

**THE IMPACT OF YOUTUBE AS SOCIAL MEDIA ON
STUDENTS VOCABULLARY LEARNING
QUALITY IN THE DIGITAL ERA**

A Thesis

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Study Program: English Education

**TARBIYAH AND TEACHER TRAINING
FACULTY RADEN INTAN STATE ISLAMIC
UNIVERSITY OF LAMPUNG
1448 H / 2026 M**

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A Thesis

Sumbmitted as a Partical Fulfillment of the Requirements
for S1-Degree

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ABSTRACT

This study aims to determine the impact of YouTube use on the quality of student vocabulary learning in the digital era at SMPN 1 Sekampung Udik. This study employed a qualitative case study method involving Grade VIII A students as the research participants. Data were collected through classroom observations, semi-structured interviews, and documentation to obtain an in-depth understanding of students' learning experiences when using YouTube as a learning medium. The collected data were analyzed using the interactive model of data condensation, data presentation, and conclusion drawing and verification to ensure the validity and reliability of the findings.

The results of the study reveal that YouTube has a significant positive impact on students' vocabulary learning. It helps students improve their vocabulary mastery by providing contextual examples, visual illustrations, and authentic pronunciation from native speakers. In addition, YouTube increases students' learning motivation, encourages active participation during classroom activities, enhances pronunciation skills, and creates a more enjoyable and interactive learning environment. Students also reported that learning through videos made it easier to understand the meaning and usage of new vocabulary in real-life situations. However, several negative impacts were also identified. Some students experienced decreased concentration due to videos that were too long, advertisements that interrupted the learning process, and the tendency to become distracted by unrelated video recommendations.

Based on these findings, it can be concluded that YouTube is an effective learning medium for vocabulary instruction when it is integrated appropriately into classroom activities and used under teacher supervision. Teachers play an essential role in selecting suitable educational videos, managing learning activities, and guiding students to remain focused on learning objectives. Therefore, proper guidance and well-planned implementation are necessary to maximize the educational benefits of YouTube while minimizing its potential negative effects on students' vocabulary learning quality in the digital era.

Keywords: Digital Era, Learning Quality, Vocabulary Learning, YouTube.

DECLARATION

This thesis is prepared by the undersigned:

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Study Program : English Education

I hereby affirm that this thesis, entitled **“The Impact Of Youtube As Sosial Media On Students Vocabullary Learning Quality In The Digital Era”** is the result of my own work and research. All sources and references used in completing this thesis, including books, journals, and other materials, have been appropriately cited in the body notes and listed in the bibliography.

Bandar Lampung, 6 june 2026

Declared by



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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

Actually, with difficulties there is ease."

(QS. Al-Insyirah: 6)



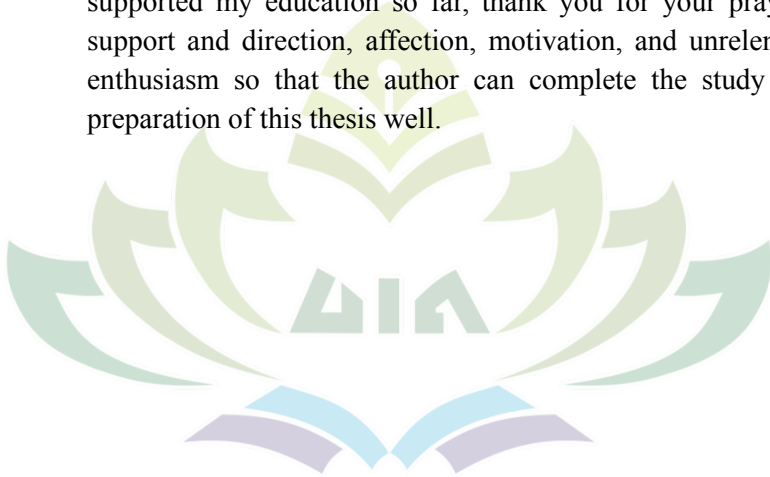
DEDICATION

With a heart full of gratitude and love, I dedicate this thesis to:

1. The first love and life role model of the writer is my beloved father Agus Wahono, Thank you for the hard work, affection, struggle, and prayers that have been offered and all the sacrifices that have been given for the future of the writer. Thank you for always being a strong, patient, homecoming person who is always filled with love, and full of responsibility in guiding and supporting every step of the writer. The advice, sincerity, and enthusiasm that you give are the biggest source of motivation for the writer to continue to fight and complete this education.
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5. Finally, the author would like to express his gratitude and apologies to himself, Friska Andini, who has struggled, endured, and not given up in facing various challenges during the lecture period until the preparation of this thesis. Thank you for trying your best, staying strong in the midst of various difficulties, and continuing to move forward until you reach this stage. Hopefully all the efforts and struggles that have been gone through will be the first step towards a better future.
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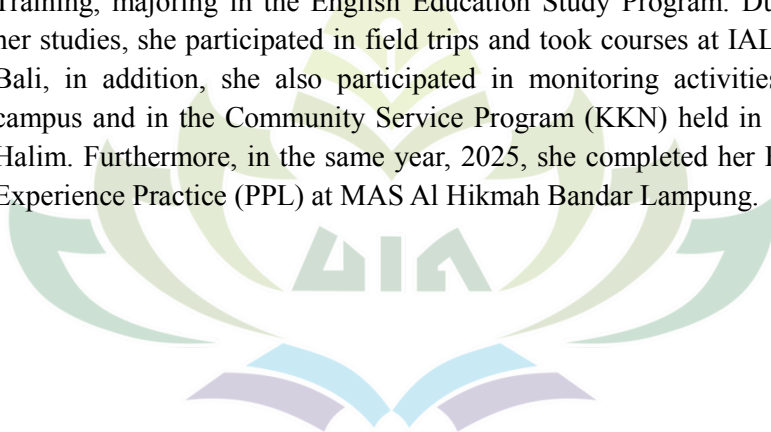


CURRICULUM VITAE

The researcher's name is Friska Andini. She was born on February 13, 2004, in Sidorejo, East Lampung. She is the first child of two siblings, born to Mr. Agus Wahono and Mrs. Fitri Anggraini. She has one younger sibling, namely Velina Devani.

