

Enhancing Vocabulary Acquisition through Asynchronous Learning: The Use of YouTube Channels in Indonesian Secondary Classrooms

Edi Sunjayanto^{1*}, Desi Sukmawati², Ekaterina Kostina Alekseevna³

¹English and Theory of Translation, Faculty of International Language,
Novosibirsk State Pedagogical University, Russia

¹English Language Education Program,
Universitas Muhammadiyah Purworejo, Indonesia

²Universitas Muhammadiyah Purworejo, Faculty of Teacher Training and
Education Science, Universitas Muhammadiyah Purworejo, Indonesia

³Faculty of International Language, Novosibirsk State Pedagogical University,
Russia

Corresponding author: esujayanto@gmail.com

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ABSTRACT

This study investigates the impact of asynchronous learning through YouTube on vocabulary acquisition among eleventh-grade students at SMK PN 2 Purworejo, Indonesia. Using a descriptive qualitative case study design, researchers collected data through pre- and post-tests, semi-structured interviews, and analysis of student engagement with the Vocab App-Learn English Words YouTube channel. Results indicate that integrating asynchronous multimedia content significantly improved students' vocabulary mastery, motivation, and engagement. Initial vocabulary test scores averaged 64, increasing to 76.75 after treatment. The study also found that visual and audio elements enhanced comprehension, memory retention, and speaking confidence. Students reported increased interest in using video-based resources and preferred interactive strategies such as quizzes and group projects. The findings suggest that asynchronous YouTube-based instruction provides a flexible and engaging platform for vocabulary development and recommend its integration into English language learning curricula in similar educational contexts.

Keywords: Asynchronous Learning, Media for ELT, Memorizing, Student's Writing Skills, Vocabulary Building, Youtube Channel.

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INTRODUCTION

Language is a system for communication using sounds and symbols. Fundamentally, humans can communicate complicated thoughts and phenomena with simple signals, gestures, and sounds (S. Sushma Jenifer & S. Prabahar, 2023). The author investigates the function of verbal and nonverbal communication methods in the process of intercultural interaction and discusses topics linked to symbolism. (Zagorodnova, 2024). Language facilitates both verbal and non-verbal communication, essential for social interaction and human development. Language is employed as a tool for deliberating on assessments for all parties who have contributed. Language is filled with materiality, influencing social behaviors and activities.

Language is to convey someone's expression and thought, to exchange the ideas, and to invite someone to do something (Shivani & Tamilselvi, 2024). Then, language is also used to communicate by sharing experiences in cooperative networks. English can be learned via seeing other people's experiences and extracting data or information from a seen thing. The importance of learning English contextually is very important to develop language skills that are in harmony with students' daily experiences and needs. By integrating context into English learning (Aulia Rahmi et al., 2023).

Language is divided into two, namely written and spoken, for example written is spoken language that uses characters as a means and aims to convey the purpose of the sentences being conveyed (Darmawati, 2022). While spoken language is a means of language that is directly pronounced from language speakers to listeners, understanding the meaning of spoken language is determined by intonation and usually using sounds with certain rules. There are four types of official international language; the percentage of English use in the world reaches billions. Therefore, aside from being the world's oldest language, English has a rapidly expanding vocabulary. The paper examines the rapid growth of the English language, emphasizing its adaptability to societal changes. It examines the dynamics of borrowed vocabulary and reveals trends in etymological development across time, demonstrating English's ongoing lexical growth (Amangeldiyevna et al., 2023). Such as England, the United States, Canada, Austria, and New Zealand. French is the official language of China and Taiwan, one of the four official languages of Singapore, and one of the six official languages of the United Nations. Arabic has experienced a very long historical journey, along with the development of the spread of Islam from time to time, century to century. Now Arabic is the official language in various countries, including Jordan, Syria, Tunisia, Saudi Arabia, Sudan, Egypt, Morocco, Algeria and Iraq.

