

**STUDENTS' PERCEPTION ON THE USE OF YOUTUBE
SHORTS IN LEARNING VOCABULARY OF 2021st
BATCH OF TBI AT UIN DATOKARAMA PALU**



THESIS

Submitted as a Partial Fulfillment of the Requirements for Obtaining a Bachelor's
degree at English Tadris Study Program Faculty of Tarbiyah and Teacher
Training at State Islamic University (UIN) Datokarama Palu

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I hereby declare that this thesis entitled “**Students' Perception on the Use of YouTube Shorts in Learning Vocabulary of 2021st Batch of TBI at UIN Datokarama Palu**” has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulation of the university and I must be ready for all the consequences thereafter due to this misconduct.

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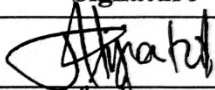
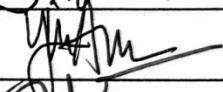
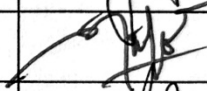




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LEGALIZATION


Thesis by Ahmad Fauzi, ID Number 20.1.16.0029 entitled “**Students’ Perception on the Use of YouTube Shorts in Learning Vocabulary of 2021st Batch of TBI at UIN Datokarama Palu**” which had been examined in front of the board of examiners of the Faculty of Tarbiyah Teacher Training in State Islamic University Datokarama Palu on 26 August, 2024 has met all the criteria for scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Department Program.

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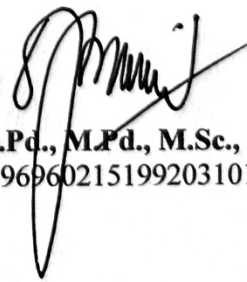
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The researcher realizes that this thesis still has many mistakes. Therefore, the researcher accepted contributive suggestion and comments from those who concern this thesis. Hopefully, this thesis can be beneficial for us especially for the readers.

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ABSTRACT

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Thesis : STUDENTS' PERCEPTION ON THE USE OF YOUTUBE
SHORTS IN LEARNING VOCABULARY OF 2021st
BATCH OF TBI AT UIN DATOKARAMA PALU

Mastering vocabulary is crucial for language comprehension and expression. Technology, such as YouTube Shorts, facilitates vocabulary learning by providing engaging content. Understanding students' perceptions of using YouTube Shorts can reveal its effectiveness as a learning tool.

Therefore, the research problems of this study are to explore the students' perceptions of learning English vocabulary through watching YouTube Shorts and to understand the impact of learning through YouTube Shorts on students' vocabulary mastery.

This research used a descriptive qualitative approach. The data were obtained through semi-structured interviews with students from the English Tadris Department, batch 2021, selected through purposive sampling. The data were then analyzed through a process of data reduction, data display, and conclusion drawing, with added strategies such as triangulation and member checking to ensure trustworthiness.

Research results showed that students generally have positive perceptions of learning English vocabulary through YouTube Shorts. Indicators of these positive perceptions include the engaging content, concise format, and platform accessibility, which made learning enjoyable, convenient, and effective for vocabulary learning.

The implications of this research are relevant for teachers, students, curriculum developers, and future researchers. Teachers can use YouTube Shorts to increase classroom engagement. Students may benefit from the flexibility and accessibility of the platform for self-directed learning. Curriculum developers are encouraged to consider integrating short-form media into language instruction. Lastly, future researchers may expand this study to other areas such as grammar, speaking, or listening skills using similar platforms.

CHAPTER I

INTRODUCTION

A. Research Background

In today's world, understanding English is incredibly important. English is not just a language; it's a powerful tool that influences various aspects of our lives, including economics, politics, culture, science, education, and even our everyday interactions. When it comes to education, mastering English is essential. It helps us grasp complex ideas, express our feelings and opinions clearly, and connect with others in meaningful ways. Without a good understanding of English, it's hard to fully understand what others are saying or to express ourselves effectively, which can make it difficult to communicate and share ideas with others.

English as a foreign language (EFL) holds a significant place in the educational landscape of Indonesia. English has been introduced to the youth of Indonesia, starting from early childhood education to university level. Its influence on Indonesia's education system is significant, as English is required to be taught at all levels of education throughout the country. The goal is to support and educate the young generation, helping them improve their language abilities and progress in their education.¹ Mastering English is highly essential, and it all starts with establishing the foundation through students' learning of English vocabulary.

¹ Ali Saukah, "Pengajaran Bahasa Inggris Di Indonesia: Tinjauan Terhadap Unjuk Kerja Pembelajar Serta Upaya Peningkatannya," *Malang, Indonesia: Departemen Pendidikan Nasional-Universitas Negeri Malang* (2003).

Understanding a language requires mastering its vocabulary. Knowing words allows us to express ourselves and comprehend what others are saying. Vocabulary mastery describes how well someone can use words in a language, which they acquire based on their interests, needs, and motivation. This skill is crucial for all four language skills and is recognized as an essential aspect of language proficiency.² By actively expanding their vocabulary, students not only give themselves the ability to express thoughts but also develop the skill to understand complex expressions and subtle meanings within the language.³ Thornbury once said “Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed”.⁴ When students have a strong understanding of words, they'll find it easier to communicate in both written and spoken English. Learning vocabulary is a complicated and gradual process. As a result, technology has evolved as a popular method for teaching and learning vocabulary.⁵

At this time, the role of technology in people's lives is very important. The internet and mobile devices have enabled continuous connectivity, allowing people to work, learn, socialize, and access services at any time and from anywhere. Technology has become a facilitator for a variety of daily activities. Another significant influence of technology is its ability to improve access to education. The landscape of education has transformed significantly. Teaching and learning methods have changed due to the transition from traditional

² Mofareh Alqahtani, “The Importance of Vocabulary in Language Learning and How to Be Taught,” *International Journal of Teaching and Education* III, no. 3 (2015): 26.

³ Ibid.

⁴ Scott Thornbury, *How to Teach Vocabulary*, Lowe’s how-to series (Harlow: Longman, 2002), 13.

⁵ Ridvan Kagan Agca and Selçuk Özdemir, “Foreign Language Vocabulary Learning with Mobile Technologies,” *Procedia - Social and Behavioral Sciences* 83, 2nd World Conference on Educational Technology Research (July 4, 2013): 782.

education to technology-integrated models.⁶ Learning can be easily facilitated through the use of technology. It also plays a vital role in making difficult subjects easier to understand. It helps students correct misunderstandings, supports their thinking processes, and ultimately leads to better learning results.⁷ For example like the internet, students may now access educational resources and materials from all over the world. This improved accessibility to education has opened up new paths for knowledge acquisition and learning.⁸

Technology has become an integral part of students' lives, with social media emerging as a popular topic of discussion due to its role as a primary source of information for Indonesian society. Furthermore, social media is recognized as a tool for learning and teaching. These technologies enable discussion, participation, and sharing of many types of content (text, audio, video, and picture). They have become an essential tool for students in various courses, especially for language learning.⁹ YouTube Shorts is one of the social media and internet-based learning resources that can be integrated in learning.

Since vocabulary is so essential. Using technology for students to learn new words such as YouTube Shorts are a prevalent choice for learning vocabulary. YouTube Shorts has a variety of information that may be utilized as teaching resources for teachers as well as independent study for students.¹⁰ In

⁶ Bimalendu Pendy, "From Traditional to Tech-Infused: The Evolution of Education" 02, no. 03 (2023): 768.

⁷ Hyo-Jeong So and Bosung Kim, "Learning about Problem Based Learning: Student Teachers Integrating Technology, Pedagogy and Content Knowledge," *Australasian Journal of Educational Technology* 25, no. 1 (February 19, 2009): 103.

⁸ Anita L. Cloete, "Technology and Education: Challenges and Opportunities," *HTS Theologiese Studies / Theological Studies* 73, no. 4 (April 21, 2017): 2.

⁹ Jessy Gracella and Dedi Rahman Nur, "Students' Perception of English Learning through YouTube Application," *Borneo Educational Journal (Borju)* 2, no. 1 (February 29, 2020): 21.

¹⁰ Astuti Azis and Daud Setianto, "Using Short Videos to Improve 7th Grade Students' Vocabulary Mastery," *International Journal of English Language and Pedagogy* 1, no. 1 (May 29, 2023): 40.

today's world, using videos as part of teaching tools also can help teachers communicate information more effectively.¹¹ The most important guideline for keeping students engaged with learning videos is to make them short.¹² Based on previous research by Guo et al., students preferred shorter videos. They watched videos under 6 minutes all the way through. However, as videos got longer, fewer students stayed engaged. For example, only about half of students watched videos that were 9 to 12 minutes long to the end. Longer videos, between 12 to 40 minutes, saw even lower completion rates, with only about 80% of students finishing them. So, shorter videos are better for keeping students interested and focused.¹³

Based on previous studies presented above, the researcher is interested in exploring students' perception of YouTube Shorts as a tool for vocabulary learning. Many previous studies have relied on longer YouTube videos for teaching and learning purposes. the introduction of YouTube Shorts, which has been accessible for three years, provides a chance to explore this relatively new feature. This research will be conducted at UIN Datokarama Palu, more specifically in the English Tadris Department, with the goal of investigating the students' perceptions of YouTube shorts and also gain a better understanding of how students respond to and use YouTube Shorts in the context of vocabulary learning. The research will focus on students in the English Tadris Department, considering some students have used YouTube Shorts previously. In conclusion,

¹¹ Astuti Azis and Daud Setianto, "Using Short Videos to Improve 7th Grade Students' Vocabulary Mastery," *International Journal of English Language and Pedagogy* 1, no. 1 (May 29, 2023): 40.

¹² Cynthia J. Brame, "Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content," *CBE—Life Sciences Education* 15, no. 4 (December 2016): 4.

¹³ Philip J. Guo, Juho Kim, and Rob Rubin, "How Video Production Affects Student Engagement: An Empirical Study of MOOC Videos," in *Proceedings of the First ACM Conference on Learning @ Scale Conference* (Atlanta Georgia USA: ACM, 2014), 41–50.

the researcher will do research under the title "Students' Perception on the Use of YouTube Shorts in Learning Vocabulary of 2021st Batch of TBI at UIN Datokarama Palu."

B. Research Problem

1. What are the students' perceptions on learning English vocabulary through watching YouTube Shorts at UIN Datokarama Palu?
2. What are the impact of learning through YouTube Shorts on students' vocabulary mastery at UIN Datokarama Palu?

C. Research Objective and Significance

1. Objective of the Research

Based on research question above, the objective of the research can be stated as follows:

- a. To find out the students' perceptions in learning English vocabulary through watching YouTube Shorts
- b. To find out the impact of learning through YouTube Shorts on students' vocabulary mastery

2. Significance of the Research

The significance of this research is divided into two parts, as follows:

a. Theoretically

The results of this research are expected to make a significant contribution towards the development of new knowledge and information that can be utilized to enhance the teaching and learning process.

b. Practically

The results of this research are expected to hold significant value for those involved in the field of education.:

1) Teacher

The results of this research can serve as valuable feedback for teaching, aiding in the optimization of teaching performance by assisting educators in selecting effective methods and media, especially in vocabulary teaching.

2) Students

By using YouTube Shorts as a media of teaching, students can improve their vocabulary and also they will feel more motivated to learn English.

3) Other Researchers

It can serve as both a source and a guide for other researchers conducting similar studies, contributing to the related literature and providing benefits for future research.

D. Operational Definition

To prevent misunderstanding the title and content of this research, as well as becoming the basis for researchers to solve the problems of the research, operational definitions are essential for terminology related to research:

1. Perception

Perception is how we detect and interpret information from our environment. It refers to our capacity to notice, distinguish, and evaluate stimuli by integrating physical input with cognitive processing. Perception

is the result of how our senses and brain interact to make sense of the world around us.¹⁴

2. YouTube Shorts

YouTube Shorts are videos under 60 seconds that allow short-form content creation on YouTube

3. Vocabulary Mastery

Vocabulary mastery is when students have a good understanding of vocabulary, they can speak fluently, write easily, and understand what they listen to or read. It involves expressing what words signify and understanding how they are used together.¹⁵

E. Research Outline

This research is divided into five sections, each consisting of sub-sections, as follows:

Chapter I : Introduction

The introduction contains the background of the research, problem of the research, objective and significance of the research, operational definition and outline of the research.

Chapter II : Review of Related Literature

This chapter discusses previous research, which includes literature reviews related to this study. The theoretical review contains theories in the form of

¹⁴ Simon Grondin, *Psychology of Perception* (Cham: Springer International Publishing, 2016).

¹⁵ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Routledge, 2005), 57.

understanding and definition taken from excerpts from books and research journals related to the preparation of research reports, and theoretical frameworks

Chapter III : Methodology of the Research

This chapter consists approach and design of the research, population and sample of the research, data collection techniques, and technique of data analysis.

Chapter IV : Finding and Discussion

This chapter consists information about description of the research location overview, the research findings, and the discussion of research result.

Chapter V : Closing

This chapter discuss about research conclusion and implications related to this research.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

The researcher reviewed several previous studies related to the research topic, serving as key references for the study. Three relevant studies were identified in connection to this research:

The first research was written by M. Abhi Rama, Zohri Hamdani, and Candraning Prihatini "Students' Perception on the Use of Tiktok as an Effective Learning Media In Improving Students' Vocabulary". The research aims to explore the impact of TikTok as a learning tool on students' vocabulary development. The study was carried out at SMAN 14 Bandarlampung and employed a pre-experimental research design with a quantitative approach. The researchers conducted a survey with questionnaires to analyze students' opinion toward using TikTok for learning English vocabulary. The results showed that students had a good responses to using TikTok for English vocabulary learning. The diverse range of vocabulary levels available on TikTok significantly helped students improve their English vocabulary.¹

This research differs from the first researcher's study in several ways. While the first researcher focused on using TikTok as a learning media, this research will explore the use of YouTube Shorts as a similar short-form video learning tool. In addition, the research approach for this study will be descriptive

¹ M Abhi Rama, Zohri Hamdani, and Candraning Prihatini, "Students' Perception On The Use Of Tiktok As An Effective Learning Media In Improving Students' Vocabulary" 05, no. 04 (2023).

qualitative, with the goal of providing a detailed understanding of students' experiences and perspectives. The subject of this research will be the English Tadris Department students of UIN Datokarama Palu, allowing for insights into their perspectives on utilizing YouTube Shorts for vocabulary learning.

