

CHAPTER I

INTRODUCTION

This chapter serves as the introduction to the study, presenting the background that frames the research, the questions it seeks to answer, and the purposes that guide its direction. It further discusses the significance and to ensure conceptual clarity. In addition, the organization of the research report is outlined to give readers a clear roadmap of the structure and progression of the work. Each of these components is elaborated in detail in the following section below.

1.1 Background of the Study

The rapid growth of digital technology has changed the way English is learned, especially in English as a Foreign Language (EFL) contexts. Learning English is no longer limited to the classroom. Today, digital and online learning environments allow students to access English materials anytime and anywhere. Through digital platforms, learners can study English using videos, images, and interactive content, which help them learn more flexibly and independently. Previous studies show that technology in language learning can increase students' motivation, engagement, and exposure to English, which are important for successful EFL learning (Godwin-Jones, 2025).

Vocabulary is one of the most important elements in learning English because it supports all language skills, including listening, speaking, reading, and writing. Without enough vocabulary, students often find it difficult to understand texts, express ideas, and communicate effectively. In EFL contexts, vocabulary learning is still a major challenge because students have limited opportunities to use English

in daily life. Many learners also rely on memorization rather than meaningful practice, which makes vocabulary learning less effective. Research shows that EFL learners often struggle with word meanings, pronunciation, and how words are used in context. Therefore, vocabulary learning needs rich input, repeated exposure, and meaningful practice to help students remember and use new words (Iwaizumi & Webb, 2022).

A review of prior studies reveals that although YouTube-based vocabulary instruction has been investigated in various EFL settings, none have specifically examined its implementation within the structured, access-restricted environment of an Islamic boarding school. The comparison between the present study and three closely related prior studies. The novelty of this study lies in its integrated focus on both the pedagogical design employed by teachers and the lived experiences of students, situated specifically within the socio-institutional constraints of an Islamic boarding school—a context that has been largely overlooked in the YouTube-and-vocabulary literature to date.

Among many digital platforms, YouTube has become one of the most popular tools for learning English. YouTube provides a wide range of videos, such as educational content, interviews, vlogs, and stories, which expose students to real-life English. The combination of visuals, sounds, and text in YouTube videos helps learners understand vocabulary better, including pronunciation and usage in context. “YouTube videos significantly improve vocabulary mastery in English learning contexts” (Sundanis et al., 2025).

However, although many studies have discussed the effectiveness of YouTube in improving English skills, most of them focus mainly on learning results using quantitative methods. There is still limited research that explores students' perceptions of using YouTube for vocabulary learning, especially in Indonesian higher education contexts. In addition, students' experiences related to motivation, learning independence, and the challenges they face when using YouTube have not been widely explored. Therefore, this study aims to investigate EFL students' perceptions of using YouTube as a learning medium for vocabulary development, in order to provide a better understanding of its benefits and challenges in English language learning.

1.2 Research Question

Based on the problems and theories of this study, the research questions are as follows.

1. Which aspects of vocabulary are influenced by YouTube-based learning ?
2. What are students' perception on Youtube Pedagogical ?

1.3 Purpose of the Study

1. To examine aspects of vocabulary (meaning, pronunciation, spelling, and usage) are enhanced through YouTube-based learning.
2. To explore the implementation and effectiveness of YouTube-based pedagogical practices for vocabulary development among EFL learners in a high Islamic boarding school.

1.4 Significance of the Study

This research will add empirical evidence (based on real-world data) on the effectiveness of digital platforms like YouTube in language learning, particularly English vocabulary. For example, (Clark & Mayer, 2023) said that the results could strengthen multimedia learning theory, which states that the combination of images, sound, and video makes learning easier and more enjoyable.

In the Islamic boarding school environment, this research will fill a gap in the literature on the integration of technology with Islamic education. Currently, many Islamic education theories still focus on traditional methods, so the results of this study could serve as a new reference for other researchers who want to combine religious values with digital innovation.

For teacher in Islamic boarding schools, the results will provide practical guidance on how to use YouTube to teach English vocabulary. For example, teachers can learn to select videos that align with the curriculum, create interactive assignments, or integrate content with Islamic values. This can make teaching more engaging and effective, making it easier for students to grasp vocabulary.

