Utilizing Youtube Video to Enrich Vocabulary for EFL Young Learners

Submitted in partial fulfilment of the requirements for Gaining

The Degree of Bachelor of English Language Education

THESIS

by

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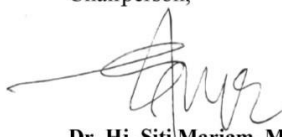Thesis with the following identity :

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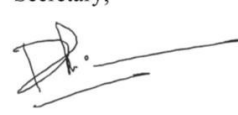
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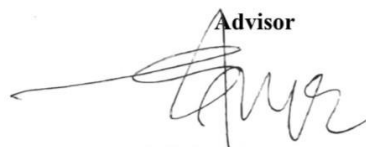NIP. 19771025 200701 1 015

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DEDICATION

English Education Department of UIN Walisongo Semarang, all English teachers, and everyone who supported me in accomplishing the thesis, especially my beloved parents and family who always give endless love, support, and motivation.

MOTTO

"Insanity: doing the same thing over and over again and expecting different results" -Albert Einstein[1]

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[1] Jon Glasby, *Conclusion 'Insanity: Doing the Same Thing Over and Over Again, and Expecting Different Results' (Attributed to Albert Einstein),* Evidence, Policy and Practice Critical Perspectives in Health and Social Care, 2011, p. 118-121

ABSTRACT

TITLE : UTILIZING YOUTUBE VIDEO TO ENRICH VOCABULARY FOR EFL YOUNG LEARNERS

WRITER : ZUMROTUL ULUWIYYAH

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PROGRAM : ENGLISH EDUCATION DEPARTMENT

One of the most popular social media in this modern era is Youtube. YouTube is also playing a role in education. The teacher as the most important source in the delivery of learning materials must have a thousand minds to achieve a qualified teaching quality. The teachers' ability to master technology seems to be getting a new challenge when students and teachers are no longer able to meet face to face since the Covid-19 pandemic. This study aims to explain how teacher utilizes youtube video to enrich vocabulary for EFL young learners and to describe students' responses to the use of youtube video. This study applied a qualitative method. Data was collected through observation, interview, and documentation. The research participants of this study were English teacher and 4th grade students at SD Islam Terpadu 04 Sultan Agung Kriyan. The results of the study showed that both teacher and students have a positive attitude towards the use of YouTube. All of the students have many benefits to improve their English skills, especially to enrich their vocabulary. Youtube is very easy to access in almost every student's gadget and it can be used in every situation to help and motivated them to learn English. Both teacher and students are only feeling the difficulty if the internet connection is not good. By understanding the implementation of youtube videos and the students' responses, this research offers that the use of youtube is recommended as an integral instructive tool in English language classes.

Keywords: EFL Young Learners, Vocabulary, Youtube Video.

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CURRICULUM VITAE

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In the name of Allah, the Most Merciful, the Most Gracias. I would like to express gratitude to Allah SWT, the Lord of Lord, because of His help and bless, I can finish this final project untitled Utilizing Youtube Video to Enrich Vocabulary for EFL Young Learners.

Sholawat and Salutation are always given to Prophet Muhammad, the last messenger and the most beloved Prophet of Allah.

I realize that this thesis would not be completed without any advice, motivation, guidance, support, help and encouragement from individuals and institutions. In this chance, I would like to express the deep appreciation to:

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Finally, the writer will happily accept constructive criticism in order to make this thesis better and she hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, December 2021

The writer

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CHAPTER I

INTRODUCTION

This chapter presents background of the research, research questions, objective of the study, and significance of the research.

A.   **Background Of The Study**

The world is currently facing a pandemic caused by SARS-CoV-2 (Coronavirus) and its infection called COVID-19. This viral infection was originally discovered in Wuhan, China in December 2019 and has spread rapidly to various parts of the world. This pandemic affects various changes in the economic, education, political, governmental, health, domestic and communication sectors in all affected areas.

To prevent the spread of the virus, the government urges the public to carry out activities of wearing masks, washing hands, maintaining distance and also making new regulations such as employees in offices, companies and other work sectors as well as government agencies. staff and employees to work from home. Meanwhile, the students should study from home too.

In the field of education, the covid-19 pandemic has resulted in changes in the implementation of learning from face-to-face learning to online learning or distance learning. This was enforced after the circulation of a circular decree from the minister of education and culture Nadiem Makarim at number 36962/mpk. a/hk/2020[2]

The teacher as the most important source in the delivery of learning material must have a thousand minds to achieve a qualified teaching quality. Teacher should use the good media, strategies and also should be selective to choose them. According to Kamaruddin & Amilia Avianti (2020) "The teacher has the task to shape students to have innovative, creative, and critical thinking

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[2] Web Kemdikbud, SE Mendikbud: *Pembelajaran Secara Daring dan Bekerja dari Rumah untuk Mencegah Penyebaran Covid-19* (On March 17, 2020)

abilities. In carrying out his profession, a teacher must have special abilities, among others, the ability to design and implement a variety of learning strategies in accordance with the level of student development, including utilizing a variety of sources and learning media to ensure the effectiveness of learning."[3] The use of learning media is a very important point apart from strategies and methods and learning, using the right media and up-to-date media used will make it easier for students and educators to carry out learning and teaching activities. The use of interesting media can arouse enthusiasm, new curiosity and have a positive influence on students. In addition to the demands of the current COVID-19 pandemic conditions, online learning is very much needed for the implementation of the learning process. Teachers as educators must be able to innovate in learning to conduct online learning according to academic qualification standards and educator competencies. Pedagogic competence and professional competence require teachers to be able to use and utilize ICT for learning activities. The use of learning media that utilizes technology for the learning process is very much needed in online learning. By using online learning media, it is hoped that learning will be effective, efficient and innovative during the COVID-19 pandemic. During the online learning process, there are many obstacles faced by both teachers and students. One of the obstacles faced is that students often have difficulty understanding the instructions from the teacher. Moreover, the instructions are only in the form of writing, mostly sent via WhatsApp or short messages. Therefore, teachers are required to take advantage of existing technology. So, the learning process can be achieved when online learning. To achieve the learning process with the right media when facing online learning today, one of them is by using Youtube.

Youtube has a number of features that are different from other social media, one of the services available on Youtube, among others, is that users

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[3] Kamaruddin & Amilia Avianti, The Application of E-Learning Mathematics using Moodel in Improving students' Problem Solving Ability. (*Journal of Indonesian Students Assessment and Evaluation,2020)* Vol. 6 Number 1

can upload videos and share them and can be accessed by other users around the world. Youtube is a very popular site at this time that can be used in education. The advantages of Youtube in education are that its use is very practical which is easy to use and followed by students and teachers, Youtube provides information about the development of science in various fields of education and Youtube offers interactive facilities for discussion. This can be used as a supporting teaching media in online learning because Youtube has several advantages for creating interesting and fun learning, especially in learning foreign languages. The concept of learning in foreign languages is an acquisition process that aims to achieve communication skills. Humans in their lives cannot be separated from language as a means of communication. Language will make it easier for humans to get along, communicate, and adapt to the environment. Thus, it is clear that language has a very important role for human.[4] English has become an international language. Almost every country in the world uses English when communicating. Some even use it as the official or main language of a country. (Harmer, 2007) states that by the end of the twentieth century, English was already well-reputed on its way to becoming a global lingua franca, that is a language used widely for communication between people who do not share the same first or even second language.[5] In addition English is an international language. So, it makes English is very important in our daily life. The use of English looks in many various filed in the life like business, politic, and absolutely education.

Nations everywhere on the world have embraced English language as a component of their schooling framework. In Indonesia English is learned as a foreign language. According to *Buku Standar Isi* (curriculum); it has been one of the compulsory subjects starting from junior high schools. English is vital for Indonesian understudies, particularly for the young learners in light of the fact that by taking in the unknown dialect from the early age, Jenkies (2015) argued that language will be all the more effectively educated. It is caused the

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4 Suhartono, *Pengembangan Ketrampilan Bicara Anak Usia Dini*. (Jakarta: Diknas, 2005) p. 12
5 Jeremy Harmer, *How to Teach English*. (Essex: Pearson Education Limited, 2007). p. 13

young learners is in brilliant age learner.[6] Lightbown & Spada (1999) state that childhood is the brilliant age for making concurrent bilingual youngsters because of versatility and virginity of the kid's mind to make for unrivaled capacity explicitly in securing the early sets or units of language.[7] English learning in Indonesia is currently experiencing a drastic change in the position of local content of English in elementary schools which began in 2012 when the government planned to replace the KTSP with the 2013 curriculum.[8] The 2013 curriculum prioritizes an equal and learner-centered education model to be more involved in the learning process. This curriculum prioritizes the right to freedom of learning but still upholds religious values, culture and national diversity. With the plan to implement the 2013 curriculum, many experts argue that basic education should focus more on the development of children's character through religious and cultural values that have become the norm in Indonesia. This view then changed the structure of basic education where before children should be emphasized more on teaching about the religious and cultural values of the State before they were exposed to foreign cultures (English). In addition, many also think that learning a foreign language will allow the loss of their own language (Indonesian). Therefore, it is recommended that English should not be part of teaching in elementary schools.

However, some elementary schools still set English as a local content. As explained before, children need to master foreign languages, especially English, therefore English is introduced from an early age. This is based on the assumption that children learn foreign languages faster than adults.[9] Exploration directed by Johnson and Newport (1991) showed that workers

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[6] Jennifer Jenkins, Global English: *A Resource Book for Students* (3rd Ed), (London: Routledge, 2015)

[7] Lightbown, et. al. *How Languages are Learned*. (Oxford: OUP, 1999) p. 29

[8] Zein S, *Elementary English Education in Indonesia: Policy Developments, Current Practices, and Future Prospects,* 2017

[9] Santrock, *Perkembangan Anak Jilid 2* (Jakarta: Erlangga, 2017) p. 313

from China and Korea who began living in America from the age of 3-7 years would do well to English abilities than more established kids or grown-ups. Consequently, some primary schools actually make English a subject that is instructed.

Based on the results of research conducted by Fitria Nur Hamidah, Dion Yanuarmawan, and Fadelis Sukya, entitled ”*Pemanfaatan Media Pembelajaran Berbasis Youtube untuk Meningkatkan Kualitas dan Kreativitas Guru Bahasa Inggris SMK"* by holding a workshop, especially English teachers at SMK Negeri 2 Kediri regarding the not yet maximal English teacher in utilizing youtube facilities as a media for learning English. This service aims to provide knowledge to maximize English teachers in utilizing YouTube facilities as a media for learning English.

At the first meeting, English teachers gave materials about what YouTube is and the types of applications on Youtube. Then in the second meeting, English teachers as the participants were given material about knowing the use of YouTube. Then the third meeting, the teachers gave materials about the introduction of the youtube video download website and how to download videos from youtube. Finally, the fourth meeting, participants were also evaluated by the presenters to what extent they could practice using YouTube as a learning medium.

The results of this activity received a positive response from participants, especially because this program was in accordance with the needs of teachers to deal with more creative teaching activities. English teachers in teaching English subjects using YouTube are very fun because YouTube facilities are very varied and can be chosen according to the wishes of the teachers. English teaching materials are also available and can be accessed at any time so that they can be used for teaching English in SMK especially SMK Negeri 2

Kediri.[10] This proves that Youtube as a learning media is suitable for use in the online learning process in schools.

The utilizing of Youtube video as a teaching media needs to be reviewed more deeply regarding its use in various elementary schools, one of which has utilized Youtube is SD IT 05 Sultan Agung. Based on an observation made by researcher at that school, in its implementation online learning has used Youtube media. It can be seen that teachers make learning videos on Youtube and use them as learning media in online learning.

From the initial findings obtained by the researcher, the researcher conducted further research to obtain accurate data and information about the utilizing of Youtube video to enrich vocabulary for young learners at SD IT 05 Sultan Agung. Thus, the results of the research were used as a consideration for teachers in choosing learning media. Based on the background that has been stated, the researcher conducted a qualitative research with the title *"Utilizing Youtube Video to Enrich Vocabulary for EFL Young Learners"*. It is hoped that it can become one of the sources of reference for regulations/curriculum in the future. Furthermore, the utilizing of youtube as teaching media is expected to be able to provide a new view of how teachers deal with this new regulation with existing situations and conditions.

