

**STUDENTS' PERCEPTIONS ON USING YOUTUBE
VIDEOS IN LEARNING VOCABULARY**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Bolji Kumari Rai**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2019

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

Dedicated to

*My parents and teachers who have devoted their entire lives for making me
what I am now.*

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 06/07/2019

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Bolji Kumari Rai

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ABSTRACT

This study entitled ‘Students’ Perceptions on Using YouTube Videos in Learning Vocabulary’ is an attempt to find out students’ perceptions on using YouTube videos in learning vocabulary. The researcher used the random sampling method and collected the data from 100 students of secondary level school in Kathmandu district by administrating the questionnaire. This research is a quantitative. The researcher used close-ended questions to collect the data. The sample of the study was selected by using random sampling procedure. The findings of the study revealed that students have positive attitudes towards the use of YouTube videos to facilitate the acquisition of new vocabulary items. It has been found that most of the students have used YouTube videos in learning vocabulary. Majority of the students, (i.e., 97%) of them responded YouTube videos as a tool is important for learning vocabulary. It was viewed that use of YouTube videos in learning vocabulary is inevitable and fruitful for the English language learning. Almost all the students are interested to use YouTube videos for learning vocabulary. However, it was found that while using YouTube videos in learning vocabulary, students have faced the problem like sounds or pronunciation understanding and listening pronunciation problem respectively. YouTube tool has helped to enhance the students’ learning proficiency. They may develop their autonomy in learning language and build up confidence in a proper way.

This thesis consists of five chapters. The first chapter includes background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definition of the key, population, sample and sampling strategy, sources of the data, data collection tools and techniques, data collection procedure and ethical considerations. The fourth chapter is about analysis of the data and interpretation of result. The analyses of students’ responses have been done under various suitable and inclusive themes. The final chapter deals with findings, conclusion and recommendations which are summed up from the analysis and interpretation of the collected data for the purpose of research followed by references and appendices.

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LIST OF ABBREVIATIONS AND ACRONYMS

A	-	Agreed
A	-	Always
CUP	-	Cambridge University Press
DA	-	Disagree
F	-	Frequency
Http	-	Hyper Text Transfer Protocol
N	-	Never
OUP	-	Oxford University Press
Regd.	-	Registration
S	-	Sometimes
S	-	Seldom
SA	-	Strongly Agree
SDA	-	Strongly Disagree
U	-	Undecided

CHAPTER ONE

INTRODUCTION

The present study is entitled '**Students' Perceptions on Using YouTube Videos in Learning Vocabulary**'. This is the first chapter, which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study operational definitional key items.

1.1 Background of the Study

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Second language learning largely depends on vocabulary, as the building blocks from which learners starts their second language acquisition. Vocabulary as one of the knowledge areas in language plays a great role for learners in acquiring a language (Cameron, 2001). It is one of the essential components in English language learning. Without enough vocabulary the learners cannot comprehend written text; nor can they convey messages to others (Kabooha & Elyas, 2018). According to Harmer (1991) vocabulary is the core of language, he further suggest that "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (p.246). Thornbury (2002) believes that if learners spend a great amount of time studying grammar, they will not be able to make much progress in their language learning. However, vocabulary learning has considered a challenge for EFL learners because there has been minimal attention given to vocabulary teaching in EFL classroom over the years (Shoaib, 2014). In fact, there are various recourses available for the learners to learn vocabulary. They learn through printed materials like, magazines, newspaper, watching videos or listening to music, movies clip, short videos, and then different areas video such, automobile, comedy, education, gaming, news and politics, pets and

animals, sports as well as science and technology. Moreover, using technologies also make students proper in learning vocabulary.

‘Technology has entered every walk of our lives’ Balbay and Kilib, (2017). We are in age where smart phones are the source of either information directly. Students’ thinking skill has transformed by the technological advancement. This being a case, in this digital era it is not surprising that the literature has repeatedly focused on the motivational effects of the uses of online technology. Similarly, Chun and Plass (1996) studied the multimedia annotations on vocabulary acquisition bearing in mind that vocabulary that words associated with actual objects or imagery techniques are learned more easy ‘.YouTube is a website platform that allows everyone who has access to it views, upload, share originally created videos. YouTube can also help to increase learner autonomy, to get authentic vocabulary development, to enhance conversation and enhance listening skills, pronunciation skills. This especial issue explores the need for language learners to understand and take into account YouTube videos. Brook (2011) defines ‘YouTube is a web 2.0 site that is primarily based around video sharing, commenting and viewing’. Similarly, Jones and Cuthrell (2011) ‘web 2.0 is the technology that allows users around the world to communicate with others over the internet via, social networking, websites, blogging tools and wiki entries’. Then, Berk (2009) added that ‘YouTube is an educational manner is beneficial for stimulating a learning activity and motivating the students’. Therefore, according to those studies, YouTube is a learning tool. It helps to learner motivate and improve their vocabulary and pronunciation skill. In addition, there are other studies that investigated the use of technology like computer-assisted language learning software to help students acquire targeted vocabulary.

1.2 Stating the Research Problem

First, many studies are carried out in the field as technologies as many studies have been done in learning vocabulary, however it may not consider be able to use or apply as a tool YouTube videos in learning vocabulary in our country Nepal which is very important to apply because using technologies as YouTube makes students autonomously to learn by themselves. Second, in our context a huge number of teachers enter the teaching profession without any presentation. Then, teachers have a responsibility to teach in the classroom according to the syllabus given. However, it cannot cover so many tools to teach vocabulary teaching which can be very important to student in improving their language learning such vocabulary enhancement and correct pronunciation. Third, using YouTube in teaching is for professional skills and experiences are neglecting to be use by the teachers however, limited time and the practice in the classroom may result in student lack of confidence in using or practicing the language to feeling scared of making mistakes. . It makes them to get another platform. Alternatively, today's world requires that the goal of teaching vocabulary should improve students' speaking skill that's why students can communicate in the society in different place. Teaching vocabulary is very important part of second language learning. Lack of professionalism can cause a major problem for the improving teaching learning activities in Nepalese educational institution the use of using YouTube on learning vocabulary can be the effective for the teachers and students. Fourth, many learners do not want to take risks in applying what they have learnt students may recognize a word in a written or spoken form and think that they already know the word , but they cannot be able to use that word properly in different context or pronounce correctly. Moreover, the last or final, learner considers the teachers explanation for meaning or definitions pronunciations, spelling and grammatical functions as boring. In this case, language learners have nothing to do in a vocabulary learning section, but to listen to their teachers. Therefore, lack of using new technology such YouTube could be a major problem for teaching vocabulary

learning. In addition, students may be unaware of the benefits of using YouTube in vocabulary learning. Therefore, they will feel uninspired to learn vocabulary.

1.3 Specifying the Objectives

The objectives of the study were as follows:

- i. To explore the perception of students' on learning vocabulary through using YouTube videos,
- ii. To identify the challenges faced by the students of using YouTube on learning vocabulary, and
- iii. To suggest some pedagogical implications.

1.4 Postulating Research Questions

The research questions of my present study were as follows:

- i. How do the students' perceive the use of YouTube as a tool to improve their vocabulary learning?
- ii. What challenges do students face while learning vocabulary of using YouTube videos?

1.5 Significance of the Study

The study had conducted aiming to explore the students' perceptions on using YouTube videos in learning vocabulary of English language. The study may expect to be significant to those who are interested in teaching and learning in general to English teachers and students in particular. It may be useful for the teachers, students, syllabus designers, researchers and all other related personalities who are directly and indirectly involved in ELT fields. Typically, it is expected that the secondary level English teachers who have been centrally prioritized throughout the study can gain much benefits from this study. It can

add to brick in the field of teacher development and ELT by helping teachers to make their language classes more effective, communicative and interactive.

Researcher may find in the findings useful in related learning vocabulary through YouTube videos. This study may encourage them; in learning words, vocabulary from using technology such YouTube videos. This study may contribute to them who are interested to learn vocabulary by using YouTube videos so far. This study will provide in EFL classes improve the vocabulary comprehension and retention of students. Students can enhance their vocabulary learning. Teacher can perceive the use of YouTube as a tool to improve students' vocabulary learning. The results of study will provide insights and information on how they perceive of using YouTube videos n learning vocabulary. Finally, this research is beneficial to the syllabus designers and textbooks as the requirement of the students for the further course development in the days to come.

1.6 Delimitations of the Study

This study was limited to the secondary level EFL students of Kathmandu valley, Nepal. The focus of the study was limited to the learning vocabulary through using YouTube videos. This study was confined to 100 EFL students from different 4 schools in the area of Kathmandu district. The data were collected by using questionnaire to the students who have connected on watching YouTube videos. A sample from the population was selected based on simple random sampling method. The study was analyzed the students' perceptions on using YouTube videos in learning vocabulary.

1.7 Operational Definition of the Key Terms

Perceptions = the word 'perceptions' means that those views such as; students' thought, view, an opinion, and perception on the use of YouTube videos in learning vocabulary.

Students = participant or respondents for getting the answer of the research questions and research objectives of my study.

Technologies = ‘technologies’ means a web or site which is used in teaching and learning tool in my study for example, YouTube tool use in learning vocabulary.

Vocabulary = the term ‘vocabulary’ is in my research refers to different words to learn for developing language skills such as, pronunciation, meaning.

YouTube = the word ‘YouTube’ refers to as a vocabulary development learning tool of the students.

CHAPTER TWO

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of the theoretical literature, empirical literature, conceptual framework and implications of the reviewed literature.

Literature can be understood as “a written summary of journal articles, books and other documents that describes the past and current status of information on the topic of our research” (Creswell, 2013, p. 80). Review of the literature helps to find out the theoretical base of the problem and insights us to notice the gap for the research. It helps to develop theoretical and conceptual framework.

2.1 Review of Theoretical Literature

In this study, I have reviewed the materials, which is direct related on YouTube videos through vocabulary learning. Although there are many studies conduct regarding using videos through learning included YouTube, movies clip, flipped class for e-learning and other multimedia technologies for learning vocabulary. These are within articles, journal and books.

