

**STUDENTS' FEELINGS OF USING "KURZGESAGT"
YOUTUBE CHANNEL FOR ENGLISH VOCABULARY
ACQUISITION**

A THESIS

Submitted in Partial Fulfillment of The Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

HAKIM WICAKSONO

SN: 20522142

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHERS TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2026

**STUDENTS' FEELINGS OF USING "KURZGESAGT"
YOUTUBE CHANNEL FOR ENGLISH VOCABULARY
ACQUISITION**

A THESIS

Submitted in Partial Fulfillment of The Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

HAKIM WICAKSONO
SN: 20522142

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHERS TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2026

SURAT PERNYATAAN KEASLIAN DAN PENGGUNAAN BANTUAN KECERDASAN ARTIFISIAL

Saya yang bertanda tangan di bawah ini:

Nama : Hakim Wicaksono

NIM : 20522142

Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“STUDENTS' FEELINGS OF USING "KURZGESAGT" YOUTUBE CHANNEL FOR ENGLISH VOCABULARY ACQUISITION”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 30 Juni 2026

Yang membuat pernyataan,

A 10,000 Rupiah Indonesian revenue stamp (Meterai Tempel) with a signature over it. The stamp features the Garuda Pancasila emblem and the text "METERAI TEMPEL" and "10000". The serial number "5A0ANX296593524" is visible at the bottom of the stamp.

Hakim Wicaksono

NIM. 20522142

Fachri Ali, M.Pd.
Kajen, Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi Sdr, Hakim Wicaksoo

Kepada
Yth. Dekan FTIK UIN KH Abdurrahman Wahid Pekalongan
c.q. Ketua Prodi TBIG
di Pekalongan

Assalamu 'alaikum Wr. Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

Nama : Hakim Wicaksono
NIM : 20522142
Prodi : FTIK/Tadris Bahasa Inggris
Judul : "STUDENT'S FEELINGS OF USING "KURZGESAGT"
YOUTUBE CHANNEL FOR ENGLISH VOCABULARY
ACQUISITION"

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 25 Juni 2026
Pembimbing



Fachri Ali, M. Pd
NIP. 19890101 202012 1 013



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Pahlawan KM. 5 Rowolaku, Kajen, Kabupaten Pekalongan
Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

The dean of the Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, approved this thesis by

Name : Hakim Wicaksono

NIM : 20522142

Title : STUDENTS' FEELINGS OF USING "KURZGESAGT"
YOUTUBE CHANNEL FOR ENGLISH VOCABULARY
ACQUISITION

Has been established through an examination held on 8th July 2026 and accepted in partial fulfillments of requirments for the degree of Sarjana Pendidikan (S.Pd.)

Examiners

Examiner I

Isriani Hardini, S.S., M.A., Ph.D.
NIP. 198105302009012007

Examiner II

Nadia Faradhillah, M.A.
NIP. 199304062020122015

Examined on 14th July 2026
Signed by
The Dean of Faculty of Education and Teacher Training

Muhlisin, M.Ag.
NIP. 19700706 199803 1 001

ACKNOWLEDGEMENTS

Praise be to the presence of Almighty Allah SWT, for His endless grace and mercy, I have finally been able to complete this thesis with the support, prayers, and kindness of many people who have accompanied me throughout this journey. From the beginning to the end of this process, I realize that this achievement would not have been possible without them. Therefore, I would like to express my deepest gratitude to:

1. My beloved family, especially my mother and my father, my siblings, my uncle and his family, and all my extended family members whom I cannot mention one by one. Your prayers, love, and unwavering support have always been my greatest strength in every step I take.
2. My respected thesis supervisor, Mr. Fachri Ali, M.Pd., for his valuable guidance, patience, and encouragement throughout the completion of this research. Your supervision has been truly meaningful in shaping this academic journey.
3. All lecturers who have sincerely shared their knowledge, taught with dedication, and broadened my perspective during my study in this department.
4. All those who have contributed to this research, especially the participants and friends who have supported and helped me in various ways. I sincerely appreciate every form of assistance given.
5. Last but not least, I would like to thank myself, for staying strong, patient, and persistent through all the challenges. Thank you for not giving up, for continuing to move forward, and for finally reaching this point.

