

**EXPLORING UNIVERSITY STUDENTS' EMOTION IN  
USING YOUTUBE AS A LEARNING MEDIUM FOR  
VOCABULARY ACQUISITION**

**A THESIS**

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



**By:**

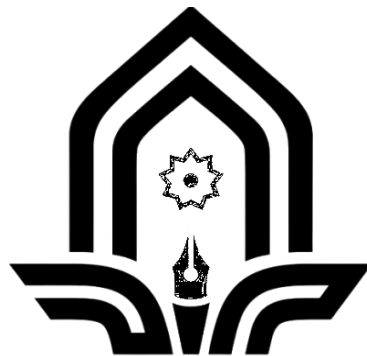
**Mia Rosanti Putri**  
**SN. 2518129**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2023**

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K.H. ABDURRAHMAN WAHID PEKALONGAN  
2023**

## SURAT KEASLIAN KARYA ILMIAH

Yang bertanda tangan dibawah ini:

Nama : Mia Rosanti Putri

NIM : 2518129

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Exploring University Students’ Emotion in Using YouTube as a Learning Medium for Vocabulary Acquisition”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Pekalongan, 31 Maret 2023



**MIA ROSANTI PUTRI**

**NIM. 2518129**

**Dr. Nur Kholis, M.A**  
Pakisputih, Kedungwuni

---

**NOTA PEMBIMBING**

Lamp : 3 (Tiga) Eksemplar  
Hal : Naskah Skripsi  
Sdr. Mia Rosanti Putri

Kepada  
Yth. Dekan FTIK IAIN Pekalongan  
c.q. Ketua Jurusan TBIG  
di  
PEKALONGAN

*Assalamu 'alaikum Wr.Wb.*

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

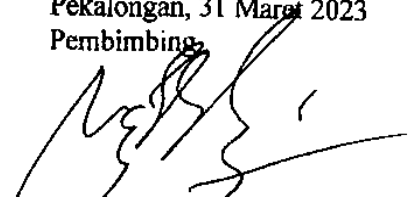
Nama : Mia Rosanti Putri  
NIM : 2518129  
Jurusan : FTIK/Tadris Bahasa Inggris  
Judul : **Exploring University Students' Emotion in Using YouTube as a Learning Medium for Vocabulary Acquisition**

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, 31 Maret 2023  
Pembimbing,



**Dr. Nur Kholis, M.A**  
**NIP. 19750207 199903 1 001**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KH. ABDURRAHMAN WAHID PEKALONGAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161  
Website: [fik.uingusdur.ac.id](http://fik.uingusdur.ac.id) email: [fik@uingusdur.ac.id](mailto:fik@uingusdur.ac.id)

## **APPROVAL SHEET**

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : **MIA ROSANTI PUTRI**  
NIM : **2518129**  
Judul : **EXPLORING UNIVERSITY STUDENTS' EMOTION IN USING YOUTUBE AS A LEARNING MEDIUM FOR VOCABULARY ACQUISITION**

Has been examined and approved by the panel of examiners on Thursday, 15<sup>th</sup> June 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

**Examiner I**

Dr. M Ali Ghufron, M.Pd.  
NIP. 19870723 202012 1 004

**Examiner II**

Eros Meilina Sofa, M.Pd.  
NIP. 1986 0509 2016 08 D2011

Pekalongan, June 2023

Assigned by

**The Dean of FTIK UIN Pekalongan**



Dr. H. M. Sugeng Sholehuddin, M.Ag.  
NIP. 19730112 200003 1 001

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## **MOTO**

“Only you can change your life. Nobody else can do it for you”

“Letakan aku dalam hatimu, maka aku akan meletakanmu dalam hatiku”

(Q.S Al-Baqarah; 152)

“Allah tidak membebani seseorang melainkan sesuai dengan kemampuannya.”

