

CHAPTER I

INTRODUCTION

This chapter presents a description of the study. In this chapter, the background of the study and formulation of the problem will be explored to provide insight into the context and urgency of the issue under study. Following this, operational definitions, the aim of the research and its significance will be discussed, thus clarifying the research objectives and the benefits derived from this study.

A. Background of the Study

The development of YouTube, one of the most popular social media, is an opportunity in the world of education. In the context of education, YouTube has many benefits as a learning medium because this platform is very popular and easily accessible (Cihangir & Çoklar, 2021), offering a wealth of high-quality educational content, although the educational value obtained is still determined by how the available material is used (Zhou et al., 2020). YouTube can be used by educational institutions as a teaching medium that is liked by students. There are various kinds of videos stored in online storage in the form of the YouTube platform, so that videos can be viewed and accessed by anyone and anywhere as long as there is access to the internet (Tutiasri et al., 2020). The existence of a video-sharing platform allows students to independently search and share information in the form of both knowledge and practice. In conclusion, YouTube is a platform that may be used in the field of education, and it also has the potential to be a learning tool that students are comfortable using. This is supported by Susilowaty (2025), who found that students perceive YouTube as a trustworthy source for learning speaking and listening skills because it offers practical conversation examples and real-life scenarios. Furthermore, Maziriri et al. (2020) highlight that YouTube serves as an effective educational and self-development tool that fosters student satisfaction and learning through its interactive content. Therefore, this study investigates how YouTube can be used in teaching English vocabulary to young learners, particularly

in relation to classroom interaction and student engagement during the learning process.

The use of online video platforms particularly YouTube has increased significantly in education, becoming one of the most widely used resources in education today, due to technological change and the new ways of learning by students (Rangarajan, Begg, & Somani, 2019). YouTube has 39 publications that address content in education (Shoufan & Mohamed, 2022), that are useful for teaching language to young students. Teachers can locate instructional animations, interactive videos, and tutorials on YouTube that are pertinent to their students' learning needs. Videos used by teachers in the classroom are perceived as effective instructional tools, as they help students understand material more easily through visual and auditory input (Dufour, 2020; Ok & Howorth, 2020). The success of the learning process depends on the methods used by the teacher (Aidah, 2020). This highlights the importance of examining how teachers can use video on YouTube to support vocabulary instruction in the classroom. This is the central concern of this research.

YouTube is one of the most popular social media platforms in contemporary digital culture (Johansson, 2017). Previous studies (Snelson, 2009) have discussed the potential of YouTube as an online learning tool. One of the main advantages of using YouTube for educational purposes is the easy access to a wide range of free videos covering many different topics. These videos can easily be incorporated into learning materials, as YouTube provides an easy-to-use video storage, management and distribution system for teachers and students alike. YouTube videos could be used as a medium for teaching students about the diversity (e.g., accent, dialect) that exists in English-speaking cultures across the world to better prepare them for some of the social situations that they may encounter in their future lives as English speakers (Sakkir, Dollah & Ahmad, 2020). One of the key benefits of using YouTube in the classroom is its ability to provide visual and multimedia-based content. This can enhance the learning experience by making complex concepts more accessible to students (Fleck et al., 2014). Thus, YouTube is not just an

entertainment platform but also a very useful tool for improving students' English language proficiency through interactive, visual, and contextual methods.

Vocabulary is a basic element in writing and plays an important role in reading to look up unfamiliar words to understand the text (Smith in Nurdini & Marlina, 2017). Vocabulary plays a more important role than grammar, as Wilkins in Ha (2021, p. 23) said “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Vocabulary learning is considered essential to language development (Hidayati, 2020; McCarthy & Carter, 2014; Nunan, 1999). This platform's high-quality visual aids, including text and illustrations, make it easier for students to understand and comprehend new and more complex words. When using YouTube in the classroom, students will be more eager to understand certain theories or concepts because educational media are usually made interesting so that students do not feel bored. Therefore, this research highlights the important role that YouTube can play in helping young learners to acquire vocabulary in a fun and meaningful way.