The second research was written by Nurul Natasa and Carbiriena Solusia “Students' Perceptions toward the Use of Short Videos based Social Media in Learning English at Universitas Negeri Padang”. This study aims to examine students' perceptions regarding the use of short videos based on social media for learning English. The researchers used an online questionnaire and interviews to collect data from 34 third-year English students at Universitas Negeri Padang. The data show that the majority of students have a good perception toward using social media platforms to improve their English language skills. YouTube emerged as the most popular application for English learning, and students expressed that social media platforms made their learning experience more enjoyable, challenging, and helpful. Furthermore, students stated that studying English through social media provided possibilities to gain new knowledge, improve speaking and writing skills, and increase listening comprehension.²

There is a difference between the second previous research and this research. While the second research explored students' perceptions of using social media like YouTube for learning English, this research will focus on understanding the students' perceptions on the effect of YouTube Shorts towards their vocabulary mastery as the short-form video learning tool.

² Nurul Natasa and Carbiriena Solusia, “Students’ Perceptions toward the Use of Short Videos Based Social Media in Learning English at Universitas Negeri Padang” 11, no. 1 (2022).

The third research was written by Muhammad Ari Saputra “Students' Perception On the Use of YouTube to Develop Their Vocabulary”. The objective of the research is to identify, classify and describe the ways English Students use YouTube to develop their Vocabulary. It is also to analyze and describe students' perception on using YouTube to develop their vocabulary. This research used descriptive quantitative method. The research collected the data using questionnaires and interviews. The sample was 30 students' from the 2022 batch of English Department Faculty of Humanities. The results showed that most of the respondents had positive responses about the use of YouTube to develop their vocabulary. Since YouTube can be used both as providing teaching resources and enhancing learning experience.³

The difference between this research and the third researcher's study is that this research uses the short form version of YouTube called YouTube Shorts and focus on understanding the students' perceptions on the effect of this feature towards their vocabulary mastery, while the third study does not use YouTube Shorts version to increase students' vocabulary skills. This study aims to understand the perceptions of the students regarding the effect of YouTube Shorts towards their vocabulary mastery.

³ Muhammad Ari Saputra, “Student Perceptions On The Use Of Youtube In Increasing Vocabulary,” *Jurnal Riset Rumpun Ilmu Pendidikan* 1, no. 2 (October 30, 2022): 329–340.

B. Literature Review

1. The Concept of Perception

a. Definition of Perception

Perception refers to the psychological processes of interpreting experiences gained through the five senses, allowing individuals to form positive or negative perceptions. Getting responses involves going through the steps of choosing, understanding, and responding. Other psychologists defined perception as a series of activities aimed at obtaining information. An alternative interpretation given by different experts is that perception begins with the five senses detecting a stimulus. It is structured and analyzed in a way that allows it to comprehend the information received.⁴

Simon Grondin stated that perception involves going beyond presented stimuli to construct a meaningful situation, encompassing how we see, hear, feel, taste, and smell. In simpler terms, perception is what an individual experiences. It can also be interpreted as an individual's viewpoint and personal knowledge on a topic and its details.⁵

Based on the definition provided, it can be concluded that perception is influenced by the personal experiences and emotions of each person. Perception is a unique response that belongs to every person through the act of sensing and experiencing.

⁴ Maria Teresa Riviello and Anna Esposito, *On the Perception of Dynamic Emotional Expressions: A Cross-Cultural Comparison* (Springer, 2016), 35.

⁵ Simon Grondin, *Psychology of Perception* (Cham: Springer International Publishing, 2016), 123.

b. Types of Perceptions

According to Simon Grondin, perception is divided into two; those are positive and negative perceptions.

- 1) Positive perception refers to the understanding and reactions that persist in attempts to utilize it, furthered by engaging with or endorsing the object being perceived.
- 2) A negative perception is when all knowledge and responses do not align with the object being perceived. It must either accept and endure the perceived thing or refuse and resist it.⁶

So, perception can have both positive and negative impacts and always influences someone's actions. How individuals perceive an object is determined by how they describe all their knowledge, whether positive or negative.

c. The Process of Perception

The process of perception occurs in the following stages:

- 1) The first stage, also called the natural or physical process, involves the human senses capturing a stimulus.
- 2) The second stage involves a physical response triggered by receptors (sensory organs) through sensory nerves.
- 3) The third stage, referred to as the psychological process, involves increasing an individual's understanding of the stimulus detected by the receptor.

⁶ Ibid., 127.

- 4) The fourth stage involves the outcomes derived from the perception process, manifested through reactions and actions.

All of these stages were accepted as the fundamental procedure of how humans comprehend and obtain perception.⁷

d. Factors Affecting Perception

Every individual has a unique perception when observing identical objects. The variance can be influenced by various factors, both internal and external.

1) Internal Factors

Internal factor is a factor that originates from a person. This aspect is influenced by personal psychological factors such as thoughts, emotions, desires, gender, drives, focus, and so on. Each person's traits and disposition are unique and are also influenced by their family and environment.

2) External Factors

This refers to external elements like stimuli, environment, culture, and beliefs that influence the individual. Our livelihood is connected to the environment, including both the physical and social aspects of the environment.⁸

As explained above, that perception is influenced by two factors. The initial factor is internal, originating from within an individual and based on an individual's personal psychology. The second factor is an external factor, which

⁷ Anna Bergqvist and Robert Cowan, *Evaluative Perception* (Oxford University Press, 2018).

⁸ Bimo Walgito, "Psikologi Sosial," *Yogyakarta: Andi Offset* (2003): 123.

includes elements outside the individual such as the environment, stimuli, and beliefs.

2. The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary serves as the foundation of both written and spoken communication, making it easier for individuals to express their opinions, ideas, and emotions. It helps speakers convey their thoughts more easily, facilitating clear and complete communication. Without a strong vocabulary, people may struggle to convey their meanings, highlighting its crucial importance as the basis of language proficiency. Vocabulary stands as a primary component of language, importantly supporting students across the four language skills: speaking, listening, reading, and writing.⁹

Thornbury says: “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that Vocabulary plays a crucial role in our ability to communicate effectively. Without a strong vocabulary, communication becomes limited.¹⁰

b. Vocabulary Mastery

Vocabulary mastery refers to having a high level of proficiency in utilizing language. Learning a large number of vocabulary should be the primary focus for students when they are learning a new language, rather than concentrating on grammar or other aspects. According to David Crystal, vocabulary is the key

⁹ Astuti Pratiwi Rahmadhani, S Pd., M Pd, “Techniques in Teaching Vocabulary to Young Learners at LIA English Course,” no. 2 (2015): 3.

¹⁰ Scott Thornbury, *How to Teach Vocabulary*, Lowe’s how-to series (Harlow: Longman, 2002), 13.

component of all languages. Students must understand the definitions of words as well as how to correctly say or write them down in order to enhance their vocabulary skills.¹¹ Vocabulary is used in listening, speaking, reading, and writing activities.

Hiebert and Kamil also mentioned that when students have a good understanding of vocabulary, they can speak fluently, write easily, and understand what they listen to or read. It involves expressing what words signify and understanding how they are used together.¹² Vocabulary mastery gives students power with words that helps improve their communication skills.

In other words, vocabulary mastery is the ability to recognize, understand, speak, and write words accurately. An individual can be considered successful in vocabulary mastery if they can use vocabulary appropriately in a variety of communicative contexts, increase the number of vocabularies they know and actively use, improve their understanding of more complex reading texts, communicate more fluently and effectively, and express thoughts and ideas clearly and accurately.

c. Importance of Vocabulary

Vocabulary mastery plays an important role in the four language skills listening, speaking, reading, and writing. Vocabulary is really important for communicating well. When people have a lack of vocabulary, they often feel unsure of themselves. This is common among students who might struggle to express themselves clearly and confidently due to their limited word knowledge.

¹¹ David Crystal, *The Cambridge Encyclopedia of the English Language* (Cambridge University Press, 1995), 116.

¹² Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Routledge, 2005), 57.

It's really important for students to actively learn new words to improve their language skills and feel more confident when talking to others.¹³

Improvement comes from learning more words and expressions. Grammar alone isn't enough, but a rich vocabulary can express almost anything. Learning vocabulary can help students improve their language skills. While grammar is important, having a strong vocabulary mastery is even more crucial. With vocabulary, students can express many different ideas and thoughts. Basically, having a lot of vocabulary storage is the foundation of learning a language well.¹⁴

d. Kinds of Vocabulary

Vocabulary means the study of words. The number of words in English is not restricted. Some terms are used frequently. Nevertheless, some words are rarely used. Instead, there are words that are rarely used in written or spoken English. Because vocabulary growth is complex, language experts have separated it into several categories. According to Nation.¹⁵ There are four types of English vocabulary. They are:

1) High-Frequency Word (HFW)

High-frequency words are a core set of over 2,000 word families which make up for about eighty per cent of all words encountered in both written and spoken English. This group comprises both popular function terms and commonly occurring content words. The most well-known list of high-frequency terms is Michael West's General Service List, which was published in 1953 and includes the most useful 2,000 word families for

¹³ Melba Libia Cárdenas B, "The Challenge of Effective Vocabulary Teaching," *Profile: Issues in Teachers' Professional Development* 2, no. 1 (January 1, 2001): 48.

¹⁴ Thornbury, *How to Teach Vocabulary*, 13.

¹⁵ I. S. P. Nation, *Learning Vocabulary in Another Language*, The Cambridge applied linguistics series (Cambridge; New York: Cambridge University Press, 2001), 11.

English language students to master first. These high-frequency words are significant because understanding them enables students to comprehend a substantial proportion of texts and conversations with a limited vocabulary.

2) Academic Word (AW)

Academic words are words that appear in a variety of academic literature and fields, including science, social science, and the arts. They typically cover about 9% of the words in academic texts. The Academic Word List, compiled by Averil Coxhead in 1998, is the most well-known and commonly used list of academic words. It includes 570 word families that often appear in written academic works spreading a wide range of fields. Knowledge of academic words is very crucial for students who need to use English for academic study at university or in professional settings that require English academic materials.

3) Technical Word (TW)

Technical words are those that are specific to a text's topic or subject area and differ among fields such as economics, medicine, engineering, and so on. They cover around 5% of the words in texts focusing on a certain topic or subject area, but are less common elsewhere. Technical dictionaries with 1,000 or more entries for particular fields such as economics, medicine, engineering, and so on are examples of technical vocabulary lists. Technical words help to identify a text's topic or subject and can help in the development knowledge within a specific subject area.

4) Low-Frequency Word (LFW)

Low-frequency words are ones that can't be classified into the high-frequency, academic, or technical word categories. As the largest group, the English language contains thousands of such words. They contain technical terms from unrelated subjects, proper nouns, words that were almost on the high-frequency lists, and words that language users rarely encounter. In academic texts, low-frequency terms cover more than 5% of the vocabulary. Because of their large number, low-frequency words place the largest vocabulary learning obstacle for language learners.¹⁶

Haycraft, as quoted by Hatch and Brown, categorizes between two types of vocabulary: receptive and productive.¹⁷

- 1) Receptive vocabulary refers to a student's ability to comprehend words while listening or reading. It includes recognizing and understanding the meaning of words. Receptive vocabulary is assessed using receptive exams such as multiple choice or matching exercises.¹⁸
- 2) Productive vocabulary is the ability to use words effectively in speech or writing, rather than only recognizing or comprehending them. It can be addressed as an active process, allowing students express their thoughts to others.¹⁹

¹⁶ Ibid., 12.

¹⁷ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education* (Cambridge University Press, 1995).

¹⁸ Stuart Webb, "Receptive and Productive Vocabulary Sizes of L2 Learners," *Studies in Second Language Acquisition* 30, no. 01 (March 2008): 79.

¹⁹ Stuart Webb, "Receptive and Productive Vocabulary Learning: The Effects of Reading and Writing on Word Knowledge," *Studies in Second Language Acquisition* 27, no. 01 (March 2005): 34.

Meanwhile, according to Thornbury, word classes, also known as parts of speech, are one of the kinds of vocabulary. They include:

1. Noun: Examples include "book", "teacher", "school". Nouns are words that describe persons, places, objects, or concepts.
2. Verb: Examples include "run", "study", "sleep". Verbs are words that describe action, situation, or occurrence.
3. Adjective: Examples include "beautiful", "smart", "interesting". Adjectives are words that describe or modify nouns and pronouns.
4. Adverb: Examples include "quickly", "very", "often". Adverbs are words that modify verbs, adjectives, or other adverbs to indicate manner, time, location, or degree.
5. Pronoun: Examples include "he", "she", "it". Pronouns are words that are used in place of a noun.
6. Preposition: Examples include "in", "on", "under". Prepositions are words that indicate the relationship between a noun or pronoun and the other words in a sentence.
7. Conjunction: Examples include "and", "but", "or". Conjunctions are words that connect words, phrases, or clauses.
8. Interjection: Examples include "Wow!", "Ouch!", "Yay!". Interjections are words used to express strong feeling or sudden emotion.²⁰

²⁰ Thornbury, *How to Teach Vocabulary*, 3.

3. Concept of Media

a. *Definition of Media*

The word "media" comes from Latin and it's the plural of "medium," which means something in between. Media helps send messages from one person to another.²¹ Sadiman describes media as anything that has the ability to transmit messages from a sender to a receiver, stimulating students' thoughts, emotions, attention and curiosity in a way that helps them learn and achieve educational goals.²²

Based on that, media can be seen as a mediator for messages, making things easy to understand for the person receiving the message. It takes abstract ideas and turns them into something clear and understandable. Media are tools for sharing educational information or messages. They're crucial in education, and every teacher should understand how to use them well. As technology advances, the role of media in education becomes even more important. It's valued highly due to its ability to adapt and serve various functions in the learning process.²³

b. *Kinds of Media*

The types of teaching media will have an impact on the teaching learning process, which can facilitate the teaching technique by serving as tools to convey the lesson. Teaching media can be divide into three categories: Visual, audio, and audio-visual media.

²¹ Azhar Arsyad, "Media Pembelajaran" (Jakarta: PT Raja grafindo persada, 2011), 23.

²² Arief S. Sadiman, "Media Pendidikan : Pengertian, Pengembangan, Dan Pemanfaatannya," 2010.