Asynchronous learning becomes familiar with online platforms, like YouTube, short, and cutting-video apps. The YouTube platform for learning English now is more relevant and suitable for the young (E. Masykuri, 2023; Situmorang et al., 2024). YouTube can be a useful online media platform for individuals, schools, and instructors seeking intriguing and entertaining

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online English learning. YouTube has entertaining stuff and diverse factual information. The study found that YouTube increases students' enthusiasm to learn English by delivering interesting content and different factual information. This website is an effective tool for educators and instructors to enhance the learning experience with fascinating and entertaining videos (Putri et al., 2024). Therefore, engaging content and diverse resources facilitate a more interactive and enjoyable learning experience. Research shows that YouTube not only improves language skills but also fosters motivation and autonomy among learners. The following sections outline the main aspects of using YouTube for English language learning (E. S. Maskuri et al., 2022; Sunjayanto Masykuri et al., 2024).

The use of YouTube in education helps students learn flexibly and increases interest in students. Vocabulary is the skill of learning a second language or linguistics (José Miguel Orellana Parapi; Lilis Imas Maesaroh; Basuki Basuki; Edi Sunjayanto Masykuri, 2020; E. S. Masykuri et al., 2024; Prihatini et al., 2023). Learning vocabulary is essential for students looking to improve their communication abilities since it serves as the foundation for expressing ideas, comprehending difficult texts, and engaging in meaningful conversations. In this age of globalization, understanding English is essential for international communication (Getskina & Masykuri, 2024; Umami, 2024).

Therefore, it is commonly believed that one of the unpopular English courses is the vocabulary course, because the content is boring, the classroom atmosphere is dull, and the students' enthusiasm is low (Yu, 2018). The students have difficulty in learning vocabulary because of the presentation of less interesting material and low learning motivation due to a boring learning atmosphere. Therefore, to overcome this problem. There are several ways that can increase students' vocabulary. Technology is an essential component of human growth in Indonesia, with far-reaching implications in many areas of life (E. Maskuri et al., 2019; E. S. Masykuri & Wan, 2020). According to the research, information technology has a tremendous impact on Indonesian society, particularly the legal system, by improving efficiency, transparency, and accessibility (Andeas Rezeki Lombu et al., 2024).

This research novelty proved that teaching using technology is able to solve the communication and strategy in distance areas. In this case communication among the researchers is important. The researchers are separated; they were in Indonesia and Russia. This is collaborative research between Novosibirsk State Pedagogical University, Russia, and Universitas Muhammadiyah Purworejo, Indonesia. The instruction and evaluation in teaching English were using applications in digital. Therefore, technology also utilizes multimedia, such as video and audio, which not only can improve understanding and memory of communication but also for the instrument of this study.

This study chose Vocab App-Learn English Words channel on YouTube as the main instrument, which is ideal for offering content that explains new words in a clear context, making it easier for students to

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understand materials. The visual and audio elements in vocabulary instruction significantly increase the breadth and depth of lexical knowledge (Rohollahzadeh Ebadi, 2023). The study demonstrates that multimedia, including video and audio, promotes vocabulary retention and comprehension in ESL lessons. (Regina & Rajasekaran, 2023). For example, educational channels on YouTube offer content that explains new words in a clear context, making it easier for students to understand. Technological advances have a tremendous impact on Indonesian social life, particularly through social media, which modifies interactions and allows for long-distance contact. However, these improvements offer new difficulties that must be addressed to secure equal advantages for all Indonesian (Fransisca & Ningsih, 2023). Asynchronous learning refers to education, instruction, and learning that do not take place at the same time or in the same location. Asynchronous video transforms education by opening up new opportunities for interactive online learning (E. Masykuri et al., 2024; Saluky & Nurul Bahiyah, 2023; Vidhiyasi et al., 2021).

There is the presence of the teacher physically. Because of this, teachers' presence and the way they talk to students have a big effect on how much they participate in asynchronous online meetings. Engaged students are more likely to do well when teachers communicate clearly and are present. looked into the factors that affect how involved students are in asynchronous online classes, focusing on the teacher's presence, contact methods, and student demographics (Mati Polytechnic College et al., 2024).

The importance of vocabulary learning for 11th-grade students to improve communication skills. Learning new vocabulary can help develop effective communication. Therefore, classroom learning usually only focuses on the context in the book and is limited so that it makes students bored. This study provides education to 11th-grade students on using online media with the YouTube platform asynchronously. This study suggests using educational videos for vocabulary learning on YouTube, with the channel Vocab App-Learn English Words containing education about vocabulary that is easy for students to understand. The study found that playing the Word Search game as a pre-activity significantly enhances vocabulary mastery, implying that interactive activities such as word games might successfully improve learning outcomes in vocabulary acquisition for children (Ananda et al., 2024).

