



High School Students' Perception and Strategies in Corporations YouTube Video for Learning Vocabulary

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Abstract. Investigating how high school students in the second grade perceive YouTube as a tool for learning vocabulary admits the COVID-19 pandemic is beneficial to support the teaching-learning process. The study aims to understand the students' opinions, attitudes, and beliefs regarding the effectiveness, relevance, and overall experience of utilizing YouTube specifically for vocabulary learning purposes. By exploring the students' perceptions, the research aims to gain insights of the potential benefits and challenges of YouTube for vocabulary learning activities in this educational context. Seventy-eight students from three classes in the second grade of a private Islamic high school in Bekasi-Indonesia were the subjects in this study. The survey exhibited learning English vocabulary through YouTube videos and perceived YouTube as a valuable resource for language learning.

Keywords: youtube, vocabulary learning, covid-19

1 Introduction

Teaching media influences motivating students to learn English [1]. [2] Discovered that YouTube videos significantly enhanced the academic performance in learning activities. [3] Conducted a study involving students from the Kathmandu district. The study focused on the difficulties faced in English language education and proposed ideas for improving the curriculum for teaching English as a foreign language. Investigated to explore perspectives on using YouTube song videos to learn English song lyrics. The findings showed that YouTube song videos enhanced listening skills. Another quantitative study by [4] emphasized the benefits of incorporating YouTube in education. The research showed that students felt motivated and comfortable, while teachers found easiness and flexible time frames.

YouTube is a vehicle to teach World English and expose students to English education. We can consider YouTube technology as a valuable learning tool.[5] The great value of video lies in its combination of sounds, images, and sometimes text (as subtitles), together with the socio-cultural information about habits, traditions, culture, and others. A growing body of research has shown significant findings about integrating YouTube video clips in education. According to [6] as the popularity of the website, its free-of-charge availability and easiness, many languages teachers have used the website to teach different languages by uploading videos.

Vocabulary, as the basis of a language, is essential for language learners to comprehend and communicate in the target language. In providing students vocabulary knowledge, the teacher should include some exciting learning activities in order to encourage and engage the students. One way is by using YouTube videos. YouTube videos can help students enhance their vocabulary mastery. The audio-visual support and make the learner more interested in studying

vocabulary. Because it is eye-catching and motivating, YouTube video also make the learning process less boring for students.

The students' creativity in learning English is part of the result of the language learning strategies developed by the teachers in classroom practices [7]. The other related research was a study at an elementary school in West Java, Indonesia [8]. This study discovered the differences between students who used YouTube in the learning process and those who did not, and also students' perceptions of utilizing YouTube to teach vocabulary. The study's findings revealed that YouTube in this study is effective in teaching new words for young learners. Based on classroom observations and questionnaire answers, the usage of YouTube can motivate the students to gain vocabulary, and students have a positive perception of using YouTube to teach it to young learners. Hence, this current study aims to study the gap by examining the perception of the Use of YouTube in learning vocabulary at the second grade of high school at Bekasi Indonesia.

2 Research Methods

In this research, we used a survey method in quantitative design to establish relationships between measured variables, examining the perceptions regarding the usage of YouTube videos for learning vocabulary. The sample size was all 78 students at second grade at SMA Islam Teratai Putih Global Bekasi- Indonesia.

3 Finding and Discussion

3.1 The perception in using youtube for learning vocabulary

The table below shows whether the students like to learn English vocabulary using YouTube video or not.

Table 1. Students' Perception in Using YouTube for Learning Vocabulary

No.	Item	1. Student Perception in Using Youtube for Learning Vocabulary	Opinion									
			SA		A		N		D		SD	
			F	P%	F	P%	F	P%	F	P%	F	P%
1	1	I like to learn English Vocabulary using Youtube videos in English class	8	10.3	34	43.6	20	25.6	7	9	9	11.5
2	2	I think using Youtube in English class can enhance my interest in I learning English Vocabulary	8	10.3	38	48.7	19	24.4	7	9	6	7.7

3	3	I think learning English Vocabulary with using Youtube is suitable for me	9	11.5	29	37.2	25	32.1	9	11.5	6	7.7
4	4	I an looking forward to the future opportunity of using Youtube learning English Vocabulary	10	12.8	43	55.1	16	20.5	3	3.8	6	7.7
5	5	In general, I feel satisfied with the experience of learning English Vocabulary with using Youtube	11	14.1	38	48.7	21	26.9	3	3.8	4	5.1

The researcher aimed to investigate students' perceptions regarding YouTube for learning English vocabulary. The data analysis revealed several key findings. First, a notable proportion of students (53.9%) preference was learning English vocabulary through YouTube videos. It shows a strong inclination towards this method and a positive attitude towards incorporating YouTube videos into their language learning activities. [9] YouTube has emerged as a novel and foremost medium for facilitating English learning and instruction.

Second, around 59% of the respondents believed integrating YouTube in English classes could significantly enhance their interest in learning English vocabulary. This finding suggests that YouTube videos play a role in fostering students' engagement and enthusiasm for vocabulary learning [10]. The students show motivation in their pursuit of learning English through the utilization of the YouTube application.