²³ Sapto Haryoko, "Efektivitas Pemanfaatan Media Audio-Visual Sebagai Alternatif Optimalisasi Model Pembelajaran," *Jurnal Edukasi Elektro* 5, no. 1 (2009): 3.

1. Audio media, is a sort of media that is purely based on the sense of hearing. It uses sound to deliver messages. There are two types of messages sent by audio media: verbal and nonverbal. Verbal messages are made up of spoken words or language, whereas nonverbal messages include sounds like music, background noise, or vocalizations like murmurs and hums. In essence, audio media is about what a person can hear, whether it's spoken words or other types of sound.
2. Visual media uses just the sense of sight. It consist of print-verbal media, graphic print media, and non-print visual media. First, visual-verbal media contains verbal communications (linguistic messages written down). Second, nonverbal graphic visual media conveys nonverbal messages using visual symbols or elements such as pictures (sketches, paintings, and photographs), graphs, diagrams, charts, and maps. Third, three-dimensional nonverbal visual media includes models such as miniatures, mock-ups, specimens, and dioramas.
3. Audiovisual media involves hearing and seeing at the same time. Messages in this sort of media can include words you hear and see, as well as sounds and images combined. These messages can be seen in educational videos, movies, and other presentations.²⁴

4. Concept of YouTube Shorts

a. Definition of YouTube Shorts

YouTube Shorts started in reaction to the rise in popularity of short-form video content, which was inspired by platforms such as TikTok. YouTube,

²⁴ Rudi Susilana and Cepi Riyana, *Media Pembelajaran: Hakikat, Pengembangan, Pemanfaatan, Dan Penilaian* (CV. Wacana Prima, 2008), 4.

launched in 2005 as a platform for longer-form videos, recognized changing trends in digital content consumption. YouTube decided to make on the desire for short attractive videos by introducing YouTube Shorts in September 2020. This feature allows users to produce and watch 60-second videos straight within the YouTube app, which is designed for mobile viewing.

Furthermore, the introduction of short video features has transformed learning environments by combining visual components with instructional information, making knowledge available to consumers globally. These capabilities make it easier to integrate innovative educational resources and interactive aspects like comments, questions, and responses, leading to a more collaborative learning environment. By utilizing these instructional elements, users can enrich their learning experiences, encouraging a culture of continual development and information exchange in digital spaces.²⁵

YouTube provides quick and fun access to language and culture-related videos and teaching from all around the world. It serves a platform for both student and teacher-created information, creating an engaging atmosphere for language learning.²⁶ Most significantly, with the introduction of YouTube Shorts feature enable students to participate actively in language learning by immersing them in authentic conversations, accents, and contexts. This exposure helps students develop their vocabulary, understand idiomatic expressions, and improve their pronunciation skills, all of which contribute to their overall language competency and fluency.

²⁵ Tongxi Zhang, "A Brief Study on Short Video Platform and Education:," in *Proceedings of the 2nd International Conference on Literature, Art and Human Development (ICLAHD 2020)* (Xiamen, China: Atlantis Press, 2020), 545.

²⁶ Joseph M Terantino, "Youtube for Foreign Languages: You Have to See This," *Emerging Technologies* (n.d.): 11.

b. Advantages and Disadvantages of YouTube Shorts

There are certain advantages of using YouTube videos as a learning media, namely:

- 1) YouTube offers limitless possibilities to optimize learning potential and implement lessons in rich learning situations. The mix of aural input and visuals on YouTube has inspired many educators to use it as a teaching tool in their classrooms.
- 2) Students can acquire spoken and visual stimuli at the same time via YouTube videos, which can improve both their language acquisition and vocabulary comprehension.
- 3) Using videos/YouTube connects students to actual content and context, helping them enhance their language skills.
- 4) YouTube provides many possibilities for learning a second or foreign language because students can view and listen to various types of spoken content (formal, informal), genres (songs, debates, talk shows, film clips), and learn new vocabulary or language skills.
- 5) The settings, actions, emotions, and gestures shown in YouTube video segments provide important visual stimuli for language learning.²⁷

Moreover, there are some advantages of using short videos for learning such as:

²⁷ Dwi Heriyanto, "The Effectiveness of Using Youtube for Vocabulary Mastery," *ETERNAL (English Teaching Journal)* 6, no. 1 (2015): 4.

- 1) The first and most important guideline for maximizing students' attention through learning videos is to keep them short. Students tend to watch entire videos that are fewer than 6 minutes in duration.
- 2) When the video length was increased to 9-12 minutes, student engagement decreased by 50%. Student engagement further decreased by 20% for videos 12-40 minutes long. Therefore, making short videos within 6 minutes will not waste students' time and energy.
- 3) Short videos help contextualize and naturally demonstrate the language being learned to students in an authentic yet controlled environment.
- 4) Short video segments maximize students' concentration span compared to long texts or lectures.

Using YouTube videos, particularly short ones, provides several benefits for language acquisition. These videos integrate a variety of auditory and visual cues, making language learning more enjoyable and effective. They provide students with real-world content and contexts, allowing them to improve their skills. Educators can increase student engagement and improve material comprehension by keeping videos short and clear.

Even though YouTube Shorts are helpful for learning, there are some disadvantages can be found, such as:

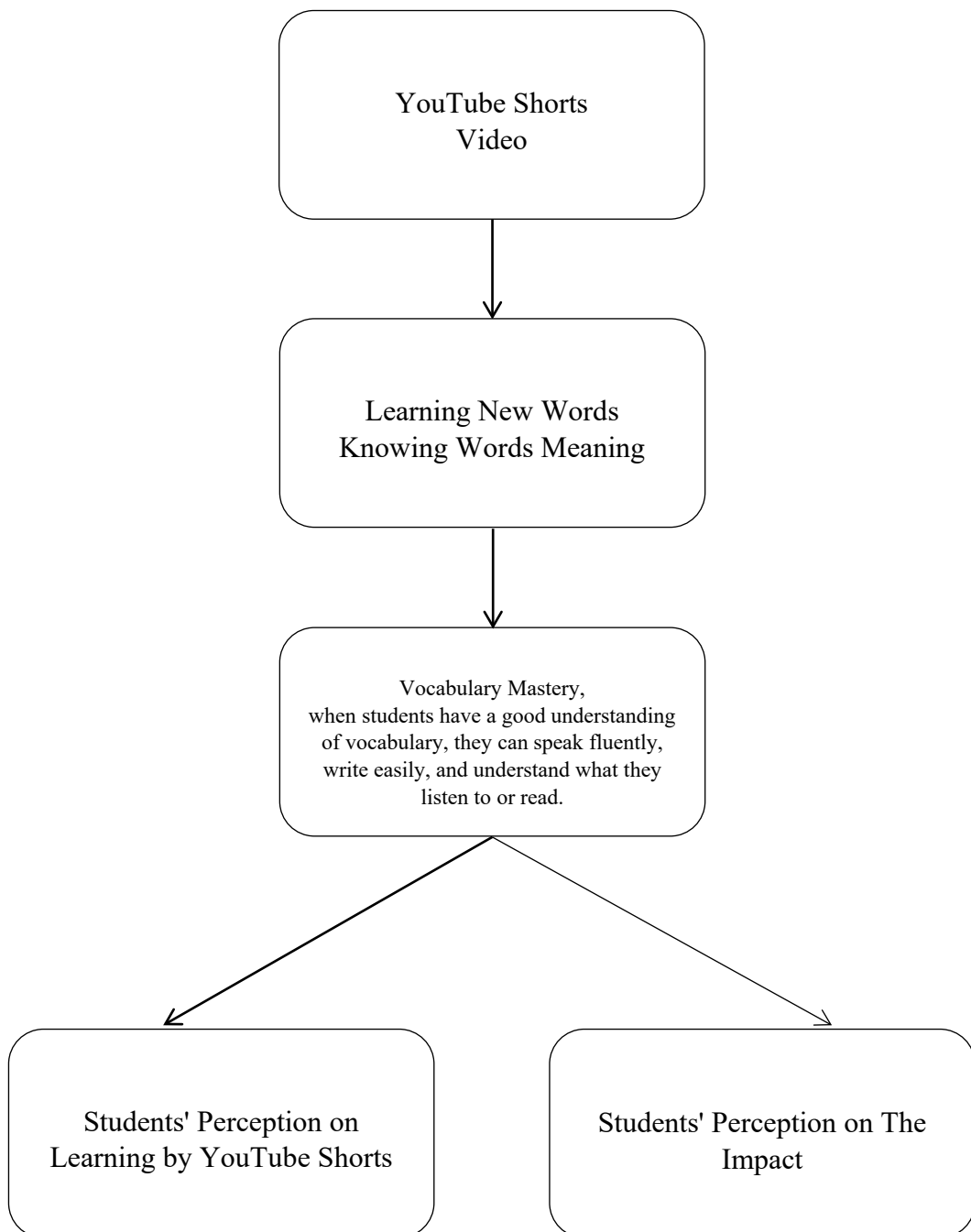
- 1) If a topic presentation goes for more than one minutes, the videos must be separated or remade.
- 2) It's really easy to swipe the screen and get distracted by more and more videos.

- 3) Limited video design resources, including fonts, colors, graphics, and transitions.²⁸

²⁸ María Artemisa Sangermán Jiménez and Pedro Ponce, “TikTok and YouTube Videos in the Flipped Classroom Model to Improve the Learning Process and Motivate Students,” *ISSN: 2435-1202 – The IAFOR Conference on Educational Research & Innovation: 2022 Official Conference Proceedings* (February 20, 2022): 179–202.

C. Theoretical Framework

Figure 2.1
Theoretical Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Design

For this study, the researcher used a descriptive qualitative research design. Qualitative research aims to gain insight into the meanings and behaviors of social phenomena by interpreting participants' subjective experiences. Phenomena refer to the things observed by research participants including behavior, perception, action, motivation, and various other aspects.¹

Descriptive qualitative research is an approach for understanding human issues or phenomena with the collection and analysis of non-numerical data. It involves gathering detailed descriptions of experiences, behaviors, and interactions in their natural settings. Instead of complex interpretation or theory building, the emphasis is on presenting clear explanations of events and phenomena. This approach collects detailed data and perspectives in order to provide an in-depth understanding of people's experiences or characteristics of a phenomenon. According to this definition, the researcher believes that utilizing descriptive qualitative research is appropriate for this study as it can elucidate and enhance understanding of a broad concept such as human perception.²

This research aims to explore students' perceptions of the effect of YouTube Shorts on their vocabulary mastery. The researcher employed a qualitative approach to gain a comprehensive understanding of students'

¹ André Queirós, Daniel Faria, and Fernando Almeida, "Strengths and Limitations of Qualitative and Quantitative Research Methods" (September 7, 2017): 2.

² John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017).

experiences and perspectives. By examining these perceptions, the researcher seeks to determine the effectiveness and potential benefits of using YouTube Shorts as a tool for English vocabulary learning.

B. Research Setting

This research was conducted at the English Tadris Department of UIN Datokarama Palu. The location was chosen because the students in this department, particularly the 2021 batch, are actively involved in English learning and are familiar with various digital media, including YouTube Shorts. Their background makes them suitable participants for exploring perceptions of short-form video content in vocabulary learning. Moreover, the relevance between the research topic and their academic context provides valuable insight into how technology, especially YouTube Shorts, supports language acquisition in higher education.

C. Data and Data Sources

In this research, data and data sources refer to the individuals providing information essential to achieving the research objectives. The population includes the entire group of individuals, units, or events that are subject to study and analysis.³ The primary data source was the 2021 batch of students from the English Tadris Department at UIN Datokarama Palu. The participants were chosen using purposive sampling, a technique that allows the researcher to intentionally select individuals based on specific criteria. In this case, students who actively use or have experience with YouTube Shorts as a learning medium.

³ Nur Fadilah Amin, Sabaruddin Garancang, and Kamaluddin Abunawas, "Konsep Umum Populasi Dan Sampel Dalam Penelitian," *PILAR* 14, no. 1 (June 12, 2023): 18.

This approach ensured that the data collected were rich, relevant, and directly aligned with the objectives of the study.⁴

Specifically, the purposive sampling is used to select students from the English Tadris Department of UIN Datokarama Palu, batch of 2021.

Table 3.1
Sample of the research

No	Students	Batch	Class
1.	Student 1	2021	TBI 1
2.	Student 2	2021	TBI 1
3.	Student 3	2021	TBI 1
4.	Student 4	2021	TBI 1
5.	Student 5	2021	TBI 2
6.	Student 6	2021	TBI 2
7.	Student 7	2021	TBI 2
8.	Student 8	2021	TBI 2
9.	Student 9	2021	TBI 3
10.	Student 10	2021	TBI 3

⁴ Ika Lenaini, "Teknik Pengambilan Sampel Purposive dan Snowball Sampling," *Historis : Jurnal Kajian, Penelitian dan Pengembangan Pendidikan Sejarah* 6, no. 1 (June 30, 2021): 34.

D. Positionality of the Researcher

As a student of the English Tadris Department at UIN Datokarama Palu, the researcher holds an insider position within the research setting. This positionality provided both unique access and contextual understanding of the participants' academic environment, habits, and learning preferences. Having shared similar learning experiences, particularly in engaging with digital media like YouTube Shorts, the researcher was able to build trust and rapport with participants during data collection. At the same time, the researcher remained critically reflective and aware of potential biases, striving to approach the data objectively and ensure that participants' perspectives were authentically represented. This dual role, as both observer and member of the academic community, allowed the researcher to interpret the findings with cultural and contextual sensitivity while maintaining academic rigor throughout the research process.⁵

E. Data Collection Techniques

1. Interview

Interview is categorized into three types: structured, unstructured, and semi-structured interviews. The researcher used semi-structured interviews which involve asking questions, and Creswell identified three types of questions.⁶

- a. A close-ended question is when the researcher asks a question and gives the participant multiple choice options to choose from.

⁵ Sarah Lewis, "Qualitative Inquiry and Research Design: Choosing Among Five Approaches," *Health Promotion Practice* 16, no. 4 (July 2015): 50.

⁶ Creswell and Creswell, *Research Design*.

- b. Open-ended questions are questions where researchers do not offer response choices; instead, participants provide their own answers to the questions.
- c. Semi-closed-ended questions combine the benefits of both open- and closed-ended questions. The method involves posing a closed-ended question followed by requesting further information through an open-ended question.

