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THE EFFECT OF YOUTUBE VIDEOS ON STUDENTS' LEARNING OUTCOMES IN LEARNING ENGLISH VOCABULARY

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ABSTRACT

Despite the growing use of digital media in English as a Foreign Language (EFL) classrooms, few research have particularly investigated the efficacy of YouTube videos in enhancing vocabulary acquisition among junior high school students in Indonesia through empirical data. This study sought to examine the efficacy of YouTube videos in enhancing vocabulary acquisition among junior high school EFL students. This research utilized a quantitative methodology including a pre-experimental design comprising a one-group pre-test and post-test framework. The participants comprised 30 junior high school students chosen by purposive sampling. The research instrument consisted of a vocabulary accomplishment exam conducted as both a pre-test and post-test, supplemented with classroom observation. The data were examined utilizing the Statistical Package for the Social Sciences (SPSS) through descriptive statistics and paired sample t-tests. The results indicated a notable enhancement in students' vocabulary acquisition with the introduction of YouTube video-based instruction. The average score rose from 40.27 in the pre-test to 67.73 in the post-test, with a mean deviation of 27.07. The paired sample t-test yielded a t-value of 11.42 and a significance level of $p < .001$, signifying a statistically significant difference between students' pre-test and post-test scores. The findings indicate that YouTube videos efficiently facilitate vocabulary acquisition through authentic audiovisual input and contextualized language exposure. This study suggests that YouTube videos can effectively enhance vocabulary acquisition and increase classroom participation among junior high school EFL learners.

Keywords: Digital Learning, EFL Learners, Junior High School, Vocabulary Learning Outcomes, YouTube videos

INTRODUCTION

In the age of globalization and digital revolution, English has emerged as a pivotal international language for communication, education, technology, and global contact. Consequently, English is extensively instructed as a Foreign Language (EFL) in numerous nations, including Indonesia. In EFL contexts, vocabulary mastery plays a central role because vocabulary is considered the foundation of language competence. Students with limited vocabulary knowledge often encounter difficulties in understanding texts, expressing ideas, participating in communication, and developing productive and receptive

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language skills. Without sufficient vocabulary, students may struggle to comprehend spoken and written language, resulting in limited academic achievement in English learning.

However, vocabulary learning remains one of the major challenges among junior high school EFL learners. Many students still experience difficulties in understanding word meanings, memorizing unfamiliar vocabulary, applying words appropriately in context, and pronouncing English words correctly. In many classrooms, vocabulary instruction still relies heavily on textbook-centered activities and memorization practices, which may reduce students' engagement and limit opportunities for contextual language exposure. As a result, students often demonstrate low vocabulary achievement and limited confidence in using English during classroom interaction.

Vocabulary acquisition, meanwhile, continues to be a significant issue for EFL learners, especially at the junior high school level. A considerable number of pupils continue to encounter challenges in retaining vocabulary, comprehending meanings, articulating novel words, and utilizing language correctly in communicative contexts. In many classrooms, vocabulary instruction continues to rely heavily on textbook-centered activities and rote memorization, which often reduce students' engagement and motivation. As a consequence, students may become passive learners and show low vocabulary achievement. This condition highlights the importance of using innovative instructional media capable of creating more meaningful and contextualized learning experiences.

The swift advancement of digital technology has revolutionized the educational environment and prompted educators to embrace technology-enhanced learning methodologies. Students in the digital age are well-acquainted with social media platforms, video-sharing tools, and multimedia educational environments. As a result, digital learning resources are progressively included into language instruction to improve student engagement, interaction, and motivation. Hasan (2025) asserts that digital platforms offer significant pedagogical advantages in EFL learning by enabling authentic communication, promoting learner autonomy, and fostering meaningful learning experiences. Similarly, Rahmawati et al. (2024) recognized digital platforms as sustainable educational tools that offer students flexible access to learning materials both within and beyond classroom settings.

