

**STUDENTS' PERCEPTION ON THE USE OF TOURISM
VLOGS AS LEARNING MEDIA TOWARDS THEIR
VOCABULARY MASTERY: A STUDY ON 8th GRADE
STUDENTS OF SMPN 1 BATANG ANAI**

THESIS

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



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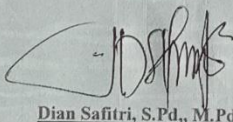
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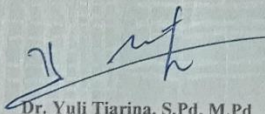
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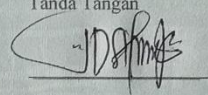
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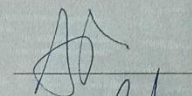
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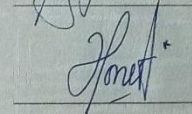
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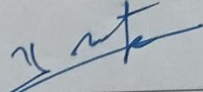
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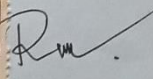
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ABSTRACT

Putri, R. A., (2025). Students' Perception on the Use of Tourism Vlogs as Learning Media Towards Their Vocabulary Mastery: A Study on 8th Grade Students of SMP N 1 Batang Anai. Thesis. Padang: English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang.

Vocabulary mastery is a fundamental component of language learning, yet it remains a challenge for students in Indonesia due to traditional teaching methods and limited exposure to contextual learning. The purpose of this study is to investigate students' perceptions of tourism vlogs as a learning media towards vocabulary mastery among 8th-grade students at SMPN 1 Batang Anai in the academic year 2023-2024. This study is descriptive research, utilizing a questionnaire with 18 items of close ended statement to measure students' cognitive, affective, and conative perceptions. The study sample consisted of 30 students selected through purposive sampling. The findings reveal overwhelmingly positive responses across all aspects. Students reported improved understanding of vocabulary, increased motivation, and active participation during lessons involving tourism vlogs. The integration of localized tourism vlogs, such as Harrau Valley and Gandoriah Beach, provided culturally relevant and engaging content, enhancing vocabulary retention and promoted cultural pride. This study highlights the potential of multimedia tools to address challenges in vocabulary acquisition and recommends incorporating such media into traditional curricula to improve learning outcomes.

Keywords: Vocabulary Mastery, Tourism Vlogs, Students' Perception, English Language Learning

ABSTRAK

Putri, R. A., (2025). Persepsi Siswa Tentang Penggunaan Vlog Pariwisata Sebagai Media Pembelajaran Terhadap Penguasaan Kosakata: Studi pada Siswa Kelas VIII SMP N 1 Batang Anai. Skripsi. Universitas Negeri Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penguasaan kosakata merupakan komponen fundamental dalam pembelajaran bahasa, namun masih menjadi tantangan bagi siswa di Indonesia karena metode pengajaran yang tradisional dan terbatasnya paparan terhadap pembelajaran kontekstual. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa tentang vlog pariwisata sebagai media pembelajaran terhadap penguasaan kosakata di kalangan siswa kelas VIII di SMPN 1 Batang Anai pada tahun ajaran 2023-2024. Penelitian ini merupakan penelitian deskriptif, menggunakan kuesioner dengan 18 item pernyataan tertutup untuk mengukur persepsi kognitif, afektif, dan konatif siswa. Sampel penelitian terdiri dari 30 siswa yang dipilih melalui pengambilan sampel purposive. Hasil penelitian menunjukkan tanggapan yang sangat positif di semua aspek. Siswa melaporkan pemahaman kosakata yang meningkat, motivasi yang lebih tinggi, dan partisipasi aktif selama pembelajaran menggunakan vlog pariwisata. Integrasi vlog pariwisata lokal seperti Harrau Valley dan Gandoriah Beach menyediakan konten yang relevan secara budaya dan menarik, yang meningkatkan retensi kosakata serta membangkitkan rasa bangga budaya. Penelitian ini menyoroti potensi alat multimedia dalam mengatasi tantangan penguasaan kosakata dan merekomendasikan pengintegrasian media tersebut ke dalam kurikulum tradisional untuk meningkatkan hasil pembelajaran.

Kata Kunci: Penguasaan Kosakata, Vlog Pariwisata, Persepsi Siswa, Pembelajaran Bahasa Inggris

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Eventually, the researcher believes that this thesis would never be better without other guidance and valuable suggestions from these people. Moreover, it is hoped that this thesis will serve as a valuable resource for readers, particularly teachers, students, as well as future researchers.