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This thesis, entitled "An Analysis of Students' Difficulties in Understanding Spoken English in Listening Class," is presented as partial fulfillment of the requirements for obtaining a Bachelor's Degree in the English Education Study Program at the Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.

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Finally, the researcher realizes that no work is perfect, and there are still some shortcomings in this thesis. Therefore, the author really expects constructive criticism and suggestions from various parties for the improvement and improvement of this work in the future. The author hopes that this thesis can provide benefits, add insight, and become a useful reference for readers, especially in the field of English education and learning. Hopefully this research can make a positive contribution to the development of science and become one of the sources of information for future research.

Bandar Lampung, 6 june 2026

The researcher



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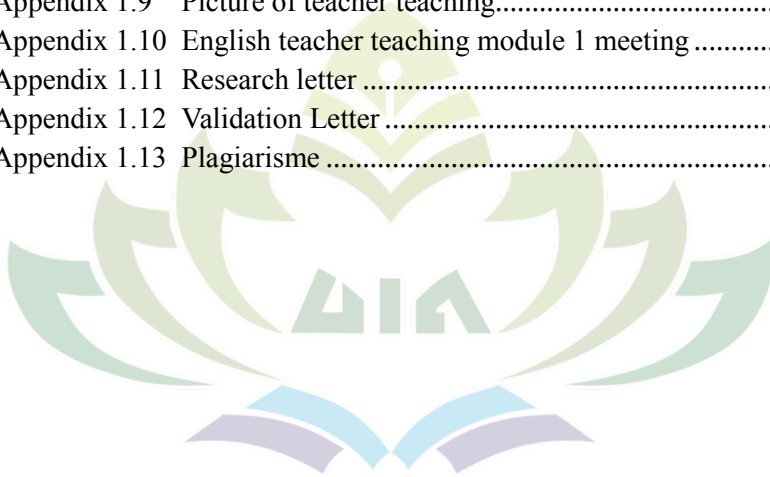
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CHAPTER I

INTRODUCTION

A. Title Confirmation

The first term is impact. In the study, impact refers to the effects that result from the use of YouTube as social media in English vocabulary learning. These effects may be either positive or negative. The positive effects include helping students understand vocabulary more easily, improving pronunciation, increasing learning motivation, and creating a more enjoyable classroom atmosphere. On the other hand, the negative effects may include distractions from advertisements and recommended videos, reduced concentration, and students becoming overly dependent on YouTube as their main learning resource. Therefore, this study aims to examine how the use of YouTube affects the quality of students' vocabulary learning.

The second term is YouTube as social media. YouTube is an internet-based social media platform that allows users to upload, watch, share, and interact through video content. According to Burgess and Green (2009), YouTube is a video-sharing social media platform that encourages users to participate actively by creating, sharing, and exchanging information through videos. Over time, YouTube has become more than just a source of entertainment. It is now widely used as an educational platform because it provides a variety of learning videos that can be accessed anytime and anywhere. In this study, YouTube is considered a social media platform that supports English vocabulary learning by providing audiovisual materials that help students understand word meanings, improve pronunciation, and learn how vocabulary is used in real-life situations.

The third term is vocabulary. According to Nation (2013), vocabulary refers to the collection of words that learners need to understand and use effectively in communication. Vocabulary learning involves more than simply memorizing words; it also

includes understanding their meanings, correct pronunciation, spelling, and appropriate use in different contexts. Likewise, Schmitt (2010) explains that vocabulary is one of the most essential aspects of language learning because it enables learners to understand spoken and written texts and to communicate their ideas effectively. In this study, the vocabulary being learned focuses on action verbs, which are taught through YouTube videos.

The fourth term is vocabulary learning quality. Vocabulary learning quality refers to the effectiveness of students' learning in mastering English vocabulary. This can be observed through students' ability to understand word meanings, pronounce words accurately, use vocabulary correctly in context, participate actively during classroom activities, and show greater motivation to learn English. These indicators are used to evaluate how YouTube contributes to improving students' vocabulary learning.

Next next term is the digital era. The digital era is characterized by the rapid development of information and communication technology, which has changed the way students access knowledge and learning resources. Today, students can easily obtain educational materials through digital platforms such as YouTube. By combining visual and audio elements, YouTube provides a more interactive and engaging learning experience, making vocabulary learning easier and more meaningful.

The last term is SMPN 1 Sekampung Udik. SMPN 1 Sekampung Udik is a junior high school educational institution that is the location for this research. This school serves as the research site because YouTube has been integrated into English learning activities, particularly in vocabulary instruction for Grade VIII A students. The school provides an appropriate setting for investigating how the use of YouTube influences students' vocabulary learning quality in an actual classroom environment.

Based on the explanation of the terms above, this study aims to analyze and describe the impact of using YouTube as social media on students' vocabulary learning quality at SMPN 1 Sekampung Udik. The findings of this research are expected to provide a better understanding of how YouTube can support

English vocabulary learning while also offering recommendations for teachers and schools on how to use YouTube more effectively and appropriately in classroom instruction.

B. Background

Become an integral part of daily life. One form of using technology that is useful in the learning process is the use of social media (Saputra & Islam, 2025). YouTube, as one of the popular platforms, is now used by teachers to support learning activities, especially in mastering English vocabulary at the junior high school level. Through a variety of audiovisual content such as videos and songs, YouTube helps students learn vocabulary in a more engaging and interactive way.

Social media is now a very useful tool in the learning process, especially in the digital era where almost everyone is connected online. The use of social media in education can strengthen interaction between teachers and students as well as between students, as well as encourage the creation of more dynamic, creative, and participatory learning (Martoredjo & Thomas, 2023). Social media itself is an online platform that allows users to communicate interactively through various forms of content such as text, images, and videos, as well as participate in various social activities. Platforms such as Facebook, Instagram, TikTok, and YouTube have become an important part of the life of modern society, covering the social, political, and business field (Ahmad et al., 2024). In addition to being a communication tool, social media also functions as an effective source of information and learning media.

