a vocabulary learning medium.

Thus, this study aims to explore students' perceptions of the use of YouTube video projects in vocabulary learning among 10th-grade students at SMAN 4 Kediri. This study focuses on students' perceptions in the process of creating and uploading videos, as well as how these activities support vocabulary learning. In addition, the researcher also aims to determine how students respond to the use of this media in terms of both the benefits and the challenges they face.

This study focuses on the utilization of YouTube not only as a media for entertainment but also as a media for production through video project activities. These activities are also in line with the principles of Project-Based Learning, which directly incorporate vocabulary in the process of creating and uploading videos.

B. Research Focus

This study focuses on students' perceptions of the use of YouTube video projects in vocabulary learning at State Senior High School 4, specifically regarding students' views on the use of YouTube as a learning medium, particularly in supporting vocabulary learning through video-making activities, which include:

1. Students' perceptions of the use of YouTube video project in vocabulary.
2. YouTube video project as support tool in English vocabulary learning.
3. The benefits and challenges students encounter during the process of creating video project on YouTube.

C. Problem Formulation

Based on the established research focus, the problem formulation in this study was developed to guide the research process effectively. The research questions are presented as follows:

1. What are students' perceptions of using YouTube video projects to learn English vocabulary?
2. How can YouTube video projects support English vocabulary learning?
3. What are the benefits and challenges students face when creating YouTube video projects for vocabulary learning?

D. Research Objectives

Based on the research questions formulated, this study aims to:

1. Describe students' perceptions of the use of YouTube video project in learning English vocabulary.
2. Describe the ways YouTube video project support the learning of English vocabulary.

3. Identify the benefits and challenges student encounter when creating YouTube videos to learn English vocabulary.

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E. Significance of the Research

The results of this study are expected to benefit various relevant parties.

More specifically, the expected benefits are as follows:

1. For Teachers

The findings of this study are expected to give the understanding for English teachers about the use of YouTube video projects as a creative, innovative, and student-centered learning strategy. The findings can be a reference for teachers in designing learning activities that not only emphasize vocabulary mastery but also encourage students to actively use English through authentic activities. The use of YouTube video projects also can help teachers to create a more engaging learning environment, increase student engagement, and develop the 21st-century skills such as creativity, collaboration, communication, and digital literacy.

2. For Students

The study is expected to help students realize that YouTube is not only a media of entertainment but also an effective and meaningful learning tool. Students in YouTube video projects can have a more active learning experience in acquiring English vocabulary, improve their confidence in using English and develop their speaking skills through continuous practice. The study is also expected to encourage students to be more independent in their learning, use digital technology positively, and increase their motivation to learn English.

3. For Schools

The results of this study are expected to provide input for schools in developing innovative learning approaches that utilize digital technology. The findings of this study can be used as a reference to support the implementation of project-based learning integrated with digital media as part of efforts to improve the quality of the learning process. In addition, schools may consider providing facilities, technical support, and a learning environment that supports the optimal use of technology so that students can

develop academic abilities, digital skills, and creativity relevant to the demands of today's digital age.

4. Research Contribution

This study is expected to contribute an alternative model of YouTube video project-based teaching media in English vocabulary learning. This model can be used as a reference for project-based learning that encourages active student engagement in using vocabulary through the process of creating and uploading video.

CHAPTER II

LITERATURE REVIEW

This chapter reviews previous research, concepts, and theories related to the research topic that support the use of YouTube video projects in vocabulary learning as well as concepts related to students' perceptions and project-based vocabulary learning.

A. Review of Related Research

Several studies that examined the use of YouTube in English language learning, especially in vocabulary acquisition. The first is a study by Arndt and Woore (2022) which used a quantitative approach to investigate vocabulary learning through YouTube videos. The findings showed that students were able to understand vocabulary through the real-life situations in the videos. However, this study still treated students as passive recipients of information because the learning activities were dominated by watching videos.

Furthermore, a study by (Yunita et al., 2022) also investigated the effectiveness of vlogs-based project-based learning on students' vocabulary skills of Early Childhood Education in their study. They used an experimental method with one group pre-test and post-test design. The research subjects were 60 students, and the study applied project-based learning theory with simple cognitive skills. The media used was a vlog as the project format. This study demonstrated that project-based learning can enhance motivation and vocabulary mastery through active and creative learning. However, this study did not examine students' perceptions. Additionally, Moreover, the context of early childhood education is different from 10th-grade high school students who have more complex vocabulary learning needs.

Moreover, a study conducted by (Mokodompit et al., 2020) examined students' perceptions of using YouTube for vocabulary acquisition using a descriptive quantitative approach via a closed-ended questionnaire administered to 37 students. The results of this study indicate that students have a positive perception because YouTube is considered to help improve vocabulary comprehension through easily accessible and engaging videos.

However, this study is limited to university-level students and does not address the use of YouTube in the form of video projects that involve students' active participation in content production. Thus, this study has not examined perceptions regarding video projects created by the students themselves.

Similarly, the study by (Madani et al., 2023) studied the use of YouTube as a media in learning English vocabulary for junior high school students in a qualitative case study. The results showed that YouTube helped students to understand the vocabulary, increased their motivation to learn and provided a more enjoyable learning experience. However, this study focused on YouTube as a passive learning media (watching), not as a media for projects that involve students in the production of videos. In addition, the research subjects were junior high school students so that it did not discuss the needs and perceptions of 10th-grade high school students who have different levels of cognitive and academic responsibility.

Finally, Sari et al. (2020) researched the implementation of YouTube video projects in EFL learning at university level through the reflective analysis of 79 students. The results showed that the YouTube video projects could improve non-linguistic aspects, such as teamwork, technical abilities, skills in managing stress, and creativeness in transmitting information and enhancing knowledge, both knowledge related to the learning of the English language and other types of knowledge within a wider scope.

However, the improvement in English language skills, particularly vocabulary, was not very significant. This study focused on students and placed greater emphasis on aspects of self-development rather than students' perceptions of the use of video projects. Furthermore, the research context did not involve high school students as a subject group, so it does not provide insight into how upper-secondary students view vocabulary learning based on YouTube video projects.

Based on previous research, it can be concluded that the use of YouTube in English language learning has been studied, particularly in vocabulary learning. This study indicates that YouTube effectively enhances motivation,

vocabulary comprehension, and enjoyable learning experiences, both through video-watching activities and through video-creation projects.

However, there are several limitations in previous research. First, most studies still position students as passive recipients of information because they focus on observational activities rather than creating projects for learning. Second, the research subjects are still limited to early childhood education, junior high school students, and college students, so there has been no research examining 10th-grade high school students. Third, research using YouTube video projects (Sari et al., 2020) places greater emphasis on self-development aspects (teamwork, creativity, technological literacy) and has not yet deeply examined students' perceptions of such projects, particularly regarding vocabulary learning. Fourth, improvements in vocabulary skills through YouTube video projects remain insignificant.

Therefore, further research needs to be determine to study the perceptions of 10th graders of high school students on the use of YouTube video projects in English vocabulary learning, as well as to bridge the gap between passive learning (watching) and active learning (making videos) at the high school level.

B. Operational Definition of Concepts

The definition of the operational concept in this study explains the main concepts that form the focus of the research, namely the use of YouTube video projects, vocabulary learning, and student perceptions. Through this concept, the study will explain how YouTube video projects are positioned as a media that involves students' active participation in the vocabulary learning process

1. YouTube Video Project

In this study, the YouTube video project is a learning activity that involves students in making videos as learning outcomes that can be uploaded to the YouTube platform. The YouTube video project is a digital learning media in learning English that encourages students to actively use the language. Furthermore, this activity is not only about giving information or passive learning but students are directly involved in the process of using language through writing scripts, pronunciation, conveying messages,

editing videos, and uploading videos to YouTube. (Tyas & Fitriani, 2021) mentioned that students have a good attitude towards video projects because video projects can increase motivation, creativity, self-confidence and technology literacy.