One potential instructional medium that may address vocabulary learning challenges is YouTube. As a widely used audiovisual platform, YouTube provides authentic language input through spoken interaction, subtitles, visual illustrations, and contextual communication. These features may support vocabulary acquisition by helping students understand meanings, pronunciation, and contextual usage simultaneously. According to Abbas et al. (2025), YouTube functions as an effective learning tool among EFL learners because it provides authentic language exposure and flexible learning opportunities. Similarly, Audina et al. (2023) emphasized that YouTube videos encourage active classroom participation and create more engaging learning experiences.

Another important advantage of YouTube lies in its flexibility to support autonomous and self-regulated learning. Students can repeatedly access videos, revisit explanations, and learn according to their own pace and preferences. Wang and Chen (2020) argued that YouTube supports self-regulated language learning because learners can independently

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engage with authentic English materials. Similarly, Putri (2019) and Sukmawati et al. (2025) found that YouTube-based asynchronous learning facilitates vocabulary development through repeated exposure and flexible learning opportunities beyond classroom settings.

Vocabulary learning through audiovisual materials is considered more effective because students are exposed to language through multiple sensory channels simultaneously. Rather than memorizing isolated words, students can understand vocabulary through contextual communication, pronunciation models, visual clues, and meaningful interaction. Solano et al. (2020) found that YouTube videos effectively function as supplementary resources for vocabulary teaching because they expose students to contextualized language input that improves vocabulary comprehension. Likewise, Ikhlasa and Suryadi (2023) reported that YouTube media significantly enhanced students' vocabulary mastery because audiovisual materials increased students' understanding and learning interest.

Several previous studies have consistently reported the positive contribution of YouTube to vocabulary development across different educational levels. Studies conducted among elementary school students (AL-Ameri & Rababah, 2020), junior secondary school students (Maulana, 2023), vocational high school students (Julianti et al., 2024), and university students (Masuram & Lizy, 2023) demonstrated that YouTube-based learning enhanced vocabulary acquisition by providing contextualized language exposure and repeated lexical input. Similarly, Oktaviani et al. (2025) and Trijunianti et al. (2025) reported that YouTube videos effectively improved students' vocabulary mastery through audiovisual explanations, pronunciation models, and contextualized communication.

Beyond vocabulary learning, previous studies have also highlighted the contribution of YouTube to students' motivation, classroom engagement, and language skill development. Hia (2021) found that YouTube significantly increased students' motivation in vocabulary learning due to its interactive and enjoyable nature. Similarly, Chien et al. (2020) reported positive effects on listening comprehension, while Purwanti et al. (2022) found that YouTube supported speaking skill development by exposing learners to authentic pronunciation and communication styles. Furthermore, Tahmina (2023) and Sakkir et al. (2020) revealed that students generally perceived YouTube positively because it provided flexible, engaging, and accessible learning experiences.

Educational researchers have also highlighted the pedagogical contribution of YouTube in fostering communication fluency and cultural awareness. Toleuzhan et al. (2023) explained that educational YouTube videos support oral communication development because learners are exposed to authentic digital interactions. Likewise, Yassin (2024) emphasized that YouTube contributes to both language learning and cultural awareness by exposing learners to authentic English-speaking communities and communication contexts.

Several studies also indicate that YouTube supports sustainable and asynchronous learning environments. Sukmawati et al. (2025) found that asynchronous learning using YouTube channels effectively improved vocabulary development because students could revisit videos repeatedly according to their learning pace. Similarly, Rajayi and Maleki (2023) argued that asynchronous social media-based learning positively affects vocabulary

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retention because repeated contextual language exposure helps students retain vocabulary more effectively. Masuram and Lizy (2023) also found that YouTube stories enhanced university students' vocabulary knowledge because students learned vocabulary through authentic narrative contexts.

Moreover, students' attitudes towards YouTube in EFL classrooms have predominantly been favorable. Sakkir et al. (2020) indicated that students perceived YouTube favorably due to its enhancement of classroom engagement and learning interest. Masduqi and Azizah (2025) similarly discovered that students regarded YouTube as an efficient digital medium for vocabulary acquisition, as audiovisual learning enhanced vocabulary understanding. Salsabila et al. (2025) highlighted that YouTube serves as an excellent instrument for English language acquisition owing to its accessibility, authentic material, and learner involvement.

