

Students' Perception of the Use of English Vlogs for English Vocabulary Learning

Ipung Totok Andriawan^{1✉}, Ummi Nur Laila Sulistyani¹

¹English Education Study Program, Universitas Negeri Semarang, Indonesia

Abstract

The era of technology and easy internet access is an essential factor to consider when using the internet as a medium for learning English vocabulary. Nowadays, many lessons incorporate technology to improve high school students' vocabulary, including English video blogs (vlogs). This study explores how high school students perceive the use of English vlogs for vocabulary learning and identifies the difficulties they encounter when learning from them. The study's respondents are 10th-grade students at SMA Negeri 1 Tuntang, and it uses a descriptive qualitative approach. Data were collected using two instruments: a closed-ended questionnaire and a semi-structured interview. The research emphasizes students' perception of combining audio and visual elements in learning English vocabulary and pronunciation. The results of this study revealed that most students viewed English vlogs as a learning medium for vocabulary, as they helped them identify new words, improve pronunciation, and increase motivation to learn. However, many students struggle to understand the vlogger's words because the vlogger speaks too fast. The use of subtitles positively impacts vocabulary learning from English vlogs. The findings of this study are expected to provide valuable insights for students, teachers, and researchers to develop more effective and engaging English learning media.

Keywords: *Students' Perception, Vlogs, Vocabulary Learning, Multimedia Learning*

✉ Correspondence Address:

B3 Building FBS UNNES

Sekaran, Gunung Pati, Semarang City, 50229

E-mail: andriawantotok@gmail.com

INTRODUCTION

English plays an important role in the current era of globalization, in which interactions with other countries are becoming easier. English began to influence the nation in the world in the 17th century (Tillayeva, 2020). Many countries have introduced English, the most commonly spoken language worldwide (Syamsiani & Munfangati, 2022). The emergence of global trends impacting young learners of English as a foreign language can lead to the growth of formal and informal learning approaches (Prošić-Santovac & Savić, 2020). In learning English as a foreign language, there are four basic skills. Four fundamental abilities necessary for effective communication are speaking, listening, reading, and writing. According to Maritha and Dakhi (2017), vocabulary is an important language skill that must be emphasized in learning English as a second language. Students will have difficulty expressing their thoughts without a broad vocabulary, even when their grammar is good (Fauzi et al., 2021).

This research was conducted to determine students' perceptions when learning vocabulary using audio-visual media to support their learning process. One of the media discussed is the use of video blogs as a learning medium for vocabulary. Through vlogs, students learn how native speakers communicate, which can enhance their vocabulary and help them use it in everyday situations. Taqwa and Sandi (2019) state that people can express themselves freely and creatively through vlog media on topics they like or want to explore. This research examines grade 10 senior high school students' perceptions and difficulties in using vlogs to learn English vocabulary at SMA Negeri 1 Tuntang, particularly vlogs from the Canadian YouTube channel Learn English with Bob.

There are several reasons to explore the role of audiovisual media in facilitating students' learning. By watching English vlogs, students can indirectly acquire new vocabulary and be stimulated by unfamiliar words. The use of audiovisual media in classroom learning has been shown to improve students' English skills. Grathia (2017) revealed that watching English videos can help students enhance their vocabulary and make lessons more engaging and effective, but did not explore the difficulties they encountered when using English videos to learn vocabulary. Arndt (2018) found that reading blog posts and watching vlogs contributed to incidental vocabulary development in almost comparable proportions. Furthermore, Gamage (2019) examined that the benefits of interactive cartoons create a space for students to exchange opinions and develop critical thinking. In addition, YouTube can improve English skills such as speaking, listening, pronunciation, and vocabulary. The students were also motivated to learn because of YouTube's entertaining format and ease of access (Gracella & Nur, 2020). Wahyuni and Utami (2021) also discovered the challenges students face when learning to speak using English YouTube videos as their learning tool.

Learning vocabulary using audio-visual media has some challenges. The learning process in Indonesia, which is primarily teacher-centered, limits students' creativity and independence (Tyas, 2022).

