



**STUDENTS' EXPERIENCES IN LEARNING
ENGLISH VOCABULARY THROUGH
“ENGLISH WITH LUCY”
YOUTUBE CHANNEL**



DIVA PUTRI KUSUMAWARDI

SN. 2521062

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A THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department



By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2025**

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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasah

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 30 Juni 2025

Pembimbing



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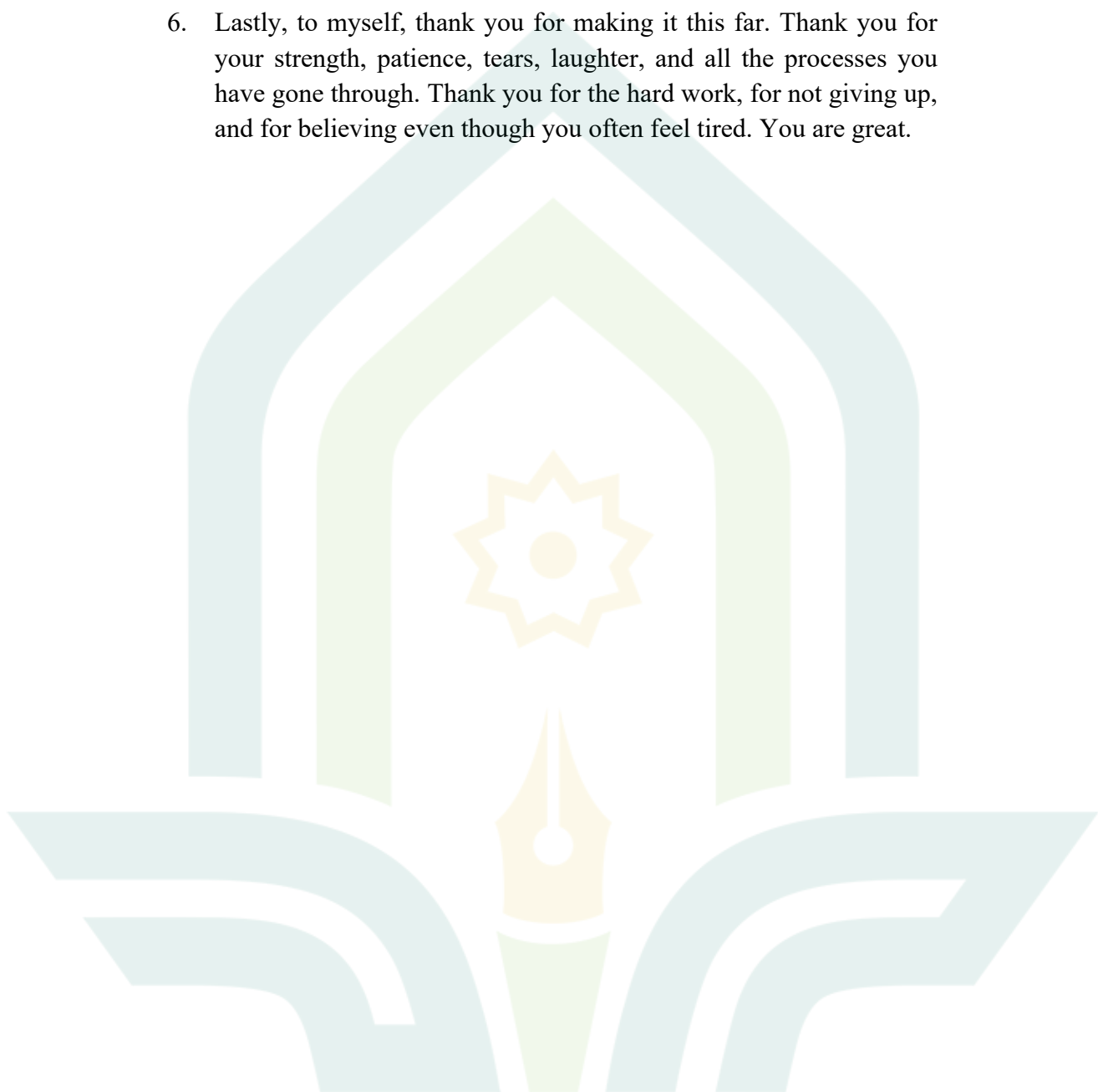
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MOTTO

**" Don't ever feel left behind, everyone has their own process and fortune."
(Q.S.19:4)**



ABSTRAK

Pembelajaran kosakata merupakan cara yang dapat membantu siswa untuk memperoleh sebanyak mungkin kata yang mereka bisa dan pada akhirnya menjadi fasih dalam bahasa tersebut (Martinez et al., 2024). Menonton video bahasa Inggris di YouTube dapat menjadi cara yang berguna untuk meningkatkan kosakata bahasa Inggris (Al-Mosawi & Ma, 2017). Channel YouTube English with Lucy menjadi salah satu channel YouTube yang menyediakan banyak topik yang menjelaskan tentang kemampuan berbahasa, khususnya memperoleh kosakata bahasa Inggris (Octaberlina, 2023). Meskipun demikian, masih sedikit penelitian yang secara khusus mengkaji bagaimana pengalaman mahasiswa EFL terhadap channel YouTube English with Lucy, terutama dalam konteks belajar kosakata bahasa Inggris. Penelitian ini bertujuan untuk mengeksplorasi pengalaman siswa dalam belajar kosakata bahasa Inggris melalui channel YouTube English with Lucy, dengan menggunakan teori Appraisal dari Martin and White (2005), khususnya pada aspek affect 'emosi'. Data dikumpulkan melalui wawancara semi-terstruktur dengan mahasiswa Pendidikan Bahasa Inggris dari salah satu universitas di Pekalongan. Hasilnya menunjukkan bahwa sebagian besar siswa merasakan emosi positif seperti percaya diri, senang, nyaman, dan termotivasi. Hal ini disebabkan oleh cara penyampaian Lucy yang jelas, menarik, dan mudah dipahami, serta fleksibilitas YouTube yang bisa diakses kapan saja sesuai kebutuhan siswa. Namun, beberapa siswa juga mengalami emosi negatif seperti frustrasi dan cemas, terutama karena koneksi internet yang buruk atau tidak bisa bertanya langsung saat kebingungan. Penelitian ini penting karena dapat memberikan wawasan tentang sejauh mana Canva mampu mendukung motivasi, keterlibatan, dan kreativitas siswa dalam proses pembelajaran.

Kata Kunci: Kosakata, English with Lucy, Pengalaman Mahasiswa

ABSTRACT

Vocabulary learning is a way that can help students to acquire as many words as they can and eventually become fluent in the language (Martinez et al., 2024). Watching English videos on YouTube can be a useful way to improve English vocabulary (Al-Mosawi & Ma, 2017). The English with Lucy YouTube channel is one YouTube channel that provides many topics that explain language skills, especially acquiring English vocabulary (Octaberlina, 2023). However, there are still few studies that specifically examine how EFL students experience the English with Lucy YouTube channel, especially in the context of learning English vocabulary. This study aims to explore students' experiences in learning English vocabulary through the English with Lucy YouTube channel, using Martin and White (2005) Appraisal theory, particularly on the aspect of affect 'emotion'. Data were collected through semi-structured interviews with English Education students from one of the universities in Pekalongan. The results showed that most students felt positive emotions such as confidence, pleasure, comfort, and motivation. This was due to Lucy's clear, engaging and easy-to-understand delivery, as well as the flexibility of YouTube, which can be accessed at any time to suit students' needs. However, some students also experienced negative emotions such as frustration and anxiety, especially due to poor internet connection or not being able to ask directly when confused. This research is important because it can provide insight into the extent to which Canva is able to support students' motivation, engagement and creativity in the learning process.