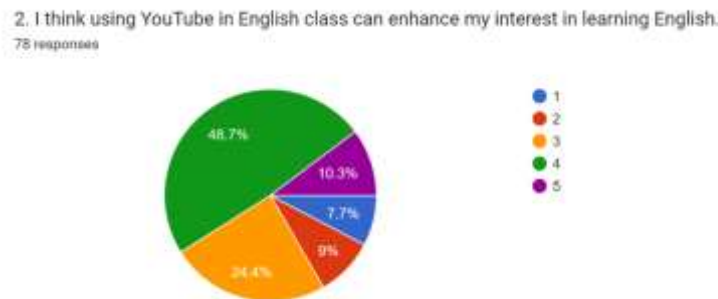


Fig. 1. I think using YouTube in English class can enhance my interest in learning English Vocabulary

Third, 48.7% of the students agreed that learning English vocabulary with YouTube was suitable. This observation underscores the effectiveness and appropriateness of YouTube as a medium for meeting students' specific vocabulary learning needs.

4. I am looking forward to the future opportunity of using YouTube in learning English Vocabulary.
78 responses

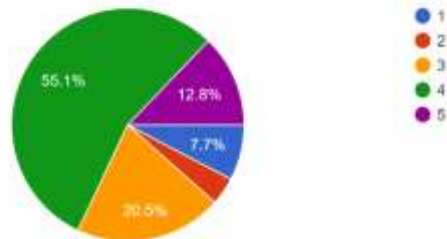


Fig. 2. I am looking forward to the future opportunity of using YouTube in learning English Vocabulary

A substantial majority (67.9%) expressed considerable anticipation and enthusiasm for future opportunities to use YouTube for learning English vocabulary. This finding shows widespread acceptance and receptivity towards incorporating YouTube as a valuable learning tool in the future. Teachers should support the learners enthusiasm through a digital media to maintain their motivation [11]

2. I think using YouTube in English class can enhance my interest in learning English.
78 responses

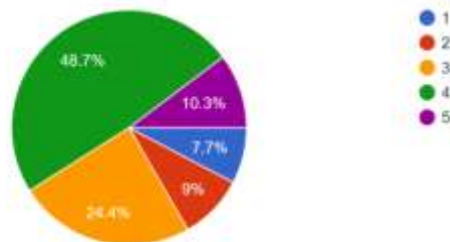


Fig. 3. I think using YouTube in English class can enhance my interest in learning English vocabulary

Last, approximately 62.8% of the students reported satisfaction with their experience of learning English vocabulary using YouTube. The students find YouTube videos for learning a gratifying and fulfilling experience [12] that nearly all respondents in their research expressed agreement with the notion that YouTube videos enhanced their enjoyment of learning the English language.

4. I am looking forward to the future opportunity of using YouTube in learning English Vocabulary.
78 responses

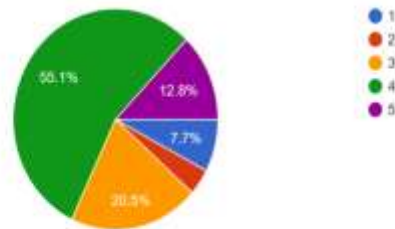


Fig. 4. I am looking forward to the future opportunity

In conclusion, the research findings collectively portray a positive perception among students regarding YouTube as an effective tool for learning English vocabulary. Students view this approach as beneficial, engaging, and tailored to their autonomous learning preferences. The findings reflect an optimistic outlook towards the potential benefits of integrating YouTube videos into language learning practices in the future. These insights contribute to a deeper understanding of the significance of YouTube in language education and emphasize its potential role as a valuable resource for educators and learners alike.

3.2 The perception of using youtube for english learning vocabulary

Table 2. Responses to youtube used in english vocabulary learning

No.	Item	2. Responses to Youtube Used in English Vocabulary Learning	SA		A		Opinion N		D		SD	
			F	P%	F	P%	F	P%	F	P%	F	P%
1	6	Youtube is beneficial tool for language learning	17	21.8	39	50	14	17.9	5	6.4	3	3.8
2	7	Youtube videos capture and retain our attention during the whole class	4	5.1	40	51.3	25	32.1	7	9	2	2.6
3	8	Youtube learn English faster and better by using Youtube videos	5	6.4	27	34.6	30	38.5	14	17.9	2	2.6
4	9	Using Youtube videos in language learning decreases your anxiety in the class	9	11.5	21	26.9	31	39.7	14	17.9	3	3.8

5	10	Youtube learning activities are very interesting and motivating	7	9	40	51.3	23	29.5	5	6.4	3	3.8
6	11	The authentic materials in Youtube videos help you better understand the lesson	7	9	42	53.8	21	26.9	4	5.1	4	5.1
7	12	Youtube videos allow you to use the appropriate vocabulary and correct grammatical forms.	12	15.4	38	48.7	20	25.6	6	7.7	2	2.6
8	13	Youtube videos minimize your fears to pronounce words in front of the whole class	11	14.1	33	42.3	27	34.6	5	6.4	2	2.6
9	14	You do not feel bored when the teacher uses Youtube videos in the class	8	10.3	27	34.6	31	39.7	10	12.8	2	2.6
10	15	Youtube videos encourage you to ask and answer question in the class	8	10.3	29	37.2	26	33.3	10	12.8	5	6.4
11	16	You feel more comfortable in using Youtube to learn English	10	12.8	2.7	34.6	30	38.5	8	10.3	3	3.8
12	17	You enjoy choosing materials on Youtube in learning English	8	10.3	36	46.2	25	32.1	6	7.7	3	3.8

