

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

This chapter sets out to analyze the data gathered and discuss the findings of the research. The discussion is related to the theories proposed in Chapter II and based on the data from classroom observation, portfolio, and interviews. Each phase of discussion is devoted to discovering the answers to the research questions outlined in the first chapter of this paper. At the end of the chapter, a summary of research findings is also presented. The explanation of each segment is described in the following sections :

#### **4.1 Research Findings**

##### **Interview Results**

Interviews were conducted with 10 respondents to explore their experiences and perceptions regarding the use of YouTube as a medium for learning English vocabulary. The interviews consisted of five main questions related to the role of audio-visual elements, students' motivation to independently search for the meanings of vocabulary items, the influence of vocabulary learned from YouTube on conversational activities, challenges encountered during the learning process, and the types of YouTube content considered most effective for vocabulary learning.

**Tabel 4. 1 Recapitulation of Interview Results from 10 Respondents**

| No. Question                                                                                                           | Dominant Response    | Frequency | Percentage |
|------------------------------------------------------------------------------------------------------------------------|----------------------|-----------|------------|
| 1 Do YouTube's audio-visual elements help students understand vocabulary?                                              | Very helpful         | 9         | 90%        |
| 2 Does YouTube motivate students to look up vocabulary meanings independently?                                         | Yes, motivated       | 8         | 80%        |
| 3 Does vocabulary learned from YouTube help students in <i>conversation</i> activities at the Islamic boarding school? | Quite/very helpful   | 7         | 70%        |
| 4 What is the biggest challenge in learning vocabulary through YouTube?                                                | <i>Pronunciation</i> | 4         | 40%        |
| 5 What type of content is considered the most effective?                                                               | <i>Animations</i>    | 10        | 100%       |

Based on Table 4.1, it can be seen that the majority of respondents gave positive responses to the use of YouTube in vocabulary learning. As many as 90% of the respondents stated that YouTube's audio-visual elements were very helpful in understanding vocabulary. Furthermore, 80% of the respondents felt motivated to independently search for the meanings of unfamiliar vocabulary. In addition, 70% of the respondents stated that the vocabulary acquired through YouTube helped them in their conversation activities at the boarding school.

On the other hand, pronunciation was identified as the most commonly experienced challenge, reported by 40% of the students. Meanwhile, all respondents, or 100%, selected animation content as the most effective type of content for supporting vocabulary learning.

## 4.2 The Role of YouTube's Audio-Visual Elements in Understanding Vocabulary

The first question aimed to determine whether the audio-visual elements contained in YouTube videos helped students understand new vocabulary. Based on the interview results, 9 respondents or 90% stated that the audio-visual elements were very helpful. Meanwhile, only one respondent gave the response “fairly helpful.” These findings indicate that the combination of sound and visuals is an important factor in helping students understand English vocabulary. Students did not only listen to the pronunciation of the words, but also observed images, movements, facial expressions, and situations related to the vocabulary. Respondent 1 stated:

*“It is very helpful. There are pictures and direct pronunciation, so it is easier to understand.”*

This statement indicates that students received support from two sources of information simultaneously, namely verbal information in the form of pronunciation and visual information in the form of images. A similar response was also expressed by Respondent 3:

*“I understand it better because there is context. You can see the situation in the video.”*

This statement demonstrates that the context provided by the video helped students connect vocabulary with particular situations. Thus, students did not merely memorize the meanings of words but also understood how the vocabulary was used within a specific context.

For example, the vocabulary item “repentance” was considered difficult because it is related to a religious concept. However, based on the reflections of Respondents 1 and 4, the image of a person performing sujud (prostration) helped them associate the word with the meaning of “tobat” (repentance). This finding demonstrates that visual elements can serve as contextual clues that support the process of vocabulary comprehension.

The findings further indicate that YouTube’s audio-visual elements provide students with more varied forms of language input. Students receive information not only through sound, but also through images, movements, facial expressions, and situations presented in the video. Therefore, the combination of these elements can provide additional support for students when encountering unfamiliar vocabulary and can make the vocabulary learning process more contextual and meaningful.

#### **4.3 Students’ Motivation to Independently Search for Vocabulary Meanings**

The second question aimed to determine whether the use of YouTube motivated students to independently search for the meanings of unfamiliar vocabulary. The interview results showed that 8 respondents or 80% stated that they were motivated to independently search for the meanings of unfamiliar vocabulary. Meanwhile, the other two respondents indicated that their motivation depended on their mood or particular circumstances.