B.   **Research Questions**

This study discusses the utilizing youtube video to enrich vocabulary for young learners, this research focuses on English teacher and students at 4th grade as research subjects. Based on the background of study, the problem can be formulated as following:

1. How is the implementation of youtube videos to enrich vocabulary for EFL young learners?

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[10] Fitria Nur Hamidah, et. al, Pemanfaatan Media Pembelajaran Berbasis Youtube untuk Meningkatkan Kualitas dan Kreativitas Guru Bahasa Inggris SMK, (*Jurnal ABDINUS: Jurnal Pengabdian Nusantara, 2021*) 4 (2), p. 365-374

2. How are students' responses of utilizing youtube video to enrich their vocabulary?

C.   Objective of the Study

1. To explain the implementation of youtube videos to enrich vocabulary for EFL young learners

2. To describe students' responses of utilizing youtube video to enrich their vocabulary

D.   Significances of the Study

1. Theoretically, this research provides a discourse to the reader about utilizing youtube video to enrich vocabulary for young learners during the Covid-19 pandemic.

2. Practically

    a) For the students

        The researcher hoped that the students especially young learners will get an appropriate treatment in English learning so that they are going to learn English comfortably in Covid-19 pandemic.

    b) For the teachers

        The result of the study is expected to be useful for Elementary School English teachers. The researcher hoped that the English teacher at Elementary School will get more information about teaching young learners at elementary school and they can teach successfully during Covid-19 pandemic by using the result of this research.

    c) For the next researcher

        Giving a useful information and motivation for creating another researchs about teaching English using youtube video for young learners in pandemic Covid-19.

E.   Limitation Of The Study

In this study, the researcher limited the problem mainly to explore how to utilize youtube video to enrich vocabulary for EFL young learners. The subject of this study were English teacher and 4th grade students at SD IT 05 Sultan Agung Jepara.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter contains some previous research, theoretical review and conceptual framework.

A. Previous Studies

For comparing this research, the writer takes some previous studies. The first study is conducted Uli Sylphia Simanjuntak, Dumaris E. Silalahi, Partohap SR Sihombing, & Lydia Purba (2021) entitled "*Student Perceptions Using Youtube as English Online Learning Media During The Covid-19 Pandemic*". Perceptions about the use of YouTube as a learning media in online learning during the Covid-19 pandemic in class XI of SMA Negeri 4 Pematangsiantar. This study involved 72 students and were asked to fill out a questionnaire using the Google Form format. The results showed that the students of XI PMIA 6 and XI PMIA 7 of SMA Negeri 4 Pematangsiantar for the academic year 2020/2021 gave positive responses in every aspect that was presented through the questionnaire they had filled out. This study shows that YouTube as an online English learning environment is attractive, effective, relevant to the subject matter and can motivate students to learn English, especially in online learning during the Covid-19 pandemic in class XI of SMA Negeri 4 Pematangsiantar.[11]

The similarity with this research is both of the research are investigating using youtube as English learning media. While the difference is this research only focuses on student perceptions using youtube as learning media.

Second, research from Rahma Deni; and Fahriany (2020) entitled "*Teacher's Perspective on Teaching Strategies English Vocabulary for*

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[11] Uli Sylphia Simanjuntak, et al. Students' Perceptions of Using Youtube as English Online Learning Media during Covid-19 Pandemic. *JOLLT Journal of Languages and Language Teaching*, HKBP Nommensen University, Medan, 2021, p. 150-159

Young Learners". This research used descriptive qualitative research and is carried out at the Al-Qur'an Learning Center. The purpose of this study is to explore the teacher's perspective on the strategies used to teach vocabulary for young learners. Data from this research is obtained through semi-structured interviews with two English teachers. Results revealed that teachers believe that teaching Strategy is very important to teach vocabulary to young students. Thus, teachers must have various strategies that can be applied to teach vocabulary to young learners, for example using games, singing songs, and so on. And also, the teachers can use interesting media such as videos, real objects, pictures, and so on.[12]

The similarity with this research is both of the research are investigating the implementation of teaching vocabulary. While the difference is this research focuses on teacher's implementation through an online class.

The next is research which has been conducted by Mimouna Zitouni, Hamad Al-Traif, Bahia Zemni, Othman Saleh Mohammed, Mashael Aljasser (2021) entitled *"Utilization of youtube to improve the pronunciation skill of saudi learners in translation departments".* This study is an attempt to explore how YouTube can help Saudi English language learners (SELLs) and Saudi French language learners (SFLLs) studying in the translation Department at Princess Nourah bint Abdulrahman University, Saudi Arabia, to improve the pronunciation of new words. The study administered two questionnaires; one questionnaire devoted to SELLs and SFLLs. The total number of the participants involved in French were 233 and in English. The results of the current study showed that students in both groups have a positive attitude towards utilizing YouTube to improve the pronunciation skill. The students also

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[12] Rahma Deni and Fahriany, Teachers' Percpective on Strategy for Teaching English Vocabulary Young Learners, Vision*: Journal for Language and Foreign Language Learning*, 9. 1 (2020), p. 47

indicated that the time of watching YouTube was increased due to Covid-19[13]

The similarity with this research is both of the research are investigating the implementation of utilization youtube. While the difference is this research focuses on pronunciation skill of saudi learners.

Forth, a study that has been done by Muhamamd Alif Mukti, Asep Bayu Dani Nandiyanto, Tedi Kurniawan, Muhammad Roil Bilad (2021) entitled *"Utilization of the Youtube Platform as a Distance Learning Media for the Basic Theory of Music in Junior High School."*[14] The purpose of this study was to see students using YouTube as a learning media to increase students' interests and talents in the field of music. YouTube can be used as a practical learning tool that accommodates various materials in it. The method used is quantitative with data collection techniques using questionnaires as a data collection tool. The results of this study show an average pretest value of 49% to an average post-test value of 75% so the difference is 26%. Therefore, we can use YouTube as a distance learning media for the basic theory of music.

The similarity with this research is both of the research are investigating the implementation of utilization youtube. While the difference is this research focuses on students using YouTube as a learning media to increase students' interests and talents in the field of music.

The next is a study from Michael Recard, Sandra Sembel, and Shinta Hasibuan (2020) entitled *"Utilizing Youtube to Develop Nursing Students' Autonomous Learning and Listening Comprehension"*. This

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[13] Mimouna Zitouni, Hamad Al-Traif, Bahia Zemni, Othman Saleh Mohammed, Mashael Aljasser, Utilization of Youtube to Improve the Pronunciation Skill of Saudi Learners in Translation Departments, *Asian ESP Journal 17* (2), 2021. p. 133-154
[14] Muhamamd Alif Mukti, Asep Bayu Dani Nandiyanto, Tedi Kurniawan, Muhammad Roil Bilad, Utilization of the Youtube Platform as a Distance Learning Media for the Basic Theory of Music in Junior High School, *Jurnal Abmas Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Pendidikan Indonesia*, 21 (1), 2021. p. 45-50

study aims to examine students' autonomy over their learning and whether YouTube can develop the listening comprehension skills of nursing students in a Faculty of Nursing in Tangerang. To achieve the first aim, quantitative and qualitative studies were conducted, while for the second aim, an experimental study was used. The experimental study involved an experimental group consisting of 16 students and a control group consisting of 16 students. The results of the study are discussed in two parts; the first part is how much autonomy students have over their English learning and another part is whether YouTube is able to improve nursing students' listening comprehension skills of the experimental group compared to those of the control group.

The result shows that the participants consider YouTube as a useful support to develop their autonomy in learning English and YouTube video has been successful to develop their listening skills.[15]

The similarity with this research is both of the research are investigating the implementation of utilization youtube. While the difference is this research focuses on nursing students' listening comprehension skills.

The last, the research from Karunia Islami Hartini Sutanto, M Muktiarni, and Jonah Mupita (2021) with the title "*Utilization of Youtube Videos during Online Learning to Increase Literacy in English for Middle School Students*". The purpose of this study was to see whether the use of youtube videos could have a good impact on the English literacy of junior high school students.in this study youtube was only focused on the positive impact

This study used a qualitative descriptive method by observing, interviewing, and explaining facts, and studying the results contained in

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[15] Michael Recard, et. al. Utilizing Youtube to Develop Nursing Students' Autonomous Learning and Listening Comprehension: An Experimental Study, Faculty of Education, Pelita Harapan University. *Nursing Current: Jurnal Keperawatan* 7 (2), 2020, p. 1-8

the research results.The subjects in this study were junior high school students with a population of thirty students. The sample taken in this study amounted to ten students. Demographic data in this study include gender. The gender distribution of the sample is 50% male and 50% female The results of this study indicate that the use of youtube during online learning has a positive impact and increases the English literacy skills of junior high school students. In conclusion, students' English literacy skills can be improved by utilizing youtube videos during online learning. The impact that is felt after using youtube during online learning is the increase in students' English literacy and the teachers are more enthusiastic during the online learning period.[16]

The similarity with this research is both of the research are investigating the implementation of utilization youtube. While the difference is this research focuses on English literacy of junior high school students.

B. Theoritical Review

1. Youtube

YouTube is the second largest search engine after Google. People from all over the world can upload more than 100 hours of video per minute to YouTube. This is one of the best ways to reach a wider audience, whether you're promoting a program or providing information to students.

Some of the reasons YouTube are used as a learning medium relates to the nature of the video. Video is one of the most popular social media content formats. Using YouTube videos is a quick and effective way to convey content and make it easier to understand. People respond well to visual cues, and videos are the perfect way to capture the emotions and physical characteristics of what we say. Videos on Youtube also serve to

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[16] Karunia Islami Hartini Sutanto, et. al. Utilization of Youtube Videos during Online Learning to Increase Literacy in English for Middle School Students, *Indonesian Journal of Educational Research and Technology* 2 (1), 2021, p. 83-88

demonstrate concepts that are not easily explained in text form. Using the YouTube video itself is very easy to share. YouTube is a new platform where students can learn and keep up with the times. In addition, using YouTube as a teaching tool can improve students' critical thinking and motivate students. According to Benson (2015), "YouTube is an online service, officially launched in late 2005, that allows registered users to download video clips for various Internet users to watch."[17] Kousha, Thelwall and Abdoli (2012) state "YouTube is the third most visited public video and website after Google and Facebook."[18] YouTube not only provides text and images but also combines videos and even animated videos. This modification is what makes YouTube get people's attention to use it, especially students. Therefore, YouTube has the potential as an educational tool. DeWitt, Siraj, Yakuub, Ayob, and Ishak (2013) mention that in the context of learning, YouTube has the potential to be used as a learning tool.[19]

2. Types of YouTube Videos

According to previous researchers Kousha, Thelwall, and Abdoli (2012), there are three types of YouTube videos. These are arts and humanities, natural and formal science videos, social sciences, and video blogs.[20]

A. Arts and humanities

YouTube, which is an entertainment medium, provides several types of videos consisting of music, songs, animation, comedy, TV shows, and

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[17] Phil Benson. *Commenting to Learn: Evidence of Language and Intercultural Learning in Comments on Youtube Videos*. Language Learning and Technology, 19 (3), 2015, p. 88-105.

[18] Kayvan Kousha., et. al. The Role of Online Video in Research Communication: A Content Analysis of Youtube Videos Coted in Academic Publications. *Journal of the American Society for Information Science and Technology, 63(9), 2012, p. 2*

[19] *DeWitt, D., Alias, N.,* Miraj, S., Yakuub, M. Y., Ayob, J., & Isaac, R. (2013). The Potential of YouTube for Teaching and Learning in the Performing Arts. *13th International Education Technology Conference* (pp. 1118-1126). Turkey: Elsevier Ltd.