However, the findings in the field show that there are a number of problems related to the use of social media in the learning process. First, many students use YouTube more often for entertainment than as a means of learning. Second, students' focus on learning is often interrupted by advertisements and content that is not educational in nature. Third, there is a tendency to learn instantly by simply copying information without understanding its meaning in depth. Fourth, the intensity of direct interaction between teachers and students is decreasing. Fifth, excessive use

of social media also affects the decline in student motivation and learning achievement. This situation shows a dilemma, because on the one hand YouTube has the potential to improve the quality of vocabulary learning, but on the other hand it can reduce the quality of learning if its use is not properly regulated.

Therefore, more in-depth research is needed to find out how the use of YouTube as a social media affects the quality of learning at the junior high school level. This research is important because YouTube can have a positive impact, such as increasing students' motivation to learn, making students more active in learning activities, and helping them understand the material better. However, if its use is not properly supervised, YouTube can also have a negative impact, such as disrupting learning concentration, adding distractions during the learning process, and making students get used to learning quickly without deep understanding.

Several previous studies have shown that social media has a dual impact on student learning achievement, both positive and negative. (Syifa et al., 2023) found that the balance between social media activities and learning activities can affect students' economic learning outcomes, but negative impacts arise when social media is used excessively and learning time is reduced. Meanwhile, (Septiani & Kurniawati, 2023) emphasized that the use of social media in an educational manner can increase learning participation and digital literacy, but if student use social media excessively and without control, it can reduce concentration and academic achievement. In line with that, (Muhammad, 2025) stated that social media provides opportunities for students to learn independently, access information, and collaborate, although there are still challenges in the form of distractions from irrelevant content. Research by (Suci et al., 2025) also shows that the higher the intensity of unsupervised social media use, the greater the tendency to decline learning achievement. (Gerungan et al., 2023) explained that social media can be a means of learning that facilitates access to information and increases learning motivation, but its excessive use has the potential to cause addiction and reduce the quality of students' learning processes.

Some previous studies have indeed examined the influence of social media on student learning achievement in the digital era, but most still discuss it in general without considering the context of specific subjects or the use of specific applications. In addition, most of these studies use a quantitative approach that focuses on numerical data. Until now, there is still a research gap related to the use of social media, especially YouTube, in learning English in vocabulary materials at the junior high school level. There have not been many studies that have in-depth examined how YouTube can have a positive influence, such as increasing motivation and vocabulary understanding through audiovisual media, as well as its negative impacts, such as concentration disorders, distractions, and instant learning habits. Therefore, this research will be conducted to fill this gap through a qualitative approach at SMPN 1 Sekampung Udik, in order to obtain a more comprehensive picture of the impact of YouTube use on the quality of student learning in the digital era.

Although there have been many studies that have discussed the influence of social media on learning achievement, this study has a distinctive feature that distinguishes it from previous studies. Most previous studies, including the study by (Syifa et al., 2023), have generally reviewed the impact of social media in general without considering the specific context of a particular school. In contrast, this study focuses on students of SMPN 1 Sekampung Udik with a qualitative approach to explore in depth the factors that cause the decline in interest in learning in vocabulary classes due to the use of social media. The novelty of this research can be seen from its focus and more directed context. If previous studies, such as those conducted by (Syifa et al., 2023), (Septiani & Kurniawati, 2023), and (Muhammad, 2025), tend to examine the influence of social media on learning outcomes in general without paying attention to specific subjects or levels of education, then this study specifically highlights the use of YouTube social media in learning English vocabulary at SMPN 1 Sekampung Udik. This more detailed focus makes a new contribution, as it examines the influence of social media on vocabulary mastery one of the

language elements that is still rarely studied in depth at the junior high school level.

The novelty of this research also lies in the scope and characteristics of the subject. Unlike most previous studies that focused on high school students or students in urban areas, this study examined the experiences of grade VIII students at SMPN 1 Sekampung Udik, who were in a junior secondary education environment with a distinctive social and cultural background. This condition provides a new perspective on how the influence of social media, especially YouTube, is formed and felt by students in semi-rural areas, which have a different learning context than schools in urban areas. In terms of methodology, this study applies a descriptive qualitative approach to explore in depth students' experiences, perceptions, and responses to the use of YouTube in vocabulary learning. This approach distinguishes this study from previous studies that tend to use quantitative methods with a focus on relationships between variables. With a qualitative approach, this study not only presents numerical data, but also interprets the subjective meaning of students' learning experiences, thus providing a deeper and contextual understanding.

However, as for the results of the Pre-Research that has been carried out at SMPN 1 Sekampung Udik, several problems were found related to the use of YouTube in the process of learning English vocabulary, these findings were obtained from initial observations and informal interviews conducted before the main research. Based on the results of the PR-Research, vocabulary learning using YouTube is often interrupted by ads and other videos. When students are watching videos to learn vocabulary, suddenly an ad or other video recommendation that is more interesting appears. This makes students' attention more easily distracted, so they become less focused in understanding the learning video. Then the use of YouTube social media in vocabulary learning also causes a tendency to learn instantly. Students often memorize directly or simply copy what vocabulary they have acquired without really understanding how the sentence is used. As a result, the vocabulary learned is easy to forget and not mastered well.

Pre-Research also showed that uncontrolled use of YouTube had an impact on decreasing students' learning motivation in learning English vocabulary. Students become less focused on learning vocabulary in class, but when using YouTube they are also often not focused. With that This study presents a balanced analysis of the use of social media by reviewing its positive and negative sides. Unlike a number of previous studies that only emphasized the benefits of social media in improving motivation or learning outcomes, this study thoroughly reviews its potential negative impacts, such as concentration disorders, decreased focus, and the tendency to instant learning due to excessive use of YouTube. Therefore, this research not only enriches the study of social media-based learning theory, but also provides practical recommendations for educators and schools to manage and maximize the role of social media as an effective, adaptive, and balanced means of learning in the digital era.

Based on the above background, the author is interested in conducting research on "The Impact of Social Media on the Quality of Student Learning in the Digital Era at SMP N 1 Sekampung Udik" in the vocabulary class in grade VIII.