2.1.1 Vocabulary

Vocabulary is defined as a set of lexical or lexeme that includes words, phrases and idioms. Vocabulary is one of the important aspects of language. Any ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used. Vocabularies play the role of bricks of language. One cannot communicate language if he lacks vocabularies. Word is the most important unit of language. Every sentence is made up of words that are used in daily communication. Richards et al. (1985) defines vocabulary as “a set of lexemes including single words, compound words and idioms”

(p.307). Therefore, there should be right choice of words in discourse level. The learners are compelled to utilize the limited items that are in their store unless they have a large number no vocabularies.

2.1.2 Types of Vocabulary

Vocabulary can be categorized into four types as per medium of communications. They are: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

Along with the above mentioned vocabularies there are two types of vocabularies that categorized by (Harmer, 1991). They are:

a. Active Vocabulary

The vocabularies that are often used be a person. The words that one can use are active. In other words, the words that we use in both receptive and productive skills are called the active vocabularies. They are the vocabularies that learners have been taught or learned and which they are expected to be able to understand, pronounce and use constructively.

b. Passive Vocabulary

The vocabularies that are rarely used by a person but are in the passive store of a person are called passive vocabularies. We can understand the passive vocabulary in other's speech and writing but cannot use in our speech and writing. In other words, passive vocabulary refers to words that the students will recognize but will probably not able to use or produce.

Vocabulary has certain characteristics, which; it includes words, compound words and idioms. Vocabularies are active and passive and categorization like, noun, verb.

Here, despite recognizing such vocabularies once they meet them, the students are not able to produce them because their low frequency.

To sum up, active vocabularies differ from person to person. There is no water tight demarcation between active and passive vocabularies. Same vocabularies can be active for one person and passive for another and vice versa.

Besides these vocabularies can also be categorized into two types on the basis of types of meaning they decipher: concrete and abstract. Concrete are those vocabularies that refer to physical entities, i.e., having size, shape, weight, measurement etc. for instance, building, and bridge, temple etc. on the other hand, abstract are those that are associated with thoughts, ideas, imagination, feelings etc. which can just be felt or internalized. For example, love, hatred, courage etc.

2.1.3 Aspects of Vocabulary

The aspects of vocabulary refer to the various facets of vocabulary that need to be considered while teaching vocabulary. Harmer (1991) presents four aspects of teaching or learning of a vocabulary; word meaning, word use, word formation, and word grammar. They are described as follows:

a. Word Meaning

It is focuses on sense relation, meaning in context, form and meaning. For example:

I am reading a book. (A teaching and learning material)

We have to book tickets. (Reserve)

Police booked him for crime. (Arrest)

Most words have more than one meaning. We cannot decipher the meaning of a word in isolation. It needs the context in which it is used. For example, the word 'bank' has two meanings: an organization that provides various financial

services and the side of the river. The meaning of the word bank cannot be deciphered in isolation but it needs context in which it is used. The way to understand the meaning is the way to know sense relation.

b. Word Use

It is focuses on metaphor and idioms, style and register as well as collocation.

For example:

The dog is barking. (Literal)

He is barking. (Say something loudly)

The meaning is stretched through metaphor and idiom. Similarly, word meaning is also governed by collection, style and register. Moreover, we need to recognize metaphorical language use.

c. Word Formation

Word formation means knowing how words are written and spoken and how can they change their form. We need to know how suffixes, prefixes, and pre-fixes change the shape and meaning of the word. For example, if we add 'im' to the word 'perfect' and 'ly' to the word 'slow' both word form and meaning will be entirely changed. Therefore, it needs the knowledge of word formation process.

It is focuses on parts of speech, prefixes and suffixes, spelling and pronunciation. For Example: Live-life, affect-affection, stop-stopped, read-read.

d. Word Grammar

It is focuses on Nouns: countable and uncountable, verb complementation, phrasal verbs, adjectives & adverbs: positions, etc. For Example: car-cars, milk-milk. He set out for the journey. They are there.

Words not only change according to their grammatical meaning but they can also trigger the use of certain grammatical patterns. For example, a countable noun can be both singular and plural but an uncountable noun only is being singular. This difference is reflected in grammatical rules: the word 'chair' can collocate with plural verbs whereas the word 'furniture' never can. Therefore, we need to know grammatical behaviors of the words.

To sum up, knowing a word implies knowing its meaning, use, information and grammar. Hence, while teaching and learning vocabulary we should treat all the aspects of each and vocabulary item.

2.1.4 Vocabulary Learning and Its Important

Vocabulary is the brick for building the language. It includes the words; compound words and idioms. In other words, it is a set of lexemes including single words, compound words and idioms. Vocabulary is an indispensable for educational, professional and social life. Teaching and learning vocabulary involves much more than just meaning. Wilkins rightly says, "Without grammar very little can be conveyed but without vocabulary nothing can be conveyed" (Lewis, 2000, p. 11).

According to Richards et al. (1999), "Vocabulary refers to a set of lexemes i.e., single words or idioms" (p. 400). It is the important aspect of foreign language teaching and learning. It is a medium to exchange our feelings and thoughts to the people, influence, persuade them and context them.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" (p. 55).

Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

Vocabulary learning is important in teaching and learning second or foreign language. It helps to recognize vocabularies in spoken and written form recall and relate them to appropriate object/concept, use them in the appropriate grammatical form, pronounce them in a recognizable way, spell them correctly go with, i.e., collocation use them in appropriate level of formality and be aware of their connotations and associations.

2.1.5 The Use of YouTube Videos in Vocabulary Acquisition

YouTube is well-known video sharing website where users can upload, view and share the video. Watkins and Wilkins (2011) has been described the cause of You Tube the classroom can enhance listening and conversation skills; rather promoting authentic vocabulary development. It is need because “...without enough vocabulary, the English language learners cannot comprehend written text; nor can they convey messages to others” (Heriyanto, 2015; Kabooha & Elyas, 2015). Similarly, Sulovska(2017) argues that ‘YouTube video is still considered to be one of the innovative ideas to enhance language teaching and learning’. Additionally, he also mentioned it is also support 21st century skills both; in students and teachers who sometimes tend to lack these skills, being the digital immigrants in today’s world. Thus above those ideas YouTube is a learning tool in of vocabulary development as well as other language skills development. Fact that; Mayer recommends ‘YouTube to teach authentic writing’ (Mayara, 2009; pp. 1-12). Additionally, YouTube technology can be considered as a valuable tool. In sum, YouTube is a multidimensional source that offers videos in all fields of knowledge that can be access effortlessly.

YouTube technology can be as considered as a valuable learning tool in ELT. A growing body of research has shown significant findings that encourage the integration of YouTube videos clips in education. Mayer (2009) stress that the use of videos is greatly effective especially for introductory courses as it can facilitate difficult concepts, and attract the attention of weak students. YouTube is a multidimensional source that offers videos in all fields of knowledge that can be access effortlessly. In addition, video clips on YouTube are limited in lengths; this makes them suitable for the constricted classroom's time studies have also examined how YouTube can a part of learning system to support independent learning. As the literature is varied in conditions of the importance of integrating dynamic videos and/or YouTube in education generally and in the vocabulary classroom in particular there has not been any considerable research conducted to study the consequences of using YouTube to improve EFL students' vocabulary recognition

YouTube technology can be considered as a valuable learning tool. A growing body of research has shown significant finding encourage the integration of YouTube video clips in education. Nation (2001) realized that the acquisition of vocabulary is essential for successful sound language use and plays an important role in the formation of complete spoken and written texts. Bhattraï (2013) defines 'vocabulary embraces single word, compound and idiom'. She has further mentioned issues in related teaching vocabulary such selection and core, receptive and productive, collocation and discourse. Teaching vocabulary carry problems while using tool like YouTube. Jointly, Alfahtani (2015) has been cites in his study 'teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching' (Berne & Blachowie, 2008). In the spite of those things the effects of YouTube in multimedia by Kabooha and Elyas (2018) videos on YouTube are limited in length; this makes them suitable for the light classroom. However, studies on the effectiveness of YouTube in vocabulary learning are very limited. Therefore this tool is important to use as a tool in learning in our context.

Technology has entered every walk of our lives. This being a case, in this digital era, it is not surprising that the literature has repeatedly focused on the motivational effects of the online technology in language classrooms as well as practical solutions. Mohsen (2016) elaborates on the use of video simulations to examine the students; comprehension and incidental vocabulary learning. YouTube can be a flipped classes for the learners 'it is a new learning approach today' (Gautam, Shakya & Shrestha, 2016). Flipped class basically implies a method of distributing pre- class materials like YouTube. However this method may be difficult to adopt as the replacement model.

Many second language acquisition researchers studied the result of multimedia instruction on vocabulary development. They have found that the utilization of supplementary prompts such as videos and pictures enhances vocabulary learning. Chun and Plass (1996) argued that supporting vocabulary learning with pictorial and verbal cues could help increase the retention and recall of the lexical products. Al-Seghayer (2001) discussed about the impacts of different settings of multimedia: "the printed text message definition alone, imprinted text definition in conjunction with till pictures, and printed text message definition couple with videos" (p. 202). The findings of the study indicated that the use of videos clips with a text description is more creative in the acquisition of new English vocabulary then the use of picture with a text designation. Students in the study were able to learn and memorize more vocabulary when videos were old man when picture were given. The application of different following class can supply meaningful learning.

Knowledge a considerable body of research from other fields demonstrates that the quality of this representation is control to the success or otherwise of subsequent retrieval (Anderson, 1990). The more effectively learned materials are elaborated during acquisition, the more readily it will be recalled (Mayer, 1992; Wittrock, 1992). Hence, in learning vocabulary, the active, constructive elaboration of the word-meaning complex during acquisition influences its subsequent recall during reading.

In overall, theoretical literature review has enumerated vocabulary learning through YouTube has issues, problems, and challenges. However, using new tool can be modern learning in the class and out the class. It is important because it helps to learner learn spontaneous and motivating themselves.

2.2 Review of Empirical Literature

A number of research works have been conducting in the area of cooperative leaning in English language leaning classroom. Some of the related major research works and articles reviewed here below:

Hornby (2009) published a journal articles on the effectiveness of cooperative learning with trainee teachers to investigate the effect of games on EFL learners' vocabulary learning strategies. They found that learning vocabulary has been considered a boring subject for a long time and the traditional way of learning vocabulary by mere copying and remembering has shown to be less than effective. Under such circumstances, games have shown to have advantages and effectiveness in learning vocabulary in various ways.

