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STUDENTS' PERCEPTION OF YOUTUBE VIDEOS AS A MEDIUM FOR VOCABULARY DEVELOPMENT IN ENGLISH LEARNING AT SMP ARRAHIM PONTIANAK

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Abstract. *Perception refers to an individual's thoughts and feelings. In learning speaking skills, students need to have their perceptions of which classroom activities are most effective. However, many students tend to prefer using their mother tongue or national language during conversations and often remain passive in class. This research aimed to describe students' perceptions of classroom activities in teaching speaking, as well as to identify the types of activities they prefer. The study involved 30 students, using a descriptive analysis design and a questionnaire as the main instrument. The results of the questionnaire showed that students had a generally positive perception of speaking activities in the classroom. Specifically, 77.2% of students found the activities interesting, 78.3% wanted more educational speaking activities, and 66.7% were satisfied with the duration of these activities. From these findings, it can be concluded that students have a high-level positive perception of classroom speaking activities. The study also revealed that the most preferred activity for learning speaking was role-play, chosen by 34.8% of the students.*
Keywords: *students' perception, Classroom activities, Teaching Speaking*

INTRODUCTION

Perception is a key psychological process that influences how individuals interpret and respond to various phenomena in their surroundings. It is shaped by internal factors such as personal motivation, attitudes, and prior experiences, and external factors such as environmental stimuli, social influences, and available resources. In the context of education, perception plays a critical role in determining how learners engage with and benefit from different teaching methods and learning media. Positive perceptions can encourage active participation and persistence in learning, whereas negative perceptions may hinder motivation and limit learning outcomes.

English, as the most widely used international language, serves as a bridge for global communication, education, and professional development. In Indonesia, English is taught as a foreign language from primary to tertiary levels. Among the four primary language skills, listening, speaking, reading, and writing, vocabulary mastery serves as the foundation for all other skills. Without a sufficient vocabulary, students struggle to express their ideas clearly, comprehend spoken or written texts, and engage in meaningful communication. This often leads to frustration, decreased confidence, and reduced interest in learning English.

However, many Indonesian students, particularly at the junior high school level, encounter various challenges in acquiring new vocabulary. One of the main issues is their limited exposure to English outside the classroom. Most students depend solely on textbook-based learning, which restricts their opportunities to encounter English in real-life contexts.