Various strategies and approaches have been identified to improve vocabulary acquisition among learners, emphasizing the need for innovative teaching methods and learner engagement (Arslan, 2024). Effective vocabulary learning strategies not only improve overall language acquisition but also help learners realize the importance of vocabulary in their studies (Paredes et al., 2024). The use of visual resources and dynamic learning approaches, such as films and games, improves student engagement and learning results. The combination of films and interactive approaches

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promotes active engagement, allowing students to engage with the topic on a deeper level (Garvasiuk et al., 2023).

Furthermore, strategies such as keywords, graphical associations, and mind mapping have been demonstrated to improve vocabulary recall and retention by assisting pupils in associating, visualizing, and understanding. The data analysis revealed that mind-mapping can assist students in enhancing their abilities to memorize the English language, and students had good opinions toward the technique (The People's Police Academy, Co Nhue, Tu Liem, Hanoi, Vietnam et al., 2023).

There are big problems for the young learner who is learning new vocabularies. It is including how to produce the word in speaking, writing skills, and how to memorize it easily. At this point, we need to find out the core problem. That is vocabulary building. It is important for young learners to study words. And this study describes the way to learn, write, and memorize the word by using Vocab App-Learn English Words YouTube channel. Students will focus on vocabulary development: how to pronounce, how to write, and how to know visually, and the video shows it repeatedly. Therefore, after watching the videos, hold an interactive activity such as a word game, quiz, or group project related to the new vocabulary learned. Therefore, In this study, we will analyze the effective and relevant utilization of YouTube in augmenting vocabulary within limited speaking capabilities. Notwithstanding the favorable results, additional research over an extended period is recommended to investigate students' YouTube usage in academic contexts. Also, describing the integration of YouTube into English language learning creates a more engaging environment and contributes to improved fluency and learner confidence in asynchronous settings.

METHOD

The study's qualitative research method is descriptive case studies, which allow for in-depth analysis of field phenomena (Haki et al., 2024). Researchers go directly to the field to get direct information from the research subjects by asking questions, and the data is presented in descriptive form. This study focuses on the results of the analysis of the use of YouTube as asynchronous learning to improve students' vocabulary. This topic is related to the students of the next grade of SMK PN Purworejo, Indonesia. The data source of this study is the analysis of the use of YouTube to improve understanding. The researchers used interviews and comprehension test assessments to obtain data. The interview method was used to provide an impact on students during improving understanding through YouTube. The results of the assessment from the test showed an increase in students' vocabulary.

This study used a qualitative descriptive approach by (Creswell & Creswell, 2017) which observe the interview and the score of the test for primary data collection methods to reveal the use of YouTube analytics to improve the understanding of grade 11 students of SMK PN 2 Purworejo.

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The descriptive-qualitative technique is used to investigate data, focusing on ideas and concepts related to the author's perception. A qualitative study is an inductive research approach in which theories are developed from the textual material employed in the investigation. In qualitative research, researchers analyze data based on its structure and patterns to better understand its genesis. In descriptive design, researchers provide or provide a summary of the study using original data without undertaking any analysis to draw conclusions about the investigation. In other words, a descriptive design asks researchers to describe the actual condition or situation using accurate facts or data. The descriptive-qualitative approach is a procedure for gathering original supporting data for research, followed by data analysis based on structure and patterns utilizing relevant theories.

This study consisted of 11th-grade students using initial and final interviews. The sample of this study was 20 students of SMK PN 2 Purworejo, Indonesia. There are 11 girls and 9 boys. The researcher used an interview to find out whether there was a significant difference in students' vocabulary mastery that they learned in class with and without using the YouTube platform. The results of the three stages of research include initial interviews, final interviews, and tests. In this compilation, the researcher collected directly from the source or the first place where the research object was carried out. In this study, the main subjects were grade 11 students of SMK PN 2 Purworejo. The data source that directly provides data to data collectors.

Data collection was conducted using interviews to see the results of the question-and-answer approach and interview. It is the interview with general questions to students about YouTube watching habits to increase vocabulary. Interviews are one of the most promising methods for gathering qualitative data because they can provide in-depth insights into human experiences, viewpoints, and interpretations through the establishment of communication between the researcher and the interviewee. Interviews play an important role in the qualitative research paradigm because they are one of the most prevalent data sources used (Hamblin, 2024).

