

ABSTRAK

ICHA YUGESTA. 2025. "THE IMPLEMENTATION OF YOUTUBE IN TEACHING ENGLISH VOCABULARY IN AN INDONESIAN YOUNG LEARNER CONTEXT: STUDENT ENGAGEMENT AND CLASSROOM INTERACTION" *Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.*

Penelitian ini bertujuan untuk mengetahui bagaimana young learners berinteraksi dan terlibat selama proses pembelajaran kosakata bahasa Inggris menggunakan media YouTube. Penelitian dilaksanakan dengan metode kualitatif classroom research pada siswa kelas VI sekolah dasar di Kota Tasikmalaya. Data diperoleh melalui observasi, rekaman video, melibatkan 26 siswa, kemudian dianalisis menggunakan Seating Chart Observation Record (SCORE) yang diadaptasi dari Malu (2015). Hasil penelitian menunjukkan bahwa penggunaan YouTube dalam pengajaran kosakata bahasa Inggris melibatkan siswa secara perilaku, emosional, dan kognitif, serta mendorong interaksi kelas yang aktif. Keterlibatan perilaku terlihat melalui kegiatan bernyanyi, menirukan kosakata, dan permainan; keterlibatan emosional ditunjukkan melalui antusiasme dan respons positif siswa; sementara keterlibatan kognitif tampak pada kemampuan siswa dalam mengeja dan menyusun kosakata dengan benar. Penelitian ini menyimpulkan bahwa penggunaan YouTube yang dipadukan dengan aktivitas interaktif dan pemberian umpan balik dapat meningkatkan keterlibatan siswa dalam pembelajaran kosakata.

Kata kunci: *YouTube, kosakata, young learners, keterlibatan siswa*

ABSTRACT

ICHA YUGESTA, 2025. "THE IMPLEMENTATION OF YOUTUBE IN TEACHING ENGLISH VOCABULARY IN AN INDONESIAN YOUNG LEARNER CONTEXT: STUDENT ENGAGEMENT AND CLASSROOM INTERACTION" Department of English Education, Faculty of Educational Sciences and Teachers' Training (*FKIP*), University of Siliwangi, Tasikmalaya.

This study aims to explore how young learners interact and engage during English vocabulary learning through YouTube in the classroom. Qualitative classroom research methods were employed to study sixth-grade students at Elementary School in Tasikmalaya City. Data were obtained through observation and video recording involving 26 sixth grade elementary school students, and were analysed using the Seating Chart Observation Record (SCORE) adapted from Malu (2015). The findings indicate that using YouTube to teach English vocabulary engages students behaviourally, emotionally and cognitively, encouraging active classroom interaction. Behavioural engagement can be seen through activities such as singing, imitating vocabulary and playing games. Emotional engagement is demonstrated through student enthusiasm and positive responses, while cognitive engagement is evident in students' ability to spell and use vocabulary correctly. The study concludes that combining YouTube with interactive activities and feedback can increase student engagement in vocabulary learning.

Keywords: YouTube, Vocabulary, Young Learners, Student Engagement