Despite numerous studies reporting the benefits of YouTube in English language learning, several research gaps remain. First, many previous studies focused primarily on students' perceptions, motivation, listening comprehension, speaking skills, or general language learning outcomes rather than vocabulary learning outcomes specifically (Purwanti et al., 2022; Sakkir et al., 2020; Tahmina, 2023). Second, most studies involved university, vocational, or senior high school learners, while empirical evidence involving junior high school EFL students remains relatively limited, particularly in Indonesian contexts (Julianti et al., 2024; Trijunianti et al., 2025). Third, although previous studies generally reported positive perceptions toward YouTube-assisted learning, relatively few studies have employed pre-experimental approaches to empirically investigate its effectiveness in improving vocabulary learning outcomes among Indonesian junior high school EFL learners.

This study seeks to investigate the extent to which YouTube videos enhance vocabulary acquisition among junior high school EFL students in Indonesia, utilizing a pre-experimental research approach. The results are anticipated to enhance the theoretical framework surrounding digital media integration in vocabulary instruction and to offer English educators a viable instructional medium for fostering more significant, engaging, and contextualized vocabulary learning experiences.

METHODS

This study utilized a quantitative research methodology with a pre-experimental design with a one-group pre-test and post-test structure. Quantitative research is frequently employed to examine correlations between variables using numerical data and statistical analysis. John W. Creswell & Creswell (2023) assert that quantitative research is a methodology for evaluating objective hypotheses by examining relationships among variables using statistical methods. This study evaluated the efficacy of YouTube videos in enhancing students' language acquisition outcomes.

This study utilized a pre-experimental design using a one-group pre-test and post-test framework to assess the efficacy of YouTube videos in enhancing students' vocabulary acquisition outcomes. This methodology was chosen as the researchers sought to examine students' vocabulary enhancement pre- and post-intervention in a natural classroom

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environment where employing a control group was impractical. Creswell and Creswell (2023) assert that a one-group pre-test and post-test design enables researchers to evaluate the impact of a treatment by contrasting participants' performance prior to and following an intervention. In this study, students completed a pre-test before the treatment and a post-test after the implementation of YouTube video-based learning to determine whether significant improvement occurred.

The participants of this study consisted of 30 junior high school students from class B of the eight grade at SMPN 1 Sirenja during the academic year 2025/2026. The participants were selected using purposive sampling because the researchers intentionally chose one class considered suitable for the implementation of YouTube video-based instruction. Creswell and Creswell (2023) explain that purposive sampling enables researchers to select participants based on characteristics relevant to the research objectives. To maintain consistency, the same group of 30 students participated in both the pre-test and post-test sessions throughout the study.

The principal research tool utilized in this study was a vocabulary achievement examination, administered as both a pre-test and a post-test. The exam was designed to measure students' vocabulary proficiency before and after the implementation of YouTube video-based learning. The assessment comprised 30 items categorized into various areas, including multiple-choice questions, matching exercises, sentence completion activities, and contextual vocabulary identification. The vocabulary indicators assessed in the test encompassed word meaning recognition, contextual vocabulary usage, spelling, comprehension of synonyms and antonyms, and pronunciation awareness.

The vocabulary materials were adapted from the English curriculum and adjusted to the students' level of proficiency. The topics included vocabulary related to daily activities, hobbies, family, school environments, public places, and descriptive expressions commonly taught at the junior high school level. In addition to the vocabulary test, observation sheets were also used as supporting instruments to record students' classroom participation, motivation, attention, and engagement during the implementation of YouTube video-based learning activities.

The instructional media used in this study were educational YouTube videos selected based on several criteria, including relevance to the learning objectives, pronunciation clarity, audiovisual quality, subtitle availability, video duration, and appropriateness for junior high school students. The videos contained vocabulary explanations, contextual conversations, pronunciation practice, visual illustrations, and short exercises related to the vocabulary topics being taught. Audina et al. (2023) explain that YouTube videos provide authentic and engaging learning experiences that support EFL students' language acquisition. Similarly, Solano et al. (2020) found that YouTube videos effectively function as supplementary resources for vocabulary learning because students are exposed to contextualized language input and authentic communication.