MOTTO

“God helps those who help themselves”

(Benjamin Fankin)



ABSTRAK

Penguasaan kosakata merupakan salah satu aspek fundamental dalam pembelajaran bahasa Inggris. Namun, pembelajaran konvensional sering kali dianggap kurang menarik dan kurang memberikan konteks yang bermakna bagi siswa. Seiring perkembangan teknologi digital, saluran YouTube edukatif seperti Kurzgesagt menawarkan alternatif media pembelajaran kosakata. Penelitian ini bertujuan mengeksplorasi perasaan mahasiswa terhadap penggunaan saluran YouTube Kurzgesagt dalam proses akuisisi kosakata bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan metode narrative inquiry. Data dikumpulkan melalui wawancara semi-terstruktur dan jurnal kosakata reflektif dari tiga mahasiswa Pendidikan Bahasa Inggris yang telah menempuh mata kuliah Technology-Enhanced Language Learning (TELL) di salah satu universitas di Pekalongan, Jawa Tengah. Hasil penelitian menunjukkan bahwa mahasiswa mengalami perasaan positif dan negatif selama proses akuisisi kosakata. Perasaan positif meliputi happiness, security, satisfaction, dan inclination, sedangkan perasaan negatif meliputi unhappiness, insecurity, dissatisfaction, dan disinclination. Perasaan tersebut dipengaruhi oleh konteks pembelajaran, animasi, narasi, kompleksitas kosakata, serta relevansi topik dengan pengalaman pribadi mahasiswa. Secara keseluruhan, Kurzgesagt berpotensi menjadi media yang mendukung akuisisi kosakata bahasa Inggris dari aspek afektif, meskipun bimbingan guru tetap diperlukan agar penggunaannya lebih optimal.

Kata kunci: Perasaan, Akuisisi Kosakata, YouTube, Kurzgesagt

ABSTRACT

Vocabulary mastery is a fundamental aspect of English language learning. However, conventional classroom instruction is often perceived as boring and lacking meaningful context. With the rapid development of digital technology, educational YouTube channels such as Kurzgesagt offer an alternative medium for vocabulary learning. This study aims to explore students' feelings toward using the Kurzgesagt YouTube channel for English vocabulary acquisition. A qualitative approach employing narrative inquiry was adopted. Data were collected through semi-structured interviews and reflective vocabulary journals from three English Education students who had completed the Technology-Enhanced Language Learning (TELL) course at a university in Pekalongan, Central Java. The findings revealed both positive and negative feelings during the vocabulary acquisition process. Positive feelings included happiness, security, satisfaction, and inclination, which were fostered by meaningful contexts, engaging animations, coherent narration, and relevant scientific topics. Negative feelings included unhappiness, insecurity, dissatisfaction, and disinclination, which emerged when participants encountered unfamiliar scientific vocabulary, rapid narration, dense information, or topics perceived as less personally relevant. Overall, the findings suggest that Kurzgesagt has the potential to serve as an affectively supportive medium for English vocabulary acquisition, although appropriate teacher guidance remains important to maximize its educational benefits.

Keywords: Feelings, Vocabulary Acquisition, YouTube, Kurzgesagt

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 final project research entitled **STUDENTS' FEELINGS OF USING "KURZGESAGT" YOUTUBE CHANNEL FOR ENGLISH VOCABULARY ACQUISITION** could be completed. It was submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements for Degree of Sarjana Pendidikan. This study was accomplished because of many supports from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., as the rector of UIN KH. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., as the dean of the Faculty of Education and Teacher Training.
3. Ahmad Burhanuddin, M.A. as head of the study program, and Eros Meilina Sofa, M.Pd. as secretary of study progrm.
4. Fachri Ali, M.Pd. as my thesis advisor, and all lectures of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan.
5. All lectures of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan.
6. My beloved parents and family, who have given me endless support, prayer, advice, and encouragement while writing this research.