This finding indicates that YouTube can encourage students to become more actively involved in the learning process. When encountering new vocabulary, students do not always have to wait for explanations from the teacher. Instead, they

can attempt to understand the words based on the context of the video, images, pronunciation, or by independently searching for their meanings. One respondent stated:

*“I was really motivated. I felt like the video was reminding me.”*

This statement indicates a connection between the content of the video and the students’ personal experiences and daily lives. Videos containing moral messages and Islamic values can make students feel more connected to the learning material. Therefore, students’ motivation does not arise solely from learning tasks, but also from the content itself, which is considered interesting, relevant, and related to their lives.

The use of YouTube also provides students with opportunities to manage their own learning process. Students can pause the video, replay particular sections, listen to the pronunciation again, observe the visual context, and search for the meanings of words according to their individual needs. This flexibility allows students to learn at their own pace and provides them with greater opportunities to actively explore unfamiliar vocabulary.

Thus, the findings suggest that YouTube can support students’ independent learning by encouraging them to take greater responsibility for understanding new vocabulary. The combination of accessible video content, contextual information, and the ability to control the playback process enables students to participate more actively in their vocabulary learning.

#### **4.4 Pengaruh Kosakata YouTube terhadap Kegiatan “Conversation” di Pondok**

The third question focused on the use of vocabulary acquired from YouTube in English conversation activities within the boarding school environment. The interview results showed that 7 respondents or 70% stated that the vocabulary they acquired from YouTube was quite helpful or very helpful in supporting their conversation activities. Some of the vocabulary items frequently mentioned by the students included:

- a) Respect
- b) Obey
- c) Blessing
- d) Gratitude
- e) Patience

These vocabulary items are closely related to the students’ social and religious lives in the pesantren environment. For example, the words “respect” and “obey” are associated with the values of respecting and obeying parents and teachers. Respondent 7 provided the following example:

*“Now I feel confident using words such as actually and basically during muhadatsah.”*

This statement indicates that exposure to English through YouTube not only provides students with additional vocabulary but also increases their confidence in using English during muhadatsah activities. The students are able to recognize and

adopt vocabulary or expressions encountered in YouTube videos and apply them in their own communication.

However, the finding that 70% of respondents reported that YouTube vocabulary was helpful also indicates that not all students automatically use the vocabulary they encounter in the videos. Some students still require practice and repetition so that vocabulary that is initially understood only passively can be used actively in conversation. In other words, recognizing and understanding a vocabulary item does not necessarily mean that students are immediately able to use it appropriately in spoken communication.

Therefore, YouTube can provide valuable vocabulary input, but it needs to be followed by communicative activities to help students develop their vocabulary into productive vocabulary. Activities such as muhadatsah, dialogue practice, role-play, sentence construction, and group discussions can provide students with opportunities to repeatedly use newly learned vocabulary. Through these activities, vocabulary acquired from YouTube can gradually move from passive recognition to active and meaningful use in everyday English communication.

#### 4.5 Students' Challenges in Learning Vocabulary through YouTube

The fourth question aimed to identify the main challenges faced by students when learning vocabulary through YouTube.

**Tabel 4. 2 Students' Challenges in Learning Vocabulary through YouTube**

| <b>No. Challenge</b> |                                      | <b>Frequency Percentage</b> |             |
|----------------------|--------------------------------------|-----------------------------|-------------|
| 1                    | <i>Pronunciation</i> / Pronunciation | 4                           | 40%         |
| 2                    | Speaking speed                       | 3                           | 30%         |
| 3                    | Abstract vocabulary                  | 3                           | 30%         |
| <b>Total</b>         |                                      | <b>10</b>                   | <b>100%</b> |

Based on the table, pronunciation was the most significant challenge experienced by the students, accounting for 40% of the responses. Several vocabulary items were considered difficult in terms of pronunciation, including responsibility, repentance, sacrifice, gratitude, patience, forgive, and guidance. The second challenge was speaking speed. Three respondents stated that some parts of the video were difficult to understand because the speaker spoke too quickly. In such situations, students needed to replay the video or make use of visual cues and subtitles, when available.

The third challenge was abstract vocabulary. Three respondents stated that words with abstract meanings were more difficult to understand. Examples included consequence, gratitude, blessing, forgiveness, and guidance. Abstract vocabulary cannot always be understood through visual representations alone. Therefore, students needed to combine information from the audio, sentence context, the situation presented in the video, their prior knowledge, and, when necessary, look up the meanings of unfamiliar words.

