

ABSTRACT

This study aims to explore YouTube-based pedagogical practices for vocabulary development among EFL learners at SMAIT Boarding School Al-Jaohar Panjalu, an Islamic boarding school where students' access to digital devices is institutionally regulated. Vocabulary mastery remains a persistent challenge for *pesantren* students due to the dense integration of religious and academic schedules, while YouTube has emerged as a promising multimedia tool for vocabulary acquisition, supported theoretically by Mayer's Cognitive Theory of Multimedia Learning and Nation's framework of vocabulary knowledge. However, little is known about how such practices are designed and experienced within the distinctive, access-restricted environment of an Islamic boarding school. This research employs a qualitative case study design involving 10 purposively selected participants, comprising 2 English teachers and 8 students, to examine (1) how teachers design and implement YouTube-based vocabulary instruction, (2) how students experience and perceive this instruction, and (3) the supporting factors and challenges that shape its implementation. Data will be collected through semi-structured interviews, classroom observation, and documentation, and analyzed using Braun and Clarke's (2021) thematic analysis, with trustworthiness ensured through triangulation, member checking, and reflexive notes. The study is expected to generate a context-sensitive understanding of YouTube's pedagogical potential in a *pesantren* setting and to offer practical recommendations for teachers, school administrators, and future researchers seeking to integrate digital media into Islamic boarding school curricula.

Keywords: YouTube, vocabulary development, EFL learners, pedagogical practices, Islamic boarding school, qualitative case study