

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Study**

Vocabulary plays a fundamental role in language learning, significantly influencing students' ability to understand, communicate, and interact in English classes. Recent studies have highlighted the critical impact of vocabulary mastery on language proficiency. For instance, a study by Nurhasanah (2023) demonstrated that problem-based learning methods effectively enhance students' English vocabulary acquisition, thereby improving their overall language skills. Similarly, research by Puspayanti et al. (2024) emphasized that limited vocabulary hinders students' comprehension and participation in English lessons, underscoring the necessity for effective vocabulary teaching strategies. These findings reinforce the notion that a robust vocabulary is essential for students to fully engage and succeed in English language learning.

However, many students struggle with unfamiliar vocabulary when using YouTube, which affects their engagement with educational content. Research by (Kaboocha & Elyas T, 2018) highlights that a limited vocabulary hinders students' ability to understand, communicate, and participate in language learning. One effective strategy to address this challenge is the use of subtitles in educational videos, as they provide both auditory and visual input that enhances comprehension. Subtitled videos allow students to associate spoken words with their written forms, facilitating better retention and understanding. Additionally, YouTube offers a wide range of educational content with subtitles, making vocabulary learning more accessible and engaging. By integrating engaging and structured learning materials, students can improve their vocabulary acquisition and overall English proficiency.

There are many ways or fun learning strategies that can be used to help students increase their vocabulary. One method is to learn vocabulary through subtitles on YouTube. (Novianti, 2016) argues that combining text, sound, graphics, video, or animation can make vocabulary learning easier and more

engaging for students, the role of the media in learning is critical media can help a lesson succeed because it can now be used as a substitute for teacher assignments to distribute learning materials.

A subtitle is a text that appears at the bottom of a video screen, typically used to display dialogue in the same or a different language. Research suggests that videos with subtitles can be beneficial for vocabulary learning, as they provide students with exposure to written and spoken words simultaneously. According to (Sadiku, 2018), subtitles offer aural, visual, and textual input, which may enhance vocabulary acquisition by providing learners with a rich and comprehensible language experience.

There are many advantages to using YouTube video learning as a medium for learning English, one of which is the ability to improve vocabulary mastery. YouTube video learning contains visual and auditory features, which help students learn through both elements. According to Gracella & Rahman Nur (2020), learning languages through YouTube provides images and sound representations of various ideas and events, making it an effective tool for classroom instruction. Furthermore, YouTube's user-friendly interface enhances collaboration skills and integrates technology into teaching activities. It encourages independent learning, critical thinking, and the ability to search for information from various sources.

Vocabulary learning using subtitles in YouTube media in one junior high school in Tasikmalaya is a teacher's strategy to enhance students' vocabulary acquisition. However, the effectiveness of this method depends on how students engage with the learning process and whether subtitles truly facilitate vocabulary retention. Vocabulary learning through educational subtitle videos on YouTube requires teacher guidance, as educators play a crucial role in structuring learning activities, determining the duration of exposure, and ensuring that students actively engage with the content.

This issue is significant because students may experience different levels of effectiveness when using subtitled videos for vocabulary learning. Some

students might find subtitles helpful in understanding and remembering new words, while others might struggle with distractions or dependency on reading rather than listening. These basic assumptions strongly support the purposeful incorporation of YouTube as a teaching tool to enhance vocabulary learning and contribute to the advancement of the existing literature. The combination of YouTube videos, subtitles, and group discussions offers a unique learning experience that aligns with pedagogical strategies in language learning. Understanding students' preferences and challenges provides valuable recommendations for optimizing YouTube as an educational resource.

Meanwhile, research on students' perceptions of learning vocabulary through YouTube was conducted by (Nadhira Hapsari & Susilo Adi, 2023). This study explores students' perceptions of using YouTube educational videos to learn new vocabulary. The study, conducted at SMKN 11 Malang with 120 students, found that the majority of students use and find YouTube educational videos useful for learning English words, particularly verbs. Students also feel comfortable and satisfied with learning pronunciation and vocabulary through YouTube, and many practice learning new words daily. The research suggests that YouTube is a valuable platform for improving English vocabulary, offering authentic content to enhance language skills. It also highlights the positive impacts of integrating YouTube into education, including e-learning and classroom teaching. Overall, the study emphasizes the significant benefits of using YouTube educational videos for students' vocabulary learning.