Roodt and Peier (2013) their study 'Using YouTube in the Classroom for the net-generation of students about explored the effect of using YouTube. They found that the use of YouTube, blogs and wikis were used by academics and by students. This paper was interpretive. The research had done in the South African context. The data had gathered quantitative and qualitative in nature. It had conducted at a single point of time; so the research timeframe was cross-sectional. Sample was current and previous. In questionnaire, open- ended questions were also included to allow respondents to express ideas. They were properly work with trustworthiness and other process.

Kim et al. (2013) conducted study about students' perceptions and experiences of mobile learning, while researching, they used three instruments to collect primary data that was a pre-study, student perception for class projects, and post study survey. The survey had gathered to complete researcher objectives.

Participants were 53 MA students; 17 were male and 36 were female ages range 21 years to 50 years.

Similarly, Hu (2013) conducted the study about vocabulary learning assisted by mobile phones. The study had designed to adopt faction text message as a tool for delivering the new vocabulary items. For this, the teacher chooses new word items from a day 11 AM one-week days. Each item includes the spelling and explanation in both Chinese and English. Learners were asked questionnaire survey. Descriptive statistical analysis was conducted.

Nation (2015) published a journal articles on the principles guiding vocabulary learning through extensive reading. He found that principle guiding reading is best for learning vocabulary. It also has the positive effect of allowing repetition and retrieval of previously met words. The reading should probably be within a few weeks of the reading of the book so that receptive retrieval of vocabulary is likely to be successful. It has enumerated in this study.

Gautam, Shakya and Shrestha (2016) found that teachers are highly motivated to use flipped model despite of having known the challenges willing to record flipped class. YouTube videos can be a tool of flipped class which help to students easy to learn independently also. The survey questions were designed and divided into three parts. Questionnaire part had 4 different sub sections namely; opinion, influence, benefits and challenges. However, this method may be difficult to adopt as the replacement of traditional model, it may not properly coped up by the student as well as teacher.

Balbay and Kilis (2017) published a journal article on the students perceptions of the use of a YouTube channel specifically designed for an academic presentations skills course. They found that the motivational effects of the uses of online technology in language classroom as well as practical solutions of giving feedback on students' performance or progress especially thorough the use of YouTube. They had survey research with 70 students (28 females, 42

males) taking the compulsory academic speaking skills course. Participants were fresh man students from various departments of Modern Languages at Middle East University, Ankara Turkey. They were select based on the convenience sampling, a type of non-probability sampling method. Furthermore also included trustworthiness and at all.

Similarly, Sulovska (2017) published journal article on students' perception of using YouTube videos in the ESP classroom. She found that YouTube videos support both students and teachers, who sometimes tend to lack these skills, being the digital immigrants in today's world. Then, she attempted if students would give preferences to YouTube videos over materials adapted specifically for language teaching purposes.

Kabooha and Elyas (2018) they included in their study consisted of 100 female preparatory year students studying English as a foreign language at Abdul-Aziz University, Jeddah, Saudi Arabia in age 18-20 researched four classes with 25 students including 4 female non-native speakers of English teachers. They had presented experimental study, pre-test, post-test, questionnaire and randomly assigned students in two groups in their study. Furthermore, it was experimental and control group-doing process properly. Students in pairs did the vocabulary activity a weak after they test another treatment. It has taken 7 weeks. The study found that teachers can make full use of pedagogical implications of using YouTube videos in the classroom. Because, the use of YouTube in their classrooms for learning new vocabulary provide an attractive and interesting learning environment and motivated to learn faster and better.

The review of the empirical literature review related how the researcher deals their study in interpretation, analysis and findings as well as methodology part. Though, the above studies are about the perception and the areas are also related to my research study. However, none of the above mentioned studies covers the students' perception on using YouTube videos in learning vocabulary. Therefore, the present study is different from the other studies. The

present study aims to explore perceptions of the student in learning vocabulary on using YouTube videos.

2.3 Implications of the Review for the Study

There are numerous research works done related YouTube through learning language skills such vocabulary. I have selected and went through some of the researchers which are to some extent related and relevant to this present study. After the review of this researchers, I got chance to broaden my knowledge on the research area and boost up confidence to step forward in my study.

The above reviewed works are to some extent related to the different researcher's study. After reviewing those materials, I assemble so many ideas regarding learning different language skills through YouTube videos, and about vocabulary learning ideas. The above already mentioned works will give theoretical and empirical review bases to conduct the study. To be specific, I get information on survey design, experimental design and knowledge about YouTube and vocabulary learning.

Actually, literature review helped me to establish the theoretical roots of my study clarify the ideas and developed the methodology. It gave the idea to conduct survey research and helped to analyze the previous findings related to my research area. It helped to get more information about cooperative learning.

Moreover, these works will help a lot to carry out this research. Moreover, these previous works will help the researcher to formulate objectives, make research questions, design methodology and develop data collection tool as well as to get ideas of doing and developing new research study. So, the reviewed sources have become very important for me because they provide me valuable guidelines to go ahead in my research work. Finally, aforementioned research works will be of great to carry at this research.

2.4 Conceptual Framework

CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

This chapter deals with design and method of the study, population, sample and sampling strategy, sources of data, data collections tools and techniques, data collection procedures and data analysis and interpretation procedures.

3.1 Design of the Study

I adopted survey research design to complete this study. It is a kind of research which studies large population by selecting and studying sample choose from the population to discover the relative incidence interrelationship of social and psychological variables. According to Nunan (1992), “Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from education to linguistics” (P. 190). Similarly, Kumar (2011) mentioned that close-ended questions income can be qualitatively recorded in categorize. In the close-ended question, the possible answers are set out in the schedule and the respondent ticks the category. The respondents required to fulfill a questionnaire, which is related to research questions of the research study. Creswell (2012) writes, “Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of the people to describe the attitudes, opinions, behaviors of the populations” (p. 376). Therefore, survey research is very important to collect the opinions, beliefs, attitudes and behaviors of the participants.

The following are the processes used in the survey research:

- a. Identification of the problem
- b. Specifying of objectives
- c. Constructing hypothesis
- d. Expanding theoretical knowledge
- e. Writing the proposal and preparing research tool

- f. Piloting research tool
- g. Sampling the population
- h. Going to the field contacting the informants
- i. Establishing the rapport with the respondents
- j. Implementation of the research tools
- k. Collecting the data
- l. Analysis of the data
- m. Comparison of data
- n. Calculation of findings
- o. Listing the findings

A survey researcher identifies the broad area first. After that he/she specifies the objective expands the overall knowledge. And, the researcher writes the research proposal and prepares the tools. Then after piloting the research tools, h/she goes to the field where he/she establishes rapport with the authority and prepares the list of sample population. Then, he/she meets the sample and builds the rapport. After fixing time for collecting the data, the researcher gives the questionnaire to the respondents with analyzes and interprets them and lists the findings. At last, the researcher gives the suggestions based on the findings.

This study followed the survey research design in order to collect the required data for the study. The respondents were randomly assigned for getting response to fulfill my objectives. The main aim of my research study was to explore the students' perception on using YouTube videos in leaning vocabulary and find out the challenges faced by the students regarding learning vocabulary by using YouTube videos. In survey research design includes both types of questions; open-ended and close-ended questions, but I included only close-ended questionnaire..

3.2 Population, Sample, and Sampling Strategy

A sample from the population was selected based on simple random sampling method. The participants in the study consisted of 100 students studying English at secondary level of Kathmandu district, Nepal. For the purpose of the study, four schools in each school 25 students were involved. I adopted random sampling strategy for collecting the required data to fulfill the objectives of my study.

3.3 Data Collection Tools and Techniques

The tools for data collection were a set of questionnaire including close-ended questions. Because the tool, I guess effective, appropriate, feasible for the respondents, and useful the researcher to obtain the objectives of the study. The study used questionnaire to assess the students' perception of using videos in learning vocabulary.

3.4 Sources of Data

In my study, the research included both primary and secondary sources of data. In primary sources of data, the researcher used 100 students of Kathmandu district. Similarly, the secondary sources of data included various books, journals, articles and the internet materials. For example: Alqahtani (2015); Berk (2009); Cuthrell (2011); Mayar (2009); Nation (2001); Nunan (1992); Richards (1999); Sulovska (2017).

3.5 Data Collection Procedures

I used questionnaire as a research tool. Furthermore, available primary data were interpreted. For the data collection procedure, I adopted stepwise methodological procedures to collect the require data from the informants. I had collected data using questionnaire item and recorded questionnaire were coded then analyzed descriptively and presented thematically. Responsible for

collecting data stored is a method of records questionnaire that was perceived by students of secondary level. It can be seen as the process of organizing data, structuring them and getting meaning from the information. Data collected through the simple random sampling method.

I collected the data from four schools of Kathmandu district that were randomly selected. While visiting field, I requested for the permission to carry out the study and assure the informants of their confidentiality. When I got the permission, I started the study. Each school was visited for at least 1 hour twice a week and their (students) answers that take place there were recorded in a paper form. The process was last for 15 days.

3.6 Data Analysis and Interpretation

I followed the descriptive, statistical approaches and item analysis for data interpretation in this study perception of students on using YouTube videos in learning vocabulary. The kind of process adopted quantitative for the analysis and interpretation. It was data transcribed systematically, coded, analyzed, interpreted and then presented descriptively as well as analytically using appropriate statistical tools and diagrams and tables. Statistical tools were percentage and descriptive analysis.

3.7 Ethical Considerations

An ethical consideration in research is very much crucial one. Ethics are the norms or standards for conduct that distinguish between right and wrong. As the research involved students as participants, before initiation of the study, I obtained approval from the research guidance and approval committee as well as informed consent with respected schools and respondents. The study was focused on the vocabulary learning on using YouTube videos. The ethical consideration is an essential part of any research that refers to the value that researcher has to follow while research process. While, conducting professional research, the researcher should be careful and serious about ethical

consideration. The ethical consideration for this study as like ways: visiting field I requested the permission to carry out the study and assure the informant of their confidentiality. While I got the permission then I started to do my research. The data were used only for my research study without any harm to respondents. The attention on accuracy, honesty, truthfulness and ethical consideration paid in my study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULT

In this chapter, the researcher includes the data analysis and interpretation of the research. The data collected through the questionnaire have been analyzed and interpreted by using various statistical tools such as percentile. It incorporates the process of organizing, summarizing and synthesizing the data to find results and conclusion of the study. I have analyzed and interpreted the data both descriptively and statistically based on the nature of data obtained from the respondents.