This activity gets students actively involved in the use of language in real life contexts. This activity allows for students to use vocabulary again and again to support a deeper learning process. This approach is supported by Multimedia Learning Theory, which states that the combination of visual and audio elements can enhance students' understanding and memory (Mayer, 2024). In the context of the YouTube video project, students not only access content through videos but also create videos by integrating visual and audio elements.

The creation of a YouTube video project involves several stages: choosing the video topic, writing the script, practicing the pronunciation, recording, editing and uploading the video to YouTube. These steps involve the students' active participation in choosing, using and practicing the English vocabulary directly.

There are many advantages of YouTube video project for learning English vocabulary. This project encourages students to use vocabulary appropriately in real life situations such as writing scripts, practicing pronunciation and communicating in the video. Besides, the combination of visual and audio elements enhances vocabulary understanding and retention. The YouTube video project also increases learning motivation, creativity, and communication skills.

However, although the YouTube video project offers many benefits, it also has several challenges such as the difficulty in choosing and using vocabulary appropriate to the topic, pronunciation difficulties, lack of confidence when speaking in front of the camera, limitations in the editing process and internet connection. Moreover, this activity takes more time than traditional learning methods.

2. Vocabulary Learning

Vocabulary learning is one of the key aspects of English language proficiency and is fundamental to understanding and producing language (Nation, 2001). Students will have difficulties communicating effectively without a good level of vocabulary proficiency. Vocabulary learning in this study is understood as the process in which students understand, **remember, and use English vocabulary in the** appropriate **context**. It includes three main aspects according to Nation (2001), namely form (spoken and written), meaning, and usage. (Akşit & Saygı, 2024) stated that these dimensions are achieved through control of pronunciation, spelling, knowledge of the meaning of the second language, and appropriate word usage.

In the context of the YouTube video project, vocabulary learning occurs through the direct use of language in meaningful situations, where students not only memorize vocabulary but also use it in the form of sentences, dialogues, and narratives in the video, as reflected in their ability to use words in the video script and oral delivery.

3. Student Perception

In this study, ⁵ student perceptions refer to students' views and responses regarding **the use of YouTube video projects in learning English** vocabulary. **The** YouTube video projects in question involve activities in which students actively create, record, edit, and upload their own videos to YouTube. Students' perceptions are viewed as a multidimensional construct encompassing aspects of motivation, interest, engagement, and students' assessment of the benefits of using the YouTube Video Project in vocabulary learning.

In line with (Oya et al., 2024), who outlined five dimensions of attitude in video-based learning, these five dimensions were adapted in this study to the context of the YouTube video project, namely: enjoyment (pleasure in the creative process of making videos and viewing uploaded works), engagement (active participation in writing scripts, pronouncing vocabulary, recording, and editing videos), motivation (enthusiasm for seeking out, memorizing, and using vocabulary to create engaging videos),

behavioral intention (the desire to continue creating video content to learn vocabulary), and perception (evaluating the effectiveness of the video project published on YouTube). Students' perceptions regarding this study are defined as their overall assessment of the use of the YouTube Video Project in vocabulary learning, as reflected through these dimensions regarding the benefits of using the project.

C. Theoretical Framework

The theoretical framework of this study is based on several theories relevant to the research focus, namely students' perceptions of the use of YouTube video projects in vocabulary learning. These theories include learning theory, vocabulary theory, and perception theory, which complement one another in explaining the research phenomenon.

1. Project-Based Learning Theory (Thomas, 2000)

This study is grounded on (Thomas, 2000) theory of Project-Based Learning (PBL), which is a more practical foundation for this study. According to Thomas (2000), PBL is a learning model that prioritizes complex, question- or problem-based tasks that involve students in design, problem-solving, decision-making, and investigative activities ending in concrete products. The video-making activity in this study is in line with the PBL concept where students actively participate in producing a learning product.

Through the video project activity, students carry out a series of processes such as planning, scriptwriting, recording, and uploading videos to the YouTube platform. This active involvement allows students to learn more meaningfully, in accordance with the essence of constructivism. However, in this study, PBL is not used as the main focus but rather as a foundation to explain the learning activities carried out by students.

In addition, (Mayer, 2024) theory of multimedia learning is supported by his own research, which explains that learning is more effective when information is presented through a combination of words and pictures rather than words alone. The combination of visual and audio elements can enhance students' understanding through active engagement in processing

information. In the video project, students use both of these elements, which helps them understand and use vocabulary more effectively.

2. Vocabulary Knowledge Theory (Nation, 2001)

The vocabulary theory in this study refers to Nation (2001) who states that the vocabulary proficiency has three main aspects, namely form, meaning and usage. The form aspect is the students' ability to recognize and use the form of the word, including writing (spelling) and pronunciation. The meaning aspect deals with the students' understanding of the meaning of the vocabulary, in both English and its Indonesian equivalent. Meanwhile, the usage aspect relates to students' ability to use vocabulary in contexts that are grammatically and situationally appropriate (Nation, 2001).

In this study, this aspect is expanded by including speech segments to identify the types of vocabulary used by students, such as nouns, verbs, adjectives, and adverbs (Nation, 2001). This theory is used to understand how students learn and use vocabulary during the video production process, from scriptwriting and pronunciation during recording to verbally conveying messages in videos uploaded to YouTube.

3. Perception Theory (Robbins, 2009)

The theory of perception in this study is based on Robbins (2009) who states that perception is the process by which an individual organizes and interprets the stimuli received from the environment in order to give meaning to their experiences. Robbins (2009) explains that perception is influenced by three main factors: the perceiver, the perceived object (the target), and the situation in which perception occurs.

In the context of this study, students' perceptions are formed based on their experiences while using YouTube video projects in vocabulary learning. These perceptions reflect how students evaluate, feel, and understand the learning activities they experience (Robbins, 2004). In this study, students' perceptions were shaped by their experiences while participating in the YouTube Video Project as part of their English vocabulary instruction. These perceptions reflect how students evaluate,

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feel about, understand, and respond to the use of the YouTube video project as a learning medium.

CHAPTER III

RESEARCH METODOLOGY

In this section, the author describes the research approach and type of study, the time and place of the research, the data and data sources, the data collection procedure, the data analysis technique, and the data validity check.

A. Research Approach and Type of the Study

This study employs a qualitative approach, specifically a descriptive qualitative research design. This approach was chosen because it aims to explore and understand students' perceptions of the use of YouTube video projects in learning. Creswell (2018) states that qualitative research is an approach to exploring and understanding the meanings that individuals or groups ascribe to social or humanitarian issues.

A descriptive qualitative research design was used because this study focuses on providing an in-depth description of students' views and perceptions regarding the use of YouTube video projects in vocabulary learning. Through this approach, the researcher can gain a comprehensive understanding of the benefits, challenges, and experiences students encountered while participating in these learning activities.

B. Place and Time of Research

1. Place of Research

This study was conducted at SMAN 4 Kediri, Jl. Sersan Suharmaji IX/52, Kediri, East Java. The selection of the research location was based on several factors relevant to the objectives of the study. SMAN 4 Kediri has implemented the Merdeka Curriculum which gives a strong emphasis on project-based learning, thus it is appropriate to use YouTube video projects in the teaching and learning process. Moreover, students at SMAN 4 Kediri are equipped with digital technology, with YouTube being a readily accessible learning platform. The school also has teaching methods that involve the production of videos as a project task, thus it fits with the aim of

the study to investigate students' perspectives on these activities. Therefore, SMAN 4 Kediri is considered to have the required qualities for the study.

2. Time of Research

The research was conducted in April-May, the second semester of the academic year 2025/2026. The time was chosen because there was enough time for observation, data collection and further communication with the relevant parties such as school principal, vice principal for curriculum and English teachers.

Table 3. 1 Time of Research

NO	ACTIVITIES	DESCRIPTION	APRIL				MAY				JUNE			
			1	2	3	4	1	2	3	4	1	2	3	4
1	Preparation	Preparing research instrument												
2	Collect Data	Conducting interviews, classroom observations, and collecting documents												
3	Data Analysis	Collecting data and documents through transcription, and grouping by category												

C. Data and Data Sources

1. Types of Data

The data for this study is descriptive data that shows students' perceptions on the use of YouTube video projects in learning English vocabulary. The qualitative data were gathered through narratives or descriptions of the participants on their experiences, opinions, benefits and challenges they faced during the participation of YouTube video project activities.