[20] Kayvan Kousha, et. al. The Role of Online Video in Research Communication: A Content Analysis of Youtube Videos Coted in Academic Publications. *Journal of the American Society for Information Science and Technology,* 63(9), 2012, p. 8

dances. According to Kousha, Thelwall, and Abdoli (2012), arts and humanities fall into several categories, including music, dance, film, animation, comedy, TV shows, and humanities documentaries.[21] Khan (2015) mentions that films can motivate students to learn languages because they are more fun and entertaining.[22] Berk (2009) also explains that films can attract students' attention, motivate, and inspire in a learning context. Many people, especially students, love music. YouTube provides songs for listeners. Music videos from Youtube combine songs and lyrics or a collection of songs.[23] Aguirre, Deydania, Lira, and Melania (2016) added that when we use songs in learning, the songs serve as an effective way to increase students' vocabulary.[24] Burhayani (2013) also supports this statement. By listening to songs, students get the opportunity to enrich their vocabulary.[25]

B. Natural or formal science videos

Students can watch many topics on YouTube, such as formal science or nature. According to Kush, Telvall and Abdoli (2012)[26], natural or formal science videos include online videos with natural or formal science categories (mathematics and logic): demonstrating certain natural or formal phenomena that explain the theory behind natural or formal

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[21] Kayvan Kousha, et. al. The Role of Online Video in Research Communication: A Content Analysis of Youtube Videos Coted in Academic Publications. *Journal of the American Society for Information Science and Technology,* 63(9), 2012, p. 8

[22] Irfan Ullah Khan, et. al. The Role of Social Media in Development of English Language Vocabulary at University Level. *International Journal of Academic Research in Business and Social Science*, 6 (12), 2016, p. 590-604.

[23] Roland Alan Berk, Multimedia Teaching with Video Clips: TV, Movies, YouTube, and Mtvu in The College Classroom. *International Journal of Technology in Teaching & Learning*, 5(1).

[24] Herrera Aguirre, et. al. Effectiveness of the Strategies Used by the English Teacher at Yelba Maria Antúnez Institute of Ocotal, to Teach English Vocabulary through Songs to 11th Grade Students, during the 2nd Semester 2015 (*Doctoral dissertation*, Universidad Nacional Autónoma de Nicaragua, Managua)

[25] Burhayani, *The Effectiveness of Teaching Vocabulary through Songs to the Second Year's Students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School West Jakarta*. In the *2nd* International Seminar on Quality and Affordable Education (ISQAE 2013).

[26] Kayvan Kousha., et. al. The Role of Online Video in Research Communication: A Content Analysis of Youtube Videos Coted in Academic Publications. *Journal of the American Society for Information Science and Technology,* 63(9), 2012, p. 9

phenomena. a description of events, research or experiences related to the study of phenomena (eg, scientific conferences). There are several types of videos classified, such as science or formal demonstrations, formal science or science documentaries, science or formal education or hobbies, and formal science or science teachers.

C. Social sciences

Currently, YouTube functions like replacing television. People prefer to watch YouTube over television because what is on television is available on YouTube. According to Kousha, Thelwall, and Abdoli (2012)[27] there are several videos that fall under the type of social science such as advertisements, news or correspondent reports, activism and business, politics, social science documentaries, and academic talks by a social scientist.

D. Vlog

Vlog is one of the most visited videos on YouTube, vlogging (video blogging) is also inspired by the trend of the internet world. Based on Baran (2007)[28], vlog or video blogging combines images, audio, film, and text to communicate with viewers. In addition, there are many types of vlogs, such as beauty vlogs, tutorials, and reviews. Westenberg (2016) states that YouTubers review a product, and most of their subscribers believe that it is an honest review.[29] Saiful (2019) states that "YouTube

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[27] Kayvan Kousha., et. al. The Role of Online Video in Research Communication: A Content Analysis of Youtube Videos Coted in Academic Publications. *Journal of the American Society for Information Science and Technology,* 63(9), 2012, p. 8

[28] Evrim Baran, The Promises of Video-blogging in Education. In 2007 *Annual Convenion of the Association for Educational Communications and Technology,* 2007, p. 16

[29] Wilma Westenberg, The Influence of YouTubers on Teenagers A Descriptive Researchaboutthe Role YouTubers Play in the Life of Their Teen Age Viewers (Doctoral dissertation, Yüksek Lisans Tezi, University of Twente. Wu, K. (2016). YouTube Marketing: Legality of Sponsorship and Endorsement in Advertising. *Journal of Law, Business, and Ethics 59*, 2016, p. 1-46

vlogs are a way to form a digital community and share real-life activities and thoughts from people around the world".[30]

3. Definition of Young Learners

The term "Learners" is given to individuals who take part in the education and learning process to improve their knowledge. In general, learners are individuals who participate in the learning process. Learners are defined as all individuals who will bring a different set of knowledge and experiences to the learning process and will make sense of the world and the situations they are faced with in ways that are personal to them.[31] In other words, learners are the participants involved in the learning process who influence each other to achieve the goals of the programs.

Young learners are the children who enter school at the first level in a school or institution and may be called as a student. Young learners here are elementary school students aged between 6-12 years. They can be divided into 2 groups, namely Younger Group (6-8 years) and Older Group (9-12 years). According to grade level, they can be called Lower Classes, i.e. grades 1, 2, and 3 as well as Upper Classes students in grades 4.5 and 6. Meanwhile, Scott and Ytreberg (1990) divide them into groups of level one or beginner level (5-7 years) and Level two (8-10 years). They believe that children create in an unexpected way, their speed and approach can be changed. Some of them reach their goals faster, others more slowly. Nonetheless, they can find the previous after a certain period time.[32]

Ersoz A. (2007) has different category of young learners. She put young learners into category of very young learners (age of 3 to 6), young

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[30] Jepri Ali Saiful, EFL Teachers' Cognition in The Use Of Youtube Vlog in English Language Teaching. *Journal of Foreign Language Education and Technology.* 4(1), 2019, p. 76

[31] Williams M. Learning Teaching: A Social Constructivist Approach Theory and Practice or Theory with Practice In H. T. Lomax & I. McGrath (Eds). *Theory in Language Teacher Education.* (Harlow: Pearson Education Limited, 1999) p. 12

[32] Scott Thornbury. *How to Teach Grammar* (Pearson Education: Addison Wesley Longman, 1999)

learners (age of 7 to 9), and older/ late young learners (age of 10 to 12).[33] According to Sarah Phillips, based on her book, that young learners, means children from the first year of formal schooling (five or six year old) to eleven or twelve year of age.[34] Halliwell (1992) states that young learners are already very good at interpreting meaning without necessarily understanding the individual words. They already have incredible ability in using limited language creatively. Young learners frequently learn indirectly rather than directly and also enjoy incredible making fun in what they do.[35]

4. Characteristics of Young Learners

Based on Ersoz A. (2007) that young learners divided into 3 category, namely very young learners, young learners, and older young learners. Therefore, each group has different characteristics. The characteristics of very young students are little time to concentrate, but great motivation and enthusiasm with ease; active participation, love to talk but share problems, short memory: learn slowly, easily forget, repetition and revision are necessary, limited motor skills, but kinesthetic and energetic, holistic learning, love stories, fantasy, Imagination, art.

Characteristics of middle young learners are low concentration span: a variety of activities is needed, short memory: frequent repetition is required, logical analysis: asking questions, sharing problems in group work, developing self-confidence, expressing yourself, developing world knowledge, limited motor skills, reasonable amount of information, love stories, fantasy, fantasy, drawing

The characteristics of older or later young students are now a larger attention span, but nonetheless children who take learning seriously, know

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[33] Ersöz, A, *Teaching English to Young Learners* (Ankara: EDM Publishing, 2007)
[34] Sarah Phillips, *Young Learners*, (UK: Oxford University Press, 2001), p. 3
[35] Susan Halliwell, *Teaching English in the Primary Classrooms*. (UK: Longman Group Essex, 1992) p. 3

the world, more cooperation in groups and in pairs, develop social, motor and social skills used and developed.

Harmer (2007) defined that young learners, especially those up to the ages of nine or ten, learn differently from older children, adolescents and adults in the following ways:

a. They react to significance regardless of whether they don't comprehend individual words.
b. They often learn indirectly rather than directly, that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
c. Their agreement comes from clarification, yet additionally from what they see a hear and, critically, get an opportunity to contact and associate with.
d. They find theoretical ideas such as grammar rules difficult to grasp.
e. They generally display an enthusiasm for learning and a curiosity about the world around them.
f. They have a need for individual attention and approval from the teacher.
g. They are quick to discuss themselves and react well to learning that uses themselves and their own lives as main topics in the classroom.
h. They have a restricted ability to focus; unless activities are extremely engaging, they can get easily bored, losing interest following ten minutes or something like that.[36]

In addition, McKay (2006) mention three characteristics of young learners that make them differ from adults:

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[36] Jeremy Harmer, *The Practice of English Language Teaching*. (Harlow: Longman.4rd Ed, 2007) p. 81

a. Young learners grow cognitively, socially, emotionally and physically. These developments should be considered as they can affect their motivation and concentration span with a given task.

b. Young learners develop literacy knowledge and skills as they learn a second language. They develop literacy in their first language at the same time or their literacy understanding may not transfer to a second language. This differs from adults in that older learners already have mature literacy knowledge and skills when they learn their new language.

c. Young learners are vulnerable to failure and criticism that require careful attention. [37]

In conclusion, there are some different characteristic of young learners and adults. Young learners learn easily, but they have a limited concentration span, they will get bored easily. Therefore, a teacher needs to understand well the characteristics of young learners. It will be very helpful in order to make it easier in the teaching and learning process.

5. Teaching Young Learners

Teaching young learners is quite different from teaching other learners. They have special needs that should be understood by the teacher of young learners. Teaching English to young learners is guiding and facilitating young learners in aging seven to eleven years old, for their activities in learning, knowing, understanding and comprehending ideas, attitudes values, skills, and information of English using tricks and strategies. It will be used in changing and redefining their thought forward their daily surrounding situation as foreign language learners. Cameron (2002) argued that teachers of young learners need:

a. An awareness of how children think and learn.

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[37] Mckay, P. *Assessing Young Language Learners* (Cambridge: Cambridge University Press, 2006)

b. Skills and knowledge in spoken English to conduct whole lessons orally.

c. An ability to identify children's interests and use them for language teaching.

d. To be equipped to teach initial literacy in English.[38]

In other hands, Brown (1994) claims that it is difficult for adults in acquiring language more native-like accent because this ability is almost missing. Children who acquire a second language after the age of five may have a physical advantage in that phonemic control of a second language is physically possible yet that mysterious plasticy is still present. It is no wonder that children acquire pronunciation while adult generally do not, since pronunciation involves the control of so many muscles.[39] Moon (2000) states at least five conditions should exist to ensure the learning English to be successful. The five conditions are:

a) The children have many plenties of time learning English and it can be spread over several years.

b) They are presented to English surrounding them, both in and outside of school.

c) They are needed to use English in order to survive on a daily basis, e.g. to make friends, to study in school, to shop, to travel.

d) They are exposed to a wide variety of use of English, e.g. spoken and written, English for thinking, for interacting, for getting things done, for imagining.

e) They will receive plenty of meaningful language input through the experience of English not only as a subject to be learned but also as a

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[38] Cameron, D. *Globalization and the Teaching of 'Communication Skills'. Globalization and Language Teaching*. (London: Routledge, 2002)

[39] Brown, H. D. *Teaching by Principle: An Interactive Approach to Young Language Pedagogy.* Englewood Cliffs (N.J: Prentice Hall Regents, 1994) p. 51

means of communication, where the focus is on the meaning rather than the form of the language.[40]

6. Definition of Vocabulary

There are so many definitions of vocabulary given by experts, The first is Hornby defined vocabulary is the total number of words that make up a language.[41] Kridalaksana says "vocabulary is a component of language that maintains all information about meaning and using words in a language.[42] David defined vocabulary as a list of words defined and alphabetically as in dictionary or specialized glossary; complete word stock of language: Some corpus of word used in a sub language or by a group, class or individual; scope of diction; command of words or range of expressions[43]

Websters dictionary define vocabulary as follows:

a. A list of collection of words and phrases usually alphabetically arranged and explained

b. A sum or stock of words employed by a language group individual or work or in relation to a subject scope of language

c. A list foreign language textbook or the words and phrase taught or used

d. A list of vocabulary of words and phrase usually alphabetically arranged and explained or defined. Without vocabulary it's impossible for someone to learn English, there is no doubt that vocabulary is important to be mastery, because with vocabulary students can convey their ideas and can communicate with each other. [44]

From the statement above, we can conclude the vocabulary is the total number of words that maintains all information about meaning to

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[40] Moon, J. *Children Learning English; Teacher Development*. (Oxford: Macmillan Education, 2000).