C. Research Focus

The focus of this research is aimed at grade VIII students of SMPN 1 Sekampung Udik in learning English vocabulary by utilizing YouTube social media as a means of learning. The impact of social media use on the quality of student learning can be seen from two sides, namely positive and negative. On the positive side, social media functions as a source of information and additional teaching materials in the classroom, a forum for discussion and knowledge sharing between students, a means that increases motivation and interest in learning through audiovisual content, and helps students understand vocabulary through visual and audio displays. However, on the other hand, social media also causes negative impacts such as disruption of concentration and focus on learning due to distractions from advertisements or content that is not educational, the misuse of social media for entertainment alone, the habit of instant learning by copying

information without a deep understanding, and the potential for addiction that can reduce students' achievement and focus. Therefore, this study aims to explore in depth these two aspects in order to provide a comprehensive understanding of the influence of YouTube use on the quality of student learning.

D. Problem Formulation

Based on the background description above, the formulation of the problem has been described as follows:

1. How is the use of social media, especially YouTube, in vocabulary learning at grade VIII of SMPN 1 Sekampung Udik?
2. What are the positive impact of the use of social media on the quality of student learning in vocabulary learning in the digital era?
3. What are the negative impact of the use of social media on the quality of student learning in vocabulary learning in the digital era?

E. Research Objective

In line with the formulation of the problem that has been formulated, this study aims to gain a comprehensive understanding of the use of social media, especially YouTube, in the vocabulary learning process at SMPN 1 Sekampung Udik. This research is focused on uncovering in depth how YouTube is used in learning activities, examining its positive influence on increasing motivation, learning interest, and mastery of students' vocabulary, as well as analyzing the negative impacts that may arise, such as concentration disorders, distractions, and instant learning habits.

The objectives of this research are as follows:

1. To describe how eighth grade students at SMPN 1 Sekampung Udik use YouTube as a medium for learning vocabulary.

2. To identify the positive impact of social media on the quality of student learning in vocabulary learning in the digital era.
3. To analyze the negative impact of social media use on the quality of student learning in vocabulary learning in the digital era.

F. Significance of the Research

1. Significance of the Theory

The results of this research are expected to contribute to the development of science, especially in the field of English education and learning, by adding insight into the role of social media as a means of learning.

a. Theoretical Significance

- 1) This research provides a deeper understanding of the influence of social media, especially the Youtube platform, on the quality of vocabulary learning of SMPN 1 Sekampung Udik students in the digital era.
- 2) This research also contributes to the development of academic literature that discusses the relationship between social media and learning motivation, especially in the context of English learning.

b. Practical Significance

In addition to theoretical benefits, this research has practical benefits for various parties, including:

1. For Students

- a) This research helps students understand the positive and negative impacts of the use of social media, especially YouTube, in the process of learning English vocabulary.
- b) This research encourages students to be wiser in using social media as a means of learning that can improve their mastery of English vocabulary.

2. For Teachers

This research is expected to be a reference in improving the quality of digital technology-based learning in the school environment, so that learning becomes more interesting and relevant to the times.

3. For the Next Researcher

The results of this research can be used as a reference or study material for future research related to the use of social media in English learning, both in the vocabulary aspect and in other subjects.

G. Relevant Research

Several previous studies have also addressed topics that are in line with this research. One of them will be carried out by Syifa Fauziah, Adinda Nur Istirohmah, Puji Lestari, and Mutasyilla Nur Azizah, who are researchers from the PGSD FTIK Unisnu Jepara Study Program, Central Java, Indonesia. Their research is entitled "The Impact of Social Media Use on Student Learning Achievement." The results of the study showed that activities on social media have a significant relationship with student learning activities. Balanced use of social media can make a positive contribution to the learning process. However, if it is used excessively, social media actually has a negative impact and reduces student learning achievement. Thus, this study emphasizes that the use of social media has two sides, namely it can have a positive and negative effect on learning outcomes in the digital era.

The second relevant research will be conducted by Gita Indah Septiani and Tri Kurniawati with the title "The Influence of Social Media Activities and Learning Activities on the Learning Outcomes of Class X Students of Social Studies High School 1 Pertiwi Padang." The results of the study show that the use of social media can increase student involvement and digital literacy skills if used in an educational and communicative manner. However, excessive and undirected use actually has a negative impact, such as decreased concentration and academic

achievement. These findings reinforce the argument that social media has two sides in the context of learning in the digital age it can be a tool that supports the learning process as well as an obstacle if not used wisely.

The third research conducted by Galih Narendra Muhamad entitled "Impact of Social Media on Learning Focus and Academic Outcomes among Students: A Literature Review" highlights that social media provides opportunities for students to learn independently, expand the reach of information, and increase cooperation between students. However, the study also emphasizes the challenge of distractions from irrelevant content that can reduce focus and concentration on learning. The findings show that social media has two sides: on the one hand it is beneficial in supporting learning, but on the other hand it can be a source of distraction for today's students.

The fourth relevant research conducted by Chatreys Suci Ramadani Yogi and Siti Aimah entitled "The Effect of Social Media on Student Learning: Chances and Challenges" discusses the influence of social media on student learning. The results of the study show that the high intensity of social media use can have a negative impact on learning achievement. This happens when the use of social media is not properly regulated or controlled. These findings strengthen the argument that the frequency of social media use has a relationship with the quality of student learning in today's digital era.