Keywords: Vocabulary, English with Lucy, Students' Experience

PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis, "**Students' Experiences in Learning English Vocabulary Through English with Lucy YouTube Channel**" can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the requirements for the Degree of Sarjana Pendidikan. This study can be accomplished because of the many supports from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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Pekalongan, 30 June 2025

The researcher

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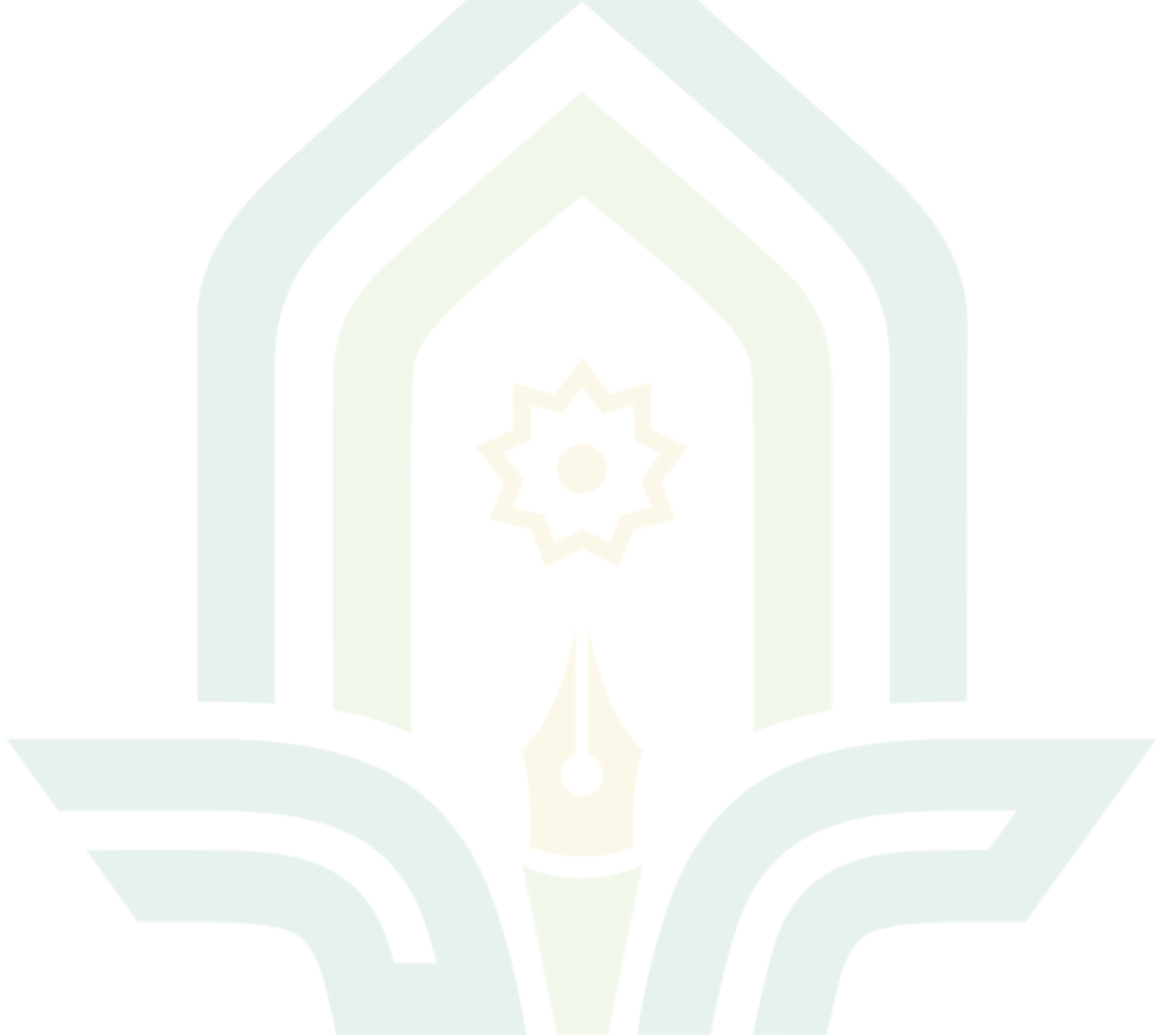
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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Vocabulary is one of the most important aspects of language learning that must be taken seriously (Nation, 2001). EFL students should learn English vocabulary because it is the main used to access learning materials, most of which are in this language, to improve their knowledge and learning skills (Rao, 2019). Vocabulary is the basis that needs to be mastered and is key in language learning. The complexity of the English language, such as the variety of words, idioms, expressions and phrases, often makes it difficult for native speakers of the language to increase their vocabulary (Zheng, 2025). The foundation of all languages around the world is vocabulary, and a lack of vocabulary can severely hamper language acquisition (Abbas et al., 2019). In conclusion, vocabulary refers to the number of words students have and is an important component of language.

Vocabulary learning is seen as an essential component to improving EFL learners' proficiency in English (Teng & Zhang, 2023). Vocabulary learning is a quick and effective way for students to acquire as many words as they can and eventually become fluent in the language (Martinez et al., 2024). When it comes to writing and speaking, vocabulary is crucial for students (Alqahtani, 2015). In addition to being as listening vocabulary, or students' understanding of spoken and heard words, it is also defined as meaning vocabulary which reflects the words students understand (Afzal, 2019). However, the process of learning vocabulary is not always easy. Many students face challenges such as difficulty remembering new words, lack of motivation to learn, and boring and non-interactive learning methods (Deris & Shukor, 2019).

In the modern era, the use of technology will help make it easier for students to master the language. Mobile-assisted Language Learning (MALL) is suggested to support students' learning needs and meet their English course objectives as mobile technology can serve as an effective mediator to improve English language acquisition (Hashim et al., 2017). The use of social media such as

YouTube has the potential to be a learning tool (Moghavvemi et al., 2018). Watching English videos on YouTube can be a useful way to improve English vocabulary (Al-Mosawi and Ma, 2017). Furthermore, to being motivating and interesting YouTube enables students to hear words and sentences in their original context, correctly pronounce words, and arrange their thoughts while speaking (Binmahboob, 2020).

One YouTube channel that is quite popular among EFL learners is English with Lucy. English with Lucy videos, aimed at viewers from several countries, cover a wide range of topics, including vocabulary, grammar, pronunciation and even British culture (Istiyani and Murtiningsih, 2020). English with Lucy YouTube channel provides many topics that explain language skills especially English vocabulary (Octaberlina, 2023). However, not many studies have specifically explored EFL students' experiences in using these channels for vocabulary learning. Therefore, the researcher investigated the students' experiences in learning English vocabulary through the YouTube channel English with Lucy. This study employed a narrative inquiry approach to gain an in-depth understanding of the students' learning experiences. The research focused on how the English with Lucy YouTube channel supported EFL students in learning English vocabulary. The results of the study were expected to serve as a reference for expanding readers' knowledge about effective vocabulary learning strategies.

1.2 Formulation of the Problem

According to the explanations above, this research has one question that must be answered: What are the experiences of students using the English with Lucy YouTube channel in learning English vocabulary?

1.3 Aims of Study

This research aims to explore students' experiences in learning vocabulary through the English with Lucy YouTube Channel.

1.4 Operational Definition

Based on the title of the thesis, the researcher provides several definitions as follows:

- | | |
|------------------------|---|
| 1. Vocabulary | Vocabulary is the understanding of word meanings (Hiebert & Kamil, 2005). |
| 2. Vocabulary Learning | Vocabulary learning is basically one of several crucial objectives in the language classroom (Nation, 2001). |
| 3. English with Lucy | English with Lucy is a YouTube channel that has millions of viewers and provides helpful materials for learning the English language (Simbolon & Ismahani, 2024). |
| 4. Experience | Experience is the way people perceive and understand the events of their lives (Martin & White, 2005). |

1.5 Significance of The Research

The significance of this research is explained as follows:

1. Theoretical Significance

This research is expected to enrich theory of Martin and White (2005) regarding students' feelings of positive and negative learning experiences and supporting theories related to student experiences.

2. Practical Significance

This study presents information for the readers about students' experiences using the English with Lucy YouTube channel in learning English vocabulary. In the future, the researcher hopes that this study can be used as a resource for students to learn English vocabulary through the English with Lucy YouTube channel.

3. Empirical Significance

This study aims to uncover EFL students' direct experience of learning English vocabulary through the English with Lucy YouTube channel.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1. Vocabulary

2.1.1.1 Definition of Vocabulary

Understanding of words and their meanings in both spoken and written language, as well as in both productive and receptive forms, is known as vocabulary (Hiebert & Kamil, 2005). Vocabulary is a set of words used in one language by someone in a language. Someone who learns vocabulary will be use it when they write, listen, read, and speak (Nurchurifiani et al., 2021). Vocabulary mastery is essential to understanding and using language well. Students are considered to have a strong command of vocabulary if they are able to identify the meaning of the words and understand its form, grammar, collocation, and meaning (Dano et al., 2022). Vocabulary does not only focus on the words that are memorized, but also includes an understanding of the use of the word itself in a sentence. Without learning vocabulary, people will find it difficult to communicate and convey what they want to say.

