An Asynchornous Learning to Improve Vocabulary Building by Using YouTube Channel

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Abstract. This study investigates the impact of YouTube usage on enhancing the vocabulary of eleventh-grade students at Vocational PN 2 Purworejo. This methodology employs a mixed approach, incorporating qualitative data from initial and final interviews and quantitative data derived from student test scores that explicitly address specific questions. This study demonstrates a substantial enhancement after viewing the Vocab App-Learn English Words channel. This study examines the utilization of YouTube by students to enhance their vocabulary. Descriptive qualitative research is employed to analyze the data. The issue statement encompasses problem orientation, student organization and learning, problem inquiry, results presentation, and problem-solving process analysis and assessment. Data collection was conducted utilizing interview methods. This study emphasizes the efficient and pertinent use of YouTube in enhancing vocabulary amongst restricted speaking possibilities. Despite the positive findings, further research over an extended duration is advised to examine students' YouTube utilization during academic learning. While this study suggests that YouTube has a positive impact on vocabulary development among vocational eleventh graders, it does not provide an in-depth look at long-term retention, learner autonomy, engagement levels, or comparisons to other learning platforms or traditional teaching approaches. This study finds that integrating YouTube into English language instruction fosters a more interesting and supportive learning environment, promoting fluency and confidence in asynchronous learning.

Keywords: YouTube channel, Media for ELT, Asynchronous learning, Vocabulary building

1. INTRODUCTION

Language is a system for communication using sounds and symbols. Fundamentally, humans can communicate complicated thoughts and phenomena with simple signals, gestures, and sounds [1]. The author investigates the function of verbal and nonverbal communication methods in intercultural interaction and discusses topics linked to symbolism. Language facilitates verbal and non-verbal communication, essential for social interaction and human development [2]. Language is employed as a tool for deliberating on assessments for all parties who have contributed. Language is filled with materiality, influencing social behaviour and activities. Language is used to convey someone's expressions and thoughts, to exchange suggestions or ideas, and to invite someone to do something [3]. Then, language is also used to communicate by sharing experience cooperative networks. English can be learned via seeing other people's experiences and extracting data or information from a seen thing. As stated in the study, observational data is the collection of information through observations and interviews [4].

Language is divided into two, namely written and spoken. For example, written language is spoken language that uses characters as a means to convey the purpose of the sentences being conveyed [5]. While spoken language is a means of language that is directly pronounced from speakers to listeners, understanding the meaning of spoken language is determined by intonation and usually involves using sounds with certain rules [6]. There are four official international languages, and the percentage of English use globally reaches billions. Therefore, besides being the world's oldest language, English has a rapidly expanding vocabulary. The paper examines the rapid growth of the English language, emphasizing its adaptability to societal changes. It examines the dynamics of borrowed vocabulary and reveals trends in etymological development across time, demonstrating English's ongoing lexical growth such as England, the United States, Canada, Austria, and New Zealand. French is the official language of China and Taiwan, one of the four official languages of Singapore, and one of the six official languages of the United Nations [7].

English learning using the Audio-Visual platform, related of digital media in asynchronous Learning: Today's young generation is familiar with online platforms like YouTube or shortcut video. The current study explores how EFL students might use shortcut films to improve their speaking skills during the pandemic in 2019 [8]. YouTube can be a useful online media platform for individuals, schools, and instructors seeking intriguing and entertaining online English learning. The study found that YouTube increases students' enthusiasm to learn English by delivering engaging content and different factual information [9]-[11]. The purpose of this study was to determine students' perceptions of how YouTube can help them improve their vocabulary mastery [12]. It is essential because YouTube can be a useful online media platform for individuals, schools, and instructors seeking intriguing and entertaining online English learning [13]-[15]. YouTube has entertaining stuff and diverse factual information. The study found that YouTube increases students' enthusiasm to learn English by delivering interesting content and different factual information. This website is an effective tool for educators and instructors to enhance the learning experience with fascinating and entertaining videos [16]. Therefore, an engaging content and diverse resources facilitate a more interactive and enjoyable learning experience. Research shows that YouTube not only improves language skills but also fosters motivation and autonomy among learners. The following sections outline the main aspects of using YouTube for English language learning [17].