The latest research conducted by Nova Gerungan and Noviani Kezia Tatuhe from Klabat University, Faculty of Nursing, Airmadidi, North Minahasa, with the title "The Relationship between Social Media Use and Junior High School Student Learning Achievement", shows that social media can play a role as a means of learning that helps students access information and increase learning motivation. However, excessive use of social media can have negative impact such as addiction and impaired concentration in the learning process. Thus, this study emphasizes the importance of maintaining a balance between the educational benefits and potential risks of social media use. Overall, five previous studies conducted by Fauziah et al. (2023), Septiani and

Kurniawati (2023), Muhammad (2025), Yogi and Aimah (2025), and Gerungan and Tatuhe (n.d.) show a common view that the use of social media has two sides in influencing students' learning processes and outcomes. Social media can provide positive benefits if used wisely and in a targeted manner, but it can also have a negative impact if it is used excessively and without control. The five studies emphasized that social media has the potential to increase learning motivation, student involvement, and ease of access to information, but at the same time can cause concentration disorders, decreased academic achievement, and a tendency to learn instantly. The main difference between this study and previous research lies in the focus, context, and approach used. If previous research tended to examine the influence of social media in general on learning achievement in various subjects and levels of education, then this study specifically focuses on the use of YouTube as a learning medium for English vocabulary at SMPN 1 Sekampung Udik. In addition, while most previous studies used a quantitative approach to measure relationships between variables, this study adopted a descriptive qualitative approach that aimed to dig deeply into students' experiences, perceptions, and responses to social media use in real learning processes. Thus, this study makes a new contribution in the form of a more contextual and in-depth understanding of how the YouTube platform can have a positive and negative impact on the quality of English learning at the junior high school level.

H. Research Methodology

1. Research Design

This research will employ a qualitative approach with a case study type of research. This approach was chosen because the research focused on one specific context, namely the use of YouTube in learning English vocabulary in grade VIII students at SMPN 1 Sekampung Udik. Case studies provide an opportunity for researchers to understand a phenomenon more deeply and completely according to the actual conditions. So that researchers can fully understand

how the learning process takes place and the impact caused by the use of YouTube in vocabulary learning. Research data was obtained from primary sources, namely through classroom observations, documentation, and in-depth interviews. The data analysis process is carried out through the stages of data reduction, data presentation, and verification or checking the validity of the data.

According to Creswell (2013), case studies are an approach in qualitative research that aims to analyze a limited system, such as one school, one class, or one program, in depth through the collection of data from various sources. In other words, a case study is a study in which the researcher explores a specific phenomenon (case) at a time and activity and collects detailed and in-depth information using various data collection procedures over a certain period (Assyakurrohim et al., 2023). This research focuses on students' experiences and views, as well as the positive and negative impacts of the use of YouTube in learning English vocabulary. Research data was collected from primary data sources through in-depth interviews, classroom learning observations, and documentation. The application of several data collection techniques is intended to obtain deep, diverse, and complementary information, so as to provide a comprehensive picture of the phenomenon being studied.

This research was carried out at SMP Negeri 1 Sekampung Udik with a focus on grade VIII A students who use YouTube as a vocabulary learning medium. This study uses a qualitative approach of a case study because it allows researchers to in-depth examine the process of learning vocabulary using YouTube in a real context. Data is collected through interviews, observations, and documentation to gain a comprehensive understanding, then presented in the form of descriptions and key themes of the research results.

2. Research Subject

This research employs a qualitative approach with a case study design. According to Creswell (2013), case studies are qualitative research approaches that are used to explore in

depth a limited system, such as one school, one class, or one particular group, through the collection of detailed data. The subjects in this study are grade VIII students at SMPN 1 Sekampung Udik. In this study, the researcher only chose one class as the focus of the research so that the data obtained could be studied in more depth. This school was chosen because it has utilized digital media, especially YouTube, as a supporting medium in English learning. In addition, grade VIII students were chosen because at this level they already have basic English skills and are quite active in using social media, so they have experience relevant to the use of YouTube in vocabulary learning.

The selection of participants was carried out by purposive sampling technique, which is to select students based on certain criteria that are in accordance with the research objectives. These criteria include:

- a. Grade VIII students who are active in English language learning
- b. Students who experience improved vocabulary comprehension after using YouTube
- c. Students who are able to explain their learning experiences clearly,
- d. Students who show interest in learning English through digital media, specifically YouTube.

To determine students who meet these criteria, the researcher first coordinates with English teachers to obtain information about students' activeness in learning. Next, the researcher made initial observations in class and asked students some brief questions about their experience using YouTube in learning vocabulary. Based on this process, the teacher then recommends several students who are considered to meet the research criteria. The researcher then explained the purpose of the study and asked for the willingness of the students to participate in the interview voluntarily. Through this process, the selected participants are expected to have relevant experience so that they can provide in-depth data related to

the impact of using YouTube on students' vocabulary understanding.

3. Data Collection Techniques

Data Collection Techniques is the process of obtaining and assessing information related to research variables through methods that have been designed systematically and methodically. The main purpose is to answer research questions, test hypotheses, and assess research results. Data collection is a very important stage and requires readiness, perseverance, patience, and precision of researchers so that the process runs effectively. The initial step in this stage is to determine the type of information needed, then select a sample that represents the research population. Interview.

Because this study uses a qualitative approach, the data collection process is carried out through the following stages:

a. Interview

Indepth interviews were conducted to obtain direct information about the experiences, views, and perceptions of the research subjects.

- 1) Objective: To obtain direct information about the experiences, views, and perceptions of the research subjects regarding the use of YouTube in learning English vocabulary.
- 2) Main Participant: Grade VIII SMPN 1 Sekampung Udik.
- 3) Interview Focus: Students' experience in using YouTube as a medium to learn English vocabulary.
- 4) Aspects Studied: The positive impact of YouTube use on students' learning quality, such as increased learning motivation, engagement in learning, and vocabulary comprehension as well as the negative impact of YouTube use, such as concentration disorders, learning distractions, and instant learning habits.

b. Class Observation

Classroom observations were carried out to find out how students' use of YouTube affected the vocabulary learning process and the quality of student learning. Through this observation activity, researchers can get a direct picture of student learning activities in the classroom. The focus of observation includes student learning behavior, concentration level during the learning process, level of student involvement in learning activities, and students' ability to understand the vocabulary learned during the learning process. The data obtained from this observation is expected to provide more in-depth information about the influence of social media use, especially YouTube, on the quality of student learning.

c. Documentation

Documentation techniques are used to collect additional data relevant to the focus of the research. The forms of documents collected include:

- 1) Activity Photos: Documentation depicts the classroom conditions when teachers carry out the leaning process by using the YouTube application as a medium to show learning vidios.
- 2) Teaching Modules: Based on the Learning implementation Plan (RPP) document, it can be seen that teachers have designed learning activities by utilizing audiovisual media as one of the souces and means of supporting the learning process.