Vocabulary learning is a step in the process for EFL students who wish to acquire a foreign language. Vocabulary learning is a basic component of learning a second or foreign language (Ghazal, 2007). It enables students to communicate clearly. Lack of vocabulary will make it difficult for students to express their understanding and even their production (Sari & Aminatun, 2021). This able to make it difficult for pupils to understand the signifying of the sentence. Vocabulary learning is important because it enriches one's knowledge of words (Mokodompit et al., 2021). Vocabulary learning is very crucial in

language acquisition because vocabulary is the basis for understanding and using language effectively. Therefore, vocabulary learning is needed so as not to reduce students' motivation and confidence in learning languages.

According to Harmer (1991), there are two types of vocabulary: a) active vocabulary are words that students have learned and can use when speaking or writing; b) passive vocabulary are words that they may not be able to speak or write themselves, but they can understand when reading or hearing them. Nation (2001) also divides vocabulary into two types based on one's ability to use it: a) receptive vocabulary is the ability to recognize and understand a word when seeing it (in writing) or hearing it (in conversation). It also includes the ability to distinguish the word from other similar words; b) productive vocabulary is the ability to pronounce, write and use the word correctly in a sentence. It also includes the ability to choose a substitute word if needed.

The researcher assumed that vocabulary is one of the linguistic components that must be learned initially, based on that previous remark. A strong vocabulary helps students become proficient in all language abilities, including speaking, listening, reading, and writing. Conversely, students who practice more in all language skills will become more proficient in English. Through this study, the researcher wants to find out how students experience learning English vocabulary using the YouTube channel "English with Lucy". The researcher also wants to see the extent to which the channel helps students in enriching their vocabulary and how students feel or respond emotionally during the learning process.

2.1.1.2 Vocabulary Learning in Second Language Acquisition

Second language acquisition refers to the process of learning a language other than one's native language (Krashen, 1981). Speak one or more second languages, and learning a second or third language is commonplace for students (Burns & Richards, 2018). This is done for students to improve their foreign language skills. Maintaining English proficiency in later years is usually particularly challenging for students learning English as a second language (Wallin & Cheevakumjorn, 2020). Therefore, a good basic mastery is needed so that second language learners can master the language fluently.

Vocabulary facilitates language production and comprehension; expanding one's vocabulary is crucial in the early stages of second language (L2) learning (Salomé et al., 2024). Vocabulary is a key component of the second language acquisition process as it forms the basis for learners to begin their second language learning journey (Zhang and Huang, 2024). It is important for students to process vocabulary quickly and steadily, especially when speaking and interacting with others (Sumoto et al., 2024). Therefore, students learning English as a second language can benefit by having a strong vocabulary as they develop other language proficiencies (Morea et al., 2024).

2.1.2. YouTube

2.1.2.1 YouTube as a Technological Learning Medium for Learning English Vocabulary

Mobile learning is the use of mobile technology that facilitates learning by enabling interaction with learning materials and access to educational content anytime and from anywhere (Kukulsa-Hulme &

Traxler, 2005). The use of internet technology is essential for expanding the parameters of teaching and learning (Mhlongo et al., 2023). Students can easily access learning by using technology (Lam Kieu et al., 2021). Students can be inspired by technology to improve their language skills, especially in vocabulary usage (Rivera Barreto, 2018). Learning second language (L2) vocabulary through apps on mobile phones is worth considering because these apps have proven to be effective, encouraging, and very useful for language learners (Gürkan, 2018). Thus, students can use technology as a learning tool to improve their English vocabulary.

One of the social networking platforms that can be used to learn English is YouTube videos (Abubakar & Muhammed, 2023). Founded in 2005, YouTube can be accessed very easily (Pattier, 2021). YouTube has gained a lot of popularity in recent years (Godwin-jones, 2007). Videos in a variety of genres are allowed on YouTube, including music, movie trailers, video gameplay, sports, user content, and program recordings (Balakrishnan & Griffiths, 2017). Both as a library for videos and as a social networking site where users may communicate and mingle, YouTube has the potential to become into a significant sharing tool (Madathil et al., 2015). Overall, YouTube can change the way we access and enjoy video content the way we want.

2.1.2.2 The Advantages and Disadvantages of Learning through YouTube

One useful resource for learning English vocabulary is YouTube. It has shown to be a successful, accessible, and plentiful personal tutor for students (Phulpoto, 2022). YouTube can help students remember new vocabulary as they can re-

watch the videos anytime and anywhere (Tsamratulaeni, 2022). YouTube can be used to learn many things, including increasing vocabulary. Through YouTube, students can directly see the images or objects discussed, so it is easier to understand. The reason they use YouTube for learning is usually because YouTube can make students more engaged and enjoy it than traditional methods (Chau et al., 2024). Therefore, YouTube is a suitable place because it contains a lot of important information that can be watched at any time through videos.

YouTube is a useful tool for learning that helps students understand English vocabulary in a more organized and contextualized way. YouTube is an engaging way for students to view videos that help them understand the main ideas of the subject (Shopia et al., 2022). Students can understand the meaning of vocabulary and learn the definition of terms such as idioms, slang, acronyms, expressions, and phrasal verbs (Grégis & Carvalho, 2019). YouTube is perfect for students who want to learn real English as people use it in real life, as the videos directly show examples of actual vocabulary usage (Daeli & Santosa, 2025). YouTube English vocabulary videos with a variety of texts and complete materials that can help EFL students improve their vocabulary knowledge (Yawiloeng, 2020). Therefore, YouTube has the best benefits for improving students' vocabulary.

YouTube is a more exciting and fun medium for learning than other media, because there are not only pictures and writings, but also videos, so students are more interested in using it (Moghavvemi et al., 2018). Learning vocabulary is also easier because YouTube makes the learning process not as boring as if you just

read a book (Teng, 2022). In addition, YouTube also makes many students more excited to learn English, there are videos and sounds, so learning feels more fun and makes them more curious to understand more new words (Perez et al., 2018).

However, there are also some disadvantages to using YouTube for out of the class learning. This includes absence of eye contact, inability to focus, inability to ask questions while observing, danger of undirected subject knowledge, and expulsion from the social environment (Nacak et al., 2020). Then, poor writing ability is also included in the shortcomings of learning through YouTube (Styati, 2016). Other than that, poor video quality can be affected by a bad network (Mandal & Ghimire, 2016). Poor quality visual media can reduce interest and attention, thus lowering students' concentration levels (Lange & Costley, 2020) .

2.1.2.3 English with Lucy YouTube Channel

One YouTube channel that offers a selection of engaging English language learning videos is English with Lucy (Istiyani & Murtiningsih, 2020). Lucy is a British instructor with over 9.64 million subscribers on YouTube (Abdulla, 2024). Out of all the YouTube channels that teach English, “English with Lucy” has the most subscribers (Aziz, 2023). Judging from her YouTube channel, Lucy provides content ranging from learning grammar, vocabulary, and pronunciation in English. English with Lucy YouTube channel can be a learning resource for anyone who wants to learn and master English better.

The vocabulary section is one of the tools that will be of great help to English learners who want to increase their vocabulary. Lucy presents new terms, idioms and phrases that are often used in various

situations. She provides relevant example sentences along with explanations on the definition and usage of the vocabulary. It can be a fun and interested learning tool for students who want to learn outside the classroom. It can also be accessed anytime and anywhere (Tsamratulaeni, 2022). Students will benefit from this by learning how to use the vocabulary in everyday conversation in addition to memorizing it.

2.1.3. Students' Experiences

Experience is defined as the process by which individuals learn through direct interaction with their environment (Kolb, 1984). It is a reflection that can build their knowledge systematically. Experience is notable for its emphasis on how emotions and knowledge are intertwined (Bion, 2023). All events that occur and are experienced by someone, both positive and negative, which become a meaningful understanding in their life can be referred to as experience. It is a direct contact between humans and their surroundings (Dewey, 1976). Ultimately, experience will be gained when someone has passed through several events in their life.

Experience is knowledge or understanding that a person gains through direct involvement, observation, or interaction with an event. Experience is highly personal as it is influenced by each person's feelings and point of view. It can influence how one sees the world, makes decisions or develops skills. Experience also includes physical, mental and emotional aspects that shape the way a person interprets an event. According to Jean Piaget (1954), a psychologist, experience is important in the development of thinking. He explained that humans form their knowledge and understanding through interaction with the environment around them. Furthermore, Martin and White (2005) adds in added in Emotions or affect

include positive and negative emotions. The achievement that emotional experiences, such as un/happiness, in/security, and dis/satisfaction. As a result, learning can be viewed as a complex interaction between emotional and cognitive that affects one's understanding and proficiency.