Padang, February 2025

The Researcher

TABLE OF CONTENT

ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENT.....	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDIXES	ix
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	11
C. Limitation of the Problem	11
D. Formulation of the Problem	12
E. Research Question	12
F. Purpose of the Research.....	12
G. Significance of the research	12
H. Definition of the Key Term.....	13
CHAPTER II REVIEW OF LITERATURE	15
A. Review of Related Theories	15
1. The Concept of Vocabulary	15
2. The Importance of Vocabulary	16
3. The Challenge to Develop Vocabulary Among Indonesian Students.....	16
4. Media to Teach Vocabulary	17
5. Vlog as Media for the Teaching of Vocabulary.....	18
6. Students' Perception in using Tourism Vlog	22
B. Relevant Research	26
C. Conceptual Framework	28
CHAPTER III RESEARCH METHOD	29
A. Research Design.....	29

B. Population and Sample	29
1. Population	29
2. Sample.....	30
C. Instrumentation.....	31
D. Validity and Reliability	33
1. Validity.....	33
2. Reliability.....	34
E. Techniques of Data Collection	36
F. Techniques of Data Analysis	37
CHAPTER IV FINDING AND DISCUSSION	40
A. Finding and Analysis.....	40
B. Discussion	52
CHAPTER V CONCLUSION AND SUGGESTION	57
A. Conclusion.....	57
B. Suggestions.....	58
REFERENCES.....	60
APPENDIXES	65

LIST OF TABLES

Table 1. Population of the Research.....	30
Table 2. The Indicators of Students' Perception Questionnaire.....	33
Table 3. Case Processing Summary	35
Table 4. Reliability Statistic	35
Table 5. Item-Total Statistic	36
Table 6. The score of each option	37
Table 7. Form of Data Display	38
Table 8. Mean Category of Perception.....	39
Table 9. Students' Responses to Cognitive Aspect Statements	40
Table 10. Students' Responses to Affective Aspect Statements.....	44
Table 11. Students' Responses to Conative Aspect Statements	49

LIST OF FIGURES

Figure 1. Conceptual Framework.....	28
Figure 2. Likert Scale in the questionnaire	32
Figure 3. chart of students' perception of the cognitive, affective and conative aspect on the use of tourism vlogs as learning media towards their vocabulary ..	52
Figure 4. Students Watching Tourism Vlogs in the Classroom.....	75
Figure 5. Students Watching Tourism Vlogs in the Classroom.....	75
Figure 6. Students Watching Tourism Vlogs in the Classroom.....	75
Figure 7. Collaborative Discussion on Vocabulary Tasks	76
Figure 8. Collaborative Discussion on Vocabulary Tasks	76
Figure 9. Collaborative Discussion on Vocabulary Tasks	77

LIST OF APPENDIXES

APPENDIX 1. Questionnaire.....	65
APPENDIX 2. Validator Assignment Letter	69
APPENDIX 3. Validation Sheet	70
APPENDIX 4. The Calculation of Data Analysis.....	72
APPENDIX 5. Documentation	75
APPENDIX 5. Link to Tourism Vlogs	78

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a communication system made up of ordered patterns of sounds, symbols, and gestures used to express meaning among people in a specific society. Based on Banga et al. (2015), language plays a fundamental role as a primary medium of human interaction and serves as an indispensable instrument in facilitating effective communication across various social contexts. Furthermore, through language, humans can articulate complex thoughts, share knowledge, and build relationships that form the foundation of society. Consequently, as societies become increasingly interconnected in this globalized era, the role of language, particularly English as a lingua franca, has grown exponentially in importance for global communication, international business transactions, and cross-cultural understanding.

This global prominence of English is evidenced by its widespread adoption across nations. In recent years, English has emerged as the predominant language of international communication and diplomacy. According to Suryanto & Sari (2021) numerous countries in Asia, such as Malaysia, India, and Singapore, have established English as their second official language, highlighting its significance in the global arena. Recognizing this global trend and its economic implications, the Indonesian government has incorporated English as a compulsory foreign language in its nation educational curriculum, mandating it as a required subject throughout both junior and senior high school levels. This policy reflects Indonesia's commitment to preparing its youth for participation in the increasingly

interconnected global community. According to Hill and Thee (1998, as cited in Sulistyaningrum & Sumarni, 2023), English language acquisition serves a dual purpose in Indonesia: developing global communication competence and facilitating access to foreign scientific and technological knowledge.