4. Research Instrument

The main feature of qualitative research that distinguishes it from other research lies in the role of its researcher. If previous research focused more on specific and general studies without highlighting one specific application, then in qualitative research, the researcher becomes the main instrument that plays a direct role in the process of data collection and interpretation. The researcher not only gathers information, but also interprets the results based on his or her

personal understanding and views, then relates them to relevant theories to support the research's findings. Thus, the results of the research are greatly influenced by the perspective of the researcher in describing and analyzing the data obtained.

1) Teacher Interview Results

The English teacher revealed that the use of YouTube as a learning tool has a positive influence on increasing students' motivation and activeness in the learning process. Nevertheless, teachers emphasized the importance of supervision and guidance so that the use of social media continues in a directed manner and in accordance with learning goals. The English teacher said that the use of YouTube as a learning medium has a positive impact in the form of increasing student motivation and participation.

Table 1.1

Interview Guide For English Teachers

No	Components of Interview	No.Items
1	Teachers' views on the use of social media, especially YouTube, in learning English vocabulary at SMPN 1 Sekampung Udik.	1,2,3,4,5,6,7

The majority of students revealed that the use of video in learning helps them understand the meaning and application of vocabulary more easily. Learning through the YouTube platform is also considered interesting because it presents the material visually and interactively, thus creating a fun learning atmosphere. However, some students admitted that they experienced concentration disturbances during the learning process due to the sudden appearance of ads when learning videos were played. On the other hand, there are some students who argue that learning using video is less effective. They prefer to use dictionaries as a learning aid because they are considered

to be able to provide a more detailed explanation of the meaning, form, and use of words in sentences. Thus, the method of learning through the dictionary is considered to help them remember and understand vocabulary more deeply.

Table 1.2

Interview guide for students of grade VIII

NO	Components of Interview	No. Item
1	Perceptions of the Use of YouTube in Learning	1,2,3,4
2	The Positive Impact of Using YouTube	5,6,7,
3	The Negative Impact of Using YouTube	8,9,10

The interview data processing stage is carried out through a series of systematic procedures that aim to ensure that the data obtained is accurate, in-depth, and in accordance with the research objectives. The process begins with recording the entire interview activity using an audio device with the consent of the participants. The recordings are then transcribed verbatim into written text. After the transcription was complete, the researcher read the transcript over and over again to understand the context and capture the meaning of the participants' answers. Next, the researcher encodes by marking important parts of the transcript that are relevant to the focus of the research. The codes obtained are then grouped into initial themes that describe the main patterns or issues in the data. The next stage is to organize and review the themes to align with the field data, before finally interpreting the meaning of each theme to answer the research objectives.

This stage is in line with the principles of qualitative data analysis according to Miles, Huberman, and Saldaña (2014), which includes data reduction, data presentation, and conclusion drawn. This technique was chosen because

it is able to systematically identify patterns and themes from the participants' experiences, so it is suitable for qualitative research that emphasizes the meaning of subjective experiences in the context of English learning using social media.

2) Student Interview Results

The majority of students revealed that the use of video in learning helps them understand the meaning and application of vocabulary more easily. Learning through the YouTube platform is also considered interesting because it presents the material visually and interactively, thus creating a fun learning atmosphere. However, some students admitted that they experienced concentration disturbances during the learning process due to the sudden appearance of ads when learning videos were played. On the other hand, there are some students who argue that learning using video is less effective. They prefer to use dictionaries as a learning aid because they are considered to be able to provide a more detailed explanation of the meaning, form, and use of words in sentences. Thus, the method of learning through the dictionary is considered to help them remember and understand vocabulary more deeply.

NO	Components of Interview	No. Item
1	Perceptions of the Use of YouTube in Learning	1,2,3,4
2	The Positive Impact of Using YouTube	5,6,7,
3	The Negative Impact of Using YouTube	8,9,10

The interview data processing stage is carried out through a series of systematic procedures that aim to ensure that the data obtained is accurate, in-depth, and in

accordance with the research objectives. The process begins with recording the entire interview activity using an audio device with the consent of the participants. The recordings are then transcribed verbatim into written text. After the transcription was complete, the researcher read the transcript over and over again to understand the context and capture the meaning of the participants' answers. Next, the researcher encodes by marking important parts of the transcript that are relevant to the focus of the research. The codes obtained are then grouped into initial themes that describe the main patterns or issues in the data. The next stage is to organize and review the themes to align with the field data, before finally interpreting the meaning of each theme to answer the research objectives.

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Table 1.3

Blue Print of Interview

NO	Theory	Multimedia Learning Aspects	Indicator	Interview Questions
1	Mayer (2009)	Multimedia Principle	Understanding of the material	Does learning vocabulary through YouTube videos help you understand the material better

				than the usual methods?
2	Mayer (2009)		Quality of learning	Do you think using YouTube improves the quality of your English learning?
3	Mayer (2009)	Modality Principle	Learning focus	Do you feel more focused when learning vocabulary through YouTube videos with sound?
4	Mayer (2009)		Learning clarity	Do verbal explanations in YouTube videos make vocabulary learning clearer?
5	Mayer (2009)	Coherence Principle	Concentration	Are YouTube videos that are too crowded interfering with your study concentration?
6	Mayer (2009)	Personalization Principle	Learning motivation	Does using YouTube make you more motivated to learn English?
7	Mayer (2009)		Learning comfort	Does learning vocabulary through YouTube make the learning process feel

				more comfortable and fun?
8	Mayer (2009)	Multimedia Principle	Understanding the meaning of vocabulary	Understanding the meaning of vocabulary
19	Mayer (2009)		Retensi kosakata	Is vocabulary learned through YouTube videos easier to remember?
10	Mayer (2009)	Modality Principle	Vocabulary pronunciation	Does hearing the pronunciation of vocabulary from YouTube videos help you pronounce words correctly?
11	Mayer (2009)		Pronunciation accuracy	Do you imitate the pronunciation of vocabulary from YouTube videos when speaking English?
12	Mayer (2009)	Contiguity Principle	Use of contextual vocabulary	Do visual examples in YouTube videos help you understand the use of vocabulary in everyday life?
13	Mayer (2009)		Understanding context	Do you find it easier to

