



## Student's Perception on the Implementation of "English with Emma" YouTube videos as a Vocabulary Building Strategy at SMKN 1 Padang

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### Abstract

This study aim to figure out How is the Students' Perception on the Implementation of "English with Emma" YouTube Videos as a Vocabulary Building Strategy at SMKN 1 Padang. This research used a descriptive method. The participants in this study were 32 students of X1.1 class at SMKN 1 Padang who have watched "English with Emma" YouTube Videos. The data were collected using close-ended questionnaires. According to the findings, it can be concluded that the perception of most students on the implementation of English with Emma YouTube Videos as a Vocabulary Building Strategy is very positive. It means that Emma's YouTube videos is very useful to reinforce vocabulary enrichment for most of the students.

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## INTRODUCTION

In Indonesia, English is taught as a foreign language for students at several levels of education. They must learn it from middle school to university. At vocational high school, English is one of the mandatory subject in the learning curriculum. In addition, since vocational high school students are prepared for work once they graduate, English is considered very important for them to master because many employers require the job applicant to be able to speak or write in English. Hence, One element which is important for the students to master is vocabulary.

Vocabulary is very important for student's success in school. It helps their cognitive development, allowing them to explore and understand the world and broadening their vocabulary to gain unlimited entry to fresh knowledge. Moreover, a rich vocabulary is associated with greater academic performance. Using the right words when talking makes more effective communication. The lack of a wide range of words and methods for learning new words can lead to learners not reaching their full potential and feeling discouraged from engaging in language learning opportunities, such as interacting with native speakers, using the language in various situations, reading, or watching TV (Richards & Renandya, 2002). Therefore, having a good vocabulary is essential for success in education and life in general.

According to Burke (2019) one way to improve the vocabulary is using YouTube videos. YouTube is a widely used platform for sharing videos, both for educational and non-educational purposes. It can serve as a valuable tool for teaching, offering educators the opportunity to engage students visually in the learning process. This allows for the use of a wide range of educational resources and can be particularly beneficial for extending learning into the home.

Improving vocabulary requires consistence and persistence. The researcher himself watched video in YouTube as a method to enrich his vocabulary. There are many English videos available there and one of them is “English with Emma” YouTube videos. Emma is an English teacher, she is TESOL-certified. Students from various backgrounds, ages, and levels have been taught by her. Her YouTube videos provide many English language learning content that also include teaching vocabulary. There have been many previous studies conducted by several researchers related to the use of YouTube videos in teaching and learning vocabulary. They are by Roufaida (2022), Ardianto & Wakhid, (2016) and Hapsari & Adi (2023).

Based on the researcher’s observations during teaching practice in SMKN 1 Padang, It was found that the students were not interested in learning English. This was showed by less understanding of English word. Moreover, the teacher also never concerned about the teaching media and students’ English skill especially vocabulary. As a result, students did not pay attention well to the learning process in the classroom. This caused the English score of the 11<sup>th</sup> grade students at SMKN 1 Padang was still low. The low students English scores were seen from the low student learning outcomes and the lack of their vocabulary. In fact, only a few students scored above KKM 60.

**METHOD**

This research applied a descriptive research. The population was eleventh grade students of SMKN 1 Padang. For the sample, the researcher chose class XI.A which consisted of 32 students. This sample selection used a purposive sampling technique. This was because not all classes have implemented Emma’s YouTube videos in learning vocabulary. Apart from that, the selection of this sample was also based on suggestions from the English teacher there. Meanwhile, for instruments, the researcher used questionnaires. The questionnaire was the main instrument consisting of 16 statements. A lecturer of the English Department at Padang State University validated the questionnaire using content validity. The validator was Ms. Hermi Zaswita, S.Pd, M.Pd. The questionnaire was analyzed using a Likert scale. To calculate student answers to the questionnaire, the researcher used Microsoft Excel to classified the mean.

After obtaining the mean score, the researcher determined the students’ perceptions by comparing them with the mean value table as follows:

**Table 1. Degree of Perception**

Mean Score	Perception
1.0 - 1,7	Very Negative
1,8 - 2,5	Negative

2,6 - 3,2	Positive
3,3 - 4,0	Very Positive

Source: Dwipayana (2013)

## RESULT AND DISCUSSION

### *Research Finding*

The questionnaire was divided into 5 categories; Value/Usefulness, Perceived Choice, Interest/Enjoyment, Important/Effort, Perceived Competence with a total of 12 statements. Each statement in each questionnaire was given 4 responses with the options (Strongly Agree (SA); A (Agree); Disagree (D); and Strongly Disagree (SD)), then each student chose one response that best represents their perceptions. Each response was graded 4 for strongly agree, 3 for agree, 2 for disagree and 1 for strongly disagree. After that, the score was totaled and the mean score ( $\bar{x}$ ) was calculated.