Despite its status as an international language, Indonesian students encounter significant challenges in English language acquisition, particularly in vocabulary acquisition. According to Nation (2013), vocabulary is a critical yet complex component of language learning, often overshadowed by the predominant focus on grammatical structures and reading comprehension in traditional classroom settings.

Based on Pascual et al. (2022), vocabulary acquisition is an important aspect of second language learning, yet learners frequently encounter significant difficulties in mastering new words. One prevalent issue is the lack of specific vocabulary instruction. Teachers frequently emphasize grammar and reading comprehension over targeted vocabulary development, which hinders students' ability to acquire and recall new words effectively. Moreover, Nation (2017), also stated there is a heavy reliance on textbook-based learning, where vocabulary is provided in isolated lists without meaningful context, further limiting students' ability to apply these words in practical situations.

In addition, Suryanto & Sari (2021) stated that to these systemic challenges, Indonesian students frequently face difficulties due to the minimal integration of authentic learning materials. The limited exposure to naturalistic language input,

including multimedia resources and interactive pedagogical activities, substantially restricts learners' opportunities to encounter vocabulary in diverse contextual environments. Furthermore, Cahyono & Widiati (2015) stated this lack of exposure is particularly problematic for students aiming to master field-specific vocabulary, such as terms related to tourism or technology, which are essential for certain career paths. In the modern era, technology plays an important role in supporting educational processes, particularly language learning.

However, as argued by Zabolotna et al. (2021), another significant problem is the limited access to technological tools that could facilitate vocabulary learning, preventing many students from fully engaging in technology-enhanced vocabulary learning. In many schools, especially in rural areas, students and teachers lack access to digital platforms or mobile applications designed to enhance vocabulary acquisition. This technological divide limits students' ability to engage with language learning in a dynamic and modern way.

Finally, as highlighted by Thornbury (2017), phonological issues further complicate vocabulary development. Students often face difficulties in pronouncing new words, particularly those containing phonemes absent in their native language. This challenge affects their ability to retain vocabulary and undermines their confidence in using the language in spoken contexts.

Addressing these multifaceted challenges requires a comprehensive approach, combining innovative teaching strategies, the integration of authentic materials, and using technology to create a helpful and engaging learning

environment. As Nation (2017) asserts, effective vocabulary instruction must go beyond the textbook, incorporating diverse methods that cater to students' individual needs and learning contexts.

While these theoretical frameworks illuminate the general challenges in vocabulary development, similar patterns emerged during classroom observations at SMPN 1 Batang Anai. Firstly, observations conducted at SMPN 1 Batang Anai revealed that English teachers predominantly implement conventional teaching methods that lack a specific focus on vocabulary development. However, some teachers have started incorporating tourism vlogs as a supplementary media for vocabulary learning. The instructional practices observed indicate an absence of dedicated vocabulary teaching strategies, with vocabulary instruction often occurring incidentally rather than through planned, systematic approaches. Vocabulary learning requires two basic conditions and repetition (quantity of meetings with words) and good quality mental processing of the meetings (Nation, 2017).

This underscores the importance of deliberate and explicit teaching strategies in vocabulary acquisition, supporting the observation that incidental learning alone is insufficient for students to develop the depth and breadth of vocabulary needed for effective communication. Furthermore, when interviewed, the teachers acknowledged that while the National Curriculum provides general guidelines for language instruction, it lacks explicit frameworks for vocabulary development. This deficiency is further compounded by the curriculum structure, which does not allocate specialized time or resources for targeted vocabulary

enhancement. Consequently, teachers often struggle in implementing comprehensive vocabulary instruction, resulting in substantial gaps in students' lexical acquisition and development. This systematic shortcoming particularly affects students' ability to build and retain a robust vocabulary foundation necessary for effective language learning.

Secondly, the reliance on textbook-based learning was also seen throughout the investigation at SMPN 1 Batang Anai. During classroom observations, it became clear that the textbook was the primary resource for vocabulary instruction, limiting the scope of learning to prescribed word lists and exercises. Although teachers had started incorporating tourism vlogs as a teaching medium for vocabulary learning, they still mostly relied on the textbook's prescribed activities, which were often repetitive and lacked interactive or context-based learning elements. Activities such as discourse-based discussions and situational role-play, which are essential for meaningful vocabulary acquisition and retention, were rarely implemented.