These findings indicate that YouTube has two sides in vocabulary learning. On the one hand, YouTube provides engaging and authentic language input through audio, visuals, and contextualized situations. On the other hand, students still require additional support when encountering difficult pronunciation, rapid speech, and abstract vocabulary. Therefore, the use of YouTube in vocabulary learning needs to be accompanied by appropriate guidance and follow-up activities so that students can understand and use the vocabulary more effectively.

#### **4.6 The Most Effective Type of YouTube Content**

The fifth question aimed to determine the type of YouTube content that students considered most effective for vocabulary learning. The results showed that all respondents, or 100%, selected animation. Students stated that animation was effective because it had several characteristics, namely:

- a) Stories related to Islamic values
- b) Situations that were easy to understand and considered relevant to students' lives
- c) The use of language that was not too difficult
- d) The presence of images and movements that helped students understand the meanings of vocabulary.

The video “Honouring Parents - Deen Tales” is one example of content that was considered suitable for these characteristics. The video presents English vocabulary in the context of relationships between children and parents as well as Islamic values. The effectiveness of YouTube content is not determined solely by the use of English, but also by the relevance of the story, visual presentation, language level, and the connection between the material and students' lives.

#### **4.7 Results of Document Analysis**

Document analysis was the second source of data in this study. The documents analyzed consisted of the vocabulary lists recorded by the students after watching the video “Honouring Parents - Deen Tales,” the reasons why students considered the vocabulary difficult, the contexts in which the vocabulary appeared

in the video, students' initial estimates of the meanings of the words, and students' reflections. Each respondent recorded 10 vocabulary items, resulting in a total of 100 vocabulary data items from 10 respondents. The analysis was conducted to identify:

- a) Vocabulary considered difficult by the students
- b) Reasons for vocabulary difficulty
- c) The contexts in which the vocabulary appeared
- d) Students' initial estimates of word meanings
- e) The use of visual cues in understanding vocabulary.

**Tabel 4. 3 The Ten Vocabulary Items Most Frequently Appearing as Difficult Vocabulary**

| No. | Vocabulary            | Frekuensi Kemunculan | Alasan Sulit yang Dominan      |
|-----|-----------------------|----------------------|--------------------------------|
| 1   | <i>Repentance</i>     | 8                    | Kata baru + ejaan              |
| 2   | <i>Responsibility</i> | 7                    | Panjang + <i>pronunciation</i> |
| 3   | <i>Consequence</i>    | 6                    | Makna abstrak                  |
| 4   | <i>Disobedient</i>    | 6                    | Prefix <i>dis-</i>             |
| 5   | <i>Gratitude</i>      | 5                    | <i>Pronunciation</i>           |
| 6   | <i>Sacrifice</i>      | 5                    | <i>Pronunciation</i>           |
| 7   | <i>Elderly</i>        | 4                    | Kata baru                      |
| 8   | <i>Neglect</i>        | 4                    | Makna negatif                  |
| 9   | <i>Guidance</i>       | 4                    | <i>Pronunciation</i>           |
| 10  | <i>Ungrateful</i>     | 3                    | Prefix <i>un-</i>              |

Based on Table 4.3, repentance was the vocabulary item that appeared most frequently in the students' lists, occurring eight times. This was followed by responsibility, which appeared seven times. Consequence and disobedient each appeared six times. These findings indicate that students experienced vocabulary difficulties for various reasons. Some words were difficult because they were

completely new to the students, while others were challenging because of their length, pronunciation, abstract meaning, or morphological structure. For example, repentance is a word associated with a religious context and is not necessarily commonly used in students' everyday English conversations. Responsibility, meanwhile, was considered difficult because of its relatively long form and pronunciation. Furthermore, consequence was considered difficult because of its abstract meaning. The words disobedient and ungrateful presented challenges from a morphological perspective because they contain the prefixes dis- and un-, respectively. Therefore, the vocabulary difficulties identified in this study covered several aspects, including phonological, orthographic, morphological, semantic, and contextual aspects.

#### **4.8 Respondent Analysis Results**

Document analysis of the ten respondents showed that the use of the YouTube video "Honouring Parents - Deen Tales" provided exposure to English vocabulary in a variety of contexts. The vocabulary identified by the students was related to parent-child relationships, religious values, daily activities, emotions, as well as attitudes and behaviors.