2.1.4. Appraisal Theory Martin and White

According to Martin and White (2005), appraisal is one of the sources of meaning in discourse related to interpersonal relationships. The concept of appraisal is used to see whether a text contains positive or negative meanings. Martin (2000) explains that this is influenced by how strongly or how directly a statement is conveyed it can be made to feel softer or more forceful. This appraisal theory was further developed by Martin and White (2005). Appraisal itself consists of several main aspects that are interrelated and form the overall emotional meaning in a text or conversation; Firstly, affect is an emotional bond with a person or researcher (Kurniawati et al., 2023). Secondly, judgments about how people behave in relation to societal norms (Hoa & Thao, 2020). Thirdly, appreciation is positive assessment that recognizes one's worth as an individual is implied by rewards (Pfister et al., 2020).

In this study, the researcher used the aspect of ‘**affect**’ or emotion to analyze participants' experiences and feelings when using the English with Lucy YouTube channel to learn English vocabulary. Using language evaluation theory developed by Martin & White (2005), this study examines how English language learners experience acquiring vocabulary through videos from the English with Lucy YouTube channel. Researchers use affect or emotion as a metric to interpret meaning in interpersonal relationships. Emotions are divided into two types, namely positive emotions and negative emotions.

Positive emotions related to the future include optimism, hope, confidence, belief, and trust (Ching & Chan, 2020). Negative emotions such as boredom, hopelessness and anxiety tend to reduce one's interest and effort in learning (Pekrun et al., 2007). In general, affect describes how a person responds to an experience emotionally, either with pleasant feelings (e.g. happy or excited) or unpleasant (e.g. sad or afraid).

AFFECT Type	Positive	Negative
un/happiness	cheerful, buoyant, jubilant; like, love, adore	fearful, terrified, sad, melancholy, heartbroken, sorrowful, grief-stricken, unhappy, gloomy, depressed
in/security	confident, assured, comfortable, trusting, together	uneasy, anxious, freaked out, startled, surprised, scared
dis/satisfaction	involved, absorbed, satisfied, pleased, impressed, thrilled, charmed	flat, bored, stale, jaded, angry, furious, fed up, sick of

Tabel 2.1 Martin and White (2005) Affect Model

According to Martin and White (2005), emotions are divided into three main categories. First, happy/unhappiness, which includes emotions such as happy, love, hate, and sadness, usually related to matters of the heart, (e.g. I felt excited and curious when I first learned vocabulary from the English with Lucy videos). Second, security/insecurity, which relates to one's comfort or discomfort in a social environment, such as anxiety, fear, confidence, and trust, (e.g. I became more confident because I know how to pronounce and use the correct vocabulary after watching the video). Third, satisfaction/dissatisfaction, which relates to the desire to achieve something, including curiosity, admiration, or ambition, (e.g. I admire myself for mastering more vocabulary from Lucy's video). These three categories helped researchers understand more deeply how participants felt about their learning process emotionally.

2.2 Previous Studies

Several studies have discussed the English vocabulary and the use of English with Lucy YouTube Channel in English language learning process have been conducted by different authors as follows:

First, there are research by Simbolon and Ismahani (2024) entitled “Developing English Proficiency through Qualitative Study of “English With Lucy” YouTube Channel” discussed about the application of the "English with Lucy" YouTube channel as a teaching tool to enhance the English-speaking abilities of pupils in high school. This research looks at how high school pupils' English proficiency can be enhanced through the usage of the YouTube channel English with Lucy as a teaching tool. The results emphasize that high school students can improve their English speaking abilities by using the English with Lucy YouTube channel. The finding of this study shows the great potential of the “English with Lucy” YouTube channel as a useful resource for improving secondary school students' proficiency in English.

The second study is from Umara (2022) entitled “The use of YouTube to increase students vocabulary for grade VII at SMP Muhammadiyah 10 Surakarta”. This study examines how seventh-grade students are using YouTube to expand their vocabulary. Data were collected using observations and interviews by teachers and 20 students. The study's findings demonstrate that there are learning procedures through YouTube including orientation, formulating the problem, formulating a hypothesis, collecting data, testing the hypothesis, and formulating conclusions. It was discovered that YouTube is engaging, offers English-language content, and has translation capabilities to help students expand their vocabulary.

The third is from Kim and Kim (2021) entitled “The Benefits of YouTube in Learning English as a Second Language: A Qualitative Investigation of Korean Freshman Students’ Experiences and Perspectives in the U.S” discusses the benefits of YouTube on the daily lives of Korean millennials in Korean students' learning practices. The study looked at how YouTube helps students'

language and cultural variety by focusing on the stories of first-year Korean international students studying in the US. According to the results, students can improve their awareness of English as a language used worldwide by taking charge of their education and by using YouTube to expand their perspectives on cross-cultural understanding. Through the development of English language abilities and topic knowledge, YouTube's educational application also encourages students to participate in academic activities while studying internationally.

Another study regarding the use of YouTube in learning vocabulary is a study from Abbas et al. (2019) entitled "The Impact of Social Media (Facebook and YouTube) on Vocabulary Acquisition of ESL Learners". This study examines social media's effects, particularly Facebook and YouTube, affects ESL students' vocabulary development. Data was collected from online replies from English PhD-holding lecturers and 30 students studying in the Department of English at IIUI, Islamabad. Overall, the study used social media to examine how ESL (English as a Second Language) students differ in the way they learn in a traditional classroom setting. The findings found that social media can boost vocabulary and increase students and teachers motivation in learning second language.

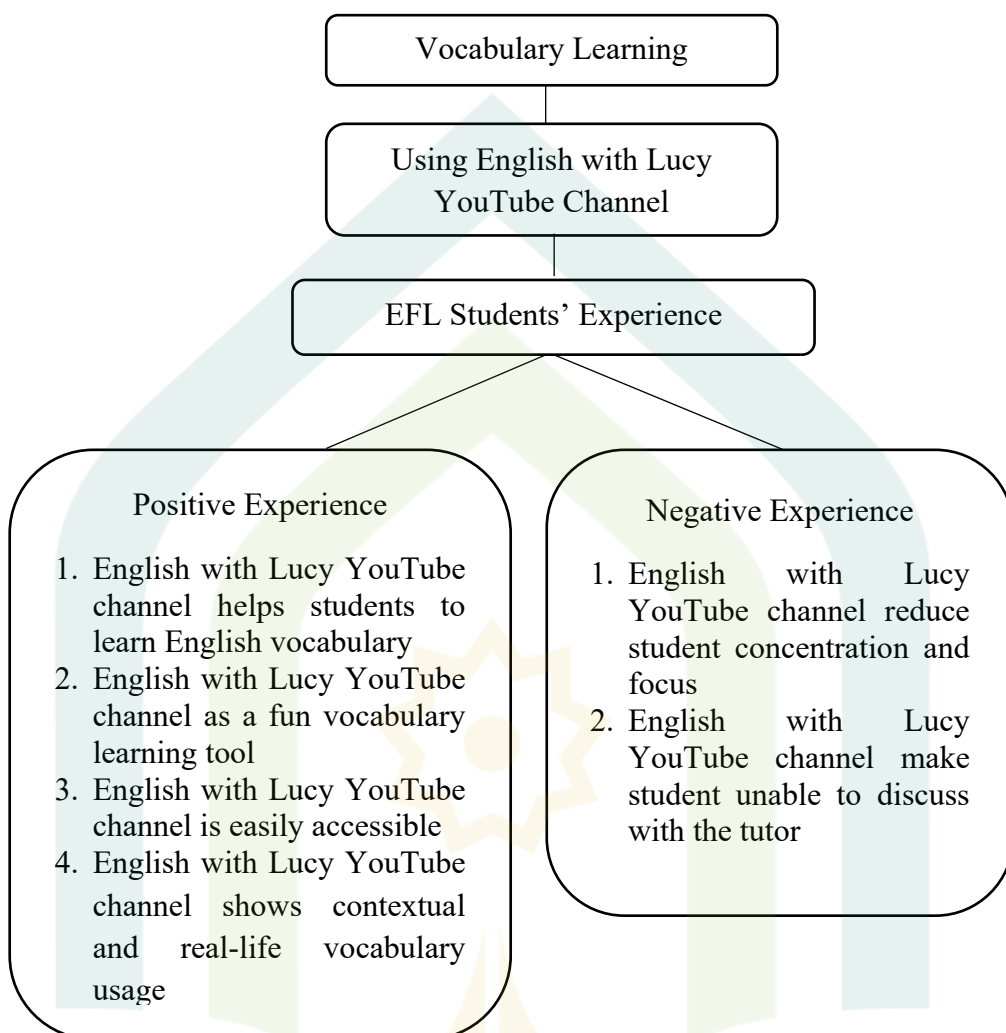
In addition, this research also conducted the results of research by Kabooaha and Elyas (2015) entitled "The Impact of Using YouTube Videos on Learning Vocabulary in Saudi EFL Classrooms" discusses the study focused on how participants perceived the impact of using YouTube video clips for vocabulary learning. One hundred Saudi female intermediate-level students, ages 18 to 20, took part in the study. Four female EFL teachers were also included in the study. The study featured four classrooms that were split into experimental and control groups. The results of this study also demonstrated that students' attitudes regarding using YouTube videos to help them learn new words were positive.