Perception is one of the important elements to investigate how learning media is applied. Yanti (2022) defined perception as the process of interpreting messages based on experiences with objects and events to derive information. The process of perception involves experiencing and comprehending information through the human senses, enabling humans to identify and evaluate stimuli based on what is seen and felt (Qiong, 2017). It is crucial to recognize that each individual has a different perception and a different way of comprehending the knowledge they acquire. An individual's perception can be influenced by specific factors within the internal process. Robbins and Judge (2018) believe several factors influence perceptions and sometimes lead to distorted perceptions. Robbins and Judge (2018) categorize perceptions into negative and positive. Hanif (2019) stated that individual satisfaction from receiving information or perceived objects is a type of positive perception. On the other hand, the information or objects individuals receive can lead to dissatisfaction and negative perceptions (Babik & Gardner, 2021). Negative perception occurs when an object is judged or perceived differently from expectations, leading to a lack of curiosity and disinterest in acquiring further knowledge. Individuals' positive or negative impressions depend on their perception of the observed thing. Furthermore, an individual's perspective will inevitably impact the decisions they make.

According to Nayan et al. (2022), using vlogs for learning provides easy access and comprehensive benefits for learners, creating new learning experiences. With all the convenience of video blogs, there are many benefits to using vlogs in English language learning. Vlog technology, when used by proficient teachers, has proven highly effective in enhancing student performance, particularly in vocabulary, fluency, and speaking (Maulidah, 2017). Acquiring a varied and extensive vocabulary is crucial for language instruction and effectively communicating in the language being learned. Developing fluency and proficiency in any language requires conveying meaning through words. In addition, vocabulary is the collection of words that an individual has acquired and can effectively use in appropriate contexts within a given language (Ridarma, 2017). According to Grathia (2017) the process of obtaining language acquisition objectives and competency in speaking, listening, reading, and writing, all benefit from vocabulary. Acquiring a comprehensive vocabulary is essential in facilitating proficient communication, particularly when endeavoring to learn English as a secondary language. Teaching strategies are needed so that vocabulary learning teachers can maximize and ensure that English vocabulary acquisition occurs appropriately.

YouTube videos as a teaching tool improved the students' vocabulary. Some students still experience difficulties attending online classes due to device issues and unstable internet connections, which affect their enthusiasm for learning (Kiranti et al., 2022). Using audiovisual aids can help students improve their English vocabulary. This research was conducted to determine how high school students perceive when learning to use English vlogs to develop vocabulary and the problems they encounter in learning vocabulary using English vlogs.

METHODS

This study uses a qualitative descriptive research model. I use descriptive qualitative research to examine students' perceptions of using vlogs for learning English vocabulary. Qualitative research aims to comprehend the phenomenon from the participant's perspective (Palmer & Bolderston, 2006). This study examined high school students' perceptions of using media vlogs to learn English vocabulary, including the types of videos they watch and the benefits and difficulties they encounter when using English vlogs for vocabulary learning. Data was gathered through questionnaires and semi-structured interviews. The results were analyzed descriptively to answer the research questions. The data in this study were collected through questionnaires and interviews on the use of vlogs as a medium for learning English vocabulary. Analyzing and interpreting this data type enabled the researcher to uncover insights and gain a comprehensive understanding of the subject matter.

The research was conducted at SMA Negeri 1 Tuntang in Semarang Regency, Central Java. I chose grade 10 because, based on the pre-interview I conducted with the English teacher at SMA Negeri 1 Tuntang, the school already uses YouTube videos as a learning medium in class. The participants in this study were 33 tenth-grade students from one class at SMA Negeri 1 Tuntang. Furthermore, according to Santrock (2011), adolescents aged 15 can think logically and understand visuals and context in learning videos. Audiovisual elements in video blogs also make it easier for students to understand the context

discussed in the vlog video. To obtain appropriate and eligible data, the data were collected through questionnaires and interviews.

A questionnaire is a valuable instrument for qualitative research, providing information applicable across multiple disciplines (Eckerdal & Hagström, 2017). Statements used in this questionnaire are adapted from (Saputra, 2022). In this research, I used online questionnaires to collect participant data because they are more efficient and effective at minimizing time and budget constraints. Students can also easily complete the questionnaire on a smartphone, so I can monitor how many have completed it. This research used a semi-structured interview to investigate students' perceptions and difficulties with using English vlogs to learn vocabulary. Clarke and Braun (2013) stated that semi-structured interviews are one of the data collection methods that involve preparing an interview guide in advance before conducting an interview but are not too fixated on a pre-made list of questions. I prepared ten questions for the interviewees. The semi-structured interview is a form of data collection that allows for more flexibility than a structured interview.