Thirdly, the lack of localized and culturally relevant learning materials at SMPN 1 Batang Anai emerged as a significant obstacle to effective vocabulary learning. Classroom teaching tools were primarily generic in nature, with little reflection on the students' local environment, culture, or daily lives. For example, vocabulary exercises usually included terms and scenarios related to Western lifestyles or urban environments, which were unfamiliar to many students in the rural area. This mismatch made it difficult for students to relate to the topic and use new words in meaningful ways. As a result, students frequently found the learning

process disengaging and disconnected from their real-world experiences. According to Ratri et al. (2024), integrating local culture into teaching materials not only increases students' involvement but also aims at students' engagement since the students are learning about the culture of the area in which they live and share common experiences.

Among the identified problems, the first issue observed was the students' limited vocabulary proficiency, which significantly hindered their ability to comprehend and speak effectively in English. Classroom observations revealed that many students struggled to recall basic vocabulary and frequently used their native language when attempting to express ideas in English.

In addition to low vocabulary levels, students at SMPN 1 Batang Anai also struggled to mastering tourism-related vocabulary, a skill increasingly relevant given the region's growing potential for tourism. Observations during classroom activities revealed that students found it challenging to understand and use terms commonly associated with the tourism industry, such as "destination," "souvenir," "cliff, " or "waterfalls". This issue highlights the importance of context-specific vocabulary learning. As Al Zahrani & Chaudhary (2022), notes the performance of English language learners in the context of an English for specific purposes classroom is significantly impacted by the application of different vocabulary acquisition strategies.

Another notable issue observed at SMPN 1 Batang Anai was the students' persistent struggle to maintain English vocabulary. Despite continuous exposure

during lessons, many students struggled to recall words effectively while speaking or writing. For example, during a group discussion session, students frequently paused, forgot specific terms, or replace English words for those from their native language, impeding efficient communication. This suggests a gap in their ability to consolidate vocabulary into long-term memory. According to Awedh et al. (2014) underlines that collaborative learning and engagement of students in the class improve student learning performance and using interactive strategies, such as collaborative tasks, games, and technology-based tools, to improve students' vocabulary memory by promoting active retrieval and deeper cognitive processing.

The challenges in English vocabulary acquisition faced by Indonesian students, particularly in rural areas like SMPN 1 Batang Anai, necessitate innovative approaches to enhance language learning outcomes. As previously mentioned, traditional methods such as textbook-based learning and teacher-centric instructional practices have proven insufficient in fostering substantial vocabulary development. Given the limitations of traditional teaching materials, there is increasing interest in integrating more dynamic and context-rich resources that can bridge the gap between classroom learning and real-world language application. In this regard, tourism vlogs, as a type of multimedia content, present an opportunity to expose students to specialized vocabulary associated with the tourism sector, a field relevant to their local context.

For this study, the vlogs featuring Harrau Valley and Gandoriah Beach that highlight two popular tourist locations in West Sumatra. These vlogs provide students with real-world exposure to both general and domain-specific vocabulary

related to tourism, culture, and the environment. By focusing on local tourist spots, students can relate the English vocabulary they learn to their own environment by concentrating on popular tourist destinations, which makes the learning process more engaging and meaningful. These videos not only expose students to common vocabulary but also introduce them to specialized terms related to tourism, such as “destination,” “heritage,” “ecotourism,” and “sustainable travel,” which are highly relevant to the growing tourism sector in their area.

According to Chik (2014), video materials can improve vocabulary acquisition by providing contextualized language input, which facilitates the application and memory of new words. Similarly, Kormos & Csizer (2014), highlight that video-based materials give students the chance to observe language in authentic contexts, which can improve understanding and motivate students to interact with the language more. Additionally, as vlogs are frequently created by native speakers or those fluent in English, they provide authentic language exposure, helping students develop a more realistic understanding of how vocabulary is used in everyday communication.

While addressing these technical challenges is essential. Understanding students' perceptions of tourism vlogs as a learning media is also crucial for improving their efficacy in vocabulary mastery. Perception, as a psychological term, is crucial in understanding how students interact with and respond to specific learning tools, such as tourism vlogs. According to Walgito (2004, as cited in Salsabil & Wahyudi, 2023), perception is the process in which people organize, interpret, and give meaning to the inputs that individuals perceive. This concept is

important in education as it determines how students interact with and process new knowledge. perception consists of three connected components: cognitive, affective, and conative elements (Khothori & Suzanne, 2020).

