

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and discussion concerning YouTube-based pedagogical practices in developing English vocabulary among EFL learners in a pesantren-based school, it can be concluded that the use of YouTube makes a positive contribution to helping students acquire, understand, and develop their English vocabulary.

1. The use of YouTube provides vocabulary exposure through various forms of information or in a multimodal manner. Students acquire vocabulary not only through audio but also through images, movements, facial expressions, characters' activities, and the context of the story. The combination of these elements helps students understand unfamiliar vocabulary. Based on the document analysis, students used visual clues to understand words such as cook, hug, chores, sick, sadness, upset, and elderly. This indicates that visuals in videos do not merely function as entertainment elements but can also serve as clues that help students construct an understanding of vocabulary meaning.
2. The context provided in the video helps students understand and infer the meaning of vocabulary. Vocabulary appearing in the video is not presented separately but is used in particular situations. For example, the word serve appears in the context of serving parents, cook in a cooking activity, hug in a hugging activity, and sick in a situation where a parent is ill. These situations help students connect the words they hear with the actions or conditions

presented. Therefore, students can use context as one of the strategies to infer the meaning of unfamiliar vocabulary.

3. Students experience various types of difficulties in learning English vocabulary. Based on the document analysis, these difficulties include pronunciation, word length, spelling, abstract meaning, unfamiliar words, context, religious terms, word forms, synonyms, and the use of prefixes. Some words, such as sacrifice, patience, forgive, and guidance, present difficulties in terms of pronunciation. Meanwhile, responsibility, consequence, gratitude, and apologize are considered difficult because of their relatively long forms. The words disobedient and ungrateful indicate difficulties in understanding morphological structures through the use of the prefixes dis- and un-.
4. Responsibility is the vocabulary item most dominantly perceived as difficult by the students. The word appears seven times in the students' vocabulary lists and is selected as the most difficult vocabulary item by five respondents. The difficulty associated with responsibility is mainly related to its length and pronunciation. This finding indicates that the frequency with which a word appears does not necessarily indicate that the word is easy for students to master. Although students encounter the word several times, they may still experience difficulties in recognizing, remembering, and pronouncing it.
5. Repentance is the vocabulary item that appears most frequently in the students' vocabulary lists, occurring eight times. However, it is selected as the most difficult word by only two respondents. This indicates a difference between the frequency of vocabulary occurrence and students' perceived level of difficulty.

The repeated occurrence of repentance is related to the religious context presented in the video. In addition, the visualization of a child performing a prostration helps some students understand the concept of repentance. Therefore, context and visual clues can support students' understanding of vocabulary related to religious concepts.

6. Visual clues play an important role in helping students understand vocabulary.

All ten respondents, or 100% of the students, stated that visual clues helped them understand vocabulary. The helpful visuals included activities or actions, emotional expressions, conditions or situations, and movements related to religious concepts. For concrete vocabulary such as cook, hug, and chores, visuals provide a relatively direct connection between actions and word meanings. For emotional vocabulary such as upset and sadness, facial expressions help students understand the emotional conditions of the characters. Meanwhile, for religious vocabulary such as repentance, visuals help students connect the English term with a concept that they are already familiar with.

7. The Islamic content of the video is one of the factors that supports students' vocabulary comprehension. Vocabulary such as repentance, reward, paradise, sin, guidance, mercy, blessing, gratitude, and obedience is related to religious values that are relatively familiar to students in the pesantren environment. Students' existing knowledge of these concepts can serve as a foundation for understanding their English forms. Therefore, the compatibility between the video content and students' backgrounds can create a more relevant and meaningful vocabulary learning experience.

8. The use of YouTube in vocabulary learning demonstrates that digital media can provide contextual and multimodal English language input. However, using YouTube is not sufficient if it is limited to watching activities. Students still need follow-up activities such as pronunciation practice, meaning clarification, sentence construction, discussion, role-play, muhadatsah, and other communicative activities. These activities are necessary so that the vocabulary acquired is not only understood passively but can also be used actively.