Pekalongan, 2 Juli 2026
The writer,

Hakim Wicaksono
SN. 20522142

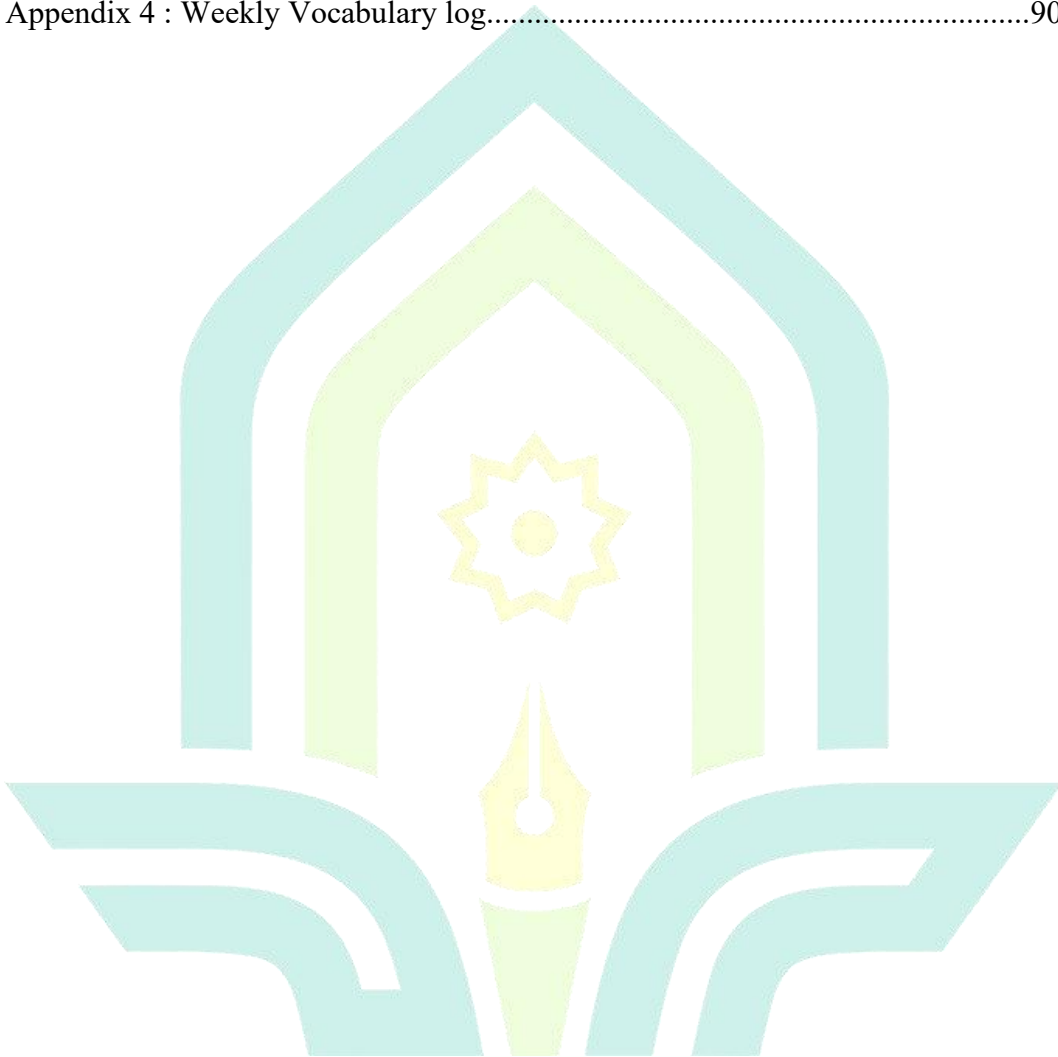
TABLE OF CONTENT

COVER.....	i
SURAT PERNYATAAN KEASLIAN DAN PENGGUNAAN BANTUAN KECERDASAN ARTIFISIAL	ii
NOTA PEMBIMBING	ii
APPROVAL SHEET	Error! Bookmark not defined.
ACKNOWLEDGEMENTS	iv
MOTTO	vi
ABSTRAK	vii
ABSTRACT	viii
PREFACE	ix
CHAPTER I INTRODUCTION	1
1.1 Research Background	1
1.2 Formulation of the Problem	4
1.3 Operational Definition	5
1.4 Aim of study	5
1.5 Significances of the Research	5
CHAPTER II LITERATURE REVIEW	Error! Bookmark not defined.
2.1. Theoretical Framework	Error! Bookmark not defined.
2.1.1 Students Feelings.....	7
2.1.2 Description of Vocabulary.....	11
2.1.3 YouTube as Learning Media.....	17
2.2. Previous Studies	Error! Bookmark not defined.
2.3. Conceptual Framework	Error! Bookmark not defined.
CHAPTER III RESEARCH METHODOLOGY	Error! Bookmark not defined.
3.1 Research Design	Error! Bookmark not defined.
3.2 Setting and Participants	Error! Bookmark not defined.

3.3 Data Collection	Error! Bookmark not defined.
3.4 Data Trustworthiness	Error! Bookmark not defined.
3.5 Data Analysis	Error! Bookmark not defined.
CHAPTER IV FINDINGS AND DISCUSSION	Error! Bookmark not defined.
4.1. Findings	Error! Bookmark not defined.
4.1.1. Positive Feelings of Students in Using the "Kurzgesagt" YouTube Channel for English Vocabulary Acquisition	Error! Bookmark not defined.
4.1.2. Negative Feelings of Students in Using "Kurzgesagt" YouTube Channel for English Vocabulary Acquisition	Error! Bookmark not defined.
4.2. Discussion	Error! Bookmark not defined.
4.2.1. Positive Feelings and Their Role in English Vocabulary Acquisition through "Kurzgesagt"	Error! Bookmark not defined.
4.2.2. Negative Feelings and Their Role in English Vocabulary Acquisition through "Kurzgesagt"	Error! Bookmark not defined.
CHAPTER V CONCLUSION	78
5.1. Summary of Findings	78
5.2. Recommendation	80
REFERENCES	82
APPENDICES	Error! Bookmark not defined.