The cognitive component of perception focuses on students' knowledge and comprehension, specifically how they receive and acquire new information. This study focuses on examining how students understand and retain tourism-related vocabulary introduced through vlogs. Based on Chik (2014), the combination of visual and audio components in vlogs gives contextual clues that promote vocabulary acquisition. Kormos & Csizer (2014) further imply that when students encounter related and realistic materials, their cognitive engagement increases. By examining this aspect, teachers can examine whether the content effectively supports vocabulary mastery and is relevant to students' learning needs.

The affective component analyses students' emotional responses, such as interest, enjoyment, and motivation, which are crucial for building a positive learning environment Khothori & Suzanne (2020) argued. According to Toha et al. (2023) positive emotional involvement with tourism vlogs can result to improved passion and sustained attention to vocabulary learning. Authentic and culturally relevant content of vlogs, especially those based on local tourism, may produce a sense of pride and personal connection, further strengthening students' motivation. This emotional resonance can play an important role in breaking down psychological barriers frequently linked with language learning, such as fear of making mistakes or poor self-confidence. Meanwhile, the conative element explores behavioural patterns, such as how students use their newly acquired

vocabulary in real-world situations or classroom interactions. According Wang et al. (2021), media with vocabulary learning that are highly accessible, use multimedia, and are contextualized can improve vocabulary acquisition.

Recent studies have shown that video-based learning tools, such as vlogs, have beneficial effects on vocabulary acquisition. As stated by Toha et al. (2023), students find the learning process enjoyable, and they may use the new vocabulary right away. Additionally, using vlogs as an interactive medium offers several benefits, such as increasing student motivation and interest in learning English vocabulary. This aligns with findings from Syam & Emirati (2021), who demonstrated second-year students in the University of Massachusetts Boston English Department's vocabulary was greatly improved by video blogs. Better pre- and post-test results confirmed the efficacy of this approach. Similarly, Sarumpaet & Panjaitan (2022) found that video vlogs were very effective in improving vocabulary proficiency among eighth-grade students at SMP Advent Sei Bambi, further supporting the idea that video-based learning tools offer significant advantages over conventional methods.

While considerable study has been conducted on the utilization of digital media in language acquisition, the applicability of tourism vlogs which give authentic, context-specific content about travel, culture, and geography remains largely unexplored. This study addresses a gap in the literature by examining how tourism vlogs can serve as a multimedia platform that integrates both visual and auditory learning, allowing students to correlate words with real-world objects, places, and activities. A particular emphasis is placed on two local destinations,

Harrau Valley and Gandoriah Beach, which are featured in the vlogs to introduce students to vocabulary related to nature, tourism, and local culture.

Given the potential of tourism vlogs as a learning media, the purpose of current study is to investigate students' perception on the use of tourism vlogs as learning media towards their vocabulary mastery which focused on their cognitive, affective, and conative aspect at 8th grade students of SMP N 1 Batang Anai. By integrating technology into language learning, especially through context-specific media like tourism vlogs.

B. Identification of the Problem

The researcher identified several main issues based on the problems previously discussed related to both teachers and students. Teacher-related challenges include a lack of specific vocabulary instruction, reliance on textbook-based learning, and the absence of localized, culturally relevant learning materials. On the other hand, student-related challenges involve low vocabulary levels among students, difficulties in understanding tourism-related vocabulary, and struggles in remembering English words.

C. Limitation of the Problem

Based on the problems outlined above, limits the research to see the students' perceptions on the use of tourism vlogs as learning media towards their vocabulary, which focused on the cognitive, affective, and conative aspect at 8th grade students of SMP N 1 Batang Anai.

D. Formulation of the Problem

The research problem is formulated as “How is the students’ perception on the use of tourism vlogs as learning media towards their vocabulary?”

E. Research Question

The research questions are formulated as guidance for the researcher as follows.

1. How is the students’ perception of the cognitive aspect on the use of tourism vlogs as learning media towards their vocabulary?
2. How is the students’ perception of the affective aspect on the use of tourism vlogs as learning media towards their vocabulary mastery?
3. How is the students’ perception of the conative on the use of tourism vlogs as learning media towards their vocabulary mastery?

F. Purpose of the Research

Based on the research questions, the purposes of this study are:

1. To investigate students’ perceptions of the cognitive aspect on the use of tourism vlogs as a learning media towards their vocabulary.
2. To investigate students’ perceptions of the affective aspect on the use of tourism vlogs as a learning media towards their vocabulary.
3. To investigate students’ perceptions of the conative aspect on the use of tourism vlogs as a learning media towards their vocabulary.