The data collection procedures were conducted in several phases. The researchers initially administered a pre-test to evaluate students' baseline vocabulary proficiency before to the intervention. Following the pre-test, the therapy sessions were conducted over several meetings using YouTube video-based instruction. During the treatment, students watched

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selected YouTube videos, identified unfamiliar vocabulary, practiced pronunciation, discussed word meanings, and completed vocabulary-related exercises based on the videos. The teacher guided students throughout the learning process to help them understand vocabulary usage within meaningful communication contexts.

Prior research has evidenced the efficacy of YouTube in vocabulary acquisition and student engagement in the classroom. AL-Ameri and Rababah (2020) discovered that YouTube markedly enhanced students' vocabulary acquisition due to audiovisual content promoting contextualized learning experiences. Hia (2021) reported that YouTube videos enhanced students' motivation in acquiring English vocabulary. Moreover, Julianti et al. (2024) demonstrated that YouTube video-based learning improved students' vocabulary proficiency through interactive and captivating audiovisual educational activities.

After concluding all treatment sessions, the researchers administered the post-test utilizing analogous signs and difficulty levels to those of the pre-test. The post-test aimed to evaluate students' improvement in vocabulary after training using YouTube videos. The evaluation of pre-test and post-test scores was utilized to determine the treatment's effectiveness.

The gathered data were statistically evaluated utilizing version 20 of the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were utilized to compute the mean scores of students and the score enhancements between the pre-test and post-test. A paired sample t-test was performed to ascertain if a statistically significant difference existed in students' vocabulary achievement prior to and during the treatment. The alpha level was established at 0.05. A significance value below 0.05 suggested that the treatment exerted a statistically significant effect on students' vocabulary learning outcomes.

In addition to descriptive statistics, inferential statistical analysis was conducted using paired sample t-tests in SPSS to see whether a statistically significant difference existed between the students' pre-test and post-test scores. The paired sample t-test was selected as the study assessed two related score sets from the same individuals before and after therapy. The significance criterion utilized in this study was 0.05. When the significance value (Sig. 2-tailed) fell below 0.05, the alternative hypothesis was accepted, indicating that the use of YouTube videos significantly improved students' vocabulary acquisition results.

To ensure instrument validity, the vocabulary test underwent content validity procedures through expert judgment. The test items were reviewed by an English teacher and evaluated based on curriculum alignment, learning objectives, vocabulary indicators, language appropriateness, and item clarity. According to Creswell and Creswell (2023), validity refers to the extent to which an instrument accurately measures the intended construct. Based on the feedback from the expert review, several items were revised to improve wording clarity, relevance, and suitability to students' vocabulary proficiency level before the instrument was administered.

The reliability of the instrument was examined through a pilot test conducted among students with characteristics similar to the research participants. The pilot data were analyzed to examine the consistency of the instrument before its implementation in the actual study. According to Creswell and Creswell (2023), reliability refers to the consistency and stability of an instrument in measuring variables across time and conditions. The

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vocabulary test demonstrated acceptable reliability and was considered appropriate for measuring students' vocabulary learning outcomes.

To strengthen the trustworthiness and credibility of the study, the researchers maintained consistency throughout the treatment procedures, instructional materials, classroom activities, and assessment process.

Alongside descriptive statistics, inferential statistical analysis was performed utilizing paired sample t-tests in SPSS to determine if a statistically significant difference existed between the students' pre-test and post-test results. The paired sample t-test was chosen as the study evaluated two related score sets from the same individuals pre- and post-therapy. The significance threshold employed in this investigation was 0.05. When the significance value (Sig. 2-tailed) dropped below 0.05, the alternative hypothesis was confirmed, demonstrating that the use of YouTube videos considerably enhanced students' vocabulary acquisition outcomes.

To enhance the reliability and validity of the study, the researchers ensured uniformity across the treatment protocols, instructional resources, classroom activities, and evaluation methods. The same learning objectives, teaching duration, vocabulary topics, and instructional procedures were applied during each treatment session to minimize bias and maintain data consistency. Observation data were also used to support the interpretation of quantitative findings and provide additional information regarding students' classroom engagement and participation during the implementation of YouTube video-based learning.

This approach was meticulously crafted to assess the efficacy of YouTube videos in enhancing students' vocabulary proficiency while maintaining the validity, reliability, and credibility of the research outcomes.