The research findings based on the data analysis show a predominantly positive perception of YouTube as a beneficial tool for English vocabulary learning among the participants. Most respondents (71.8%) expressed that YouTube offers advantages in expanding their vocabulary knowledge. This finding highlights the acknowledgment by students of the benefits associated with using YouTube as a valuable resource for English vocabulary acquisition. This significant finding supports the research [13] that most students express a robust consensus regarding the utility of YouTube as a valuable resource for acquiring English vocabulary.

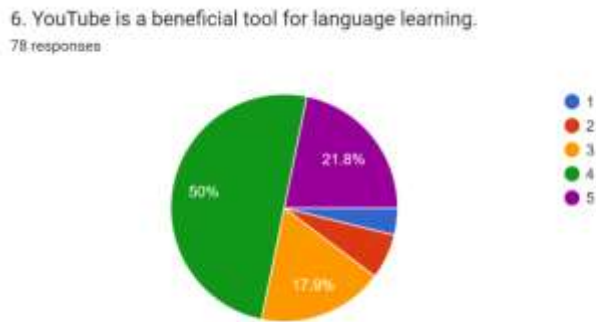


Fig. 5. YouTube is a beneficial tool for language learning

The research reveals that YouTube videos engage and keep students' attention during the entire class, as around 56.4% of participants agreed with this statement. It suggests YouTube videos usage in the classroom can enhance student engagement and improve learning outcomes. This finding is in line with Mokodompit [13] statement. The vast majority of students provide affirmative feedback. It showed that their English vocabulary improves significantly through YouTube-based learning. It influenced the overall classroom learning experience.

The data shows that approximately 41% of participants perceive YouTube videos as facilitators of faster and better vocabulary mastery. This finding emphasizes the role of YouTube in supporting students' language acquisition processes and enhancing the speed and quality of vocabulary learning[14].

The research findings show that using YouTube videos in English vocabulary learning reduced the anxiety levels. Around 38.4% of participants believe that YouTube videos create a more relaxed and conducive learning environment, which can ease anxieties related to vocabulary learning[15].

A significant percentage of participants (around 60.3%) either strongly agree or agree that YouTube English vocabulary learning activities are motivating. This highlights the appeal and inspiration derived from engaging in such activities, contributing to enhanced student motivation and engagement[16].

The data analysis further shows the potential of YouTube as a platform for accessing authentic materials to improve comprehension. Around 62.8% of participants agree authentic materials in YouTube videos contribute to a better understanding of English vocabulary lessons, emphasizing the value of YouTube in providing resources. This finding strengthens the research finding [17] that the vast majority of students exhibit inclination towards utilizing YouTube as an authentic instructional resource because of its perceived relevance to contemporary circumstances.

7. YouTube videos capture and retain your attention during the whole class
78 responses

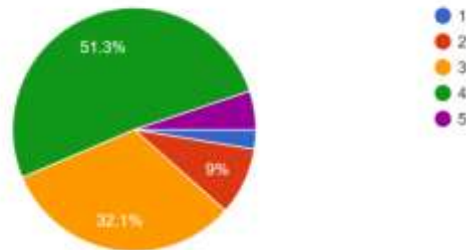


Fig. 6. YouTube videos capture and retain your attention during the whole class.

The research findings reveal that YouTube videos play a role in promoting language proficiency and accuracy. Approximately 64.1% of participants agree that YouTube videos enable the use of vocabulary and correct grammatical forms, highlighting their positive impact on language learning[18].

The data shows that YouTube videos can boost students' confidence in pronunciation, with around 56.4% of participants agreeing that these videos effectively minimize fears related to pronouncing in front of the class [19] research outcome, which asserts the efficacy of YouTube videos in mitigating students' apprehensions in pronouncing words in public contexts.

YouTube videos in the class helps combat boredom, as approximately 44% of participants agree they do not feel bored. This shows that YouTube videos can create a more dynamic and stimulating learning environment, enhancing student engagement.

The research findings suggest that YouTube videos effectively encourage interaction and active learning. Around 47% of participants either strongly agree or agree that these videos prompt students to ask and answer questions related to English vocabulary, promoting engagement and participation.

It highlights that YouTube provides a comfortable and effective learning platform for language acquisition. 46% of participants either strongly agree or agree that they feel more comfortable using YouTube to learn English vocabulary.

Last, the research findings show the students enjoy choosing materials on YouTube for learning English vocabulary, as around 56% of participants either strongly agree or agree with this statement.

This suggests that students find pleasure and satisfaction in selecting relevant materials on YouTube for their language learning journey.