In qualitative research, interviews are mainly conducted by researchers asking participants open-ended questions and record their responses. Frequently, audio recordings are used to ensure transcription consistency.⁷ In qualitative interviews, it is important to ask open-ended questions that are reasonable, neutral, and easily understandable. In order to obtain truthful responses from students, the researcher conducted open-ended interviews and ask the same set of questions to certain participants on multiple occasions.

The interviews involved meeting with students individually, asking questions, and recording their responses in either audio or video format without any time restrictions. Following the interview data, the researcher transcribed the voice recordings or videos and analyzed the responses to understand students' views about YouTube Shorts in improving their vocabulary. The interview lasts anywhere from 5 to 40 minutes per student. The expected duration to interview the students ranges from 1 to 5 hours under ideal conditions, and longer if the students are uncooperative or refuse to participate.

⁷ Ibid.

The researcher used open-ended questions by creating a semi-structured interview using Creswell guidelines about designing a research instrument.⁸

Table 3.2
The Blueprint of the Interview

No.	Open-ended questions for students
1.	Asked about students' experience in learning English vocabulary through watching YouTube Shorts.
2.	Asked about which vocabulary learning videos or content on YouTube Shorts students have found most engaging or helpful
3.	Asked about how students feel regarding the effectiveness of using YouTube Shorts for vocabulary learning.
4.	Asked about how watching YouTube Shorts has impacted students' vocabulary mastery in English.
5.	Asked about how YouTube Shorts has impacted students' confidence, motivation or interest in English language learning.
6.	Asked about any challenges students have faced when trying to learn vocabulary through YouTube Shorts
7.	Asked if students sometimes find the short durations of YouTube Shorts videos make it difficult to fully learn new vocabulary
8.	Asked about suggestions students have to make YouTube Shorts better for vocabulary learning, based on their experience.
9.	Asked about where students see the future of YouTube Shorts in terms of their role in education and learning.

⁸ Ibid.

F. Technique of Data Analysis

Data analysis means a process of organizing data to achieve regularity in the structure of a type of research.

1. Reduction of the Data

Reduction includes summarizing data, collecting points, focusing on what is important, and identifying research topics. The following step in each of these activities is to identify, analyze, and simplify acquired resource data, as well as to abstract and convert the data that will be collected.⁹ The reduction stages of this research involved summarizing the outcomes obtained from the data gathered using the research instrument.

2. Display the Data

Data representation is structured data used for making conclusions and decisions. It is stated in this way for the purpose of making the data simple to comprehend.¹⁰ Information obtained from interviews is organized and presented within the text, including data that was collected.

The researcher presented the quantity of students holding positive and negative views by utilizing individual questions and their responses to determine the students' positive or negative perceptions towards the effect of YouTube Shorts on their vocabulary improvement.

⁹ Monique Hennink, Inge Hutter, and Ajay Bailey, *Qualitative Research Methods* (SAGE, 2020), 88.

¹⁰ Ibid.

3. Drawing Conclusions and Verification

Verification refers to the process of answering the research question, purpose, and significance of the study. In this research, the researcher analyzed interview data from various students in order to draw conclusions.

After analyzing the data, the researcher categorized the students' perceptions as either negative or positive.

G. Trustworthiness of the Data

To ensure the validity and credibility of the data, the researcher applied several strategies commonly used in qualitative research. One of them was triangulation, where data from different sources (such as interview transcripts, questionnaire responses, and researcher observations) were compared and cross-checked to find consistency and depth of meaning. The researcher also employed member checking, in which the interview results were shown to the participants to confirm that their responses had been accurately interpreted. Additionally, peer debriefing with academic supervisors was conducted to obtain feedback and ensure the research process remained objective. These techniques were used to enhance the trustworthiness of the findings and minimize potential bias during data collection and analysis.

CHAPTER IV

RESEARCH FINDINGS

A. Research Location Overview

1. A Brief Overview of TBI

The English Tadris Department (TBI) Faculty of Tarbiyah and Teacher Training State Islamic University Datokarama Palu was established to address the high demand from the community for an English education program. This program is specifically designed to deliver education and training that will produce graduates capable of becoming proficient English teachers at various educational levels and institutions. The TBI program aims to provide its students with comprehensive knowledge and skills in English language teaching, ensuring they are well-prepared to meet the challenges of the evolving educational landscape.¹

Conducting research within the TBI program at UIN Datokarama Palu is particularly relevant and logical for several reasons. First, the significant interest and enrollment in the TBI program indicate that students are eager to explore effective methods for learning and teaching English. Investigating modern and engaging tools such as YouTube Shorts aligns with the program's objective of enhancing English language proficiency among students. Furthermore, the TBI program emphasizes the need for innovative and effective teaching methodologies. By researching the use of YouTube Shorts, this study contributes

¹ "Tadris Bahasa Inggris – Fakultas Tarbiyah dan Ilmu Keguruan," n.d., accessed August 6, 2024, <https://ftik.uindatokarama.ac.id/index.php/tbi/>.

to the exploration of new educational technologies and their potential impact on language learning, which is a critical component of the TBI curriculum.

Understanding students' perceptions and the impact of YouTube Shorts on vocabulary mastery can provide valuable insights for educators within the TBI program. This research can inform teaching practices and curriculum development, ultimately leading to improved educational outcomes for students. Additionally, the research supports the TBI program's mission to produce proficient English teachers. By identifying effective tools and strategies for vocabulary acquisition, the study helps prepare future teachers with practical skills and knowledge that they can utilize in their classrooms.

In summary, the high interest in English learning, the emphasis on innovative teaching methods, and the alignment with the program's goals make the TBI program at UIN Datokarama Palu an ideal setting for this research. The insights gained from this study can significantly contribute to the enhancement of English language education, benefiting both current students and future educators.

B. Research Findings

1. Students' Perceptions on Learning English Vocabulary through Watching YouTube Shorts

a. Positive Perceptions

From the interview research, it was evident that students generally have positive perceptions of learning English vocabulary through YouTube Shorts. Many students (9 out of 10) highlighted the engaging and entertaining nature of the content, which makes learning more enjoyable and less monotonous compared to traditional methods.

For instance, S1/RRA/TBI1 mentioned that she did not initially intend to learn but ended up enjoying the content because of its entertaining format. She said :

My intention wasn't to learn, but because it often passed by, I finally opened it out of curiosity and ended up watching the video on YouTube Shorts until the end. The content at that time was about Kampung Inggris, which was teaching vocabulary and such. That's it.²

S2/AKN/TBI1 also found interactive content like “English with Lucy” particularly effective due to the quality of explanations. She said :

One of the contents I like is 'English with Lucy' because I like her way of explaining. The content is like a story, and there are some vocabulary words that are highlighted.³

S7/DL/TBI2 appreciated the variety and creativity of the videos available on this platform, *"YouTube Shorts is more accessible, and the videos are more varied and creative, so I think this platform is great."*⁴

The engagement factor was consistently mentioned by several students. They found that the short, visually interesting videos held their attention better than longer, more traditional forms of educational content. The brevity of the videos was particularly appreciated, as it allowed students to quickly consume and retain new vocabulary without feeling overwhelmed.

b. Effectiveness

The effectiveness of YouTube Shorts in learning vocabulary was another important topic. Students rated the effectiveness of this method differently based on their personal experiences and frequency of use. S5/SW/TBI2 rated the effectiveness of using YouTube Shorts for vocabulary learning 8.5 out of 10.

² S1/RRA/TBI1, *Interview*, Classroom. (July 16th 2024)

³ S2/AKN/TBI1, *Interview*, Classroom. (July 16th 2024)

⁴ S7/DL/TBI2, *Interview*, Classroom. (July 17th 2024)

I think effective because it's not complicated. So, every day there's a new vocabulary word, and there's always a difference in vocabulary usage, such as in the past and future tenses. So, it's not as complicated as the long version of YouTube. On a scale of 1 to 10, I choose 8.5.⁵

This statement shows how effective is YouTube Shorts because the videos on this platform were not complicated, went straight to the point and covered the overall or core of the learning in a short time, unlike longer YouTube videos. Even S2/AKN/TBI1, who used the platform less frequently and rated it 5 out of 10 said :

It would be very good if I focused on it and did it frequently, but because I often get distracted by other social media platforms, this sometimes makes my vocabulary learning on YouTube Shorts not taken very seriously.⁶

The statement indicating that consistent use might enhance its effectiveness. S7/DL/TBI2, who found it highly beneficial, rated it 10 out of 10. Appreciating the ease of access and variety of content. She said

On a scale of 1 to 10, I choose 10, which is very effective because it's easier for me to understand by watching short videos rather than having to open a dictionary and watch long-duration videos.⁷

Students noted that the short format of the videos was better than the longer video format as it allowed them to focus more effectively on specific vocabulary items. This targeted approach with short videos was seen as providing a key advantage in enabling them to learn and review new words in a more manageable and focused manner compared to longer videos.

c. Challenges

The majority of students (6 out of 10) interviewed said the one-minute duration of YouTube Shorts videos was enough for learning new vocabulary, a

⁵ S5/SW/TBI2, *Interview*, Library. (July 17th 2024)

⁶ S2/AKN/TBI1, *Interview*, Classroom, (July 16th 2024)

⁷ S7/DL/TBI2, *Interview*, Classroom. (July 17th 2024)

minority of them (4 out of 10) felt that the short time format could sometimes create challenges. One of them S7/DL/TBI2 mentioned that the short duration of the videos sometimes made it difficult to fully understand new vocabulary. She said :

I think one minute is not enough because it is too short, so the vocabulary is limited and still sparse in one video. For example, it might only cover around 5 vocabulary words, and we also have to understand the accent and pronunciation.⁸

The short duration of YouTube Shorts videos, typically around one minute, is sometimes insufficient for deeply understanding and retaining new vocabulary. This limited time can make it challenging for students to fully understand the pronunciation, usage, and context of new words. S4/NA/TBI1 also found the short duration challenging, She said:

I think the duration plays a significant role. I prefer the longer version of YouTube over YouTube Shorts, which I find a bit confusing because the duration is only one minute.⁹

The interview findings showed that students had different views on the one-minute length of YouTube Shorts videos for learning vocabulary. Most students found this short duration helpful for picking up new words, but some had challenges with it. These students felt that one minute wasn't enough time to fully understand multiple words, their pronunciations, and how they are used in different contexts.

Those who didn't find the one-minute videos useful said they struggled to fully grasp vocabulary concepts and sometimes got bored because the videos were too short. On the other hand, most students thought the brief videos provided quick and effective exposure to new vocabulary.

⁸ S7/DL/TBI2, *Interview*, Classroom. (July 17th 2024)

⁹ S4/NA/TBI1, *Interview*, Classroom, (July 16th 2024)

2. Impact of Learning through YouTube Shorts on Students' Vocabulary Mastery

a. Positive Impacts

The interview research revealed that YouTube Shorts had a positive impact on students' vocabulary mastery. Many students (9 out of 10) reported improvements in their vocabulary knowledge due to the content explaining the meaning and context of vocabulary use. S6/SM/TBI2 noticed an increase in her vocabulary because YouTube Shorts content explained the meaning of vocabulary, such as how it is used in certain contexts, so she understands not just the meaning but also how to use it,

Yes, it helps to improve my vocabulary. Usually, the content on YouTube Shorts explains the meaning of the vocabulary, such as how it is used in certain contexts, so I understand not just the meaning but also how to use it.¹⁰

While S2/AKN/TBI1 found the short videos easy to repeat and thus helpful for retention. *"YouTube Shorts can be easily repeated, and the duration is not as long as the content uploaded on the longer version of YouTube."*¹¹ the ability to easily re-watch the short videos was highlighted as an effective way to reinforce learning, more so than with longer videos which may be less engaging to re-watch. S3/NK/TBI1 mentioned that the videos helped her understand basic vocabulary and highlighted new words effectively.

It can improve vocabulary because the YouTube Shorts I watch contain English vocabulary, even though it's still basic vocabulary, it enhances my vocabulary mastery. However, sometimes there are new vocabulary words that I didn't know before, and I can highlight them.¹²

¹⁰ S6/SM/TBI2, *Interview*, Library. (July 17th 2024)

¹¹ S2/AKN/TBI1, *Interview*, Classroom, (July 16th 2024)

¹² S3/NK/TBI1, *Interview*, Classroom. (July 16th 2024)

Overall, the students emphasized that the YouTube Shorts platform facilitated vocabulary learning through several advantages. The short, repeatable videos allowed for frequent exposure that reinforced learning through revisiting and reviewing content. This repetitive learning helped students better retain and recall new words by providing easy opportunities to re-engage with vocabulary multiple times in a more engaging format than longer videos. The content also supported vocabulary mastery by clearly explaining word meanings and usage contexts.

b. Confidence and Motivation

The impact on confidence and motivation was another significant finding. S6/SM/TBI2 felt more confident and motivated after understanding and using new vocabulary from YouTube Shorts. She said :

Yes, it increases my confidence because it's not just about the meaning and pronunciation, but also the function, which helps me understand new vocabulary from YouTube Shorts better and boosts my confidence. I am also motivated by one of the content creators, Maudy Ayunda.¹³

S2/AKN/TBI1 reported increased confidence and motivation after watching high-quality content. She said :

After watching YouTube Shorts, I feel confident because I have understood the vocabulary in the videos, so I am not ashamed to say them. I am also motivated after watching some good content on YouTube Shorts and thinking about delving deeper into vocabulary learning on this platform.¹⁴

S7/DL/TBI2 also noted an improvement in her pronunciation and confidence in speaking English. She said:

¹³ S6/SM/TBI2, *Interview*, Library. (July 17th 2024)

¹⁴ S2/AKN/TBI1, *Interview*, Classroom, (July 16th 2024)

Yes, there is a sense of confidence after watching YouTube Shorts, such as from one content creator who said it's okay to make mistakes because we are still learning, and this gives me encouragement.¹⁵

However, some students, like S3/NK/TBI1, did not experience a significant increase in confidence, indicating variability in impact.