RESULTS

This section delineates the study's findings about the efficacy of YouTube videos in enhancing students' vocabulary acquisition outcomes. The data were derived from the pre-test and post-test scores collected prior to and following the adoption of YouTube video-based learning. The analysis utilized Statistical Package for the Social Sciences (SPSS) version 20, integrating both descriptive and inferential statistical methodologies.

Students' Vocabulary Achievement Before and After the Treatment

The pre-test was conducted before to the treatment to assess pupils' baseline vocabulary proficiency. The findings revealed that students' vocabulary proficiency remained comparatively inadequate prior to the introduction of YouTube video-based learning.

Table 1. Pre-test and post-test results

Test	N	Mean Score
Pre-test	30	40.27
Post-test	30	67.73

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The results shown in Table 1 demonstrate a significant enhancement in students' vocabulary acquisition following the adoption of YouTube video-based learning. The average score rose from 40.27 in the pre-test to 67.73 in the post-test, reflecting an enhancement of 27.46 points. Before the treatment, the pre-test mean score suggested that students' vocabulary mastery was relatively low, indicating limited understanding of vocabulary meanings, contextual usage, and pronunciation. However, after participating in YouTube-based instruction, students demonstrated better vocabulary performance, suggesting that audiovisual learning activities contributed positively to vocabulary acquisition.

The increase in students' scores indicates that YouTube videos may provide meaningful contextual exposure to vocabulary learning. Through audiovisual materials, students were exposed to pronunciation models, subtitles, visual illustrations, and contextual communication, which may facilitate vocabulary comprehension and retention. Although descriptive statistics alone cannot determine statistical significance, the improvement in mean scores indicates a positive trend that required further verification through inferential statistical analysis.

Mean Difference between Pre-test and Post-test Scores

The researchers evaluated the extent of vocabulary improvement among students after treatment by computing the mean difference between pre-test and post-test scores. The results are presented in Table 2.

Table 2. Paired sample statistics

Pre-test Mean Score	Post-test Mean Score	Mean Deviation
40.27	67.73	27.07

Table 2 illustrates that the average variance between the pre-test and post-test results was 27.07 points, signifying a significant enhancement in students' vocabulary proficiency following the intervention. This enhancement indicates that pupils underwent significant vocabulary advancement after engaging with YouTube video-based learning activities. The disparity between pre-test and post-test scores suggests that students may have gained from frequent audiovisual exposure, contextual vocabulary instruction, and pronunciation practice facilitated by YouTube videos.

However, while the descriptive statistics indicate improvement, statistical significance testing was necessary to determine whether the observed difference occurred systematically rather than by chance. Therefore, a paired sample t-test was conducted to examine the statistical significance of the improvement.

Hypothesis Testing

The researchers employed a paired sample t-test utilizing SPSS to ascertain the statistical significance of the enhancement in students' vocabulary achievement. The outcome of the hypothesis testing is displayed in Table 3.

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Table 3. Paired sample t-test results

Variable	Mean Difference	t-value	df	Sig. (2-tailed)	Decision
Pre-test - Post-test	27.07	11.42	29	.000	Ha accepted

The paired sample t-test analysis, as shown in Table 3, indicated a t-value of 11.42 with 29 degrees of freedom (df = 29). The significance value was .000 ($p < .001$), which was below the established significance threshold of 0.05. This research demonstrates a statistically significant change in students' vocabulary achievement prior to and following the deployment of YouTube video-based learning.

The statistically significant enhancement indicates that the rise in students' post-test results was attributable to the treatment administered during the trial, rather than random fluctuation. Consequently, the alternative hypothesis (Ha) was validated, signifying that YouTube videos substantially enhanced vocabulary acquisition results for junior high school EFL learners.

These findings suggest that YouTube videos may facilitate vocabulary learning by providing contextualized language exposure, authentic pronunciation models, visual illustrations, and repeated audiovisual input. Such features may help students better understand word meanings, pronunciation, and contextual usage, contributing to improved vocabulary mastery after the intervention.