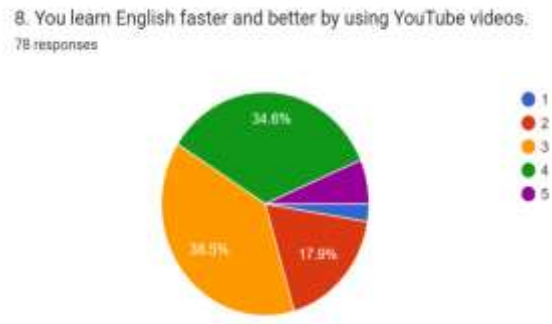


Fig. 7. You learn english faster and better by using YouTube videos

In conclusion, the research findings showed that YouTube a valuable tool for vocabulary learning. Most participants perceive YouTube as a beneficial resource, offering advantages in engagement, motivation, comprehension, anxiety reduction, and overall comfort and enjoyment in the language learning. The findings underscore the potential of YouTube videos to enhance language learning experiences and highlight the importance of incorporating multimedia resources into language instruction to support students' language development. This finding strengthens the research finding of [20] that multimedia provides both visual and aural input for students of vocabulary acquisition.

3.3 Learning vocabulary responses of youtube in gaining vocabulary mastery

Table 3. Responses to youtube in gaining vocabulary mastery

No.	Item	3. Responses to Youtube in gaining Vocabulary Mastery	SA		A		Opinion N		D		SD	
			F	P%	F	P%	F	P%	F	P%	F	P%
1	8	I know a lot of English Vocabulary after watching the material videos from Youtube.	9	11.5	31	39.7	26	33.3	8	10.3	4	5.1
2	9	The sounds produced by the Youtube increase and video help me to learn Vocabulary	10	12.8	39	50	20	25.6	6	7.7	3	3.8
3	10	The material videos make me interested in following the lesson from beginning	12	15.4	32	41	25	32.1	6	7.7	3	3.8

Based on the data analysis, we can make several findings concerning students' responses to YouTube in gaining vocabulary mastery. First, around 50% of the participants either agreed or strongly agreed that they gained a substantial amount of English vocabulary after watching material videos on YouTube. A prevailing positive perception among the participants, signified the beneficial impact of YouTube material videos on expanding their English vocabulary knowledge. Notably, 11% of participants strongly agreed with this statement, underlining their firm belief in the substantial contribution of YouTube material videos to their vocabulary knowledge.

Approximately 39.7% of participants expressed agreement, further reinforcing the majority consensus on the positive influence of YouTube material videos on vocabulary learning. These findings collectively emphasize the potential of YouTube material videos as a valuable resource for enhancing vocabulary knowledge, contributing positively to the participants' language learning journey. The research finding further corroborates the results of [21], demonstrating that both students and teachers hold a shared perception regarding the efficacy of YouTube technology as a valuable tool to improve students' comprehension and mastery of the English language, focusing specifically on the target vocabulary. A notable proportion of students acknowledged the effectiveness of YouTube in enhancing their understanding of English vocabulary.

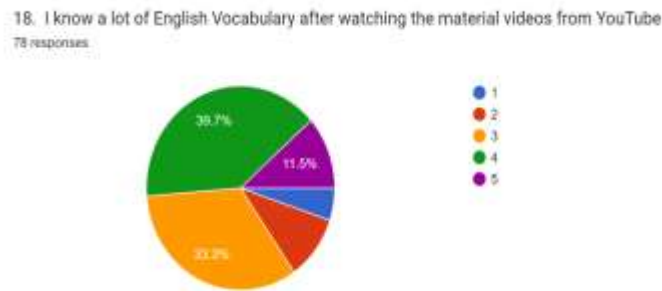


Fig. 8. I know a lot of English Vocabulary after watching the material videos from YouTube

Second, the data reveals that most participants, accounting for 62% of the total, either agreed or strongly agreed that the sounds produced by YouTube videos significantly contribute to increasing and facilitating vocabulary learning. Among the respondents, around 12.8% strongly agreed with this statement, demonstrating their strong belief in the positive impact of sounds on vocabulary acquisition through YouTube videos. Approximately 50% of participants expressed agreement, showing a substantial number of respondents who recognize the beneficial role of sounds in enhancing vocabulary learning. These findings underscore the significance of auditory components in YouTube videos, which actively contribute to participants' vocabulary mastery and affirm the positive perception about the effectiveness of sounds in vocabulary acquisition through this medium.

19. The sounds produced by the YouTube increase and video help me to learn Vocabulary
78 responses

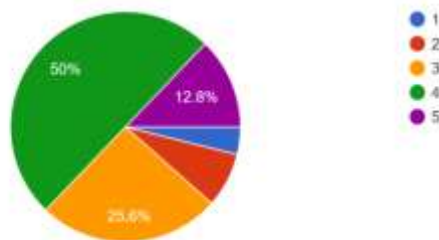


Fig. 9. The sounds produced by the YouTube increase and video help me to learn vocabulary

Last, the data analysis shows that most participants, comprising 56.4% of the total, either agreed or strongly agreed that material videos on YouTube generate interest in following the lesson from the beginning. Among the respondents, around 15% strongly agreed with this statement, signifying a notable proportion of students who firmly believe that material videos engender interest and engagements, motivating them take part in the lesson right from the start. Approximately 41% of participants expressed agreement, further highlighting the majority agreement on the positive impact of material videos in generating interest from the outset of the lesson. These findings stress the importance of material videos in capturing students' attention and motivating them to engage. The positive perception of participants about YouTube as valuable instructional tools for enhancing learning experiences and promoting active participation.

