

YouTube for Enhancing EFL Students' Motivation in Vocabulary Acquisition: A Systematic Review

Faricha Maula Chabibah^{1*}, Amelia Putri Ardianti²

^{1,2}English Education Department, Faculty of Language and Arts, Universitas Negeri Semarang, Semarang, INDONESIA

Abstract

YouTube videos, as an accessible and context-rich visual medium, have emerged as a valuable tool in English as a Foreign Language (EFL) education, particularly for vocabulary acquisition. This study systematically reviews and analyzes the use of YouTube videos to enhance students' motivation in vocabulary development. Following the PRISMA 2020 guidelines for systematic literature reviews, peer-reviewed articles were retrieved from Scopus and Google Scholar databases. A total of 13 studies were selected based on their relevance to the integration of YouTube in EFL teaching and learning. The findings indicate that YouTube provides engaging and contextualized content that supports learner autonomy, enhances motivation, and improves vocabulary acquisition. Despite its demonstrated benefits, the review reveals several gaps: limited research on teacher perspectives, insufficient exploration across different educational contexts, and underutilization of diverse research methodologies. The study underscores the pedagogical potential of YouTube for designing student-centered, interactive learning experiences while highlighting the need for professional development to support effective implementation. Future research is recommended to broaden the investigation to include educators' experiences, address practical challenges, and examine YouTube's integration across multiple language skills, thereby supporting more inclusive and effective language learning practices. Overall, this review emphasizes that YouTube is a promising tool for enhancing vocabulary learning and learner engagement in EFL contexts, with implications for both educational practice and future research.

Keywords: *EFL learners, motivation, systematic literature review, vocabulary acquisition, YouTube,*

Article History

Received: May 15, 2025
Revised: August 30, 2025
Accepted: August 30, 2025
Published: September 1, 2025

DOI

<https://doi.org/10.35897/eltj.v5i2.1863>

*Correspondence

farichamaula3@gmail.com

Citation in APA style: Chabibah, F. M., & Ardianti, A. P. (2025). YouTube for enhancing EFL students' motivation in vocabulary acquisition: A systematic review. *English Language Teaching Journal*, 5(2), 162-187. <https://doi.org/10.35897/eltj.v5i2.1863>

INTRODUCTION

Technology has become an indispensable part of everyday life, transforming traditional paradigms in education through the integration of digital tools in teaching and learning (Gu, 2025). The advent of Information and Communication Technology (ICT) has significantly reshaped various sectors, particularly education, by providing innovative ways to deliver and access knowledge (Abdulrahman et al., 2020). In online learning environments, motivation is

influenced by both intrinsic factors, such as personal interest and enjoyment, and extrinsic factors, such as professional and academic aspirations (Panigrahi et al., 2018). Over the past two decades, the use of visual and verbal information in education has gained considerable attention, highlighting the potential of multimedia tools like YouTube to enhance learning outcomes (Shoufan & Mohamed, 2022). In today's fast-paced world, these advancements require educators to continuously adapt, with the internet emerging as a primary source of information and a powerful medium to support teaching and learning.

Among various ICT-based multimedia platforms, YouTube has emerged as an essential tool, providing 24/7 access to educational resources for both teachers and students. Compared to traditional teaching methods, YouTube videos offer more realistic, practical, and comprehensive learning experiences (Rizvi, 2017). According to Jackman (2019), YouTube is particularly valuable in educating millennials, digital natives, and net-geners because the technology they use supports their learning needs. Research by Maziriri et al. (2020) found that YouTube serves as a professional learning platform beyond informal communication channels through YouTube EDU. Kaboocha and Elyas (2018) further suggest that the integration of YouTube into language teaching has produced significant findings that encourage its systematic use. Moreover, YouTube offers a wide range of user-generated videos and corporate media, making it highly beneficial for both students and teachers to learn English (Chien et al., 2020).

Despite these well-documented benefits, most studies have primarily focused on YouTube's effectiveness in specific aspects of language acquisition, such as vocabulary building and listening comprehension. However, there has been limited attention given to a broader, systematic analysis of its impact on students' motivation and overall skill development. Although numerous studies have explored the benefits of YouTube in language learning (e.g., Kaboocha & Elyas, 2018; Chien et al., 2020), there remains a lack of systematic reviews that specifically analyze its role in enhancing students' motivation and skill development in learning English across different educational levels. According to (Cabañas & Mercado, 2024), the use of YouTube videos can help students improve their fluency, vocabulary, grammar, pronunciation, and listening comprehension. However, while these studies highlight YouTube's effectiveness in specific language skills, there is still limited research examining how YouTube influences students' overall motivation and skill development across different educational contexts.

To address this gap, the main objective of this review is to outline and clarify the current state of knowledge regarding YouTube's role in language learning. By systematically consolidating and analyzing existing academic research, this study aims to provide a comprehensive understanding of how YouTube contributes to both students' motivation and vocabulary enhancement. In particular, the review highlights key findings on its effectiveness across different educational contexts, thereby offering an evidence-based synthesis that can inform future pedagogical practices and research directions.

Building on the above objectives, the scope of this review focused on studies derived from systematic literature reviews (SLRs) that provide evidence-based insights and practical recommendations for educators in utilising YouTube to enhance learners' motivation and vocabulary development. It is important to acknowledge, however, that the findings of this review are subject to certain limitations, such as potential biases in study selection and variations in educational contexts that may affect the generalisability of the results. Despite these limitations, the review offers a solid evidence-based foundation for both educators and students to effectively integrate YouTube into language learning in order to foster motivation and strengthen overall language skills.

LITERATURE REVIEW

Youtube Videos in the EFL Classroom

One concern of EFL teachers is the incorporation of authentic materials in their classrooms to expose learners to real language and therefore to develop students' communicative competence. For this reason, the use of YouTube videos to develop students' skills has extensively been researched recently. Through these, students can be exposed to native speakers' speech and different English varieties (Jalaluddin, 2016; Meinawati et al., 2020; Saputra & Fatimah, 2018). the use of YouTube promotes autonomous learning since students can watch videos on their own, outside the classroom (Albahlal, 2019; Balbay & Kilis, 2017; Jalaluddin, 2016; Sari & Margana, 2019; Saputra & Fatimah, 2018). According to Watkins & Wilkins, (2011) students can identify the content. Cahyana's (2020) study examines the utilization of YouTube videos in English language learning focusing on its implementation, the students' perception of its influence on English skill enhancement, challenges faced by teachers and students.

Youtube's way to influence students motivation

According to Zam Zam Al Arif (2019), social media is an ICT tool that individuals utilize for online communication. Ariantini et al. (2021) says that social media is widely used nowadays because it has become an integral part of our lives. Nofrika's (2019) make it stronger with her paper which say that YouTube allows students to access videos from any location with an internet connection and replay them as many times as they wish, Youtube offers entertaining videos which don't make students bored, and the last one Youtube improves students' understanding of the material. This is in line with the study done by Ilyas & Putri (2020) entitled "YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill" which also found that students treated with YouTube was more motivated and had better participation and confidence.