However, the previous studies mentioned above (Abbas et al., 2019., Kabooaha and Elyas, 2015., Kim and Kim, 2021., Simbolon

and Ismahani, 2024., Umara., 2022) have not explained the experience in learning vocabulary in English with Lucy's YouTube channel. In some previous studies, researchers only focused on the benefits and impact of vocabulary learning through the use of a YouTube channel. In this study, the researcher explored students' experiences in using the English with Lucy YouTube channel to master their English vocabulary. The students served as the main agents responsible for their vocabulary learning through the channel. To date, there have been only a few studies that examined the use of English with Lucy as a tool for vocabulary learning. To address this research gap, this study focused on the experiences felt by EFL students, as well as the advantages and disadvantages of using videos from the English with Lucy YouTube channel.

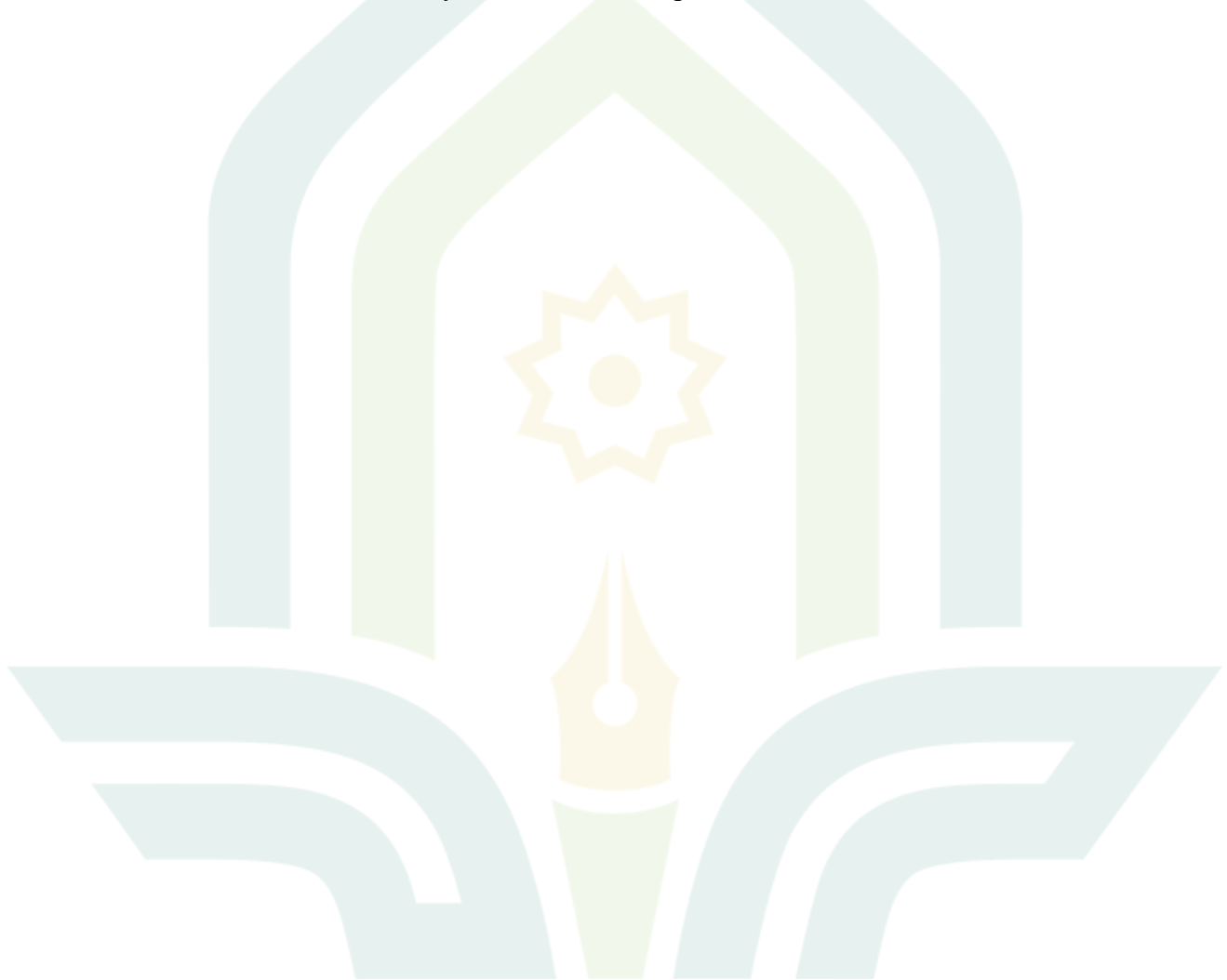
2.3 Conceptual Framework

This research describes the experiences of EFL students in learning vocabulary through video on the English with Lucy YouTube channel. The researcher used Martin and White (2005) to determine participants' stories of their experiences while they used video in English with Lucy's YouTube channel to learning English vocabulary. In data analysis, the researcher used thematic analysis (Braun & Clarke, 2006).



In this study, the researcher explored students' experiences in learning English vocabulary using the English with Lucy YouTube Channel. As we know that learning vocabulary is the basis for students to master a language (Khan et al., 2018). Meanwhile, utilize educational resources such as YouTube to facilitate learning and improve the efficiency of the teaching and learning process for students (Maziriri et al., 2020). The researcher focused on students' positive experiences. For example, when they learn English vocabulary on YouTube, it can encourage students to independently

explore vocabulary subjects, and also the video can be repeated as they want (Hasanah et al., 2025). The researcher also focuses on students' negative experiences. One example is when students who learn from YouTube have little opportunity for social interaction as they cannot communicate with other students or native speakers directly and in real time (Julianto & Qamariah, 2023). The results of this study differ based on affect, which describes the emotions of students when they tell about their experience.



CHAPTER III

RESEARCH PROCEDURE

3.1 Research Design

The research method used is a qualitative approach, and the focus is on the experiences of EFL students at an Islamic university in Central Java in learning English vocabulary through videos on the English with Lucy YouTube channel. The purpose of qualitative research is to investigate the human aspects of a particular subject by using certain techniques to see how people perceive and interact with the world (Given, 2008). The researcher chose the English with Lucy channel because it is in line with the habits of the participants, and with the times, many recommend YouTube as a place to learn English, especially to learn vocabulary. This study used narrative inquiry, a research design that focuses on accounts of human life experiences (Connelly & Clandinin, 1990). In this study, the experiences of the students told, which can result in positive and negative experiences, using a narrative approach. Interacting with people and using their stories as data can be done with the narrative inquiry method (Barkhuizen, 2022). This study will look at how they learn vocabulary using videos on YouTube.

3.2 Setting and Participant

This research was conducted at an Islamic university in Central Java. This research focused on the experiences of students from English education who use the English with Lucy YouTube channel as their English vocabulary self-learning tool. The participants in this research were two EFL students, consisting of one male and one female student who are around 20-22 years old.

The researcher chose two participants because two EFL students were active in using the English with Lucy YouTube Channel for learning English vocabulary. They regularly watch and utilize videos from the channel, and are willing to share their experiences in depth. This is in line with the objective of qualitative research, which emphasizes the quality and depth of data rather than the number of participants (Palinkas et al., 2015). Therefore, these two participants were considered sufficient to provide relevant and in-depth

information related to the topic under study. In addition, information about students' English education data will be kept confidential to protect their privacy.