LIST OF APPENDICES

Appendix 1 : Interview questions.....	80
Appendix 2 : Vocabulary log form.....	81
Appendix 3 : Transcripts of interview.....	83
Appendix 4 : Weekly Vocabulary log.....	90



CHAPTER I

INTRODUCTION

1.1 Research Background

Vocabulary is one of the fundamental aspects in mastering English. Without adequate vocabulary mastery, students will have difficulty understanding texts, expressing ideas, or interacting in daily communication. Good vocabulary mastery allows students to fully understand messages and convey their ideas more clearly in a variety of language skills. According to Hiebert and Kamil (2005), vocabulary mastery is a crucial element for linguistic proficiency, which is the main foundation in honing writing, speaking, reading, and listening skills in English. Adequate vocabulary mastery is the key to success in using a foreign language, because without a wide vocabulary, learners will have difficulty applying the structure and function of the language they have learned into understandable communication (Alqahtani, 2015). Therefore, vocabulary mastery not only supports fluency in communication, but also plays an important role in students' overall academic success.

However, vocabulary learning in the classroom still faces various challenges. Conventional teaching methods such as memorizing vocabulary lists or doing written exercises are often considered boring and lacking in context by students. Nguyen and Khuat (2003) have shown that students are bored learning vocabulary using traditional methods such as reviewing, writing down words on paper, or learning passively through teachers'

explanations. Students do not get enough exposure to the use of vocabulary in real contexts, so the learning process becomes less meaningful. In the traditional way, students' vocabulary mastery is limited to memorizing a list of words from the teacher, so they often lose the opportunity to practice these terms contextually (Fatimah & Masduqi, 2021). Apart from that, limited study time in class and a lack of interesting supporting media also become obstacles in expanding students' vocabulary mastery effectively and sustainably.

In the midst of current advances in digital technology, many alternative learning sources have emerged that can be used to support vocabulary learning. The rationale for using these digital tools lies in its ability to adapt to various learning styles, provide immediate feedback, and encourage consistent practice, making vocabulary acquisition more efficient and engaging in today's digital world (Haque et al., 2024). One example of using digital technology to increase vocabulary acquisition is through the YouTube platform. Azar (2012) explained that video is advantageous and effective in learning vocabulary. The use of videos in learning has been shown to foster positive feelings such as interest, comfort, and self-confidence due to the presentation of material that is more engaging and easy to understand (Azar, 2012). Furthermore, the visual, animation, and audio features contained in videos help create a more enjoyable learning environment, so students feel more focused and interested in understanding the vocabulary presented (Huang, 2021). Features such as the ability to replay certain parts of the video

also create a sense of security for students because they can control the pace of learning, which has an impact on improving vocabulary comprehension and retention.

However, in addition to eliciting various positive feelings, several studies also show that the use of video as a learning medium can cause negative feelings in students. Amalia (2017) stated that students find it difficult and confusing to understand difficult words or phrases when watching animated videos as a medium for learning English. This could be because students assume that the pronunciation of native speakers is different from what they often hear, as well as the speed of native speakers' speech. Furthermore, learning English using YouTube media makes students feel lazy because it is an independent learning session and not a formal requirement that must be met (Harris, et al., 2022). Rahmi and Amri (2021) indicate that students can feel bored or disengaged when videos are too long, not relevant to their interests, or difficult to follow without subtitles. These findings suggest that video media, including educational content such as "Kurzgesagt", not only has the potential to improve vocabulary comprehension but can also trigger various negative feelings that affect student learning engagement.

One of the prominent educational channels is "Kurzgesagt" or, in English, *In a Nutshell*, which specializes in introducing people to complex topics in an easy to understand and holistic way, using colorful and striking vector illustrations and animations (Kurzgesagt.org). This video combines interesting visualizations and a systematic explanation flow, so it can help

students understand the meaning of words contextually. In multimodal learning theory, learning that involves visual and auditory channels simultaneously is proven to improve students' memory and understanding of the material (Mayer, 2005). Educational videos like those presented by the "Kurzgesagt" YouTube channel, with systematic delivery and attractive visual styles, have the potential to evoke a variety of feelings and reactions from students. Some may feel more interested in the videos, which facilitates easier comprehension of the material, while others may feel confused or emotionally disconnected from the content.