I don't think there is an increase in confidence because I personally am still not confident enough to interact with friends in English. So, the new vocabulary I learn cannot be spoken due to embarrassment and fear of applying the vocabulary in daily conversation. However, I am motivated after using YouTube Shorts because some of the content I watch motivates me to learn and explore more new vocabulary.¹⁶

The increased confidence and motivation were often linked to the immediate applicability of the learned vocabulary in real-life situations. Students felt more equipped to use new words in conversations, thereby boosting their overall confidence and willingness to engage in English-speaking environments. However, some students, like S3/NK/TBI1, did not experience a significant increase in confidence, indicating variability in impact. This highlights that while YouTube Shorts can be a powerful tool for motivation and introducing new vocabulary, it may not consistently enhance confidence in all learners. The variability in impact suggests the need for additional support and practice in using new vocabulary in social interactions to help all students feel more confident.

c. Neutral/Negative Impacts

While many students (9 out of 10) reported positive impacts from using YouTube Shorts for learning English vocabulary, there is also student mentioned neutral or negative experiences. For example, S8/SW/TBI2 expressed that she did not feel she had mastered the vocabulary well because she often forgot the words due to being distracted by other videos. *"I don't think it has a significant impact*

¹⁵ S7/DL/TBI2, *Interview*, Classroom. (July 17th 2024)

¹⁶ S3/NK/TBI1, *Interview*, Classroom. (July 16th 2024)

because I often forget due to being distracted by other videos."¹⁷ This feedback indicates that while YouTube Shorts can effectively enhance vocabulary knowledge, it may not fully address the retention and deep learning aspects. The short, engaging format of YouTube Shorts is excellent for introducing new vocabulary and making learning enjoyable. However, it might also lead to quick forgetting, especially when students get distracted by the continuous stream of new content.

The analysis indicates that YouTube Shorts positively impacts students' vocabulary mastery, enhancing their confidence and motivation. However, the effectiveness varies among individuals, particularly concerning social confidence in using new vocabulary.

C. Discussion

Simon Grondin explained that perception is the process where we go beyond what we see or hear to create a meaningful understanding of the situation. Perception involves interpreting our senses, like sight, sound, and touch. In simpler terms, perception is what a person experiences and how they form opinions based on that information.¹⁸

YouTube Shorts, with videos under 60 seconds, have become a significant tool in education, blending visual content with learning material. These short videos make it easier for people around the world to access knowledge, especially when it comes to learning vocabulary.

¹⁷ S8/SW/TB12, *Interview*, Library. (July 17th 2024)

¹⁸ Simon Grondin, *Psychology of Perception* (Cham: Springer International Publishing, 2016), 123.

Many studies emphasize that keeping educational videos short is key to keeping students engaged.¹⁹ Research conducted at TBI UIN Datokarama Palu found that most students see YouTube Shorts as an effective and enjoyable way to learn English vocabulary. In fact, 9 out of 10 students believe that learning vocabulary through these short videos is more engaging and less boring. by external factors, such as the environment, where many students are already familiar with using short-form video platforms in their daily lives.²⁰ With YouTube Shorts, students can quickly grasp new vocabulary without spending too much time watching longer videos.

However, not all students agree. About 4 out of 10 students said that the short duration of these videos can be challenging for vocabulary learning. They felt that one minute isn't always enough to cover everything needed, like pronunciation, usage, and understanding the word fully. Additionally, the short videos can sometimes lead to distractions, making it easier for students to drift away and watch unrelated content.

Despite these challenges, it's important to note that 9 out of 10 students still reported improvements in their vocabulary skills after using YouTube Shorts. They also felt more confident and motivated to continue learning. This boost in confidence and motivation is crucial because it encourages students to use new vocabulary in real-life situations. As a result, students are better able to apply the new words they learn in both their studies and everyday activities, which helps them improve their language skills further.

¹⁹ Philip J. Guo, Juho Kim, and Rob Rubin, "How Video Production Affects Student Engagement: An Empirical Study of MOOC Videos," in *Proceedings of the First ACM Conference on Learning @ Scale Conference* (Atlanta Georgia USA: ACM, 2014), 41–50.

²⁰ Bimo Walgito, "Psikologi Sosial," *Yogyakarta: Andi Offset* (2003): 123.

Confidence and motivation play a key role in language learning, as they encourage students to practice new vocabulary in practical situations. By enhancing these aspects, YouTube Shorts not only helps students improve their vocabulary but also enables them to use new words more effectively in their speech and writing. This is essential for truly mastering a language, as it connects theoretical knowledge with practical use.²¹

After analyzing the data from the interviews, this research concludes that students generally have positive perceptions of learning English vocabulary through YouTube Shorts. The short video format has had a positive impact on students' vocabulary skills, with many reporting better understanding and use of new vocabulary. These conclusions are supported by consistent responses from a wide range of students, highlighting YouTube Shorts as an effective tool for vocabulary learning.

In summary, while there are some challenges with the short duration of YouTube Shorts, the overall positive impact on students' vocabulary learning, along with increased confidence and motivation, shows that this platform has great potential as an educational resource. Future research could explore how to optimize video length and content to suit different learning styles and further enhance its educational value.

²¹ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Routledge, 2005), 57.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research findings, it can be concluded that the students of the English Tadris Department, 2021 batch at UIN Datokarama Palu, generally hold positive perceptions toward the use of YouTube Shorts in learning English vocabulary. The platform's engaging and concise content contributes to an enjoyable learning experience and helps students retain new vocabulary more effectively.

YouTube Shorts is perceived as an accessible and practical learning tool, allowing students to repeatedly watch short videos and absorb vocabulary in a more relaxed and flexible manner. Although a few students noted limitations due to the short duration of the videos, the overall impact on their vocabulary learning, motivation, and confidence was favorable. In summary, YouTube Shorts has the potential to support vocabulary learning and serve as a complementary tool in language learning.

B. Research Implication

This research offers several practical implications for stakeholders in the field of English language education, particularly in vocabulary learning:

1. **For English Teachers/Lecturers**

The findings suggest that YouTube Shorts can be considered a supportive medium in teaching vocabulary. Teachers may integrate short-form video content

into classroom activities to increase student engagement, motivation, and retention of vocabulary.

2. For Students

The use of YouTube Shorts encourages students to engage with English vocabulary in a more flexible and enjoyable way. It promotes self-directed learning, where students can repeatedly access and review content to improve their vocabulary mastery at their own pace.

3. For Curriculum Developers

The results highlight the potential of integrating digital platforms like YouTube Shorts into the English learning curriculum. Short, contextual videos may enhance learning outcomes when combined with traditional instruction.

4. For Future Researchers

This study can serve as a reference for further research in the area of digital media and language learning. Future studies may explore comparative effectiveness between short-form and long-form video content or examine its impact on different language skills beyond vocabulary.

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APPENDICES

APPENDIX 1

Interview Question

Interview Question for Students

No	Open-ended questions for students	
1.	Experience	<ul style="list-style-type: none"> - How's your experience in learning English vocabulary through watching YouTube Shorts? - What vocabulary learning videos or content on YouTube Shorts have you found most engaging or helpful? And explain why - How do you feel about the effectiveness of using YouTube Shorts for vocabulary learning?
2.	Impact	<ul style="list-style-type: none"> - How has watching YouTube Shorts impacted your vocabulary mastery in English? - How has YouTube Shorts impacted your confidence, motivation or interest in English language learning?
3.	Challenges	<ul style="list-style-type: none"> - What challenges have you faced when trying to learn vocabulary through YouTube Shorts? If any, explain why - In the YouTube Shorts videos, do you sometimes find the short durations make it difficult to fully learn new vocabulary? If so, explain why
4.	Solutions	<ul style="list-style-type: none"> - Based on your experience, what suggestions do you have to make YouTube Shorts better for vocabulary learning? - Where do you see the future of YouTube Shorts in terms of their role in education and learning

APPENDIX 2

Students Reference Code and
Profiles of Students of TBI UIN Datokarama Palu

Students Reference Code

Students	Batch	Class	Reference Code
Student 1	2021	TBI 1	S1/RRA/TBI1
Student 2	2021	TBI 1	S2/AKN/TBI1
Student 3	2021	TBI 1	S3/NK/TBI1
Student 4	2021	TBI 1	S4/NA/TBI1
Student 5	2021	TBI 2	S5/SW/TBI2
Student 6	2021	TBI 2	S6/SM/TBI2
Student 7	2021	TBI 2	S7/DL/TBI2
Student 8	2021	TBI 2	S8/SW/TBI2
Student 9	2021	TBI 3	S9/MH/TBI3
Student 10	2021	TBI 3	S10/AH/TBI3

Profiles of Students of TBI UIN Datokarama Palu

Students	Batch	Class	Reference Code
S1/RRA/TBI1	2021	TBI 1	July 16th 2024
S2/AKN/TBI1	2021	TBI 1	July 16th 2024
S3/NK/TBI1	2021	TBI 1	July 16th 2024
S4/NA/TBI1	2021	TBI 1	July 16th 2024
S5/SW/TBI2	2021	TBI 2	July 17th 2024
S6/SM/TBI2	2021	TBI 2	July 17th 2024
S7/DL/TBI2	2021	TBI 2	July 17th 2024
S8/SW/TBI2	2021	TBI 2	July 17th 2024
S9/MH/TBI3	2021	TBI 3	July 18th 2024
S10/AH/TBI3	2021	TBI 3	July 18th 2024

APPENDIX 3

Interview Transcript

Interview transcript with TBI students batch of 2021

S1/RRA/TBI1

1. How's your experience in learning English vocabulary through watching YouTube Shorts?

My intention wasn't to learn, but because it often passed by, I finally opened it out of curiosity and ended up watching the video on YouTube Shorts until the end. The content at that time was about Kampung Inggris, which was teaching vocabulary and such. That's it.

2. What vocabulary learning videos or content on YouTube Shorts have you found most engaging or helpful? And explain why.

I enjoy content on YouTube Shorts like games where people step forward one by one and say vocabulary words. The reason is that it's fun and exciting; you can learn while playing games, and it's not boring.

3. How do you feel about the effectiveness of using YouTube Shorts for vocabulary learning?

I think it's effective. On a scale of 1-10, I'd give it an 8 because with longer YouTube videos, it takes time, while YouTube Shorts gets straight to the point, and I can understand the key points quickly. So, in my opinion, it's effective.

4. How has watching YouTube Shorts impacted your vocabulary mastery in English?

There's been an improvement because I enjoy the content, which is fun and not boring, making it easy for me to understand.

5. How has YouTube Shorts impacted your confidence, motivation, or interest in English language learning?

YouTube Shorts has boosted my confidence because the vocabulary I learn from it is something I can understand that others might not know. It also motivates me to improve from where I was before; I used to be scared, but now I'm braver. One YouTube Shorts content creator who has motivated me to learn vocabulary is Aaron's English.

6. What challenges have you faced when trying to learn vocabulary through YouTube Shorts? If any, explain why.

The challenge is mainly with pronunciation, like in some videos that use a British accent for vocabulary, so I need to rewatch them multiple times. There's also sometimes a network issue while watching YouTube Shorts.

7. In the YouTube Shorts videos, do you sometimes find the short durations make it difficult to fully learn new vocabulary? If so, explain why.

So far, I prefer the short durations that get straight to the point on YouTube Shorts rather than long, drawn-out videos that take a lot of time to understand.

8. Based on your experience, what suggestions do you have to make YouTube Shorts better for vocabulary learning?

My suggestion is that content creators on YouTube Shorts should classify vocabulary learning content according to levels.

9. Where do you see the future of YouTube Shorts in terms of their role in education and learning?

I think the future of YouTube Shorts is promising because nowadays, it's the era of gadgets, and platforms like YouTube Shorts are often used by young people. Moreover, YouTube Shorts can generate income, unlike other platforms.

S2/AKN/TBI1

1. How has your experience been in learning English vocabulary through watching YouTube Shorts?

It would be very good if I focused on it and did it frequently, but because I often get distracted by other social media platforms, this sometimes makes my vocabulary learning on YouTube Shorts not taken very seriously.

2. What type of video or vocabulary learning content on YouTube Shorts do you find most interesting or beneficial? And why?

One of the contents I like is 'English with Lucy' because I like her way of explaining. The content is like a story, and there are some vocabulary words that are highlighted.

3. What do you think about the effectiveness of using YouTube Shorts for vocabulary learning?

I think it's effective, but since I don't use it often, the impact on me is limited. To get effective results, it needs to be used frequently. On a scale of 1-10, I would give it a 5.

4. How has watching YouTube Shorts affected your mastery of English vocabulary?

I find it helpful because YouTube Shorts can be easily repeated, and the duration is not as long as the content uploaded on the longer version of YouTube.

5. How does YouTube Shorts influence your confidence, motivation, or interest in learning English?

After watching YouTube Shorts, I feel confident because I have understood the vocabulary in the videos, so I am not ashamed to say them. I am also motivated after watching some good content on YouTube Shorts and thinking about delving deeper into vocabulary learning on this platform.

6. What challenges do you face when trying to learn vocabulary through YouTube Shorts? If any, please explain why.

I don't face any challenges while learning vocabulary from YouTube Shorts, except for issues that come from within, like feeling lazy.

7. Do you sometimes feel that the short duration of videos on YouTube Shorts makes it difficult to truly learn new vocabulary? If yes, please explain why.

I don't find any issues with the short duration of YouTube Shorts because I personally don't like videos that are too long. The short duration of YouTube Shorts actually makes it easier for me to learn vocabulary.

8. Based on your experience, what suggestions do you have for making YouTube Shorts better for vocabulary learning?

My suggestion for learners who want to use YouTube Shorts for vocabulary learning is to set a daily time limit, for example, a few minutes each day, to ensure the results are significant.

9. What do you think about the future role of YouTube Shorts in education and learning?

I think it could become a commonly used platform by learners since more content creators are producing English language content on YouTube Shorts.

S3/NK/TBI1

1. How has your experience been learning English vocabulary through watching YouTube Shorts?

My experience with YouTube Shorts is that I don't use it very often. But one time, I opened YouTube out of curiosity and watched a few Shorts. I think the content is good, and some of it covers basic vocabulary, which I can still understand.

2. What videos or vocabulary learning content on YouTube Shorts do you find the most interesting or useful? And why?

When I open YouTube, I usually look for content like music and makeup because I enjoy those topics. Sometimes, the YouTube Shorts on my feed discuss makeup.

3. What are your thoughts on the effectiveness of using YouTube Shorts for vocabulary learning?

In my opinion, on a scale of 1-10, I would rate it a 7. I use other platforms more frequently, and I only access YouTube Shorts when necessary. It's effective enough for me.