Overall, this study shows that YouTube can serve as an effective supporting medium for developing vocabulary among EFL learners in a pesantren-based school environment, particularly when the video provides clear context, supportive visuals, language appropriate to the students' proficiency level, and content relevant to their backgrounds. The effectiveness of YouTube use also depends greatly on the teacher's role in selecting appropriate videos, providing guidance during the viewing activity, and designing follow-up activities after viewing.

5.2 Suggestions

Based on the findings and conclusions of the study, several suggestions can be provided to the parties involved in English language learning, particularly in YouTube-based vocabulary learning.

1. For English

Teachers English teachers are encouraged to utilize YouTube as a supporting medium for vocabulary learning rather than merely as a medium

for watching videos. Teachers can design learning activities before, during, and after viewing so that students can obtain maximum benefits. Before watching, teachers can introduce the topic and activate students' prior knowledge. During the viewing activity, students can be directed to record new vocabulary, pay attention to pronunciation, observe visual elements, and identify the contexts in which words are used. After watching, teachers can provide follow-up activities such as pronunciation practice, matching words with pictures, constructing sentences, dialogues, discussions, role-plays, or muhadatsah activities. Teachers should pay particular attention to vocabulary items that have a high level of difficulty, such as responsibility, consequence, sacrifice, repentance, and guidance. For words that are difficult in terms of pronunciation, teachers can provide gradual pronunciation practice. For long words, teachers can help students divide the words into smaller parts or syllables. Meanwhile, words containing prefixes such as disobedient and ungrateful can be used as opportunities to teach word formation.

2. For Students

Students are encouraged to use YouTube more actively as a source of English language learning. Students should not only watch videos for entertainment but can also use them to expand their vocabulary and improve their English language skills. Students can record new vocabulary encountered in videos and then find out its meaning, pronunciation, and examples of usage. Students can also try to infer the meaning of unfamiliar

words based on the context and visual clues before consulting a dictionary. This strategy can encourage students to become more independent learners and develop their ability to use contextual information when encountering unfamiliar vocabulary.

3. For the School

The school is encouraged to provide support for the use of digital media in English language learning. Such support may include providing adequate audiovisual facilities, reliable internet access, and opportunities for teachers to develop their skills in utilizing technology as a learning medium. The school can also encourage teachers to use digital learning resources that are appropriate to students' characteristics. In a pesantren-based school environment, selecting materials that are relevant to religious values and students' daily lives can be an alternative way to increase the meaningfulness of English language learning.

4. For Future Researchers

Future research is recommended to develop this study by involving a larger number of respondents and a broader research context. This study involved ten respondents and focused on a single video. Therefore, future studies may use several videos with different themes and characteristics. Future research may also employ a quantitative approach, such as a pre-test and post-test, to examine changes in students' vocabulary abilities before and after the use of YouTube in learning. Further studies may focus on particular aspects of vocabulary development, such as pronunciation, vocabulary retention, the

ability to use vocabulary in conversation, or the differences between receptive and productive vocabulary. Future researchers may also compare different types of YouTube content, such as animation, storytelling, instructional videos, or videos with subtitles, to determine which types of content provide the greatest support for students' vocabulary development.

5.3 Concluding Remarks

Chapter V has presented the overall conclusions of this study and offered suggestions for English teachers, students, the school, and future researchers. The conclusions confirm that YouTube can serve as an effective supporting medium for vocabulary development among EFL learners in an Islamic boarding school, provided that its use is guided by appropriate pedagogical strategies before, during, and after the viewing activity. Taken as a whole, this study is expected to contribute both theoretically and practically to the field of EFL vocabulary instruction, while also opening avenues for further research on digital media-based language learning in pesantren-based educational setting

RESEARCH TIMELINE

No.	Task	Januari				Februari				March				April				May			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Writing proposal																				
2.	Proposal seminar																				
3.	Revising proposal																				
4.	Writing paper (Chapter 1, 2, 3)																				
6.	Collecting data																				
7.	Analysing data																				
8.	Writing chapter 4																				
9.	Writing chapter 5																				
10.	Finishing the paper																				
11.	Final revision																				
12.	Paper Examination																				