Based on the aforementioned argument, the purpose of this research is to investigate students' feelings about the use of the "Kurzgesagt" YouTube channel in helping them acquire English vocabulary. By exploring students' feelings, this research is expected to provide a deeper insight into how the use of digital media such as the "Kurzgesagt" channel can influence the affective aspect of vocabulary acquisition. Furthermore, it is hoped that the findings can inform the design of learning experiences that are not only cognitively effective but also emotionally enjoyable for students in today's digital era.

1.2 Formulation of the Problem

Based on the background of study above, this study provides a research question, the research explores: How do students feel about using the "Kurzgesagt" YouTube channel for English vocabulary acquisition?

1.3 Operational Definition

To avoid misunderstanding regarding the terms in this study, the researcher provides following definitions related to the study:

1. Feelings according to Shouse (2005), is a sensation that has been checked against previous experiences and labelled. It is personal and biographical because every person has a distinct set of previous sensations from which to draw when interpreting and labelling their feelings.
2. "Kurzgesagt" is an educational youtube channel that focuses on producing minimalist animations with educational content. "Kurzgesagt" specializes in introducing people to complex topics in an approachable and holistic way, using vibrant and striking vector illustrations and animations ("Kurzgesagt".org)
3. Vocabulary acquisition, according to Gass (1998), is the process of acquiring new words, phrases, or lexicons of a second language which are crucial for both comprehension and sentence production.

1.4 Aim of study

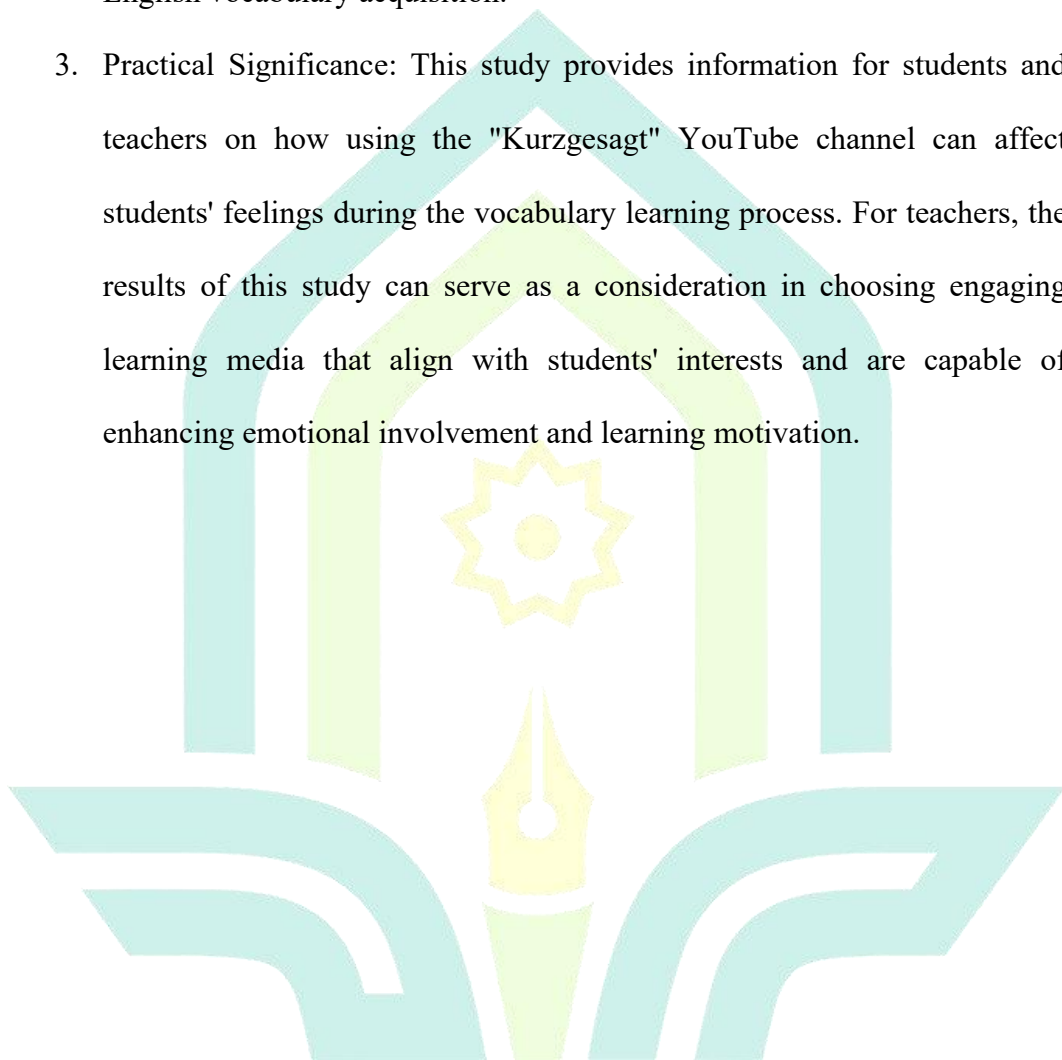
This study aims to explore how students' perceive their feelings of using "Kurzgesagt" youtube channel as a medium for English vocabulary acquisition.