				understand the meaning of vocabulary when images and explanations appear together?
14	Mayer (2009)		Application of vocabulary	Do you often reuse the vocabulary you learned from YouTube in assignments or conversations?
15	Mayer (2009)	Multimedia Principle	Media effectiveness	How effective do you think YouTube is used as a medium for learning English vocabulary?
16	Mayer (2009)	Coherence Principle	Content quality	Do simple YouTube videos and focus on the material help you learn vocabulary more?
17	Mayer (2009)		Cognitive load	Is a YouTube video that is too long making it difficult for you to understand vocabulary?
18	Mayer (2009)	Modality Principle	Clarity of delivery	How does the teacher's or

				narrator's voice in a YouTube video affect your understanding?
19	Mayer (2009)	Personalization Principle	Interest in learning	Does the YouTube video maker's delivery style make you more interested in learning vocabulary?
20	Mayer (2009)		Quality of learning experience	Do you think YouTube makes vocabulary learning more meaningful than other methods?

The blueprint described earlier can be found in Appendix 4 (four) as an appendix to the research instrument. The placement of the Blueprint in this section aims to make it easier for readers to trace the relationship between the theoretical basis and the data collection instruments used in this study in a concise and transparent manner. With Appendix 4 (four), readers can clearly see the alignment between the theoretical study and the preparation of interview items given to respondents.

3) Fact Analysis

Based on the results of observations and interviews, two main categories were obtained that described the influence of social media use on the vocabulary learning process.

- a. Positive Impact: includes increasing learning motivation, expanding vocabulary mastery, and strengthening students' pronunciation skills.

- b. Negative Impact: including the appearance of distractions during the learning process, dependence on social media, and decreased student concentration levels.

These findings are in line with the results of research conducted by (jenni ramadona, 2021), who explained that the use of learning media in the learning process can increase student motivation so that the learning atmosphere becomes more fun and not boring. In addition, students are also able to understand the meaning of the material more quickly, master the learning content effectively, and achieve learning goals more optimally. The variety of teaching methods applied through digital media also helps teachers in delivering material without feeling exhausted, thus having a positive impact on significantly improving students' language performance.

Table 1.4
Blue Print Of Observation

N o	Theor y	Principles of Multimedi a Learning	Observed Aspects	Observation Indicators	Ye s	N o
1	Mayer (2009)	Multimedi a Principle	Quality of learning	Students pay attention to YouTube videos that blend images and sounds		
2	Mayer (2009)		Vocabulary	Students demonstrate an understanding of		

				vocabulary meaning after watching the video		
3	Mayer (2009)		Learning motivation	Students look enthusiastic, active, and non-passive when the video is playing		
4	Mayer (2009)		Pronunciation	Students mimic vocabulary pronunciation from YouTube audio videos		
5	Mayer (2009)		Concentration	Students focus on listening to vocabulary explanations in videos		
6	Mayer (2009)		Learning distractions	Students are distracted by other features of YouTube (ads, comments, recommendations)		
7	Mayer (2009)		Emotional engagement	The language style of the video is communicative and easy for students to		

				understand		
8	Mayer (2009)		Quality of learning	The learning process looks more fun and less monotonous		
9	Mayer (2009)		Negative impact	A decrease in concentration can be seen when the video is too long		
10	Mayer (2009)		Media dependency	Students rely too much on videos and texts without trying to understand themselves		

5. Trustworthiness of Data

Trustworthiness plays an important role in research, as it ensures that the data collected can be relied upon and validated. In addition, researchers applied the triangulation method to increase data reliability. Triangulation is a method that integrates various different data collection techniques and data sources (Rita Fantika et al., 2022). According to Sugiyono (2019) in qualitative research, it is used to test the credibility of data by utilizing various techniques and data sources. Triangulation into three main types, namely:

a. Triangulation Source

Source triangulation is done by comparing and double-checking data obtained from several different sources.

b. Triangulation Method

Triangulation techniques are carried out by using different data collection techniques to obtain data from the same source.

c. Time Triangulation

Time triangulation is done by collecting data at different times to see the consistency of the data obtained.

Therefore, of the three types of triangulation that have been examined, the researcher focuses on the second type of triangulation, namely method triangulation, to assess the validity of the data. This approach is used in this study to ensure that the data is accurate.

6. Data Analysis

The data analysis in this study employs a qualitative approach with the aim of observing patterns, meanings, and themes that emerge from the data that has been collected. The analysis process is carried out inductively, starting from specific findings such as student responses and the results of learning observations in the classroom, then developed into more general categories or themes according to the characteristics of qualitative research. Referring to Miles, Huberman and Saldaña (2014), qualitative data analysis includes three main stages, namely data condensation, data presentation, and drawing conclusions or verification. All of these stages are carried out in a structured and continuous manner in this study.

To ensure the trustworthiness of the data, the researcher applied several techniques, including triangulation of sources and methods, re-checking data through member checking, and documenting the research process systematically. The implementation of this strategy is expected to increase the credibility and reliability of the data obtained.

a. Data Reduction Stage

At this stage, The researcher collected and transcribed data from interviews, class observations, and documentation. The data that has been obtained is then selected, simplified, and focused only on information that is relevant to the research objectives, especially regarding the positive and negative impacts of YouTube use on the quality of student learning.

b. Data Presentation Stage

The data that has been reduced is then systematically compiled in the form of a descriptive narrative. Researchers group statements or codes that have similar meanings into specific categories and themes. The results were presented in the form of narrative descriptions, thematic tables, and direct quotes from participants to reinforce the validity of the findings.

c. Verification or Conclusion Drawing Stage

The researcher interprets the meaning of each theme that has been found, then draws conclusions about the influence of the use of YouTube in vocabulary learning. The verification process is carried out through data triangulation, which is comparing the results of interviews, observations, and documentation to ensure the consistency and validity of the data.

