

The Effectiveness of Easy English YouTube Channel to the EFL Students' Vocabulary Mastery

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ABSTRACT

This study investigated the effectiveness of the *Easy English* YouTube channel in improving EFL students' vocabulary mastery at an Islamic junior high school in Indonesia. A quasi-experimental design was employed involving two classes selected from eight available classes. The experimental group received instruction using the *Easy English* YouTube channel, while the control group was taught using conventional methods. The participants consisted of 50 students. Vocabulary tests were administered as pre-tests and post-tests to measure students' vocabulary mastery. The results showed that the experimental group's mean score increased from 55.20 to 85.00, while the control group's mean score increased from 52.40 to 75.20. An independent samples t-test revealed a significant difference between the two groups ($p = 0.001 < 0.05$). These findings indicate that the use of the *Easy English* YouTube channel had a significant effect on students' vocabulary mastery.

Keywords : Effectiveness, Easy English, EFL Students, Vocabulary, YouTube Channel

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INTRODUCTION

In recent years, research in religious studies in Indonesia has increasingly been published in English as part of a broader effort by State Islamic Religious Universities (PTKIN) to enhance international visibility and participate more fully in global academic discourse (Azra, 2006; Effendy, 2018). This shift reflects a worldwide trend in which English has become the dominant medium for scholarly communication in the humanities, including the study of religion and contemporary socio-religious issues (Berglund, 2020; Turner, 2018). As Indonesian scholars contribute more actively to English-language journals, the integration of Indonesian-Arabic religious terminology within English texts presents unique linguistic and terminological challenges that have not been systematically explored (Irvani, 2019).

In this era, technology has rapidly developed and influenced various aspects of life, including the economy, communication, politics, socio-cultural, and education (Uzun, 2014). Technological tools continue to play a crucial role in enabling teachers to deliver materials effectively and engage students, whether in real time or at different times (Damayanti et al., 2023). The integration of technology in learning environment has been shown to enhance the quality of teaching and learning because it provides easier access to update materials, flexible delivery modes, and interactive media that support students' divers needs (Octaberlina & Muslimin, 2020).

As an international language, English is widely taught at different educational levels in Indonesia. However, many Indonesian EFL learners continue to struggle with vocabulary mastery, which is fundamental component of language proficiency. Limited vocabulary hinders students' abilities in reading, writing, speaking, and listening (Irvani, 2019). To address this issue, various online platforms including *YouTube* have become widely used tools for vocabulary development. Online learning media can provide both linguistic and non-linguistic input, support multimodal learning, and be applied in both online and offline classrooms (Octaberlina & Muslimin, 2020). Watching English videos has become a popular strategy for learning English as a foreign language because videos offer visual and auditory support, making vocabulary comprehension easier and engaging (Moon, 2012).

YouTube in particular offers extensive learning resources and access to divers' content from around the world. It provides exposure not only to global news and real-life phenomena but also to rich language learning materials created by educators (Zebene, 2024). The field of language studies and educational technology continues to explore how learners can utilize digital tools including *YouTube* to enhance language proficiency (Wahyuni & Afrianti, 2021). *YouTube* is designed to provide material in the form of videos that English language learners can access as a second language. *YouTube* can be an alternative for foreign language learners who have previously had little or no opportunity to engage directly with the target language because second language content the service is not available in their location or there is no access to it. large-scale industry producing content in that language. Meanwhile, English continues to evolve (Willoughby & Sell, 2024).

Many factors influence students' success in acquiring a foreign language, such as internal and external motivation, supportive learning environments, and positive attitudes toward English. (Holbah, 2015). Motivated learners tend to actively seek effective learning strategies that suit their needs. vocabulary mastery is fundamental role in language development. Without adequate vocabulary mastery, students find difficult to comprehend texts, express ideas, and participate in communication effectively (Irvani, 2019). Therefore, it is crucial to implement innovative learning methods that can help EFL learners to improve their English skills. Among available digital media, *YouTube* offers one of the most practical and accessible platforms for this purpose.

One of *YouTube* channel that can be utilized is *Easy English YouTube* channel which provides visual and interactive English-learning content (Orús et al., 2016). This channel focuses on presenting vocabulary in clear, structured, and contextualized real-life situations, allowing learners to understand not only the meaning of words but also how they are naturally used in communications. With frequent exposure to such content, learners become increasingly familiar with vocabulary and improve their ability to use the target language (Alderson, 2005).