[41] A.S. Hornby, *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, p. 956

[42] Harimukti Kridalaksana, *Kamus Linguistik,* Jakarta: PT. Gramedia Pustaka Utama, 1993, p. 27

[43] David Grams, *Words About Words,* New York: Mc. Graw Hill Book Company, 1984, p. 133

[44] Noah Webster, *Webster's Collage Dictionary,* New York: MacMillan, 1997, p. 1368

make up a language that used by a person, class, or group in communication.

7. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornbury. He explained that there are at least eight types of vocabulary.[45]

There are, noun, verb, adverbs, adjective, pronouns, preposition, conjunction, and determiner. Those can be described as follows:

a) Noun

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.[46] It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong states that noun is a word used to name people, place, plant, object, animal, quality, and abstract concepts.[47]

From the statements before it can conclude that noun is of the most important parts of speech that can use to name people, place, plant, and object.

b) Verb

A verb is the part of (or word class) that describes an action or occurrence or indicate a state of being. It means that verb is kind of language component that has important role. According to Frank states that verb is the most complex part of speech.[48] Its arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamation; like the noun, the verb has the grammatical properties of person and number, properties which require agreement with

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[45] Scott Thornbury, *How to Teach Vocabulary*, England: Pearson Education Limited, 2002, p4

[46] Marcella Frank, *Modern English a Practical Reference Guide*, New York: New York University Press. 1972, p. 6

[47] Djalinus Sjah and Enong, *Modern English Grammar,* Jakarta: Cv Simplex, p.30

[48] Marcella Frank, p.15

the subject. While Sjah and Enong states that verb is a word that is showed measured and condition of a thing.[49] There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech. [50] While Sjah and Enong state that verb is a word that is showed and condition of a thing.[51] It means that verb can use to show the measure and condition of a thing. For example: write, read, listen and others.

From the Statements before, it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing.

c) Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.[52] It means adverb can be used to describe or modify verb, adjectives, and others adverbs. While Sjah and Enong that adverb is a word that explain about how, where and when a thing happen.[53] It means that adverb related with the how process, time, and where the thing happen. Example: now, tomorrow, certainly, maybe, and other.

From the statements before, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen. For example: now, tomorrow, certainly, maybe and others.

d) Adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the

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[49] Djalinus Sjah and Azimar Enong, p.30
[50] Marcella Frank, p. 47
[51] Djalinus Sjah and Azimar Enong, p.30
[52] Marcella Frank, *Modern English a Practical Reference Guide*, New York University: Pretice Hall InC, 1972, p. 141
[53] Djalinus Sjah and Enong, *Modern English Grammar,* Jakarta: Cv Simplex, p.72

grammatical property of comparison.[54] It is often identified by special derivational endings or by special adverbial modifiers that precede it. While Sjah and Enong states that adjective is a word that use to expand and narrow the meaning of noun.[55] It means that adjectives are word that describe noun. For example beautiful, good, small, and others,

From the statements before, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: smart, beautiful, small etc.

e) Pronoun

Pronoun make up a small of very high frequency. The traditional definition of a pronoun as "a word that takes the place of a noun is applicable to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun- its antecedent- but to a large part of discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.[56]

f) Preposition

The preposition is classified as part of speech in traditional grammar. However, preposition as well as conjunctions differ from other parts of speech in that (1) Each is composed of a small class of words other that have no formal characteristic endings (2) Each signal syntactic structures that function as one of the other parts of speech. Prepositions range in meaning from such definite semantic nations as time, place, etc., to such purely structural meanings as those shaped by the subject-verb complement relationship.[57]

g) Conjunction

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[54] Marcella Frank, p. 109
[55] Djalinus Sjah and Enon, p. 27
[56] Marcella Frank, p. 18
[57] Marcella Frank, p. 162

The coordinate conjunction joins structural units that are equal grammatically. It means that the term compound means consisting of two independent elements that have been joined together to form a larger unit. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction (men and women), but to word groups combined into a single vocabulary unit. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal conjunctions or verb phrases.[58]

h) Determiner

The two articles are *the* and *a.* The may be used with a singular or plural noun; a is generally used a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound. The chief structural a change function of articles is as determiners that precede nouns. The signals a particular person or thing that has been singled out from others: the student sitting next to you. A signal an unspecified one of others: a student sitting in the front row.[59]

So from the theories above the writer concludes that vocabulary mastery is the ability to comprehends and use the word in English language. If the vocabulary mastery is limited it will be difficult in communication in a certain language, in this case English language.

8. **The Importance of Learning Vocabulary**

Vocabulary is an important aspect in learning a foreign language. The ability to understand a language is highly dependent on one's vocabulary knowledge. It is undeniable that learning a language with a limited vocabulary will be difficult. According to Mofareh, vocabulary knowledge is often seen as an important tool for second language learners because limited vocabulary in a second language hinders successful

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[58] Marcella Frank, p. 206
[59] Marcella Frank, p. 125

communication.[60] In addition, Tan Yunju said that vocabulary is indispensable for improving foreign language proficiency, the acquisition and application of which is very important for various problems in applied linguistics, such as performance evaluation, proficiency testing, curriculum development, and applied lexicography.[61] Furthermore Swan and Walter in Thornbury state that vocabulary acquisition is the largest and most important task facing the language.[62]

From the explanation above, the researcher concludes that vocabulary mastery is very important for a student in learning, especially learning English. Because vocabulary is an important aspect that must be mastered before learning other language skills. Mastering vocabulary will help students understand information from the text, express our idea, and participate in interact with others.

C.   Conceptual Framework

Online learning is distance learning that is carried out using smartphones, tablets, computers connected to the internet. The learning process carried out online has begun to be implemented, this is in line with the Circulars issued by the Minister of Education and Culture Number 4 of 2020 and Number 3 of 2020. [63]The Circular explains that learning activities are carried out at home through online/distance learning. Online learning will provide a new learning experience for students.

Youtube is a video sharing website. Youtube was founded by 3 people, namely Chad Hurley, Steve Chen and Jawed Karim in America in February 2005. Youtube is one of the solutions that can be used in online learning because it has several features and advantages that can be utilized

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[60] Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education Ill*, no. 3 (2015), p. 22

[61] Tan Yanju, *Study on the Correlation Between Vocabulary Learning Motivation and Vocabulary Acquisition among Students of Joint-Education*, IETI 109 (2018) p. 61

[62] Scott Thornburry, *How to Teach Vocabulary* (Harlow: Longman, 2002), p. 14

[63] Permendikbud. Surat Edaran Nomor 3 Tahun 2020 Tentang *Pencegahan Corona Virus Disiase (COVID-19) Pada Satuan Pendidikan*. 2020. Jakarta: Mentri Pendidikan dan Kebudayaan.

by teachers. Youtube is used by teachers as a learning media during the online learning process. In connection with this explanation, the framework for Improving the Quality of Education by Utilizing Youtube Video for Young Learners during the COVID-19 Pandemic can be seen in the following chart:

Online Learning

↓

SE MENDIKBUD No. 4 of 2020, SE MENDIKBUD No. 3 Year 2020

Online learning via Youtube

↓

Utilization of Youtube as a learning media

↓

Teacher

↓

EFL Young Learners
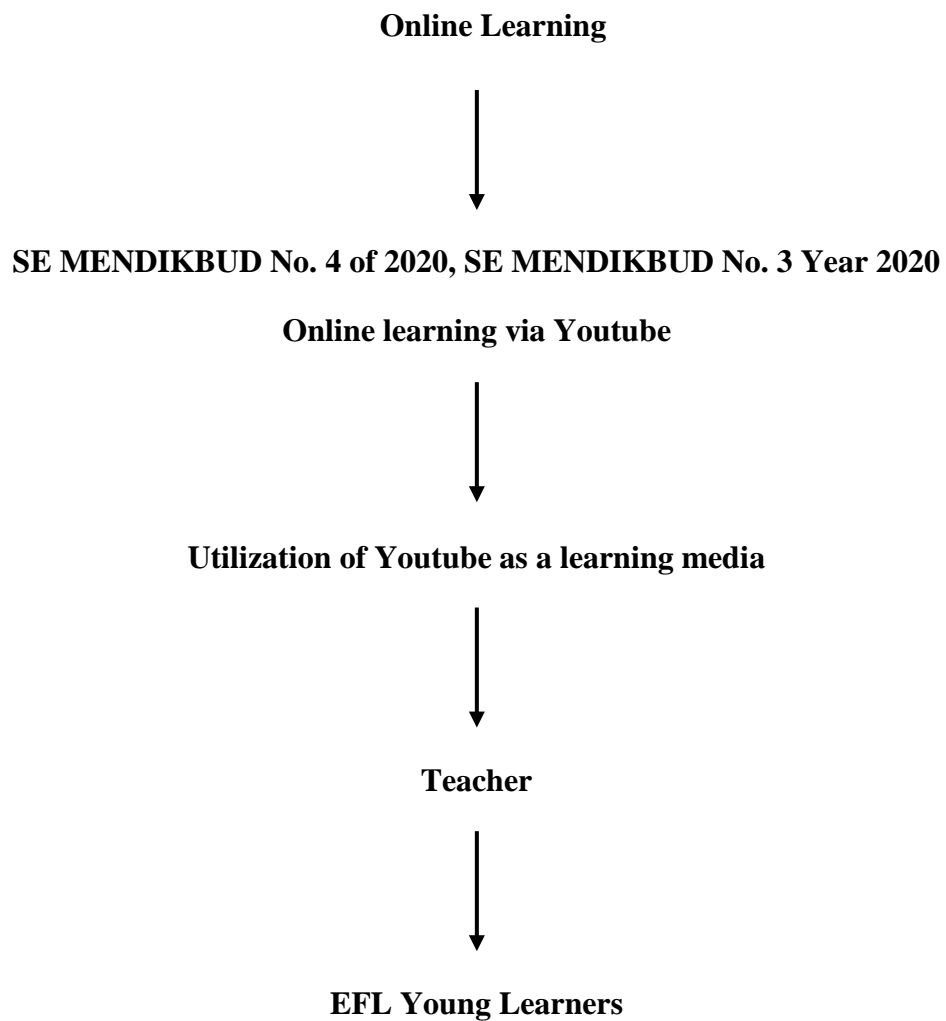
CHAPTER III

RESEARCH METHOD

This chapter discusses research design, research setting, source of data, and technique of collecting data, instruments, and data analysis.

A. Research Design

In this study, researcher used research with qualitative methods. Qualitative research is research that processes and produces descriptive data such as interview transcripts, field notes, video recordings and others. This research does not use calculations and also emphasizes the explanation of the theory scientifically.[64]

According to Mackey & Gass (2005) qualitative research is "generally are not set up as experiments, the data cannot be easily quantified and the analysis interpretative rather than statistical".[65]

So that the researcher only describes the findings about teacher's perception in teaching English as foreign language for young learners. This study uses the descriptive qualitative research design. Arikunto (2010:3) defined descriptive study is a research that is intended to investigate condition and situation or things which are investigated, and the result is presented in form of research paper.[66]

B. Research Setting

1. Setting of Place

This research conducted at SD IT 05 Sultan Agung which is located on Kriyan, Jepara. There are some facilities including headmaster room, teachers room, 22

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[64] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. (Bandung: Alfabeta, 2015) p. 9
[65] Mackey, A. & Susan, M. G. *Second Language Research: Methodology and Design.* (NewYork: Routledge, 2005)
[66] Arikunto S. *Prosedur Penelitian Suatu Pendekatan Praktik* (edisi revisi), (Jakarta: Rineka Cipta, 2010)

learning rooms, toilet, musholla, library, canteen and laboratory. In this pandemic era, learning system is done by online system.

2. Setting of Time

This research of observation was from November-December 2021 in odd semester of academic year of 2020/2021.

C.   Research Participants

The participants are English teacher and 4th grade students at SD IT 05 Sultan Agung Kriyan Jepara.

D.   Research Focus

The focus of this study is utilizing youtube video during the Covid-19 pandemic that used by English teacher to teach young learners.