METHODS

This study employs a Systematic Literature Review (SLR) to analyze the role of YouTube as a supplementary educational tool in English language learning. The research follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach, which involves three stages: Identification, Screening, and Eligibility. Thematic synthesis was used to analyze both quantitative and qualitative findings from selected studies.

Search Strategy (Identification Stage)

A systematic search was conducted in the Scopus database using the following search queries: For vocabulary acquisition and teaching:

TITLE-ABS-KEY(youtube AND in AND english AND teaching AND vocabulary OR word OR lexis OR lexical).

For broader themes of YouTube and language learning:

TITLE-ABS-KEY(youtube OR video OR moving image OR vlog OR livestream) AND (motivation OR encourage OR engage OR motive OR driving OR motivating OR drive OR encouraging) AND (skill OR "language skill" OR speaking OR listening OR reading OR writing) AND (esl OR efl OR english).

("YouTube" OR "video-based learning" OR "online video*" OR "multimedia instruction"

OR "educational video*") AND ("vocabulary acquisition" OR "vocabulary development" OR "word learning" OR "lexical knowledge" OR "lexical development") AND ("motivation" OR "learner motivation" OR "learning engagement" OR "student motivation" OR "affective factors") AND ("EFL learners" OR "English as a Foreign Language" OR "foreign language learners" OR "second language learners" OR "L2 learners") AND ("effectiveness" OR "impact" OR "influence" OR "intervention" OR "experimental study" OR "quasi-experimental"

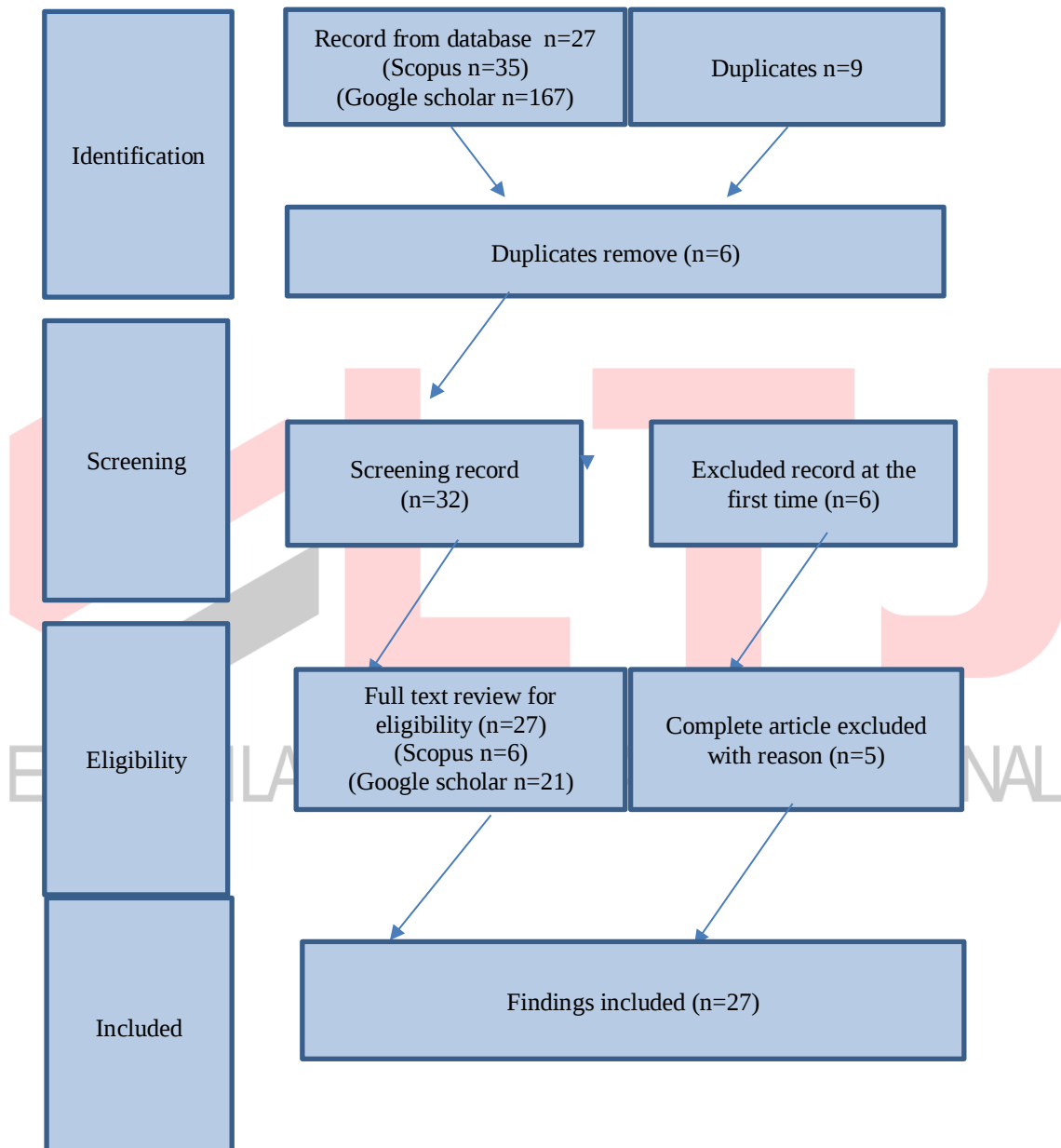


Figure 1. Systematic review of the related literature (Source: Compiled by the authors)

Screening Process (Screening Stage)

A systematic search was conducted in the Scopus database using the following search queries:
For vocabulary acquisition and teaching:

TITLE-ABS-KEY(youtube AND in AND english AND teaching AND vocabulary OR word OR lexis OR lexical).

For broader themes of YouTube and language learning:

TITLE-ABS-KEY(youtube OR video OR moving image OR vlog OR livestream) AND (motivation OR encourage OR engage OR motive OR driving OR motivating OR drive OR encouraging) AND (skill OR "language skill" OR speaking OR listening OR reading OR writing) AND (esl OR efl OR english).

Database	Search String	Hits	Date
Scopus	Vocabulary AND YouTube AND teaching AND English	n= 14	14/03/2024
	TITLE-ABS-KEY (youtube AND in AND english AND teaching AND vocabulary OR word OR lexis OR lexical)	n=28	20/02/2025
	(youtube OR video) AND (motivation OR encourage OR engage OR motive OR driving OR motivating OR drive OR encouraging) AND (skill OR "language skill" OR speaking) AND (efl OR english)	n=35	12/04/2025
Google Scholar	Vocabulary AND YouTube AND teaching AND English	n=4	26/04/2025
	(youtube OR video) AND (motivation OR encourage OR engage OR motive OR driving OR motivating OR drive OR encouraging) AND (skill OR "language skill" OR speaking OR listening OR reading OR writing) AND (esl OR efl OR english).	n=167	16/05/2025

Table 1. Summary of Database Search Strategy

According to Maziriri, Gapa, and Chuchu (2020), evaluating articles and ensuring their relevance to the study's objectives is a crucial step in conducting a systematic literature review. In this study, the process was carried out by applying an Advanced Search Strategy during the identification stage, which allowed the researchers to filter sources more effectively and focus only on studies directly addressing English language learning, vocabulary development, and learner motivation through YouTube.