In this study, the data collection method used was interviews. Research interviews—individual or group—remain one of the most popular data collection methods in the social sciences (Smyth et al., 2024). There are two kinds of interviews: initial interviews and final interviews. In the initial interviews, the researcher conducted an initial interview before the treatment. It is face-to-face in individual questions, including knowledge of YouTube, how often students apply YouTube in everyday life, and the benefits of YouTube features in learning English. Thus, students were asked to make statements according to the questions asked by the researcher. Students have different opinions about YouTube, in general stating that YouTube is important for learning English, especially improving students' vocabulary. Furthermore, the initial interview was conducted to find out how much students know about YouTube in the world of education. Therefore, the

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researcher gave students the opportunity to apply YouTube in learning and not be driven by books. In the final interview after the tests, the researchers conducted the final interview stage, namely analyzing the use of YouTube in asynchronous learning to improve students' vocabulary. Therefore, the researcher found out that there was an influence of the use of YouTube on certain channels that the researcher had previously shared with students to study at home. The researcher stated that there was an increase in new vocabulary after giving one of the channels to students. Students stated that it was more effective and interesting after studying YouTube videos. YouTube has a positive impact on students learning English, especially vocabulary.

The next is the vocabulary test; there are two kinds of tests. After the initial interview and after treatment. The researchers use Vocab App-Learn English Words channel on students to measure their memory. After the initial interview, it was found that there were several students who got the low standard (<60), and after treatment they got the high standard (>60).

Data were obtained from test results to assess the level of validity of experts and students. In this study, researchers used the test results to analyze students' vocabulary improvement with the Vocab App-Learn English Words in YouTube channel. The validity of the criteria focuses on comparing the instrument that has been developed with other instruments that are considered comparable to what the instrument that has been developed will be rated. The results of the instrument test and its criteria were then linked to the correlation test. The following is presented a correlation formula to find the correlation coefficient of the instrument test results with the test criteria.

Table 1:
Validity Category

$$r_{xy} = \frac{n(\sum x_i y_i) - (\sum x_i)(\sum y_i)}{\sqrt{(n(\sum x_i^2) - (\sum x_i)^2)(n(\sum y_i^2) - (\sum y_i)^2)}}$$

r_{xy} = Correlation Coefficient of Product Moment
 n = total respondent
 x_i = score per item of the first test
 y_i = score per item of the next test

Statement	Range	Qualitative Analysis
1	40% - 54%	Invalid
2	55% - 69%	Less Valid
3	70% - 84%	Valid
4	85% - 100%	Very Valid

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A valid measuring equipment is essential for precisely reflecting the variables under study and ensuring that the conclusions reached are reliable. An instrument is a tool used to collect data from a variable or to measure a measuring item (Ramadhan et al., 2024). In addition, interviews were used to evaluate students' responses to the developed statements. The test results showed that students' statements in answering the researcher's questions were significant.

FINDINGS AND DISCUSSION

This study uses data instruments: initial interview, final interview, and test. The initial interview explains open questions about YouTube and vocabulary skills of eleventh-grade students at SMK PN 2 Purworejo. Thus, continuing the final interview along with the vocabulary test. The final interview with general questions in detail to find out the analysis of using Vocab App-Learn English Words in the YouTube channel for students to improve vocabulary in learning. Furthermore, linking the analysis of using this channel with the test method on students.

Qualitative research often utilizes interviews as a primary data collection instrument, alongside document analysis, observations, and audio-visual materials, to gain in-depth insights into participants' lived experiences and the complex social and cultural processes they navigate (Sithole, 2025). The qualitative research is based on research using interview techniques, to determine significant results in the use of Vocab App-Learn English Words in YouTube channel to improve vocabulary. The results of the interview and test as follows can be (see table 2):

Table 2:
Pre-test before using Vocab App-Learn English Words in YouTube channel
Tests 1 Score

Participants	Score	Category
Students 1	50	Fair
Students 2	65	Good
Students 3	45	Poor
Students 4	85	Excellent
Students 5	80	Excellent
Students 6	45	Poor
Students 7	85	Excellent
Students 8	50	fair
Students 9	65	Good
Students 10	60	Good
Students 11	60	Good
Students 12	85	Excellent
Students 13	60	Good