The students were sent a questionnaire in a Google Form via a WhatsApp group. I made sure that each student completed the questionnaire. The questionnaire used in this research was closed-ended and included simple statements to reduce any difficulties students might have faced in understanding the questions. Each statement of the questionnaire is accompanied by a scale that ranges from (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. Interviews were conducted to further explore students' perceptions and to supplement the research data collected in the field that was not reached by distributing questionnaires. This study uses three procedures for analyzing the data: data reduction, data display, and conclusion drawing.

FINDINGS AND DISCUSSION

Research findings and discussion elaborate on data from questionnaires and interviews to address questions about high school students' perceptions of learning vocabulary through English vlogs and their difficulties in doing so. This section presents the research findings and elaborates on students' perceptions and difficulties in learning vocabulary through vlogs from Learn English with Bob, a Canadian YouTube channel. I collected data by selecting class X-5 SMA Negeri 1 Tuntang. The data in this study were collected using a closed-ended questionnaire followed by a semi-structured interview. An expert has validated the instrument, thereby increasing the validity and reliability of this study.

High school students' perceptions of learning English vocabulary through vlogs as learning media

The first objective of this study is to find out how high school students perceive the use of English vlogs as a medium for learning English vocabulary. Based on the findings, the distribution of answers from each questionnaire item is shown in Table 1.

Table 1.

High School Students' Perception on the Use of English Vlog to Learn Vocabulary					
No	Statement	Strongy Disagree	Disagree	Agree	Strongly Agree
1	The use of English vlogs helps me learn new vocabulary.	3.0%	9.1%	69.7%	18.2%
2	The use of subtitles in English vlogs helps me learn vocabulary.	0%	9.1%	54.5%	36.4%
3	Watching English vlogs inspires me to expand my vocabulary.	0%	12.1%	69.7%	18.2%
4	Learning vocabulary through English vlogs can be an effective way for me to remember English words.	0%	12.1%	72.7%	15.2%
5	Using English vlogs to learn vocabulary also helps me learn pronunciation.	3.0%	9.1%	69.7%	18.2%
6	Imitating the way vloggers speak helps me improve my vocabulary.	0%	21.2%	63.6%	15.2%
7	English vlog supports me in learning new English words.	0%	18.2%	72.7%	9.1%
8	I feel confident in speaking English after learning new vocabulary using vlogs.	6.1%	39.4%	48.5%	6.1%
9	Learning vocabulary with English vlogs makes me feel comfortable, even though I need to repeat the vlog several times.	6.1%	39.4%	48.5%	6.1%

10	I can recognize new English terms in specific contexts by watching vlogs.	0%	15.2%	66.7%	18.2%
----	---	----	-------	-------	-------

Based on the table of the distribution of questionnaire answers, statement number one from 33 students above, it was found that 3% of students, or 1 out of 33 students, chose strongly disagree, 9.1% of students decided to disagree, 69.7% of students chose to agree, and 18.2% of students chose strongly agree. A dominant positive answer shows a 87.9% percentage, indicating that vlogs help students learn new vocabulary. The final result from the table above is that most students benefit from learning new vocabulary through English vlogs.

Regarding the statement that vlogs help students learn new vocabulary, 9.1% of students disagreed, 54.5% agreed, 36.4% strongly agreed, and no students strongly disagreed. Students' responses are predominantly positive in using subtitles when learning English vlog media vocabulary. The statement that watching English vlogs motivates students to expand their vocabulary showed that 12.1% of students disagree, 69.7% agree, 18.2% strongly agree, and no one strongly disagrees. Based on the data obtained, students' responses remain predominantly positive about using English vlog videos to expand their vocabulary.

The distribution of data from the statement on learning vocabulary using vlogs also showed a significant positive response, and no students chose to disagree strongly. The data above show that 12.1% disagreed, 24 students (72.7%) agreed, and 15.2% strongly agreed with the statement that English vlogs can be an effective way of learning vocabulary. From the statement that the use of vlogs helps students learn pronunciation by watching video vlogs, 3% of students chose strongly disagree, 9.1% chose disagree, a significant 69.7% chose agree, and 18.2% chose strongly agree. The dominant "agree" response indicates positive student perception of using vlogs to help them learn pronunciation.

The data on the statement that imitating how vloggers speak helps students improve vocabulary shows that no respondent chose strongly disagree, 21.1% chose disagree, 63.6% chose agree, and 15.2% chose strongly agree. Students' responses are quite positive: imitating how vloggers speak can help them improve their vocabulary. A questionnaire exploring students' perceptions of using English vlogs to support vocabulary learning yielded positive results. Altogether, 81.8% of students either agreed or strongly agreed, indicating that they believe English vlogs benefit vocabulary learning.