The use of YouTube in education to help students learn flexibly and increase interest in students. Vocabulary is the skill of learning a second language or linguistics. Virtual education is a growing and expanding system that provides new options for people to form and improve their skills in a non-traditional setting, allowing students from various places and backgrounds to receive immediate access to excellent education and knowledge [9]. Learning vocabulary is essential for students looking to improve their communication abilities since it serves as the foundation for expressing ideas, comprehending difficult texts, and engaging in meaningful conversations [18]. In this age of globalization, understanding English is essential for international communication. According to [19] students' ability to write invitation cards remained low before to the deployment of the Problem Based Learning (PBL) technique, but improved after using the PBL method and the Canva program as online learning media. Therefore, commonly believed that one of the unpopular English courses is vocabulary course, because the content is boring, the classroom atmosphere is dull and the students' enthusiasm is low [20]. Technology is an essential component of human growth in Indonesia, with far-reaching implications in many areas of life. Indonesia need smart technology capable of improving people's lives in terms of social, economic, and religious aspects [21]. According to [22] the research information technology has a tremendous impact on Indonesian society, particularly the legal system, by improving efficiency, transparency, and accessibility. The study's goal was to determine students' attitudes toward using flipbooks as English reading media [23].

Asynchronous learning refers to education, instruction, and learning that does not occur simultaneously or in any location. Asynchronous video transforms education by opening up new opportunities for interactive online learning [24]. Therefore, instructors' presence and communication tactics substantially impact student participation in asynchronous online sessions. Effective communication tactics and a strong instructor presence result in increased engagement. Investigated the elements influencing student involvement in asynchronous online classes, focusing on instructor presence, communication tactics, and demographics [25].

Technology also utilizes multimedia, such as video and audio, which can improve understanding and memory of vocabulary. For example, educational channels on YouTube offer content that explains new words in a clear context, making it easier for students to understand and remember them. Research shows that including visual and audio elements in vocabulary instruction significantly increases the breadth and depth of lexical knowledge [26]. The study demonstrates that multimedia, including video and audio, promotes vocabulary retention and comprehension in ESL lessons [27]. For example, educational channels on YouTube offer content that explains new words in a clear context, making it easier for students to understand. Technological advances tremendously impact Indonesian social life, particularly through social media, which modifies interactions and allows for long-distance contact. However, these improvements offer new difficulties that must be addressed to secure equal advantages for all Indonesians [28].

The importance of vocabulary learning for 11th-grade students to improve communication skills. Learning new vocabulary can help develop effective communication. Therefore, classroom learning usually only focuses on the book's context and is limited, making students bored. This study educates 11th-grade students to use online media with the YouTube platform asynchronous, and this study suggests using educational videos for vocabulary learning on YouTube with the channel Vocab App-Learn English Words, which contains education about vocabulary that is easy for students to understand. Visual resources and dynamic learning approaches, such as films and games, improve student engagement and learning results.

This study aims to analyze how students can master vocabulary with YouTube media. Various strategies and approaches have been identified to improve vocabulary acquisition among learners, emphasizing the need for innovative teaching methods and learner engagement [29]. Effective vocabulary learning strategies not only improve overall language acquisition but also help learners realize the importance of vocabulary in their studies [30]. The use of visual resources and dynamic learning approaches, such as films and games, improves student engagement and learning results. The combination of films and interactive approaches promotes active engagement, allowing students to engage with the topic on a deeper level [31]. Furthermore, strategies such as keywords, graphical associations, and mind mapping have been demonstrated to improve vocabulary recall and retention by assisting pupils in associating, visualizing, and understanding. The data analysis revealed that mind-mapping can assist students enhance their abilities to memorize English language, and students had good opinions toward the technique [32].

This last study examined the impact of YouTube on boosting vocabulary knowledge [33]. This study requires respondents in individual interviews to reveal the findings of students' analysis of YouTube media in English learning. The novelty of the study is the integration of YouTube channels and vocabulary learning in the framework of asynchronous learning. The researchers divided this study focus on student's motivation and facilitation in Indonesia and the second will be in university- student in Russian Federation. It will be different finding because of language and access barrier. The distance learning with its instruction will be more challenging. The researchers also must show significant promise in enhancing students' language acquisition.

This study aims to measure how far students know YouTube and YouTube as a vocabulary learning. The research instrument uses interviews and oral tests to analyse students in using YouTube media. Researchers provide space for students to discuss by expressing opinions openly. Thus, for researchers to focus on the problem by implementing English vocabulary learning media using the YouTube channel Vocab App-Learn English Words. The researchers to focus on a problem by implementing English vocabulary learning media using the YouTube channel Vocab App-Learn English Words.

