

Students' Perception Towards the Influence of YouTube Vlogs on Vocabulary Acquisition

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Abstract

YouTube vlogs have become a popular platform for entertainment and informal learning, particularly for English vocabulary acquisition among teenagers. With the growth of technology, YouTube vlogs have been freely accessed by students. This platform is not only a source of entertainment, but also a means of authentic language input. Several studies have discussed how YouTube vlogs can influence language acquisition. However, students' perceptions of YouTube vlogs as a tool for vocabulary learning are rarely explored. Students' perceptions can be a strong basis for developing new language learning methods. Therefore, this study examined seventh-grade students' perceptions of the influence of YouTube vlogs on vocabulary acquisition. At this stage, students are typically curious and receptive to various forms of media, making it possible to capture students' early impressions and attitudes. Using a qualitative-descriptive method, data were collected through observations and Likert-scale questionnaires. This approach allowed the researchers to identify students' behaviors and perceptions regarding the use of YouTube vlogs during the vocabulary learning process. The results indicate that students perceive YouTube vlogs as effective for improving vocabulary comprehension, pronunciation, and usage in daily life. Additionally, the findings reveal that students demonstrate high levels of motivation towards the YouTube vlogs as a vocabulary learning tool.

Keywords: YouTube Vlogs, Students' Perception, Vocabulary Acquisition

1. Introduction

Living as a teen in this digital era is one of the privileges that is owned by the latest Gen Z. Nowadays, the current trend that is booming among teenagers aged 12 - 18 is a YouTube Vlog. A vlog or Video Blog shows many kinds of information in the form of audio-visual content, which can amuse children. Limitless information and knowledge can be gained during the process of Vlog watching. Based on the survey held by Tirto.id in 2021, it is found that YouTube Vlogs got 39% of viewers among the 12 categories of YouTube content. Meanwhile, the age categories of the viewers are led by teens and early adults. That data can be the means of how popular YouTube Vlogs are among Indonesian teens.

Since its launch in 2005, YouTube has grown to be one of the most visited websites in the history of the internet. Nowadays, YouTube is the biggest and easiest platform to access not only for entertainment but also for learning. It has become extremely popular for video or audio-visual learning. Therefore, teachers can make use of this platform in their teaching and learning process. Based on (Lestari, 2013), since 2013 and later, YouTube has been used as a medium by teachers.

This phenomenon is also in line with Krashen's input hypothesis theory, which states that language acquisition occurs when learners are exposed to understandable and exciting input (Krashen, 1982). YouTube Vlog, with its authentic and interesting content, can be a comprehensible input to make the language acquisition process more effective and natural. Krashen's theory emphasizes that natural second language acquisition happens when learners receive language input a bit higher than their current level (i+1). It makes YouTube an ideal platform for vocabulary enrichment in an informal context.

Thus, the writer's attention was caught when dealing with the language use in every YouTube Vlog. In the process of watching a YouTube Vlog, despite gaining information, languages are also involved by listening to the vlogger's explanation. Then, English, as an international language, has been used by almost all of YouTube Vloggers, whether it is in a whole video or mixed with their own language. Therefore, students who actively watch YouTube Vlogs can gain some vocabulary naturally through the linguistic input process. From the early observation, it is found that some of the research subjects often mentioned several English words from YouTube, such as "*subscribe, comment, like, etc*".

Furthermore, previous research has also claimed that YouTube actually plays an important role in helping children and teens to gain language skills, especially English. The use of YouTube videos as learning media creates significant development in students' performance. It can be seen from the four sessions of media implementation. Most of the students got a good mark in the test after the implementation. Therefore, Wijayanti & Gunawan (2021) concluded that YouTube video influences students' English skills. Moreover, Fakhriyah (2020) found that YouTube can influence language acquisition in children aged 3-5 years old, as analyzed from '*Peristiwa Tuturan 1 – 4*' which portrays the conversation that contains several English words, such as colors and numbers, pronounced by the research subjects after the treatment process.