This statement determines students' confidence in speaking English after learning new vocabulary with English vlogs. The data shows that 6.1% of students chose to disagree strongly, 39.4% chose to disagree, 48.5% chose to agree, and 6.1% chose to agree strongly. Given the dominant positive responses, it can be concluded that students feel confident speaking English after learning vocabulary through English vlogs. The following statement about learning vocabulary using vlogs makes students feel comfortable, even though they must repeat it several times. From the data distribution, 3% of students chose strongly disagree, 21.2% chose disagree, 66.7% chose agree, and 9.1% chose strongly agree. Most students agree that learning vocabulary through vlogs makes them comfortable, even though they must watch them several times. The statement shows that the distribution of answers shows that the students can recognize new English terms by watching video vlogs. A total of 15.2% of students chose to disagree, 66.7% chose to agree, 18.2% chose to strongly agree, and no students chose to strongly disagree.

Difficulties that high school students encounter when learning vocabulary through vlogs.

The second objective of this research is to identify the difficulties students face when using English vlogs as a medium for vocabulary learning. Based on the findings, the distribution of answers from each questionnaire item is shown in Table 2.

Table 2.

4.1.2 High School Students' Difficulties on the Use of English Vlog to Learn Vocabulary					
No	Statement	Strongy Disagree	Disagree	Agree	Strongly Agree
1	Accents used in English vlogs can make it difficult to understand what the vlogger says.	15.2%	42.4%	69.7%	0%
2	Learning vocabulary from English vlogs is difficult because I do not have subtitles enabled.	9.1%	24.2%	39.4%	27.3%
3	I struggled to learn vocabulary when the English vlog connection was unstable.	6.1%	21.2%	48.5%	24.2%

4	I struggled to learn vocabulary using English vlogs because vloggers speak too fast.	9.1%	6.1%	63.6%	21.2%
5	Pronunciation of vocabulary in vlogs is difficult to understand because some vocabulary sounds unfamiliar to me.	3.0%	15.2%	51.5%	30.3%

The statement above shows the influence of accents on students' learning process through English vlog media. The data indicate that 57.6% of students disagree with the statement about accents, suggesting they do not find vloggers' accents a barrier to learning vocabulary. The following statement indicates that learning vocabulary through vlogs is difficult because English vlogs lack a subtitle feature, with 54.6% of students agreeing or strongly agreeing. Based on the distribution of student responses, many students find it challenging to learn vocabulary from vlogs without subtitles.

Most students agree that a poor connection affects the learning process through English vlogs. Learning vocabulary becomes difficult if English vlogs are streamed with an unstable connection. The distribution of questionnaire answers shows that 2 (6.1%) students chose strongly disagree, 7 (21.2%) chose disagree, and, by far the most, 16 (48.5%) chose agree. The last 8 (24.2%) students chose to agree strongly.

The answers to "Learning vocabulary becomes difficult because the vlogger's pronunciation is too fast" also show that most students agree that learning vocabulary becomes difficult because vloggers speak too fast. The distribution of answers shows that 9.1% of students chose strongly disagree, 6.1% chose disagree, 63.6% chose agree, and 21.2% chose strongly agree.

The distribution of answers shows that 3% of students chose strongly disagree, 5 (15.2%) chose disagree, 17 (51.5%) chose agree, and 10 (30.3%) chose strongly agree. Students predominantly and strongly agree that answers show that vocabulary unfamiliar to students in learning to use vlog media is difficult to understand.

Discussion

Findings showed 87.9% of students responded positively and strongly agreed that vlogs help students learn new vocabulary. This result is also reinforced by Gracella and Nur (2020) research findings, which state that the influence of YouTube videos helped improve students' vocabulary acquisition through the interesting and varied content presented. Some students also mentioned that vlogs influenced their vocabulary learning. One student shared:

Excerpt 1

S-6: It helps me understand the vocabulary used in everyday conversation and improves my listening skills.