20. The material videos make me interested in following the lesson from beginning
78 responses

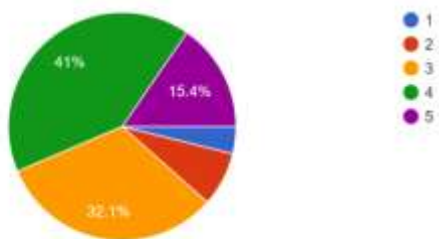


Fig. 10. The material videos make me interested in following the lesson from beginning

In conclusion, the research findings illustrate that YouTube videos support students' vocabulary mastery. Most participants acknowledge the benefits of YouTube material videos in expanding their English vocabulary knowledge, with a notable proportion expressing strong agreement with this notion. They perceive sounds in YouTube videos as effective in enhancing

vocabulary acquisition, further supporting the role of multimedia in language learning. Material videos are valuable tools for generating interest and engagement, motivating students to take part in the lesson right from the beginning. These findings highlight YouTube as a platform for enhancing vocabulary learning, emphasizing its potential in supporting language acquisition and creating engaging learning experiences.

3.4 Responses to the role of youtube in vocabulary mastery

3.4.1 Improvement

The research findings provide valuable insights into students' perceptions regarding the role of YouTube videos in improving vocabulary mastery. Based on a survey questionnaire, the impact of YouTube videos on various language learning aspects

Table 4. Responses to the role of youtube in vocabulary mastery

No.	Item	4. Responses to the Role of Youtube in Vocabulary Mastery	Opinion									
			SA		A		N		D		SD	
			F	P%	F	P%	F	P%	F	P%	F	P%
1	4.4.1	Youtube videos give you the motive to comment on discuss things in the class	7	9	27	34.6	30	38.5	9	11.5	5	6.4
2	4.4.2	Youtube videos help you understand the material being delivered	6	7.7	49	62.8	17	21.8	4	5.1	2	2.6
3	4.4.3	Youtube videos increases the number of new words you learn.	13	16.7	44	56.4	14	17.9	5	6.4	2	2.6
4	4.4.4	Your pronunciation is improved when you learn via Youtube videos	14	17.9	38	48.7	16	20.5	8	10.3	2	2.6
5	4.4.5	Youtube videos simplify the lesson to you	14	17.9	35	44.9	20	25.6	8	10.3	1	1.3
6	4.4.6	Youtube videos help you guess the meaning of unfamiliar words	18	23.1	38	48.7	16	20.5	3	3.8	3	3.8
7	4.4.7	You better understand of the material when you watch a Youtube video about it	11	14.1	40	51.3	18	23.1	8	10.3	1	1.3

Participants expressed YouTube videos as motivators for active class participation, with approximately 9% strongly agreeing that videos drive their engagement and 34.6% agreement that videos stimulate their desire to contribute and discuss. YouTube videos as helpful tools for understanding academic content got 7.7% strongly agreeing and 62.8% agreeing that videos significantly aid comprehension.

22. YouTube videos help you understand the material being delivered.
78 responses

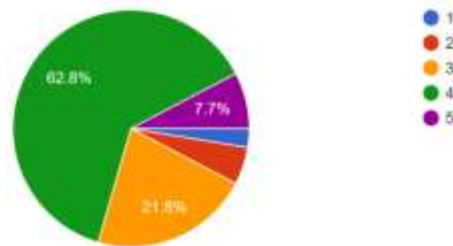


Fig. 11. YouTube videos help you understand the material being delivered

Respondents recognized the positive influence of YouTube videos on vocabulary acquisition, with 16.7% strongly agreeing and 56.4% agreeing that videos contribute to learning new words [22] [21] that using YouTube videos enriched the vocabulary. Pronunciation improvement was also acknowledged, as 17.9% strongly agreed and 48.7% agreed that YouTube videos positively impacted their pronunciation skills. This finding reinforces [23] research result, which indicates that YouTube fascinated and motivated students, resulting in a notable improvement in their pronunciation skills.

23. YouTube videos increases the number of new words you learn.
78 responses

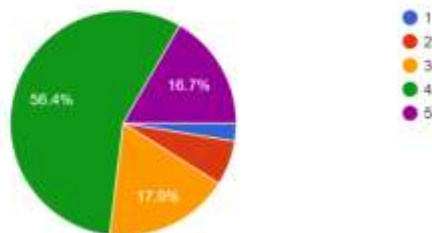


Fig. 12. YouTube videos increases the number of new words you learn

YouTube videos simplified complex concepts, with 17.9% strongly agreeing and 44.9% agreeing. Participants perceived YouTube videos as helpful in guessing the meaning of unfamiliar words, with 23.1% strongly agreeing and 48.7% agreeing.