The trend of watching YouTube Vlogs also occurs among ION Operation students, especially the seventh graders. Most of them enjoy watching vlogs that portray their hobbies and dreams, such as games, food, lifestyle, fashion, etc. However, the data obtained from the early observation cannot define the actual question of whether the students' vocabulary acquisition is influenced by YouTube Vlogs or not. Therefore, this study aims to collect the data from the students' side, that is, their perception of English vocabulary acquisition. Then describe it to define whether the students gained some English vocabulary from watching YouTube Vlogs or not.

Junior High School students are in the range of 12-14 years old. Based on Piaget's theory of the stage of cognitive development, they are placed in the *formal operational stage*, where a human can handle hypothetical situations and their thinking process is no longer dependent on things that are real and has logical reasoning (Reyhanipoor & Soleymani, 2022). Meanwhile, regarding the process of language acquisition during this age, Zhang (2009) stated that humans at the age of 10 and above have experienced enough in comprehending and producing conversations

and already have an eagerness and reason to learn a second language. Furthermore, he concluded that learners in their adolescence are quicker than children and adults in syntax and listening skills. Their flexibility and simultaneous process of maturation facilitate their learning.

In line with the theory from Piaget, Montague in Juhairiyah (2022), defines student perception at the age of teens as what they think and what they feel about something. In a learning process, students' perception is really important to gain learning success. Students' perception also helps the teacher to decide things related to teaching strategy. These are called neurological activities, which are related to associative learning, where humans perceive something through their senses and interpret it into their actions and ideas.

Meanwhile, a vlog is a video blog post. The term can also refer to a blog made up entirely of video blog posts (Sari, 2018). Vlog posts are created by making a video of our activities, events, etc., then uploading it to the Internet. In the early days of blogging, vlogs were called podcasts, a term that was used to refer to both audio and video blog posts. Today, the two have adopted their distinct nomenclature.

YouTube has become the most popular platform to upload a vlog since it gives payment to the Vloggers with certain criteria. Vlogging is currently very well developed in Indonesia. There are many Indonesian Vloggers with millions of subscribers who have uploaded videos of different genres and types. This is what Indonesian youth love to do when looking at vlogs, whether Indonesian, English, or a mixture of both languages. This allows Indonesian students to learn a second language in an informal environment, especially its vocabulary.

According to Santi et al. (2021), language acquisition is an aspect that is needed in language teaching. This language acquisition can be gained from vocabulary acquisition. Thus, vocabulary is very important for reading, writing, listening, and speaking, supported by language skills in general. The success of language acquisition is determined by vocabulary mastery; therefore, vocabulary acquisition is the main aspect in learning a language (Muttaqin, 2020). Therefore, as a language learner, students need the input of vocabulary; the more the better.

2. Method

This study used a qualitative method as the main approach to collect and analyze the data. The writer chose this method because the primary objective of this research was to focus on the text as the main source of data rather than numerical or statistical analysis. Qualitative research aimed to provide a deeper understanding of human behavior and social phenomena through words and descriptions. According to Sugiyono (2019), qualitative research produced narrative or textual descriptions of the phenomena under study, allowing the writer to gain more comprehensive and detailed insights into the subject matter. In this study, the writer analyzed students' answers about their perception regarding English vocabulary acquisition after watching YouTube Vlogs. The analysis process involved interpreting the students' responses, identifying recurring themes, and drawing conclusions based on the patterns found within the textual data.

Respondents

Respondents of this study are seventh-grade students from ION Operation Bimbel. There are 20 students, 10 from the Star class and 10 from the regular class. The subjects were taken

from different levels of class to get a variation of data. The location of the correspondence is in ION Operation Bimbel, Patukan, Ambarketawang, Sleman regency, Yogyakarta.

Instruments

The data was collected by using observation to get an early idea of whether there were students who pronounced some YouTube vocabulary when they were in the course. Furthermore, a questionnaire was also used to analyze the actual data about students' perceptions. The questionnaire used in this study is based on Likert scales with 5 points, as follows.

Table 1. Likert scale

| Score | Category |
|--------------|-------------------|
| 5 | Strongly Agree |
| 4 | Agree |
| 3 | Neutral |
| 2 | Disagree |
| 1 | Strongly Disagree |

Data analysis

Since this study used a qualitative-descriptive method. Then, the steps of the data collection were first done by doing an early observation, sending the questionnaire through in the form of an e-form made by Google Form. After the data were obtained, the writer analyzed the data by using the Likert scale's standard evaluation, as follows.