While previous studies have explored the use of YouTube videos in language learning, limited research has focused specifically on students' perceptions of using subtitled educational videos for vocabulary acquisition. Most existing studies have examined the effectiveness of YouTube as a learning tool in general, but few have addressed how subtitles influence students' engagement, comprehension, and motivation in vocabulary learning. Understanding students' perspectives on this learning method is crucial, as their experiences and challenges can provide insights into how subtitles contribute to language acquisition and what

improvements can be made. Given this gap, this study aims to explore students' perceptions of using subtitled educational videos in English vocabulary learning at school. The findings of this research may help educators optimize the use of YouTube as a pedagogical tool to enhance vocabulary learning. Based on this rationale, the researcher formulated the study titled "Students' Perceptions of Using Subtitles in Vocabulary Learning through YouTube Educational Videos."

## **B. Formulation of the Problem**

Based on the background of the research, question addressed in this present research is "What are the students' perceptions of using subtitles in YouTube educational videos to learn English vocabulary?"

## **C. Operational Definitions**

To avoid misunderstanding about the terms used in this research, the researcher presents some definitions related to this research, as follows:

### **1. Students Perception**

Students' perception in this research refers to students' cognitive, affective, and conative responses toward the use of subtitles in YouTube educational videos for learning English vocabulary. The cognitive aspect relates to students' understanding and knowledge of how subtitles assist in vocabulary acquisition. The affective aspect involves their feelings and attitudes, such as motivation and engagement in learning vocabulary through subtitled videos. The conative aspect refers to students' behavioral responses, including how they apply subtitles as a learning strategy to improve vocabulary retention. By examining these aspects, this research aims to understand how students perceive the role of subtitles in their vocabulary learning process and its impact on their overall language acquisition.

### **2. Using Subtitle in Vocabulary Learning**

Using subtitle videos for English language instruction is one of the strategies to allow students to understand the content of learning materials. Subtitles refer to written words that appear on the screen during video,

providing a text representation of audio content. By offering simple-to-understand input and encouraging word repetition, they assist viewers enhance their language skills.

### 3. Vocabulary Learning

Vocabulary learning is the process of acquiring knowledge about words and their meanings; it requires active engagement and an awareness of how words function in various contexts, in addition to memorization of definitions. The focus of vocabulary learning in the context of this study is on picking up new words by watching English-language videos with subtitles.

### 4. YouTube Educational Videos

YouTube English educational videos are widely used as a learning resource for both teachers and students, offering a platform to present topics, develop classroom activities, and enhance students' digital skills. In the context of this study, YouTube educational videos refer to subtitled instructional videos used by teachers in English classes to support vocabulary learning. These videos help EFL students understand new words through a combination of visual, auditory, and textual elements, making language learning more interactive and engaging.

In this study, the YouTube educational videos used align with the Grade 8 Semester 1 Curriculum (Kurikulum 2013), specifically focusing on text-based learning materials such as "Getting Attention," "Giving and Asking for Opinion," and "Giving and Responding to Compliments." These videos provide subtitles that help students recognize and understand English vocabulary in real-life communication contexts. For example, one of the videos presented in class contained dialogues demonstrating these expressions, with subtitles providing a textual representation of spoken language. This feature allows students to associate pronunciation with written vocabulary, reinforcing comprehension and retention through a multimodal approach that integrates both visual and auditory learning processes. Thus, in this research, YouTube educational videos are defined as subtitled instructional videos that align with the Grade 8 English curriculum (Kurikulum 2013) and function as a pedagogical tool to enhance

students' vocabulary acquisition. These videos serve as supplementary learning media that integrate audio-visual elements to support the development of students' language skills in a structured and interactive manner.

#### **D. Aim of the Research**

The expected aim of this research is to get a better understanding of students' perceptions of using subtitles in English education video vocabulary learning in Junior High Schools in Tasikmalaya, and in the future, hopefully, the result of the research will be valuable in numerous aspects for the elements involved in conducting research.

#### **E. Significance of the Study**

The significances of this research are explained along these lines:

- a.       **Theoretical Uses**       : This research is expected to be a reference for other researchers and readers who focus their research on the topic related to strategies used in learning vocabulary by the subtitles of YouTube educational videos, especially in Junior High School.
- b.       **Practical Uses**        : Gaining students' perceptions of vocabulary learning through subtitles in YouTube educational videos at Junior High School Tasikmalaya is expected to provide practical insight to educators by identifying effective strategies for integrating subtitles into English educational videos as a verbatim learning tool in high school environments.
- c.       **Empirical Uses**         : This research will provide information for the next researcher who is going to conduct similar research about how subtitles in vocabulary

learning through YouTube educational videos as a learning media in learning English.