In addition to the statistical findings, classroom observations indicated increased student engagement during the implementation of YouTube video-based learning. Students appeared more attentive, enthusiastic, and actively participated in vocabulary-related activities, suggesting positive classroom responses toward the use of audiovisual learning media.

DISCUSSION

This study's findings indicated that the use of YouTube videos markedly enhanced vocabulary acquisition among junior high school EFL students. The finding was substantiated by the rise in students' mean scores from 40.27 in the pre-test to 67.73 in the post-test, resulting in a mean deviation of 27.07. The paired sample t-test demonstrated a statistically significant difference between pre-test and post-test scores ($t = 11.42$, $df = 29$, $p < .001$), suggesting that the observed enhancement was improbable to arise by chance. The data indicate that YouTube video-based learning significantly facilitated students' vocabulary acquisition during the intervention.

One possible explanation for the improvement in students' vocabulary mastery lies in the multimodal characteristics of YouTube videos. Students were exposed simultaneously to spoken language, subtitles, pronunciation models, visual illustrations, and contextual communication, enabling them to process vocabulary through multiple sensory channels. This finding can be interpreted through multimedia learning perspectives, which suggest that learners understand information more effectively when verbal and visual information are integrated. In this study, vocabulary learning was not limited to isolated memorization

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but occurred within meaningful communication contexts, helping students better understand word meanings, pronunciation, and contextual usage.

The improvement of pupils' vocabulary acquisition can be attributed to YouTube's attributes as an audiovisual learning medium that provides contextualized linguistic input. Vocabulary acquisition is improved when students encounter words in visual and auditory settings rather than through isolated memorization. Nation (2022) asserts that vocabulary acquisition is enhanced when learners constantly encounter words in meaningful situations and genuine speech. This study revealed that YouTube videos allowed students to observe vocabulary usage in real-world scenarios, recognize accurate pronunciation, and connect word meanings with visual representations. As a result, students may improve their understanding, recognition, and retention of language throughout the learning process.

The findings of this study are broadly consistent with previous research demonstrating the effectiveness of YouTube in vocabulary learning. Studies conducted among elementary school students (AL-Ameri & Rababah, 2020), junior secondary school learners (Maulana, 2023), vocational students (Julianti et al., 2024), and university learners (Masuram & Lizy, 2023) similarly reported positive effects of YouTube-assisted learning on vocabulary development. However, the present study extends previous findings by providing empirical evidence from Indonesian junior high school EFL learners through a pre-experimental design. Unlike several earlier studies that focused primarily on students' perceptions or motivation, this study empirically demonstrated statistically significant vocabulary improvement following YouTube-based instruction.

The findings also support research emphasizing the motivational value of YouTube in EFL learning (Ardianti & Faricha Maula Chabibah, 2025; Hia, 2021). Nevertheless, while previous studies mainly discussed students' positive attitudes toward YouTube, this study further suggests that increased motivation may have translated into measurable vocabulary improvement, as indicated by the statistically significant increase in students' post-test scores.

Classroom observation findings further support the interpretation of these statistical results. During the implementation of YouTube-based learning, students appeared more attentive, actively participated in vocabulary exercises, and demonstrated greater willingness to answer questions and practice pronunciation. Students also engaged actively in vocabulary discussions and contextual exercises related to the videos. These behavioral changes suggest that the audiovisual and contextual nature of YouTube videos may have increased students' engagement and facilitated vocabulary learning. This finding aligns with Tahmina (2023), who reported that students generally perceive YouTube positively because it provides interesting, accessible, and interactive learning experiences. Similarly, Sakkir et al. (2020) found that YouTube increased classroom interaction and learning engagement among EFL learners.

The effectiveness of YouTube in this study may also be ascribed to its ability to promote autonomous and self-directed learning. YouTube enables students to revisit videos, reinforce vocabulary explanations, and learn at their own speed tailored to their individual requirements. Wang and Chen (2020) contend that YouTube promotes self-directed

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language learning by allowing learners to independently select and repeatedly access educational materials outside the classroom.