1.5 Significances of the Research

1. Theoretical Significance: This study contributes to Martin and White's (2005) theory on how students' feelings emerge and play a role when they

learn vocabulary using digital media such as the "Kurzgesagt" YouTube channel.

2. Empirical Significance: This study provides an empirical overview of students' feelings in using the "Kurzgesagt" YouTube channel to help with English vocabulary acquisition.
3. Practical Significance: This study provides information for students and teachers on how using the "Kurzgesagt" YouTube channel can affect students' feelings during the vocabulary learning process. For teachers, the results of this study can serve as a consideration in choosing engaging learning media that align with students' interests and are capable of enhancing emotional involvement and learning motivation.



CHAPTER V

CONCLUSION

5.1. Summary of Findings

Based on the results and discussion, this study found that students predominantly experienced positive feelings when using the "Kurzgesagt" YouTube channel for English vocabulary acquisition. Happiness emerged when students successfully understood new vocabulary and were able to connect it to meaningful, real-life contexts. Security was fostered through three distinct sources: the integration of animation and narration, self-directed learning strategies, and the clarity of the narrator's explanations, all of which helped students feel confident and comfortable when following complex material. Satisfaction was reflected in three different ways: the spontaneous and natural use of newly learned vocabulary in everyday communication, the dual benefit of acquiring both vocabulary and new knowledge from the video content, and the ease of understanding vocabulary through authentic scientific contexts compared to conventional memorization. Furthermore, inclination was consistently demonstrated through students' curiosity, personal relevance to the topics discussed, and interest in scientific vocabulary that motivated them to continue learning through the videos. These findings contribute to the understanding of how positive feelings experiences can support vocabulary acquisition through

digital media and highlight the potential of educational YouTube channels as engaging learning resources.

In addition to positive feelings, this study also identified several negative feelings that emerged in particular situations. Unhappiness appeared when students encountered vocabulary that felt overly scientific or lacked personal relevance. Insecurity arose from three different sources: uncertainty about using newly acquired vocabulary appropriately in communication, difficulty processing large amounts of information presented simultaneously, and challenges in interpreting scientific expressions whose meanings could not be understood literally. Dissatisfaction was experienced when students felt overwhelmed by dense information or a large number of unfamiliar vocabulary items, although this feeling did not significantly reduce their motivation to continue learning. Disinclination was the least frequent feeling and was only found when students perceived a topic as both difficult and personally irrelevant. Nevertheless, these negative feelings were generally temporary and situational rather than persistent. These findings contribute to a deeper understanding of the challenges students may encounter when learning vocabulary through digital media and emphasize the importance of balancing content complexity with learners' interests and personal relevance.

5.2. Recommendation

Based on the research findings, several recommendations can be made. Students are advised to utilize educational YouTube channels such as “Kurzgesagt” as supplementary learning resources to support their acquisition of English vocabulary, and to choose topics that align with their interests and learning needs so that engagement, motivation, and positive feelings throughout the learning process can be maintained. Teachers are also advised to consider using educational videos like “Kurzgesagt” in vocabulary instruction because these videos provide meaningful context, visual support, and engaging topics that can help students understand and acquire new vocabulary more effectively, while still paying attention to the difficulty level of the vocabulary and the complexity of the material presented. This study has several limitations. First, it involved only three participants, which limits the diversity of experiences represented in the findings. Second, the observation period was relatively short, so the findings reflect participants' affective experiences within a limited timeframe. In addition, the study relied primarily on interviews and vocabulary logs, which may not capture every aspect of students' emotional experiences during vocabulary learning. Considering these limitations, future research could involve a larger number of participants to gather a broader range of experiences regarding students' feelings during vocabulary acquisition through educational videos. Future studies could also employ longer observation

periods or combine different data collection methods to gain a deeper understanding of students' affective experiences during the vocabulary acquisition process.