Table 2. The Likert scale's standard of evaluation

| Number | Score (%) | Category |
|---------------|------------------|-----------------|
| 5 | 80 - 100 | Very Good |
| 4 | 60 – 79,99 | Good |
| 3 | 40 – 59,99 | Adequate |
| 2 | 20 – 39,99 | Poor |
| 1 | 0 – 19,99 | Very Poor |

3. Results and Discussion

Part of this study was divided into two sections, namely results and discussion. The first phase discussed the results of observation on YouTube vocabulary that the students often used and asked for the meaning to the writer as a teacher in the class. Meanwhile, in the second phase, it was related to the main data, which were students' perceptions.

The data from the observation were gained during the writer's period of teaching for about 1 year, but were listed in the last 2 weeks before the course closed for the holiday. In this observation, the writer noted some words that were often used by the students when they talked to their friends, in class, or asked the writer for the meaning.

Table 3. YouTube Vocabulary Frequently Used by the Students

| No | YouTube Vocabulary |
|----|----------------------|
| 1 | Subscribe |
| 2 | Like |
| 3 | Comment |
| 4 | Share |
| 5 | Official |
| 6 | Review |
| 7 | Guys |
| 8 | Dude |
| 9 | Part |
| 10 | Colab / Colaboration |
| 11 | Featuring |
| 12 | Channel |
| 13 | Enjoy |
| 14 | Prank |
| 15 | Haul |
| 16 | Easy |
| 17 | Slow |
| 18 | Tutorial |
| 19 | Tips |
| 20 | Trick |
| 21 | Travelling |
| 22 | Daily |
| 23 | Beauty |
| 24 | Hits |
| 25 | Viral |
| 26 | New |

| | |
|----|------------|
| 27 | Freak |
| 28 | Unboxing |
| 29 | Staycation |
| 30 | Routine |

The students also often used some utterances and sentences from YouTube vlogs mixed with their own language. For example, when the students wanted to express something that was neither good nor attractive, they preferred to say “Ah, gak GG (Good Game)” which was often used by gamers on their game vlog. Another example, the students who were K-Poppers asked about the meaning of “Stan,” which was a slang word often used by K-Poppers vloggers to define themselves as fans of a certain group. From that data, it could be concluded that students actually gained some vocabulary along with their meanings when they watched YouTube Vlogs.

The next discussion was about students' perceptions, which were gained from the e-questionnaire. There were six questions that were made based on the criteria of second language acquisition (Saville-Troike, 2012), namely association, comprehension, and generation. There were also two categories of questions: Question 1 (Students' perception based on their feelings and opinions); Question 2 (Students' perception based on their experiences). Those data were shown in the following graphics.

Students' Perception of YouTube Vocabulary Comprehension

Question 1

The result shows that based on their point of view, most students strongly agree that YouTube Vlog has many words that they can learn. It can be seen that 13 out of 20 students strongly agree, and 7 of them agree.



Figure 1. Students' Perception of Vocabulary Comprehension 1

Question 2

The result based on students' experience shows that most of the students strongly agree that they comprehend the meaning of many words from YouTube Vlogs. Meanwhile, 5 out of 20 agree, 2 are neutral, and 1 disagrees.



Figure 2. Students' Perception of Vocabulary Comprehension 2

Students' Perception of YouTube Vocabulary Association

Question 1

The result shows that based on their point of view, most students agree that YouTube Vlog shows many pronunciation examples of the words. Meanwhile, 6 and 4 are strongly agree and neutral.