4.1 Analysis of Data and Interpretation of the Results

This section mainly concerns with the vocabulary learning through YouTube videos, analysis and interpretation of the data/information which were obtained through questionnaire. The analysis and interpretation of the collected data is obtained through the primary sources. Quantitative data have been analyzed and interpreted by using simple statistical tools. There were 25 close ended questions. Those questions were asked to the students. In the analysis of the data, the total number of respondents for each response was converted into percentage. The main aim of the study was to explore the perceptions of the students in learning vocabulary on using YouTube videos and to identify the challenges faced by students on using YouTube videos in learning vocabulary. The responses of the participants have been analyzed separately.

4.1.1 Students' Perception on Using YouTube Videos in Learning Vocabulary

The analysis and interpretation of the collected data obtained through the primary sources. This section includes the presentation, analysis and interpretation of the data. The analysis and interpretation of data is done in terms of following sub-headings:

4.1.1.1 Analysis and Interpretation of Informants' Responses on Watching YouTube Videos

This area deals with the analysis and interpretation of respondents' responses obtained through the questionnaire regarding vocabulary learning on watching YouTube videos. I asked them at first question whether they watch YouTube videos or not. Nowadays, the students use technology in a learning purpose. In this era, how students watch YouTube videos in a way that they should have a sound knowledge and proper access on various ICT based tools. The second question was related to how the students watch YouTube videos in a week. The following table presents the data obtained from the students have been analyzed and interpreted below:

Table 1
Number of Responses on Watching YouTube Videos

Response	Responses in Frequencies and percentage				Student Response		Percent
	Yes		No				
Students watch YouTube videos in a week.	F	%	F	%	0 video	0	0%
					1-10 videos	34	34%
					11-20 videos	17	17%
	100	100%	0	0%	21+ videos	49	49%

The result of the responses to the item 1 shows that all the students, i.e., 100 percent respondents that they watch YouTube videos. It has been seen that 100 percent students watch the YouTube videos and none of the respondents are found who do not watch YouTube videos. Thus, on the basis of above responses every student watches YouTube videos in this era.

While analyzing the responses to item 2; the table shows that 49% of the respondents replied that they watch YouTube videos in a week 21+ videos and 34% (34) of them watch YouTube 1-10 videos. Similarly, 17 percent of students watch 11-20 videos in a week and none of the students responded that they don't watch YouTube videos in a week. According to above data, the researcher can say that each students watch YouTube videos in a week. On the basis of above data, it can be concluded that the majority of the students have used YouTube videos tool.

The above discussed information shows that students' perceptions on using YouTube videos are positive. Each and every students watch YouTube videos and they are interested on using YouTube videos to learn.

4.1.1.2 Reasons for the Use of YouTube Videos

This question was designed to find out the reasons of watching YouTube videos by the students. In order to find out perceptions of the students' in learning vocabulary on using YouTube videos, they were asked close-ended questions to obtain the data. The following table presents data obtained from students.

Table 2

Reasons of Watching YouTube Videos

Responses	Student response	Percentage
To develop language learning skills	39	19.02%
To acquire practical knowledge	53	25.85%
To develop and enhance visual literacy & creativity	28	13.65%
To get entertainment from music, movies, and games	79	38.53%
To share personal information and interact one another	6	2.92%

The above table shows that 38.53% (79) of the respondents replied that they use YouTube to get entertainment from music, movies, and games and 25.85% (53) of them use YouTube videos to acquire practical knowledge. Similarly, 19.02% (39) of them have replied that they use YouTube to develop language learning skills and 13.65% (28) of them have replied that they use YouTube because of developing and enhancing visual literacy and creativity. Likewise, few numbers of students, i.e. 2.92% (6) of them have replied that they use YouTube videos because of sharing personal information and interact with one another. Through the responses of the students, the researcher can conclude students watch the YouTube videos for the entertaining purpose as well as acquire the practical knowledge.

The above discussed information illustrates that majority of the students have responded the reasons of watching YouTube videos for getting entertainment, acquiring practical knowledge, to develop language learning skills as well as developing and enhancing visual literacy & creativity.

4.1.1.3 Role of YouTube Videos Tool in Learning English Words

Different students have viewed differently in the case of item how important is the YouTube videos in learning English Words. In this item to find out the students' perception on using YouTube videos in learning vocabulary such words the responses of students have been shown as below:

Table 3

Importance of YouTube Tool in Learning English Word

Response	Student Response		Percentage
YouTube videos in learning English word.	Very Important	62	62%
	Important	35	35%
	Less Important	2	2%
	Not Important	1	1%

Item 4 was prepared to find out how important is YouTube videos in learning words with gaining the students' perceptions on using YouTube videos in learning vocabulary. So, the great number of the students have responded 62% (62) very important for learning words and 35% (35) of them have replied YouTube videos play the Important role. Likewise, only 25 (2) of them have replied less important play the role to learn words from watching YouTube videos and last few percent i.e., just 1% responses that not important in learning words from watching YouTube videos. On the basis of above data, majority of the students responded very important of the YouTube videos for learning English words.

4.1.1.4 Role of YouTube Videos Tool to Enhance in Developing Vocabulary

In this section is concerned with the role of YouTube videos to enhance in developing vocabulary with relating some phrase such as using words in the appropriate form. Hence, regarding the response is that the phrase helps the student more to enhance in developing vocabulary. In response from the students, I got the following answers which are shown in the given table:

Table 4
Enhancing the Vocabulary

Responses	Frequencies	Percentage
Use words in the appropriate grammatical form	19	17.59%
Pronounce them in a recognizable way	33	30.55%
Recognize vocabularies in spoken and written form	39	36.11%
Spell English word correctly by the student	17	15.74%

The table 4 shows that 36.11 % (39) of the students have responded that they enhance learning process by recognizable vocabularies in spoken and written form in developing vocabulary. Similarly, 30.55% (33) of them have replied that pronounce them in a recognizable way which help them the phrase to enhance their vocabulary. In the same way, 17.59% (19) of them have replied that using words in the appropriate grammatical form help them to help them more to enhance in developing vocabulary. Then, 15.74% (17) of them have replied that the phrase help more to enhance in developing their vocabulary is to spell them correctly. From the above analysis, it can be concluded that majority of the students enhance in developing vocabulary is recognize vocabularies in spoken and written form as well as pronounce words in a recognizable way.

4.1.1.5 Analysis and Interpretation of Students' Responses in Learning Words From YouTube Videos

This item concerns with the English language learners can learn the words and vocabularies in using different technological tool as I had made the questionnaire how often do the students learn words from YouTube videos student perceives the questions for the responses. The responses from the selected samples were collected have been presented in table below in the table no. 5

Table 5

Learning English Words from YouTube Videos

Response	Student Response		Percent
Students learn	F	30	30%
English words on	S	57	57%
using YouTube	R	9	9%
videos.	S	4	4%

On the basis of questionnaire data, this table shows the students learn words from the YouTube videos. It is analyzed that out of hundred students 57 percent of them have replied that they learn words from YouTube videos sometimes. And, 30 percent of them learn word from YouTube videos frequently. Similarly, 9 percent of them have replied that they learn words from YouTube videos rarely. Likewise, few number of the students responded seldom i.e., 4 percent learn words from using YouTube videos according to above data. So, it can be analyzed that majority of the students watch YouTube videos 'sometimes' to learn words from watching YouTube videos.

4.1.1.6 Categories of Words Students have learnt from Watching YouTube Videos

This item was designed to identify the student's responses in learning types of words from watching YouTube videos to gain the different answer such as noun, verbs, adjectives, and adverb are the multiple choice for the question what types of word students have learnt from watching YouTube videos. The responses of informants have been depicted in the following table.

Table 6

Categories of Word Students have learnt Through YouTube Videos

Response	Student Response		Percent
There is positive impact on using YouTube tool in learning words	Noun, verb, adjectives and adverb	16	16%
	Pronoun, preposition and conjunction	12	12%
	All	72	72%

Regarding item 7, the table shows that 72 percent of the respondents have replied that all the items (noun, verb, adjective, adverb, pronoun, preposition, conjunction and all) in learning types of words from watching YouTube videos. In the same way, very few i.e., 1 percent of them responded conjunction as a types of words that he or she has learned in learning watching YouTube videos. Similarly, 7 percent of the students have learnt verbs and 3 percent have respond adjectives in the case of learning types of words from watching YouTube videos. On the other hand, 2 percent students have learnt adverb, 6 percent of them have learnt pronoun and 5 percent students have learnt preposition in the case of learning types of words from watching YouTube videos.

On the basis of above discussions, it can be concluded that most of the students perceive all the types of words they have learnt in the case of learning vocabulary from YouTube videos. That has above mentioned 72 percent indicate high respondent including total number of frequencies.

4.1.1.7 Types of Vocabulary Students have learnt from Watching YouTube Videos

The item in the table was to find out students' perception on using YouTube videos in learning vocabulary. This questionnaire deals types of vocabulary (listening vocabulary, speaking vocabulary, writing vocabulary and reading vocabulary) which or whether the students have learnt or not with using YouTube tool. Those have been including in this number. So, the responses have been presented table 7:

Table 7

Types of Vocabulary Students have learned from YouTube Videos

Responses	No of Responses	Percent
Listening vocabulary	41	41%
Speaking vocabulary	51	51%
Reading vocabulary	15	15%
Writing vocabulary	9	9%

On the basis of questionnaire data, this table shows the students have learnt types of vocabulary from watching YouTube videos. This item shows that 41 percent students responded to listening vocabulary in the given question of total participant. Similarly, 51 percent of them have responded speaking vocabulary. Likewise, 15 percent of them have replied reading vocabulary and there in merely 9 percent participants who have responded to writing vocabulary.