4. How has watching YouTube Shorts impacted your mastery of English vocabulary?

It can improve vocabulary because the YouTube Shorts I watch contain English vocabulary, even though it's still basic vocabulary, it enhances my vocabulary mastery. However, sometimes there are new vocabulary words that I didn't know before, and I can highlight them.

5. How has YouTube Shorts influenced your confidence, motivation, or interest in learning English?

I don't think there is an increase in confidence because I personally am still not confident enough to interact with friends in English. So, the new vocabulary I learn cannot be spoken due to embarrassment and fear of applying the vocabulary in daily conversation. However, I am motivated after using YouTube Shorts because some of the content I watch motivates me to learn and explore more new vocabulary.

6. What challenges have you faced when trying to learn vocabulary through YouTube Shorts? If any, please explain why.

There are some challenges, such as YouTube Shorts content that doesn't have subtitles. Sometimes, I get confused if there's new vocabulary that I don't understand.

7. Do you sometimes feel that the short duration of YouTube Shorts makes it difficult to truly learn new vocabulary? If so, please explain why.

I don't think the 1-minute duration of YouTube Shorts is a problem for vocabulary learning, but there are issues with the quality of some videos.

8. Based on your experience, what suggestions do you have to make YouTube Shorts better for vocabulary learning?

My suggestion for some content creators on YouTube Shorts is to include subtitles in their videos to make vocabulary learning easier.

9. What do you think about the future of YouTube Shorts in their role in education and learning?

In my opinion, YouTube Shorts don't have much of a future because most people prefer other short-form video platforms. From what I've observed, many people aren't very interested in accessing YouTube Shorts.

S4/NA/TBI1

1. How has your experience been in learning English vocabulary through watching YouTube Shorts?

When it comes to YouTube Shorts, I sometimes watch them, but not very often, I usually prefer watching TikTok. However, there has been some improvement after watching YouTube Shorts, even if it's just a little.

2. What video or vocabulary learning content on YouTube Shorts do you find most interesting or useful? And why?

There is a channel I find interesting, but I forgot its name. It has content that feels like a story, something like that.

3. What do you think about the effectiveness of using YouTube Shorts for vocabulary learning?

I think it's quite effective; on a scale of 1-10, I would give it a 7.

4. How has watching YouTube Shorts affected your mastery of English vocabulary?

I think it can help improve my English vocabulary. Usually, when I'm really in the mood to learn English, I watch YouTube Shorts, but recently, I've been watching them less often.

5. How has YouTube Shorts influenced your confidence, motivation, or interest in learning English?

Confidence-wise, maybe a little—like, I'm confident when speaking to myself, but still shy when it comes to speaking to others. Motivation-wise, it varies; sometimes I feel motivated, but it goes up and down.

6. What challenges do you face when trying to learn vocabulary through YouTube Shorts? If there are any, please explain why.

The challenge is that I sometimes get bored when using YouTube Shorts.

7. Do you sometimes feel that the short duration of YouTube Shorts videos makes it difficult to really learn new vocabulary? If yes, please explain why.

I think the duration plays a significant role. I prefer the longer version of YouTube over YouTube Shorts, which I find a bit confusing because the duration is only one minute.

8. Based on your experience, what suggestions do you have to make YouTube Shorts better for vocabulary learning?

My suggestion would be to extend the duration of YouTube Shorts a bit.

9. In your opinion, what is the future of YouTube Shorts in their role in education and learning?

No response.

S5/SW/TBI2

1. How has your experience been learning English vocabulary through watching YouTube Shorts?

I rarely use YouTube Shorts, but lately, more content creators from places like Kampung Inggris have been posting vocabulary learning videos that introduce

new words I haven't heard before. These videos are interesting, and I usually watch them.

2. What videos or vocabulary learning content on YouTube Shorts do you find most interesting or beneficial? And explain why.

Educational content from Kampung Inggris and podcast-like content formatted as YouTube Shorts.

3. What do you think about the effectiveness of using YouTube Shorts for vocabulary learning?

I think effective because it's not complicated. So, every day there's a new vocabulary word, and there's always a difference in vocabulary usage, such as in the past and future tenses. So, it's not as complicated as the long version of YouTube. On a scale of 1 to 10, I choose 8.5.

4. How has watching YouTube Shorts impacted your mastery of English vocabulary?

It helps to improve my vocabulary mastery because, in reality, it's not much different from other short-form video platforms, and the content on other platforms is often re-uploaded on YouTube Shorts.

5. How does YouTube Shorts affect your confidence, motivation, or interest in learning English?

Yes, it does to some extent because many content creators make videos with clear vocabulary and good pronunciation. So, it boosts my confidence after watching their content on YouTube Shorts, and it also motivates me to keep learning like those who study daily.

6. What challenges do you face when trying to learn vocabulary through YouTube Shorts? If any, explain why.

The challenge might be that YouTube Shorts requires an internet connection, whereas currently, there aren't many short-form video platforms available offline.

7. Do you sometimes find that the short duration of videos on YouTube Shorts makes it difficult to truly learn new vocabulary? If yes, explain why.

No, because personally, I can concentrate and stay consistent better when learning through short videos rather than long ones.

8. Based on your experience, what suggestions do you have to improve YouTube Shorts for vocabulary learning?

My suggestion to content creators is to present new and more interesting content to attract viewers to watch YouTube Shorts.

9. What do you think about the future of YouTube Shorts in their role in education and learning?

As long as there's a large audience and the learning method is more focused on watching, I think it still has potential in the future as a learning platform, especially for vocabulary learning compared to other platforms.

S6/SM/TBI2

1. How has your experience been in learning English vocabulary through watching YouTube Shorts?

I rarely watch the longer version of YouTube, but I prefer YouTube Shorts. Most of the content I watch involves vocabulary, improving speaking skills, and reading.

2. Which vocabulary learning videos or content on YouTube Shorts do you find most interesting or beneficial? And why?

I find entertainment content like "America's Got Talent" particularly interesting because it's in English, so I can listen and learn from the subtitles, which is very beneficial for me.

3. What is your opinion on the effectiveness of using YouTube Shorts for vocabulary learning?

On a scale of 1-10, I would rate it an 8 because it's easier to understand, gets straight to the point, and is effective.

4. How does watching YouTube Shorts affect your English vocabulary mastery?

Yes, it helps to improve my vocabulary. Usually, the content on YouTube Shorts explains the meaning of the vocabulary, such as how it is used in certain contexts, so I understand not just the meaning but also how to use it.

5. How does YouTube Shorts affect your confidence, motivation, or interest in learning English?

Yes, it increases my confidence because it's not just about the meaning and pronunciation, but also the function, which helps me understand new vocabulary from YouTube Shorts better and boosts my confidence. I am also motivated by one of the content creators, Maudy Ayunda.

6. What challenges do you face when trying to learn vocabulary through YouTube Shorts? If any, explain why.

The challenge is mostly related to being online. If the network is problematic, it becomes difficult to access YouTube Shorts.

7. Do you sometimes feel that the short duration of videos on YouTube Shorts makes it difficult to truly learn new vocabulary? If yes, explain why.

Usually, 1 minute is just right because the content on YouTube Shorts is often a summary of longer content, so people rarely access the longer version because YouTube Shorts already covers the entire essence of the lesson.

8. Based on your experience, what is your advice for making YouTube Shorts better for vocabulary learning?

My advice for learners or viewers of YouTube Shorts is to find vocabulary learning content that you enjoy so that you stay motivated. And for YouTube Shorts, it would be great if the duration could be extended beyond 1 minute.

9. In your opinion, what is the future of YouTube Shorts in their role in education and learning?

In my opinion, it has potential because YouTube Shorts has added features that make it easier to create educational content and make the videos more interesting to watch, unlike how it was in the past.

S7/DL/TBI2

1. How has your experience been learning English vocabulary through watching YouTube Shorts?

The experience I've had learning vocabulary through YouTube Shorts has been positive. YouTube Shorts is more accessible, and the videos are more varied and creative, so I think this platform is great.

2. Which vocabulary learning videos or content on YouTube Shorts do you find most interesting or useful? Please explain why.

Yes, there are some, like content from foreigners discussing everyday vocabulary and providing exercises to be answered, which I find beneficial.

3. What is your opinion on the effectiveness of using YouTube Shorts for vocabulary learning?

On a scale of 1 to 10, I choose 10, which is very effective because it's easier for me to understand by watching short videos rather than having to open a dictionary and watch long-duration videos.

4. How has watching YouTube Shorts affected your English vocabulary mastery?

It has helped, particularly in terms of pronunciation.

5. How has YouTube Shorts influenced your confidence, motivation, or interest in learning English?

Yes, there is a sense of confidence after watching YouTube Shorts, such as from one content creator who said it's okay to make mistakes because we are still learning, and this gives me encouragement. Sometimes I also feel motivated when watching, but the motivation can fade after a while.

6. What challenges have you faced while trying to learn vocabulary through YouTube Shorts? If any, please explain why.

Perhaps the duration, as sometimes it's too short, so some information is not fully conveyed.

7. Do you sometimes feel that the short duration of YouTube Shorts videos makes it difficult to really learn new vocabulary? If so, please explain why.

I think one minute is not enough because it is too short, so the vocabulary is limited and still sparse in one video. For example, it might only cover around 5 vocabulary words, and we also have to understand the accent and pronunciation.

8. Based on your experience, what suggestions do you have to make YouTube Shorts better for vocabulary learning?

My suggestion is to extend the duration to more than a minute and for learners to spend more time on YouTube Shorts to effectively learn vocabulary.

9. What do you think is the future role of YouTube Shorts in education and learning?

In my opinion, YouTube Shorts will become a frequently used learning platform in the future, especially for English learners, because nowadays many students and even the general public who want to learn will access and need this platform in the future.

S8/SW/TBI2

1. How has your experience been in learning English vocabulary through watching YouTube Shorts?

My experience in learning English vocabulary through YouTube Shorts has been quite helpful because we don't need to read books; just by watching short videos, we can gain new vocabulary.

2. What video or vocabulary learning content on YouTube Shorts do you find most interesting or useful? Please explain why.

What I like the most are videos about pronunciation and grammar because they are very beneficial, especially in improving grammar and correct pronunciation in English.

3. What is your opinion on the effectiveness of using YouTube Shorts for vocabulary learning?

In my opinion, it is effective because many students, including myself, often use their phones to watch videos. So, there's no need to open books to learn vocabulary, but that doesn't mean books aren't important.

4. How has watching YouTube Shorts affected your English vocabulary mastery?

I don't think it has a significant impact because I often forget due to being distracted by other videos.

5. How does YouTube Shorts affect your confidence, motivation, or interest in learning English?

In my opinion, it doesn't really motivate me.

6. What challenges have you faced while trying to learn vocabulary through YouTube Shorts? Please explain why.

The challenge I face when learning vocabulary through YouTube Shorts is that I often forget because after watching, the vocabulary gets replaced by other unrelated videos.

7. Do you sometimes feel that the short duration of YouTube Shorts videos makes it difficult to truly learn new vocabulary? Please explain why.

Yes, it's difficult because the explanations aren't long enough, so they remain vague.

8. Based on your experience, what suggestions do you have to make YouTube Shorts better for vocabulary learning?

I don't have any suggestions because I don't find it particularly interesting.

9. What do you think is the future role of YouTube Shorts in education and learning?

In the future, I think YouTube Shorts will play a very helpful role because even now, people and students frequently use their phones, and with even faster technological advancements in the future, it will be even more significant.

S9/MH/TBI3

1. How has your experience been learning English vocabulary through watching YouTube Shorts?

It's been very enjoyable, and I don't easily get bored when learning using YouTube Shorts.

2. Which video or vocabulary learning content on YouTube Shorts do you find most interesting or useful? Please explain why.

I find videos that discuss parts of speech and use images to be the most interesting and useful.

3. What do you think about the effectiveness of using YouTube Shorts for vocabulary learning?

It's very effective because the material presented is complete and concise, making it less boring.

4. How does watching YouTube Shorts affect your English vocabulary mastery?

It helps me, especially since I don't like watching long-duration educational content.

5. How does YouTube Shorts impact your confidence, motivation, or interest in learning English?

I believe that watching English-related videos on YouTube Shorts helps me feel more confident and motivated to learn English.

6. What challenges do you face when trying to learn vocabulary through YouTube Shorts? If any, please explain why.

The explanations are often not detailed enough due to the short duration of YouTube Shorts videos.

7. Do you sometimes feel that the short duration of YouTube Shorts videos makes it difficult to truly learn new vocabulary? If yes, please explain why.

I don't think so, because I don't like long learning sessions.

8. Based on your experience, what suggestions do you have to make YouTube Shorts better for vocabulary learning?

My suggestion is to extend the duration a bit more so the explanations can be clearer.

9. What do you think about the future role of YouTube Shorts in education and learning?

It's very promising if people use it correctly.

S10/AH/TBI3

1. How's your experience in learning English vocabulary through watching YouTube Shorts?

My experience has been quite enjoyable. YouTube Shorts helps me learn new vocabulary quickly and easily.

2. What vocabulary learning videos or content on YouTube Shorts have you found most engaging or helpful? And explain why.

I like videos that show vocabulary in everyday situations. This helps me understand how to use the words.

3. How do you feel about the effectiveness of using YouTube Shorts for vocabulary learning?

I think YouTube Shorts is quite effective. The short videos make it easy to remember new words.

4. How has watching YouTube Shorts impacted your vocabulary mastery in English?

Yes, watching YouTube Shorts has been very helpful because I frequently hear and see new words.

5. How has YouTube Shorts impacted your confidence, motivation, or interest in English language learning?

Yes, YouTube Shorts makes me more enthusiastic about learning English. The short and engaging format keeps me from getting bored.

6. What challenges have you faced when trying to learn vocabulary through YouTube Shorts? If any, explain why.

The main challenge is that the videos are often too fast, making it hard to catch all the new words.

7. In the YouTube Shorts videos, do you sometimes find the short durations make it difficult to fully learn new vocabulary? If so, explain why.

Yes, sometimes the short duration makes it hard to understand new words well because the explanations aren't detailed.

8. Based on your experience, what suggestions do you have to make YouTube Shorts better for vocabulary learning?

I suggest adding text or subtitles in the videos to help viewers follow along with the vocabulary being taught. A summary at the end of the video would also be helpful.