G. Significance of the research

a. Theoretical Significance

This study is expected to make significant advances to the field of language teaching and learning. The research findings may be useful for develop students' vocabulary mastery, particularly in the context of vocabulary related tourism vlogs Furthermore, this study aims to provide valuable insight into students' perceptions of using tourism vlogs as a media for teaching vocabulary, particularly in travel and cultural contexts. This study enhances the theoretical understanding of integrating digital media into language learning by exploring how such media enhance vocabulary development.

b. Practical Significance

1. For English teachers: This study can be utilized as a reference for using tourism vlogs as an alternative learning media to teach vocabulary, providing a more engaging and contextualized approach to language training. Teachers may find it interesting to explore the potential of using vlogs in the classroom to enhance vocabulary learning related tourism and cultural issues.
2. For the researcher: gives the researcher to gain a better knowledge of the use of technology in language instruction, particularly in terms of vocabulary learning.

H. Definition of the Key Term

a. Perception

Perception is a students' view or assumption about something. Students' perceptions can differ from one another.

b. Positive Perception

Positive perception is a students' responses that indicate, accept or agree with the use of tourism vlogs towards their vocabulary.

c. Negative Perception

A negative response is a form of students' response that shows rejection or disapproval with the use of tourism vlogs towards their vocabulary.

d. Cognitive Aspect

The cognitive aspect refers to the students' process related to their knowledge, memory, and understanding in the use of tourism vlogs.

e. Affective Aspect

The affective aspect relates to students' emotions, feelings and motivation towards vocabulary learning through tourism vlogs.

f. Conative Aspect

The conative aspect refers to students' willingness and effort to apply based on their learning experience.

g. Vocabulary

A vocabulary is a collection of words that are used and have a meaning.

h. Tourism Vlog

Tourism vlog is a video blog that focuses on traveling videos or local wisdom that exists in a place. it also aims to promote the place to the public. tourism vlogs used by teachers as learning media toward students' vocabulary are Harau Valley and Gandoriah Beach.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The utilization of tourism videos as a medium for vocabulary instruction significantly enhanced students' learning outcomes across cognitive, affective, and conative aspects. On the cognitive aspect, the vlogs enhanced vocabulary comprehension by providing real-life context and visual clues, with mean scores ranging from 3.57 to 3.67. These aspects assisted students in connecting language to practical applications, although a small percentage faced challenges due to personal preferences or unfamiliarity with multimedia. Affective improvements were also notable, as students demonstrated strong emotional engagement and motivation, particularly with content related to local tourism, reflected in average scores between 3.21 and 3.67. This approach created a positive learning environment and boosted confidence, despite some students with lower self-esteem showing less enthusiasm. On the conative side, students demonstrated behavioral changes, such as increased attention, participation, and willingness to learn, with average scores ranging from 3.30 to 3.63. However, introverted students were less likely to engage in classroom interactions, emphasizing the need for adaptive teaching methods that accommodate diverse personality traits.

Despite these positive outcomes, the study faced several limitations. First, the sample size was relatively small, involving only two classes, which may limit the generalizability to a larger student population. Since the study was conducted within a specific school environment, the results may not fully represent students with diverse educational backgrounds, skill levels, or learning preferences. A larger

sample size with students from various schools and areas would provide a more comprehensive understanding of how tourism vlogs impact vocabulary learning across various contexts. Future research could address this limitation by expanding the scope of the study to include more individuals and compare results across different educational settings.

Then, the study used a descriptive research method to investigate students' perceptions rather than measuring direct learning outcomes. While this approach provided valuable insights into students' attitudes and experiences, it did not assess the actual improvement in their vocabulary acquisition through pre- and post-tests. Future research could combine descriptive analysis with experimental or mixed-method approaches to gain a better comprehensive understanding of the effectiveness of tourism vlogs.

B. Suggestions

1. For the Teachers

Teachers should integrate various learning resources, such as worksheets and multimedia, to accommodate different learning styles. A blended learning approach combining traditional and digital methods could enhance student engagement. Additionally, creating a supportive classroom environment where students feel comfortable making mistakes is key to boosting their confidence.

2. For the Future Researcher

Future studies should explore strategies for engaging introverted students, such as incorporating individual or reflective tasks. Research on how tourism vlogs can be

integrated with differentiated teaching methods to boost motivation and confidence is also recommended. Additionally, examining the role of digital literacy in multimedia-based vocabulary learning would offer useful insights.

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