CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the study based on the findings and discussion in Chapter IV and provides suggestions related to the use of YouTube videos in teaching vocabulary to young learners in a limited-resource school context.

4.3   Conclusion

Based on the findings and discussions presented in the previous chapter, several conclusions were drawn to answer the research questions of this study. First, the findings revealed that the English teacher at SDN 2 Rejasari perceived the use of YouTube videos as a supportive and effective learning medium for teaching vocabulary to young learners in a limited-resource school context. This perception was build through lived classroom experiences, particularly through repeated observations of students' increased attention, enthusiasm, and participation during YouTube based lessons. This finding is in line with Bandura's Social Cognitive Theory (1986), which explains that the teacher's belief are influenced by personal experience, teaching context, and learning outcomes. Furthermore, the use of YouTube supports Constructivist Theory (Piaget and Bruner), as students constructed meaning through visual and contextualized learning instead of rote memorixation.

Second, the study found that YouTube videos were perceived as providing several benefits in teaching vocabulary, including cognitive, motivational, and

linguistic benefits. Cognitively, the integration of visual images and auditory input in YouTube videos supported students' comprehension and retention of new vocabulary. This finding supports Dual Coding Theory (Paivio, 1986) and Mayer's Multimedia Learning Theory (2024), which emphasize that learning becomes more effective when verbal and visual information are processed simultaneously. From a motivational perspective, YouTube created an enjoyable and engaging learning atmosphere, which reduced students' boredom and sustained their attention during vocabulary lessons. This finding aligns with Malloy's (2015) principles of teaching English to young learners, which highlight the importance of visually rich and engaging materials. Linguistically, repeated exposure to authentic language input in YouTube videos contributed to improvements in students' pronunciation and listening skills, as observed during classroom activities. These benefits highlight that YouTube functioned as a meaningful learning medium that supported vocabulary learning beyond traditional textbook-based instruction.

Third, despite the perceived benefits, several challenges were face in implementing YouTube-based instruction, particularly limited facilities, unstable internet access, and students' difficulties in understanding video content independently. These challenges influenced how YouTube could be implemented in daily classroom practice and reflect the environmental limittaion described in Bandura's Social Cognitive Theory. However, these limitations were not perceived as fixed barriers. Instead, adaptive strategies were applied, such as downloading videos in advance, pausing and repeating video segments, simplifying explanations, and providing scaffolding during lessons. These strategies are consistent with

Constructivist Theory, which emphasizes the teacher's role as a facilitator who supports learners in constructing understanding through guided interaction. Reflective and flexible teaching practices helped YouTube remain effective despite limitations.

In conclusion, this study indicates that the use of YouTube videos can be an effective and practical approach to teaching vocabulary to young learners in limited-resource school settings. The effectiveness of YouTube-based instruction in this context was not determined only by technological availability, but by positive teacher perception, reflective teaching practice, and the ability to adapt instructional strategies to classroom conditions. Therefore, YouTube can be considered a supportive learning medium for vocabulary instruction when it is implemented with careful planning and expert judgment.

4.4   Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for teachers, students, and future researchers.

4.4.2   For Teacher

English teachers, especially those teaching young learners in limited-resource schools, are encouraged to use YouTube videos as an alternative learning medium to enhance vocabulary learning. Teachers should carefully select videos that match students' language level, lesson objectives, and attention span. Short, clear, and age-appropriate videos are recommended to maintain student focus and comprehension.

Teachers are encouraged to combine YouTube with other teaching strategies such as worksheets, flashcards, repetition, and interactive activities to improve learning results. Proper preparation, including previewing and downloading videos beforehand, can help reduce technical problems. Most importantly, teachers need to stay flexible and reflective when using technology in real classroom situations.

4.4.3 For Students

Students are encouraged to participate actively in learning activities that involve YouTube videos by paying close attention to visual and audio information presented in the videos. They should practice new vocabulary through repetition, pronunciation practice, and simple usage in sentences. Watching English videos regularly can help students become more familiar with the meaning, pronunciation, and contextual use of vocabulary. In addition, students are advised to apply the vocabulary learned from videos in daily conversations, both inside and outside the classroom, to strengthen retention and build confidence in using English.

4.4.4 For Future Researchers

Future researchers are encouraged to continue this study by involving more participants, different grade levels, or more than one school to gain wider results. Future studies can also focus on students' views and learning experiences when using YouTube in the classroom. In addition, researchers may examine how YouTube supports other language skills, such as speaking, listening, pronunciation, and sentence building. Studies that compare schools with adequate facilities and

schools with limited resources are also suggested to better understand how technology can be used effectively in different school contexts.