24. Your pronunciation is improved when you learn via YouTube videos.
78 responses

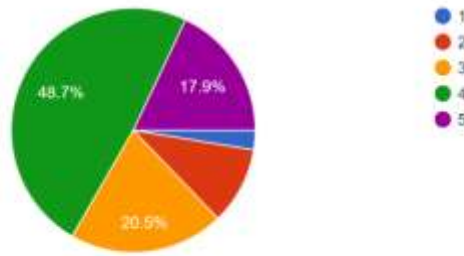


Fig. 13. Your pronunciation is improved when you learn via YouTube videos

Overall, participants held positive perceptions of YouTube videos' role in better understanding academic material, with 14.1% strongly agreeing and 51.3% agreeing. These findings emphasize the significance of integrating multimedia resources like YouTube videos to enhance language learning outcomes and promote a positive perception of the learning process.

3.4.2 Memory Strategy

Table 5. Responses about memory strategy

No.	Item	5. Memory Strategy	Opinion									
			SA		A		N		D		SD	
			F	P%	F	P%	F	P%	F	P%	F	P%
1	28	I think relationships between what I already know and new things I learn in English	8	10.3	39	50	25	32.1	4	5.1	2	2.6
2	29	I use new English words in a sentence so I can remember them	15	19.2	38	48.7	15	19.2	8	10.3	2	2.6
3	30	I connect the sound of a new English word and an image or picture of the word to help remember the word	14	17.9	31	39.7	22	28.2	9	11.5	2	2.6

4	31	I use flashcards to remember new English words	5	6.4	25	32.1	24	30.8	17	21.8	7	9
5	32	I physically act out new English words	9	11.5	29	37.2	31	39.7	7	9	2	2.6
6	33	I review English lessons often	10	12.8	25	32.1	27	34.6	10	12.8	6	7.7
7	34	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign	13	16.7	29	37.2	19	24.4	12	15.4	5	6.4

The research findings from the data analysis provide valuable insights into students' perceptions regarding various memory strategies for learning new English words and phrases. We collected the data through a survey that included several items related to memory techniques used by the participants while learning vocabulary from YouTube videos. The analysis focuses on five memory strategies: thinking of relationships between existing knowledge and new word, using new words in sentences, connecting the sound of a word and an image or picture, using flashcards, and physically acting out new words. The study examines the practice of reviewing English lessons often and remembering words based on their spatial location.

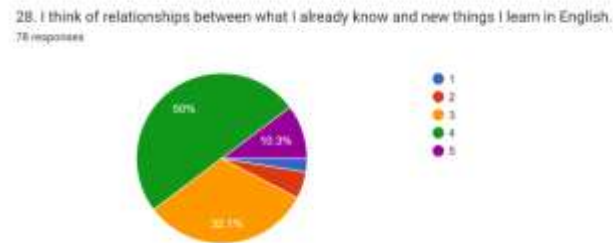


Fig. 14. I think of relationships between what I already know and new things I learn in English

Regarding the strategy of thinking about relationships between existing knowledge and new vocabulary (Item 28), the data shows that approximately 10.3% of the participants strongly agreed with this approach, while around 50% agreed with it. Thus, 60.3% respondents agreed that YouTube videos help them connect new vocabulary with their prior understanding. A positive perception of YouTube videos' effectiveness fostered connection of existing knowledge and new word.

For using new words in sentences (Item 29), approximately 19.2% of the participants strongly agreed, and around 48.7% agreed with this practice. Therefore, a majority of 67.9% either strongly agreed or agreed with using sentences to aid in memory retention. A positive perception shows of the efficacy of this strategy among the respondents.

The connecting the sound of a new English word with an image or picture (Item 30), about 17.9% of the participants strongly agreed, and around 39.7% agreed with this approach. Thus,

a majority of 57.6% agreement of sound-image associations to aid in word recall, showing a favorable perception of this strategy.

Concerning using flashcards (Item 31), only around 6.4% of the participants strongly agreed, and approximately 32.1% agreed with this method. Hence, a minority of 38.5% either strongly agreed or agreed with using flashcards to remember new English words. The data suggests a mixed perception regarding the usefulness of flashcards among the participants.

29. I use new English words in a sentence so I can remember them.
78 responses

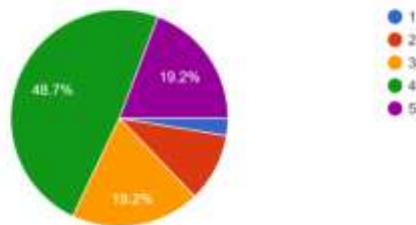


Fig. 15. I use new English words in a sentence so I can remember them

For physically acting out new English words (Item 32), about 11.5% of the participants strongly agreed, and around 37.2% agreed with this practice. So, a significant proportion of 48.7% agreement with physically embodying words to aid their understanding and retention. However, several participants held a neutral opinion on this strategy, showing diverse perceptions.