E.   Technique of Collecting Data

In the opinion of Bogman and Taylor quoting the book Understanding the Methodology of Qualitative Research by Rulam Ahmadi, explaining that the main data sources in qualitative research are data that comes from sources such as interviews, observations, other documents.[67]

The researcher found problems caused by the current situation, namely during the COVID-19 pandemic, all students were required to carry out distance learning/ online and this also happened at SD IT. Then the researcher conducted interviews with the English subject teacher. After meeting with the English subject teacher, the next researcher will conduct interviews. In data collection techniques, researchers used data collection techniques as follows:

a) Observation

One technique that can be used to find out or investigate nonverbal behavior is to use observation techniques. The method of observation or observation is human daily activities by using the five senses of the eye and assisted by the other five senses. The key to the success of observation as a data collection technique is very much determined by the observer himself, because the observer sees, hears, smells, or listens to an object of research and

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[67] Erna Widodo dan Mukhtar, *Konstruksi Kearah Penelitian Deskriptif.* 1st Ed, (Yogyakarta, Avyrouz, 2000) p. 117

then he concludes from what he observes. Observers are the key to the success and accuracy of research results.[68]

Observed Aspect	Observation Indicator
Utilization of Youtube as a teaching media for young learners	The Use of Youtube
	Youtube Features
Students' responses of utilization of youtube	Youtube Benefits
	Youtube Usage Steps.
	How to Use Youtube as a Learning Media
	Obstacles in Using Youtube

b) Interview

Interviews were conducted as a data collection method in order to answer the formulation of the research problem, namely how the teacher's perception of learning English as a foreign language for young learners during the covid-19 pandemic was. The interview method aims to collect data based on the experiences of the teachers participating in the study. Furthermore, the interview also allows the teacher to tell related things without any limitations so that the data were more varied which was later be processed according to the procedure. In this interview process, it was conducted to collect data about how the concept applied by the teacher to the learning process of English as a foreign language for young learners during the COVID-19 pandemic based on distance learning so that the researcher will conduct interviews using the steps in data collection in this study. Using purposive sampling to maintain the accuracy of the data from the informants so that the data obtained comes from the source of the English teacher at SD IT with planned (structured) interviews. Researchers have prepared several questions to be asked at the time of the interview, the table of questions that were asked is related to how

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[68] A. Muri Yusuf, *Kuantitatif, Kualitatif, dan Penelitian Gabungan*. (Jakarta: Kencana, 2014)

the process of teaching and learning English subjects to young foreign language learners during the COVID-19 pandemic and also researchers preparing audio that serves to record the results of the interview.

c) Documentation

Documentation is the process of collecting variable data in the form of notes, book transcripts, sound recordings, photos and videos related to research problems. Documentation is a complement to the used of the interview method in qualitative research.[69] In this study, researcher uses documentation in the form of voice recordings due to social distancing.

F.   Technique of Analyzing Data

This research was carried out carefully to produce a description of utilizing youtube videos to enrich vocabulary for EFL young learners. In this study using the triangulation method where the procedure is as follows:

a) After getting the interview data, the researcher transcribed the data.
b) Then after transcribing the data to the participants for correction, this is shown to avoid errors during the process of transcribing the data.
c) After the transcription data is approved, the researcher begins to analyze the data.

From the data collection process above, the collected data were then be analyzed and interpreted in the form of stories. The discussion in this study is presented in the form of a written text containing the interpretation of the teachers' implementation in utilizing youtube video to enrich vocabulary for EFL young learners which was found when collecting data. Then the results were concluded. For this research, the researcher used descriptive qualitative study after collecting the data from the participants. The researcher analyzed the statement of participants and gave a description about the perception of teachers in utilizing youtube video to enrich vocabulary for young learners.

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[69] Suharsimi Arikunto, *Prosedur Penelitian* (Bandung: Remaja Rosda Karya, 2006) p. 206

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the research finding and the discussion. The research finding, the discussion and the interpretation of the data answer the research questions which had been formulated. In this chapter, the results of the data analysis are presented. The data were collected and then processed in response to the problems and elaborate the findings with the existing theory.

A. Research Finding

1. The Implementation of Youtube Videos to Enrich Young Learners' Vocabulary

This research was conducted at SD Islam Terpadu 05 Sultan Agung Kriyan Jepara. This research was started on November 29, 2021 until December 15, 2021 by using data collection techniques in the form of observation, interviews and documentation regarding the utilizing of Youtube video to enrich vocabulary for EFL young learners at 4th Grade Students Elementary School. The focus of research in this study is the way teacher utilize Youtube as learning media. Youtube is used by teacher and students in learning activities. The teacher who became the main subject in this study was initialized as teacher IDA, an English teacher at SD IT 05 Sultan Agung Kriyan.

In this study, the researcher collected data through observations made when the research permit was obtained from the school. The data was obtained when the teacher used Youtube and during the learning process. In addition to observation data, other data were obtained from semi-structured interviews whose instruments the researcher had prepared. Documentation is done to strengthen the data obtained in the form of photos, audio recordings and lesson plans. Documentation was done when researcher observed and conducted interviews with informants. Based on observations made by

researcher at SD IT Sultan Agung 05, it can be seen that teacher has used Youtube as a media for learning English since they officially became teachers at SD IT 05 Sultan Agung. This is supported by the results of observations that teacher IDA is using Youtube stated that:

"Sebenarnya sejak awal mengajar, saya sudah memakai youtube guna mempermudah saya dalam menyampaikan materi. Tapi lebih seringnya waktu mulai pandemi ini, jadi saya sering menggunakan youtube tersebut."

In addition, The researcher also asked why teacher IDA chose Youtube over other media. She said that:

"Semenjak pandemi banyak aplikasi yang digunakan, apalagi kita aksesnya secara online. Pakai youtube, whatsapp sebagai perantara, quizziz, kahood juga pernah. Terutama lebih seringnya memakai YouTube karena bagi saya youtube itu kan familiar ya bagi anak-anak, apalagi anak-anak zaman sekarang kan sering main gadget. Jadi supaya tidak disalahgunakan, saya menggunakan youtube supaya mereka mengakses Youtube bukan hanya untuk hiburan mereka tapi juga untuk belajar."

Based on this explanation, the researcher found that Youtube has been used since the beginning of the 2019 semester. Teacher often uses Youtube for online learning during the pandemic.

a. **Preparation**

Based on the observations that the researchers made on November 2021, the researcher saw the steps for using Youtube, namely by accessing www.Youtube.com and then doing the uploading process according to the module materials to be taught. After the upload is complete then the teacher shares the video link to the WhatsApp group. This is reinforced by the results of an interview with teacher IDA.

"Langkah-langkahnya yaitu pertama saya membuat video sesuai dengan modul, sesuai dengan RPP yang saya sampaikan. Terus dibuat

semenarik mungkin. Apalagi anak-anak kecil kan sukanya yang lucu-lucu, animasi yang gerak-gerak gitu kan. Lalu selanjutnya, setelah saya upload di youtube, saya langsung membagikan link nya ke whatsapp group kelas masing-masing."

"Langkah-langkah dalam proses pembelajaran saya padatkan materinya sesuai modul, materinya tidak melebar kemana-mana. Jadi poin-poinnya saja, biar anak-anak tidak bosen. Apalagi kalau videonya terlalu panjang, misal kalau sudah lewat dari 9-10 menit. Itu kan anak-anak bosen ya, malah seringnya ditinggal, nggak dilihat, nggak ditonton sampai akhir.

The results of the interview with teacher IDA can be concluded that the preparation stage for making videos is adjusted to the module, making videos interesting by inserting songs and animations. In addition, the IDA teacher also considers the duration of the video so that young learners don't get bored quickly.

This statement is reinforced by the documentation carried out by researcher when teacher used Youtube.

b. **Implementation**

The learning process starts from the teacher sending a message to the WhatsApp Group then conveying what materials is studied, material

instructions for learning and then the teacher sends a video link on Youtube to the WhatsApp Group and finally the teacher delivers assignments to students.

The form for sending video links and assignments in WhatsApp groups are as follows:
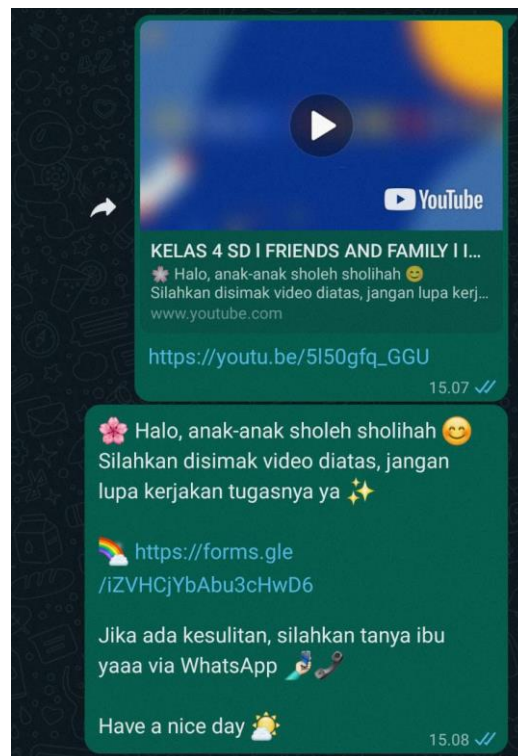
Teacher IDA stated that YouTube is suitable for teaching vocabulary and is able to help achieve learning objectives. But it needs to be accompanied by other media or applications such as whatsapp groups and zoom to maximize learning interactions, especially when online learning. This is reinforced by the results of an interview with teacher IDA. The results of the interview are:

"*Kita kasih vocabulary sesuai dengan tingkatan mereka dan sesuai dengan materi modul. Di akhir video, saya ulas kembali kosakata-kosakata baru yang terdapat di video. Atau pas zoom, kita menyimpulkan*

kosakata-kosakata baru yang dipelajari hari ini. Jadi setiap harinya anak-anak bisa mengenal kosakata baru dan menambah kosakata-kosakata baru bahasa Inggris mereka."

The following are the results of observations from the implementation of YouTube video learning activities to enrich vocabulary for EFL young learners:

1. Learning activities at the first meeting

Greetings	Teacher IDA opened the class with greetings and pray to start learning	
Core activities	Teacher IDA conducted learning via zoom to maximize utilizing youtube video to enrich vocabulary for young learners	
	Teacher IDA explained the learning objectives and asked students to open the module	

	Teacher IDA present an illustration of 2 people who are having a conversation expressing their desire and providing English sentences along with translations so that students are easy to understand	
Closing	Teacher IDA gives a conclusion from today's material (How to make correct English sentences and use correct English sentences)	
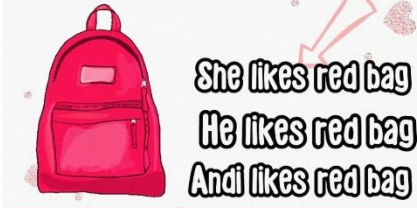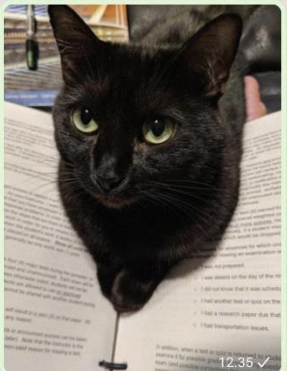
	Teacher IDA closed the lesson and gives assignments to students to re-record the material in their respective notebooks.	