The above discussed information shows that students have learned types of vocabulary from watching YouTube videos helps to develop creativity and ability to communicate, encourage them to participate in real language learning environment develops wide range of communication and presentation skills because of learning vocabulary. So, according to above data majority of the students have replied that types of vocabulary students have learnt from watching YouTube videos is speaking vocabulary.

4.1.1.8 Using Techniques to learn Vocabulary

This section is concerned with the students' perception on using techniques to learn vocabulary from watching YouTube videos. The responses collected from the close-ended questionnaire through the hundred students. The following table presents the data obtained from them.

Table 8

Using Techniques to learn Vocabulary

Responses	Student Response	Percent
Using morphological analysis of the words	11	11%
Collocation	12	12%
Phrasal verbs	21	21%
Word formation	56	56%

The above table shows that 56 percent students use the techniques such word formation to learn vocabulary from watching YouTube videos. 21 percent students use the techniques phrasal verbs to learn vocabulary from watching YouTube videos tool. On the other hand, 12 percent of them have responded the techniques use collocation. Likewise, only 11 percent of the students have replied that they use the technique to learn vocabulary by using morphological analysis of words. Thus, analysis of the above table I can say that majority of students like to use the technique word formation to learn vocabulary.

4.1.2 The Challenges Faced by Students of Using YouTube Videos in Learning Vocabulary

This is true that all the things have some issues and challenges. In this section, the challenges come in the different activities. Likewise it can come while learning vocabulary through using YouTube tool. That's why I made this objective to identify the challenges faced by students of using YouTube videos in learning vocabulary. The challenges definitely come in the learning moment. So, let's see how the students have responded in the questionnaire that have analyzed and interpreted of the collected data is obtained through the primary sources are presented in the following sub headings:

4.1.2.1 Students' Improve Language Skill After Watching YouTube Videos

This section is concerned with the identify the challenges faced by students from watching YouTube videos which students improve language skill after watching YouTube videos in order to identify which language skills do students improve vocabulary, they were asked a question. The responses of the students have been presented in the following table below:

Table 9
Analysis and Interpretation of Informants' Responses on improving language Skills after Watching YouTube Videos

Responses	Student Response		Percent
Improving language skills after watching YouTube videos	Listening skills	32	32%
	Speaking skills	63	63%
	Reading skills	13	13%
	Writing skills	2	2%

The above table 10 shows that 63 percent students have replied speaking skill improve more after watching YouTube videos. This is the high percentage of this item. Similarly, 32 percent of them have replied listening skills improve their language after watching YouTube videos. Likewise, the second lowest percentage i.e., 13 percent of them has responded that reading skills they improve more after watching YouTube tool. And the last and most few numbers i.e. 2 percent of the student have responded that writing skills they improve after watching YouTube videos. It shows that most of the students have improved speaking skill from watching YouTube videos.

4.1.2.2 Satisfying Responses in Learning Words though Using YouTube Videos Tool

In my study, I tried to find out the students perception on using YouTube videos in learning vocabulary in order to identify the challenges faced by

students in the case of how much satisfy are the students in learning words from using YouTube tool. The responses of the students regarding answer are given in the table below:

Table 10

Satisfying Responses in Learning Words though Using YouTube Videos

Responses	Student Response		Percent
Learning words by using YouTube videos	Very satisfied	33	33%
	Satisfied	55	55%
	Neither satisfied nor dissatisfied	11	11%
	Very dissatisfied	1	1%

The above table 10 shows that 55 percent students satisfied of this response to learn words from using YouTube videos. This is one of the majority responded number by the students. Similarly, 33 percent students have responded they are very satisfied and 11 percent of them have replied that they are neither satisfied nor dissatisfied in the item how much satisfies are the student in leaning words from watching YouTube videos. And, most few number student i.e., 1% respondent responded very dissatisfied to learn words from using YouTube tool. To sum, 88% respondents are satisfied in learning words through using YouTube videos. To this point, the researcher can conclude that using YouTube videos students can learn the vocabulary and words properly according to above data just a student's responded very dissatisfied to learn words by using YouTube videos.

4.1.2.3 Comfortable Level to Learn Words

This section concerned with the challenges faced by the students in learning vocabulary through using YouTube videos in the case of how much are the

students comfortable to learn words from watching YouTube videos. The views of respondents have been presented in the following table 11:

Table 11

The Comfortable Level of Students to learn Words from YouTube Videos

Responses	Student Response		Percent
Comfortable level to learn words by using YouTube videos	Very high	23	23%
	High	21	21%
	Average	50	50%
	Low	4	4%
	Very low	3	3%

The above table shows that majority of the students 50 percent of them have replied an average and 23 percent of them have replied very high comfortable to learn words from watching YouTube videos. Similarly, 21 percent of them replied high comfortable and 4 percent of them have replied low comfortable to learn words on using YouTube videos. The lowest and most few number of the students i.e., 3% have replied that very low comfortable level to learn words from watching YouTube videos. To sum, 43% of respondents are comfortable, 50% respondents are comfortable average and 7% respondents are in low comfortable. On the basis of the data, the researcher can conclude that student's comfortable level an average to learn words from watching YouTube videos.

4.1.2.4 Students' Perceptions in Learning English Pronunciation

This section concerns in order to find out the students have learnt English pronunciation or not by using YouTube tool. The responses of the students have been presented table 12:

Table 12

Students' Perception in Learning English Pronunciation by using YouTube Videos

Responses	Student Response		Percent
Students' learn English pronunciation by using YouTube videos	Always	22	22%
	Sometimes	64	64%
	Never	14	14%

The above table shows that 64 percent of the students have replied sometimes they learn English pronunciation by using YouTube videos and 22 percent of them have responded always they learn pronunciation by using YouTube videos. The last one response from the students is little number in a percent i.e., 14 % of them responded that never they learned English pronunciation by using YouTube videos. According to above data majority of the participants have replied that sometimes they learn pronunciation by using YouTube videos. So, on the basis of data included in the table I can conclude that students learn the English Pronunciation by using YouTube tool.

4.1.2.5 Analysis and Interpretation of Informants' Responses in Developing Vocabulary

The analysis and interpretation of this item is concerns with the students learn from watching YouTube videos to develop vocabulary in order to identify the challenges faced by students in learning vocabulary. In this item how the students perceive into this questionnaire is presented as below the responses in the table and descriptively:

Table 13

Analysis and Interpretation of Informants' Responses in Developing Vocabulary through YouTube Videos Tool

Responses	Student Response		Percent
Students develop vocabulary through using YouTube videos tool.	Authentic language sounds	9	9%
	Reflect comprehension proficiency	9	9%
	Listen to English words	19	19%
	Recognizing the sounds	63	63%

The above table shows that the majority of the students have responded 63% (63) recognizing the sounds in the item students learn from YouTube videos to develop vocabulary and 19 percent of them replied listen to English words they learn from YouTube such vocabulary. Similarly, 9 percent of the students responded reflect comprehension proficiency they learn from YouTube to develop vocabulary item. In the same way, the last one also 9 percent students have replied in responding authentic language sounds they learn from YouTube to develop vocabulary item. So, on the basis of above data I can conclude that students learn recognizing the sounds from YouTube to develop their vocabulary.

4.1.2.6 The Level of Students Comfortable to learn Pronunciation on Using YouTube Videos

This section is concerns with the identify the challenges faced by students in learning vocabulary in order to how much student are comfortable to learn pronunciation on using YouTube videos. The views of respondents have been presented in the table 14:

Table 14

Comfortable to learn Pronunciation on Using YouTube Videos

Response	Response		Percent
	Frequencies		
Comfortable on using YouTube to learn pronunciation.	Very comfortable	26	26%
	Comfortable	67	67%
	Less comfortable	6	6%
	Not comfortable	1	1%

The above table 14 shows that majority of the students 67 percent of them have replied they are comfortable to learn English pronunciation by using YouTube videos. In the same way, 26 percent of them have responded very comfortable their level to learn pronunciation on using YouTube videos. Likewise, 6 percent of them have replied that they are less comfortable to learn English pronunciation on using YouTube videos. And, the last and very lowest percent i.e., only one respondent responded not comfortable to learn pronunciation by using YouTube videos. Similarly, 97% respondents are comfortable to learn pronunciation by using YouTube videos and 7% respondents are less comfortable as well as not comfortable. According to descriptive data, the researcher can conclude that students are comfortable to learn pronunciation on using YouTube videos tool.

4.1.2.7 Effectiveness of YouTube Tool for Learning Pronunciation

In the given response, in questionnaire, response includes in the questionnaire was about the YouTube tool is an effective for learning pronunciation. For this item students have responded in this way. The videos of respondents have been presented in the table 15:

Table 15

Students' Response Percentage on YouTube Tool for Learning Pronunciation

Statement	Responses		Percent
		Frequency	
“YouTube tool is effective for learning pronunciation”	100%	39	39%
	50%	42	42%
	25%	14	14%
	0%	0	5%

The above table 15 shows that 42 percent of the students have replied that they indicate 50% for the statement "YouTube tool is very effective for leaning pronunciation". This is the most high majority number from this item. Similarly, 39 percent of them have responded 100% for the same statement. Likewise, 14 percent of the students responded 25% in related YouTube tool for leaning pronunciation and most few numbers i.e., 5 percent from this item have responded 0% with the same statement. On the basis of above data, the researcher can conclude that YouTube is an effective tool for leaning pronunciation.

4.1.2.8 The Reason of Students like to learn Spelling in Watching YouTube Videos Tool

This section concerns with what the reasons that students like most to learn spelling in watching YouTube Videos under the objectives identify the challenges faced by the students in leaning vocabulary from watching YouTube videos. For this item, researcher gains the student reasons to like most to learn spelling from watching YouTube. Now, I am going to analyzed and interpreted on this number in following way:

Table 16

The Reasons of Students Most Like to Learn Spelling in Watching YouTube Videos

Responses	Response Frequency		Percent
The reasons students like most to learn spelling from watching YouTube	Very easy to found searched word	29	20.27%
	Helps to learn independently	31	21.67%
	Helps to improve both reading and writing	68	47.55%
	It helps cement of connection that is shared between sounds and letter	15	10.48%

Table 16 shows that majority of the students i.e. 47.55% (68) of them have replied it helps to improve both reading and writing skills to answer related item such the reasons students like most to learn spelling from watching YouTube videos. In the same way, second highest number 21.67% (31) of the student have responded that it helps to learn independently so that they learn English spelling from watching YouTube videos. And, 20.27% (29) of the students responded it is very easy to found search word because they learn spelling from watching YouTube videos. Likewise, 10.48% of them have replied they watch YouTube videos for learning to spell English words in the same questionnaire item. According to above data, the researcher can conclude that students learn from the YouTube videos to spell English sounds. In the above item students' response all the item reasonably. So, I think the entire choice are the reason the students like most to learn spelling from watching YouTube videos. However, the most and especial reason is to help improve reading and writing both.