(Q.S Al-Baqarah: 286)

“Orang lain tidak akan bisa paham struggle dan masa sulitnya kita, yang mereka ingin tahu hanya bagian success storiesnya. Berjuanglah untuk diri sendiri walaupun tidak akan ada yang tepuk tangan. Kelak diri kita di masa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini,”

## **ABSTRAK**

*Sebagian besar siswa memiliki sedikit kosakata bahasa Inggris, yang dapat menghambat mereka dalam menulis, membaca, berbicara, dan berinteraksi dengan orang lain. YouTube adalah salah satu media pembelajaran yang dapat digunakan untuk meningkatkan kosakata. Penelitian ini bertujuan untuk mengeksplor pengalaman siswa menggunakan YouTube sebagai media pembelajaran untuk meningkatkan kosakata mereka. Penelitian ini merupakan penelitian kualitatif dengan pendekatan naratif inquiry. Naratif inquiry adalah salah satu cara untuk memahami pengalaman. Peneliti menggunakan metode wawancara semi terstruktur sebagai metode pengumpulan data. Penelitian berlangsung di salah satu Universitas yang ada di Pekalongan. Peserta terdiri dari tiga mahasiswa jurusan Tadris Bahasa Inggris. Peserta dipilih berdasarkan mereka yang menggunakan YouTube untuk belajar kosakata. Penelitian ini menggunakan teknik analisis data tematik dari Braun & Clarke. Penelitian ini menggunakan teori Martin and White's tentang negative and positif emosi untuk mengeksplor pengalaman siswa selama menggunakan YouTube. Hasil dari penelitian menunjukkan bahwa selama menggunakan YouTube, siswa merasa terbantu dalam meningkatkan kosakata, mereka juga merasa senang karena mereka dapat belajar kosakata dengan cara yang mereka sukai. Namun, beberapa mahasiswa memiliki masalah diantaranya video YouTube tidak muncul subtitle dan pengucapan yang mirip.*

**Kata kunci:** *YouTube, Kosakata, Pengalaman*



## ABSTRACT

*Most students have little English vocabulary, which can hinder them from writing, reading, speaking, and interacting with others. YouTube is one of the learning media that can be used to increase vocabulary. This study aims to explore students' experiences of using YouTube as a learning medium to improve their vocabulary. This research is qualitative with a narrative inquiry approach. Narrative inquiry is one way to understand the experience. Researchers used a semi-structured interview method as a data collection method. The research took place at one of the universities in Pekalongan. The participants consist of students from the English Education Department. Participants were selected based on those who use YouTube to learn vocabulary. This study uses thematic data analysis techniques from Braun & Clarke. This study uses Martin and White's theory of negative and positive emotions to explore students' experiences while using YouTube. The results of the study show that while using YouTube, students feel that it helps them increase their vocabulary acquisition, and they also feel happy because they can learn vocabulary in the way they like. However, some students have problems, including with YouTube videos where subtitles don't appear and the pronunciation is similar.*

**Keywords:** *YouTube, Vocabulary, Experience*

## PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me with guidance, health, and patience so that the writing process of my thesis entitled “**Exploring University Students' Emotion in Using YouTube as a Learning Medium for Vocabulary Acquisition**” can be completed. It is submitted to English Education Department, UIN KH. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan Degree at the English Education Department of the Faculty of Education and Teacher Training UIN KH. Abdurrahmad Wahid Pekalongan. The research can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincere gratitude to the:

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Pekalongan, April 2023

The writer

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

Media is a tool that can be used to convey something. In the learning process, the media is used as an intermediary for communicating. In order for the material presented by the teacher to be optimally received by students, it is necessary to use learning media. According to Oka (2017), Learning media are everything that teachers use to convey subject matter and can arouse students' thoughts, feelings, attention, and willingness so that they can create an effective learning process. Video is an audiovisual medium, which is a category of media that contains aspects of sound and images that can be heard and seen. Video is considered better and more attractive because it combines audio and visual media elements (Sultan et al., 2019). One of the audiovisuals that can be used for learning is YouTube media.

YouTube is a social media platform that can be used for learning. Many websites and applications used by students are called social media. Facebook, Twitter, Instagram, and YouTube are the most visited websites today. However, YouTube is more interesting and fun than other websites because it does not only provide pictures and text but also videos that make students interested in using it (Kiranti et al., 2022). The videos on YouTube are related to the world of education and can be used as learning

media. Raniah Kaboha (2018) said that technological developments play an important role in the world of education, one of which is the emergence of the YouTube application as a medium that can play an important role in the world of education. The learning process requires supporting media such as YouTube, which is useful for adding and understanding learning material. YouTube can be used as a medium to improve and expand English skills, one of which is vocabulary acquisition.