Based on the explanation above, purpose of the study the analysis for improve vocabulary skill with selection of YouTube videos that are relevant to student's level. Then, especially those that focus on vocabulary development, can be an effective tool to improve students' vocabulary in an interesting and interactive learning atmosphere. This feature can help students understand and spell new words better. Therefore, after watching the videos hold an interactive activity such as a word game, quiz or group project related to the new learning vocabulary.

2. METHOD

The study's qualitative research method is descriptive case studies, allowing in-depth analysis of field phenomena [34]. Researchers go directly to the field to get direct information from the research subjects by asking questions, and the data is presented in descriptive form. This study was conducted in two meetings. The research was conducted using interviews and test methods, using YouTube on students to improve vocabulary. This study focuses on the results of the analysis of the use of YouTube as asynchronous learning to improve students' vocabulary. This topic is related to the students of the next grade of Vocational PN 2 Purworejo. The data source of this study is the analysis of the use of YouTube to improve understanding. The researchers used interviews and comprehension test assessments to obtain data. The interview method was used to provide an impact on students while improving understanding through YouTube. The assessment results from the test showed an increase in students' vocabulary.

This study used a mixed method approach which combines quantitative and qualitative data collection methods to reveal the use of YouTube analytics [35]. It is to improve the understanding of grade 11 students of Vocational PN 2 Purworejo. The method design allows for a comprehensive exploration of the measured outcomes and students' subjective experiences. This study lasted for several days, where the assessment of the test to determine students' skills. The descriptive-qualitative technique investigates data, focusing on ideas and concepts related to the author's perception. A qualitative study is an inductive research approach in which theories are developed from the textual material employed in the investigation. Researchers analyse data based on its structure and patterns in qualitative research to better understand its genesis. In descriptive design, researchers provide or provide a summary of the study using original data without undertaking any analysis to conclude the investigation. In other words, a descriptive design asks researchers to describe the actual condition or situation using accurate facts or data. The descriptive-qualitative approach is a procedure for gathering original supporting data for research, followed by data analysis based on structure and patterns utilizing relevant theories.

This study consisted of 11th-grade students of Vocational PN 2 Purworejo. Using initial and final interviews, the sample of this study was 20 students who were asked to find out how often they use YouTube. The instrument for obtaining data was an interview. The researcher used an interview to determine whether there was a significant difference in students' vocabulary mastery that they learned in class using and without using the YouTube Platform.

The data source is the subject or anything that can provide information about the data. If the researcher uses a questionnaire or interview to collect data, the data source is the respondent. This study only uses one data interview. The results of the three stages of research include initial interviews, final interviews, and tests. In this compilation, the researcher collected directly from the source or the first place where the research object was carried out. In this study, the main subjects were grade 11 students of Vocational PN 2 Purworejo. The data source that directly provides data to data collectors.

Data collection was conducted using interviews to see the results of the question-and-answer approach. Then, the initial interview with general questions to students about YouTube watching habits to increase vocabulary. Interviews are one of the most promising methods for gathering qualitative data. They can provide in-depth insights into human experiences, viewpoints, and interpretations by establishing communication between the researcher and the interviewer. Interviews play an important role in the qualitative research paradigm because they are one of the most prevalent data sources used [36].

Research interviews individual on data collection methods in the learning English. Data were obtained from test results to assess the level of satisfaction of experts and students. In this study, researchers used the test results to analyze students' vocabulary improvement with the YouTube channel Vocab App-Learn English Words. Data collected through initial and final interviews. The initial interview process entered the final stage for further. Data were analyzed by connecting the initial interview, final interview, and test. After data analysis, the results of this study were to provide insight into the use of YouTube in asynchronous learning to improve the vocabulary of students at Vocational PN 2 Purworejo. This insight will play an important role in forming an appropriate teaching program that can support the academic vision of this study program, positioning it as a center for study, research, and development in schools.

3. FINDINGS

Qualitative research often utilizes interviews as a primary data collection instrument, alongside document analysis, observations, and audio-visual materials, to gain in-depth insights into participants' lived experiences and the complex social and cultural processes they navigate [37]. Qualitative research is based on interviews to determine significant results in using YouTube to improve vocabulary.