The data collected in this study are students' perceptions on the use of YouTube video projects, the benefits they obtained in facilitating

vocabulary learning, and the challenges they encountered in the process of planning, creating and publishing videos.

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2. Data Sources

The data sources in this study consist of primary and secondary data sources.

a. Primary Data

The research subject was selected using purposive sampling. Purposive sampling is the method of selecting informants deliberately based on certain criteria, for example, being directly involved in the YouTube video project. According to Creswell (2018), in qualitative research, researchers deliberately select individuals and research locations so that they can help the researcher understand the main phenomenon being studied.

Primary data were obtained directly from the research subject, namely a sample of 10th grade students Class X-3 at SMAN 4 Kediri who were involved in the YouTube video project. Students were chosen as the primary source because they had direct experience with the learning process under study. Data were collected through semi-structured interviews to gain an in-depth understanding of students' perceptions on the use of the YouTube Video Project in learning English vocabulary.

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b. Secondary Data

Secondary data in this study were obtained through open-ended questionnaires, observation results, and various supporting documents. The open-ended questionnaire was used to support the findings obtained from the interviews. Observations were conducted during the learning process to record student activities and involvement in the YouTube video project implementation. Furthermore, supporting documents, such as student project videos uploaded to YouTube, and other documents related to the learning process, were used to strengthen and verify the data obtained from the interviews, which served as the primary data source for the study.

D. Procedure of Collecting Data

The data collection procedure in this study was carried out in the following stages:

1. Observation

The researcher observed in the learning activities and implementation of the YouTube video project. The observation was done using an observation checklist to know student engagement in the learning activities and the use of English vocabulary in the project.

2. Distribution of Open – Ended Questionnaire

The researcher distributed an open-ended questionnaire to students involved in the YouTube video project. This questionnaire was used to collect information on students' perceptions, benefits, and challenges experienced when participating in the YouTube video project as part of their English vocabulary learning.

3. Semi-Structured Interview

After the questionnaire was handed out, the researcher held semi-structured interviews with a few students who were chosen as the main research participants. The interviews were done to get a better insight into the students' perceptions and experiences in using the YouTube video project for learning English vocabulary.

4. Documentation

The researcher collected documentation in the form of YouTube video projects created by the students, photos of learning activities, and other documents related to the implementation of the video project. This documentation was used as supporting data to reinforce and verify the data obtained through the interviews and to support the process of source triangulation in the study.

E. Data Analysis Techniques

In this study the data analysis was carried out using the interactive analysis model proposed by Miles, Huberman and Saldaña (2014) which consists of 3 stages, namely data condensation, data display and drawing conclusions and verification.

1. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming raw data obtained from questionnaires, interviews, and documentation. In this stage, the researcher performs the following tasks: (1) Reading all the collected data. (2) Identifying information relevant to the research focus. (3) Data coding. (4) Data categorization into specific themes such as benefits, challenges and students' perceptions.

2. Data Display

Data presentation is conducted to help researchers understand and organize the reduced information. In this study, the data are presented primarily in the form of narrative descriptions based on themes that emerged from the interviews, open-ended questionnaires, observations, and documentation. The data, which have been grouped into specific themes, are then systematically explained, including interview excerpts and relevant supporting data. Through this data presentation, the researcher can identify patterns, relationships, and meanings related to students' perceptions of the use of YouTube video projects in English vocabulary learning.

3. Drawing and Verifying Conclusion.

After the data were presented in the form of narrative descriptions based on the identified themes, the researcher drew conclusions by interpreting the patterns and meanings that emerged from the data. The conclusions were used to address the research questions regarding students' perceptions, the support provided by the YouTube video project for vocabulary learning, and the benefits and challenges experienced by students during the project.

Next, the conclusions were verified by reviewing the data collected through interviews, open-ended questionnaires, observations, and documentation. This verification was conducted to ensure that the resulting interpretations and conclusions were truly supported by the field data. Miles, Huberman, and Saldaña (2014) state that data reduction, data presentation, and the drawing of conclusions and verification are interactive and ongoing processes until credible and reliable findings are obtained.

F. Data Validity Check

In this study, methodological triangulation was used to ensure the credibility and validity of the research findings. Methodological triangulation was conducted by comparing and verifying the consistency of data obtained through various data collection techniques against the same data sources. The use of these various techniques aimed to enhance data validity and provide a deeper understanding of the phenomenon under study.

In this study, semi-structured interviews were used as the primary technique to collect data on students' perceptions of the use of YouTube video projects in English vocabulary learning. In addition, open-ended questionnaires were used as supplementary data to obtain additional information from the participants. Observations during the learning process, as well as documentation in the form of students' YouTube project videos and photos of learning activities, were also used to strengthen the research findings.

The researchers compared and verified the data obtained from the interviews with the students' responses to the open-ended questionnaire, observation results, and available documentation. For example, when students stated in interviews that creating YouTube videos helped them learn new vocabulary, improve their pronunciation, or boost their confidence in using English, these statements were cross-checked against their questionnaire responses, observations made during learning activities, and evidence found in the project videos produced by the students. The consistency of findings across these various data collection techniques served as the foundation for strengthening the credibility of the research results.

In addition, the researcher repeatedly examined and reviewed the data during the analysis process to ensure that the resulting interpretations truly reflect the participants' experiences and perspectives. Through the application of triangulation, this study is expected to produce findings that are more valid, credible, and reliable.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research findings and discussion are presented in this chapter based on the data obtained through observation, documentation, interview and open questionnaire. The findings are structured based on the research questions and the discussion interprets the data based on the theories and previous studies.

A. Description of Research Setting

This research is conducted at SMA Negeri 4 Kediri, City of Kediri, East Java. This school is one of the high schools that implements various innovative teaching methods to support the English language learning process. One of the activities carried out in English language learning is the YouTube Video Project assignment, which involves creating an English-language video that is then uploaded to the YouTube platform.

The participants in this study were students in Class X-3 who had taken English classes using the "YouTube Video Project" as one of their learning assignments. Participants were selected using purposive sampling, taking into account the students' level of involvement in the YouTube video production activity. A total of five students were selected as the main informants to be interviewed in depth to obtain information regarding their perceptions of the use of the "YouTube Video Project" in learning English vocabulary.

Data collection was conducted using several techniques, namely checklist-based observation, open-ended questionnaires, semi-structured interviews, and documentation. Observations were conducted to monitor student engagement during the learning process. Open-ended questionnaires were used to obtain written responses from students regarding their perceptions of the video project. Semi-structured interviews were conducted to explore in greater depth students' perceptions of the YouTube video project in vocabulary learning. Meanwhile, other supporting documentation was used to corroborate the research data.

The data obtained were analyzed using the analytical model proposed by Miles, Huberman, and Saldaña (2014), namely data reduction, data presentation, and drawing conclusions and verification.

B. Description of Research Findings

This section presents the research findings obtained from semi-structured interviews as the primary data source, which are further supported by open-ended questionnaire data, observations, and documentation. These findings are presented according to the themes that emerged from the data analysis process to address the research questions.

1. Students' perceptions of using YouTube video projects to learn English vocabulary

a. Enjoyment and Interest

The research findings found that students liked and were interested in learning through the YouTube Video Project, unlike traditional learning which is more like reading books or doing written assignments. The video project gave an engaging learning experience. The collaboration with peers made the learning process more enjoyable. This was seen in the students' enthusiasm when they shared their experience in working on the project. One of the informant said:

"Seru, seru, seru. Serunya? Soalnya kan saya bikinnya sama teman sebangku saya. Jadi saling membantu dan saling memberitahu." (S1)
 ("Fun, fun, fun. Why is it fun? Well, I did it with my classmate. So we helped each other and kept each other in the loop.")