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Students 14	50	Fair
Students 15	75	Good
Students 16	70	Good
Students 17	60	Good
Students 18	70	Good
Students 19	70	Good
Students 20	50	Fair
Average	64	

There is a table that indicates that the kids had a poor score. The reason for this is that the question is unattainable for them. Questions were asked verbally by the researchers. Parts of the body, modes of transportation, and animals are the topics of discussion. There are a few of them that are able to do so, but the majority of them have not learned the questions. They found that they were unable to recall how they could spell it when they were asked to write it down. They were able to learn, memorize, and write the words down on a sheet of paper when the researchers gave them a second opportunity and used YouTube as a source of information for their assignment. This took place over the course of three days. Following the utilization of the Vocab App-Learn English Words in the YouTube channel, the following table presents the results of the second test:

Table 3:
Post-test after using Vocab App-Learn English Words in YouTube channel

Test 2 Score		
Participants	Score	Category
Students 1	65	Fair
Students 2	70	Good
Students 3	70	Good
Students 4	85	Excellent
Students 5	80	Excellent
Students 6	65	Fair
Students 7	85	Excellent
Students 8	90	Excellent
Students 9	80	Excellent
Students 10	70	Good
Students 11	75	Good
Students 12	90	Excellent
Students 13	80	Excellent
Students 14	70	Good
Students 15	75	Good
Students 16	80	Excellent
Students 17	80	Excellent
Students 18	80	Excellent
Students 19	85	Excellent

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Students 20	60	Fair
Average	76.75	

Based on table 2, the student can improve the score significantly when they are able to access the material, have a space to learn beforehand, and memorize the words repeatedly. Furthermore, to improve students' vocabulary, the teacher must give them access, space, and time for them to study. The analysis of this method is beneficial for students to improve their vocabulary gradually. To assess the use of YouTube, students were tested orally. Twenty students have met the minimum qualification requirements.

Table 4:
Effectivity test

Pretest	Treatment	Posttest
O1	X	O2

O1 = pretes
 X = Treatment
 O2 = posttest

Table 5:
Media Expert Validation Results

Validator	didactic aspect	Constructive aspect	Technical aspect	Average	category
1	0.88	1	0.79	0.89	Valid
2	0.88	0.88	0.9	0.9	valid
3	0.83	0.97	0.92	0.89	valid
average	0.86	0.95	0.87	0.89	

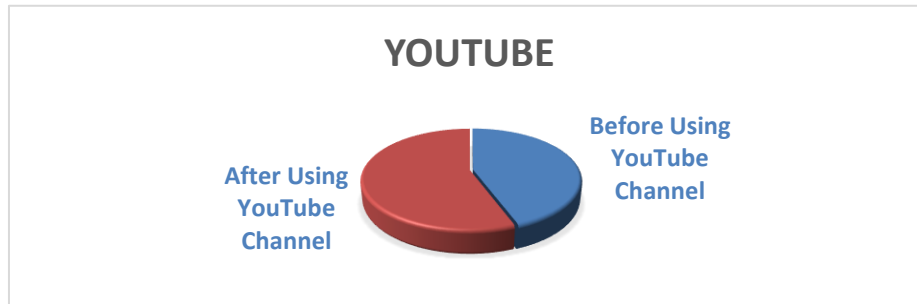
The results of the analysis of the validity test of media experts were obtained from validator 1 of $0.89 > 0.66$, validator 2 of $0.90 > 0.66$, and validator 3 of $0.89 > 0.66$, so it can be concluded that the Vocab App-Learn English Words channel is included in the "valid" category and can be used. The validation of this material was carried out by three validators of learning materials. The purpose of the validation of this material is to find out the accuracy and suitability of the learning materials contained in this android-based learning media, whether it is in accordance with the learning needs. Validation carried out by material experts is reviewed from the aspects of material quality and learning quality. In the implementation of its validity, the material experts review the material in this android-based learning media, and then the validator gives a value to the material in the android-based learning media. The results in table 5 showed that the validity test for instructional

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media experts obtained an average of 0.89 aspects, and for learning material experts, an average of 0.81 aspects were rated "Valid".