STEP	STEP BY STEP	CRITERIA
1. TITLE & ABSTRACT SCREENING	1. Search articles in databases such as ERIC, Scopus, and Google Scholar. 2. Collect all search results. 3. Remove duplicate articles. 4. Read the titles one by one. 5. If the title is relevant, read the abstract. 6. Mark each article as 'Include' or 'Exclude' and write a short note for the reason.	https://ejournal.alanlam.ac.id/index.php/eltj/index • Title or abstract should discuss YouTube for English language learning, motivation, or vocabulary development. • Focus on EFL (English as a Foreign Language) students is preferred. • Articles written in English or Indonesian.
2. FULL-TEXT ASSESSMENT	1. Get the full text of the included articles. 2. Read the whole article carefully. 3. Check if the article answers the research 4. Take important data: aim, method, participants, sample size, tools, and results. 5. Note unclear parts or missing data.	• The article gives data or findings that are useful for the analysis (quantitative or qualitative). • Focus on EFL students and topics of vocabulary/motivation is important. • Method and results are explained clearly.
3. QUALITY APPRAISAL	1. Check the quality of each article using standard criteria. 2. Look at research design (experiment, quasi-experiment, descriptive), sample size, and tools. 3. Check validity and reliability of the tools, if available. 4. Review data analysis and clear reporting. 5. Give quality rating: High / Medium / Low. 6. If there are two reviewers, compare their ratings and discuss differences.	• Strong research design (for example, control group or pre-post test). • Tools are clear and valid. • Data analysis matches the data collected. • Results are reported clearly and fully.

Title	Sources	Category	Steps in conducting a SLR	Cite
Faculty Members' Perspective on Employing YouTube in Teaching English for ESL Undergraduate Students	Google Scholar	Integrated to other skills (speaking skills)	Eligibility	Ammari, R. M., Al Ahmad, W. R., Abushunar, M. S., & Al-Jarrah, L. A. (2024).
YouTube Teaching Materials with Peer Support to Improve Students' Mastery of Subject Content Learning	Google Scholar	Integrated to other skills (speaking and listening)	Eligibility	Muslem, A., Sahardin, R., Heriansyah, H., Fata, I. A., Djalaluddin, Y., & Hankinson, E. (2022).
Using YouTube Videos to Improve Students' Speaking Skills: EFL Teachers' Perceptions	Scopus	Integrated Skills (Speaking)	Eligibility	Cabañas, L. G., & Mercado, P. N. (2024).
Learning English Vocabulary via Instagram or YouTube: Surveying the Impacts from the Lens of Self-Determination Theory	Scopus	ICT	Eligibility	Jiang, S., & Zhao, H. (2025).
Using EFL YouTube Videos as Supplementary Resource for Teaching Vocabulary: A Case Study in Secondary Education	Scopus	Student-centered learning	Eligibility	Solano, L., Cabrera-Solano, P., Ulehlova, E., & Espinoza-Celi, V. (2020, July)
Videos Posted on Social Network Effects on Speaking Performance in Peruvian EFL Students	Scopus	ICT	Eligibility	Gutiérrez-Huancayo, V. R. (2025).
A Case Study: Investigating High School English Student Engagement in Language Learning through YouTube Music Videos	Google Scholar	ICT	Eligibility	Feng, Q., & Guo, Z. (2024).
The Students' Perceptions on the Use of YouTube in Learning Vocabulary	Google Scholar	ICT	Eligibility	Madani, N. S., Hidayat, M. T., & Hasim, W. (2023).
Students' Perception of the Use of YouTube Channel 'Learn English with TV Series' to Improve Vocabulary Knowledge	Google Scholar	Student-centered learning	Eligibility	Situmorang, E., Tamela, E., & Chotimah, C. (2024).
High School Students' Perception and Strategies in Corporations YouTube Video for Learning Vocabulary	Google Scholar	Student-centered learning	Eligibility	Wijirahayu, S., Perdhana, D. L., & Syaepurohman, P. (2024, June).
TED-Ed Animated Videos' Impact on Vocabulary Gain of Indonesian EFL Middle Schoolers	Google Scholar	Integrated Skills (listening, viewing)	Eligibility	Kirana, L. I., & Iswati, H. D. (2023)
The Use of the Cocomelon YouTube Channel as a Medium for Introducing Children's English Vocabulary	Google Scholar	ICT	Eligibility	Anggraini, P. P., Apriliani, N. A., Supeni, I., & Handrianto, C. (2022).
YouTube Video as a Media to Improve English	Google Scholar	integrated Skill	Eligibility	Dewi, R. C., & Hidayati, I. (2024).

Vocabulary Mastery of Children Aged 4–6 Years at Bina Jaya Kindergarten				
Boosting Students' Vocabulary Mastery through YouTube: A Game-Changer in Learning	Google Scholar	Integrated Skills	Eligibility	Rini, Y. P., Kholid, M. F. N., & Lizana (2024)
Effective Practices in Enhancing Autonomous English Language Learning through YouTube	Google Scholar	Student-centered learning	Eligibility	Daeli, Ritueli, and Santosa Santosa. (2025)
Enhancing Vocabulary Proficiency and Self-Directed Learning through YouTube: A Study in an EFL Context	Google Scholar	Student-centered learning	Eligibility	Wu, C. P. (2024)
Exploring Students' Experiences with Teacher-Guided YouTube Learning for Vocabulary Mastery	Google Scholar	ICT	Eligibility	Hasanah, R., Nirwanto, R., & Mirza, A. A. (2025).
INVESTIGATING STUDENTS RESPONSE OF USING VIDEO BASED LEARNING METHOD THROUGH YOUTUBE ON ENGLISH VOCABULARY LEARNING	Google Scholar	Student-centered learning	Eligibility	Bhusaery, R., Chaerul, A., & Kamil, A. B. (2024).
An Investigation into the Enhancement of Vocabulary Knowledge Using the YouTube Stories of Undergraduate English Language Learners	Google Scholar	Integrated Skills	Eligibility	Masuram, J., & Lizy, V. (2023)
TEACHING VOCABULARY TO YOUNG LEARNER USING VIDEO ON YOUTUBE AT ENGLISH COURSE	Google Scholar	Student-centered learning	Eligibility	Hariyono, T. C. (2020)
The Use of YouTube and TikTok in Improving Students' Vocabulary Achievement	Google Scholar	Integrated Skills (Speaking, Listening)	Eligibility	Juliana, D., Tambunan, A. R. S., & Pane, I. I. I. (2024)
The Effect of Using YouTube on Students' Motivation in Learning English Vocabulary	Google Scholar	ICT	Eligibility	Hia, M. (2021)
THE STUDENTS PERCEPTIONS ON THE USE OF YOUTUBE IN LEARNING VOCABULARY.	Google scholar	ICT	Eligibility	Madani, N. S., Hidayat, M. T., & Hasim, W. (2023)
The Effectiveness of YouTube English Videos Towards Students' Vocabulary Competency	Scopus	Student-centered learning	Eligibility	Abd Aziz, A., & Ngadiron, S. (2019)
The Effectiveness of Using Youtube Videos as Learning Media in English Vocabulary Mastery	Google Scholar	Integrated Skills (Reading, Speaking)	Eligibility	Sundanis, R. O., Eisenring, M. A. A., & Anggreni, A. (2025)
The Impact of English Songs on Vocabulary Learning: A Comparative Analysis between School Curriculum and YouTube	Scopus	Student-centered learning	Eligibility	Alharthi, T., & Alharbi, B. (2024)