Overall, this research contributes to the development of language learning theory in the digital age, especially in developing countries like Indonesia, where access to technology is still limited.

1.5 Scope of The Study

This study is limited to the implementation of YouTube-based pedagogy as a teaching approach in English language learning. YouTube-based pedagogy in this research refers to use of YouTube as a main or supporting instructional medium to

deliver learning materials through educational and authentic videos. The videos are utilized to enhance students' engagement, provide visual and auditory input, and expose learners to authentic language use within real-life contexts. This approach is particularly applied in digital, blended, or classroom-based learning environments to promote interactive learning and learner independence.

The focus of this study is specifically on English vocabulary development. The scope of vocabulary learning includes students' ability to recognize new words, understand their meanings, and use the words in simple and appropriate contexts. Other components of English language skills, such as grammar, listening, speaking, reading comprehension, and writing skills, are beyond the scope of this study and are not examined.

The participants of this study are English as a Foreign Language (EFL) learners, namely students' who learn English in a context where English is not commonly used for daily communication. As EFL learners in Indonesia, the students' primarily learn English in formal educational settings and have limited exposure to authentic English outside the classroom. This limited exposure often presents challenges in vocabulary acquisition, which becomes the main concern of this research.

Furthermore, this study is conducted in an Islamic boarding school setting in Indonesia. The scope is limited to middle, high, or special education students studying English within this environment. The implementation of YouTube-based pedagogy in this context takes into account the integration of Islamic values, particularly in selecting YouTube content that aligns with religious principles and

does not contradict Islamic teachings. Therefore, the findings of this study are context-specific and reflect the characteristics and educational environment of Islamic boarding schools.

1.6 Definition of Key Term

Youtube has become a social media for learning languages in the 21st century. Learning vocabulary from youtube-based pedagogical practices is easy to understand, because it is unbored for students to learn. The students still have limited English vocabulary, not only because the Islamic boarding school follows a semi-modern system, but also due to limited facilities and teaching staff. Therefore, YouTube is used as a learning medium to help students improve their vocabulary while also introducing them to the educational use of social media, especially the YouTube application.

Vocabulary development is the process in which EFL learners learn, understand, and use new English words over time. In this study, vocabulary development means students ability to understand word meanings, pronounce words correctly, and use vocabulary appropriately in speaking and writing. Through YouTube-based learning, vocabulary development is supported by repeated exposure to real English, as well as visual and audio materials shown in educational videos. This process helps EFL learners, especially those in an Islamic boarding school, increase their vocabulary and improve their overall English ability.

EFL learners are students who learn English in countries where English is not commonly used in daily communication. They usually study English in formal learning environments such as schools or educational institutions. The main goal of

EFL learners is to develop their English skills, including listening, speaking, reading, and writing. Because English is rarely used outside the classroom, EFL learners often have limited exposure to real English and may face difficulties in learning vocabulary, grammar, pronunciation, and fluency.

1.7 Research Report Organization

This study is divided into three chapters. The first is Introduction, the second is Literature Review, and the last one is Research Methodology.

Chapter one, as an Introduction, is structured as Background of the Study, Research Question, Purpose of the Study, Significance of the Study, Scope of the Study, Definition of Key Terms and Research Report Organization.

Chapter two is Literature Review that comprises the result of the search of the theories related to this study, an overview of Youtube-Based Pedagogical, Vocabulary Development, and EFL Learners.

The last Chapter is Methodology that examines research design, participants, site and technique of collecting data analysis. Research design comprises the method and the process that will be used in the study. A research site is the place where the research will be conducted. Data collecting explains about the method that will be used for collecting the data needed for the study. Data analysis explains more about how the data will be analyzed.

1.8 Concluding Remarks

Chapter I has presented a theoretical background of the background of the study, formulated the research question, clarified its purposes, and outlined the significance and scope. Key terms were defined to ensure clarity, and the

organization of the research report was established to guide the reader through the study. The subsequent chapter will discuss the theoretical foundations and previous studies that frame this research within the broader academic discourse.