From the initial observation conducted by the researcher, the researcher found that many students at MTs. Miftahul Ishlah, West Nusa Tenggara, Indonesia, especially the eighth-grade students still lack basic English vocabulary. Many students struggled to interpret meanings or pronounce English vocabulary correctly. Classroom observation also showed that traditional teaching methods were still dominant and the use of technology as a support medium for English learning remained minimal. These findings indicate that there is a need to incorporate digital media, especially platforms that offer structure EFL content into the learning process.

Based on this background, the researcher conducted a study to find out the effectiveness of the *Easy English YouTube* channel to improve EFL students' vocabulary. This research aims to provide theoretical contributions to English language education and serve as a reference for students and teachers un utilizing technology to support learning.

Nonetheless, this study highlights a gap; limited research has specifically examined the effectiveness of *YouTube* channel intentionally created for EFL learners, such as *Easy English YouTube* channel which provides structured vocabulary lesson tailored to language acquisition. Mayer's Cognitive Theory of Multimedia Learning suggests that learners absorb information more effectively when presented through a combination of text, visuals, and audio. This theoretical foundation strengthens the relevance of evaluating *Easy English Channel* as a vocabulary learning media. Therefore, this study focuses on find out the effectiveness of *Easy English channel* in improving students' vocabulary mastery (Mayer, 2022).

METHODS

Due to the objectives of the study, a quasi-experimental design was employed to address the research questions. This study used quantitative data in the form of numerical scores, which were analyzed using statistical procedures. A quasi-experimental design is characterized by the absence of random assignment while still involving the comparison of an experimental group and a control group. Although this design includes a control group, it does not fully control for external variables that may influence the results (Watson, 2015).

This research was conducted at MTs. Miftahul Ishlah Tembelok, West Nusa Tenggara, during the academic year 2024/2025. The population consisted of eight classes. Two classes were selected as research samples: Class A and Class B. Each class consisted of 25 students, resulting in a total of 50 participants. Class A served as the experimental group, while Class B served as the control group.

The research design involved a pre-test, treatment, and post-test. This design was applied due to the researcher's inability to randomly assign students to new groups, as the existing class composition could not be altered. Therefore, intact classes were used for both the experimental and control groups.

Table 1. Quasi-Experimental Research Design

Class	Pre-test	Treatment	Post-test
A	Pr E	T	Ps E
B	Pr C	C	Ps C

The symbols are:

A : experimental class

B : controlling class

Pr E : pre-test in experiment class

Pr C : pre-test in controlling class

T : treatment using *Easy English*

C : conventional method

Ps E : post- test in experiment class

Ps C : post-test in controlling class

The instruments used in this study included vocabulary tests and documentation. The vocabulary tests consisted of a pre-test and a post-test administered to both groups to measure students' vocabulary mastery. Before the treatment was conducted, a pre-test was given to determine the students' initial vocabulary ability. After the treatment, a post-test was administered to measure the improvement in vocabulary mastery.

Data were analyzed using SPSS (Statistical Package for the Social Sciences) version 30. An independent samples t-test was employed to compare the post-test scores of the experimental and

control groups. Prior to conducting the t-test, a normality test was performed to ensure that the data met the assumptions required for parametric statistical analysis.

FINDINGS AND DISCUSSIONS

This chapter presents the research results and analysis, including data descriptions, the experimental and control classes' pre-test and post-test scores, the results of the normality and homogeneity tests, statistical hypothesis testing, and N-gain scores. Two classes served as the subjects of the study. A class was the experimental class, whereas B class served as the control. The researcher administered a pre-test to gauge the students' vocabulary skills before treating the experimental and control classes. Two different kinds of texts with twenty questions were distributed to the experimental class and the control group. The experimental class was then given a treatment by the researcher, who used the *Easy English YouTube* channel to teach the pupils. At the same time, the control group was taught using a traditional method. The researcher gave the experimental class and the control class post-tests after the treatment was administered.

From the pre-test results, it was determined that the average pre-test scores of both the experiment and controlling class were relatively similar, with the experimental class score of 55.20 and the controlling class score of 52.40. After treatment, significant differences were observed in the post-test score. The experiment class, which utilizes *Easy English YouTube* channel as a learning tool, achieved a notable improvement with an average post-test score of 85.00 in the experiment class. In contrast, the control class, which was taught using the conventional method, also improved but only reached an average post-test score of 75.20; for details, see the tables below.

The Result of Pre-test and Post-test

Table 2. Descriptive Statistics of Pre-test Post-test of Experiment and Controlling Class

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	25	20	45	65	55.20	5.299
Post-test Experiment	25	20	75	95	85.00	6.922
Pre-test Controlling	25	25	40	65	52.40	7.089
Post-test Controlling	25	20	65	85	75.20	5.859
Valid N (listwise)	25					

The table shows that the minimum score in the experiment class for the pre-test is 45, and the highest score is 65. In the post-test, the lowest score is 75, and the greatest score is 95. Meanwhile, in the controlling class, the minimum score for the pre-test is 40, and the high score is 65. In the post-test, the lowest score is 65, and the highest score is 85. The results indicate a significant improvement in the experimental class, supporting the hypothesis that *YouTube*-based learning enhances vocabulary mastery more effectively than conventional methods.