Figure 1:
Interview Analysis of The Student Before using YouTube and After using YouTube



In figure 1, there is the interview result about using Vocab App-Learn English Words channel in asynchronous learning. In figure 1. There is the percentage of students who can improve vocabulary. YouTube is an alternative for students to expand their knowledge by providing audio-visual and animation so that students can train their memory well. There is information on who those were without learning English using YouTube and with using YouTube. (see Figure 1):

According to the results of the interview analysis of student tests in improving vocabulary by using Vocab App-Learn English Words channel on YouTube (Figure 1). It can be said that more than fifty percent of students in grade eleven have significant understanding related to vocabulary. Therefore, the researchers aim to improve students' knowledge and skills, especially in vocabulary, by using the channel of Vocab App-Learn English Word during the study.

The interview also asks about several aspects related to vocabulary, such as the student's speaking skills, the student's memory, and the student's curiosity. They are:

Statement 1

Using YouTube Channel makes it much easier for me to give lessons, especially in speaking comprehension. I can not only see the information but also know how to write through videos. It helps me to understand the lessons more quickly. (16 students)

Statement 2

This medium makes the learning process more engaging. Students not only listen but also observe facial expressions, body movements, and visual context, which improve their understanding. This makes the

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class more interactive, as students become more actively engaged with the subject being taught. (9 students)

Statement 3

I am eager to use more video from this channel, we can play repeatedly and depend on my smartphone and practice speaking anytime. but I want to play and watch them with my friend using projection in my class (5 students)

Statement 4

I often face the challenge that each student has a different amount of word producing ability. The difference in speaking skills among students becomes very obvious when using audio-visual media. My friends quickly grasp the meaning of the talk, but others struggle, especially when forget how to pronounce the words. But we will correct it. (9 students)

The perceived efficacy of utilizing a YouTube channel for enhancing speaking skills

The utilization of YouTube channels in teaching speaking skills markedly aids educators in presenting content and improving students' speaking abilities while rendering the learning experience more engaging. The interviews and replies to open-ended questions indicated that all participants held favorable views on the utilization of a YouTube channel for training speaking abilities. This sentiment is exemplified in the subsequent excerpt:

Memorizing empowers students to master the vocabulary

The positive statements highlight that the variation in students' vocabulary building presents a significant challenge when using audio-visual media, like video on YouTube. Students often show diverse levels of comprehension, which directly affects their ability to engage with and benefit from the material. For instance, students with better-mastered vocabularies may quickly grasp the meaning of conversations or questions, even when faced with unfamiliar sounds or difficult spelling. In comparison, those with lower mastery of vocabulary often struggle to follow along, finding it difficult to catch specific words or even produce their own sentences. These challenges can leave less proficient students feeling discouraged or disengaged, eventually hindering their learning experience. This disparity shows the need for differentiated teaching and extra support to ensure all students, regardless of their vocabulary, can benefit equally from the use of audio-visual media in developing their speaking skills.

Students' curiosity is consistent with their interest in the content.

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Based on the interview, stating that the teaching material is more attractive when using the audio-visual tools. Student motivation is a vital aspect in the learning process, and it is considerably boosted by the use of audio-visual media. This medium attracts students' attention with its interactive presentations, inspiring active engagement, diligence, and excitement in their studies. Elevated motivation allows students not only to focus better but also increases active involvement in learning activities. Beyond scaffolding students, audio-visual media also assists teachers by providing a dynamic and effective means of conveying instructional material. Its capacity to make lessons more entertaining helps bridge the gap between abstract notions and students' understanding. Consequently, the careful selection and strategic use of audiovisual media are vital to maximizing its potential and achieving the intended learning results in educational contexts.

Integrating YouTube into English language instruction fosters

The improvement of students' scores proved their ability to use YouTube to improve their vocabulary. During the interview, it was revealed that they were inspired to use it because they could add new vocabulary in their own sentences. Some responses showed the difficulties experienced when using YouTube to learn vocabulary, as well as issues about age-inappropriate content. Many of them stated that they still use traditional methods in learning English. They stated that they were not proficient in vocabulary; students felt bored only driven by traditional learning in class. Therefore, teachers must apply the asynchronous learning method to improve students' vocabulary.