9. Where do you see the future of YouTube Shorts in terms of their role in education and learning?

I believe YouTube Shorts can be a very useful tool in education. Short videos are easily accessible and can help many people learn quickly and enjoyably.

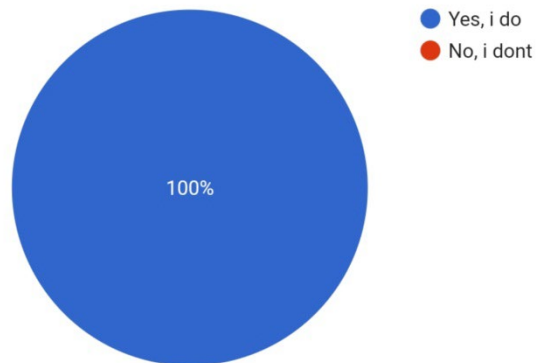
APPENDIX 4

Pre Observation Questionnaire

Do you know about YouTube
Shorts?
(Apakah anda tau tentang YouTube
Shorts?)



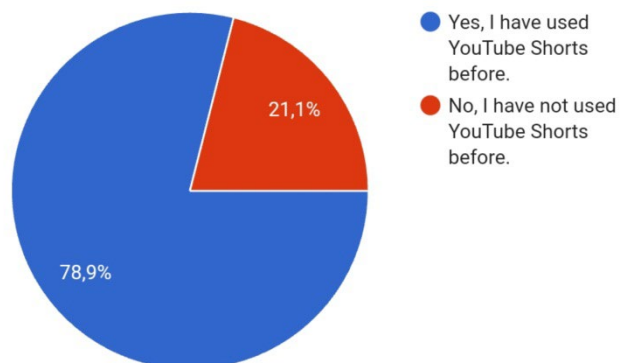
38 jawaban



Have you ever used YouTube
Shorts before?
(Apakah anda pernah
menggunakan YouTube Shorts
sebelumnya?)



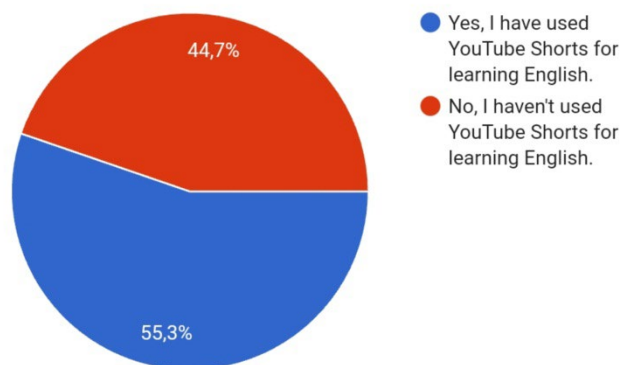
38 jawaban



Have you ever used YouTube Shorts for learning English?
(Apakah anda pernah menggunakan YouTube Shorts untuk pembelajaran bahasa Inggris?)



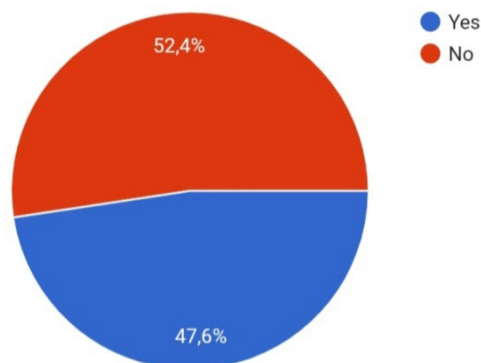
38 jawaban



Are you willing to be interviewed?
(apakah anda bersedia untuk diwawancarai?)



21 jawaban



APPENDIX 5

Interview Documentation

Interview Documentation









APPENDIX 6

Legal Document and other formalities

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 1067 TAHUN 2024

TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 529/Un.24/KP.07.6/11/2023 masa jabatan 2023-2027

M E M U T U S K A N

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

- KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
1. Penguji : Yuni Amelia, S.Pd., M.Pd.
2. Pembimbing I : Dzakiah, M.Pd.
3. Pembimbing II : Ma'rifah Nurmala, M. Pd.
- untuk menguji Proposal Skripsi Mahasiswa
- Nama : Ahmad Fauzi
- NIM : 201160029
- Jurusan : Tadris Bahasa Inggris
- Judul Proposal : Students' Perception on The Effect of YouTube Shorts in Improving Their Vocabulary Mastery
- KEDUA : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2024
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 29 Mei 2024



Dr. Saepudin Mashuri, S.Ag., M.Pd.
NIP. 19731231 200501 1 070



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما فالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 286/Un.24/F.I/PP.00.9/05/2024 Palu, 29 Mei 2024
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Dzakiah, M.Pd. (Pembimbing I)
2. Ma'rifah Nurmala, M. Pd. (Pembimbing II)
3. Yuni Amelia, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Uin Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

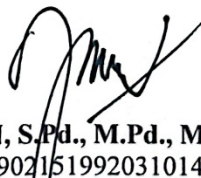
Nama : Ahmad Fauzi
NIM : 201160029
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : Students' Perception on The Effect of YouTube Shorts in Improving Their Vocabulary Mastery

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jumat, 31 Mei 2024
Waktu : 08.30 - 10.00
Tempat : Ruang Ujian Proposal Gedung Rektorat

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan Tadris Bahasa Inggris


RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2023/2024

Pada hari ini Jumat, 31 Mei 2024 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Ahmad Fauzi
NIM : 201160029
Program Studi : Tadris Bahasa Inggris
Judul Proposal : Students' Perception on The Effect of YouTube Shorts in Improving Their Vocabulary Mastery
Tgl / Waktu Seminar : Jumat, 31 Mei 2024/08.30 - 10.00

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1.	Muhammad Hisyam Kabbani	201020027	B / PBA		
2.	Farrahna Abdullah	231160016	2 / TBI		
3.	Mon Ricky Saputra	231160020	2 / TBI		
4.	Izzatul Qabiyah Hisa	231160011	2 / TBI		
5.	Viona Ari Wahyuni	231160021	2 / TBI		
6.	INES Febriana	231160001	2 / TBI		
7.	Nur Indah Febriani	231160005	2 / TBI		
8.	Jian Junaesa Junaedi	231160008	2 / TBI		

Palu, Mei 2024

Pembimbing I,

Dzakiah, M.Pd.
NIP. 196902151992031014

Pembimbing II,

Ma'rifah Nurmala, M. Pd.
NIP. 198409232019082001

Penguji,

Yuni Amelia, S.Pd., M.Pd.
NIP. 199006292018012001

Mengetahui
a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014



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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Jumat, 31 Mei 2024 telah dilaksanakan Seminar Proposal Skripsi:

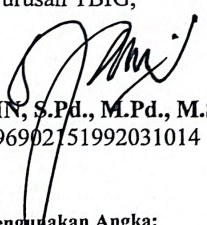
Nama : Ahmad Fauzi
NIM : 201160029
Program Studi : Tadris Bahasa Inggris
Judul Proposal : Students' Perception on The Effect of YouTube Shorts in Improving Their Vocabulary Mastery
Pembimbing I : Dzakiah, M.Pd.
Pembimbing II : Ma'rifah Nurmala, M. Pd.
Penguji : Yuni Amelia, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	86.	
2.	BAHASA & TEKNIS PENULISAN	86	
3.	METODOLOGI	86	
4.	PENGUASAN	90.	
	Jumlah		
	Nilai Rata-rata		

Palu, 31 Mei 2024

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,


RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Penguji,


Yuni Amelia, S.Pd., M.Pd.
NIP. 199006292018012001

Catatan

Nilai Menggunakan Angka:

Nilai Angka

Nilai Huruf

Keterangan

85-100

A

Harap memberikan nilai dalam bentuk angka

80-84

A-

75-79

B+

70-74

B

65-69

B-

60-64

C+

55-59

C

50-54

D

0 - 49

E (mengulang)



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UJIAN PROPOSAL SKRIPSI

Pada hari ini Jumat, 31 Mei 2024 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Ahmad Fauzi
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Program Studi : Tadris Bahasa Inggris
Judul Proposal : Students' Perception on The Effect of YouTube Shorts in Improving Their Vocabulary Mastery
Pembimbing I : Dzakiah, M.Pd.
Pembimbing II : Ma'rifah Nurmala, M. Pd.
Penguji : Yuni Amelia, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	89	Interview isn't enough. Do document review
2.	BAHASA & TEKNIS PENULISAN	90	
3.	METODOLOGI	87	
4.	PENGUASAN	90	
	Jumlah	356	
	Nilai Rata-rata	89	

Palu, Mei 2024

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG.

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Pembimbing I,

Dzakiah, M.Pd.
NIP. 196902151992031014

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	



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BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Jumat, 31 Mei 2024 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Ahmad Fauzi
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Program Studi : Tadris Bahasa Inggris
Judul Proposal : Students' Perception on The Effect of YouTube Shorts in Improving Their Vocabulary Mastery
Pembimbing I : Dzakiah, M.Pd.
Pembimbing II : Ma'rifah Nurmala, M. Pd.
Penguji : Yuni Amelia, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	88	<ul style="list-style-type: none">- revise your title- revise your theoretical framework- Make sure the the interview questions relate to the title.- revise as soon as possible!
2.	BAHASA & TEKNIS PENULISAN	88	
3.	METODOLOGI	88	
4.	PENGUASAN	89	
	Jumlah	353	
	Nilai Rata-rata	88,25	

Palu, 31 Mei 2024

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Pembimbing II,

Ma'rifah Nurmala, M. Pd.
NIP. 198409232019082001

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 3427 /Un.24/F.I/PP.00.9/07/2024
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 23 Juli 2024

Yth. Ketua Jurusan Tadris Bahasa Inggris Uin Datokarama Palu

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Ahmad Fauzi
NIM : 201160029
Tempat Tanggal Lahir : Wajo, 21 Februari 2002
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Yojokodi No. 42
Judul Skripsi : Students' Perception on The Effect of YouTube Shorts
Towards Vocabulary Mastery of 2021st Batch of TBI at
UIN Datokarama Palu
No. HP : 085244754871

Dosen Pembimbing :
1. Dzakiah, M.Pd
2. Ma'rifah Nurmala, M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Prodi Yang Bapak/Ibu Pimpin

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,





Dr. Saepudin Mashuri, S.Ag., M.Pd.I
NIP. 19751231 200501 1 070



Buku Konsultasi Pembimbingan Skripsi




JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI





Nama : Ahmad Fauz
 NIM : 201160229
 Program Studi : Tadris Bahasa Inggris
 Judul : Students' Perception on the Effect of Youtube Shorts Towards Vocabulary Mastery of 2021st Batch of TBL at UIN Datokongra Pau


Pembimbing I : Dedeich, M.Pd.
 Pembimbing II : Watiroch Nurrida, M.Pd.

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1.	Monday / April 01, 2024	I	Introduction, Part of background. Explain more why do you chose this background	
2.	Thursday / April 04, 2024	I	at the part of research problem, revise it and make it more better	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
3.	Wednesday / April 17, 2024	II	Call the chapter II, revise the theoretical framework	
4.	Friday / April 26, 2024	I & II	Revise the KTI, and after that, the proposal will be accept and move to the first supervisor	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
3.	wednesday / may 01 / 2024	II	add more theory about the vocabulary master and also revise your grammar	
4.	thursday / may 16 / 2024	III	revise the interview question, and make it more good (the questions need to be detail)	
5.	Friday / may 24 / 2024	after at	revise the question question	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
6.	Selasa, 11/5/24.		for	
7.	thursday / july 25 / 2024	IV	add more transcription of the research findings	
8.	wednesday / july 31 / 2024	V	add more the conclusion short	
9.	Friday / August 2, 2024	V	Put the transcription on the Appendix	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
	19/8/24,		Ass.	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan

LAPORAN PENYELESAIAN BIMBINGAN DARI DOSEN PEMBIMBING

Yth : Ketua Program Studi ...
 Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 UIN Daokarama Palu

Yang bertanda tangan dibawah ini :

1. Nama :
 NIP :
 Pangkat/ Golongan :
 Jabatan Akademik :
 Sebagai :
 2. Nama :
 NIP :
 Pangkat/ Golongan :
 Jabatan Akademik :
 Sebagai :

Melaporkan bahwa penyusunan skripsi oleh mahasiswa :

Nama :
 NIM :
 Program Studi :
 Judul :
 Telah selesai dibimbing dan siap untuk diujikan di hadapan sidang ujian munagasyah skripsi.

Pembimbing I
 Pembimbing II







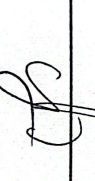
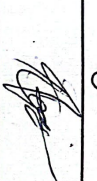


NIP:

NIP:

FOTO 3 X 4

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

NAMA	: Ahmad Fauzi
NIM	: 201160029
PROGRAM STUDI	: Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Kamis 01 Februari 2024	Nadia Faniyati August	the effectiveness of Air (Kuliah, Intellectually, Religion) media to improve students speaking skills at the tenth grade of SMP Negeri 6 Palu	1. Anna Lusethera, S.Pd., M.Pd 2. Al Anli Pangar, S.Pd., M.Pd	
2	Jum'at 02 Maret 2024	Isurrahma	the use of movie clips to improve students narrative writing at the tenth grade of SMP Negeri 6 Palu	1. Yuni Aminda, S.Pd., M.Pd. 2. Fatimah, M.Pd	
3	Kamis 07 Maret 2024	Princess Pratista	the effectiveness of using Redtaps Application on students vocabulary mastery at the tenth grade SMPN 4 Palu	1. Puslin, S.Pd., M.Pd., M.Sc., Ph.D 2. Nurta S.Pd., M.Pd.	
4	Kam/09 April 2024	Nasirahmi Fozria	The effectiveness of using culinary recipe videos to improve students' writing procedural text at the eighth grade of SMP 6 Palu.	1. Yuni Andiana, S.Pd., M.Pd 2. Mohamad Syafri, S.Pd., M.Pd	
5	Senin 13 Mei 2024	Arum Septianii	the effectiveness of ELISA Spoke Application to improve students speaking skill at the eleventh grade of Manisji	1. Puslin, S.Pd., M.Pd, M.Sc., Ph.D 2. Anna Lusethera, S.Pd., M.Pd,	
6	Senin/13 Mei 2024	Putri Wagfirah	Analysis of students speaking Anxiety at the eleventh Grade students of MAN/1 Luwure Banggai	1. Anna Lusethera, S.Pd., M.Pd. 2. Fatima. M.Pd	
7	Kamis/30 Mei, 2024	Anggi Anggrani	The effectiveness of comic shows to increase student vocabulary mastery at the eighth grade of SMP Negeri 13 Sigi	1. Pithaningsih, S.S., S.Pd., M.Hum 2. Dzabab, M.Pd	
8	Jumat/05 Juni, 2024	Relin Rati Harah	the effectiveness of using video telestrea) on Youtube to improve listening skill of the seven grade of SMPN 3 Palu	1. Anna Lusethera, S.Pd., M.Pd 2. Prisma Assurita Rini, S.Pd., M.Hum.	
9	Senin 10 Juni 2023	Kathia Pulmana Dewi	the effectiveness of using storyboard illustrating technique in teaching reading comprehension at the eighth grade student of SMPN 15 Sigi	1. Puslin, S.Pd., M.Pd., M.Sc., Ph.D. 2. Dzakiah, M.Pd.	
10	Selasa 07 Mei 2024	Fathimatul Zahra	the use of Gamboard in improving students vocabulary mastery	1. Yuni Andiana, M.Pd 2. Nurfarrah Mansur, S.Pd., M.Pd.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi



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NASKAH YUDISIUM

Nomor : 4372/Un. 24/F.I/PP.00.9/08/2024

Assalamu 'Alaikum Wr. Wb.