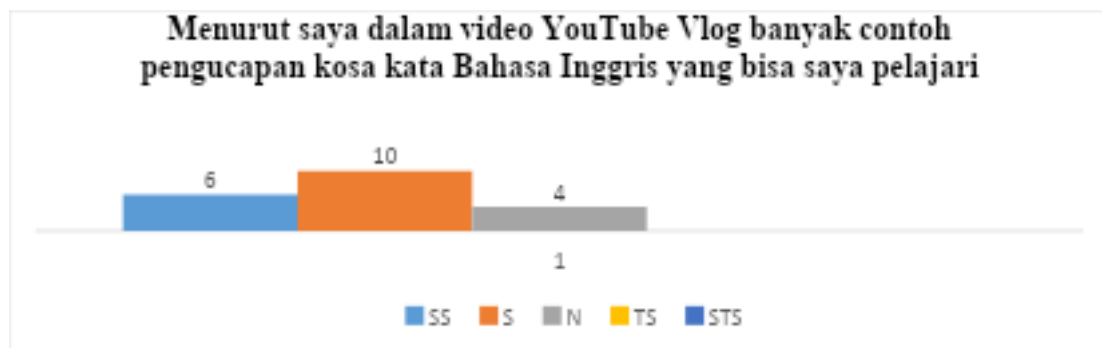


Figure 3. Students' Perception of Vocabulary Association 1

Question 2

The result based on students' experience shows that most of the students agree that they learnt many word pronunciations from YouTube Vlogs. Meanwhile, 5 of them strongly agree, and the rest are neutral.



Figure 4. Students' Perception of Vocabulary Association 2

Students' Perception of the YouTube Vocabulary Application

Question 1

The result shows that based on their point of view, most students strongly agree that YouTube Vlog shows many pronunciation examples of the words. Meanwhile, 3 of them agree.



Figure 5. Students' Perception of Vocabulary Application 1

Question 2

The result based on students' experience shows that most of the students agree that they use the words from YouTube Vlogs in their daily life. Meanwhile, 6 of them strongly agree, 4 neutral, and 1 disagrees.



Figure 6. Students' Perception of Vocabulary Application 2

Conclusion of The Graphic

From the previous graphics, the result of the questionnaire about students' perception is gained, as shown in the following table.

Table 4. Conclusion of the graphic result

| Vocabulary Acquisition Criteria | Student Perception's Score | |
|---------------------------------|----------------------------|-----------------------|
| | Feeling /Opinion | Experience |
| Word Comprehension | 93 (Very Good) | 88 (Very Good) |
| Word Association | 82 (Very Good) | 80 (Very Good) |
| Word Application | 97 (Very Good) | 72 (Good) |
| Total | 272 | 240 |
| Average | 90,6 (Very Good) | 80 (Very Good) |

Based on the table above, it could be concluded that Students' Perception of YouTube Vlogs to Influence Vocabulary Acquisition was high and categorized as very good according to Likert scale evaluation. In other words, it could be said that students agreed that YouTube Vlogs influenced their Vocabulary Acquisition.

These findings showed a significant alignment with previous studies. For instance, Wijayanti & Gunawan (2021) also found that YouTube videos contributed positively to students' English proficiency, particularly in vocabulary acquisition, which is consistent with the high scores observed in this study. Similarly, Fakhriyah (2020) highlighted that exposure to YouTube content increased young children's ability to recognize and produce English words, especially those related to daily expressions and common topics, which is in line with the present study, where students frequently used vocabulary related to games, entertainment, and lifestyle. The results also supported Krashen's Input Hypothesis, where meaningful and engaging input, such as YouTube Vlogs, facilitated natural language acquisition.

This correlation indicated that informal digital exposure through YouTube Vlogs could serve as a substantial supplementary source for vocabulary learning, confirming the relevance of YouTube in supporting students' linguistic development. The students' high perception scores reflected not only their subjective opinions but were also objectively supported by their everyday vocabulary usage, as observed during classroom interactions.

4. Conclusion

Based on the results of the analysis of this study, it could be summarized that students believed that YouTube Vlogs could influence their vocabulary acquisition. It could be seen from the result of the observation that 30 words that were commonly used on YouTube were often used by the students. Furthermore, from the evaluation of the questionnaire, the averages were 90.6 and 80, which were categorized as very good.

This study was expected to provide several advantages: firstly, for teachers, it served as valuable information to create strategies or activities in teaching. Secondly, for other researchers, it served as an overview or reference in conducting similar studies in the future.

In addition, future research could further explore how the duration and frequency of YouTube Vlog exposure influence students' vocabulary development, or examine other aspects

of language skills such as speaking fluency and pronunciation. It is also recommended that future studies involve a more diverse group of participants or apply experimental methods to gain more in-depth insights into the effectiveness of YouTube Vlogs in language learning.

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