This statement indicates that collaboration on video production is one of the factors that makes students enjoy the learning process. Through group work, students can discuss, share ideas, and help one another complete the assigned tasks. In addition, some students also explained that the video recording process offers a different kind of learning experience than usual.

The findings from the interviews were corroborated by the questionnaire results, in which the majority of students stated that the learning process had become more interesting and less boring.

Respondents wrote:

"Saya memiliki pendapat positif karena tugas membuat video YouTube membuat pembelajaran bahasa Inggris menjadi lebih menarik dan tidak membosankan."

("I have a positive opinion because making YouTube videos makes learning English more interesting and less boring.")

Another respondent stated:

"Membuat video YouTube membantu melatih kemampuan berbicara Bahasa Inggris dan membuat belajar jadi lebih menarik."

("Making YouTube videos helps improve English speaking skills and makes learning more interesting.")

The data shows that students view the YouTube Video Project as an engaging and enjoyable learning activity. Students' interest in the learning activity is an important indicator of positive perception because it shows that they have embraced this learning method.

Based on these findings, it can be concluded that the use of the YouTube Video Project is capable of creating a more enjoyable and engaging learning environment. Creativity, group collaboration, and the use of media that is relevant to students' daily lives are the main reasons for their enjoyment and interest in the project.

b. Engagement in Learning Activities

Research findings indicate that the YouTube Video Project encourages students to actively engage in the learning process. In this project, students participate directly in various learning activities related to the use of English. During the project, students had to search for vocabulary related to the video's topic before creating the video such as understanding word meanings, constructing sentences, and writing a script. These activities required students to take an active role in developing their own understanding of the material being studied.

One informant explained:

"Kita cari referensi dulu di internet atau YouTube, terus kalimatnya kita susun ulang lagi sendiri bareng kelompok" (S3)

("First, we look for references online or on YouTube, then we rewrite the sentences ourselves as a group")

Informant added:

"Soalnya kan kalau kita bikin video kan otomatis kita juga bikin skrip ya, Kak. Nah, di skrip itu kita kayak cari tahu kosakata yang belum kita tahu sebelumnya" (S3)

("Because when we make a video, we automatically have to write a script, right? So, in the script, we kind of look up vocabulary words we didn't know before")

This statement shows that students were involved in searching and processing information before they made the final video. This activity made students able to use vocabulary in a more realistic context instead of just memorizing words. The questionnaire results also found similar results. One respondent said:

"Karena kalau buat video kan minimal kita harus tahu kata-katanya, jadi secara tidak langsung membuat saya belajar bahasa Inggris."

("Because when making a video, we have to know the words at the very least, so it indirectly helped me learn English.")

Another respondent wrote:

"Saat membuat video, saya memperhatikan penulisan dengan membuat script terlebih dahulu agar tata bahasanya benar. Saya juga melatih pengucapan dengan mendengarkan contoh dari kamus atau video lain, lalu mencoba mengucapkannya dengan jelas dan benar sebelum merekam."

("When making videos, I pay attention to my writing by creating a script first to ensure the grammar is correct. I also practice my pronunciation by listening to examples from dictionaries or other videos, then try to pronounce the words clearly and correctly before recording.")

The data indicate that the video project provides a participatory learning environment. Students are not merely recipients of information but also play a leading role in the learning process. In addition to increasing participation, this project also provides students with the opportunity to practice using vocabulary in more meaningful contexts. This active engagement helps students gain a deeper understanding of the material because they learn through direct experience. It can be concluded that the YouTube Video Project is able to increase student engagement in learning through various activities that require active participation during the video-making process

c. Learning Motivation

The results of the research show that using YouTube Video Project can motivate students in learning English. The integration of creative activities and technology in the learning process makes students more excited to participate in learning compared to traditional methods. Students feel that they have a clear goal when working on the project because they have to produce a video to be presented to their teachers, classmates, and YouTube viewers. They are motivated to work hard to understand vocabulary and use English more effectively as they want to produce quality work.

One of the informants stated:

"Jadi lebih semangat untuk bisa membuat konten-konten video berikutnya yang lebih bagus lagi penataan bahasanya." (S5)

("It makes me more motivated to create future video content with even better language structure.")

Another informant added:

"Iya, jadi lebih semangat. Soalnya kan pengen tahu respon dari orang-orang juga" (S3)

("Yes, it makes me more motivated. Because I want to know people's reactions, too.")

These statements indicate that the video project provides an intrinsic motivation for students to study more seriously. They are not just completing assignments to fulfill academic obligations, but also want to produce high-

quality work. This finding is supported by the questionnaire results. One respondent wrote:

"Saat mengunggah video, saya menjadi lebih percaya diri dan termotivasi untuk belajar lebih baik."

("When I upload videos, I feel more confident and motivated to study harder.")

The data shows that the experience of creating and uploading videos can increase students' interest in continuing to learn English. This motivation arises because students feel they have the opportunity to demonstrate their abilities through the work they produce. In addition, the process of publishing on YouTube makes students more accountable for the results of their work. They strive to improve their pronunciation, choose the right vocabulary, and give their best performance in the videos they create.

Thus, it can be concluded that the YouTube Video Project plays a role in increasing students' motivation to learn through activities that are creative, challenging, and provide opportunities to produce tangible work.

d. Perceived Effectiveness of the Project

Based on the findings, most students thought that the YouTube Video Project was an effective learning method to support them to learn English vocabulary. Students felt that the making of the video gave them a chance to use the vocabulary directly and made it easier for them to understand and remember. Students had to look up new vocabulary, understand the meanings, put it into sentences and use it while speaking in their videos. These activities allowed students to learn vocabulary more deeply than just memorizing it.

One participant stated:

"Kita bisa belajar bahasa Inggris dengan cara yang lebih menyenangkan dan kosakatanya jadi lebih nempel di ingatan karena kita praktikkan langsung lewat video." (S3)

("We can learn English in a more enjoyable way, and the vocabulary sticks better in our memory because we practice it directly through videos.")

This statement shows that the most important factor that can help students in remembering vocabulary is hands-on practice. When students use these words in real-life situations, they have the opportunity to better understand their meanings and usage.

Another informant explained:

"Lebih mudah mengingat karena kosakatanya sering diulang saat latihan dan membuat video." (S5)

("It's easier to remember because the vocabulary is repeated often during practice and while making videos.")

The questionnaire results confirm this finding as the majority of the respondents found this project-based learning method effective. The preparation for video-making indirectly provides opportunities for students to repeatedly practice English, which has a positive impact on their retention of new vocabulary.

One respondent wrote:

"Ya, karena saya sering mengulang dan mempraktikkan kosakata sehingga lebih mudah diingat."

("Yes, because I often review and practice vocabulary, so it's easier to remember.")

Another respondent stated:

"Hal ini membantu saya mengingat karena saya sering mengulang kosakata saat membuat dan merekam video."

("This helps me remember because I often review vocabulary while creating and recording videos.")

However, a small number of respondents stated that the video-making lessons were not very effective. This view arose because some students were deemed not to be fully engaged and relied solely on the work of their classmates. This was explained in the following statement:

"Pembelajaran membuat kelompok menurut saya kurang efektif karena mereka tidak akan berusaha mengingat semua hal yang diperlukan hanya sekedar copy paste"

("In my opinion, group work isn't very effective because students won't try to remember everything they need to know hey'll just copy and paste.")

Thus, it can be concluded that most students view the YouTube Video Project as an effective learning method because it helps them learn, remember, and use English vocabulary through an active and contextual learning experience. Although there were challenges, such as uneven contributions from members in a small number of group projects, the main value of this video project is still viewed positively as an effective media for transforming passive vocabulary memorization into active and applicable learning.

e. Behavioral Intention

Based on the interview results, most students expressed positive behavioral intentions regarding the use of the YouTube Video Project in learning English vocabulary. These behavioral intentions were evident in the students' desire to create more videos in the future and to improve the quality of their work. One informant stated that the experience of making videos motivated them to continue creating videos on different topics.

"...terus pengen bikin lagi jadinya. Bikin yang lain, temanya model lain gitu." (S1)

("...so I just want to keep making more. Make something else, with a different theme or something like that.")