2. Learning activities at the second meeting

Greetings	Teacher IDA opened the class with greetings and pray to start learning	
Core activities	Teacher IDA conducted learning via zoom to maximize utilizing youtube video to enrich vocabulary for young learners	
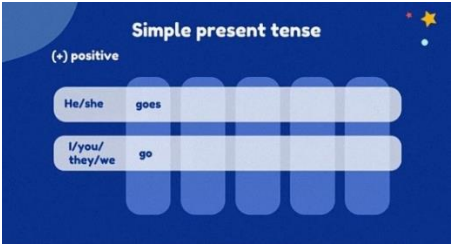
		Teacher IDA explained the learning objectives	
		Teacher IDA present pictures and provide English sentences along with translations so that students are easy to understand	
		Teacher IDA gave examples of correct use of English sentences	
		Teacher IDA gave a conclusion from today's material (How to make correct English	
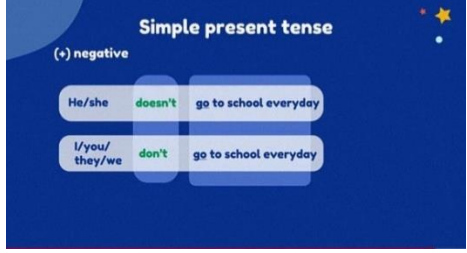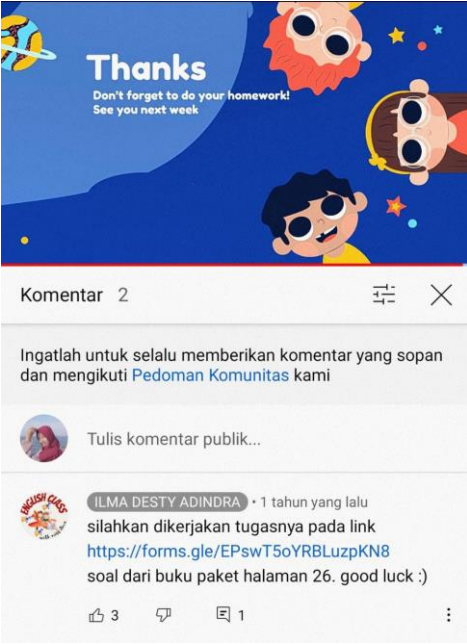
Closing	sentences and use correct English sentences)	KELAS 4 BAHASA INGGRIS LESSON 7 PART 1 COLORS 61 x ditonton · 9 bulan yang lalu KELAS 4 BAHASA INGGRIS LESSON 7 PART 1 COLORS
	Teacher IDA closed the lesson and gave assignments to students	KELAS 4 BAHASA INGGRIS LESSON 7 PART 1 COLORS 61 x ditonton · 9 bulan yang lalu Buatlah kalimat barang kepunyaan kalian dalam bentuk bahasa Inggris! Contohnya: I have a black cat

3. Learning activities at third meeting

Greeting	Teacher IDA opened the class with greetings and pray to start learning	
Core activities	Teacher IDA conducted learning via zoom to maximize utilizing youtube video to enrich vocabulary for young learners	
	Teacher IDA	

	explained the learning objectives	
	Teacher IDA presents English sentences, the differences in their use along with writing correct English sentences according to grammar	
Closing	Teacher IDA gave a conclusion from today's material (How to make correct	
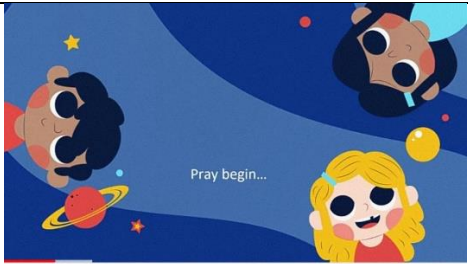
	English sentences and use correct English sentences)	
	Teacher IDA closed the lesson and gave assignments to students in the form of a google form	

4. Learning activities at fourth meeting

Greetings	Teacher IDA opened the class with greetings and pray to start learning	

		Pray begin...
Core activities	Teacher IDA conducted learning via zoom to maximize utilizing youtube video to enrich vocabulary for young learners	
	Teacher IDA explained the learning objectives	
	Teacher IDA present an example of an introduction sentence	INTRODUCTION · I am Rita · I am 10 years old · I am a student · I am from Jakarta
Closing	Teacher IDA gave a conclusion from today's material (How to make	

	an introduction sentence in English)	
	Teacher IDA closed the lesson and gave the task of making an introductory sentence via google form	

The researcher made observations about the Youtube features used by teacher IDA when using Youtube. The results of observations found that teacher IDA always used Youtube's features, namely description box, access to the comments column, subscribe, playlist, and share link.

The results of these observations are reinforced by the results of interviews conducted on Thursday, November 29, 2021. The researcher conducted interviews with the aim of knowing more deeply what features were used by teacher IDA. The results of the interviews obtained are as follows:

"Ada box description, disana saya bisa mencantumkan atau mentautkan google formulir di box descriptionnya. Atau saya bisa berinteraksi, misal saya kasih soal di video youtube nya, mereka

menjawabnya di komentar. Ataupun mereka juga bisa mengakses video saya kapan saja, ya kan. Terus ada fitur subscribe, apalagi saya punya channel sendiri. Ada fitur notifications/pemberitahuan jika ada update video terbaru dari saya"

The benefits of Youtube can be concluded that by using Youtube, it is flexible to be accessed at any time, the available features are also easy to use and able to make students understand more about the material presented. This can be seen from the scores obtained by the children when taking quizzes on vocabulary distributed by the teacher through the google form. At the same time, the children also honed their writing skills.

2. Teachers' problems in utilizing youtube videos

Based on observations made by researcher on November 29, 2021, researcher saw that the process of uploading videos was very slow because the internet connection was not fast enough. this hindered teacher IDA in uploading material videos to youtube.

The results of observations with interviews with teacher IDA. Interviews were held in November 2021. Researcher conducted interviews with the aim of knowing more about the obstacles faced by teachers in using Youtube. The results of the interview with teacher IDA are as follows:

"Untuk kekurangannya, lebih ke kendala saya pribadi yaitu pas upload video ke youtube. Itu kan kadang sinyalnya jelek, jadi pengunggahan video menjadi sangat lambat."

The next obstacle was student's motivation. Student's motivation could be seen in the way the learning process was performed. Technical teaching could increase and decrease student enthusiasm. Another finding from a study, students operated the application, and they faced several obstacles. When they tried to solve a problem, they coud not face it. They felt it did not matter. Hence, student learning motivation could be influenced by where they studied and the tools they used. The teacher was only a facilitator to guide students in using the tools. Student's abilities could also affect operating the youtube. At first, students would feel interested, but if there were obstacles their motivation would decrease. This can be seen when there are some students who do not collect assignments and do not participate in learning activities via zoom.

There are no other obstacles from outside, as I have interviewed with teacher IDA that the school is sufficient to facilitate adequate technology for teachers and students

"Di sekolah ini sudah ada wifi yang koneksinya kenceng, terus semisal saya menggunakan video youtube dikelas, tersedia LCD proyektor untuk menampilkan video tersebut. Sekolah juga sudah memfasilitasi laptop, bisa

digunakan untuk anak-anak, juga bisa digunakan untuk guru. Kemarin juga dapat bantuan chromebook. Itu juga bisa digunakan untuk anak-anak sekelas misal semua make, guru pun juga bisa sama-sama memakainya."

3. Teachers' Strategies to Overcome the Problems

It was found that the participants faced several problems while implementing the learning materials by utilizing youtube videos to enrich young learners' vocabulary. Then, to overcome this problem, the participant has implemented strategy by looking for a more proper place to get a faster internet connection so that the video upload process is not slow. As stated by teacher IDA in the following interview on December 2021:

"Seperti yang saya sebutkan tadi, kendalanya ketika mengupload video ke youtube. Jadi solusi untuk saya sendiri mencari tempat yang jaringannya lebih kenceng. Kita mengupload youtube dibawah router, seperti itu."

For second obstacle, teacher was challenged to make interesting learning such as made game education, or others so that they do not get bored of learning. To increase students motivation, teachers often told stories, for example by saying let's support each other, thank you for submitting assignments on time or hopefully Covid would pass quickly and sometimes even invite students to sing in online learning. To meet the needs of students, the teachers gave opportunities to students by telephone and the teacher willing to be contacted.

4. Students' Responses in Utilizing Youtube Video to Enrich Vocabulary

This study is oriented to find out the students' responses in utilizing youtube video to enrich their vocabulary. This research showed majority of students gave positive responses in every statement on each aspect presented through a interview. They mostly gave positive answer in each statement of every aspect in the interview. In other words, it showed that YouTube as English online learning media is attractive, effective, relevant to the course content and can help students in learning English especially to enrich their vocabulary. 5 students were involved in this study and they are asked to be participants of this study. The researcher

used participants' identities were initialized as S1-S5 and Q1-Q4 for the interview transcription (see the appendix IV)

a.) Positive Impact in Utilizing Youtube Video to Enrich Vocabulary

The researcher found out all of the students are get positive impact after learning English using YouTube application. Because learning with YouTube videos fun and understanding,

Most of students said *"Ya sangat menyenangkan, animasinya lucu-lucu"* **(Q1S1)** *"Videonya lucu dan memahamkan"* **(Q1S2)** *"Sangat memahamkan apalagi penjelasannya sangat mudah dipahami"* **(Q1S3)** *"Ya, sangat memahamkan dan menyenangkan"(***Q1S4)** *"Karena ada lagunya, jadi terasa menyenangkan belajar sambil bernyanyi"***(Q1S5)**

Furthermore, YouTube application is easy to use and the students can re-play the video anytime. *"Iya, karena bisa di akses kapan saja."* **(Q2S1)** *"Sangat mudah digunakan, kita tinggal klik link nya dari whatsapp grup dan langsung terhubung dengan materi"* **(Q2S2***) "Mudah sekali, karena youtube termasuk aplikasi yang saya pake terus"* **(Q2S3***) "Iya bu, karena saya sering menggunakan youtube jadi sudah terbiasa menggunakan youtube"* **(Q2S4)** *"Iya mudah digunakan karena saya sering mengaksesnya di HP saya"* **(Q2S5)**

Most of the students said that YouTube can enrich their vocabulary. *"Karena video tersebut terdapat gambar, vocab bahasa Inggris dan artinya"* **(Q3S1)** *"Iya, karena tersedia animasi yang bikin kita mudah untuk memahaminya"(***Q3S2)** *"Iya, karena tiap video menyediakan gambar dan juga artinya. Jadi kita bisa dengan mudah mengenal dan mengingat vocabulary baru"(***Q3S3)** *"Di setiap video terdapat vocab dan juga artinya"* **(Q3S4***)"Karena di video dijelaskan detail mengenai vocabulary yang ada di modul, jadi kita bisa mengerjakan soal dengan mudah."(***Q3S5)**

It shows that YouTube application could offer good feedback for students to enrich their vocabulary and the students are got many benefits by learning English using YouTube application.

b.) Students' problems in utilizing youtube videos

In interview, the researcher asked the students if there any difficulty to accesses YouTube. There is 3 of 5 students are said that the difficulty is on the signal. They feel the problem on bad signal, because it would be an effect to the videos when they are learning. *"Kendalanya terkadang sinyalnya susah, jadi loading lama"* **(Q4S1)** *"Sinyal dirumah kadang lemot, jadi untuk mengakses video menjadi lama"* **(Q4S3)** *"Sinyal kadang susah untuk zoom dan youtube"* *(*Q4S5)

In contrast, 2 of 5 students are stated that there is no difficulty because the cellphone is very supportive. *"Sejauh ini tidak ada kendala apapun bu"* **(Q5S2)** *"Tidak ada kendala apapun bu, pembelajaran lancar untuk zoom dan mengakses youtube"* **(Q5S4)**

Students' responses qualitative data recapitulation

Aspect	Statement	Explanation
Positive Impact	learning with YouTube videos fun and understanding	*- Animasi sangat menarik* *- Video Youtube memahamkan* *- Animasi sudah bagus dan dapat membantu materi dengan mudah* *- Terdapat lagu sehingga terasa menyenangkan belajar sambil bernyanyi*
	Easy to use	*- Bisa di akses kapan saja* *- Aplikasi yang sangat popular dan sering digunakan sehingga mudah untuk digunakan*
	YouTube can enrich	*- Terdapat ilustrasi animasi*

	vocabulary	*dari vocabulary dan juga terjemahan Bahasa Inggris sehingga mudah untuk dipahami*
The weakness	Learning with Youtube videos have problem on bad signal	- *Sinyal terkadang susah untuk zoom dan youtube*

B. Discussion

This section presents the discussion of the findings after getting the result of the research. The result is found by analyzing the data. After conducting the analysis, the researcher knows both teacher and students' perception toward the utilizing youtube video to enrich vocabulary for EFL young learners, the problems that they faced, and the strategies to overcome them. After that, it relates to the theory.

Based on the results of research conducted by researcher using the observation and interviews that have been described, it can be seen that teacher has used Youtube when they officially became teacher and became more intense during online learning. Utilization made by the teacher is the utilizing of Youtube as a learning media that contains videos. The utilization is adjusted to the need to achieve learning objectives through Youtube.

