

**STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF "ENGLISH WITH
EMMA" YOUTUBE VIDEOS AS A VOCABULARY BUILDING STRATEGY
AT SMKN 1 PADANG**

THESIS

*Submitted as a Partial Fulfillment Requirement to Obtain Bachelor of Education (B.Ed) in
English Language Education Program*



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2024

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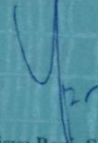
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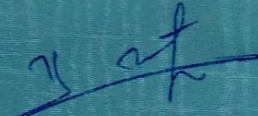


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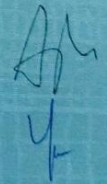
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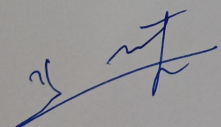
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ACKNOWLEDGEMENT

Praise be to the almighty Allah SWT for the presence of plenty of mercy, grace, and love, which gave me health, strength and opportunity so that the writer can complete the thesis. The completion of this thesis cannot be separated from many helps, supports, and motivations from various parties, both morally and materially. Therefore, the author would like to give warmest thanks to the following people :

1. Dr. Yuli Tiarina, S.Pd., M.Pd., as the Head of English Language and Literature Departement.
2. Yati Aisya Rani, S.Pd, M.Pd., as thesis supervisor who always provides direction, guidance, and motivation so that the author can complete this thesis.
3. Dr. M. Affandi Arianto, S.Pd., M.Pd and Dinovia Fannil Kher, S.Pd., M.Pd as thesis examiners who provided input to improve writer's writing project.
4. Hermi Zaswita, S.Pd., M.Pd., who has helped the writer become an instrument validator so that it becomes an instrument that can be used for research.
5. Dr. Fitrawati, S.S., M.Pd. as his academic advisor who has provided guidance while studying at the Department of English Language and Literature.
6. All teaching staff, administration, and technicians of the Department of English Language and Literature, Faculty of Languages and Arts, UNP.
7. The English teachers at SMKN 1 Padang who helped the writer during research and all the participants who contributed to fill in the questionnaire.
8. His beloved parents, Iman Satria, S.S and Sri Hayati, S.S, who are always giving motivations, supports, and spirits.

9. His beloved girlfriend, Suci Nazira who are always supports the writer to complete this thesis.

10. All friends who have given encouragement, Ade, Vinni and others who can not be mentioned one by one. Finally, the writer realizes that this thesis is not perfect yet. Therefore, the writer expects criticism and suggestions from various parties for improving this thesis.

Padang, June 2024

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ABSTRAK

Afif, A F. (2024). Student's Perception on the Implementation of "English with Emma" YouTube videos as a vocabulary building strategy at SMKN 1 Padang. Thesis. Departemen Bahasa dan Sastra Inggris. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penerapan Video YouTube "*English with Emma*" sebagai strategi untuk membangun kosa kata di SMKN 1 Padang. Penelitian ini menggunakan metode deskriptif. Partisipan penelitian ini adalah 32 siswa kelas XI.1 yang dipilih dengan menggunakan purposive sampling. Kuesioner digunakan untuk mengumpulkan data. Hasil penelitian ini menunjukkan bahwa sebagian besar siswa memiliki persepsi sangat positif terhadap pengimplementasian Video YouTube Emma untuk membangun kosa kata mereka. Itu artinya Video YouTube Emma sangat berguna bagi kebanyakan siswa untuk membangun kosa kata.

Kata Kunci : Persepsi siswa, Video YouTube Emma, strategi untuk membangun kosa kata.

ABSTRACT

Afif, A F. (2024). *Student's Perception on the Implementation of "English with Emma" YouTube videos as a vocabulary building strategy at SMKN 1 Padang.* Thesis. Departement of Language and Arts. Universitas Negeri Padang.

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

Key word : Student's Perception, "English with Emma" YouTube videos, Vocabulary Building Strategy

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CHAPTER I

INTRODUCTION

A. Background of the Problem

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

The acquisition vocabulary is fundamental to language proficiency and forms the foundation for developing English language skills (Richards & Renandya, 2002). It also include understanding both spoken and written words, as well as the ability to comprehend and produce language. When aiming to learn or master in a language, it is crucial to prioritize the acquisition of vocabulary (Hiebert & Kamil, 2005).