In excerpt 1, S-6 stated that vlogs play a role in vocabulary understanding because the vocabulary they use is often found in everyday conversation. In addition, excerpt one also found that vlogs help students hone their listening skills. The results obtained align with Tahmina's (2023) findings, which showed that YouTube videos improve vocabulary and listening practice. 90.9% of students agreed or strongly agreed that subtitles play an essential role in helping students learn English vocabulary through vlogs. This finding aligns with the results of Lestari and Yosintha (2022), which found that watching English videos to learn vocabulary is more effective than watching videos without subtitles. The results obtained through the questionnaire are also in line with student interviews, which state:

Excerpt 2

S-4: Very helpful. Sometimes, some words sound unclear. The subtitles help me in this part. I can understand the video's content by reading the subtitles.

In excerpt 2, students demonstrated the crucial role of subtitles in learning vocabulary through English vlogs. Subtitles help students in their process of learning English vocabulary. Some students struggle to grasp the meaning of a video without text, so subtitles connect spoken English to written English (Napikul et al., 2018).

Positive results were obtained on the questionnaire statement, "Watching vlogs inspires me to expand my vocabulary." The total of 87.9% positive responses is one indication that vlogs are thriving at motivating students to expand their vocabulary. Arndt (2018) noted the effectiveness of incidental vocabulary learning through vlogs, reinforcing that video-based input helps learners recall vocabulary in context. Here are some student statements about why vlogs motivate students to expand their vocabulary:

Excerpt 3

S-2: The vocabulary is easy to understand, like when telling the story of traveling on the lake. The video's duration is not too long, which helps because I do not get bored watching and learning from Bob the Canadian's videos.

The findings in excerpt three show that vlogs motivate students to learn vocabulary using English vlogs. The students' statements support Devanti and Amalia's (2018) research, which found that visual appeal combined with real-world context in English videos increased students' interest in and recall of the vocabulary they encountered.

Furthermore, the report obtained positive findings regarding the use of vlogs as a tool for learning new vocabulary. The responses received from the distribution of students' answers show that 72.7% agree and 15.2% strongly agree that vlogs help students remember new vocabulary. The fact that no students strongly disagreed also shows that vlogs benefit students, even with varying levels of English comprehension. The combination of visual and audio media can improve students' memory retention, providing an immersive experience that not only helps them memorize vocabulary that appears in vlogs but also supports the contextual use of the terms they learn. One of the students also argued:

Excerpt 4

S-4: The most comfortable learning using English vlogs is when the topic matches what we like. For example, I am more excited to watch a vlog if the content of the video is about traveling.

This excerpt shows the flexibility of learning using vlogs, as it allows students to learn by choosing content that suits their preferences. Vlogs can be videos of someone sharing their daily life, such as travel or entertainment. Watching English vlogs helps students learn pronunciation from native speakers. The following finding indicates that students perceive the statement "imitating how vloggers speak" as an effective strategy for learning English vocabulary. According to Wahyuni and Utami (2021), imitating speech from vlog content builds confidence and pronunciation accuracy, helping learners internalize vocabulary and usage patterns more effectively. As the interviewee (S-3) said:

Excerpt 5

S-3: It is most effective when watching the vlog video while activating the subtitle feature on YouTube. I can follow the vlogger's speech while reading the video's subtitles.

In the student's statement in excerpt four, YouTube also plays a role in students' vocabulary learning by using the video platform's subtitle feature. Students can imitate the vlogger's pronunciation by reading the subtitles available in the video.

The questionnaire I distributed to the students showed a positive percentage of responses supporting the use of English vlogs to help students learn vocabulary. Hia (2021) said the effect of YouTube videos on the experimental class found that students were more motivated to learn vocabulary using YouTube videos than without them, and there was a significant difference in students' learning motivation. As one of the interview respondents mentioned:

Excerpt 6

S-7: Very motivated. I can learn vocabulary casually at home by watching vlog videos on YouTube. In interview excerpt 6, it is evident that students are motivated to learn because they can learn casually by watching vlogs that align with their understanding. Supported by student arguments:

Excerpt 7

S-2: Motivated because learning using English vlogs can be anywhere and relaxed, so it is not too rigid.

S-2 also stated that there was an increase in motivation to learn vocabulary when using English vlogs. This relates to Nurmala Sari and Aminatun (2021) research, which found that most students agreed that watching English videos was entertaining. The findings in Gamage (2019) stated that using audiovisual media such as cartoons helps increase students' confidence in speaking. Students feel more confident speaking English after learning new vocabulary from English vlogs, with 48.5% agreeing and 6.1% strongly agreeing, and 54.6% stating that vlogs are useful for increasing student confidence. This statement also shows that 45.4% of students still struggle to gain confidence, even after using vlogs as a learning medium. This is in line with students' statements:

Excerpt 8

S-6: I feel confident but am still not confident enough to speak directly in front of many people.