Each respondent identified ten vocabulary items that they considered interesting, new, or difficult. In general, the vocabulary identified included honouring, sacrifice, regret, ungrateful, repentance, blessing, serve, paradise, worry, chores, elderly, neglect, patience, reward, consequence, responsibility, forgive, assist, disobedient, guidance, sin, upset, respect, gratitude, apologize,

elderly, displease, cook, clean, listen, gentle, blessing in disguise, grateful, thankful, appreciate, value, apologize, forgiveness, mercy, and obedience.

ased on the document analysis, several types of vocabulary difficulties were experienced by the students. These difficulties included pronunciation, word length, spelling, abstract meaning, unfamiliar words, context, religious terms, word forms, synonyms, and the use of prefixes. Several respondents experienced pronunciation difficulties with words such as sacrifice, patience, forgive, guidance, and responsibility. Words with relatively long forms, such as responsibility, consequence, gratitude, and apologize, were also considered more difficult because they required students to recognize and produce several syllables and pronunciation patterns.

Students also experienced difficulties with vocabulary that had particular morphological structures. The word disobedient was considered difficult because of the use of the prefix dis-, while ungrateful was associated with the prefix un-. This finding indicates that vocabulary difficulty was not only related to word meaning but also to the form and structure of the words.

Religious vocabulary was another category that attracted students' attention. Words such as repentance, reward, paradise, sin, guidance, mercy, and blessing appeared in contexts related to Islamic values. Although some of these concepts were already familiar to the students through Indonesian or Arabic, understanding their English forms still required a process of learning and comprehension.

Among the ten respondents, several vocabulary items were most frequently identified as difficult. Responsibility was the vocabulary item most frequently

selected as the most difficult, being identified by five respondents. The difficulty was mainly related to its word length and pronunciation.

Meanwhile, repentance was the vocabulary item that appeared most frequently in the students' vocabulary lists, occurring eight times. Several students stated that the visualization of a child performing the sujud movement helped them understand the meaning of repentance. This finding indicates that visual elements can provide additional contextual support for vocabulary associated with religious concepts. The results of the document analysis further demonstrate that students did not learn vocabulary merely by identifying its meanings; they also utilized context, sound, images, facial expressions, and actions presented in the video to construct their understanding of unfamiliar vocabulary.

#### **4.9 Results of Students' Reflections on Visual Cues**

The reflection results showed that all ten respondents, or 100% of the students, stated that visual cues helped them understand vocabulary. The visual cues identified in the students' documents could be grouped into several forms. First, visuals in the form of activities or actions, such as sweeping to understand chores, cooking to understand cook, and hugging to understand hug. Second, visuals in the form of emotional expressions, such as a sad facial expression to understand sadness and certain facial expressions to understand upset. Third, visuals in the form of situations or conditions, such as seeing a sick parent to understand sick and an elderly person to understand elderly. Fourth, visuals in the form of movements related to religious concepts, such as the prostration movement to understand repentance.

These findings indicate that visuals can serve as meaning cues when students do not yet know the meaning of a word. Students do not always need to translate a word directly because they can associate the word with the action or situation presented in the video. For concrete vocabulary such as cook, hug, and chores, the relationship between the visual and the meaning is relatively direct. When students see a character cooking, they can associate the action with the word cook. Similarly, the activity of hugging can help students understand the meaning of hug.

For emotional vocabulary such as upset and sadness, facial expressions provide additional information about the emotional state of the characters. Meanwhile, for religious vocabulary such as repentance, visuals help students connect the English word with a concept that they have previously known. The reflection results indicate that visuals are an important element in YouTube-based vocabulary learning, particularly when vocabulary is presented together with clear and meaningful context.

#### 4.10 Vocabulary Most Frequently Considered Difficult

The document analysis revealed a difference between the frequency with which vocabulary items appeared in the students' vocabulary lists and the frequency with which vocabulary items were selected as the most difficult words.

**Tabel 4. 4 Frequency of Vocabulary Occurrence and Level of Difficulty**

| No. | Vocabulary            | Frequency of Occurrence in the Selected List | as the Most Difficult |
|-----|-----------------------|----------------------------------------------|-----------------------|
| 1   | <i>Repentance</i>     | 8                                            | 2                     |
| 2   | <i>Responsibility</i> | 7                                            | 5                     |
| 3   | <i>Consequence</i>    | 6                                            | 1                     |
| 4   | <i>Disobedient</i>    | 6                                            | 1                     |
| 5   | <i>Gratitude</i>      | 5                                            | —                     |

| No. | Vocabulary        | Frequency of Occurrence in the Selected List | as the Most Difficult |
|-----|-------------------|----------------------------------------------|-----------------------|
| 6   | <i>Sacrifice</i>  | 5                                            | —                     |
| 7   | <i>Elderly</i>    | 4                                            | —                     |
| 8   | <i>Neglect</i>    | 4                                            | —                     |
| 9   | <i>Guidance</i>   | 4                                            | —                     |
| 10  | <i>Ungrateful</i> | 3                                            | —                     |