Normality Test

Table 3. Result of Normality Test One-Sample Kolmogorov-Smirnov Test

Statistic	Value
N	25
Mean	0.000
Standard Deviation	6.922
Test Statistic (K-S)	0.165
Asymp. Sig. (2-tailed)	0.078

The normality test results show a significance value of 0.078, which means that the normality test's significance value is > 0.05 . Hence, it can be concluded that the residual value is normally distributed.

Homogeneity Test

The researcher used Levine statistics to calculate the homogeneity test.

Table 4. Result of Homogeneity Test

		Levene Statistic	df₁	df₂	Sig.
Result	Based on Mean	.825	1	48	.368
	Based on Median	.906	1	48	.346
	Based on Median and with adjusted df	.906	1	47.469	.346
	Based on trimmed mean	.816	1	48	.371

The homogeneity test's result has a significance value of 0.368, which is > 0.05 . Therefore, it can be concluded that the variation data is homogeneous.

Result of Hypothesis Test

The researcher conducted a hypothesis test using an independent t-test based on the data collection. The researcher used the independent sample test type to perform a T-test based on the data collected. To determine the average value of the experimental and control groups, the researcher computed the post-test results for each group and distributed them in a table. The researcher then compared the result.

Table 5. Result of Hypothesis Test (Independent Sample Test)

		t-test for Equality of Means			
		Significance		Mean Difference	Std. Error Difference
		One-Sided p	Two-Sided p		
Post-test Result Experiment and Control Class	Equal variances assumed	.001	.001	9.800	1.814
	Equal variances not assumed	.001	.001	9.800	1.814

The research findings demonstrate that using the *Easy English YouTube* channel effectively improves EFL students' vocabulary mastery at MTs Miftahul Ishlah Tembelok, Mataram, West Nusa Tenggara, Indonesia. The improvement was evident in the post-test scores, where the experimental class showed a significantly higher average score than the control class. As shown in Table 1, the experimental class improved from a pre-test mean score of 55.20 to a post-test score of 85.00, while the control class improved from 52.40 to 75.20. The independent t-test results further confirm the statistical significance of this improvement. The p-value was reported as $p = 0.001$, indicating that the difference in vocabulary mastery between the experimental and control classes was highly significant. This suggests that the *Easy English YouTube* channel intervention strongly impacted students' vocabulary development.

Discussion

This research aimed to determine the effectiveness of the *Easy English YouTube* channel in improving EFL students' vocabulary mastery. The study was conducted in both experimental and control classes over six meetings. The first meeting was dedicated to administering the pre-test to both classes to measure their initial vocabulary mastery. From the second to the fifth meetings, the

experiment class received treatment using the *Easy English YouTube* channel. In contrast, the control class continued with conventional vocabulary learning methods, such as textbook-based exercises and teacher explanations. In the final meeting, both groups took a post-test to measure the improvement in vocabulary mastery after the intervention.

The research findings demonstrate that the use of the *Easy English YouTube* channel effectively improves EFL students' vocabulary mastery at MTs Miftahul Ishlah Tembelok, Mataram, West Nusa Tenggara, Indonesia. The improvement was evident in the post-test scores, where the experimental class showed a significantly higher average score compared to the control class. As shown in Table 4.1, the experimental class improved from a pre-test mean score of 55.20 to a post-test score of 85.00, while the control class improved from 52.40 to 75.20.

The results of the independent t-test further confirm the statistical significance of this improvement. The p-value was reported as $p = 0.001$, indicating that the difference in vocabulary mastery between the experimental and control classes was highly significant. This suggests that the intervention using the *Easy English YouTube* channel had a strong positive impact on students' vocabulary development (Yilmaz, 2021).

These findings align with (Mayer, 2022) Multimedia Learning Theory, which emphasizes that students learn more effectively when visual and auditory information are integrated. According to Mayer, the dual-channel processing of information through both visual and auditory means enhances cognitive engagement and improves memory retention. In this study, students in the experimental class benefited from engaging multimedia content, including animated visuals, clear audio pronunciation, and contextual vocabulary usage.