This statement indicates a desire to repeat the same learning experience in the future. In addition, some informants linked this intention to efforts to improve the quality of their work. One informant said:

"...pengen ngebikin video yang lebih bagus lagi dari video yang sebelumnya biar... biar dapat nilai yang lebih bagus lagi." (S2)

("...I want to make a video that's even better than the previous one so that... so that I can get an even better grade")

Meanwhile, another informant expressed a desire to improve the quality of language use in future videos by saying:

"...untuk bisa membuat konten-konten video berikutnya yang lebih bagus lagi penataan bahasanya." (S5)

("...so I can create future video content that is even better in terms of grammar.")

Another respondent also noted that through this video project, they were able to:

"berbagi pengetahuan dan memotivasi untuk orang lain."

("sharing knowledge and motivating others.")

Based on the interview and questionnaire data, it can be concluded that the positive experiences gained while working on the YouTube Video Project not only increased students' motivation to learn but also fostered a desire to continue developing their English language skills in future projects. This behavioral intention is demonstrated through the desire to repeat the video-making activity, improve the quality of the videos produced, expand vocabulary mastery, improve English language usage, and share knowledge with others through video media. Thus, the YouTube Video Project is able to foster positive behavioral intentions that support the continuity of English vocabulary learning.

2. The YouTube video project supports English vocabulary learning

a. Repetition Practice

The results of this project show that the YouTube video project supports vocabulary learning through repetition practice that occurs naturally during the project process. Students engage. This repetition occurs when the students write scripts, read and memorize dialogues, practice pronunciation, record many times, and add text or subtitles to the video. In this sequence of activities the students face the same vocabulary repeatedly which helps them remember and understand the words better.

Most students reported that the video-making process required them to repeat the use of vocabulary many times. This repetition occurred not only while

memorizing the script but also during practice sessions and when correcting mistakes during the recording process. This situation provided students with the opportunity to be exposed to the vocabulary they were learning more intensively than during regular classroom instruction.

One informant explained:

"Bikin video itu kan ada skripnya juga, terus saya menghafal. Nah, makanya jadi saya ingat banyak gitu kosakatanya." (S1)

("When making a video, there's a script, and I memorize it. That's why I remember so much vocabulary.")

This statement shows that the process of memorizing a script is one of the factors that helps students remember new vocabulary. When students try to understand and memorize the content of the script they will deliver, they also indirectly memorize the vocabulary used in that script. A similar finding was reported by another informant:

"Kita ngedit, terus kita masukan teks subtitle-nya juga ke video. Jadi kita kayak mengulang-ulang kata tersebut, jadi otomatis hafal." (S2)

("We edit the video, then we add the subtitles. So we kind of repeat those words over and over, and we automatically memorize them.")

This statement shows that vocabulary repetition does not only occur during the recording stage but also continues during the video editing process. The activity of writing and reviewing the subtitles makes the students re-engage with vocabulary they have used previously thereby strengthening their memory of that vocabulary.

Another informant also stated:

"Kata-kata yang kita ucapkan berulang-ulang itu jadi lebih mudah menempel di ingatan, jadi ingatan kosakatanya lebih bertahan lama." (S5)

("The words we repeat over and over again stick more easily in our memory, so our vocabulary retention lasts longer.")

his statement indicates that the frequency of vocabulary use during the video production process contributes to students' ability to remember vocabulary for a longer period of time. The more frequently a word is used, the easier it is for that word to be stored in students' memories.

These interview findings are supported by questionnaire data. Several respondents stated:

"Karena dengan membuat video menghafal, jadi lebih mengingat kosakata."

("Because making videos to memorize vocabulary helps us remember the words better.")

The statement shows that the involvement of students in memorizing the script indirectly helps strengthen the memory of the vocabulary used in the video. In addition, writing, reading and memorization activities are factors that support the vocabulary recall process.

"Kita juga menulis, membaca, menghafal kosakata tersebut, jadi kita bisa mengingat lebih mudah."

("We also write, read, memorize the vocabulary, so we can remember it more easily.")

The statement shows that vocabulary repetition with learning activities helps students build a stronger understanding of the vocabulary learned. Similar findings were also found in other respondents who said the importance of the repetition process during video making.

"Hal ini membantu saya mengingat karena saya sering mengulang kosakata saat membuat dan merekam video."

("This helps me remember because I often repeat vocabulary when creating and recording videos.")

In addition, there are respondents who explained that using vocabulary in a real context helps them understand the meaning of words better than just memorizing them passively.

"Kegiatan ini membantu karena penggunaan kosakata dalam konteks percakapan nyata menciptakan asosiasi makna yang lebih kuat sehingga setiap kata menjadi lebih mudah diingat daripada sekadar dihafal secara pasif."

("This activity is helpful because using vocabulary in the context of a real conversation creates stronger associations of meanings so that each word becomes easier to remember than simply passively memorized.")

These statements show that the process of repetition that occurs during the implementation of the project contributes to the students' ability to remember vocabulary. Repetition carried out through various activities makes students not only memorize words, but also understand their use in a particular context.

Nonetheless, not all students feel the same benefits. Some respondents stated that they still had difficulty remembering vocabulary. One of the respondents wrote, "I have a little trouble remembering" while the other respondent replied, "I don't feel it" and "No". These findings show that the effectiveness of the repetition practices can be affected by the differences in each student's abilities, motivations, and learning styles. Overall, the results show that the YouTube video project supports vocabulary learning through the practice of repetition that takes place during the process of composing, recording, and editing the video. The repetition helps students remember vocabulary better and strengthens their understanding of the vocabulary learned.

b. Application of vocabulary in task

The results of the interviews showed that students not only learned English vocabulary theoretically, but also applied it directly in various tasks during the implementation of the YouTube video project. The vocabulary learned is used in the process of drafting, speaking exercises, video recording, and communication with group members. Thus, students have the opportunity to use vocabulary in a more real and meaningful context. One of the informants explained:

"Kita cari referensi dulu, terus kita kembangkan sendiri pakai kalimat kelompok." (S4)

("We look for references first, then we develop them ourselves using group sentences.")

This statement indicates that students do not merely copy information from other sources, and instead process and adapt the vocabulary they find into sentences they construct themselves. This process demonstrates the active use of vocabulary in completing project assignments. This finding is supported by questionnaire data. One respondent stated:

"Digunakan langsung dalam kalimat sehingga tidak sekadar dihafal, tetapi dipakai."

("It's used directly in sentences so it's not just memorized, but actually used.")

This statement indicates that students have the opportunity to use vocabulary in real-world practice, rather than merely memorizing the meanings of words in isolation. Using vocabulary in sentences helps students understand the function and meaning of words in specific contexts. Another respondent also explained:

"Memahami bagaimana kalimat digunakan dalam konteks."

("Understanding how sentences are used in context.")

This statement indicates that students not only learn individual vocabulary words but also understand how those words are used in broader communication. Thus, the use of vocabulary in project assignments helps students develop a more contextual understanding of English.

Overall, the interview and questionnaire data show that the YouTube video project provides students with opportunities to apply vocabulary directly in tasks and communication. The use of vocabulary in real-life contexts helps students better understand the meanings of words and supports a more meaningful vocabulary learning process.

3. The benefits and challenges students face when creating YouTube videos

a. Benefits

The interview results show that the main benefit students experienced while participating in the YouTube video project was an improvement in their English vocabulary, which in turn supported their speaking skills. During the scriptwriting, rehearsal, and video recording processes, students were encouraged to find, understand, and use new vocabulary in appropriate contexts. These activities provided students with opportunities to actively practice English.

One informant stated:

"Manfaatnya melatih kemampuan berbicara dan menambah hafalan kosakata baru." (S5)

("The benefit is that it helps practice speaking skills and expands my vocabulary.")

Another informant stated:

"Manfaatnya bagi saya itu bisa melatih speaking saya, terus melatih juga buat kemampuan saya di vocabulary tuh masih sampai mana, gitu."

("For me, the benefit is that it helps me practice my speaking, and it also helps me assess how far my vocabulary skills have progressed.")