Students' responds of learning vocabularies by watching YouTube of the computer science students of Cokroaminoto Palopo University.	Google scholar	Student-centered learning	Eligibility	Tsamratulaeni. (2022)
English with Lucy YouTube Channel to Teach Students' Speaking Skill	Google scholar	Integrated Skills (, Speaking)	Screening (Excluded: The content is not focusing on vocabulary development)	Mutiarani, M., Hadi, M. S., & Dwinanda, F. A. (2022).
How technology influences English learning attainment among Chinese students	Scopus	ICT	Screening (Excluded: The content is lack focus of YouTube and Language Teaching)	Gu, L. (2025).
INFLUENCE OF EVOLVING TECHNOLOGY IN EMERGING ONLINE LIVES OF THE DIGITAL NATIVE UNIVERSITY STUDENTS	Google scholar	ICT	Screening (Excluded: The content is lack focus of YouTube and Language Teaching)	Ali, W. (2018).
INPUT AND OUTPUT TO IMPROVE ENGLISH SPEAKING SKILLS BASED ON YOUTUBE VIDEOS	Google scholar	Integrated Skills (Speaking)	Screening (Excluded: The content is not focusing on vocabulary development)	Fadilah, F., & Habibah, F. A. F. (2021)
Embracing the Disrupted Language Teaching and Learning Field: Analyzing YouTube Content Creation Related to ChatGPT	Google scholar	ICT	Screening (Excluded: The content is lack focus of YouTube and Language Teaching)	Li, B., Kou, X., & Bonk, C. J. (2023).

Table 2. A summary of the studies that were reviewed

Eligibility & Final Selection (Eligibility Stage)

Following the screening procedure, a full-text evaluation was conducted on the remaining papers to guarantee their quality, methodological rigor, and applicability to the study's goals. Predetermined inclusion criteria, such as research design, data collection techniques, and empirical contribution, served as the basis for the eligibility evaluation. Articles that did not fit these requirements for example, by adopting procedures that were not sufficiently sound or by lacking empirical data were not included in the final analysis.

The selection process was conducted by [specify whether it was conducted by one or many reviewers] to guarantee uniformity, and disagreements over the choice of articles were settled by consensus and debate. In order to improve transparency and reproducibility in

systematic reviews, this eligibility step adheres to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework

Data Extraction & Coding

Each selected article was reviewed using a data extraction form that included the following key aspects: The inclusion and exclusion criteria applied during the screening process are outlined in the following table:

Table 3. Inclusion and Exclusion Criteria for Study Selection

Criterion	Inclusion (Accepted)	Exclusion (Rejected)
Research Topic	Studies discussing YouTube as a tool for English language learning	Studies discussing YouTube without any educational or language learning context
Type of Publication	Articles from peer-reviewed academic journals and conference proceedings	Blogs, opinion pieces, editorials, or non-peer-reviewed articles
Year of Publication	2015–2025	Articles published before 2015
Research Methodology	Studies using quantitative, qualitative, or mixed-method approaches	Articles without empirical research (only opinions or short reviews)
Accessibility	Articles available in English and accessible in full text	Articles in other languages without available translations
Relevance to Study Objectives	Studies focusing on student motivation and skill development through YouTube	Studies focusing only on YouTube's technical aspects without addressing its impact on learning

The extracted data emphasize the methodological diversity among the selected studies. While A1 and A2 focus on YouTube's role in improving speaking skills, A3 primarily examines video-based learning for listening comprehension. The findings reveal a positive perception of YouTube as a learning tool, yet challenges such as students' confidence and teacher training persist. These extracted elements are further assessed in the quality appraisal section to ensure methodological rigor.

Quality Appraisal

To ensure the reliability of the selected studies, a quality appraisal process was conducted using the Mixed-Methods Appraisal Tool (MMAT). This evaluation aimed to assess the research design, data collection methods, quality of findings, and overall contribution of each study to the research field.

Data analysis procedures

A systematic review of six empirical studies from different geographical contexts reveals compelling evidence regarding YouTube's efficacy as a pedagogical tool for English language acquisition. The selected studies, identified through a rigorous Scopus database search and subsequent duplicate removal, collectively demonstrate YouTube's multifaceted benefits across three key domains including vocabulary development, learner motivation, and speaking proficiency enhancement. Additionally, Quantitative investigations, such as Abd Aziz and Ngadiron's (Malaysia) controlled experimental study, established statistically significant improvements in vocabulary retention when compared to traditional instructional methods ($p < .05$), attributing this advantage to the platform's multimodal reinforcement capabilities.

Furthermore, Complementary qualitative research by Ammari et al. (Jordan) and González Cabañas & Núñez Mercado (Mexico) highlighted YouTube's capacity to foster learner motivation and autonomous speaking practice, with faculty reporting measurable increases in student engagement and out-of-class language use. Particularly noteworthy is Asnawi Muslem et al.'s (Indonesia/UK) innovative integration of peer-supported YouTube materials, which yielded substantial effect sizes ($d = 0.78$) in both content mastery and intrinsic motivation within teacher education contexts. The comparative study by Jiang and Zhao (China) further elucidated YouTube's cognitive-affective advantages over alternative social media platforms, demonstrating superior vocabulary retention rates (72% vs. 58%) and enhanced learner enjoyment.

The data supported by Solano et al. (Ecuador) contributed practical insights regarding optimal video characteristics, establishing 3-5 minute durations and high-definition quality as particularly effective for vocabulary acquisition among novice learners ($\eta^2 = .36$). While these findings collectively underscore YouTube's transformative potential in language education, several studies appropriately caution against overreliance on the platform without structured pedagogical guidance, noting persistent challenges related to technological infrastructure and the need for complementary collaborative activities. Future research directions might productively explore YouTube's underexamined applications in writing skill development and investigate culturally adaptive implementations across diverse educational settings.