Vocabulary is very important for student's success in school. It helps their cognitive development, allowing them to explore and understand the world and broadening their vocabulary to gain unlimited entry to fresh knowledge. Moreover, a rich vocabulary is associated with greater academic performance. Using the right words when talking makes

more effective communication. The lack of a wide range of words and methods for learning new words can lead to learners not reaching their full potential and feeling discouraged from engaging in language learning opportunities, such as interacting with native speakers, using the language in various situations, reading, or watching TV. (Richards & Renandya, 2002). Therefore, having a good vocabulary is essential for success in education and life in general.

Building vocabulary is a gradual process that requires consistent effort and practice. The key to building vocabulary is not just focus on dictionaries for word definitions. Instead, teachers should actively involve students in exploring the world, stimulating their interest in learning new words, and engaging them in activities that require careful attention to and use of new words. Research suggests that learners are more successful in building their vocabulary when fully engaged in such activities. (Hulstijn & Laufer, 2001).

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

Building vocabulary requires consistence and persistence. The researcher himself watched video in YouTube as a method to build his vocabulary. There are many English videos available there and one of them is “English with Emma” YouTube videos. Emma is an English teacher, she is TESOL-certified. Students from various backgrounds, ages, and levels have been taught by her. Her YouTube videos provide many English language learning content that also include teaching vocabulary.

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

There have been a few previous studies conducted by several researchers related to the use of YouTube videos in teaching and learning vocabulary. They are by Roufaida (2022), Ardianto & Wakhid, (2016) and Hapsari & Adi (2023). These studies investigated the effect of implementing

YouTube videos in teaching vocabulary. The results of each of these studies indicate that the implementation of YouTube videos in teaching is effective in building their vocabulary mastery. It is also similar with the phenomenon that occurred in the eleventh grade of SMKN 1 Padang where their vocabulary mastery is still low. Based on the problem above, the researcher is interested to investigate the students' perception on the implementation of "English with Emma" YouTube videos as a vocabulary building strategy.

B. Identification of the Problem

Concerning the background of the problems above, there are several problem in this research. The teacher has not implemented vocabulary learning in the class, teacher strategy in teaching still not effective, students low vocabulary building strategy. That caused students' vocabulary is still low. Due to the students' problem, the researcher try to conduct the research by using "English with Emma" YouTube videos in teaching vocabulary. Therefore, the researcher wants to know students' perceptions on the implementation of "English with Emma" YouTube videos as a vocabulary building strategy.

C. Limitation of the Problem

Related to the identification of the problem above, this study will focus on Students' Perception on The Implementation of "English with Emma" YouTube Videos as a Vocabulary Building Strategy.

D. Formulation of the Problem

Based on the limitation of the problem, the problem of this research is formulated into, “How is the Students' Perception on the Implementation of "English with Emma" YouTube Videos as a Vocabulary Building Strategy at SMKN 1 Padang. “

E. Purpose of the Research

According to the formulation of the problem mentioned above, the purpose of this research is to find out the students' perception on the implementation of “English with Emma” YouTube videos as a vocabulary building strategy.

F. Significance of the Research

The result of this research is estimated to be useful later for several parties.

There are two significant of the research:

1. Theoretically

The result of the study can be as consideration for future researcher to expand the vocabulary building strategy in learning English.

2. Practically

The result of the study can help teachers and students practically. First, teachers can use Emma’s YouTube Videos as a consideration for teaching media in the classroom. Second, students can learn English effectively with an appropriate learning media. Third, Future researcher can use it as references.

G. Definition of Key Terms

- 1) Students' Perception : is the students' view or assessment of the Emma YouTube videos given to them as a technique in the learning process.
- 2) Vocabulary Building : are what students need to develop their growing vocabulary. Seeing a new word, researching what it means, and use it in daily life.
- 3) "English with Emma" : A YouTube channel that provides English learning videos.