These statements indicate that students experienced significant linguistic benefits from the video project. Not only did they acquire new vocabulary, but they also had the opportunity to use that vocabulary in speaking practice, thereby improving their speaking skills. The questionnaire data supports these findings. One respondent wrote:

"Membuat script membantu menambah kosakata baru, membuat video melatih pengucapan dan percaya diri, sedangkan mengunggah video membuat saya lebih termotivasi belajar Bahasa Inggris."

("Writing scripts helps me expand my vocabulary, making videos helps me practice my pronunciation and build my confidence, and uploading videos motivates me to learn English.")

These statements indicate that each stage of the video project offers different benefits for English language learning. The script-writing process helps develop vocabulary, while the video-making process provides an opportunity to practice pronunciation and speaking skills. Another respondent stated:

"Saat membuat script saya belajar menyusun kalimat, saat membuat video saya melatih pengucapan, dan saat mengunggah saya jadi lebih percaya diri."

("When writing the script, I learned how to construct sentences; when making the video, I practiced my pronunciation; and when uploading it, I became more confident.")

These responses indicate that the video project not only helps students with vocabulary but also supports the development of broader communication skills. Through the various stages of the project, students gain learning experiences that integrate vocabulary mastery and speaking practice.

Overall, the interview and questionnaire data show that the YouTube video project provides significant benefits for students' vocabulary mastery. This increase in vocabulary then helps students use English more effectively in speaking activities, thereby supporting the development of their speaking skills.

b. Challenges

Although it offers various benefits, research findings indicate that students also face a number of challenges during the process of creating and uploading YouTube video projects. The most common challenges relate to pronunciation and technical aspects of video production. Both of these challenges arise at various stages of the project, from scriptwriting to video editing and publication.

One informant stated:

"Mengalami kesulitan di bagian pengucapan, Kak. Soalnya kan ada beberapa kata bahasa Inggris yang pengucapannya itu susah buat lidah orang Indonesia." (S2)

("I'm having trouble with the pronunciation, Sis. You see, there are some English words that are hard for Indonesians to pronounce.")

These findings are supported by questionnaire data indicating similar obstacles, with these difficulties accompanied by challenges in constructing written sentences. One respondent wrote:

"Saya mengalami kesulitan dalam mengucapkan beberapa kosakata bahasa Inggris karena pelafalannya berbeda dengan penulisannya... kadang kesulitan dalam menulis kalimat yang benar karena masih bingung dengan tata bahasa "

("I have trouble pronouncing some English words because they're pronounced differently from how they're written... sometimes I have trouble writing correct sentences because I'm still confused about grammar.")

This data shows that producing spoken language triggers specific concerns among students about making pronunciation mistakes. In addition to linguistic difficulties, students also face technical challenges during the video-making process. One informant explained this challenge as follows:

"Kesulitannya di pas take video sih, Kak. Soalnya kan kita take video di sekolah, kadang kelas sebelah berisik."

("The difficulty is actually when we're filming, sis. Since we're filming at school, sometimes the classroom next door is noisy.")

Another respondent stated:

"Biasanya saya kesulitan dalam mengatur kamera dan mengedit video tersebut agar lebih menarik."

("I usually have trouble setting up the camera and editing the video to make it more interesting.")

Another respondent added:

"Saya mengalami kesulitan dalam menyusun script/dialog dalam Bahasa Inggris, menghafal kalimat, serta menjaga pronunciation saat merekam video. Bagian yang paling sulit biasanya saat proses speaking di depan kamera dan editing agar hasil video terlihat baik"

("I have difficulty writing scripts and dialogues in English, memorizing lines, and maintaining proper pronunciation while recording videos. The hardest parts are usually speaking in front of the camera and editing to make the video look good.")

This statement indicates that technical skills in using digital devices also pose a challenge for some students. They are not only required to use English but must also understand the recording process, camera settings, and video editing to produce a high-quality final product.

Overall, the interview and questionnaire data show that the challenges students faced during the YouTube video project encompassed both linguistic and technical aspects. Nevertheless, most students were still able to complete the assigned project, so these challenges can be viewed as part of the learning process that helps them develop both their English language abilities and digital skill.

C. Interpretation and Discussion

Overall, the research findings indicate that students have a very positive perception of the use of the YouTube Video Project in English vocabulary learning. These positive perceptions are reflected through five dimensions of attitude adapted from (Oya et al., 2024), namely enjoyment, engagement, motivation, behavioral intention, and perceived effectiveness. These five dimensions are interrelated and collectively shape a meaningful learning experience for students. Robbins (2009) states that a person's perceptions are influenced by their experiences and the situations in which those perceptions occur; in the context of this study, a relaxed and collaborative learning atmosphere, as well as the use of media familiar to students' daily lives, contributed to their positive perceptions of the video project.

One of the main findings was the sense of enjoyment and interest among students during this project. Students reported that making videos felt “exciting” and fun, especially because they worked with friends in a collaborative environment. Group collaboration was a key factor in helping students enjoy the learning process. This finding aligns with research by (Centrisia et al., 2025) which found that students responded positively to the integration of YouTube-based Project-Based Learning, showing increased interest particularly in producing creative content and collaborating with peers.

Furthermore, these findings expand upon the results of the study by (Mokodompit et al., 2020), which found that college students had a positive perception of using YouTube for vocabulary acquisition because they believed it helped improve their vocabulary knowledge. However, unlike Mokodompit et al., who focused on YouTube as a media for passive viewing, this study reveals that students experience greater enjoyment when they are actively involved as content creators, rather than merely as consumers.

In addition to the enjoyment aspect, this project has also been shown to encourage students’ active engagement in the learning process. Students participate in various activities such as searching for vocabulary related to the topic, understanding word meanings, constructing sentences, writing scripts, and recording and editing videos. These activities require students to take an active role in building their own understanding of the material being studied. This finding aligns with Thomas’s (2000) theory of Project-Based Learning (PBL), which states that PBL is a learning model that prioritizes complex tasks that engage students in design, problem-solving, decision-making, and investigation, culminating in a concrete product.

Research by (Centrisia et al., 2025) confirms that implementing a YouTube video project within the PBL framework has proven effective in creating a more dynamic and student-centered English language learning environment, where students are not positioned as passive recipients of information but rather as the main actors in the learning process. This active engagement distinguishes this study from the research by Arndt and Woore (2018), which investigated vocabulary learning through watching YouTube

videos and reading blog posts; they found that incidental vocabulary learning occurred in nearly equal amounts across both media, with videos promoting greater retention of grammatical functions and the meanings of target words. In contrast to Arndt and Woore's focus on passive consumption, this study demonstrates that active production through video projects results in deeper engagement and more meaningful vocabulary acquisition.

Furthermore, YouTube video projects also play a significant role in boosting students' motivation to learn. Learning that involves creative activities and the use of technology makes students more enthusiastic about the learning process compared to traditional methods. Students feel they have a clear purpose when working on projects because they must produce videos that can be shown to teachers, classmates, and YouTube viewers. The desire to produce quality work motivates them to strive to understand vocabulary and use English more effectively. These findings are supported by research by Rahman et al. (2025), which found that students demonstrated high levels of motivation toward YouTube vlogs as a tool for vocabulary learning. (Oya et al., 2024)emphasize that motivation plays a crucial role in encouraging students' willingness to participate.

Investing effort in the learning process, and video-based learning has been shown to increase student motivation by providing autonomy, promoting active learning, and accommodating various learning styles. These findings are also consistent with those of(Madani et al., 2023), who found that most junior high school students feel comfortable using YouTube to learn vocabulary because it is easy to understand and features more engaging visuals. However, this study expands on those findings by demonstrating that the act of creating videos rather than simply watching them produces a stronger motivational effect, as students feel a sense of ownership over their own work.