3.3 Data Collection

In this study, the researcher used semi-structured interviews to collect the data. Both the researcher and the participants provided verbal data through interviews. Participants are free to respond to the interviewer's queries in order to provide more specific information during semi-structured interviews (Barkhuizen et al., 2014). Following the end of the learning activities, the interviews took place in an Islamic university in Central Java. Interviews with each EFL student take place on various days and last roughly an hour. Participants were interviewed via audio recordings.

The interview was conducted to obtain more detailed and clear information about the experiences felt by each participant in using the English with Lucy YouTube channel in vocabulary learning. The interview questions focused on EFL students' experiences of using the English with Lucy YouTube channel in vocabulary learning. Through videos on the English with Lucy YouTube channel, the researcher focused on the experiences of EFL students learning English vocabulary. These interviews were conducted in Indonesian in order to reduce miscommunications and misinterpretations. In order to make the interview process easier and ensure that students are at ease and comprehend the answers to the questions, Indonesian is the language utilized (Papadopoulou & Vlachos, 2014).

3.4 Data Validation

Data validation is considered as the extent to which a study collects or measures the ideas it seeks to explore appropriately (Heale & Twycross, 2015). In this study, data validity was maintained through a member check process. Member checking is important because the reader's level of trust in the person recounting the experience greatly influences the extent to which the story is considered trustworthy (Stahl & King, 2020). In this way, other people can assess whether the stories told are plausible and trustworthy, so that they can make more informed decisions about

the information received. Lincoln and Guba (1985) also suggest using member checking to reduce errors in recording and interpreting data. They state that returning data to participants can help ensure that the data obtained is correct and complete.

To avoid misunderstandings and maintain trust in the data, the researcher involved the participants in this process by giving the interview transcripts and analysis back to them for feedback and comments. In this study, the member checking process was conducted after all the interview data was collected and the researcher began to draw conclusions. The purpose was to ensure that the findings were in line with the EFL learners' real experiences in using the English with Lucy YouTube channel to learn English vocabulary.

3.5 Data Analysis

After the data was collected, the interview data was translated and transcribed from Indonesian to English. To identify patterns that frequently show up in this research, interview data was evaluated utilizing the approach theory and using thematic analysis by Braun and Clarke (2006). There are five steps involved in thematic analysis:

1. Familiarization with the research data

Before conducting the analysis, the researcher needed to understand the data had been collected (Fuchs, 2023). By listening to the audio interviews repeatedly, the researcher was able to understand the nuances, tone, and information that might have been missed in a quick review.

2. Generation of initial codes

The researcher selected the code in order to gather the data (Maguire & Delahunt, 2017). It is to transcribe the data into text form. The researcher marked the important parts according to the audio and conversation to ease further analysis.

3. Searching for and reviewing themes

Thirdly, the researcher searched for and reviewed themes. This phase began with the aim of further refining and defining the themes (Campbell et al., 2021). The researcher looked for

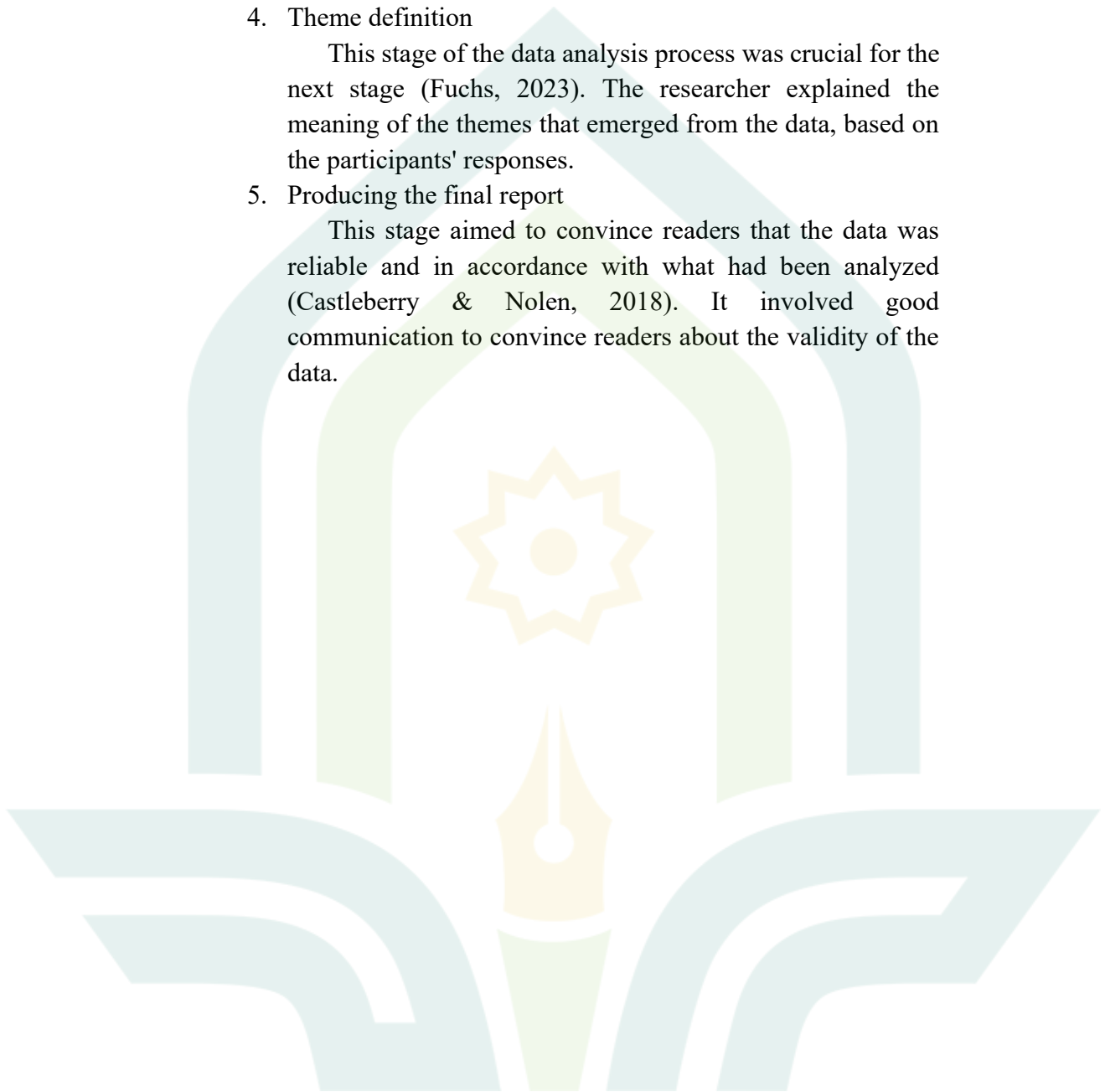
meanings, patterns, or themes from each word and sentence in the transcript.

4. Theme definition

This stage of the data analysis process was crucial for the next stage (Fuchs, 2023). The researcher explained the meaning of the themes that emerged from the data, based on the participants' responses.

5. Producing the final report

This stage aimed to convince readers that the data was reliable and in accordance with what had been analyzed (Castleberry & Nolen, 2018). It involved good communication to convince readers about the validity of the data.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the results of the study based on the data collected through interviews. This research explores students' experiences in learning English vocabulary through the English with Lucy YouTube channel. Both positive and negative experiences are examined to see how their learning process develops.

4.1 Findings

The researcher examined students' experiences with the YouTube channel English with Lucy for learning English vocabulary. The results were categorized based on the one main component of Martin and White's (2005) theory, namely 'affect'. Affect or emotion is divided into two, namely positive emotion and negative emotion. Positive emotion referred to the expression of feelings that indicated happiness, security, or satisfaction. Negative emotion referred to the expression of feelings that showed unhappiness, insecurity, or dissatisfaction.

4.1.1 Positive Experience

4.1.1.1 English with Lucy YouTube channel helps students to learn English vocabulary

Some participants felt that the videos from English with Lucy really helped them in mastering English vocabulary. They not only know the meaning of the word, but also how to pronounce and use the word in the right context. They felt confident, proud, and motivated after following the videos regularly.