**Table 2. Value/Usefulness Analysis**

Items	Statements	Responses				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
1	I believe watching Emma's YouTube videos is useful because its accessible for learning vocabulary.	12	20	0	0	3,4	Very Positive
2	Emma's YouTube videos can help me to learn English vocabulary independently.	12	17	3	0	3,3	Very Positive
3	My vocabulary is increase after I watch Emma's YouTube videos.	12	20	0	0	3,4	Very Positive
4	Using Emma's YouTube videos in learning English make me memorize vocabulary easily.	15	17	0	0	3,5	Very Positive

Table 2 Analyzed students' perception on the implementation of "English with" Emma YouTube Videos based on the Value/Usefulness. The first statement stated that "I believe watching Emma's YouTube videos is useful because its accessible for learning vocabulary". 12 out of 32 students strongly agreed, 20 agreed, and 0 disagreed and strongly disagreed. The average score for statement 1 was 3.4 with a very positive category. The next statement was the second statement which stated that "Emma's YouTube videos can help me to learn English vocabulary independently". For this statement, 12 out of 32 students strongly agreed, 17 agreed, 3 disagreed and 0 strongly disagreed. The average score for statement 2 was 3.3 in

the very positive category. Next one was the third statement which stated that “My vocabulary is increase after I watch Emma’s YouTube videos”. 12 out of 32 students strongly agreed, 20 agreed, 0 disagreed and 0 strongly disagreed. This statement had an average score 3.4 with a very positive category. The last one was the fourth statement which stated that “Using Emma’s YouTube videos in learning English make me memorize vocabulary easily”. 15 out of 32 students strongly agreed, 17 agreed, 0 disagreed and 0 strongly disagreed. This statement had an average score 3.5 with a very positive category.

Based on the four statement items, it can be seen that the one with the highest average score was statement 4 with an average score of 3.5. Then, it was followed by statement 1 and 3 with the average score of 3.4. Meanwhile, the lowest average score was statement 2 with an average score of 3.3. All statements got very positive responses with a total average score of 3.4 which means that most of the students agreed that Emma’s YouTube Videos made them interested and liked vocabulary lessons.

**Table 3. Perceived Choice Analysis**

Items	Statements	Responses				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
5	Emma’s YouTube videos have some good content to improve my vocabulary.	23	9	0	0	3,7	Very Positive
6	Learning using Emma’s YouTube videos make me feel free to choose content that I want to watch.	18	13	1	0	3,5	Very Positive

Table 3 Analyzed students’ perception on the implementation of “English with” Emma YouTube Videos based on the Perceived Choice. The 5th statement stated that “Emma’s YouTube videos have some good content to improve my vocabulary”. 23 out of 32 students strongly agreed, 9 agreed, and 0 disagreed and strongly disagreed. The average score for statement 5 was 3.7 with a very positive category. The next statement was the 6th statement which stated that “Learning using Emma’s YouTube videos make me feel free to choose content that I want to watch”. For this statement, 18 out of 32 students strongly agreed, 13 agreed, 1 disagreed and 0 strongly disagreed. The average score for statement 6 was 3.5 in the very positive category.

From these two statements, it can be seen that the one with the highest average score was statement 5, namely 3.7. Then, it is followed by statement 6 with an average score of 3.5. All statements got very positive response with a total average score of 3.6 which means that most of the students agreed that Emma’s YouTube videos have some good content to improve their vocabulary.

**Table 4. The Interest/Enjoyment Analysis**

Items	Statements	Responses				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
7	While I watch Emma's YouTube videos, I enjoy it.	6	25	1	0	3,2	Positive
8	Using Emma's YouTube videos make learning vocabulary more interesting.	12	19	0	1	3,3	Very Positive
9	Emma's YouTube videos explanation is very fun to watch.	13	18	1	0	3,4	Very Positive
10	I think Emma's YouTube videos are quite enjoyable.	15	17	0	0	3,5	Very Positive

Table 4 Analyzed students' perception on the implementation of "English with" Emma YouTube Videos based on the Interest/Enjoyment. The 7<sup>th</sup> statement stated that "While I watch Emma's YouTube videos, I enjoy it". 6 out of 32 students strongly agreed, 25 agreed, and 1 disagreed and 0 strongly disagreed. The average score for statement 7 was 3.2 with a positive category. The next statement was the 8<sup>th</sup> statement which stated that "Using Emma's YouTube videos make learning vocabulary more interesting". For this statement, 12 out of 32 students strongly agreed, 19 agreed, 0 disagreed and 1 strongly disagreed. The average score for statement 8 was 3.3 in the very positive category. Next one was the 9<sup>th</sup> statement which stated that "Emma's YouTube videos explanation is very fun to watch". 13 out of 32 students strongly agreed, 18 agreed, 1 disagreed and 0 strongly disagreed. This statement had an average score 3.4 with a very positive category. The last one was the 10<sup>th</sup> statement which stated that "I think Emma's YouTube videos are quite enjoyable". 15 out of 32 students strongly agreed, 17 agreed, 0 disagreed and 0 strongly disagreed. This statement had an average score 3.5 with a very positive category.

Based on the four statement items, it can be seen that the one with the highest average score was statement 10 with an average score of 3.5. Then, it was followed by statement 9 with the average score of 3.4. After that, it was followed by statement 8 with the average score of 3.3. Meanwhile, the lowest average score was statement 7 with an average score of 3.2. All statements got very positive responses with a total average score of 3.4 which means that most of the students agreed that Using Emma's YouTube videos make learning vocabulary more interesting.