In addition, the students' behavioral intentions also showed a positive trend, as evidenced by their desire to create more videos in the future and improve the quality of their work. Students expressed a desire to create videos on different themes, improve the quality of their videos, expand their vocabulary, and improve their use of English. These findings align with those

of (Oya et al., 2024), who stated that motivation and behavioral intentions are positively influenced by video-based learning models, which enhance students' proactive learning behaviors and overall engagement with course material. Research by (Centrisia et al., 2025) also found that students reported increased interest, particularly in producing creative content and collaborating with peers. This behavioral intention indicates that positive experiences during project work not only boost students' learning motivation but also foster a commitment to continue developing their English language skills in future projects.

In terms of effectiveness, most students felt that the YouTube Video Project was an effective learning method for helping them learn English vocabulary. Students felt that the video-making process provided an opportunity to use vocabulary directly, making it easier to understand and remember. Hands-on practice is a key factor in helping students remember vocabulary because when students use these words in real-life situations, they have the opportunity to better understand their meanings and usage. (Nadhira Hapsari & Susilo Adi, 2023) also found that learning vocabulary through YouTube educational videos offers numerous benefits and positive impacts for students. These findings align with the research by (Yunita et al., 2022), which investigated the effectiveness of project-based learning through vlogs to improve vocabulary mastery among early childhood education (PAUD) students and found that the project-based learning approach implemented through vlog design had a significant impact on enhancing students' vocabulary. Although (Yunita et al., 2022) focused on early childhood education, this study suggests that similar benefits apply to high school students who face more complex vocabulary learning demands.

However, a small number of respondents stated that video-making instruction was less effective because some students were deemed not to be fully engaged and relied solely on the work of their peers. These findings suggest that the effectiveness of video projects can be influenced by factors such as task distribution within groups and individual participation levels. This challenge aligns with the findings of Sari et al. (2020), who examined the implementation of YouTube video projects in EFL instruction at the university

level through a reflective analysis of 79 students. Their study showed improvements in non-linguistic aspects such as teamwork skills, stress management, technological proficiency, and creativity; however, interestingly, students' English language skills did not improve significantly compared to the improvements in personal development. This study addresses that gap by demonstrating that when YouTube video projects are implemented with clear guidance and equal group participation, significant vocabulary gains can be achieved.

Furthermore, the YouTube video project has been shown to support vocabulary learning through the repetition that occurs naturally during the project process. Students engage in this repetition when writing scripts, reading and memorizing dialogues, practicing pronunciation, recording multiple takes, and adding text or subtitles to the video. Through this series of activities, students repeatedly interact with the same vocabulary, which helps them remember and understand the words better. This finding is strongly aligned with Nation's (2001) theory, which emphasizes that vocabulary learning is not an "all-or-nothing" process but rather a gradual one in which each encounter with the same word reinforces and deepens knowledge. Nation (2001) proposed a three-stage model comprising noticing, retrieval, and generation. These findings are also consistent with Arndt and Woore (2018), who found that video input helps students strengthen their vocabulary, particularly in terms of meaning and usage. However, while Arndt and Woore focused on incidental vocabulary learning from watching videos, this study shows that intentional repetition through active video production results in stronger vocabulary retention.

In the context of a video project, students go through these three stages: they become aware of new vocabulary while writing the script (noticing), recall it during rehearsals and recording (retrieval), and use it in their own sentences (generation). Nation (2001) also argues that vocabulary words must be repeated in different contexts because the context of use is linked to different cognitive processes during language learning. In video projects, students repeat

vocabulary in various contexts while writing, reading, speaking, and listening which strengthens their holistic understanding.

These findings are also supported by Mayer's (2009) theory of multimedia learning, which states that learning is more effective when information is presented through a combination of words and images rather than words alone. Mayer (2009) explains that the human information processing system includes dual channels for visual/image and auditory/verbal processing; each channel has a limited processing capacity, and active learning involves engaging in appropriate cognitive processing during the learning process. In the video project, students not only write and read scripts but also speak the vocabulary while viewing visuals they created themselves, such as images, settings, or facial expressions. This activity creates a multimodal learning experience that strengthens the connection between word form, meaning, and usage, resulting in more optimal vocabulary retention compared to conventional memorization methods that rely solely on text. Thus, the YouTube video project not only supports verbal repetition of vocabulary but also enriches understanding through the integration of visual and auditory elements, as suggested by Mayer's theory (2009).

In addition to repetition, this project also encourages students to apply vocabulary directly in real-world tasks. The vocabulary learned is used in the process of writing scripts, speaking exercises, video recordings, and communication with group members. Thus, students have the opportunity to use vocabulary in more realistic and meaningful contexts. This finding aligns with Nation (2001), who distinguishes between receptive and productive vocabulary knowledge. Receptive knowledge involves perceiving word forms while listening or reading and retrieving their meanings, whereas productive knowledge involves the desire to express meaning through speaking or writing and producing the appropriate spoken or written word forms. In the video project, students not only demonstrated receptive knowledge (understanding vocabulary while reading the script) but also developed productive knowledge (using vocabulary in speaking and writing).

Hapsari and Adi (2023) also found that students use various strategies to learn vocabulary while watching educational YouTube videos, including using words in appropriate grammatical forms, pronouncing easily recognizable words, familiarizing themselves with vocabulary in both spoken and written forms, and spelling words correctly. These findings expand upon the research results of Madani et al. (2023), who found that most students feel comfortable using YouTube to learn vocabulary because it is easy to understand and features engaging visuals, but did not explore the productive use of vocabulary in depth.

The most significant benefit students experienced while participating in this project was an improvement in their English vocabulary, which in turn enhanced their speaking skills. During the scriptwriting, rehearsal, and video recording processes, students were encouraged to seek out, understand, and use new vocabulary in appropriate contexts. These activities provided students with opportunities to actively practice English. This finding aligns with the research by Rahman et al. (2025), which showed that students perceive YouTube vlogs as effective for improving vocabulary comprehension, pronunciation, and usage in daily life. Each stage of the video project offers distinct benefits: the scriptwriting process aids vocabulary development; the video production process provides opportunities to practice pronunciation and speaking skills; and the video uploading process boosts students' self-confidence.

Research by Maharani and Ilham (2024) also found that students perceive YouTube as a satisfying and useful tool for improving digital literacy and learning English vocabulary. These findings also complement the results of a study by Sari et al. (2020), which found that YouTube video projects can improve non-linguistic aspects such as teamwork, technological skills, stress management, and creativity. Although Sari et al. found that the improvement in English language skills was not particularly significant, this study shows that when video projects are designed with clear vocabulary learning objectives, significant linguistic improvement can be achieved alongside the development of non-linguistic skills.

On the other hand, a number of challenges have also arisen during the implementation of this project. The most common challenges relate to

pronunciation and technical aspects of video production. Both of these challenges arose at various stages of the project, from scriptwriting to video editing and publication. Pronunciation difficulties stemmed from differences between the spoken and written forms of English, as well as the fact that some English words are considered difficult for Indonesians to pronounce. Meanwhile, technical obstacles included ambient noise during recording, difficulties in setting up the camera and editing the video, and a lack of confidence when appearing on camera. Research by Maharani and Ilham (2024) also revealed that 10th-grade students still struggle to use technology fluently, and their lack of awareness and experience with YouTube as a learning tool contributes to their difficulties.

These findings align with the challenges identified by Madani et al. (2023), who noted that although students feel comfortable using YouTube, educators need to take a more proactive approach to help students learn English vocabulary, as well as by Sari et al. (2020), who found that students need support in developing technological competencies. Nevertheless, most students were still able to complete the assigned projects, so these challenges can be viewed as part of the learning process that helps them develop both English language proficiency and digital skills in an integrated manner.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from this research. It also provides detailed, practical suggestions for teachers, students, schools, and future researchers to support project-based learning, particularly YouTube video projects.

A. Conclusion

Based on the research results, it can be concluded that students have a positive perception of the use of the YouTube Video Project in learning English vocabulary. Firstly, the students were interested and enjoyed the YouTube Video Project activities as it made the learning become more interesting, interactive and less boring. The video-making activity gave a different experience in learning than the conventional learning which increased the student engagement throughout the learning process.