In order to find out how good the students' vocabulary mastery is, the writer uses the criteria proposed by the Education and Culture Office (Nasional, 2011). Then to determine the student's vocabulary mastery the following criteria are used: Very good to very good (90-100), Good to moderate (70-89), Enough to not good (30-69), and Very poor (1-29), (Diknas, 2010:10). (see Table 1):

Table 1. Evaluation Scale

Qualitative Form	Score Ability
Excellent to very good	90-100
Good to average	75-85
Fair to poor	50-70
Very poor	0-45

A valid measuring equipment is essential for precisely reflecting the variables under study and ensuring that the conclusions reached are reliable. An instrument is a tool used to collect data from a variable or to measure a measuring item. In addition, interviews were used to evaluate students' responses to the developed statements. The test results showed that students' evaluation qualitative form in answering the researcher's questions were significant.

Qualitative research often utilizes interviews as a primary data collection instrument, alongside document analysis, observations, and audio-visual materials, to gain in-depth insights into participants' lived experiences and the complex social and cultural processes they navigate. The qualitative research is based on research using interview techniques, to determine significant results in the use of YouTube to improve vocabulary. The results of the interview and test as follows can be (see table 2):

Table 2. Results of the study

Experiment			
Students	**Score**	**Grade**	**Status of Ability**
Students 1	50	B	Fair to poor
Students 2	90	A	Excellent to very good
Students 3	45	C	Very poor
Students 4	85	B+	Good to average
Students 5	80	B+	Good to average
Students 6	45	C	Very poor
Students 7	85	B+	Good to average
Students 8	40	C	Very poor
Students 9	90	A	Excellent to very good
Students 10	60	B	Fair to poor
Students 11	40	C	Very poor
Students 12	85	B+	Good to average
Students 13	60	B	Fair to poor
Students 14	45	C	Very poor
Students 15	75	B+	Good to average
Students 16	90	A	Excellent to very good
Students 17	85	B+	Good to average
Students 18	85	A	Excellent to very good
Students 19	45	C	Very poor
Students 20	50	B	Fair to poor

Based on the table above, the following are the research results:
1. There were 3 students who obtained scores ranging from 90-100 and their abilities were classified as Very Good to Very Good.
2. There were 7 students who obtained scores ranging from 75-85 and their abilities were classified as Good to Sufficient.
3. There were 4 students who obtained scores ranging from 50-70 and their abilities were classified as Sufficient to Poor.
4. 4. There were 6 students who obtained scores ranging from 0-45 and their abilities were classified as Very Poor.

Based on to improve students' vocabulary at Vocational PN 2 Purworejo. Eleventh grade students often use YouTube. The test results found from the vocabulary test results stated that out of 20 students there were 14 students in the good to moderate category and 6 students in the sufficient to less category. The author knows the ability of students who use the YouTube application in improving vocabulary by seeing how they answer oral tests where they are proven to master their vocabulary so that it is easy to answer and get the best score. (Table 2). This indicates that almost all students are significant in improving their vocabulary using YouTube as asynchronous learning.

This is the percentage of the use of YouTube in asynchronous learning for students who can improve their vocabulary. YouTube is an alternative for students to expand their knowledge by providing audio-visual and animation so that students can train their memory well. There is information about who is before and after using YouTube. (see Figure 1):
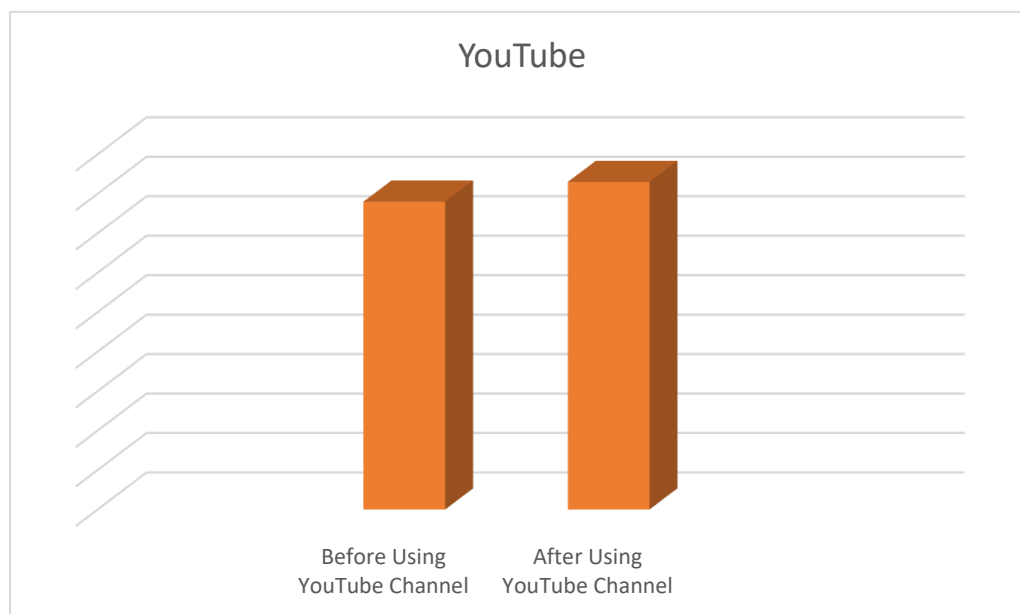
Figure 1. Analysis The Student Before using YouTube and After using YouTube