Dewan Penguji yang kami muliakan,

Pada hari ini telah dilaksanakan Ujian Skripsi (Munaqasyah) atas nama saudara (i) :

Nama : Ahmad Fauzi
Nim : 201160029
Program Studi : Tadris Bahasa Inggris (TBIG)

Setelah memperhatikan:

1. Lama Pendidikan yang ditempuh Saudara (i) Ahmad Fauzi selama studi pada Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu adalah 3 Tahun 11 Bulan 26 Hari.
2. Skripsi dan jawaban-jawaban Saudara (i) Ahmad Fauzi atas pertanyaan-pertanyaan yang diajukan oleh para penguji dengan nilai rata-rata 89.95/A... maka sidang Tim Penguji Skripsi menetapkan bahwa Saudara (i) dinyatakan LULUS dengan predikat (PUJIAN / ~~SANGAT MEMUASKAN~~ / ~~MEMUASKAN~~ / CUKUP) Indeks Prestasi Kumulatif (IPK) 3.87

Dengan hasil yang diperoleh ini, Rektor UIN Datokarama Palu, Melalui Dekan FTIK UIN Datokarama Palu, Memberikan gelar SARJANA PENDIDIKAN (S.Pd). Kepada Saudara (i) dengan segala hak dan kewajiban yang melekat pada gelar tersebut.

Saya selaku Pimpinan sidang untuk pertama kalinya menyebutnya Saudara (i) Ahmad Fauzi, S.Pd.

Selanjutnya, Pesan Almamater yang akan disampaikan oleh ~~Ketua~~ Dzakiah, M.Pd.

Rektor UIN Datokarama Palu, Dekan FTIK UIN Datokarama, Pembimbing dan Tim Penguji menyampaikan selamat atas keberhasilan Saudara (i), Ahmad Fauzi, S.Pd., semoga ilmu yang didapatkan dapat berguna bagi pribadi, keluarga, agama dan bangsa.

Akhirnya, dengan membaca "Alhamdulillah Rabbil Alamin", Sidang Ujian Skripsi (Munaqasyah) pada hari ini ditutup (ketukan Palu 3 kali).

Wassalamu 'Alaikum Wr. Wb.

Sigi, 26 Agustus 2024
an. Dekan.
Ketua Tim Penguji,

Hijrah Syam, S.Pd., M.Pd.
NIP. 19860504 2023212052



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DATA MUNAQASYAH/SKRIPSI

Nama : Ahmad Fauzi
NIM : 201160029
Program Studi : Tadris Bahasa Inggris (TBIG)
Semester : VIII (Delapan)
Judul : STUDENTS' PERCEPTION ON THE EFFECT OF YOUTUBE SHORTS
TOWARDS VOCABULARY MASTERY OF 2021ST BATCH OF TBI AT UIN
DATOKARAMA PALU

TIM PENGUJI MUNAQASYAH/SKRIPSI

Ketua Tim Penguji : Hijrah Syam, S.Pd., M.Pd.

Penguji Utama I : Yuni Amelia, S.Pd., M.Pd.

Penguji Utama II : Zulfikri, S.S., M.A.

Pembimbing / Penguji I : Dzakiah, M.Pd.

Pembimbing / Penguji II : Ma'rifah Nurmala, M. Pd.

Nilai Tentamen : 544,75

Hari/Tanggal Ujian : Senin / 26 Agustus 2024

Nilai Skripsi : $\frac{89,95}{A} = 4 \times 6 = 24$

IPK : 3,87

Hari/Tanggal Yudisium : Senin / 26 Agustus 2024

Nilai Yudisium : 1

① Pujian

2. Sangat Memuaskan

3. Memuaskan

4. Cukup

Keterangan:

3.51 – 4.00 : Pujian
3.01 – 3.50 : Sangat Memuaskan
2.76 – 3.00 : Memuaskan
2.00 – 2.74 : Cukup

Catatan:

Predikat "Pujian" dapat diberikan dengan ketentuan:

- Masa Penyelesaian Studi Tepat Waktu (8 Semester)
- Tidak Pernah Mengulang Mata Kuliah.
- Tidak Pernah Diberi Sanksi Atas Pelanggaran Kode Etik.

Hijrah Syam
Yuni Amelia
Zulfikri
Dzakiah
Ma'rifah Nurmala



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DAFTAR NILAI SKRIPSI

NAMA : Ahmad Fauzi

NIM : 201160029

PROGRAM STUDI : Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	S	
2.	BAHASA		
3.	METODOLOGI		
4.	PENGUASAAN		
5.	JUMLAH		
6.	NILAI RATA-RATA	90	

Diketahui Oleh:

Sigi, 26 Agustus 2024

Ketua Tim Penguji,

Hijrah Syam, S.Pd., M.Pd.
NIP. 198605042023212052

Catatan:

85 - 100 : A
80 - 84 : A-
75 - 79 : B+
70 - 74 : B
65 - 69 : B-
60 - 64 : C+
55 - 59 : C
50 - 54 : D
49 : E



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DAFTAR NILAI SKRIPSI

NAMA : Ahmad Fauzi

NIM : 201160029

PROGRAM STUDI : Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	
2.	BAHASA	86	
3.	METODOLOGI	86	
4.	PENGUASAAN	90	
5.	JUMLAH	348	
6.	NILAI RATA-RATA	87.	

Diketahui Oleh:

Ketua Tim Penguji,

Sigi, 26 Agustus 2024
Penguji Utama I,

Hijrah Syam, S.Pd., M.Pd.
NIP. 198605042023212052

Yuni Amelia, S.Pd., M.Pd.
NIP. 199006292018012001

Catatan:

85 - 100 : A
80 - 84 : A-
75 - 79 : B+
70 - 74 : B
65 - 69 : B-
60 - 64 : C+
55 - 59 : C
50 - 54 : D
49 : E



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DAFTAR NILAI SKRIPSI

NAMA : Ahmad Fauzi
NIM : 201160029
PROGRAM STUDI : Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	92	
2.	BAHASA	95	
3.	METODOLOGI	95	
4.	PENGUASAAN	95	
5.	JUMLAH	377	
6.	NILAI RATA-RATA	94	

Diketahui Oleh:

Ketua Tim Penguji,

Hijrah Syam, S.Pd., M.Pd.
NIP. 19860504202312052

Sigi, August 26th 2024
Penguji Utama II ,

Zulfikri, S.S., M.A.
NIP. 198808112020121002

Catatan:

85 - 100	: A
80 - 84	: A-
75 - 79	: B+
70 - 74	: B
65 - 69	: B-
60 - 64	: C+
55 - 59	: C
50 - 54	: D
49	: E



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DAFTAR NILAI SKRIPSI

NAMA : Ahmad Fauzi
NIM : 201160029
PROGRAM STUDI : Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI		
2.	BAHASA		
3.	METODOLOGI		
4.	PENGUASAAN		
5.	JUMLAH		
6.	NILAI RATA-RATA	90	

Diketahui Oleh:

Ketua Tim Penguji,

Hijrah Syam, S.Pd., M.Pd.
NIP. 198605042023212052

Sigi, 26 Agustus 2024
Pembimbing/Penguji I ,

Dzakhah, M.Pd.
NIP. 199206292019032017

Catatan:

85 - 100	: A
80 - 84	: A-
75 - 79	: B+
70 - 74	: B
65 - 69	: B-
60 - 64	: C+
55 - 59	: C
50 - 54	: D
49	: E



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DAFTAR NILAI SKRIPSI

NAMA : Ahmad Fauzi
NIM : 201160029
PROGRAM STUDI : Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	88	see the draft !
2.	BAHASA	88	
3.	METODOLOGI	88	
4.	PENGUASAAN	890	
5.	JUMLAH	350	
6.	NILAI RATA-RATA	88.75	

Diketahui Oleh:

Ketua Tim Penguji,

Hijrah Syam, S.Pd., M.Pd.
NIP. 198605042023212052

Sigi, 26 Agustus 2024
Pembimbing/Penguji II ,

Ma'rifah Nurmala, M. Pd.
NIP. 198409232019082001

Catatan:

85 - 100 : A
80 - 84 : A-
75 - 79 : B+
70 - 74 : B
65 - 69 : B-
60 - 64 : C+
55 - 59 : C
50 - 54 : D
49 : E



**BERITA ACARA
MUNAQASYAH SKRIPSI**

Pada hari ini Senin....., tanggal 26..... bulan Agustus..... tahun 2024, telah dilaksanakan Munaqasyah Skripsi :

Nama : Ahmad Fauzi
NIM : 201160029
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : STUDENTS' PERCEPTION ON THE EFFECT OF YOUTUBE SHORTS TOWARDS VOCABULARY MASTERY OF 2021ST BATCH OF TBI AT UIN DATOKARAMA PALU

Ketua Tim Penguji : Hijrah Syam, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	PERBAIKAN
1.	ISI	
2.	BAHASA & TEKNIS PENULISAN	
3.	METODOLOGI	
4.	PENGUASAAN	

Sigi, 26 Agustus 2024

Ketua Tim Penguji,

Hijrah Syam, S.Pd., M.Pd.
NIP. 198605042013212052



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FORMULIR JUDUL SKRIPSI YANG DISETUJUI PADA SAAT SIDANG MUNAQASYAH

Nama : Ahmad Fauzi
NIM : 201160029
Program Studi : Tadris Bahasa Inggris (TBIG)
Tanggal Ujian : 26 Agustus 2024

Judul Awal :

STUDENTS' PERCEPTION ON THE EFFECT OF YOUTUBE SHORTS TOWARDS VOCABULARY MASTERY OF 2021ST BATCH OF TBI AT UIN DATOKARAMA PALU

Judul Setelah Sidang Munaqasyah :

Mahasiswa ybs,

Ahmad Fauzi
NIM. 201160029

Catatan :

1. Formulir diisi oleh Mahasiswa Yang Bersangkutan.
2. Formulir walid diserahkan kembali ke AKMAH Fakultas Tarbiyah dan Ilmu Keguruan Setelah Sidang Munaqasyah.
3. Judul yang telah disetujui pada sidang munaqasyah adalah judul yang akan diinput ke 'TRANSKRIP NILAI'.
4. Judul skripsi ditulis dengan jelas.



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Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

SURAT PERNYATAAN PERBAIKAN SKRIPSI

Yang bertanda tangan di bawah ini :

Nama : Ahmad Fauzi
NIM : 201160029
Program Studi : Tadris Bahasa Inggris (TBIG)
Alamat : Jln. Pajolegi
No. HP : 085244754871

Menyatakan dengan sesungguhnya bahwa :

1. Saya bersedia memperbaiki skripsi saya sesuai petunjuk atau saran yang diberikan oleh :
 - a. Penguji Utama I dan Penguji Utama II.
 - b. Pembimbing I/Penguji I dan Pembimbing II/Penguji II.
 - c. Ketua Tim Penguji.
2. Saya bersedia memperbaiki skripsi selambat-lambatnya 30 hari (1 Bulan) sejak tanggal diujikan;
3. Apabila saya tidak memenuhi ketentuan pada angka 1 dan 2 tersebut, maka saya siap menerima sanksi berupa, **menyerahkan 1 buah buku pendidikan edisi terbaru yang akan diakumulasi setiap bulan sampai saya menyerahkan perbaikan skripsi;**
4. Apabila saya tidak memenuhi ketentuan pada angka 3 tersebut, maka saya tidak berhak mendapatkan fotokopi/asli ijazah dan transkrip nilai.

Demikian pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari pihak manapun.

Sigi, 26 Agustus 2024

Mahasiswa yang bersangkutan,

Ahmad Fauzi
NIM. 201160029

Diketahui dan ditandatangani oleh :

1. Ketua Tim Penguji

(Akrah Syam, S.Pd., M.Pd.)
NIP. 19860504 2023212052

2. Ketua Prodi

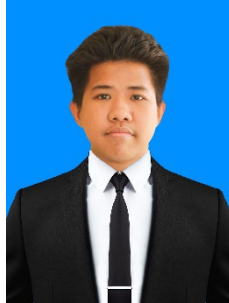
([Signature])
NIP. 1969 6021 51 99 2031013

Catatan :

APPENDIX 7

Curriculum Vitae

CURRICULUM VITAE



A. Self-Identity

Name : Ahmad Fauzi

Date of birth : Wajo, 21 February 2002

Gender : Male

Religion : Islam

Height : 159 cm

Weight : 68 kg

Address : Jln. Yojokodi, Palu, Sulawesi Tengah

B. Education History

Elementary school : SD Inpres Bumi Sagu (2008-2014)

Junior high school : SMP Negeri 15 Palu (2014-2017)

Senior high school : SMK Negeri 6 Wajo (2017-2020)

C. Parent's Identity

Father's name : Moh Sahar Effendi

Mother's name : Rosmina

Address : Jln. Yojokodi, Palu, Sulawesi Tengah