REFERENCES

- Almurashi. (2016). The Effective Use of Youtube Videos for Teaching Language in Classrooms as Supplementary Material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*.
- Alqahtani, (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), pp. 21 - 34. <https://doi.org/10.20472/TE.2015.3.3.002>
- Al Wafi, F. A. (2024). *Watching English videos on YouTube as a students' vocabulary-building strategy* (Skripsi, Universitas Muhammadiyah Yogyakarta). *Universitas Muhammadiyah Yogyakarta Repository*.
- Ameliorating English speaking skill: students' voice on the use of byTALK application. (2025). *Erudita: Journal of English Language Teaching*, 5(2), 226–243. <https://doi.org/10.28918/erudita.v5i2.12295>
- Arndt, H. L., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning & Technology*, 22(3), 124–142
- Benitez-Castro, M.-A., & Hidalgo Tenorio, E. (2019). Rethinking Martin & White's AFFECT taxonomy: A psychologically-inspired approach to the linguistic expression of emotion. In J. Lachlan Mackenzie & L. Alba-Juez (Eds.), *The discourse of evaluation in English: Appraisal and beyond* (pp. 301–332). John Benjamins. <https://doi.org/10.1075/pbns.302.12ben>
- Braun, V. and Clarke, V. (2013) *Successful Qualitative Research: A Practical Guide for Beginners*. SAGE Publication, London.
- Brown, A., & Johnson, C. (2020). Integrating Technology in English Language Teaching: *A Comprehensive Review*. *Journal of Educational Technology*, 45(2), 88.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd ed.). In SAGE Publications, Inc.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). McGraw-Hill. <https://doi.org/10.4324/9781315134543>
- Drever, E. (1995). *Using semi-structured interviews in small-scale research. A teacher's guide*. Edinburgh: Scottish Council for Research in Education. <https://doi.org/10.1163/27730840-02801014>

- Fatimah, & Masduqi, H. (2021). Learning vocabulary through games: A critical review. *EduCafI*, 4(2).
<https://doi.org/10.21776/ub.educafl.2021.004.02.02>
- Feruzi, S. M. (2021). Development of reading fluency from the perspective of automaticity theory. *International Journal of English Language Studies*, 3(9), 23-27. doi: <https://doi.org/10.32996/ijels.2021.3.9.3>
- Hamed Taherdoost. Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire. *Asian Journal of Managerial Science*, 2022, 11, 8- 16. ff10.51983/ajms-2022.11.1.3087. <https://doi.org/10.51983/ajms-2022.11.1.3087>
- Haque, A., Ariansyah, M. R., Wiladyah, N. C., & Sari, R. N. (2024). Teaching vocabulary in a digital era: A study on tools and techniques for engaging English learners. *Indonesian Review of English Education, Linguistics, and Literature (IREELL)*, 2(2).
<https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/ireel/article/view/1689>
- Hiebert. The Taylor. New Jersey: Lawrence Erlbaum Associates, 2005.
- Izard, C. E. (2009). Emotion theory and research: Highlights, unanswered questions, and emerging issue. *Annual Review of Psychology*.<https://doi.org/10.1146/annurev.psych.6.110707.163539>
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72-81.
<https://doi.org/10.5539/elt.v11n2p72>
- Kamil, M. L., & Hiebert, E.H. (2005). Teaching and Learning Vocabulary: Perspectives and Persistent Issues. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and learning vocabulary: bringing research to practice*. Lawrence Erlabaum Associates Publishers.
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The modern language journal*,, 73(4), 440-464.
- Kress, G. & van Leeuwen. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London: Arnold.
- Lahmar, M. (2022). Analyzing Openended Questions for Qualitative Research. Retrieved from Researchget. net:
https://www.researchgate.net/publication/365775711_Analyzing_Openended_Questions_for_Qualitative_Research
- Lazarus, R.S. (1991), *Emotion and Adaptation*, Oxford University Press, New York.

- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Sage.
[https://doi.org/10.1016/0147-1767\(85\)90062-8](https://doi.org/10.1016/0147-1767(85)90062-8)
- Lindawati, N., Jabu, B., & Baa, S. (2022). Students' perception on the use of WhatsApp in learning EFL during Covid-19 at remote area. *Journal of Excellence in English Language Education*, 1(4).
- Majid, R. A. (2024, Juni 11). Mengenal lebih dalam: Rahasia popularitas channel YouTube "Kurzgesagt". *Indogamers*.
[https://indogamers.com/news/39737/11062024/mengenal-lebih-dalam-rahasia-popularitas-channel-youtube-\"Kurzgesagt\"](https://indogamers.com/news/39737/11062024/mengenal-lebih-dalam-rahasia-popularitas-channel-youtube-\)
- Martin, J., & White, P. R. (2005). *The language of evaluation: Appraisal in English*. Palgrave Macmillan.
- Maulidya, A. (2019). Children's English vocabulary acquisition at Dewi Sartika Kindergarten School. *English Department, Faculty of Arts and Humanities, Sunan Ampel State Islamic University Surabaya*.
- Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. (2018). Social media as a complementary learning tool for teaching and learning: the case of youtube. *International Journal of Management Education*, 16, 37–42.
<https://doi.org/10.1016/j.ijme.2017.12.001>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nuriyanti, W., Nurisman, H., Widiarto, T., Sutina, S., Fiyanto, A., Kusuma, A. M., & Umarella, M. I. S. (2023). Pengaruh Pembelajaran Cooperative dan Platform You Tube Terhadap Hasil Belajar Kewirausahaan Pada SMA Alikhlas Kota Bekasi. *Jurnal Ilmiah Wahana Pendidikan*, 9(10), 780-785.
- Nguyen and Khuat, (2003). Learning Vocabulary through Games. *Asian EFL Journal*. December 2003. <http://www.asian-efljournal.com/dec-03-sub.Vn.php>.
- Paivio A. (1986b). Dual coding and episodic memory: Subjective and objective sources of memory trace components. In F. Klix (Ed.), *Memory and cognitive capabilities: Sym-posium in memoriam of Hermann Ebbinghaus* (pp. 225-236). Amsterdam: North Holland.
- Polit, D.F., & BECK, C.T. (2012). *Nursing research: principle and methods*. Philadelphia, PA: Lippincott Williams & Wilkins.
- Renninger, K. A., Hidi, S. E., Renninger, K. A., & Hidi, S. E. (2019). Interest Development and Learning. In *The Cambridge Handbook of Motivation and Learning* (pp. 265–290). chapter, Cambridge: Cambridge University Press.

- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2018). *Qualitative Research Practice: A Guide for Social Science Students and researcher*. SAGE.
- Sarmila, S., Rachmawati, A., & Muflihun, M. (2024). Academic emotions of learning English through English native speaker videos on Youtube: Students voice. *Klasikal : Journal of Education, Language Teaching and science*, 6(2), 329–346.
<https://doi.org/10.52208/klasikal.v6i2.1154>
- Schmitt, N. (2000). *Vocabulary In Language Teaching*. The Press Syndicate of The University Of Cambridge.
- Seidel, N. (2024). Dataset: Short, long, and segmented learning videos: From YouTube practice to enhanced video players.
<https://doi.org/10.17605/OSF.IO/28HM4>
- Shouse, Eric. (2005). Feeling, Emotion, Affect. *M/C Journal* 8(6).
<https://doi.org/10.5204/mcj.2443>
- Sundanis, R. O., Jamiluddin, Eisenring, M. A. A., & Anggreni, A. (2025). The Effectiveness of Using Youtube Videos as Learning Media in English Vocabulary Mastery. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 10(3), 125–135.
<https://doi.org/10.35974/acuity.v10i3.3987>
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257-285.
https://doi.org/10.1207/s15516709cog1202_4
- Turner III, D. W., & Hagstrom-Schmidt, N. (2022). Qualitative interview design. *Howdy or Hello? Technical and professional communication*.
- Yetti, D., Yelmi, H., Akbar, R., & Nofiar, A. (2025). The Effectiveness of English Animated Videos in Enhancing the Vocabulary. *Journal of English Language and Education*, 9(6), 70–76.
<https://doi.org/https://doi.org/10.31004/jele.v9i6.582>

CURRICULUM VITAE

Name : Hakim Wicaksono

Student Number : 20522142

Place and Date of Birth : Pemalang, 07 Februari 2004

Gender : Male

Address : kalitorong, Kec. Randudongkal, Kab. Pemalang

Educational Background :

1. SD N 03 Kalitorong (2015)
2. SMP N 02 Randudongkal (2018)
3. SMA N 01 Randudongkal (2021)
4. English Education Department, Faculty of Tarbiyah And Teacher Training,
UIN K.H. Abdurrahman Wahid Pekalongan (2026)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
PERPUSTAKAAN

Jalan Pahlawan Km. 5 Rowolaku Kajen Kab. Pekalongan Kode Pos 51161
www.perpustakaan.uingusdur.ac.id email: perpustakaan@uingusdur.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN K.H. Abdurrahman Wahid Pekalongan, yang bertanda tangan di bawah ini, saya:

Nama : HAKIM WICAKSONO
NIM : 20522142
Jurusan/Prodi : TBIG
E-mail address : hakim.wicaksono@mhs.uingusdur.ac.id
No. Hp : 085712374279

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

☐ Tugas Akhir ☒ Skripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (.....)
yang berjudul :

STUDENTS' FEELINGS OF USING "KURZGESAGT" YOUTUBE CHANNEL FOR
ENGLISH VOCABULARY ACQUISITION

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara **fulltext** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Pekalongan, 17 Juli 2026

Hakim Wicaksono