**Table 5. The Importance/Effort Analysis**

Items	Statements	Responses				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
11	Learning English with Emma's YouTube videos is very	20	12	0	0	3,6	Very Positive

	important for me because it motivates me to study vocabulary well.						
12	Learning English with Emma's YouTube videos is very important for me because Emma's explanation while teaching is easy to understand	13	19	0	0	3,3	Very Positive
13	I put a lot of effort while learning using Emma's YouTube videos.	11	16	5	0	3,2	Positive

Table 5 Analyzed students' perception on the implementation of "English with" Emma YouTube Videos based on the Importance/Effort. The 11<sup>th</sup> statement stated that "Learning English with Emma's YouTube videos is very important for me because it motivates me to study vocabulary well". 20 out of 32 students strongly agreed, 12 agreed, and 0 disagreed and strongly disagreed. The average score for statement 11 was 3.6 with a very positive category. The next statement was the 12<sup>th</sup> statement which stated that "Learning English with Emma's YouTube videos is very important for me because Emma's explanation while teaching is easy to understand". For this statement, 13 out of 32 students strongly agreed, 19 agreed, 0 disagreed and strongly disagreed. The average score for statement 12<sup>th</sup> was 3.3 in the very positive category. Next one was the 13<sup>th</sup> statement which stated that "I put a lot of effort while learning using Emma's YouTube videos". 11 out of 32 students strongly agreed, 16 agreed, 5 disagreed and 0 strongly disagreed. This statement had an average score 3.2 with a positive category.

Based on the three statement items, it can be seen that the one with the highest average score was statement 11 with an average score of 3.6. Then, it was followed by statement 12 with the average score of 3.3. Meanwhile, the lowest average score was statement 13 with an average score of 3.2. All statements got positive responses with a total average score of 3.4 which means that most of the students agreed that Learning English with Emma's YouTube videos is very important to enriches their vocabulary.

**Table 6. Perceived Competence Analysis**

Items	Statements	Responses				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
14	After I watch Emma's YouTube videos for awhile, I feel very competent.	18	14	0	0	3,5	Very Positive
15	I am satisfied with my performance at the exam after learning vocabulary with Emma's YouTube videos	15	17	0	0	3,5	Very Positive

16	I believe that learning with Emma's YouTube videos significantly enriches my vocabulary.	22	10	0	0	3,7	Very Positive
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Table 6 Analyzed students' perception on the implementation of "English with" Emma YouTube Videos based on the Perceived Competence. The 14<sup>th</sup> statement stated that "After I watch Emma's YouTube videos for awhile, I feel very competent". 18 out of 32 students strongly agreed, 14 agreed, and 0 disagreed and strongly disagreed. The average score for statement 14 was 3.5 with a very positive category. The next statement was the 15<sup>th</sup> statement which stated that "I am satisfied with my performance at the exam after learning vocabulary with Emma's YouTube videos". For this statement, 15 out of 32 students strongly agreed, 17 agreed, 0 disagreed and strongly disagreed. The average score for statement 15<sup>th</sup> was 3.5 in the very positive category. The last one was the 16<sup>th</sup> statement which stated that "I believe that learning with Emma's YouTube videos significantly enriches my vocabulary.". 22 out of 32 students strongly agreed, 10 agreed, 0 disagreed and strongly disagreed. This statement had an average score 3.7 with a very positive category.

Based on the three statement items, it can be seen that the one with the highest average score was statement 16 with an average score of 3.7. Then, it was followed by statement 14 and 15 with the average score of 3.5. All statements got very positive responses with a total average score of 3.5 which means that most of the students agreed that Learning English with Emma's YouTube videos significantly enriches their vocabulary.

### ***Discussion***

According to the findings, it can be concluded that the perception of most students on the implementation of English with Emma YouTube Videos as a Vocabulary Building Strategy is very positive. It means that Emma's YouTube videos is very useful to reinforce vocabulary enrichment for most of the students. This is in accordance with the statement by Ardianto & Wakhid (2016) which state watching English videos on YouTube can be an effective way for students to expand their vocabularies and enhance their language skills. Moreover, Roufaida (2022) also state the same thing that integrating YouTube videos in the classroom is beneficial for motivating students and improving their vocabulary learning. She further state that this happen because YouTube videos is not a monotonous learning technique where students are only explained material which tended to make them bored while studying. However, Emma's YouTube videos involve students being more active in it, her videos are known for their good credibility and pronunciation, making the learning process enjoyable and effective.

### **CONCLUSION**

After analyzing the data and findings, the researcher concludes that most of the students have a positive perception on the implementation of "English With

Emma” YouTube videos in learning vocabulary process. Among the indicators, the Perceived Choice indicator stands out with the highest positive perception from students. This means that Emma’s YouTube Videos have succeeded in helping students to enrich their vocabulary. Apart from that, Emma’s YouTube videos are also successful in helping students memorize vocabulary well, because Emma’s content is enjoyable and effective.

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