4.1.2.9 Techniques Use While Learning Vocabulary from YouTube Videos

This section concerns with how the students learn vocabulary from using YouTube videos under the objectives identify the challenges faced by the students in learning vocabulary. Students were responded in this item those have been analyzed and interpreted in the following way:

Table 17

Techniques Use While Learning Vocabulary from YouTube Videos

Responses	Response Frequencies		Percent
Students learn vocabulary from YouTube tool with applying techniques.	Using words like prefixes and suffixes	12	12%
	Using phrasal verb	23	23%
	Focusing on collocation of word use	30	30%
	Emphasizing on part of speech	35	35%

The above table 17 shows that 35% students have replied that emphasizing on part of speech and 30 percent of them have responded that focusing on collocation of word use. In another way, as I have analyzed and interpreted 35 percent is the highest number or we can say that majority percentage and another 30 percent is second highest majority response. Similarly, 23 percent of the students have responded that they learn vocabulary from using phrasal verb and 12 percent of them responded that they learn vocabulary from YouTube using words like prefixes and suffixes. On the basis of descriptive analysis, the researcher can conclude that students learn vocabulary from YouTube emphasizing on part of speech which most of the students have respondents in this item.

4.1.2.10 Students' Responses while Learning Vocabulary from Watching YouTube Videos

This question was designed to find out the students perception on using YouTube how they feel like interesting and very interesting. Those I have included in the multiple choice for the response to them. The responses of the informants have been depicted in the following table:

Table 18

Student Responses while Learning Vocabulary from Watching YouTube Videos

Responses	Response Frequency		Percent
Students feel while learning vocabulary from watching YouTube videos.	More interesting	20	20%
	Very interesting	29	29%
	Interesting	50	50%
	Less interesting	1	1%

The above table shows that 50 percent of the students have replied that interesting while learning vocabulary from watching YouTube videos and 29 percent of them have responded that very interesting in the same questionnaire item. Similarly, 20 percent of them responded more interesting they feel while learning vocabulary through watching YouTube videos and the last response just 1 percent student has replied less interesting feel while learning vocabulary by using YouTube videos. On the basis of above data, the researcher can conclude that most of the students' responses interesting the students feel while learning vocabulary from watching YouTube videos.

4.1.2.11 Preferring to Watch YouTube Videos to Improve the Quality of Vocabulary

In this section concerns with a statement "I prefer watching YouTube, because it helps me to improve the quality of vocabulary". So, I am going to analyzed and interpreted below in following way:

Table: 19

Analysis and Interpretation of Informants' Responses on Preferring to Watch YouTube Videos in Improving the Quality of Vocabulary

Responses	Students Response		Percent
Preferring watch YouTube videos to improve the quality of vocabulary	SA	30	30%
	A	58	58%
	U	9	9%
	SD	1	1%
	D	2	2%

The above table shows that 100 (hundred) students have responded in the given response. It has been seen that 58% respondents are agreed that the statement "I prefer watching YouTube, because it helps me to improve the quality of vocabulary" and 30 percent of them have responded strongly agree with the same statement. In another way, 88% respondents are agreed on preferring to watch YouTube videos in improving quality of vocabulary. Similarly, 9% respondents replied undecided on preferring to watch YouTube videos in improving quality of vocabulary. The lowest number i.e., 3% of respondents responded disagree (1% SD & 2% D) in responding on preferring to watch YouTube videos in improving the quality of vocabulary.

Thus, on the basis of above responses, students prefer to watch YouTube videos to improve the quality of vocabulary skill according to the majority percentage of the respondents.

4.1.2.12 Students' Responses on Practicing to Learn Vocabulary

The question was constructed to find out the challenges faced by students in leaning vocabulary in order to how the students practice to learn vocabulary by using YouTube videos. The responses of the students have been presented in the following table:

Table 20

Practicing to Learn Vocabulary by Using YouTube Videos

Responses	Response		Percent
	Frequencies		
Students' practice to learn vocabulary by using YouTube videos.	By learning new words every day	57	41.009%
	By developing casual vocabulary	35	25.17%
	By using mnemonics	5	3.13%
	By visualizing new words	42	30.21%

The above data shows that 41.009% (57) of the students have responded that they practice to learn vocabulary by using new words every day and 30.21% (42) of them responded that they practice to learn vocabulary by visualizing new words on practicing to learn vocabulary by using YouTube videos. Similarly, 25.17% (35) have replied that they practice to learn vocabulary by developing casual words and merely 3.13% have responded that they practice to learn vocabulary by using mnemonics. According to above data, I can conclude that students practice to learn vocabulary by learning new words

every day than by visualizing new words. In this item, students have chooses in minority degree number included 3.13 % (5) in responses of students practice to learn vocabulary by using YouTube videos.

4.1.2.13 YouTube as a Useful Tool for Learning Vocabulary

This section is concerns with the challenges of the YouTube videos in learning vocabulary in order to how useful is the YouTube tool asking the question in the close ended form. What are the responses come under this questionnaire? Those I have been analyzed and interpreted in descriptively and statistically. The responses of the students have been presented in the following table:

Table 21

Analysis and Interpretation of Informants' Response on YouTube as a Useful Tool for Learning Vocabulary

Responses	Responses Frequency		Percent
YouTube is useful to develop learning vocabulary to the students.	Very useful	54	54%
	Somewhat useful	41	41%
	Not all useful	3	3%
	No opinion	2	2%

On the basis of questionnaire data, this table shows the students responded on usefulness of YouTube videos in learning vocabulary. It is analyzed that out of hundred students 54 percent of them responded very useful for learning vocabulary and 41 percent of them have responded somewhat useful in the case of learning vocabulary. Similarly, 3 percent of them have replied not all useful on the item how useful tool is the YouTube for learning vocabulary. And, the minority number of the students i.e., 2 percent of them responded that no opinion on the same question. On the basis of the data, the researcher can conclude that YouTube is a very useful tool for learning vocabulary because

majority of the students have replied YouTube tool is very useful for learning vocabulary.

4.1.2.14 YouTube as a Teaching and Learning Tool

This is the technological era. There are different method in teaching and learning. I was designed to questionnaire to the students on this item is a statement in related YouTube through teaching and learning. So, I have analyzed and interpreted in descriptively and statistically. The responses of the students have been presented in the following table:

Table 22

Students' Responses on YouTube Videos as Teaching and Learning Tool

Response	Responses Frequency		Percent
YouTube is a teaching and learning tool.	SA	34	34%
	A	59	59%
	U	3	3%
	SD	2	2%
	D	2	2%

Analyzing the responses to the item 93% (strongly agreed 34% and 59% agreed) agree that they feel YouTube is a teaching and learning tool. In contrast, 4% (25 strongly disagreed and 2% disagreed) disagree that they feel YouTube can be a teaching and learning tool. It shows that majority of the students feel that YouTube is a teaching and learning tool. Likewise 3% of them have responded that they undecided into this statement. The above discussed information shows that there are majority of the students have responded agreed and strongly agreed to the statement YouTube is a teaching and learning tool so that I can conclude we can also teach and learn from YouTube videos.

4.1.2.15 Analysis and Interpretation of Informants' Responses on Facing Problem

Item 24 was asked to identify the challenges and faced by the students in learning vocabulary in order to related questionnaire; whether students faced the problem or not while learning vocabulary from watching YouTube videos. And, the final item of my research was designed to identify the problems faced by the students while watching YouTube videos. What kinds of problem faced by the students that I have analyzed in descriptively and statistically. The responses are shown in the following table:

Table 23

Analysis and Interpretation of Informants' Responses on Facing Problem on Using YouTube in Learning Vocabulary

Response	Responses in frequencies and percentage				Student Response	Percent	
	Yes		No				
Students Faced the Problem on Using YouTube in Learning Vocabulary	Yes		No		Spelling difficulties	32	35.55%
	F	%	F	%	Vocabulary uses problem	34	37.77%
	62	62%	38	38%	Interference by traditional experience classroom leaning	24	26.66%

Item 24 shows that majority of the students i.e. 62% (62) paid attention to face the problem on using YouTube videos in leaning vocabulary and 38% (38) of them have replied that they didn't faced the problem while watching YouTube videos while leaning vocabulary. According to the above data, the researcher

can conclude that majority of the students have faced the problem while learning vocabulary from watching YouTube videos and minority of the students have replied that they didn't faced the problem. In another item, I have included the problems that the students have faced while leaning vocabulary.

Item 25 was to identify whether they faced the problem in learning vocabulary by using YouTube videos or not. The results in the table shows that 37% (34) of the students have replied they have faced the vocabulary uses problem and 35.55% of them have replied they have faced the spelling difficulties under the item kinds of problems from watching YouTube videos. Similarly, 26.66% (24) of them have responded interference by traditional experience classroom leaning into the same item. On the basis of above data, the researcher can conclude that in order to majority number to minority number in percentage i. e vocabulary uses problem, spelling difficulties than interference by traditional experience classroom learning.

4.1.3 Specified Problems Which Students' Faced While Watching YouTube Videos

In the case of facing problem from watching YouTube videos, this question was designed to find out the problems which have faced while watching YouTube videos in learning English vocabulary. Out of total students 90 percent of them have responded on those responses (spelling difficulties, vocabulary uses problem and interference by traditional experience classroom learning) which I have analyzed and interpreted at table 23. In the same way, students specified the problems on this same questionnaire that I have analyzed and interpreted below:

Under the item 25, 10 percent of the respondents have specified the problems which they faced while watching YouTube videos by themselves. Four percent of them specified that they cannot understand meaning of words and pronunciation of the words in videos easily. Similarly, a female student

specified “especially while learning words and practicing vocabulary” she faced the problem and someone got net problem. Likewise, sometime the spell of words is not clearly heard specified a student. And, last number of student said that it didn’t show appropriate result. Multiple answers replied 6 percent of the student. On the basis of above data, the researcher can conclude that students have faced the problems in watching YouTube videos in different ways. But, majority of the students specified that they have lack of understanding the sounds of English words.