Although crowdedness and lack of confidence are barriers for students, S-1 pointed out that, despite not being very fluent, students are confident about starting to speak in English. S-1 states:

Excerpt 9

S-1: Yes, I am confident enough to speak English. Although I am not very fluent in English, when I am at home watching vlogs, I sometimes follow the way the vlogger speaks.

The excerpts explain that although students already feel more confident about speaking in English, they still lack the courage to speak in front of large groups. S-6 experienced a similar problem: they were confident enough to speak English on their own, but lost confidence when faced with situations requiring them to speak English in front of many people. Even so, S-1 still feels confident speaking English, though he is not fluent. Vocabulary mastery alone is not enough to build students' confidence. Fear of making mistakes is also a factor that reduces students' confidence in starting to speak English. In addition, students indicated a high level of comfort learning vocabulary through English vlogs. Results showed that 66.7% agreed and 9.1% strongly agreed that learning vocabulary using vlogs made students feel more comfortable, even though they needed to repeat the videos. The low affective filter makes learning easier, so students feel no problem learning by repeating the vlog videos watched.

However, it should be noted that the videos watched must be engaging and appropriate for the student's level to be interesting. This statement is also supported by the study results of Mahmud (2021), which confirm that flexible student-oriented video media supports a comfortable and enjoyable learning experience for students. This comfort likely plays a crucial role in maintaining learners' long-term interest in vocabulary acquisition. A previous study by Singer (2022) found that combining audio and visual elements unintentionally helped students acquire vocabulary in meaningful contexts. The findings on the questionnaire were also supported by students' statements that mentioned:

Excerpt 10

S-3: I can learn pronunciation directly from watching how the vlogger speaks, so I know new English terms.

In addition to acquiring new vocabulary and terminology, the students improved their pronunciation by watching the vlogs. The excerpts show how they became familiar with the correct pronunciation and usage through the contextual information provided in the videos. An intriguing finding emerged from the questionnaire regarding vloggers' accents. This aspect posed challenges for students trying to learn vocabulary from English vlogs. The study revealed that 57.6% of students did not experience any difficulties with the vloggers' accents, reinforced by S-5, who said:

Excerpt 11

S-5: It is not too difficult. In the vlog I watched, the pronunciation is still clear.

The findings from the questionnaires and interviews contrast with the results of Yuyun and Simamora (2021) research, which found that students had difficulty understanding the speaker's accent, so to understand what the speaker was saying, students predicted from the speaker's body gestures. Although accents may not pose a significant challenge for some students, selecting videos appropriate to their level of understanding is important. Using English video media that matches students' level of understanding can ignite enthusiasm for learning through English.

In contrast to students' responses to accent statements in the learning process using English vlogs, the availability of subtitles on English vlog videos showed significant challenges for students. Subtitles play an important role in learning using audiovisual media. Subtitles are a multimodal tool that allows students to associate sounds with orthographic representations by providing auditory and visual stimuli (Azizi & Aziz, 2019). An investigation into the effects of unstable connections revealed that 72.7% of students believed that unstable internet connectivity issues greatly hindered their ability to learn new vocabulary from English vlogs. Kiranti et al. (2022) identified device limitations and unstable connections as harming student participation and motivation in the context of learning by utilizing online media. As respondent five stated:

Excerpt 12

S-5: Plus, if the internet connection is bad, I am even lazier about watching because the video is buffering, and it is not interesting anymore.

This finding underscores the crucial role of an internet connection in ensuring a smooth learning experience when using online media to meet learning objectives. In investigating students' difficulties in learning vocabulary from English vlogs due to speakers' too-fast pronunciation, it was found that the majority of students (84.8%) agreed that the vloggers' too-fast speech was a barrier to learning vocabulary from English vlogs. This issue is evidence of a common challenge when learning authentic audiovisual materials. As Wahyuni and Utami (2021) reported, the speed of the speaker's speech hinders students' ability to understand the meaning of words. Students have difficulty understanding the content of English vlog videos because the vloggers speak too fast. According to Tyas (2022) research, learners feel

overwhelmed by the speaker's speed, which impacts their confidence and overall comprehension of the video they are watching.