Vocabulary is one of the essential components of language learning (Kaboocha & Elyas, 2015). Lack of vocabulary makes it difficult for English language learners to comprehend written material and interact with others. Language learners cannot communicate successfully without a strong vocabulary. Harmer (2001) asserts that vocabulary is the foundation of language and goes on to say that if grammar is the skeleton of language, vocabulary is the flesh. According to Thornbury (2002), if learners spend a lot of time studying grammar, they won't be able to advance very far in their language learning. However, if learners learn more vocabulary, their language learning will advance more. Most of the students have little English vocabulary which can hinder them in writing, reading, speaking, and communicating with others. Using YouTube as a learning medium is one way to increase English vocabulary and help learners interact with others.

According to Ramli (2020), the use of YouTube media is very helpful in the process of increasing vocabulary. Apart from attracting



students' interest because of its pictures and audiovisuals, YouTube also has features that are easily accessible to anyone, making it easier for students to access YouTube. According to Abbas et al. (2019), YouTube helps learners improve their vocabulary skills by giving them easy access to a number of audio-visual lessons. YouTube videos have the potential to play a major role in developing vocabulary. According to Zaidi et al. (2018), YouTube helps students improve their English skills and can increase their vocabulary. Kabooha and Elyas (2018) confirm that, in their findings, YouTube integration has a major impact on vocabulary acceptance and understanding.

According to the statement above, the researcher will conduct a study entitled "Exploring University Students' Emotion in Using YouTube as a Learning Medium for Vocabulary Acquisition". This research will focus on students' experiences in learning vocabulary through YouTube. This research was conducted because researchers often find students using YouTube to help increase vocabulary. Most students have little English vocabulary, and using YouTube is one way to increase it. This research aims to reveal students' experience using YouTube to improve vocabulary learning.

## **1.2 Formulation of the Problem**

This study provides one research question. "How do the students from the English Education department perceive and engage with the use of YouTube to improve vocabulary acquisition?" By using this formula, the

researcher intends to discover more about students' experiences using YouTube to learn vocabulary.

### **1.3 Operational Definition**

To prevent misunderstandings regarding this study, the researcher provides the following definition:

1. YouTube: YouTube is a platform that provides easily accessible videos in all areas of expertise (Ramli, H. 2020).
2. Vocabulary: A vocabulary is a collection of a few words combined so that they have meaning or significance (Zalmansyah, A. 2017).
3. Experience: An experience is an event that has been experienced or felt by someone and is then stored in memory (Saparwati, M. 2012).

### **1.4 Aims of the Study**

This study aims to explore students' experiences of using YouTube as a learning medium to improve their vocabulary acquisition.

### **1.5 Significances of the Study**

1. Theoretical Use: This study will examine the use of YouTube as a learning medium to increase vocabulary in Students'.
2. Empirical Use: The research will provide empirical insight into students' improving vocabulary through YouTube.
3. Practical Use: This research will provide information for readers about the experience of learning vocabulary through YouTube.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the Findings**

In using YouTube to learn vocabulary, the students' of the English Education Department had both positive and negative emotions. The positive emotions are that YouTube can improve vocabulary acquisition, YouTube is a fun medium, YouTube is easily accessible, and YouTube provides various ways of learning. The negative emotions are that videos on YouTube don't appear with subtitles and are similar in pronunciation. Likewise, this research is relevant to Martin and White's theory as applied to students' experiences in learning vocabulary.

The conclusion is that the use of media can facilitate the process of mastering students' vocabulary because the use of media tools in learning activities is more interesting and fun than just focusing on using books. Then the use of YouTube as a learning medium has a big impact on learning English and makes it easier for students to learn new vocabulary because the YouTube feature is very easy to access and has videos and audiovisuals that make learning more fun.

#### **5.2 Recommendation**

In this part, the researcher would like to contribute some suggestions for further research to explore students' perceptions of the

media for learning English. Further research can be developed by adding more participants and more references to gain deeper information based on their experiences. Moreover, conducting face-to-face interviews can also make participants feel freer to express what they feel, and the interviewer can deepen their experience. So, the data obtained is more complete.

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