The researchers analyzed the use of YouTube in learning English vocabulary, which includes five components: (1) problem orientation, (2) student organization and learning, (3) problem investigation, (4) presentation of results, and (5) analysis and evaluation of the problem-solving process. The researchers analyzed eleventh-grade students to improve their vocabulary gradually, in line with the competencies outlined in the English learning objectives. Students gain skills in improving personal vocabulary based on their own experiences, thus starting conversations in improving their vocabulary from the most familiar and relevant themes. Thus, students can contextualize vocabulary in their personal experiences and lives. At the end of the interview, there is with an oral test to assess the achievement of learning objectives and to evaluate their vocabulary improvement.

The researchers analyzed the use of YouTube as asynchronous learning to improve vocabulary, which consists of three components: (1) initial interview, (2) final interview, and (3) test. Allowing grade 11 students to improve their vocabulary skills progressively, in line with the abilities outlined in the learning objectives. Students acquire vocabulary from social

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media for personal academics based on their own experiences, thus facilitating the improvement of their vocabulary skills through the engagement of familiar and relevant YouTube videos. By doing so, students can apply their vocabulary from their experiences and lives. At the end of the experiment, students completed an initial interview to assess the learning objectives and to analyze the improvement of their vocabulary skills. The results showed that 14 out of 20 students had met the minimum criteria, representing 50%, while the other 6 students had not met the criteria, covering 40% (Figure 1).

The YouTube channel Vocab App-Learn English Words serves as an innovative platform for enhancing vocabulary acquisition among English language learners. Research indicates that video-based learning, such as that provided by YouTube, can enhance vocabulary proficiency (Bhusaery et al., 2024a). Furthermore, to improve students' understanding and proficiency in improving vocabulary, the researchers chose the theme of body parts. Therefore, grade 11 students have the capacity to think and are familiar with showing body parts using English. As a result, the analysis of this method is beneficial for students to improve their vocabulary gradually. In the test stage, students showed their memory ability. Twenty students have met the minimum qualification requirements. It indicates that almost all students showed significant test results in their ability to improve their vocabulary. Six students have not met the minimum criteria. This is because they have never known before. Some of them have just heard them. They do not have any experience.

This study shows that the use of Vocab App-Learn English Words channel on YouTube in asynchronous learning in improving vocabulary allows students to improve their learning outcomes, especially in adding new vocabulary. They can know the things; they can study the vocabulary by seeing them visually. Furthermore, the researcher experienced limitations when conducting the second interview together with the test. Students were wasting time during the interview so that the questions answered were not serious because the teaching hours had finished. However, the implementation was quite conducive compared to the initial interview on the first day. The researcher needed two days to complete the results of the initial interview instrument data, the final interview, and the test. After that, the researcher analyzed the students' problems in improving vocabulary using YouTube channel.

The endeavor is interesting, allowing for study and discovery of convincing facts to enhance vocabulary utilizing Vocab App-Learn English Words channel on YouTube as asynchronous learning. As a result, by taking oral tests, people can react to questions more efficiently, and their vocabulary grows deeper than before. The test results revealed an increase in the number of pupils who met the minimal qualifying requirements, which numbered 20.

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It demonstrates that kids can continue to expand their vocabulary using the same technique. This study demonstrates that using YouTube to improve vocabulary encourages students to expand their knowledge, particularly by introducing new, more cohesive language.

CONCLUSION

This study shows that the use of the Vocab App – Learn English Words YouTube channel in asynchronous learning effectively improves students' English vocabulary, helping them become more confident, motivated, and energetic in speaking. Watching vocabulary-learning videos enhances students' word knowledge, critical thinking, memory, and language precision, particularly through repetition—a key method for retaining information. The channel supports both speaking and writing development, demonstrating how digital media can enrich language learning. It also emphasizes the importance of integrating visual content into classrooms to help students connect lessons to real-life contexts, improve pronunciation, grammar, fluency, and foster self-directed learning and discipline. For educators, it offers a practical way to deliver content visually and overcome instructional challenges, while also receiving valuable feedback. Looking ahead, the study suggests exploring the use of artificial intelligence in English Language Teaching (ELT), where educators could create their own AI-generated characters for videos without relying on actors or actresses. This technological advancement has the potential to inspire a new generation of creative educators and significantly enhance educational outcomes.

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