The results of students' perceptions of the difficulty of understanding vocabulary pronunciation in English vlogs, because some vocabulary sounds unfamiliar, show that many students agree with this statement. This difficulty shows that incidental learning alone is insufficient for optimal vocabulary learning. Sismona (2020) research emphasizes that students must have sufficient phonological awareness while exposure to new vocabulary in contexts that correspond to real-world situations can facilitate learning using English videos.

CONCLUSION

This research's findings revealed students' perceptions of using English vlogs as a medium for learning English vocabulary. Vlogs provide a new learning experience for students by helping them learn new vocabulary, improving their pronunciation by imitating vloggers' way of speaking, and helping them understand vocabulary in real-life contexts. Activating the subtitles feature in English videos that students watch also helps them expand their vocabulary. Students believe audiovisual media can maximize their English vocabulary learning by selecting appropriate videos at their level.

Further researchers interested in utilizing media to support the English learning process can involve more diverse participants and analyze different vlog channels to explore a broader range of student experiences. Additionally, future studies could use mixed method approaches to examine the long-term impact of vlogs on vocabulary retention. It is also suggested to compare the effectiveness of vlog-based learning with other digital media.

This study still has room for improvement and has some limitations that may affect the generalizability and depth of the findings. This study did not involve repeated observations or long-term engagement, so the ability to assess the sustainability or long-term impact of using vlogs in vocabulary learning activities is limited. Lastly, using only one vlog channel may not reflect the diversity of online content, which could influence students' experiences differently if varied sources were used.

REFERENCES

- Arndt, H. L. (2018). *Vocabulary learning from watching YouTube videos and reading blog posts*. 22(3), 124–142.
- Azizi, S., & Aziz, A. A. (2019). The Effect of Intralingual Caption on Students' Vocabulary Learning. In *International Journal of Advanced Research in Education and Society* (Vol. 1, Issue 3). <http://myjms.moe.gov.my/index.php/ijares>
- Babik, I., & Gardner, E. S. (2021). Factors Affecting the Perception of Disability: A Developmental Perspective. *Frontiers in Psychology*, 12(June), 1–26. <https://doi.org/10.3389/fpsyg.2021.702166>
- Clarke, V., & Braun, V. (2013). *Successful Qualitative Research : A Practical Guide for Beginners*. In *Sage Publications*.
- Devanti, Y. M., & Amalia, A. R. (2018). The Use of Video as a Media to Improve Students ' Vocabulary Mastery. *Journal of English Language, Literature, and Teaching*, 3(1), 42–47.
- Eckerdal, J. R., & Hagström, C. (2017). Qualitative questionnaires as a method for information studies research. *Information Research*, 22(1).
- Fauzi, W. R., Muljanto, S., & Lestari, L. (2021). College Students' Perceptions on Using Movies for Vocabulary Learning. *English Education and Applied Linguistics (EEAL) Journal*, 40(1), 2021.
- Gamage, S. (2019). Cartoons as an Authentic Supplementary Teaching Tool in English as a Second Language Classrooms. *Advances in Language and Literary Studies*, 10(1), 107. <https://doi.org/10.7575/aialc.all.v.10n.1p.107>
- Gracella, J., & Nur, D. R. (2020). Students' Perception of English Learning through YouTube Application. *Borneo Educational Journal*, 2(1).
- Grathia, E. (2017). The Effect of Using English Video on Students ' Vocabulary Mastery at SMP PSKD 6 Depok. *Journal of English Teaching*, 3(2), 143–151.
- Hanif, F. (2019). *Students' Perception on English Song Vocabulary Enrichment*.
- Hia, M. (2021). Effect of Using Youtube on Students' Motivation in Learning English Vocabulary. *Dialectical Literature and Educational Journal*, 6(2), 62–71. <https://doi.org/10.51714/dlejpancasakti.v6i2.61.pp.62-71>
- Kiranti, E., Ulfah, B., & Surayatika, D. (2022). The Effect of Youtube Videos on Enriching The Vocabulary of The Eighth Grade Students of SMP N 3 Palembang. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*,