The findings of the analysis of student exams on enhancing vocabulary using YouTube are presented in Figure 1. The study reveals that more than fifty percent of students in the eleventh grade have a significant comprehension of vocabulary. By utilising the YouTube channel Vocab App-Learn English Word over the course of the study, the researchers want to accomplish their goal of enhancing the students' knowledge and abilities, particularly in the area of vocabulary. The researchers are going to investigate the use of YouTube for the purpose of learning English vocabulary. This investigation will consist of five components: (1) problem orientation, (2) student organisation and learning, (3) problem investigation, (4) presentation of results, and (5) analysis and assessment of the process of problem-solving. The researchers examined pupils in the eleventh grade in order to see how they could gradually enhance their vocabulary in accordance with the abilities that were defined in the English learning objectives. Because of their experiences, students acquire the skills necessary to enhance their personal vocabulary, which allows them to initiate discussions that help them improve their vocabulary by focusing on topics that are most familiar and meaningful to them. As a result, students are able to contextualise terminology by finding examples from their own lives and experiences. An oral test is administered at the conclusion of the interview to evaluate the student's vocabulary development and determine whether or not the learning objectives have been met.

The fact that pupils were able to improve their vocabulary through the use of YouTube was demonstrated by their improved scores. It became clear during the course of the interview that they were motivated to make use of it since it allowed them to include new words into their English language education. Some of the replies highlighted the challenges that arise when attempting to learn vocabulary through the use of YouTube, as well as concerns regarding content that is not suitable for the target audience's age. A significant number of them mentioned that they continue to employ conventional approaches when studying English. Students reported that they were not skilled in vocabulary, and they were bored in class due to the fact that traditional learning was the only thing that kept them interested. As a result, teachers are required to implement the asynchronous learning method in order to enhance the vocabulary of their students.

The researchers conducted an investigation on the utilisation of YouTube as a means of asynchronous learning in order to enhance vocabulary. The investigation covered three distinct aspects: (1) the initial interview, (2) the final interview, and (3) the test. It is important to provide students in grade 11 with the opportunity to gradually increase their vocabulary skills in accordance with the abilities indicated in the learning objectives. By engaging with YouTube videos that are both familiar and relevant, students are able to improve their vocabulary abilities and gain language from social media for personal academics based on their own experiences. This ultimately helps students improve their vocabulary skills. When students do this, they are able to apply the vocabulary that they have gained from their experiences and lives. Following the conclusion of the experiment, the students were asked to participate in an initial interview in order to evaluate the learning objectives and evaluate the progress they had made in their vocabulary abilities. According to the findings, fourteen out of twenty students had satisfied the minimum requirements, which

is equivalent to fifty percent of the total. On the other hand, six students had failed to satisfy the requirements, which accounts for forty percent of the total (Figure 1).

4. DISCUSSION

This study uses data instruments from the initial, final, and test interviews. The initial interview explains open questions about YouTube and the vocabulary skills of eleventh-grade students at Vocational School PN 2 Purworejo. Thus, the final interview and vocabulary test will be continued. The final interview with general questions in detail to find out the analysis of YouTube use in students in improving vocabulary in learning. Furthermore, the analysis of YouTube use in improving vocabulary was linked to the oral test method on students. Thus, analysis of the use of YouTube to improve vocabulary refers to the strategic use of YouTube videos and channels as educational tools to improve a learner's knowledge, retention, and application of new words and phrases in a specific language, most commonly English. This technique entails watching videos that are either directly focused on vocabulary training or organically expose learners to rich language use in a variety of situations (e.g., movies, interviews, tutorials, vlogs). the technique mentioned involves employing videos that either expressly target vocabulary acquisition or give contextual language exposure in a variety of genres such as movies, interviews, tutorials, and vlogs, thereby increasing young learners' interest and comprehension in vocabulary learning [38].