RESULTS

This study utilised Scopus and Google Scholar as the primary databases, given their reputation for providing comprehensive and multidisciplinary educational research. Both databases offer access to bibliographic works and full-text publications across a wide range of academic fields. The search was limited to journal articles published in English, covering the period from 3 March 2012 to 26 April 2025.

From the database search, a total of 27 relevant articles were identified and reviewed. These publications were selected based on their relevance to the use of YouTube in enhancing vocabulary acquisition and learner motivation. The results consistently indicate YouTube's significant role in promoting students' motivation and improving vocabulary learning outcomes. In line with existing literature, the reviewed studies demonstrate that YouTube is widely adopted within English language teaching, particularly for its engaging and contextualised visual content.

YouTube is frequently categorised under Information and Communication Technology (ICT) and is used as a tool to improve learning outcomes and increase students' motivation. The use of YouTube-based learning materials has been shown to significantly enhance vocabulary acquisition. Both teachers and students reported positive experiences, noting that YouTube provides engaging, dynamic, and accessible learning opportunities through diverse visual presentations. Moreover, YouTube has proven particularly effective in teaching collocations and lexical chunks—elements often underrepresented in traditional teaching materials (Ammari et al., 2024; Feng & Guo, 2024; Muslem et al., 2022). Several studies also explored the integration of YouTube with other English language skills such as listening, speaking, and reading comprehension. The findings suggest that YouTube complements traditional methods by offering varied visual and auditory content, thereby supporting more holistic and flexible language development. This integration aids vocabulary learning by providing authentic and contextualised language use (Cabañas & Mercado, 2024; Juliana et al., 2024).

Within the context of student-centred learning, YouTube fosters active and autonomous learning environments. Students are encouraged to explore materials independently, promoting learner autonomy and deeper engagement. The platform's interactive nature enables students to take greater responsibility for their language progress, particularly in acquiring lexical chunks and collocations through self-directed exploration (Abd Aziz & Ngadiron, 2019). Overall, the reviewed studies affirm that YouTube not only enhances vocabulary learning and motivation but also supports broader language development through interactive, authentic, and learner-centred approaches.

DISCUSSION

This review of 27 studies reveals a predominant focus on student participants across different educational levels, particularly in secondary and tertiary education. While this emphasis provides valuable insights into learners' engagement with YouTube as a pedagogical tool, it also exposes a notable research gap concerning teachers' perspectives and involvement. Only a limited number of studies included educators as participants, suggesting that their roles in designing, implementing, and evaluating YouTube-based instruction remain underexplored. This imbalance restricts our understanding of how teachers adapt digital tools to classroom realities. Juliana et al. (2024) further highlighted that many teachers still require targeted professional development to effectively integrate YouTube into their practice and assess student outcomes. These findings underscore the need for future research to examine the challenges and strategies experienced by educators, as their engagement is essential for

ensuring the pedagogical effectiveness and sustainability of digital media in formal education.

In addition to the limited exploration of educators' perspectives, the reviewed studies consistently affirm YouTube's positive influence on students' motivation and learner autonomy. The platform's accessibility and engaging visual content provide learners with opportunities to take greater control over their language development, enabling them to practice vocabulary acquisition in self-directed and authentic contexts. Several studies reported that students felt more motivated and confident when learning through YouTube, as it offered varied materials that aligned with their personal interests and learning styles. This autonomy not only fosters deeper engagement but also promotes sustainable learning habits, where students are encouraged to extend their language practice beyond the classroom. Such findings suggest that YouTube can play a crucial role in shaping more student-centred pedagogies, supporting both immediate learning outcomes and long-term language development.

CONCLUSION

This review of 27 studies confirms that YouTube is an effective tool for enhancing students' vocabulary acquisition and motivation in English language learning. Its engaging and contextualised content supports learner autonomy and promotes more student-centred practices. However, most existing research focuses on learners, with limited attention to teachers' perspectives and professional roles in YouTube-based instruction. This gap highlights the need to better understand how educators design, implement, and evaluate digital media in classroom contexts. Practically, the findings suggest that YouTube can enrich language teaching when applied through systematic and well-planned strategies. Future studies should therefore place greater emphasis on educators' experiences and professional development to ensure the sustainable integration of digital tools in formal education.

ACKNOWLEDGMENTS

This research received no external funding. However, the author gratefully acknowledges the support of the English Education Department, Universitas Negeri Semarang. Sincere appreciation is also extended to Mr. Agung Ginanjar Anjaniputra, S.Pd., M.Pd., for his valuable guidance and feedback throughout the development of this review.

REFERENCES

- Alharthi, T., & Alharbi, B. (2024). The Impact of English Songs on Vocabulary Learning : A Comparative Analysis between School Curriculum and YouTube. 22, 13687–13701.
- Aniuranti, A., Faiza, D., & Wulandari, Y. (2021). Enhancing Students ' Understanding Of English Grammar Through Literary Works And Exploring Students ' Voice On Their Use. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 11(3), 264–270.
- Abubakar, H., & Muhammed, H. B. (2023). A systematic literature review on teaching teachers pedagogy through YouTube video technology. *Journal of Digital Educational Technology*, 3(1), ep2301. <https://doi.org/10.30935/jdet/12839>
- Ali, W. (2018). Influence of evolving technology in emerging online lives of the digital native university students. *Asia Pacific Journal of Contemporary Education and Communication Technology*, 4(2), 141-155.