The findings from close-ended survey questionnaire will be presented under the next chapter.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, I have presented the major findings of the study on the basis of interpretation and analysis of the collected data which were collected from secondary level student. Similarly, conclusion is derived from the major findings of the study. I have presented some recommendations in policy, practice and further research related.

5.1 Findings

After analyzing and interpreting of the data explored through the questionnaire, the findings of the study have been summarized as follows:

5.1.1 Students' Perceptions on Using YouTube Videos in Learning Vocabulary

1. The students' perception towards using YouTube videos, all the students i.e., 100% watch in their leisure period. Majority of the students watch YouTube videos more than twenty one times in a week.
2. Most of the reason that students watch YouTube videos are getting entertainment from, music, movies, and games, acquiring practical knowledge, developing language skills and enhance visual literacy and creativity.
3. 99% respondents replied Importance of YouTube videos in learning English words for the student. It means that YouTube can be the learning tool to enhance their vocabulary skills properly in the classroom and outside the classroom.
4. The phrase that help the students more to enhance in developing vocabularies are; using words in the appropriate grammatical form, pronounce them in a recognizable way, recognize vocabularies in spoken and written form & spell words correctly.

5. Majority of the students' i.e., 36.11% perceive in enhancing and developing recognize vocabularies in spoken and written form.
6. Students learn words from watching YouTube videos 96% (i.e., sometimes 57%, frequently 30% and rarely 9%). Similarly, 4% respondents never learn English words. This means they continually learn the words from watching YouTube videos.
7. Majority of the students i.e. 72% expressed their opinion in favor of using all (noun, pronoun, verb, adjective, adverb, preposition and conjunction) learn the types of words from using YouTube videos.
8. Majority of the students i.e., 51% learn speaking vocabulary from watching YouTube videos.
9. Majority of the students use the techniques to learn vocabulary are word formation i.e., 56% than using phrasal verbs makes the student easy to learn the vocabulary from watching YouTube videos.

5.1.2 The Challenges Faced by Students While Learning Vocabulary through Using YouTube Videos

1. The language skills students improve after watching YouTube videos speaking skills (i.e., 63%, reading skills 13%, listening skills 32% and writing skills 2%) which can also help the students to enhance vocabulary item.
2. Majority of respondents (i.e., 88%) are satisfying in learning words through using YouTube videos.
3. The respondents feel comfortable and free to learn words through using YouTube videos.
4. Students learn the English pronunciation by using YouTube videos properly.
5. Students learn to develop the vocabulary i.e., recognizing the sounds and listening English words from watching YouTube videos. It develops autonomy in speaking English.

6. It is found that 99% students opined that they are comfortable to learn pronunciation on using YouTube videos which helps to increase fluency level of student.
7. Majority of the students are agreed with this statement 'YouTube tool is very effective for learning pronunciation.
8. Majority of the students give the reasons regarding students like most to learn spelling i.e., it helps to improve both reading and writing.
9. In the case of learning vocabulary students are emphasizing on part of speech, focusing on collocation of words, using phrasal verb and using words likes prefixes and suffixes.
10. 99% students feel interesting to use YouTube videos in learning vocabulary.
11. 97% students are agreed that they prefer watching YouTube videos, because it helps them to improve the quality of vocabulary.
12. The students practice to learn vocabulary by learning new words, by developing casual vocabulary, by visualizing new words and by using mnemonics orderly.
13. 95% students opine on YouTube is useful tool for learning vocabulary. It makes students increase speaking skills as well as communication skills if they enhance their vocabulary item.
14. 93% of the students are agree (including strongly agree and agree) to say that YouTube is a teaching and learning tool.
15. Students develop their pronunciation skills, vocabulary skills and language skills from watching YouTube videos in spite of they have faced the problem like spelling difficulties, and vocabulary uses problem.

5.2 Conclusion

The study on students' perceptions on using YouTube videos in learning vocabulary has tried to find out their views, and responses in regarding learning English vocabulary through YouTube videos tool at secondary level students. The researcher has elicited as interpreted the data obtained from close-ended questionnaire to the students. In this generation of digital natives, using technology is not merely a prop in the teachers' bag of tricks, but a necessity to foster and capture the attention of the faced paced attention span of the students of the digital age. The present study has been carried out the perceptions of the students on using YouTube videos in learning vocabulary as like flipped class. To meet the objectives students perceptions were collected which have been concluded in brief.

The value and importance of YouTube is undeniable. So, nobody can be detached from its network. YouTube creates an online community environment and increases the students' interaction. It is useful for the purpose of distance teaching and learning. Social network such as YouTube can provide numerous pedagogical advantages to teachers and the students. Especially, students can learn through using YouTube videos different kinds of vocabulary as well as use words, word meaning, word formation and word grammar.

The whole study is incorporated in five chapters. The first includes introduction, second includes review of the related literature and conceptual framework, third chapter includes methods and the procedures of the study, forth chapter includes analysis and interpretation of the data and fifth chapter includes finding, conclusion and recommendations.

The first chapter is mainly discussed about the new technologies like YouTube for learning vocabulary. There are various kinds of the webs. Among them, YouTube is also the best tool in the case of learning vocabulary which provides numerous pedagogical advantages to both teachers and students formally into

classroom and informally outside the classroom. The main purpose of the study is found out the challenges faced by students in learning vocabulary and got perceptions of the student. The most important of the limitation of the study is 100 students of the secondary level school in Kathmandu district. The present study confirms some of the precious findings and contributed additional evidences that are helpful for learners, teachers, administrations, policy makers and so on.

YouTube videos selected for the use in language classrooms should be based on certain criteria including proficiency level of the students and the lessons objectives. Therefore, teachers can make full use of the pedagogical implications of using YouTube videos in the classroom. The current study should be taken as a foundation for the other studies that need to be conducted for further validation and referencing. Research in the further could investigate the same in survey design on a large scale. In the same way further studies should also consider using a collection of English language institutions instead of just one institution like the current study.

5.3 Recommendations

Every research study should have its recommendation in one or another ways. So, this research work has also some recommendations. It is hoped that the finding of the study will be utilized in the following mentioned levels. The recommendation on these levels has been presented separately below:

5.3.1 Policy Related

The recommendations of the research at policy related are as follows:

-) All the students should be familiar with the use of YouTube videos in learning vocabulary.

-) Curriculum designers should determine the proper methods and techniques of teaching English especially with regard to use of YouTube videos tool.
-) The text book writer should make provisions on using YouTube tool in the text book. If they do so, teachers will encourage using it in the classroom judiciously.
-) The government should provide more teaching materials for teaching and learning strategies at secondary level.

5.3.2 Practice Related

The recommendations of the research at practice related are as follows:

-) The teachers should reduce the traditional method teaching and follow the new method i.e. to teach in the classroom applying technologies because if we use more new techniques, students get easily.
-) Using YouTube videos to learn vocabulary item is inevitable. Therefore, the English teachers should be well known about when and how to use YouTube tool in the classroom.
-) Students should have to learn vocabulary item to improve their language skills properly which they can learn independently and autonomously.
-) YouTube tool is very effective for the better understanding without interacting with colleague.
-) Teacher should recognize about flipped class and teach to students that's why they engage in learning though using YouTube tool.

5.3.3 Further Research Related

The present study is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitation. It has limitation in terms of study population, sample, and data collection too and so forth. So, further researchers can be conducted concerning

the limitations of the research. Here, some other related areas are recommended for further research. Researchers can explore new findings on the basis of students' perceptions on using YouTube videos in learning vocabulary.

-) The impacts of using YouTube videos on learning vocabulary in Nepali EFL classroom.
-) Effectiveness of using YouTube videos to enhance students' language skills.
-) Students' perception on using multimedia in learning vocabulary.
-) Perception of students on using YouTube videos in developing speaking skills

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APPENDIX -A

Questionnaire

Dear respondents,

This questionnaire is for a research tool with a view of gather information for my research study entitled 'Students' perception on using YouTube videos in learning vocabulary' under the supervision of **Dr. Prem Phyak**, Reader of department of English Education, T.U. Kirtipur. Your co-operation in completion of the questionnaire will be of great value to me. I shall appreciate your personal opinion. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you will be exclusively used only for the research study.

Researcher

Bolji Kumari Rai

M.Ed. 4th semester

Department of English Education

Tribhuvan University, Kirtipur

Questionnaire

Participants' background information

Name:

Grade:

Gender: Male/Female

Date:

A. Put tick on the alternatives that best indicate your response:

1. Do you watch YouTube videos?
 - a. Yes
 - b. No
2. An average, how many videos do you watch in a week?
 - a. 0 video
 - b. 1-10 videos
 - c. 11-20 videos
 - d. 21+ videos
3. Why do you watch YouTube videos? (you can tick more than one if applicable)

I watch YouTube videos because:

 - a. To develop language learning skills
 - b. To acquire practical knowledge from videos
 - c. To develop and enhance visual literacy and creativity
 - d. To get entertainment from music, movies and games
 - e. To Share personal information and interact with one another
4. How important is YouTube videos in learning English words?
 - a. Very important
 - b. Important
 - c. Less important
 - d. Not important
5. Which of the following phase help you more to enhance in developing vocabulary?
 - a. Use words in the appropriate grammatical form
 - b. Pronounce them in a recognizable way
 - c. Recognize vocabularies in spoken and written form
 - d. Spell them correctly

6. How often do you learn words from YouTube videos?
 - a. Frequently
 - b. Sometimes
 - c. Rarely
 - d. Seldom
7. What types of word have you learnt from watching YouTube videos?
 - a. Noun
 - b. verb
 - c. adjective
 - d. adverb
 - e. pronoun
 - f. preposition
 - g. conjunctions
 - h. all
8. What types of vocabulary have you learnt from watching YouTube videos?
 - a. Listening Vocabulary
 - b. Speaking Vocabulary
 - c. Reading Vocabulary
 - d. Writing Vocabulary
9. Which techniques do you use to learn vocabulary from watching YouTube videos?
 - a. Using morphological analysis of words
 - b. Collocation
 - c. Phrasal verbs
 - d. Word formation
10. Which language skill do you improve more after watching YouTube videos?
 - a. Listening skill
 - b. Speaking skill
 - c. Reading skill
 - d. Writing skill
11. In general, how much satisfied are you in learning words from using YouTube videos?
 - a. Very satisfied
 - b. Satisfied
 - c. Neither satisfied nor dissatisfied
 - d. Very dissatisfied