The *Easy English YouTube* channel provided Contextualized Vocabulary Exposure. Vocabulary was presented within real-life situations, making it easier for students to understand word usage in different contexts. Pronunciation Modeling, Students were exposed to authentic pronunciation, which improved their listening and speaking skills alongside vocabulary acquisition. These elements contributed to the students' improved retention and comprehension of new words, as they were not just memorizing vocabulary but actively engaging with language in context (Arndt & Woore, 2018).

The results of this study are consistent with several previous studies that have explored the effectiveness of *YouTube* as an educational tool. (Maulana, 2023) found that *YouTube* significantly improved vocabulary mastery among junior high school students in Bekasi, Indonesia. Similar to the present study, Maulana highlighted the role of visual aids in enhancing language retention. (Masuram & Lizy, 2023) conducted research in India and found that using *YouTube* stories helped undergraduate students improve their vocabulary through engaging narratives, which aligns with the contextual learning approach observed in this study.

(Syamsinar et al., 2023) focused on the Joesin Translation Channel, concluding that *YouTube* videos are effective in vocabulary acquisition due to their repetitive and interactive nature. (Situmorang et al., 2024) examined students' perceptions of learning English through TV series on *YouTube*, finding that students were more motivated and engaged when using video content, similar to the enthusiasm observed among participants in this study. (Sugara et al., 2023) highlighted the effectiveness of the Fireman Sam Channel in teaching vocabulary through storytelling, reinforcing the idea that meaningful content improves language learning outcomes. These studies collectively support the notion that multimedia content, particularly *YouTube*, fosters greater motivation, engagement, and vocabulary development compared to traditional methods.

Several factors may explain why the *Easy English YouTube* channel was particularly effective in this study: Real-Life Context, unlike traditional methods that often rely on rote memorization, the *Easy*

English Channel presents vocabulary within authentic contexts, such as conversations in daily life scenarios such as at the market, in a park, or during social interactions. This makes vocabulary learning more meaningful and memorable. Engaging Content, the use of colorful visuals, dynamic animations, and engaging storytelling helps capture students' attention, which is crucial for maintaining motivation in language learning. Autonomous Learning Opportunities, Students could access the videos outside of class, enabling them to review the material at their own pace, which promotes independent learning and reinforces classroom instruction (Zebene, 2024).

The findings of this research have several important implications for EFL teachers and curriculum developers; Integration into Lesson Plans, Teachers can incorporate the *Easy English YouTube* channel into their lesson plans to complement traditional teaching methods. Videos can serve as warm-up activities, vocabulary drills, or even listening comprehension exercises. Blended Learning Approach, combining face-to-face instruction with online multimedia content can create a blended learning environment that caters to diverse learning styles. Encouraging Independent Study, Teachers can encourage students to explore the *Easy English Channel* independently, fostering a habit of self-directed learning that extends beyond the classroom (Sihotang & Afriazi, 2017).

Despite the promising results, this study has several limitations that should be acknowledged, Short Duration, the intervention was conducted over a relatively short period (six meetings). While significant improvements were observed, the long-term effects of using the *Easy English YouTube* channel on vocabulary retention were not measured. Limited Sample Size, the study involved only two classes from one school, which may limit the generalizability of the findings. Future research should involve a larger sample size across different schools or regions.

Given the limitations of this study, future research could explore Longitudinal Studies to examine the long-term retention of vocabulary learned through *YouTube*. Comparative Studies, compare different *YouTube* channels or multimedia platforms to determine which features are most effective for language learning. Student Perceptions, conduct qualitative research to understand students' attitudes, motivations, and learning experiences when using *YouTube* as an educational tool.

CONCLUSION

This study aimed to examine the effectiveness of *Easy English YouTube* channel in improving EFL students' vocabulary mastery. Based on the statistical analysis, the hypothesis test result showed a significant value of $p = 0.001$, indicating that the *Easy English YouTube* channel substantially impacted students' vocabulary development. This statistical evidence further supports this conclusion, as the mean pre-test score of the experiment class increased from 55.20 to 85.00 in the post-test. In contrast, the controlling class experienced a lower increase, from 52.40 to 75.20; this difference highlights the greater effectiveness of *Easy English YouTube* channel compared to conventional methods. Overall, these findings suggest that integrating *Easy English YouTube* channel as a supplementary learning tool is a practical and effective approach to enhancing EFL students' vocabulary mastery. Future research may explore its long-term impact and applicability in different learning contexts.

In conclusion, integrating the *Easy English YouTube* channel as a supplementary learning tool is proven to be a practical, engaging, and effective strategy to enhance EFL students' vocabulary mastery. This study's findings can serve as a reference for educators, and future researchers who are interested in incorporating digital media into language learning environments. Future research may explore its long-term impact, its effectiveness in different educational contexts, and its influence on other language skills such as speaking, listening, reading, and writing.

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