Second, the YouTube Video Project was used as a supporting media for learning English vocabulary. Students had the chance to review and use the vocabulary in real-life situations through writing scripts, practicing dialogues, recording videos, editing, and presenting videos. These activities helped students to get a better understanding of the meaning, usage and pronunciation of the vocabulary and increased their motivation to learn English.

Third, students gained many advantages from the YouTube Video Project such as vocabulary acquisition, speaking ability improvement, self-confidence building, creativity development, teamwork skills, and technological skills. But, students encountered many disadvantages such as pronunciation, word choice, sentence construction, limited video editing skills, and task distribution within the group members. However, most students were able to overcome these challenges by practice, group discussions, and teacher assistance.

The research results indicate that the YouTube Video Project is a learning medium which gives meaningful learning experiences and supports the learning of English Vocabulary through the active involvement of students in the learning process

B. Implication

1. Theoretical Implications

The results of this study support the vocabulary learning theory that vocabulary mastery can be achieved through active language use and repetition in various contexts. The findings of this research also support the project-based learning concept that puts students in the center of the learning process and multimedia learning theory that emphasizes the importance of combining visual and verbal elements in the learning process. Therefore, this study adds to the development of research on the use of digital media, especially the YouTube Video Project as a means of learning English vocabulary.

2. Practical Implications

For English teachers, the results of the study can give an alternative in designing more creative, innovative, and student-centered learning through the use of the YouTube Video Project. Teachers should also give clear instructions on who does what, what words to use and how they will get help with making the video. For students, the activities of YouTube Video Project can be used as a medium to improve vocabulary mastery, speaking skills, creativity, self-confidence and collaboration skills through authentic learning experiences. For schools, the results of this study can be used as a consideration in supporting the use of technology-based learning media and providing facilities to support the implementation of project-based learning.

C. Limitations of the Research

This research has some limitations that should be considered. First, this research was conducted in one class at SMA Negeri 4 Kediri, so the results cannot be generalized to other school contexts.

Second, this research focused on students' perceptions of the use of the YouTube Video Project in vocabulary learning, and did not measure improvements in students' vocabulary mastery through language proficiency tests.

Third, interviews and questionnaires were distributed several months after the learning activities began. This time difference might mean that some students may not recall all their experiences in detail. However, the researchers attempted to increase the validity of the data through triangulation using observations, interviews, open-ended questionnaires, and documentation.

D. Suggestion

1. For English Teachers

Teachers are encouraged to incorporate the YouTube Video Project as a method for teaching English vocabulary. The steps for video creation should be explained by the teacher: choosing a topic, writing a script, practicing pronunciation, recording, and editing. Furthermore, teachers should pay attention to students who struggle with pronunciation and provide them with more practice opportunities or additional learning materials. Furthermore, teachers should consider forming balanced groups to reduce the gap in contributions between group members.

2. For Students

The YouTube Video Project offers students the opportunity to improve their English skills, especially vocabulary and speaking skills. Involving students in all stages of video creation—from vocabulary research to video shooting is known to help them better understand and retain new vocabulary. Difficulties students may encounter (problems with pronunciation, editing techniques, etc.) are common learning barriers that can help them develop their language skills and boost their confidence.

3. For School

Schools are encouraged to support the implementation of the YouTube Video Project by providing necessary facilities such as reliable internet connectivity, video recording equipment, and a conducive learning environment for recording activities. YouTube Video Projects can also be integrated into the curriculum as part of a sustainable project-based learning strategy.

4. For Future Researchers

Future researchers are suggested to conduct studies with a broader scope, for example, involving more participants from different grade levels or schools to gain a more comprehensive picture. Quantitative or mixed-methods research could also be used to specifically assess the effectiveness of YouTube Video Projects in improving vocabulary acquisition. Furthermore, longitudinal research could be conducted to investigate the long-term impact of YouTube Video Projects on vocabulary retention and students' overall English language development.

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Program Studi : S1-Pendidikan Bahasa Inggris

Judul Karya Ilmiah:

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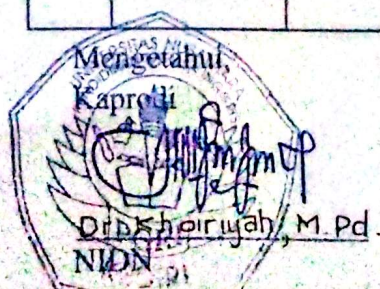
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2	14/4/2026	Instrument	ACC Instrument	8fi
3	21/4/2026	Bab 1 & 2	ACC BAB 1 & 2	8fi
4	29/4/2026	Bab 3	Revisi point validity check	8fi
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6	12/5/2026	Bab 4	Revisi research finding (penulisan)	8fi
7	18/5/2026	Bab 4	ACC BAB 4	8fi
8	26/5/2026	Bab 5	Revisi bagian implikasi	8fi
9	2/6/2026	Bab 5	ACC BAB 5	8fi
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11	9/6/2026	Abstract	ACC Abstract	8fi
12	10/6/2026	Appendix	ACC Appendix	8fi
13	16/6/2026	Artikel	Revisi Background, Discussion	8fi
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Pembimbing II

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2	17/04/2026	Bab 2	Revisi language expression	8fi
3	23/04/2026	Bab 1 & 2	ACC 1 & 2	8fi
4	24/04/2026	Bab 3	Revisi tabel schedule	8fi
5	30/04/2026	Bab 3	ACC BAB 3	8fi
6	21/05/2026	Bab 4	Revisi tata bahasa dll	8fi
7	22/05/2026	Bab 4	ACC & lengkapi bab 5	8fi
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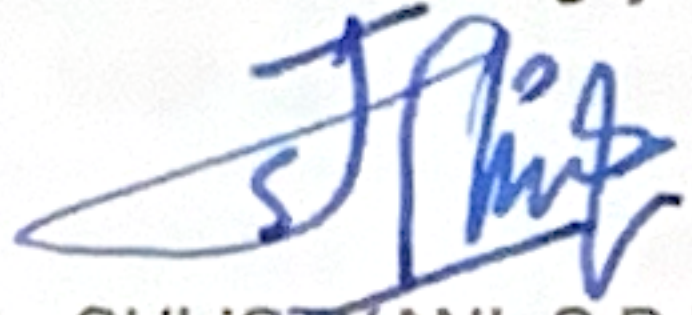
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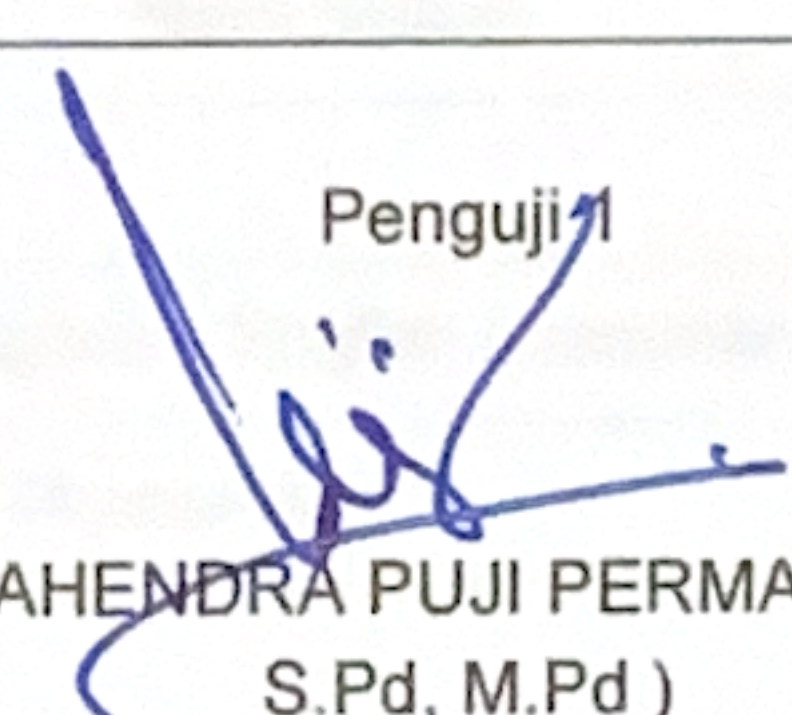


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