Putri (2019) similarly highlighted that YouTube promotes self-regulated language acquisition by offering flexible access to real linguistic resources. Another important finding of this study is that students demonstrated better vocabulary understanding through contextualized communication. Instead of merely memorizing isolated words, students learned vocabulary through dialogues, visual scenes, and real-life communication examples. Rajayi and Maleki (2023) argue that vocabulary learning through asynchronous social media significantly enhances vocabulary retention because students are exposed to repeated contextual language input. Likewise, Sukmawati et al. (2025)found that asynchronous learning using YouTube channels effectively improved students' vocabulary building due to repeated access to learning content.

The results correspond with extensive research emphasizing the educational potential of YouTube in English language acquisition. Abbas et al. (2025) identified YouTube as an effective learning tool among EFL learners because it supports independent learning, authentic language exposure, and flexible learning opportunities. Hasan (2025) similarly highlighted YouTube's pedagogical benefits in EFL learning, particularly its ability to provide authentic communication, learner autonomy, and engaging learning environments. Yassin (2024) further emphasized that YouTube contributes not only to language learning but also to cultural awareness, allowing students to observe authentic language use within diverse communication contexts.

This study found that YouTube-based learning positively enhanced students' confidence in vocabulary usage. Students demonstrated increased willingness to respond to inquiries and engage in classroom discussions following the intervention. This discovery may be attributed to heightened exposure to genuine pronunciation and contextualized vocabulary application. According to Toleuzhan et al. (2023), educational YouTube videos improve communication fluency and oral skills because students gain exposure to authentic spoken language. Purwanti et al. (2022) also found that YouTube videos positively influenced speaking skills because students learned pronunciation, expressions, and vocabulary through authentic communication models.

Although the findings demonstrate significant vocabulary improvement, the results should be interpreted cautiously. The study employed a pre-experimental design without a comparison group, meaning that external factors influencing students' vocabulary development could not be fully controlled. Therefore, while the statistical findings suggest a meaningful contribution of YouTube-based learning, further experimental research involving control groups is needed to establish stronger causal relationships.

Notwithstanding these favorable results, several restrictions must be recognized. This study utilized a pre-experimental design lacking a control group, hence constraining the capacity to ascertain causality with greater rigor. Secondly, the study encompassed a limited sample comprising a single class, hence constraining the generalizability of the results. The treatment time was relatively brief, perhaps affecting the degree of vocabulary enhancement. Consequently, subsequent research should utilize experimental or quasi-experimental methods with larger sample sizes and extended intervention durations to yield

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more robust evidence concerning the efficacy of YouTube-based learning in vocabulary education.

This study's findings affirm that YouTube videos substantially enhance students' vocabulary acquisition and foster more engaging learning experiences in EFL courses. The large rise in students' vocabulary scores, bolstered by favorable classroom engagement and statistically significant findings, indicates that YouTube can serve as an effective and valuable educational tool for vocabulary acquisition. Consequently, English educators are urged to use YouTube videos into their teaching to foster more dynamic, engaging, and contextualized vocabulary acquisition for learners.

CONCLUSION

This study finds that the incorporation of YouTube videos markedly enhanced vocabulary acquisition outcomes for junior high school EFL students. The statistically substantial enhancement in students' pre-test and post-test scores demonstrates that YouTube-based learning significantly influenced students' vocabulary acquisition. The utilization of video materials, contextualized language input, subtitles, and pronunciation models seems to enhance students' comprehension of vocabulary meanings and applications more successfully.

The findings contribute theoretically to the growing body of literature on digital media integration and audiovisual learning in EFL vocabulary instruction, particularly among junior high school learners in Indonesian contexts. The study suggests that vocabulary learning may become more meaningful when students are exposed to authentic and contextualized language through multimedia platforms such as YouTube.

This study underscores the potential of YouTube videos as an alternative instructional medium for English educators aiming to cultivate more engaging, interactive, and contextualized vocabulary learning settings. The results suggest that incorporating YouTube into classroom education may enhance student participation, motivation, and vocabulary acquisition.

This study, however, possesses multiple drawbacks. The employment of a pre-experimental design lacking a control group and the relatively small participant pool may constrain the generalizability of the results. Consequently, it is advisable for future research to utilize experimental or quasi-experimental methods with bigger sample sizes and extended intervention durations to yield more robust data concerning the efficacy of YouTube-based vocabulary acquisition.

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