Initial interview, the researcher conducted an initial interview face to face in individual questions including: knowledge of YouTube, how often students apply YouTube in everyday life, and the benefits of YouTube features in learning English. Thus, students were asked to make statements according to the questions asked by the researcher. Students have different opinions about YouTube, in general stating that YouTube is important for learning English, especially improving students' vocabulary. Furthermore, the initial interview was conducted to find out how much students know YouTube in the world of education. Therefore, the researcher gave students the opportunity to apply YouTube in learning and not be driven by books.

Final interview, the researcher conducted the final interview stage, namely analyzing the use of YouTube in asynchronous learning to improve students' vocabulary. Therefore, the researcher found out that there was an influence of the use of YouTube on certain channels that the researcher had previously shared with students to study at home. The researcher stated that there was an increase in new vocabulary after giving one of the channels to students. Students stated that it was more effective and interesting after studying YouTube videos. YouTube has a positive impact on students in learning English, especially vocabulary.

Test, researchers conducted a vocabulary test on the Vocab App-Learn English Words channel on students to measure their memory. After that, it was found that there were several students who passed the test to meet the researcher's criteria. YouTube videos have proven to be an effective learning medium in learning, especially English. In this study, researchers needed 20 students.

The YouTube channel Vocab App-Learn English Words is an innovative platform for enhancing vocabulary acquisition among English language learners. This study explores the impact of using YouTube channels, notably Ray Du English and BBC Learning English, on vocabulary acquisition and motivation for self-directed learning [39]. Furthermore, to improve students' understanding and proficiency in improving vocabulary, the researchers chose the theme of body parts. Therefore, grade 11 students have the capacity to think and are familiar with showing body parts using English. As a result, the analysis of this method is beneficial for students to improve their vocabulary gradually [40].. In the test stage, students showed their memory ability. Twenty students have met the minimum qualification requirements. This indicates that almost all students showed significant test results in their ability to improve their vocabulary. Six students have not met the minimum criteria. This study shows that using YouTube in asynchronous learning to improve vocabulary allows students to improve their learning outcomes, especially in adding new vocabulary.

Furthermore, the researcher experienced limitations when conducting the second interview and the test. Students were wasting time during the interview, so the questions answered were not serious because the teaching hours had finished. However, the implementation was quite conducive compared to the initial interview on the first day. The researcher needed two days to complete the results of the initial interview instrument data, the final interview, and the test. After that, the researcher analysed the students' problems in improving their vocabulary using YouTube.

The endeavour is enjoyable, allowing for the study and discovery of convincing facts to enhance vocabulary utilizing YouTube as asynchronous learning. According to [41] watching English subtitled films on YouTube is not only fun but also successful in terms of vocabulary acquisition. As a result, by

taking oral tests, people can react to questions more efficiently, and their vocabulary grows deeper than before. The test results revealed an increase in the number of pupils who met the minimal qualifying requirements, which numbered 20. This demonstrates that kids can continue to expand their vocabulary using the same technique. This study demonstrates that using YouTube to improve vocabulary encourages students to expand their knowledge, particularly by introducing new, more cohesive language.

5. CONCLUSION

The study results show that the use of YouTube in asynchronous learning in the learning process effectively improves students' vocabulary. Watching vocabulary-learning videos on YouTube helps students improve their vocabulary and become more energetic, brave, and motivated when speaking English [42]. YouTube has shown effective use in social media to help students improve their critical thinking, train their memory, and refine their vocabulary. Critical thinking in informatics learning is a crucial skill students should master [43]. Thus, YouTube facilitates students to learn new vocabulary. This study underlines the need for educators to involve media for student learning in the classroom. Some students excel in articulating their thoughts through real subjects, although not yet well. The use of YouTube emphasizes student outcomes and the learning process, facilitating the improvement of vocabulary skills for students. In addition, educators should enhance their knowledge and understanding to deliver relevant topics or materials to their students. Thus, students can contextualize the subject and apply their knowledge and skills in everyday situations. As facilitators of learning, teachers should provide feedback that helps students overcome challenges and enhance their educational experience. The authors hope this study can provide new insights for educators implementing Asynchronous Learning using YouTube in their English classes. This study looks into the effectiveness of Asynchronous Video Feedback (AVF) in enhancing speaking skills in online English classes. Results show significant improvements in learning outcomes, pronunciation, grammar, vocabulary, and fluency, as well as self-directed learning and discipline.

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