Based on the data, repentance was the vocabulary item that appeared most frequently in the students' lists, with a frequency of eight occurrences. However, its frequency of occurrence does not necessarily mean that it was considered the most difficult word by the majority of students. In contrast, responsibility appeared seven times but was selected as the most difficult vocabulary item by five respondents. This indicates that responsibility was the vocabulary item that was most dominantly perceived as difficult by the students. The difficulty of responsibility was mainly related to its length and pronunciation. The word consists of several syllables, requiring students to make greater effort to recognize, remember, and pronounce it correctly. This finding is important because it demonstrates that the frequency of a vocabulary item in students' vocabulary lists and their perception of the difficulty of that vocabulary item are two different aspects. Therefore, these two aspects need to be analyzed separately.

#### 4. 11 Discussion

Based on the document analysis of the ten respondents, it was found that the use of the YouTube video "Honouring Parents - Deen Tales" provided a contextual and multimodal vocabulary learning experience. Students did not acquire

vocabulary only through sound or text, but also through images, movements, facial expressions, characters' activities, and the context of the story. The analysis also showed that students experienced various types of difficulties in learning vocabulary, including pronunciation, word length, spelling, abstract meaning, unfamiliar words, context, religious terms, word forms, synonyms, and morphological structures.

These findings indicate that the process of vocabulary development through YouTube occurs through the interaction of language input, context, prior knowledge, and visual cues. In other words, students did not simply receive new vocabulary items, but also used various sources of information available in the video to construct their understanding of the words. This suggests that YouTube can provide a richer learning environment because students are able to connect new vocabulary with situations, actions, sounds, and visual representations.

#### **4.12 YouTube as a Multimodal Vocabulary Learning Medium**

One of the main findings from the document analysis is that YouTube provides language input through various modalities simultaneously. In the video "Honouring Parents - Deen Tales," vocabulary is not presented as a list of isolated words, but rather appears together with sound, images, movements, facial expressions, activities, and the storyline.

This can be seen in the way students understood various vocabulary items they identified. For example, the word cook was understood through the visual of a character cooking, hug through the activity of hugging, and chores through the depiction of household activities. For the word sick, students used the visual

representation of a parent who was ill as a clue to its meaning. Similarly, elderly could be understood through the visual representation of an older person.

These findings indicate that students had more than one source of information when encountering new vocabulary. When students could not understand a word based solely on the language they heard, they could use visual information or the surrounding context as clues. This process makes vocabulary learning more flexible because students do not depend solely on their ability to translate words.

In the EFL context, this condition is important because students may not always have sufficient opportunities to receive direct exposure to English in their daily lives. YouTube videos can provide exposure to English accompanied by visual context, giving students additional support in understanding language input.

The use of YouTube in this study can therefore be understood not merely as the use of technology to display videos, but as a pedagogical practice that provides multiple sources of meaning. Audio provides a model of pronunciation, while visuals, facial expressions, movements, and context provide information that helps students understand meaning.

These findings also demonstrate that the main strength of YouTube in vocabulary learning does not simply lie in the number of vocabulary items students can acquire, but also in the way those vocabulary items are presented. Vocabulary presented within visual and situational contexts enables students to establish a more concrete connection between word forms and their meanings.

### **4.13 Video Context Helps Students Understand and Infer Vocabulary Meaning**

The next finding shows that video context plays an important role in helping students understand vocabulary. Based on the documents, students did not only record the vocabulary items they encountered, but also identified the contexts in which those words appeared in the video. This indicates that students paid attention to the relationship between words and the situations in which they were used. For example, serve appeared in the context of serving parents, cook in a cooking activity, hug in the context of hugging, and sick in a situation in which a parent was ill. These situations provided additional information that enabled students to make initial guesses about the meanings of the words.

This process demonstrates a relationship between contextual learning and vocabulary development. Students were given opportunities to understand that the meaning of a word can be interpreted based on how it is used in a particular situation. Therefore, vocabulary learning was not limited to memorizing pairs of English words and their Indonesian translations. Context also helped students understand how vocabulary is used in real-life situations. For example, when students encountered the word serve in the context of helping or serving their parents, they not only learned its meaning but also observed how the word was associated with a particular action.