The use of learning media is very necessary because according to Munadi (2013) suggested that "learning media is everything that can deliver and channel messages from sources in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively".[70] Youtube is used by teacher as a learning media. So, students can continue to carry out learning at home via smartphones. The teacher's learning using Youtube means that the teacher has

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[70] Yudhi Munadi, *Instructional Media* (Jakarta: Gaung Persada Press, 2008) p. 7

implemented competence in utilizing ICT. Learning by applying digital devices (online) is in line with the regulation of the national minister of education number 16 of 2007 regarding teacher qualifications and competencies, which contains that teachers must be able to utilize ICT. Furthermore, Permendikbud number 68 of 2014 concerning the role of ICT educators and computer skills educators who support teachers in implementing learning using technology.

Youtube has several features that teacher can use in using Youtube. These features can be easily adjusted and some features are able to beautify the appearance of the uploaded video, by using Youtube learning is easier to implement because students only see videos that are shared via Youtube links and can then be accessed by students at any time. The use of Youtube can also be used by students anywhere provided that there is network access. Due to ICT's importance in society as well as in the future of education, identifying the possible challenges to integrating these technologies in schools are an important step in improving the quality of teaching and learning. Balanskat, Blamire, and Kefala (2006) argue that although teachers appear to acknowledge the value of ICT in schools, they continue encountering obstacles during the processes of adopting these technologies into their teaching and learning.[71]

Utilization of ICT at this time is very necessary because of the demands of technological developments because by taking advantage of the many conveniences that will be felt. For example, by using Youtube in learning, students are expected to be able to re-access material on Youtube to study independently.

The results of research conducted in November-December at 4th grade of SD IT 05 Sultan Agung show the ways in which classroom teachers use Youtube in online learning systems. Learning using Youtube is an effort made

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[71] Anja Balanskat, et. al., *A Review of Studies of ICT Impact on Schools in Europe: European Schoolnet,* 2006.

by teacher. So, the learning process becomes fun and understanding, and also the learning process during the COVID-19 pandemic can still be carried out.

Based on the results of observations and interviews conducted by researcher that teacher always use the features on Youtube in uploading videos. These features include video descriptions, subscriptions, notifications, custom Thumbnails, playlists, and share links. The video description feature is used by the teacher to describe the uploaded video and also to insert an assignment link there. Video descriptions are useful for finding videos and providing descriptions for uploaded videos. The thumbnail adjustment feature is used by teachers to provide an attractive preview of the video. This feature is used by uploading an image and making it the initial display. The playlist feature is used by the teacher to group videos by theme and class so that students can easily find learning videos according to the theme that has been created with the playlist. The video scheduling feature is used by teachers to schedule video uploads, teachers can upload videos and then schedule through this feature. Furthermore, the Share Link feature, this feature can be used by teacher to share video links from Youtube to be sent to the WhatsApp Group.

After taking data in the form of observations and interviews with teacher and 4th grade students, the steps taken by teacher and students in using Youtube in online learning are as follows:

1. Preparation

The teacher makes preparations before using Youtube, namely by preparing a lesson plan (RPP), then the teacher makes a learning video according to the module and the objectives to be achieved. The teacher made learning videos using interesting animations, sounds, and texts so that students don't get bored easily. The next preparation is an internet connection that is connected to a laptop or smartphone.

2. Implementation

The teacher uploads learning videos on Youtube by accessing www.Youtube.com, then the teacher uses features in the form of video descriptions, Thumbnail adjustments, playlists, video scheduling, and share links. After that, the teacher shares the link in the class WhatsApp group so that students can learn through the video. And at the last stage the teacher gives assignments to students via WhatsApp and also a description on the youtube video.

3. Closing

In the final stage, teacher reviews the material learned today and gives students the opportunity to ask questions if there is material that they do not understand. Teacher also explained again through youtube and zoom meeting interactions about how to do assignments so that students understand more about the assignments given.

Based on the data obtained from observations and interview with English teacher, the researcher found that there were several teaching strategies used by English teacher at SD IT 05 Sultan Agung during the implementation of youtube videos. a teaching strategy is a generalized plan for lessons that include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy.[72] These strategies are:

a) Indirect learning strategy

Based on the data obtained, the researcher concluded that the teacher used an indirect learning strategy because learning is student-centered and students explore information and develop knowledge independently, and the teacher acts as a facilitator, namely providing learning materials and providing feedback to students at the end of the lesson. According to Siti and Agus et al (2019), Indirect learning strategies are learning strategies, which are student-centered. In the indirect learning strategy, the role of the educator who initially became a lecturer turned into a facilitator, supporter, and personal resource. In

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[72] Ravindra D Sarode, "Teaching Strategies, Styles and Qualities of a Teacher: A Review for Valuable Higher Education," *International Journal of Current Engineering and Scientific Research (IJCESR)* 5, no. 5 (2018): 58, http://troindia.in/journal/ijcesr/vol5iss5part2/57-62.pdf.

this strategy, the teacher acts as a designer of the learning environment, provides opportunities for students to be active, and provides feedback to students when they conduct inquiries.[73]

b) Goal Setting and Planning Instructional

Teacher is not just giving information to children's minds, but teacher must encourage children to explore their world, discover knowledge, reflect and think critically. Teacher in teaching must determine teaching goals and develop plans to achieve these goals. Teachers must also set certain criteria for success.

c) Class Management

Another important aspect of being an effective teacher is being able to keep the class active together and orient the class to assignments. Teachers who build and maintain a conducive learning environment. In order for this environment to be optimal, teachers need to constantly review teaching structuring strategies and procedures, organizing groups, monitoring, and activating classes, as well as dealing with student actions that disrupt the classroom.[74]

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[73] Ravindra D Sarode, p. 26
[74] Harmond-Linda Darling, (2006). Powerful Teacher Education, USA: Jossey Bass

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Lets pray together

BiSMiLLAH

BAHASA INGGRIS KELAS 2 SD MENYATAKAN
WAKTU "TELLING TIME" GRADE 2 LESSON …

3 rb x ditonton · 10 bulan yang lalu #englishclass #speedupenglish1
#belajarbahasainggris

Based on the results of data analysis, the researcher found that participants had strong beliefs toward the utilizing youtube video gives positive impact to enrich vocabulary such as: easy to use, flexible, and offers various audio-visual recorded objects. Teacher said that by using YouTube, teacher can deliver teaching materials easily. In addition, Youtube is so flexible that it allows students to save and access material at any time. And by implication, students agree that learning vocabulary through youtube videos is fun and understanding.

This indicates that YouTube video influences positively on students to learn and recognize more vocabulary. YouTube videos have great potentials in developing and improving vocabulary. Knowledge for elementary students. This has been supported by several studies including Kabooha and Elyas (2018) who believe that YouTube considered as a useful tool for learning and the students are able to remember new vocabulary in very better way.[75] Furthermore, Balcikanli (2011) reported that YouTube is an effective tool that facilitates students to retain the vocabulary that they learnt in the past without having to get bored.[76] The results of such study confirmed the results of the study conducted by Abidin et al. (2011) which reported that YouTube helps

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[75] Kabooha, R., & Elyas, T. (2018). *The Effects of Youtube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teaching*. King Abdul Aziz university, Jeddah, Kingdom of Saudi Arabia.

[76] Balcikanli, C. (2010, January). Long live, YouTube: L2 Stories about YouTube in Language Learning. In Annals of Language and Learning: Proceedings of the 2009 International Online Language Conference (IOLC 2009), Universal-Publishers. p. 91

students to improve their vocabulary competence compared to a traditional method.[77]

The obstacle faced when using Youtube in online learning systems are signal connection and student's motivation. Signal connection is not speed so that video uploads are slow for teacher to upload the learning materials. While the obstacle faced when using Youtube for students are bad signal too, because it is an effect to the videos when they are learning. Student's motivation could be seen in the way the learning process was performed. Technical teaching could increase and decrease student enthusiasm. Another finding from a study, students operated the application, and they faced several obstacles. When they tried to solve a problem, they coud not face it. They felt it did not matter. Hence, student learning motivation could be influenced by where they studied and the tools they used. The teacher was only a facilitator to guide students in using the tools. Student's abilities could also affect operating the youtube. At first, students would feel interested, but if there were obstacles their motivation would decrease. This can be seen when there are some students who do not collect assignments and do not participate in learning activities via zoom.

To overcome the obstacle, teacher was challenged to make interesting learning such as made game education, or others so that they do not get bored of learning. To increase students motivation, teachers often told stories, for example by saying let's support each other, thank you for submitting assignments on time or hopefully Covid would pass quickly and sometimes even invite students to sing in online learning. To meet the needs of students, the teachers gave opportunities to students by telephone and the teacher willing to be contacted.

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[77] Abidin, Z., Jafre, M., Pour-Mohammadi, M., Singh, B., Kaur, K., Azman, R., & Souriyavongsa, T. (2011). The Effectiveness of Using Songs in YouTube to Improve Vocabulary Competence among Upper Secondary School Studies. *Theory & Practice in Language Studies*, 1(11), 45 .

There are no other external constraints, as already explained that schools are sufficient to facilitate adequate technology for teachers and students. Solutions that can be done in overcoming obstacles when using Youtube on an online learning system are looking for a more proper place to get a faster internet connection so that the video upload process is not slow.

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapter, the researcher had discussed the introduction of the study, the review of related literature, the method of the research, the findings, and discussion. This final chapter presents the conclusion and suggestion were derived from analyses of the study

A. Conclusion

Based on the finding and discussion that explains about utilizing youtube video to enrich vocabulary for EFL young learners, then the researcher draws the conclusion that both teacher and students have positive perception toward the utilizing youtube video. The teacher argued that the implementation youtube video as learning media is simple and helpful to support students in enriching vocabulary. By using YouTube, teacher can deliver teaching materials easily.

The majority of students gave positive responses in utilizing youtube video to enrich their vocabulary. The students said that Youtube is so flexible because it allows students to save and access material at any time. This statement is supported by the responses of students who agree that the use of YouTube as a learning media is fun and understanding. And by implication, students agree that learning vocabulary through youtube videos are easy to use, flexible, and offers various audio-visual recorded objects. It means that YouTube as English online learning media is attractive, effective, relevant to the course content and can help students in learning English. The obstacle faced when using Youtube in online learning systems are signal connection is not speed. So, the videos are slow for teacher to upload the learning materials. While for students, learning activities will have an effect because the videos that is played becomes buffering. There are no other external constraints, as already explained that schools are sufficient to facilitate adequate technology

for teachers and students. Solutions that can be done in overcoming obstacles when using Youtube on an online learning system are looking for a more proper place to get a faster internet connection.

B. Suggestion

Based on the results of this study, suggestions that can be given regarding utilizing youtube video to enrich vocabulary for young learners are as follows:

1. For English teachers

As someone who plays an important role in the implementation of the learning process, teachers are suggested to be more creative and innovative in using online learning platform to realize more interactive learning. Besides youtube videos, teachers can also use other applications or strategies that are appropriate to be used in online learning so that students are more motivated and more active in participating in English learning. EFL teachers were suggested to learn more online teaching strategies. The teachers were suggested to explore and develop online teaching strategies that were suitable for the students. Further study was suggested to investigate how online teaching strategies affect the success of learning. It was also suggested to explore the other problems that the teachers encountered during the online teaching process.

2. For students

During this online learning that is on gadgets as the main tool, students should be able to take advantage of opportunities as well as possible through their gadgets to obtain material independently from many sources, not only depending on what the teacher gives. Thus students can expand their knowledge of English language skills.

3. For further research

To the further research to study more about this research because this research is still far from perfection. Due to the limitations of the researcher's

knowledge, however, this research can be used as a reference or reference for further research.

