

**STUDENTS' PERCEPTION OF USING YOUTUBE VIDEO PROJECT
FOR VOCABULARY LEARNING OF TENTH GRADE AT SMAN 4
KEDIRI**

SKRIPSI

Presented as a Partial Fulfilment of the Requirement to Obtain the Sarjana Degree
of Education in English Language Education Department
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University of Nusantara PGRI Kediri



By:

DHEVIA SHANATI FIRDA

NPM: 2214050017

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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APPROVAL PAGE

Skripsi by:

DHEVIA SHANATI FIRDA

NPM: 2214050017

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Approved for Submission to the Committee of Skripsi Examination
English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

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Advisor I



Dr. Sulistyani, S.Pd., M.Pd
NIDN. 0701056803

Advisor II



Dr. Khoiriyah, S.Pd., M.Pd.
NIDN. 0719017501

APPROVAL SHEET

Skripsi by:

DHEVIA SHANATI FIRDA

NPM: 2214050017

Entitled:

**STUDENTS' PERCEPTION OF USING YOUTUBE VIDEO PROJECT
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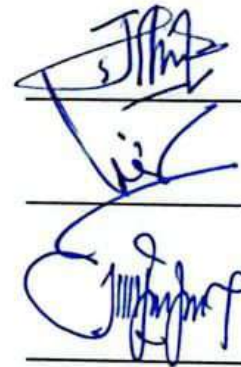
Approved and Accepted by all its Qualifications by the Examination Committee
of the University of Nusantara PGRI Kediri

Kediri, July 14th 2026

Chairman : Dr. Sulistyani, S.Pd., M.Pd..

First Examiner : Mahendra Puji Permana Aji,
S.Pd., M.Pd

Second Examiner : Dr. Khoiriyah, S.Pd., M.Pd.



**The Dean of the Faculty of Teacher Training and
Education University of Nusantara PGRI Kediri**



Dr. AGUS WIDODO, M.Pd.
NIDN: 0024086901

MOTTO AND DEDICATION

MOTTO:

"Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan."
(QS. Al-Insyirah: 5-6)

DEDICATION:

1. To my beloved parents, and two brothers. Thank you for being the best, always supporting, praying for, and being patient with me from the first semester until now. You are the main reason why I never truly gave up. I hope this short thesis can be a source of pride for our family.
2. To my best friends Nanda, Tutul, Marisa, Sayid, and Amel who are always willing to listen to my endless complaints. Thank you for always being there, both in good times and when I was about to give up. You are the reason this thesis process feels easier.
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4. And to everyone I can't mention individually who only joined in briefly but helped motivate me. You are all part of this long story. Thank you so much for being a part of my thesis journey.

THE STATEMENT OF WRITING ORIGINALITY

Hereby:

Name : Dhevia Shanati Firda
Gender : Female
Place/ Date of Birth : Kediri, October 30th, 2003
NPM : 2214050017
Faculty/ Study Program : Faculty of Teacher Training and Education /
English Education Department

Declare truthfully in that in this skripsi, there is no work that has ever been submitted to obtain a graduate degree at the university, and to the best of my knowledge, there are no papers or opinions that have ever been published by anyone else, except those that are intentionally referred in this text and mentioned in the bibliography.

Kediri, July 14th, 2026



DHEVIA SHANATI FIRDA
NPM. 2214050017

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DHEVIA SHANATI FIRDA
NPM. 2214050017

ABSTRACT

Dhevia Shanati Firda: Students' Perception of Using YouTube Video Project for Vocabulary Learning of Tenth Grade at SMAN 4 KEDIRI, Skripsi. English Language Education Department, Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri, 2026.

Keywords: *Student Perception, YouTube Video Project, Vocabulary Learning*

This study aims to describe students' perceptions about the use of YouTube Video Project in learning English vocabulary for tenth-grade students of SMAN 4 Kediri. This study was motivated by the limited use of YouTube as an active production media in English learning where students are generally only passive consumers of information.

This study used a qualitative descriptive approach that involving students from class X-3 who were selected using purposive sampling. The primary data were collected through open-ended questionnaires, while semi-structured interviews and documentation were used as supporting data to provide a deeper understanding and verify the findings.

The findings revealed that students had very positive perceptions of the YouTube Video Project, as reflected through the five attitudinal dimensions: enjoyment, engagement, motivation, behavioral intention, and perceived effectiveness. The YouTube Video Project enabled learning through two mechanisms: repetition practice, and applying vocabulary in real-life tasks that promote students' productive knowledge. The main benefits students identified were improved vocabulary that supports their speaking skills, and greater self-confidence from publishing videos on YouTube. Nevertheless, students also encountered challenges like pronunciation difficulties and technical issues during the video production process.

Therefore, this study concludes that the YouTube Video Project is an effective and enjoyable learning method to improve English vocabulary mastery and recommends that it continues inclusion to be integrated English language learning at senior high school level to promote more active, meaningful learning and technical aspect of video production.

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CHAPTER I

INTRODUCTION

This chapter presents the foundation of 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) digital technology facilitates the flexible and lifelong learning and improves the quality of education. Likewise, Kohnke and 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 to serve as learning media that can encourage student engagement. Students are interested in using YouTube and feel it helps them with their assignments (Zaidi et al., 2018).