- <https://doi.org/10.25275/apjcectv4i2edu15>
- Aziz, A. A., & Ngadiron, S. (2019). The effectiveness of youtube english videos towards students vocabulary competency. *International Journal of Recent Technology and Engineering*, 8(2 Special Issue), 259–263.
- Cabañas, L. G., & Mercado, P. N. (2024). Using YouTube videos to improve students' speaking skills: EFL teachers' perceptions. *Mextesol Journal*, 48(4), 0–2. <https://doi.org/10.61871/mj.v48n4-9>
- Chien, C., Huang, Y., & Huang, P. (2020). YouTube videos on EFL college students' listening comprehension. *English Language Teaching*, 13(6), 96–104. <https://doi.org/10.5539/elt.v13n6p96>
- Fadilah, F., & Fauziah Habibah, F. A. (2021). Input and output to improve english speaking skills based on youtube video lessons. *Pujangga*, 7 (2), 217. <https://doi.org/10.47313/pujangga.v7i2.1468>
- Gu, L. (2025). How technology influences English learning attainment among Chinese students. *Acta Psychologica*, 253(3), Article 104740. <https://doi.org/10.1016/j.actpsy.2025.104740>
- Gutiérrez-Huancayo, V. R. (2025). Videos Posted on Social Network Effects on Speaking Performance in Peruvian EFL Students. *LEARN Journal: Language Education and Acquisition Research Network*, 18(1), 939–962. <https://doi.org/10.70730/XGRJ6128>
- Hia, M. (2021). Effect of using YouTube on students' motivation in learning English vocabulary. *Dialectical Literature and Educational Journal*, 6(2), 62–71. <https://doi.org/10.51714/dlejpancasakti.v6i2.61.pp.62-71>
- Jackman, W. M. (2019). YouTube usage in the university classroom: An argument for its pedagogical benefits. *International Journal of Emerging Technologies in Learning*, 14(9), 157–165. <https://doi.org/10.3991/ijet.v14i09.10475>
- Jiang, S., & Zhao, H. (2025). Learning english vocabulary via Instagram or YouTube: Surveying the impacts on motivation, growth mindfulness, willingness to communicate, and enjoyment from the lens of self-determination theory. *Learning and Motivation*, 89(October 2024), 102089. <https://doi.org/10.1016/j.lmot.2024.102089>
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72–83. <https://doi.org/10.5539/elt.v11n2p72>
- Khan, N., & Qureshi, M. I. (2020). A systematic literature review on online medical services in Malaysia. *International Journal of Online and Biomedical Engineering*, 16(6), 107–118. <https://doi.org/10.3991/ijoe.v16i06.13573>
- Li, B., Kou, X., & Bonk, C. J. (2023). Embracing the disrupted language teaching and learning field: Analyzing YouTube content creation related to ChatGPT. *Languages*, 8(3), 197. <https://doi.org/10.3390/languages8030197>
- Li, Y., Darmi, R. H., & Thai, Y. N. (2025). Systematic literature review on evaluation of English language textbooks: A decade of research. *World Journal of English Language*, 15(3), 65–78. <https://doi.org/10.5430/wjel.v15n3p65>
- Mariappan, V. A., & Osman, K. (2023). A systematic literature review of authentic assessment in K-12 ESL/EFL education. *Malaysian Journal of Social Sciences and Humanities*, 8(5), e002303. <https://doi.org/10.47405/mjssh.v8i5.2303>
- Masuram, J., & Lizy, V. (2023). An Investigation into the Enhancement of Vocabulary

- Knowledge Using the YouTube Stories of Undergraduate English Language Learners. *Journal of Higher Education Theory and Practice*, 23(10), 175–186. <https://doi.org/10.33423/jhetp.v23i10.6192>
- Maziriri, E. T., Gapa, P., & Chuchu, T. (2020). Student perceptions towards the use of YouTube as an educational tool for learning and tutorials. *International Journal of Instruction*, 13(2), 119–138. <https://doi.org/10.29333/iji.2020.1329a>
- Mejabi, O. V., Imam-Fulani, Y. O., Fahm, A. O., & Azeez, A. L. (2020). Multimedia tools in the teaching and learning processes: A systematic review. *Heliyon*, 6(11), e05312. <https://doi.org/10.1016/j.heliyon.2020.e05312>
- Muslem, A., Sahardin, R., Heriansyah, H., Fata, I. A., Djalaluddin, Y., & Hankinson, E. (2022). YouTube teaching materials with peer support to improve students' mastery of subject content learning. *Studies in English Language and Education*, 9(2), 651–666.
- Mutiarani, M., Hadi, M. S., & Dwinanda, F. A. (2022). English with Lucy YouTube Channel to Teach Students' Speaking Skill. *Teknosastik*, 20(1), 33-42.
- Panigrahi, R., Srivastava, P. R., & Sharma, D. (2018). Online learning: Adoption, continuance, and learning outcome—A review of literature. *International Journal of Information Management*, 43, 1–14. <https://doi.org/10.1016/j.ijinfomgt.2018.05.005>
- Prastha, M., Mahadika, W., & Nuraini, K. (2025). Bilingualism Strategy Using Video in Teaching English for Young Learners. 4(1), 40–47.
- Putri, R. Y., Sari, R. P., & Setiawati, Y. (2023). Animated video-based learning media for enhancing vocabulary development in early childhood education. 6(2), 115–126. <https://doi.org/10.26555/jecce.v6i2.6930>
- Rizvi, N. (2017). The effective use of YouTube® videos for teaching English language in classrooms as supplementary material at Aligarh Muslim University in Aligarh. *International Journal of English Language, Literature in Humanities*, 5(9), 982–988.
- Shoufan, A., & Mohamed, F. (2022). YouTube and education: A scoping review. *IEEE Access*, 10, 125576–125599. <https://doi.org/10.1109/ACCESS.2022.3225419>
- Solano, L., Cabrera-Solano, P., Ulehlova, E., & Espinoza-Celi, V. (2020). Using efl youtube videos as supplementary resource for teaching vocabulary: A case study in secondary education. *ACM International Conference Proceeding Series*, October, 40–45. <https://doi.org/10.1145/3411681.3411682>
- Tsamratulaeni. (2022). Students' responses of learning vocabularies by watching YouTube of the computer science students of Cokroaminoto Palopo University. *DEIKTIS: Jurnal Pendidikan Bahasa dan Sastra*, 2(2), 179–186. <https://doi.org/10.53769/deiktis.v2i2.260>
- Wu, C. P. (2024). Enhancing vocabulary proficiency and self-directed learning through YouTube: A study in an EFL context. *English Language Teaching*, 17(7), 109–117. <https://doi.org/10.5539/elt.v17n7p109>

APPENDICES

Title	Sources	Category	Methodology	Included
Faculty Members' Perspective on Employing YouTube in Teaching English for ESL Undergraduate Students	Google Scholar	Integrated to other skills (speaking skills)	MX	...faculty members believe that the most effective methods for using YouTube are to supplement information related to a specific topic.. ...YouTube for enhancing English language skills' and 'EFL faculty members' views on utilizing YouTube for the improvement of speaking skills... The variables "Teachers' perspectives towards using YouTube in developing English language skills" and "EFL teachers' perceptions of using YouTube in developing speaking skills" The examination of gender-based differences in the study identified three statistically significant distinctions in the sample's views on faculty members' attitudes regarding using YouTube to enhance English language and speaking skills.
YouTube Teaching Materials with Peer Support to Improve Students' Mastery of Subject Content Learning	Google Scholar	Integrated to other skills (speaking and listening)	MX	...YouTube teaching materials without peer support in the learning process were not better than those of the experimental group with peer support... Using YouTube teaching materials as the authentic media can also help students improve their language skills; listening, speaking, reading, and writing because they listen directly to a native speaker in the media. From the videos, they can improve the contents of the subject matter and their English, especially listening and speaking skills. ...YouTube videos delivered by native speakers as the teaching materials can improve their subject matter mastery and language skills more effectively.
Using YouTube Videos to Improve Students' Speaking Skills: EFL Teachers' Perceptions	Scopus	Integrated Skills (Speaking)	QL	...through YouTube videos it is possible to learn collocations and other types of lexical chunks that are