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Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP DARING)

Satuan Pendidikan   : SDIT Sultan Agung 05 Jepara
Kelas/Semester   : IV/I
Mata Pelajaran   : Bahasa Inggris
Fokus pembelajaran   : Introduction

A. TUJUAN PEMBELAJARAN

1. Siswa mengenali dan memahami kosakata *Friends and Family* dalam buku *Speed Up English for Primary 04*

2. Siswa memahami bagaimana cara memperkenalkan diri dalam Bahasa Inggris (Introduction)

3. Siswa mampu membuat kalimat *Introduction*

B. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

1. Guru membuka pembelajaran daring dengan mengucapkan salam/menyapa dan berdoa

2. Guru memotivasi siswa untuk tetap semangat walaupun pembelajaran dilakukan secara daring

3. Guru mengulas materi pertemuan sebelumnya (Greetings)

4. Guru menyampaikan tujuan pembelajaran

Kegiatan Inti

1. Siswa mengamati penjelasan guru via zoom dan juga video pembelajaran yang dikirimkan oleh guru

2. Siswa berinteraksi dengan guru via zoom dengan menanyakan nama, umur, asal, dll (sesuai dengan materi Introduction)

3. Siswa berlatih mengerjakan latihan soal pada video pembelajaran bersama dengan guru

4. Guru menyampaikan tugas

Kegiatan Penutup

1. Guru mengulas Kembali pembelajaran pada pertemuan hari ini

2. Dengan bantuan orang tua, siswa mengupload hasil belajarnya ke Google form

3. Siswa merangkum pembelajaran daring secara mandiri

4. Berdoa penutup secara mandiri

C. PENILAIAN

Penilaian sikap **:** observasi

Penilaian Pengetahuan **:** google form

Penilaian Ketrampilan **:** menggunakan IT, kreativitas dalam membuat kalimat Introduction diri mereka sendiri

Appendix II

Students' worksheet

Contoh kalimat introduce myself

Hello, good morning, students.
I would like to introduce myself
My name is Miss Ulya
I am 20 years old
I am a student
I am from Jepara
I have 1 sister
My hobby is listening to music

Buatlah paragraf introduce yourself atau perkenalan diri kalian sendiri 😊

Jawaban Anda

Appendix III

INTERVIEW GUIDELINES

How is the process of learning English when implementing distance learning at SD IT Sultan Agung 05 Jepara?

How long have you been using Youtube in online learning?

What methods do you apply to increase students' learning motivation in learning in the current era of the covid-19 pandemic?

What is the reason you choose Youtube as a place to upload learning videos?

Do you feel helped by the existence of Youtube?

Do you think the features available on Youtube are easy to use? for example?

What kind of benefits do you get when teaching using Youtube?

What are the steps in using Youtube for online learning?

What do you have to pay attention to in making learning videos that will be uploaded on Youtube?

In your opinion, what are the advantages of Youtube?

What do you think are the shortcomings of Youtube?

In your opinion, are there any problems in using Youtube?

In your opinion, what are the solutions to overcome the obstacles faced when using Youtube?

Are the existing facilities at the school sufficient to support the use of Youtube?

Appendix IV

Interview Transcription with Teacher

R: Apakah ibu pernah menggunakan aplikasi atau platform online selama mengajar bahasa inggris?

T: Pernah, terutama saat pandemi seperti ini jadi banyak aplikasi yang digunakan, apalagi kita aksesnya secara online. Terutama saya seringnya pakai youtube, whatsapp sebagai perantara, quizziz, kahood juga pernah.

R: Sejak kapan ibu mulai menggunakan Youtube video sebagai media pembelajaran bahasa Inggris?

T: Sebenarnya sejak awal mengajar, saya sudah memakai youtube guna mempermudah saya dalam menyampaikan materi. Tapi lebih seringnya waktu mulai pandemi ini, jadi saya sering menggunakan youtube tersebut.

R: Kenapa ibu memilih menggunakan Youtube video sebagai media pembelajaran bahasa Inggris?

T: Karena bagi saya youtube itu kan familiar ya bagi anak-anak, apalagi anak-anak zaman sekarang kan sering main gadget. Jadi supaya tidak disalahgunakan, jadi saya menggunakan youtube supaya mereka mengakses Youtube bukan hanya untuk hiburan mereka tapi juga untuk belajar.

R: Apakah Ibu merasa terbantu dengan adanya Youtube?

T: Ya, sangat terbantu. Apalagi saat pandemi, kita gak bisa ketemu sama murid-murid. Jadi kita harus punya pihak ketiga. Lah itu youtube yang saya gunakan untuk menyampaikan materi kepada anak-anak.

R: Apakah menurut Ibu fitur-fitur yang tersedia dalam Youtube mudah untuk digunakan? contohnya?

T: Iya mudah, anak-anak juga sering memakai youtube. Fitur-fiturnya juga gampang. Ada box description, disana saya bisa mencantumkan atau mentautkan google formulir di box descriptionnya. Atau saya bisa berinteraksi, misal saya kasih soal di video youtube nya, mereka menjawabnya di komentar. Ataupun mereka juga bisa mengakses video saya kapan saja, ya kan. Terus ada fitur subscribe, apalagi saya punya

channel sendiri. Ada fitur notifications/pemberitahuan jika ada update video terbaru dari saya. Jadi menurut saya, mereka bisa dengan mudah mengakses video saya.

R: Bagaimana langkah-langkah penggunaan Youtube sebagai media pembelajaran bahasa Inggris?

T: Langkah-langkahnya yaitu pertama saya membuat video sesuai dengan modul, sesuai dengan RPP yang saya sampaikan. Terus dibuat semenarik mungkin. Apalagi anak-anak kecil kan sukanya yang lucu-lucu, animasi yang gerak-gerak gitu kan. Lalu selanjutnya, setelah saya upload di youtube, saya langsung membagikan link nya ke whatsapp group kelas masing-masing.

R: Apa saja yang harus diperhatikan oleh Ibu dalam membuat video pembelajaran yang akan di unggah di Youtube?

T: Yang saya perhatikan yaitu harus sesuai dengan yang akan saya sampaikan dengan materinya. Apalagi kalau pandemi, saya tidak begitu sering ketemu dengan anak-anak. Jadi kalau untuk bahasa Inggris ini sendiri, saya padatkan materinya, materinya tidak melebar kemana-mana. Jadi poin-poinnya saja, biar anak-anak tidak bosen. Apalagi kalau videonya terlalu panjang, misal kalau sudah lewat dari 9-10 menit. Itu kan anak-anak bosen ya, malah seringnya ditinggal, nggak dilihat, nggak ditonton sampai akhir.

Jadi yang saya fokuskan yaitu materi yg saya sampaikan, poinnya apa, kalau bisa jangan terlalu lama, atau bisa disisipkan dengan lagu-lagu. Sudah itu saja yang perlu saya perhatikan ketika membuat video pembelajaran.

R: Jadi kesimpulannya yang perlu diperhatikan yaitu materi, durasi, dan animasi ya bu?

T: Iya, materi harus jelas, durasi tidak lama, dan animasi nya menarik.

R: Menurut Ibu apa saja kelebihan dan kekurangan Youtube?

Kalau kelebihannya seperti yang saya sebutkan tadi. Memudahkan selama pandemi ini, bisa di akses kapan saja. Misal saya kasih link video jam 7,

kok mereka gak bisa menontonnya jam 7, nanti bisa dilihat dan ditonton kapan saja. Kalau mereka dapat soal yang agak sulit, bisa di rewatch lagi. Kelebihannya yg lain juga lebih fleksibel, mereka bisa belajar kapan saja. Untuk kekurangannya, lebih ke kendala saya pribadi yaitu pas upload video ke youtube. Itu kan kadang sinyalnya jelek, nah cuma itu sih kekurangannya.

R: Menurut Ibu apakah ada kendala yang dihadapi dalam memanfaatkan Youtube? dan bagaimana solusi ibu dalam menghadapi kendala tsb?

T: Seperti yang saya sebutkan tadi, kendalanya ketika mengupload video ke youtube. Jadi solusi untuk saya sendiri mencari tempat yang jaringannya lebih kenceng. Kita mengupload youtube dibawah router, seperti itu.

R: Menurut ibu, apakah Youtube video membantu siswa dalam pemahaman vocabulary mereka?

T: Sangat membantu, apalagi visualnya lebih menarik. Kita kasih vocabulary sesuai dengan tingkatan mereka dan sesuai dengan materi modul.
     Di akhir video, saya ulas kembali kosakata-kosakata baru yang terdapat di video. Atau pas zoom, kita menyimpulkan kosakata-kosakata baru yang dipelajari hari ini. Jadi setiap harinya anak-anak bisa mengenal kosakata baru dan menambah kosakata-kosakata baru bahasa Inggris mereka.

R: Menurut ibu apakah Youtube cocok untuk digunakan dalam mengajar bahasa inggris khususnya pemahaman vocabulary?

T: Sudah cocok. Yang terpenting belajar kan tentang pengaplikasian sehari-hari. Dengan youtube, mereka jadi mengenal kosakata-kosakata baru.

R: Apakah fasilitas yang ada di sekolah cukup mendukung dalam memanfaatkan Youtube?

T: Cukup sekali. Di sekolah ini sudah ada wifi yang koneksinya kenceng, terus semisal saya menggunakan video youtube dikelas, tersedia LCD proyektor untuk menampilkan video tersebut. Sekolah juga sudah memfasilitasi laptop, bisa digunakan untuk anak-anak, juga bisa digunakan untuk guru. Kemarin juga dapat bantuan chromebook. Itu juga bisa

digunakan untuk anak-anak sekelas misal semua make, guru pun juga bisa sama-sama make.

R: Alhamdulillah, cukup sekian wawancara hari ini. Terimakasih ibu. Maaf mengganggu waktunya. Wassalamu'alaikum

T: Waalaikumsalam.

Appendix V

Interview Transcription with 4th Grade Students

Is learning with YouTube videos fun and understanding?

S1:   Ya sangat menyenangkan, animasinya lucu-lucu

S2:   Videonya lucu dan memahamkan

S3:   Ya, sangat memahamkan apalagi penjelasannya sangat mudah dipahami

S4:   Ya, sangat memahamkan dan menyenangkan

S5:   Karena ada lagunya, jadi terasa menyenangkan belajar sambil bernyanyi

Is learning by using YouTube easy to use?

S1:   Iya, karena bisa di akses kapan saja.

S2:   Sangat mudah digunakan, kita tinggal klik link nya dari whatsapp grup dan langsung terhubung dengan materi

S3:   Mudah sekali, karena youtube termasuk aplikasi yang saya pake terus

S4:   Iya bu, karena saya sering menggunakan youtube jadi sudah terbiasa menggunakan youtube

S5:   Iya mudah digunakan karena saya sering mengaksesnya di HP saya

Did vocabulary skills improve after watching YouTube videos?

S1:   Iya bu, karena video tersebut terdapat gambar, vocab bahasa Inggris dan artinya

S2:   Iya, karena tersedia animasi yang bikin kita mudah untuk memahaminya

S3:   iya, karena tiap video menyediakan gambar dan juga artinya. Jadi kita bisa dengan mudah mengenal dan mengingat vocabulary baru

S4:   Iya bu, di setiap video terdapat vocab dan juga artinya

S5:   Iya bu, karena di video dijelaskan detail mengenai vocabulary yang ada di modul, jadi kita bisa mengerjakan soal dengan mudah.

What problems have you encountered while using YouTube?

S1:   Kendalanya terkadang sinyalnya susah, jadi loading lama

S2:   Kejauh ini tidak ada kendala apapun bu

S3:   Sinyal dirumah kadang lemot, jadi untuk mengakses video menjadi lama

S4:   Tidak ada kendala apapun bu, pembelajaran lancar untuk zoom dan mengakses youtube

S5:   Sinyal kadang susah untuk zoom dan youtube

Appendix VI

Documentation of Teacher Youtube Channel

Urutkan ∨

KELAS 1
ILMA DESTY ADINDRA
11 video

KELAS 4
ILMA DESTY ADINDRA
9 video

KELAS 2
ILMA DESTY ADINDRA
10 video

KELAS 3
ILMA DESTY ADINDRA
10 video

KELAS 6
ILMA DESTY ADINDRA
6 video

Appendix VII

Documentation of Interviews with Teacher

Documentation of Interviews with Students

CURRICULUM VITAE

Personal Data

Name   : Zumrotul Uluwiyyah

Place of Birth   : Jepara

Date of Birth   : June, 21st 1999

Religion   : Islam

Gender   : Female

Nationality   : Indonesia

Address   : Ds. Kalipucang Wetan Kec. Welahan Kab. Jepara

Formal Education

  1. SDN Kalipucang Wetan 04   (2004-2010)
  2. MTs. Darul Istiqomah   (2010-2013)
  3. SMK Roudlotul Mubtadiin   (2013-2016)
  4. UIN Walisongo Semarang   (2017-Present)