- 2(1), 78–85.
- Lestari, R. P., & Yosintha, R. (2022). the Effects of Watching English-Subtitled Videos on Efl Students' Vocabulary Learning. *ELTR Journal*, 6(2), 63–71. <https://doi.org/10.37147/eltr.v6i2.130>
- Mahmud, N. (2021). Attitudes and Perceptions of Malaysian Esl Undergraduates Towards the Usage of Vlogging in Enhancing Their Speaking Skills. *LET: Linguistics, Literature and English Teaching Journal*, 11(2), 43. <https://doi.org/10.18592/let.v11i2.4988>
- Maritha, E., & Dakhi, S. (2017). The Effectiveness of Picture : An Empirical Evidence in Vocabulary Mastery. *Journal of English Teaching*, 3(3), 163–176.
- Maulidah, I. (2017). Vlog : the Mean to Improve Students ' Speaking Ability. *International Conference on English Language Teaching*, 145(Iconelt 2017), 12–15.
- Napikul, S., Cedar, P., & Roongrattanakool, D. (2018). The Effects of Film Subtitles on English Listening Comprehension and Vocabulary. *International Journal of Applied Linguistics and English Literature*, 7(6), 104. <https://doi.org/10.7575/aiac.ijalel.v.7n.6p.104>
- Nayan, S., Chulan, M., & Zakaria, F. (2022). Vlogging in Teaching and Learning during Pandemic. *Jurnal Inteltek*, 17(2), 82–90. <https://doi.org/10.24191/ji.v17i2.18157>
- Nurmala Sari, S., & Aminatun, D. (2021). Students' Perception on the Use of English Movies to Improve Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 2(1), 16–22. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Palmer, C., & Bolderston, A. (2006). A Brief Introduction to Qualitative Research. *Canadian Journal of Medical Radiation*, 37(1), 16–19. [https://doi.org/10.1016/S0820-5930\(09\)60112-2](https://doi.org/10.1016/S0820-5930(09)60112-2)
- Prošić-Santovac, D., & Savić, V. (2020). *English as a Foreign Language in Early Language Education* (Handbook o).
- Qiong, O. U. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 15(4), 18–28.
- Ridarma, M. A. (2017). Mastering Vocabulary and Pronunciation Through Viewing English Subtitled Videos at MAN 3 Rukoh Banda Aceh. *Doctoral Dissertation, UIN Ar-Raniry Banda Aceh*.
- Robbins, S. P., & Judge, T. A. (2018). Essential of Organizational Behaviour. In *Pearson*.
- Santrock, J. W. (2011). *Educational psychology*. McGraw-Hill.
- Saputra, M. A. (2022). Student Perceptions On The Use Of Youtube In Increasing Vocabulary. *Jurnal Riset Rumpun Ilmu Pendidikan*, 1(2), 329–340. <https://doi.org/10.55606/jurripen.v1i2.1219>
- Singer, N. (2022). Cartoons as the Incidental Vocabulary Acquisition Tool for English Language Learners. *Arab World English Journal*, 13(1), 330–341. <https://doi.org/10.24093/awej/vol13no1.21>
- Sismona, S. (2020). The Effect of Using Video on Student s ' Vocabulary Mastery. *2nd International Conference Innovation in Education*, 504(ICoIE), 331–336.
- Syamsiani, M., & Munfangati, R. (2022). Students' Perception toward the Use of Tiktok Videos for Learning English. *International Social Sciences and Humanities*, 2(1), 324–329. <https://doi.org/10.32528/issn.v2i1.150>
- Tahmina, T. (2023). Students' Perception of The Use of YouTube in English Language Learning. *JOLLT Journal of Languages and Language Teaching*, 11(1), 151–159.
- Taqwa, A. , & Sandi, V. N. (2019). Students' Experiences of Using Vlog to Learn English. *Journal of Foreign Language Teaching and Learning*, 4(1), 1–13. <https://doi.org/10.18196/ftl.4134>
- Tillayeva, S. . (2020). Learning English Language is Essential. *JournalNX- A Multidisciplinary Peer Reviewed Journal*, 6(11), 354–357.
- Tyas, N. K. (2022). Students' Perception on Self-Directed Learning (SDL) in Learning English by Using Youtube Video. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1307–1314. <https://doi.org/10.24256/ideas.v10i2.3208>
- Wahyuni, A., & Utami, A. R. (2021). The use of YouTube video in encouraging speaking skill. *Journal ILMAH*, 7(3), 1–9. <http://pustakailmu.id/index.php/pustakailmu/article/view/62>
- Yanti, F. (2022). Psikologi Komunikasi. In *Angewandte Chemie International Edition*, 6(11), 951–952. (Issue Mi). Agree Media Publishing.
- Yuyun, I., & Simamora, F. Y. (2021). Use of Youtube To Support Efl Students' Listening Skills. *ELLTER Journal*, 2(2), 1–12. <https://doi.org/10.22236/ellter.v2i2.7512>