				not always taught in the classroom because they are not included in textbooks
				...advantage frequently mentioned by teachers was that YouTube videos are appealing to students and then lessons become more dynamic.
				Although not all of the teachers who participated in this study used <i>YouTube videos to improve not only speaking but other skills since they are aware of its benefits.</i>
				As can be seen, teachers do have positive attitudes towards the use of <i>YouTube videos to improve not only speaking but other skills since they are aware of its benefits.</i>
Learning English Vocabulary via Instagram or YouTube: Surveying the Impacts from the Lens of Self-Determination Theory	Scopus	ICT	MX	As one participant reflected, "I started noticing patterns in my mistakes while watching YouTube tutorials, <u>which made me more aware of how I approach grammar exercises.</u> "
				...the algorithm-driven personalization of content, particularly on YouTube, emerged as <u>a key factor in promoting a mindful approach to language acquisition.</u>
				...particularly Instagram and YouTube, in fostering enjoyment among <u>L2 learners.</u>
				"Watching <u>YouTube videos about topics I love, like travel and cooking,</u> feels like entertainment rather than studying. It's a stress-free way to learn new words and phrases in real-life contexts."
Using EFL YouTube Videos as Supplementary Resource for Teaching Vocabulary: A Case Study in Secondary Education	Scopus	Student-centered learning	MX	...that EFL YouTube videos were very attractive (72%) and they felt engaged to participate in classroom activities aimed at learning vocabulary

Videos Posted on Social Network Effects on Speaking Performance in Peruvian EFL Students	Scopus	ICT	MX	..While using YouTube videos in EFL classes, it was evident by the majority of the students that they find them helpful since they can improve their vocabulary.
				Because nowadays, young people worldwide spend hours on Facebook, Instagram, YouTube, and others,...
				Likewise, Instagram and YouTube were among the favorites of a minority.
Investigating High School English Student Engagement in Language Learning through YouTube Music Videos	Google Scholar	ICT	QL	Yong stated, “Singing along with YouTube videos is my favorite activity. I learn a lot of new words, and I copy them to memorize after school.”
				Accordingly, Yong’s enthusiasm and passion for YouTube music videos enabled him to diligently participate in singing routines and maintain his commitment to acquiring new vocabulary from the songs
				“Something just like this,” “Rain bow,” “Happier,” “Give me a reason.” Yong described, “I enjoy the YouTube videos very much, and they’re all popular music. It is more fun to learn English this way.”
The Students’ Perceptions on the Use of YouTube in Learning Vocabulary	Google Scholar	ICT	QL	YouTube is suitable for use as a medium for learning vocabulary.
				It means that using YouTube as a learning medium, especially for learning vocabulary, can create conditions and an interesting, fun, and interactive atmosphere.
				According to them, YouTube provides diverse knowledge and interesting visualizations, making it easier for them to learn vocabulary than other learning techniques. Moreover, learning to use YouTube is

				an easy and fun way of learning.
				Interview data show that students perceive YouTube as a suitable learning medium to increase motivation to learn vocabulary. Positive feedback from participants about YouTube being engaging, fun, easy to understand, and presenting a variety of learning material supports the claim that YouTube can improve students' motivation to learn vocabulary.
				...for learning vocabulary because YouTube has a variety of video content with exciting visualizations, and the material presented is easier to understand.
				YouTube has many advertisements that appear while watching a video; this causes students to lose focus on their studies, and internet access is sometimes unstable.
				most students had positive perceptions of utilizing YouTube as a medium for learning vocabulary, this shows that
				YouTube is suitable for use as a digital media in the teaching and learning process in class.

Students' Perception of the Use of YouTube Channel 'Learn English with TV Series' to Improve Vocabulary Knowledge	Google Scholar	Student-centered learning	QL	YouTube channel in supporting students' English learning, particularly in vocabulary acquisition YouTube as an innovative medium for language learning, particularly for enhancing vocabulary and fostering a positive learning experience. The advantages of YouTube are that can be accessed anytime and anywhere make students can access it in the classroom and outside the classroom.
High School Students' Perception and Strategies in Corporations YouTube	Google Scholar	Student-centered learning	QL	The data shows that YouTube videos can boost students' confidence in pronunciation...

Video for Learning Vocabulary					This shows that YouTube videos can create a more dynamic and stimulating learning environment, enhancing student engagement. This shows that YouTube videos can create a more dynamic and stimulating learning environment, enhancing student engagement. They believe that YouTube videos enhance their interest, engagement, and motivation in vocabulary learning, contributing positively to their language learning experiences.
TED-Ed Animated Videos' Impact on Vocabulary Gain of Indonesian EFL Middle Schoolers	Google Scholar	Integrated Skills (listening, viewing)	QN		The data shows that YouTube videos can boost students' confidence in pronunciation This shows that YouTube videos can create a more dynamic and stimulating learning environment, enhancing student engagement. They believe that YouTube videos enhance their interest, engagement, and motivation in vocabulary learning, contributing positively to their language learning experiences. ...in the target language, the animated videos of Technology, Entertainment, Design, and Education (TED-Ed) had a significant impact on EFL students' vocabulary acquisition The utility of TED-Ed animations in enhancing language skills or components, such as speaking (pronunciation), writing (grammar), and reading (spelling), has to be further investigated as well.
The Use of the Cocomelon YouTube Channel as a Medium for Introducing Children's English Vocabulary	Google Scholar	ICT	QL		The audiovisual media used is by the role of the functions and benefits of audiovisual media, namely acting as a means of making the learning process easier to understand objects, events, or materials needed in learning, serving to direct children's attention to concentrate. Cocomelon YouTube channel offers a wide range of options for children and will help them

				Thanks to YouTube, children can master everything faster, keep it in their brain memory, and use it in everyday life. Cocomelon's YouTube channel is one of the teaching media that can be used to assist in the development of children's vocabulary
YouTube Video as a Media to Improve English Vocabulary Mastery of Children Aged 4–6 Years at Bina Jaya Kindergarten	Google Scholar	integrated Skill	QL	YouTube video media have significantly improved children, namely that in this learning children can learn to listen, pronounce, say the meaning and write English vocabulary as shown by YouTube videos... YouTube utilize are talked about: cognitive, bodily, social, collaborative, imaginative, commercial, and comfort... ...effectiveness of using YouTube in teaching English vocabulary can be an additional reference for parents at home in teaching English. YouTube media that parents apply at home to children on children's language skills.
Boosting Students' Vocabulary Mastery through YouTube: A Game-Changer in Learning	Google Scholar	Integrated Skills	QN	These results highlight YouTube as an effective tool for facilitating vocabulary learning, providing an engaging and interactive platform that improves student outcomes compared to traditional methods. The implications of this research suggest that educators should consider incorporating YouTube into their teaching strategies to foster more effective vocabulary learning. Additionally, studies could investigate the application of YouTube for other language skills, such as listening, speaking, or writing, to provide a more comprehensive understanding of its potential in language education.
Effective Practices in Enhancing Autonomous English Language Learning through YouTube	Google Scholar	Student-centered learning	QL	YouTube offers a wealth of opportunities for exposure to the English language, it is not a

