

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the theoretical foundation of the study. It covers key concepts of Youtube-based Pedagogical Practices, vocabulary development, EFL Learners, English Language Teaching in Islamic Boarding Schools (Pesantren). Finally, previous studies relevant to the present research gaps. Each section is explained in detail in the following parts of this chapter.

2.1 Youtube-based Pedagogical Practices

The use of YouTube videos as learning materials has become increasingly common in education, especially over the past two decades. YouTube is one of the digital applications that supports teaching and learning by providing accessible and diverse content, (Almurashi, 2016) said that YouTube plays an important role in the teaching and learning process because it helps students' stay focused, understand lessons more easily, and master different subjects at school. In addition, YouTube resources help maintain students' attention and interest during learning activities across various subjects (Ibe & Abamuiche, 2019).

YouTube-based learning can be a helpful approach for teaching vocabulary in EFL settings. When teachers use suitable strategies, apply clear learning stages, and encourage active student participation, YouTube can make learning more interesting and meaningful. This approach helps students improve their vocabulary and understand English better, especially when they have limited exposure to the language.

2.2 Vocabulary Development

Vocabulary development is the process of mastering vocabulary, encompassing understanding the meaning, pronunciation, and appropriate use of words in communication. In EFL learning, vocabulary mastery forms the primary foundation for developing other language skills. (Marhatin & Triyogo, 2024), said the vocabulary plays a pivotal role in language acquisition, serving as a cornerstone for effective communication and comprehension across linguistic domains. However, the effectiveness of YouTube-based vocabulary learning is influenced by several supporting and inhibiting factors. Supporting factors include engaging content, authentic language exposure, and learning flexibility, while inhibiting factors include inappropriate content quality, digital distractions, and lack of teacher guidance. Therefore, the use of YouTube needs to be appropriately designed and directed to optimally contribute to EFL learners' vocabulary development.

2.3 EFL Learners

English as a Foreign Language (EFL) learners are students who study English in contexts where English is not widely used in everyday life. Because English exposure outside the classroom is limited, EFL learners often encounter difficulties in acquiring vocabulary and other language skills, which can affect their overall language development and communication ability. The first step in learning a foreign language is to master its vocabulary. Learning vocabulary is seen as a challenging task for many EFL learners because many methods of teaching vocabulary are ineffective. Moreover, providing new vocabulary without paying

attention to language learners' background knowledge can be considered as one of the limitations in the process of vocabulary learning (Rajayi & Maleki, 2023).

This study was set out to elucidate the role of teacher professional development in improving EFL students' learning achievement. Using existing evidence, EFL students' learning achievement was proved to be favorably affected by teacher professional development. Accordingly, it is fair to conclude that those teachers who continually participate in professional development experiences can significantly improve students' learning achievement ((Zeng et al., 2023).

2.4 English Language Teaching in Islamic Boarding Schools (Pesantren)

Islamic boarding schools in Indonesia integrate formal academic curricula with religious education and communal dormitory life, resulting in a distinctive institutional structure that shapes how students engage with language learning (Rofi'i, 2018). Prior studies note that pesantren often regulate or restrict students' access to personal electronic devices as part of their disciplinary and spiritual formation policies, which creates both challenges and unique opportunities for the deliberate, teacher-mediated integration of digital media such as YouTube into the curriculum (Musfira, 2019; Taib, 2021).

2.5 Previous Studies

The Correlation Between Stuednts' Vocabulary Mastery And Their Speaking Ability (Hadi & Putera, 2023)

This study takes ex post facto research with correlational design methodology. The finding study there is a significant correlation between

vocabulary mastery and speaking ability. However, that study could not conduct the element of the youtube platform.

YouTube as a Learning Tool Among EFL Learners: A Systematic Review
(Abbas et al., 2025)

This study tackles thirty selected research articles from cultural and institutional backgrounds as a methodology. The finding study suggests that incorporating YouTube into EFL instruction includes several advantages. It is of value for curriculum designers to recognize the importance of employing multimedia platforms in EFL education. However, that study could conduct the element of youtube.

Exploring Students' Experiences with Teacher-Guided YouTube Learning for Vocabulary Mastery (Hasanah et al., 2025)

This study takes a qualitative phenomenological approach, data were collected via interviews with 15 students as a methodology. In the finding study many students expressed that YouTube videos made learning more interesting compared to traditional textbook-based methods. The combination of visuals, audio, and real-life examples helped them understand vocabulary in context, making it easier to grasp word meanings and their usage in sentences.

A Systematic Review of YouTube for English Language Teaching,
(Abubakar, 2025)

The review follows a systematic methodology, selecting relevant studies from reputable academic databases as a methodology. The finding study is

Youtube significantly influences three key areas of ELT: vocabulary learning, listening comprehension, and student engagement.

IT-Based YouTube Integration for Early Childhood English Vocabulary Learning: Teacher Perspectives, (Maulana et al., 2025)

This phenomenological study explores how early childhood educators perceive and integrate YouTube for English vocabulary instruction as a methodology. This phenomenological study reveals early childhood educators view YouTube as a valuable IT tool for enhancing English vocabulary when integrated with structured teaching strategies.

Teacher lived experiences demonstrate that YouTube effectiveness depends on three interconnected elements: selecting age-appropriate content, actively guiding learners during viewing, and implementing reinforcement activities such as storytelling, role-playing, and interactive games.

2.6 Concluding Remarks

Chapter II has established the theoretical and empirical foundation for this study by reviewing relevant theories on YouTube-based pedagogical practices, vocabulary development, and the characteristics of EFL learners, as well as the distinctive context of English language teaching in Islamic boarding schools. The review of five previous studies further situates this research within the existing body of literature, confirming that YouTube can support vocabulary acquisition while also revealing a gap in context-sensitive studies that examine its use within a pesantren setting. These theoretical foundations serve as the conceptual lens

through which the data of this study will later be analyzed and discussed. Having established this framework, the following chapter presents the research methodology, outlining the design, participants, site, and procedures that will be used to carry out the stu