Learning English vocabulary at the primary school level in Indonesia is an important part of language teaching because vocabulary is a very important means of communication, so it is very important to master it first (Wenyuan, 2017). Ratminingsih (2012) emphasises that children are active learners who tend to learn new languages or patterns while playing and enjoying movement. As stated by (Kirkgoz, 2018), primary school students are children who still like to play, so teachers are expected to be more imaginative and creative in developing their teaching strategies to make English lessons more fun. According to a study conducted by (Haerudin & Syafrizal, 2018), Techniques used by teachers are games, translating and memorising. Another strategy is to use songs. Pupils will enjoy the lesson more if the teacher plays a song or invites them to sing along. According to Musthafa (2010), children learn language, including vocabulary, through direct exposure to its use in real contexts. They learn through activities such as listening, speaking and participating in social interaction with other (Dewey et al., 2013). Engaging YouTube videos can create new learning experiences that

allow students to acquire vocabulary through real-life contexts (Kabooha & Elyas, 2018), such as daily activities, stories or dialogues (Safrani & Lestari, 2024), so that children can understand the use of vocabulary in context. Provide feedback If students mispronounce a word, the teacher can correct it and ask students to repeat it (Husna, 2017). However, there are still challenges in the availability of interactive media.

Several previous studies have discussed using YouTube as a medium for learning English. Most of these studies focus on student perceptions and the effectiveness of YouTube in improving language skills (Nafilah & Sakti, 2020; Kristiani & Pradnyadewi, 2021), such as grammar and speaking, such as grammar and speaking, or in increasing motivation to learn vocabulary (Kabooha& Elyas, 2018). However, most of these studies have been conducted with university students or advanced learners (Dufour, 2020; Ok & Howorth, 2020; Sakkir, Dollah & Ahmad, 2020). In contrast, research specifically investigating the use of YouTube for learning English vocabulary among young elementary school learners remains relatively under-explored. Furthermore, little attention has been given to examining students' engagement with learning in behavioural, emotional and cognitive terms when YouTube is used in the classroom. This study therefore aims to address this gap by examining how primary school students interact and engage with English vocabulary learning when YouTube is integrated into classroom activities.

B. Formulation of the Problems

The problem formulated in this study is “How do young learners interact and engage during English vocabulary learning through YouTube in the classroom?”

C. Operational Definitions

To avoid any misunderstanding regarding the terms related to the topic of research are explained as follows:

1. YouTube

YouTube is a platform for sharing videos that helps students learn vocabulary in English by offering visually appealing and interactive content. In other to explore how students interact and engage with the media when learning English vocabulary, YouTube is used in this study to play back videos that are pertinent to the vocabulary subject.

2. Vocabulary

Vocabulary in this study refers to key terms that young learners need to understand, pronounce, and spell correctly in order to communicate in everyday situations. YouTube videos are used to teach the study's vocabulary, which includes terms related to feelings and greetings. The study measures students' ability to identify, understand, pronounce, and spell words correctly. Through spelling tests, pronunciation drills, and the ability to remember and use the words correctly throughout the learning activities, teachers can monitor and evaluate their students' understanding, retention, and application of new vocabulary in meaningful contexts.

3. Young learners

Young learners in the context of this research are 5th-grade elementary school students, between the ages of 10 and 11, in the early stages of learning English. Students at this age learn the language better through interactive and visual media. In this study, young learners were selected as participants to introduce the technology and assess the extent to which YouTube-based learning methods can help them understand English vocabulary.

D. Aim of the Study

This study aims to investigate how young learners interact and engage with English vocabulary in the classroom. More specifically, it seeks to examine students' classroom interactions, as well as their behavioural, emotional and cognitive engagement, throughout this process.

E. Significance of the Study

This research assisted teachers in integrating YouTube into their vocabulary instruction by providing insights into students' classroom interaction, engagement, and learning experiences. In addition, it will help educators identify both the benefits and challenges of using YouTube as an instructional medium for young learners.