				comprehensive solution for language learning
				Additionally, the self-directed nature of learning on YouTube requires learners to have strong self-regulation skills. YouTube should be viewed as a complementary resource rather than a standalone tool for language acquisition.
Enhancing Vocabulary Proficiency and Self-Directed Learning through YouTube: A Study in an EFL Context	Google Scholar	Student-centered learning	MX	... that YouTube-assisted learning is an acceptable extracurricular self-directed learning method for students ... YouTube channels, students think the BBC channel can improve their motivation to learn vocabulary and be exposed to more current issues. ... YouTube channels to assist in learning vocabulary can improve self-directed learning and effectively assist students in learning vocabulary. ... it can be further confirmed that learning from Ray Du English and BBC Learning English channels on YouTube is of great help to students.
Exploring Students' Experiences with Teacher-Guided YouTube Learning for Vocabulary Mastery	Google Scholar	ICT	QL Benefit for both students and teachers	Students found YouTube engaging and beneficial for vocabulary mastery due to its combination of visuals, audio, and contextual examples. YouTube videos provide engaging examples, and the teacher's guidance addresses areas of confusion, enhancing their vocabulary learning. YouTube allows them to select videos that match their interests, making vocabulary exploration more personal and enjoyable YouTube to find real-life examples of vocabulary and practical phrases, applying them in daily conversations
INVESTIGATING STUDENTS RESPONSE OF USING VIDEO BASED LEARNING METHOD THROUGH YOUTUBE ON ENGLISH VOCABULARY LEARNING	Google Scholar	Student-centered learning	QL	YouTube as media of the learning process can help students become more motivated, active, and brave when speaking English with friends.. YouTube to help with vocabulary learning has a major effect on vocabulary acquisition, and students can benefit from watching vocabulary-learning videos on

				YouTube to increase their vocabulary proficiency. YouTube videos stimulated the students' minds, teaching vocabulary using English videos also made it easier for the students to remember vocabulary.
An Investigation into the Enhancement of Vocabulary Knowledge Using the YouTube Stories of Undergraduate English Language Learners	Google Scholar	Integrated Skills	QN	YouTube short stories positively impacted students' vocabulary acquisition. In addition, critical thinking and confidence were increased as a result of using these YouTube short stories.
TEACHING VOCABULARY TO YOUNG LEARNER USING VIDEO ON YOUTUBE AT ENGLISH COURSE	Google Scholar	Student-centered learning	QL Beneficial for both students and teachers	YouTube that was previously prepared by the teacher and ensures that the video is related to the material being studied. The result of the observation shows that most young learners at an English course were engaged during the implementation of the video on YouTube in teaching vocabulary. B YouTube in the classroom could develop vocabulary, make learning fun and interesting, and also motivate learners.
The Use of YouTube and TikTok in Improving Students' Vocabulary Achievement	Google Scholar	Integrated Skills (Speaking, Listening)	QN	The YouTube application significantly affects the students' vocabulary achievement. The findings revealed that YouTube is widely perceived as an engaging and accessible platform that enhances English learning through a variety of content formats, such as instructional videos, real-life language use, and interactive lessons. The visual and auditory learning opportunities provided by YouTube have shown to complement traditional classroom methods, allowing students to improve their listening, speaking, and comprehension skills in a more flexible and self-directed manner. YouTube as a valuable resource for improving their English proficiency, particularly in listening and speaking skills..

... incorporating YouTube into formal English education, with proper guidance from teachers, could maximize its effectiveness as a learning tool.

Future studies could explore the long-term impact of YouTube-assisted learning on overall language acquisition and how it compares to other digital learning tools.

The Effect of Using YouTube on Students' Motivation in Learning English Vocabulary	Google Scholar	ICT	QN	The use of YouTube media in teaching vocabulary to students is very interactive because students become passionate about learning in class by using YouTube (Hariyono, 2020). the existence of YouTube as an interesting and unique learning medium is very providing solutions for students in learning problems, especially to motivate them in learning English vocabulary. YouTube learning media is made more creative and interesting, so students will not feel saturated in the learning process. It is concluded that the effect of using YouTube can increase students' learning motivation in English vocabulary. YouTube is very helpful for students in terms of learning, such as listening to music to train their listening, watching podcasts with English, and also students can learn by increasing English vocabulary mastery through YouTube videos.
THE STUDENTS PERCEPTIONS ON THE USE OF YOUTUBE IN LEARNING VOCABULARY.	Google scholar	ICT	QL	the researcher found that eight out of ten students stated that YouTube is suitable for media in learning vocabulary ... YouTube is easier to understand and has many exciting visualizations.. ... YouTube is a tool that makes it easier for students to learn and teach languages, boosts self-confidence, delivers authentic content, and enhances student engagement. ... YouTube provides diverse

				knowledge and interesting visualizations... ..YouTube is an educational tool based on the Internet..
The Effectiveness of YouTube English Videos Towards Students' Vocabulary Competency	Scopus	Student-centered learning	QN	YouTube videos had a positive and significant effect on students' vocabulary mastery ...that YouTube can be a valuable pedagogical tool in vocabulary instruction, particularly when focused on high-frequency and thematically organized word groups. YouTube can serve as a bridge between students' media habits and formal language instruction. YouTube to create interactive and contextualised learning.
The Effectiveness of Using Youtube Videos as Learning Media in English Vocabulary Mastery	Google Scholar	Integrated Skills (Reading, Speaking)	QN	...using YouTube videos as a medium to improve students' vocabulary mastery, specifically in descriptive texts. The YouTube videos used in this study provided exposure to vocabulary items in context, allowing students to connect spoken forms with visual representations and appropriate usage. YouTube proved to be effective as it combined visual and audio input that aided the understanding of the meaning, usage, and context of words.
The Impact of English Songs on Vocabulary Learning: A Comparative Analysis between School Curriculum and YouTube	Scopus	Student-centered learning	QN	YouTube songs can enhance children's language development by broadening their vocabulary and helping them understand and appreciate the richness of the English language YouTube songs offer diverse vocabulary exposure, enhancing language learning by introducing children to a wider array of words and contexts. ..YouTube content to ensure that it aligns with educational goals and is suitable for the age group. ..YouTube songs may require additional contextual learning to ensure comprehension and retention, highlighting the need for a balanced approach in integrating these songs into language learning.

	Google scholar	Student-centered learning	QN	
Students' responds of learning vocabularies by watching YouTube of the computer science students of Cokroaminoto Palopo University.				Youtube has easy access for students to watch videos at any time and can increase students' vocabulary either through cellphones or laptops. So that youtube becomes an alternative for students in learning to recognize new vocabulary. The students motivate to learn vocabulary if they have various or fun media to support the process in learning English in the class and sometimes watching English movie or song in youtube in order that makes students easier and have the spirit of learning English especially vocabulary.