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 tenth-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.

Vocabulary is one of the essential components of language learning, especially English. Nation (2001, p. 27) state that a good command of vocabulary is an essential element for conveying meaning. This view is supported by Susanto (2021), vocabulary should be mastered so that a learners can understand the language and express ideas effectively. Therefore, vocabulary learning is the basis of other language skills such as reading, writing, speaking and listening.

The learning process through project-based learning activities, such as video projects can encourage the engagement of students. Through this activity, 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 and 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 to YouTube. Thus, YouTube is not only a media for sharing students' work but also becomes 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 phenomenon highlights the needs to itergrate students' familiarity with technology into meaningful classroom learning activities..

Therefore, given this phenomenon, there is a need for learning media that can actively engage students in vocabulary learning. One such medium 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 shown 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 argued that YouTube videos can contribute to vocabulary learning by providing the language in a contextual environment.

Based on the previous studies discussed above, it can be concluded that most of them focused on the effectiveness and impact of YouTube use on learning outcomes, viewing students as passive learners who watch videos. Moreover, this studies mainly investigated YouTube as as platform for watching educational video or examined is effectiveness on learning outcomes. Few studies have explored students' perceptions when they actively create and upload YouTube video project as part of vocabulary learning. Therefore, there is still limited research on how student perceive the use of YouTube video project for vocabulary learning, particularly when students act as content creators rather than passive viewer.

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 explore 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 media, 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. Research Questions

Based on the established research focus, the research question 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 using YouTube video project in learning English vocabulary.

2. Describe the ways of YouTube video project can support the learning of English vocabulary.
3. Identify the benefits and challenges student encounter when creating YouTube videos to learn English vocabulary.

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 provide English teachers with an understanding of 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 can also help teachers to create a more engaging learning environment, increase student engagement, and develop students' 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. Though YouTube video projects can have a more active learning experience in learning 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 for using YouTube video project 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 videos.

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 have examined the use of YouTube in English language learning, particularly in vocabulary. The first study was conducted by Arndt and Woore (2022), who 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 vlog-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 through a closed-ended questionnaire administered to 37 students. The results of this study indicate that students had 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. Therefore, this study did not examine students' perceptions regarding video projects created by the students themselves.

Similarly, 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 improved 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 did 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 operational definitions in this study explain the main concepts that form the focus of the research, namely the 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 script writing, pronunciation, messages delivery, video

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

This activity encourages students actively engage in the use of language in real life contexts. This activity allows 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 a topic, writing script, practicing 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.

The YouTube video project offers several advantages 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 enhance 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 selecting and using vocabulary appropriate for 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 requires 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, p.27). Students will experience difficulties in communicating effectively without a adequate 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. According to Nation (2001, p.27) vocabulary knowledge consist of three main aspect: form (spoken and written), meaning, and use. (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 meaningful language use, where students not only memorize vocabulary but also apply it in sentences, dialogues, and narratives. This is reflected in their ability to vocabulary appropriately in video scripts and presentations.

3. Student Perception

In this study, student perceptions refer to students' views and responses regarding the use of YouTube video projects in learning English vocabulary. The YouTube video projects refers to learning 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.

Acording to (Oya et al. (2024), who outlined five dimensions of attitude in video-based learning, this study adapts thes five dimensions to the context of the YouTube video project, namely, enjoyment, referring to pleasure in the creative process of making videos and viewing uploaded works, engagement, referring to active participation in writing scripts, pronouncing vocabulary, recording, and editing videos, motivation,

referring to enthusiasm for seeking out, memorizing, and using vocabulary to create engaging videos, behavioral intention, referring to the desire to continue creating video content to learn vocabulary, and perception, referring to evaluating the effectiveness of the video project published on YouTube. In this study, Students' perceptions 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 in the Project-Based Learning (PBL) theory proposed by Thomas (2000, p.1), which serves as the practical foundation for this study. According to Thomas (2000, p.1), Project-Based Learning 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 applied in this study is based on Nation (2001, p. 27) who states that the vocabulary Knowledge consists of three main aspects, namely form, meaning, and use. The form aspect refers to 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 use aspect relates to students' ability to use vocabulary in contexts that are grammatically and situationally appropriate.

This theory is used to explain the students' development of vocabulary knowledge during the YouTube video project. During scriptwriting, students select appropriate vocabulary according to the intended meaning and. They practice the pronunciation and spoken form of words while making the video. Moreover, students show their ability to use vocabulary in context by stating ideas in complete sentences and in real-life situations. Therefore, the YouTube video project provides students with opportunities to develop vocabulary knowledge in terms of form, meaning and use.

3. Perception Theory (Robbins, 2009)

The theory of perception in this study is based on Robbins (2009, p. 175) 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, pp. 175-176) 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 shaped by their experiences of using YouTube video projects in vocabulary learning. These perceptions reflect how students evaluate, feel about, and understand the learning activities they experience. In this study, students' perceptions are shaped by their experiences while participating in the YouTube Video Project as part of their English vocabulary learning. These perceptions reflect how students evaluate, feel about, understand, and respond to the use of the YouTube video project as a learning media.

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