30. I connect the sound of a new English word and an image or picture of the word to help remember the word.
78 responses

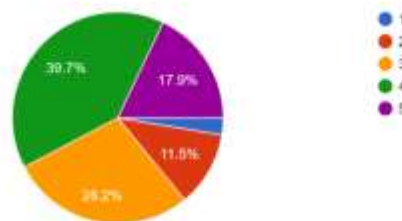


Fig. 16. I connect the sound of a new English word and an image or picture of the word to help remember the word

Regarding reviewing English lessons often (Item 33), approximately 12.8% of the participants strongly agreed, and around 32.1% agreed with this practice. Thus, a substantial proportion of 44.9% either strongly agreed or agreed with the importance of regular lesson

review. However, most participants expressed a neutral opinion (34.6%), indicating a mixed perception of the significance of lesson review frequency.

Last, for remembering new words based on their spatial location (Item 34), around 16.7% of the participants strongly agreed, and approximately 37.2% agreed with this approach. Thus, a notable proportion of 53.9% agreement with using spatial location associations for word or phrase memory. However, a significant portion of participants either expressed a neutral opinion or did not strongly agree, suggesting a diverse range of perceptions regarding the efficacy of this strategy.

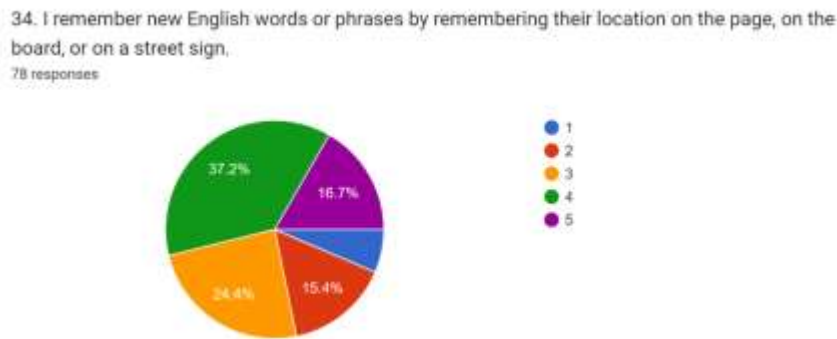


Fig. 17. I remember a new English words or phrases by remembering their location on the page, on the board, or on a street sign

In summary, the research A majority of participants viewed favorably strategies usage like using sentences, sound-image associations, and thinking about relationships between existing knowledge and new vocabulary. They show positive perceptions of memory strategies related to learning new English words and phrases through YouTube videos. Most participants viewed favorably learning strategy application like using sentences, sound-image associations, and thinking about relationships between existing knowledge and new vocabulary. However, the usefulness of flashcards, physically acting out words, and relying on spatial location associations received more mixed perceptions, with some participants expressing neutral or uncertain views on these approaches. It highlights the importance of considering individual preferences and learning styles when incorporating memory strategies in language learning contexts.

3.4.3 Cognitive strategy

Table 6. Responses about cognitive strategy

No.	Item	6. Cognitive Strategy	SA		A		Opinion N		D		SD	
			F	P%	F	P%	F	P%	F	P%	F	P%
1	35	I say or write new English words several times	10	12.8	36	46.2	19	24.4	6	7.7	7	9
2	36	I try to talk like native English speakers	17	21.8	25	32.1	25	32.1	10	12.8	1	1.3
3	37	I practice the sounds of English	16	20.5	42	53.8	15	19.2	4	5.1	1	1.3
4	38	I use the English words I know in different ways	18	23.1	34	43.6	19	24.4	7	9	0	0
5	39	I start conversation in English	15	19.2	31	39.7	20	25.6	9	11.5	3	3.8
6	40	I watch English language TV shows spoken in English or to go to movies spoken in English	24	30.8	35	44.9	14	17.9	4	5.1	1	1.3
7	41	I read for pleasure in English	15	19.2	33	42.3	18	23.1	10	12.8	2	2.6

The research findings on cognitive language learning strategies offer valuable insights into how students perceive and engage in different language learning practices. The data analysis, which drew responses from a survey, revealed several key findings.

First, the survey data showed that approximately 59% of participants strongly agreed or agreed with repeatedly vocalizing and writing new English words. This finding highlights a prevailing positive perception among the respondents regarding the effectiveness of repetitive practice for acquiring vocabulary. Participants recognize the benefits of consistently practicing new words through speaking and writing, improving the understanding, retention, and vocabulary mastery.

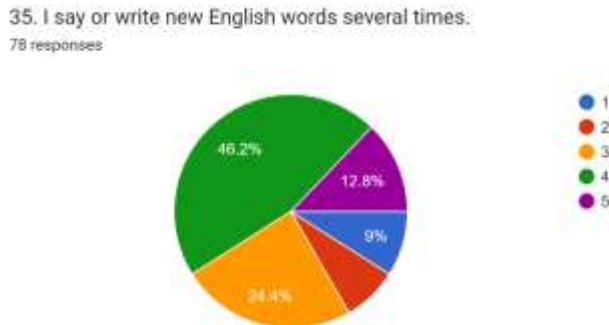


Fig. 18. I say or write new English words several time

Second, around 53.9% of participants agreed with this statement, showing their proactive approach in emulating the speech patterns and language use of native English speakers. By doing so, they aim to enhance their language proficiency and sound more natural in English. This finding underscores the participants' recognition of the value of mimicking native speakers to improve their language skills.