12. How much are you comfortable to learn words from YouTube videos?
- a. Very high
 - b. High
 - c. Average
 - d. Low
 - e. Very low
13. Have you ever learnt English pronunciation by using YouTube videos?
- a. Always
 - b. Sometimes
 - c. Never
14. What do you learn from watching YouTube videos to develop vocabulary?
- a. Authentic language sounds
 - b. Reflect comprehension proficiency
 - c. Listen to English words
 - d. Recognizing the sounds
15. How much are you comfortable to learn pronunciation on using YouTube videos?
- a. Very comfortable
 - b. Comfortable
 - c. Less comfortable
 - d. Not comfortable
16. Please indicate that your best from this statement:
'YouTube tool is very effective for learning pronunciation'.
- a. 100%
 - b. 50 %
 - c. 25
 - d. 0 %
17. What are the reasons you like most to learn spelling in watching YouTube videos? (you can tick more than one respectively)
- a. It is very easy to found searched word
 - b. It helps to learn independently
 - c. It helps to improve both reading and writing
 - d. It helps cement of connection that is shared between sounds and letter.

18. How do you learn vocabulary from YouTube videos?
- Using words like prefixes and suffixes
 - Using phrasal verb
 - Focusing on collocation of word use
 - Emphasizing on part of speech
19. How do you feel while learning vocabulary from watching YouTube videos?
- More interesting
 - Very interesting
 - Interesting
 - Less interesting
20. Please indicate your best from this statement: 'I prefer watching YouTube videos, because it helps me to improve the quality of vocabulary'.
- Strongly agree
 - Agree
 - Undecided
 - Strongly disagree
 - Disagree
21. How do you practice to learn vocabulary by using YouTube videos?
(you can tick more than one if all that apply)
- By learning new words every day
 - By developing casual vocabulary
 - By using Mnemonics
 - By visualizing new words
22. How useful tool is the YouTube for learning vocabulary?
- Very useful
 - Somewhat useful
 - Not all useful
 - No opinion
23. Please indicate your best from this statement:
'YouTube is a teaching and learning tool'.
- Strongly agree
 - Agree
 - undecided
 - Strongly Disagree
 - disagree
24. Have you ever faced problem on using YouTube in learning vocabulary?
- Yes
 - No

25. What problems do you have faced while watching YouTube videos?

- a. Spelling difficulties
- b. Vocabulary uses problem
- c. Interference by traditional experience classroom learning
- d. If any other reason, please specify.....

Thank You.

APPENDIX- B

PARTICIPANT CONSENT FORM

Thesis Supervisor

Faculty of Education

Dr. Prem Phyak

Department of English Education

T. U. Kirtipur, Kathmandu, Nepal

Students' Perception on Using YouTube Videos in Learning Vocabulary

I, agree to take part in this study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and risks/benefits involved.

- a. I have read the participant information response and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- b. I have got answers to any questions that I had about the study and I am happy with answers.
- c. I understand that being in this study is completely voluntary and I do not have to take part.
- d. I understand that I can withdraw from the study at any time before I submit my responses.
- e. I understand that information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

f. I understand that the results of the study may be published, and that publications will not contain my name or any identifiable information about me. I consent to:

Completing questionnaire yes No

Signature.....

Name.....

Date.....

APPENDIX- C

PARTICIPATION INFORMATION STATEMENT

Thesis Supervisor

Faculty of Education

Dr. Prem Phyak

Department of English Education

T. U. Kirtipur, Kathmandu, Nepal

Students' Perception on Using YouTube Videos in Learning Vocabulary

1. What is this study about?

You are requested to take part in research entitled 'Students' Perception on Using YouTube Videos in Learning Vocabulary' which aims to explore perceptions of students' in learning vocabulary through using YouTube videos tool and to identify the challenges faced by the students of using YouTube videos in learning vocabulary.

You have been invited to participate in this study because I am interested in finding out the perception of the students in learning vocabulary by watching YouTube videos. Your responses will be helpful in making effective students' vocabulary learning.

This participant information response tells you about the research study. Knowing what involved help you decide if you want to take part in the research. Please read this sheet about the study. Participation in this research study is voluntary. So, it is up to you whether you wish to take part or not.

By giving your consent to take part in this study, you are telling us that you:

-) Understand what you have read.
-) Agree to take part in the research study as outlined below.

) Agree to use of your personal information as described

You will be given a copy of this participant information response to keep.

2. Who is carrying out the study?

The study is being carried out by Ms. Bolji Kumari Rai, as the basis for the master degree of English Education at the Tribhuvan University, Central Department of Education, Kirtipur. This study will take place under the supervision of Dr. Prem Phyak, Reader of Department of English Education T.U., Kirtipur.

3. What will the study involve for me?

The study involves completing a set of questionnaire containing 25 close-ended questions from the students.

4. How much of my time will the study take?

I will take you about 40 minutes to complete the questionnaire.

5. Are there any risks or costs associated with being in the study?

Beside from your time investing to response questionnaire, there will not be any risks or costs associated with taking part in the study.

6. Are there any benefits associated with being in the study?

This study will help you to know the perception of the students on using YouTube videos tool in learning vocabulary. The findings of the study will be helpful to know whether the YouTube videos helpful or not in vocabulary learning.

APPENDIX- D

NAME OF RESPONDENTS

Name of the School: Hillside Boarding School, Kirtipur			
S. N	Name of the Students	Gender	Grade
1	Sweekriti Maharjan	Female	X
2	Riya Maharjan	Female	X
3	Loonibha Maharjan	Female	X
4	Lasana Bajracharya	Female	X
5	Rigya Maharjan	Female	X
6	Angila Lama	Female	X
7	Jenisha Pradhan	Female	X
8	Neha Singh	Female	X
9	Namila Maharjan	Female	X
10	Nistha Maharjan	Female	X
11	Krishmila Maharjan	Female	X
12	Bidisha Maharjan	Female	X
13	Sajana Maharjan	Female	X
14	Sneha Maharjan	Female	X
15	Abiral Maharjan	Male	X
16	Sajan Maharjan	Male	X
17	Anamol Maharjan	Male	X
18	Simon Maharjan	Male	X
19	Sijal Maharjan	Male	X
20	Bibem Maharjan	Male	X
21	Pranic Maharjan	Male	X
22	Subash Maharjan	Male	X
23	Rasik Malakar	Male	X
24	Bharat Bahadur Chhetri	Male	X

25	Pujan Shrestha	Male	X
Name of the School: Precious National Academy, Gangabu			
26	Ishan Simkhada	Male	IX
27	Dilip Magar	Male	IX
28	Kaushal Burlakoti	Male	IX
29	Sujan Tamang	Male	IX
30	Irshad Khan	Male	IX
31	Sanjit Phuyal	Male	IX
32	Reetu Shrestha	Female	IX
33	Hisila Gurung	Female	IX
34	Aakriti Sitaula	Female	IX
35	Usha Lama	Female	IX
36	Sabbu Khalun	Female	IX
37	Sangita Thapaliya	Female	IX
38	Anisha Gyawali	Female	IX
39	Samiksha Tripathi	Female	IX
40	Samiksha Subedi	Female	IX
41	Nisha Gurung	Female	IX
42	Dristi Rai	Female	IX
43	Amisha Bhat Chhetri	Female	IX
44	Roma Shrestha	Female	IX
45	Rojina Shrestha	Female	IX
46	Nikita Adhikari	Female	IX
47	Kalpana Parajuli	Female	IX
48	Rakshya Thapa	Female	IX
49	Binita Ghimire	Female	IX
50	Krishla Paudel	Female	IX
Name of the School: Mahendra Boudha Secondary School, Boudha.			
51	Rinzin Lama	Male	X
52	Kabita Rai	Female	X

53	Binu Tamang	Female	X
54	Sabina Moktan	Female	X
55	Chhoisang Waiba	Female	X
56	Lhapa Sherpa	Female	X
57	Pabita Budhathoki	Female	X
58	Lamin Maya Bholan	Female	X
59	Manju Tamang	Female	X
60	Prasant Rai	Male	X
61	Kabita Lama	Female	X
62	Rashmi Moktan	Female	X
63	Rajendra Rai	Male	X
64	Toshan Rai	Male	X
65	Samir Tamang	Male	X
66	Manjil Tamang	Male	X
67	Prasant Waiba	Male	X
68	Salina Tamang	Female	X
69	Atit Lama	Male	X
70	Sujal Moktan	Male	X
71	Shreemaya Tmang	Female	X
72	Simran Lama	Female	X
73	Babin Moktan	Male	X
74	Phurba Yonjan	Male	X
75	Sarmila Lopchan	Female	X
Name of the School: Kantipur Academy High School, Gokarneshwar.			
76	Sanjay Lama	Male	X
77	Arun Chaudhary	Male	X
78	Shokil Chaudhary	Male	X
79	Saswot Nepal	Male	X
80	Nima Sherpa	Male	X
81	Chhiring Tamang	Male	X

82	Naresh Rai	Male	X
83	Bibek Shreepali	Male	X
84	Niranjana Ghimire	Male	X
85	Fursang Tamang	Male	X
86	Bibek Magar	Male	X
87	Bijet Khanal	Male	X
88	Samjhana Tamang	Female	X
89	Niju Gurung	Female	X
90	Suju Gurung	Female	X
91	Pemba Sherpa	Female	X
92	Aarati Chaudhary	Female	X
93	Phurba Doma Sherpa	Female	X
94	Sanju Moktan	Female	X
95	Asmita Karki	Female	X
96	Phupu Chhenjom Sherpa	Female	X
97	Nabina Gurung	Female	X
98	Kanchan Khatiwada	Female	X
99	Dolma Sherpa	Female	X
100	Sonali Chaudhary	Female	X
Total Participants: 100			