"I felt more confident after watching the video a few times. I got used to the explanations, knew how to pronounce the words correctly, and understood when to use them." (Student A, Personal Communication, 04 June 2025, Researcher Translation)

"Very helpful. I feel more confident because Lucy explains a lot of vocabulary that can be more than

100 words. It can help me improve my vocabulary. I impressed myself because I was able to learn more vocabulary thanks to Lucy's video." (Student B, Personal Communication, 04 June 2025, Researcher Translation)

Student A and Student B's statements showed strong expressions of positive affect, especially in the form of confidence, which in Martin and White's theory (2005) can be categorized into two aspects (happiness and satisfaction). Student A said that he felt more "confident" after watching the video several times, because he was familiar with Lucy's explanation, knew the correct pronunciation, and understood the use of vocabulary in context. Meanwhile, Student B also stated that she felt more confident because Lucy explained so much vocabulary and she managed to learn it. When she said "I impressed myself", this indicates satisfaction because she felt satisfied and proud of her own achievement. So, student A is more about feeling comfortable and happy while learning (happiness), while Student B is about achievement and satisfying learning results (satisfaction).

"I think Lucy's materials are very comprehensive and can help expand my vocabulary and overall English skills. I enjoy learning when I use Lucy's videos." (Student B, Personal Communication, 04 June 2025, Researcher Translation)

Student B's reflections showed strong positive emotions, particularly in the form of happiness, in line with the categories in Martin and White's (2005) theory. Her statement that when she says "I enjoyed learning with Lucy's video", this shows a form of happiness, as it expresses a sense of pleasure and comfort in the

learning process. The enthusiasm and comfort she feels while watching the video is also part of happiness, because it makes the learning process fun and not burdensome. Overall, Student B's experience shows that material that is well organized and delivered in an interesting way can foster positive emotions that support a lighter and more meaningful learning process.

4.1.1.2 English with Lucy YouTube channel as a fun vocabulary learning tool

For some participants, the videos from the English with Lucy channel were fun and made the vocabulary learning process feel lighter and less boring. The sense of excitement and interest happens because Lucy's way of delivering the material is considered unique and not boring like most formal learning methods.

"I felt happy and a little curious when I first tried learning vocabulary from the videos on the 'English with Lucy' YouTube channel. Lucy delivered in a unique way, she differentiated between British and American vocabulary." (Student A, Personal Communication, 04 June 2025, Researcher Translation)

"I found Lucy's video quite entertaining the first time I watched it. She wasn't stiff at all. Even though I get bored easily while studying, I can stay focused listening to her." (Student B, Personal Communication, 04 June 2025, Researcher Translation)

Student A and Student B's reflections clearly show the positive emotions they felt when learning English vocabulary through English with Lucy videos. In Martin and White's (2005) theory, these emotions fall under the category of Happiness and Satisfaction.

Student A revealed that she felt “happy” and “curious” when she first learned using Lucy's videos. This curiosity arose because Lucy presented the material in a unique way, including comparing British and American vocabulary. These feelings of pleasure and curiosity are a form of Happiness, as they show emotional engagement and enthusiasm for something new. On the other hand, Student B stated that Lucy's video quite “entertaining”, this shows that the video is fun. Although she is usually easily bored while studying, Lucy's video was able to keep her “focused” and enjoying the learning process. This is a form of satisfaction, because it shows that the learning process feels fun and in line with her expectations. This whole experience confirms that an interesting, relaxed and fun way of delivering material not only improves understanding, but also builds a positive emotional bond with the learning material, thus strengthening students' motivation and learning success.

"I really like learning on Lucy's channel, especially because Lucy has a British accent which I find elegant. The way she delivers vocabulary material is also clear and not boring. This makes me more motivated to learn vocabulary through Lucy's videos." (Student B, Personal Communication, 04 June 2025, Researcher Translation)

Student B said that she really “liked” the way Lucy spoke with a British accent which she found elegant. She also said that Lucy’s video makes her more “motivated”. This adds to her charm, making her more interested and eager to learn. In addition, the clear and not boring delivery of the material increased her motivation. These feelings of liking, interest and

motivation are tangible forms of positive emotion because they strengthen the desire to learn independently and continuously. These emotions fall under the category of Happiness and Satisfaction.

4.1.1.3 English with Lucy YouTube channel is easily accessible

Learning through YouTube is not only fun, but also convenient as it can be done anytime and anywhere according to the student's needs.

"It's not a burden at all. In fact, it is very helpful because I can study comfortably, anytime and anywhere. If there is material that I have not understood then I can repeat the parts that I have not understood." (Student A, Personal Communication, 04 June 2025, Researcher Translation)

"Yes, the videos are easily accessible. I can easily watch the videos comfortably outside of class. I can access it anywhere and this makes it more flexible for me to learn English vocabulary." (Student B, Personal Communication, 04 June 2025, Researcher Translation)

Student A and Student B's reflections indicate a strong positive affection towards the flexibility and convenience of learning through English with Lucy YouTube channel. Based on Martin and White's (2005) framework, these affections fall into the Security and Satisfaction categories. Student A stated that learning through YouTube is "not burden" and is helpful because it can be accessed "anytime and anywhere". This statement indicates a sense of security, comfort and self-control in the learning process. His ability to repeat material without feeling embarrassed create a

more relaxed learning environment, which reinforces positive affect in the form of self-confidence and personal control.

Similarly, Student B said that Lucy's videos are easily accessible and can be watched “comfortably” outside of class. She feels more “flexible” in managing her study time according to her busy schedule, without the pressure of class schedules or rules. This fosters a spirit of independent learning and a sense of responsibility for her own learning process. This experience reflects positive affect in the form of security and satisfaction because students feel comforted and satisfied with learning methods that are not restrictive and suit their personal needs.

4.1.1.4 English with Lucy YouTube channel shows contextual and real-life vocabulary usage

Some participants showed interest because Lucy gave many examples of vocabulary usage in real-life contexts. This made them feel more directly connected to the material.

"I think the material is very relevant. Many words are useful for daily life. Although there are some words that are formal or I have never heard of, I consider it as my additional knowledge for the future. I will feel better later when I know new vocabulary that can be used in everyday contexts." (Student A, Personal Communication, 04 June 2025, Researcher Translation)

Student A's response shows a positive affect towards vocabulary materials that are relevant to daily life. Based on Martin and White's (2005) theory, this emotion falls into the security and satisfaction category. Student A found Lucy's materials “very relevant” and “useful,” and saw the difficult vocabulary as “additional

knowledge,” not a burden. The statement that he would feel “better” when he understood the new vocabulary reflected optimism and confidence. It indicates emotional engagement, which makes learning more meaningful and motivating.

“I really like it because the examples are always realistic and connected to everyday life. For example, she uses situations like at work, public places, or everyday conversations.” (Student A, Personal Communication, 04 June 2025, Researcher Translation)

"Lucy gives examples that are relevant to real-life contexts. For example, in her video ‘Learn 100+ Common Foods and Dishes in English in 20 Minutes’ she shows one of the words, beef wellington, which is the ultimate luxury menu in the UK, if someone makes the meal for you, it means they love you. Another example is the word shepherd's pie, which is a dish made of minced lamb topped with potatoes. This dish is traditionally made with lamb because shepherds there raise sheep. So here Lucy not only told me the word, but also gave me an example of how it is usually used in the UK. I feel like I'm getting better at learning English vocabulary so I know how the word is used in real life." (Student B, Personal Communication, 04 June 2025, Researcher Translation)

The students’ reflections reveal a strong presence of positive affect, particularly in how they emotionally respond to Lucy’s teaching approach. Using Martin and White’s (2005) framework, the affect expressed falls into the categories of Happiness and Satisfaction. For

example, Student A shared feeling “I really like” and mentioned that they could “connected” when the material was presented through real-life situations. These expressions reflect both emotional engagement (Happiness) and cognitive ease (Satisfaction), suggesting that authentic content deepens learning. Student B’s statement, “I feel like I'm getting better” and “I feel smarter,” indicates a sense of pride and confidence, which are central to positive self-regard and emotional well-being markers of Happiness in the affect system. Furthermore, the phrase “it feels real and memorable” implies a sense of meaningful learning, aligning with satisfaction as the learning process is perceived as relevant and personally valuable.

4.1.2 Negative Experience

4.1.2.1 English with Lucy YouTube channel reduce student concentration and focus

Some participants were frustrated when they encountered technical issues while watching Lucy's videos, especially if the internet connection was poor. One of them was Student A:

"I think the downside is that if I have a bad internet connection, then the quality of Lucy's videos will suffer. This makes the text and images in the videos blurry, so I can't concentrate and lose my focus. It also made me feel annoyed and a bit frustrated." (Student A, Personal Communication, 04 June 2025, Researcher Translation)

Student A's statement shows the negative affect that happens due to technical problems when watching Lucy's video, especially because of the poor internet connection. Based on Martin and White's (2005) theory, emotions such as annoyed and frustrated are included in

the negative affect category, especially in the aspects of dissatisfaction and insecurity. When Student A said that the video became blurry so he “couldn't concentrate and lost focus,” this reflected a disruption in the learning process that caused a sense of disappointment and discomfort.