The third finding regarding item 37: "I practice the sounds of English." shows that approximately 74.3% of participants strongly agreed or agreed with practicing the sounds of English. This finding has a prevalent positive perception among the respondents regarding the importance of sound practice in mastering English. Participants who strongly agreed likely exhibit a commitment to honing their pronunciation and phonetic skills. They are essential for effective communication in English[24].

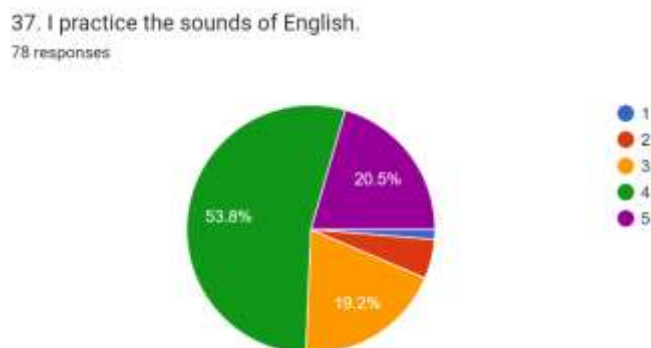


Fig. 19. I practice the sounds of english

Dealing with item 38: "I use the English words I know in different ways." around 66.7% of participants strongly agreed or agreed with the English words they know in different ways. This finding shows a widespread recognition of the value and versatility of employing vocabulary

knowledge across various contexts. Participants understand the significance of using their vocabulary in diverse ways to communicate their thoughts, ideas, and intentions[25].

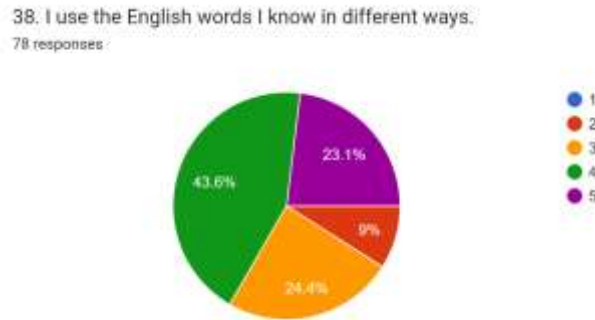


Fig. 20. I use the English words I know in different ways

Nearly 58.9% of participants expressed strong agreement or agreement regarding their inclination to start conversations in English. This finding shows their preparedness and confidence in initiating conversations in English. Participants who strongly agreed likely exhibit a proactive attitude in English conversations, showcasing their confidence in their language skills[26].

We found it out that approximately 75.7% of participants strongly agreed or agreed with their involvement in watching English language content like YouTube videos or movies. This finding illustrates their recognition of the importance and effectiveness of engaging with English language content for language learning purposes. Participants who strongly agreed to express their active pursuit of language learning resources through these mediums, recognizing the benefits of exposing themselves to authentic English language usage[20].

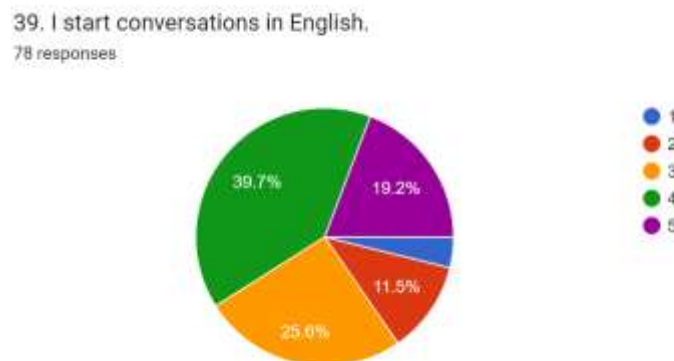


Fig. 21. I start conversation in english

The participants expressed strong agreement or agreement regarding their enjoyment of watching YouTube videos in English for pleasure (61.5%). This finding shows a prevalent positive perception among the respondents regarding their willingness to engage with English videos for leisure purposes. Participants strongly agreed for watching English YouTube videos as a source of entertainment [27][28].

In conclusion, the research findings show the participants hold positive perceptions towards various cognitive language learning strategies. They express enthusiasm for practices such as repetitive vocabulary practice, emulating native speakers, refining pronunciation, using vocabulary in diverse ways, starting conversations, and engaging with English content for both language learning and leisure purposes. These findings offer language educators and practitioners in designing effective language learning programs and intervention. [21][29].

4 CONCLUSIONS

The research findings from the various studies collectively reveal a positive perception among students regarding YouTube as an effective tool for learning English vocabulary. Most participants exhibit a preference for learning English vocabulary through YouTube videos and perceive YouTube as a valuable resource for language learning. They believe that YouTube videos enhance their interest, engagement, and motivation in vocabulary learning, contributing positively to their language learning experiences. The findings highlight the potential of YouTube to foster connections between existing knowledge and new vocabulary, aid comprehension, improve pronunciation, and simplify complex concepts. The students appreciate authentic materials in YouTube videos in vocabulary learning activities on the platform. The research findings suggest incorporate YouTube videos into language learning practices can create a more dynamic, stimulating, and comfortable learning environment, enhancing language proficiency and accuracy while reducing anxiety levels.

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