A similar process occurred with the words respect, obey, responsibility, and care. These words appeared in the context of relationships between children and their parents, allowing students to develop a more contextual understanding of their

use. This finding demonstrates that videos with clear storylines and contexts can provide more meaningful sources of vocabulary. Students can use the information available in the video to infer the meanings of unfamiliar words before receiving direct explanations.

However, the ability to infer meaning from context is not always sufficient, particularly when students encounter abstract vocabulary. Therefore, video context can be viewed as an initial stage of comprehension, which can subsequently be strengthened through teacher explanations, example sentences, or vocabulary-use activities.

#### **4.14 Visual Cues Support Vocabulary Comprehension**

The reflection results showed that all ten respondents, or 100% of the students, stated that visual cues helped them understand vocabulary. This finding is particularly important because it demonstrates consistency in students' perceptions of the function of visuals in the video. The visual cues identified in the documents can be categorized into four main forms: activities or actions, emotional expressions, conditions or situations, and movements related to religious concepts.

In the activity category, students used the visual of sweeping to understand chores, cooking to understand cook, and hugging to understand hug. The relationship between the image and the word in this category was relatively direct. Students could observe an action and associate it with the word they heard. In the emotional category, visuals helped students understand words such as upset and sadness. The characters' facial expressions provided information about their emotional states that could not always be understood through audio alone.

In the condition category, the visual of a sick parent helped students understand sick, while the representation of an older person helped them understand elderly. For religious vocabulary, the visual of a prostration movement helped students understand repentance. This is particularly noteworthy because repentance is an abstract vocabulary item related to a religious concept. The visualization of a particular movement helped students connect the English term with a concept they had already known.

The visuals in the video functioned as semantic support, providing additional information that helped students construct meaning. Visuals did not merely make the video more interesting; they also played a direct role in the students' vocabulary comprehension process. The findings also indicate that the effectiveness of visual cues may differ depending on the type of vocabulary. Visuals are more easily used to understand concrete words such as cook, hug, and chores. Meanwhile, abstract words such as gratitude, consequence, and guidance require additional support. This suggests that teachers need to use visual materials strategically. Visuals can serve as an initial point of comprehension, but for abstract vocabulary, teachers may need to provide additional context, examples, explanations, or communicative activities.

#### **4.15 Various Types of Vocabulary Difficulties Experienced by Students**

The document analysis showed that the vocabulary difficulties experienced by students were not limited to a single aspect. Difficulties were identified in phonological, orthographic, morphological, semantic, and contextual aspects.

At the phonological level, students experienced pronunciation difficulties with words such as sacrifice, patience, forgive, guidance, and responsibility. This

indicates that students may be able to recognize a word in written form or understand its meaning but still experience difficulty when they are required to pronounce it.

At the orthographic level, words such as honouring were considered difficult because of their spelling. This condition indicates that the relationship between written forms and pronunciation in English is not always easy for EFL learners. At the morphological level, disobedient and ungrateful were examples of difficult words because they contain the prefixes dis- and un-. Students therefore need to understand how changes in word structure can affect meaning.

At the semantic level, words such as consequence were considered difficult because of their abstract meanings. Words such as blessing, gratitude, forgiveness, and guidance also require conceptual understanding rather than simply recognizing an object that can be directly observed. At the contextual level, some words became difficult because students were not accustomed to encountering those words in particular contexts.

These findings demonstrate that vocabulary learning is a complex process. Students need not only to know the meanings of words but also to understand their forms, pronunciation, structures, contexts, and usage. Therefore, vocabulary learning through YouTube should not stop at the stage of recognizing unfamiliar words. Teachers need to provide follow-up activities that enable students to learn and practice different dimensions of vocabulary..

#### **4.16 Concluding Remarks**

Chapter IV has presented and discussed the findings obtained from interviews, classroom observation, and document analysis. The results show that YouTube supports vocabulary development through multimodal input, contextual clues, and visual cues, while pronunciation, word length, and abstract meaning remain the main sources of difficulty for students. The discussion has linked these findings to the theoretical framework presented in Chapter II, confirming that the effectiveness of YouTube-based vocabulary learning depends heavily on the teacher's guidance before, during, and after viewing activities. Based on these findings and discussions, the following chapter draws the overall conclusions of the study and offers suggestions for teachers, students, the school, and future researches