4.1.2.2 English with Lucy YouTube channel make student unable to discuss with the tutor

In addition to technical problems, students also find it difficult because they cannot discuss directly when there are things they do not understand. This was expressed by Student B:

"I think the disadvantage is that I can't directly ask questions if I don't understand. There is no time to discuss with Lucy when I feel confused about the material. This makes me a little anxious because I can't ask questions and have to look up vocabulary that I still don't understand." (Student B, Personal Communication, 04 June 2025, Researcher Translation)

Student B's statement shows a negative affect related to the limited interaction in learning through English with Lucy YouTube channel. Based on Martin and White's (2005) theory, the emotions shown such as “anxious” and “confused” are included in the negative affect category, especially in the aspects of insecurity and dissatisfaction. When Student B said that she could not immediately ask questions when she did not understand the material, this reflected the anxiety and uncertainty that arose due to the lack of interactive support.

4.2 Discussion

The researcher examined students' experiences with the YouTube channel English with Lucy for learning English vocabulary. The results were categorized based on the one main component of Martin and White's (2005) theory, namely 'affect'. Affect or emotion is divided into two, namely positive emotion and negative emotion. Positive emotion referred to the expression of feelings that indicated happiness, security, or satisfaction. Negative emotion referred to the expression of feelings that showed unhappiness, insecurity, or dissatisfaction.

4.2.1 Positive Experience

4.2.1.1 English with Lucy YouTube channel helps students to learn English vocabulary

Based on the findings, some participants felt that the videos from the YouTube channel English with Lucy really helped them in learning and understanding English vocabulary. This is in accordance with the opinion of Ghazal (2007) and Mokodompit et al. (2021) who state that vocabulary acquisition is the main basis in second language learning because vocabulary becomes the main tool for understanding and producing language. Lucy's videos not only present word meanings, but also explanations of pronunciation and usage in real contexts. This is in line with the view of Dano et al. (2022) that vocabulary acquisition includes word form, grammar, collocation, and meaning.

One of the participants (Student A) stated that he felt more confident and began to get used to the explanations, pronunciation procedures, and understood when the vocabulary was good to use. This statement shows a positive emotional change in the learning process, namely the emergence of self-confidence. In Martin and White (2005) theory, this is included in the category of positive emotions, specifically in the subcategory of security, because

CHAPTER V

CONCLUSION

5.1. Summary of the Finding

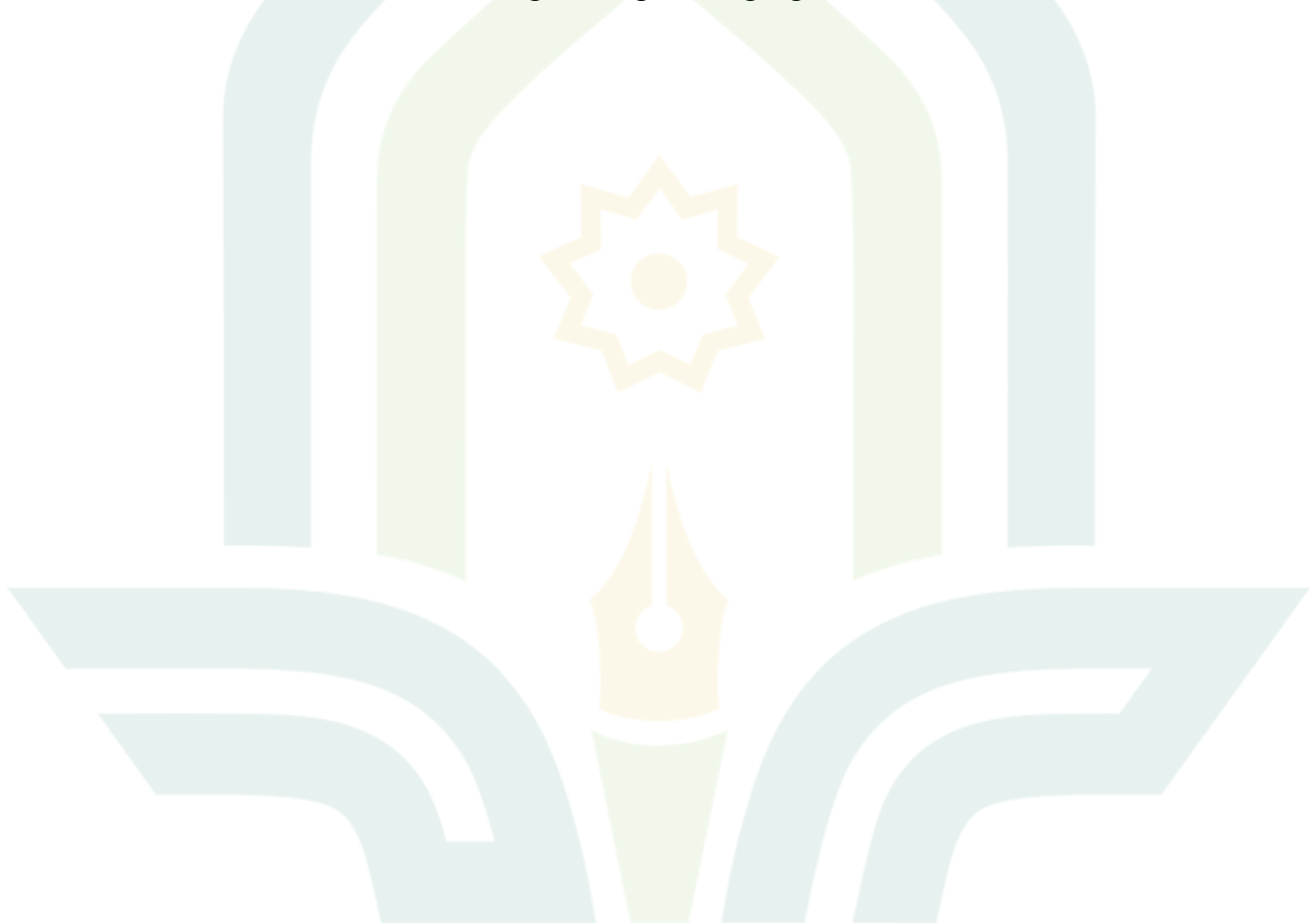
Based on the findings and discussion, this study explored students' experience in learning English vocabulary using the English with Lucy YouTube channel. This study aims to find out how students experience learning English vocabulary through the English with Lucy YouTube channel, using Martin and White's (2005) Appraisal theory, especially in the aspect of affect or emotion. The results showed that most students felt positive emotions such as confident, satisfied, comfortable, happy, and motivated when learning vocabulary using videos from Lucy. These positive emotions arise due to several factors, such as Lucy helps students to learn English vocabulary, Lucy's fun and non-boring delivery, the flexibility of video access that can be watched anytime and anywhere, and the use of vocabulary in real-life contexts. All of these aspects contribute to helping students understand vocabulary more easily and make them feel more motivated and happy to learn independently.

However, some students experienced negative emotions such as frustration, anxiety, and uncertainty. These emotions usually arise due to technical factors, such as a poor internet connection that degrades video quality and makes students lose focus. In addition, the absence of direct interaction with the tutor or the opportunity to ask questions when confused is also a challenge. Students have to find out on their own if there is material they don't understand, and this sometimes causes discomfort. Overall, this study concludes that YouTube, especially the English with Lucy channel, is an effective medium for vocabulary learning, as long as it is used in a supportive environment, as it creates an enjoyable learning experience and engages students' positive emotions.

5.2. Recommendation

The researcher acknowledges that this study still has several limitations and requires further development. Therefore,

it is recommended that future research explore the potential role of the English with Lucy YouTube channel in helping students improve their pronunciation skills, particularly in the context of English vocabulary learning. Additionally, future studies are encouraged to investigate how students deal with anxiety and face challenges related to learning English tenses when using mobile applications integrated into classroom settings, especially at the high school level. By addressing these areas, future research can support the development of Mobile-Assisted Language Learning (MALL) and ensure that it can better help students in learning the English language.



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