Through this stage of analysis, researchers can gain a deeper understanding of teachers' and students' perceptions of the use of YouTube in the English vocabulary learning process. This approach also allows researchers to comprehensively explain the impact of social media, especially YouTube, on the quality of student learning in the digital era, especially in improving English vocabulary mastery.

I. Writing Systematic

To provide a comprehensive understanding of the content of this research, the author compiles the systematics of thesis writing in a structured and sequential manner. This thesis is divided into five chapters, each of which has the following description:

CHAPTER I INTRODUCTION

The first chapter outlines the research context which includes: Research Focus, Background, Research Objectives, Research Significance, Relevant Research, and Research Methods. In this section, the reason for conducting research on the impact of social media, especially YouTube, on the quality of student learning in

the digital era, is explained along with an explanation of the theoretical and practical benefits of the research.

CHAPTER II THE THEORETICAL FOUNDATIONS AND HYPOTHESIS SUBMISSION

In this chapter, a literature review is presented that contains theoretical foundations related to the research topic. In addition, this chapter also explains the theories that support the subject matter and the results of previous research that are used as a reference in the analysis.

CHAPTER III RESEARCH METHODOLOGY

This chapter describes in detail the research design, the subject of the research, the data collection techniques, the research instruments, and the data analysis procedures. This study uses a descriptive qualitative approach with a case study method, to gain an in-depth understanding of the use of YouTube in vocabulary learning at SMPN 1 Sekampung Udik.

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

This section presents a description of the data, analysis results, and discussion of research findings based on the methods and analysis tools applied.

CHAPTER V CONCLUSION

The last chapter contains conclusions from the research results as well as suggestions given based on the analysis that has been carried out.

CHAPTER II

LITERATURE REVIEW

A. Quality of Student Learning in the Digital Era

Advances in digital technology have had a great impact on the field of education, especially in the learning patterns of students and the way they acquire information. In today's digital era, the quality of student learning is no longer only measured by the thought process, but also includes active participation in learning, learning motivation, critical thinking skills, and skills in utilizing technology optimally during the learning process. Mayer (2009) through Multimedia Learning Theory explained that the learning process will run more effectively if information is conveyed through a combination of expression elements. Digital learning media, such as the videos available on the YouTube platform, allow students to gain a better understanding because the material is presented in audio and visual form simultaneously. This plays a role in improving the quality of learning, especially in language learning that requires examples of pronunciation and vocabulary use in certain contexts.

In addition, Creswell (2014) emphasized that student involvement is one of the main indicators in assessing the quality of learning. Digital-based learning tends to be able to increase student involvement because it is responsive and in accordance with the characteristics of students in the digital era. Through digital learning, students become more active in discussing, as well as developing learning skills. However, the implementation of digital learning also has several obstacles. Sweller (1998) through Cognitive Load Theory states that the use of digital media that is not properly managed can cause excessive thinking load, there are triggering obstacles, such as distractions from advertisements, notifications, or other content that is not related to learning. This can reduce student

concentration and negatively impact the quality of learning if not handled properly.

Based on this explanation, it can be concluded that the quality of student learning in the digital era is influenced by the appropriate use of technology, the level of student involvement in learning, and the ability of teachers to manage digital media as a learning resource. The targeted and wise use of digital technology has the potential to have a significant positive impact on improving the quality of student learning.

B. Definition of Vocabulary

Vocabulary is one of the most important basic components in language learning. Vocabulary is the main foundation for students to be able to understand and use language effectively, both in listening, speaking, reading, and writing skills. Without adequate vocabulary mastery, students will have difficulty understanding the meaning of messages and expressing ideas and ideas in the target language. Hatch and Brown (1995) explain that vocabulary is a set of words that form the basis of a person's language skills. They emphasized that vocabulary mastery develops gradually through repeated exposure to language, both through direct interaction and through learning media. This shows that a rich vocabulary learning environment has a great influence on the development of students' language skills.

Vocabulary can be interpreted as a collection of words that are known and understood by a person to be used in communicating with others. A person will be able to interact more effectively when he understands the meaning of the words he (Hussaeni & Pratama, 2024) Vocabulary includes all the words that a person needs to understand language and use it appropriately in various contexts of everyday communication. Thus, vocabulary is the main basis for language skills, because it is the foundation for listening, speaking, reading, and writing skills. In the process of learning language, vocabulary understanding is not only limited to recognizing words lexically or remembering them,

but also includes various aspects such as form, meaning, and use in various contexts. As explained by (Alshumrani, 2024) vocabulary knowledge is a multidimensional concept that includes various components that must be mastered in order for a person to use language effectively and fluently.

In addition, vocabulary mastery is not only related to the ability to understand the meaning of words, but also includes the ability to actively use the word in various communication situations so that students are able to convey their ideas and thoughts with confidence. Based on a study in Indonesia entitled *Effective Methods for Expanding English Vocabulary in Junior High School Students*, the application of interesting and relevant learning strategies has been proven to significantly increase students' vocabulary mastery while strengthening their ability to communicate (Aziz & Devi, 2024). Therefore, vocabulary learning should not be understood as a memorization activity, but as an integrative and contextual process, which includes aspects of form (form), (meaning), and (use) in daily communication. Thus, teachers are expected to be able to design learning activities that encourage students to apply new vocabulary through speaking, writing, and discussing activities so that learning becomes more meaningful and relevant to real life.

Vocabulary is an important component in language mastery, including English, because it is the main basis for the development of language skills such as listening, speaking, reading, and writing. In this study, there are three main theories that are used as a reference to explain the concept of vocabulary mastery, namely the theories put forward by Hussaeni and Pratama (2024), Alshumrani (2024), and Aziz and Devi (2024). The three theories are closely related and together strengthen the theoretical foundation in the research entitled "The Impact of Social Media on the Quality of Student Learning in the Digital Era at SMPN 1 Sekampung Udik." The description of the three theories is as follows.

The three theories put forward by Hussaeni and Pratama (2024), Alshumrani (2024), and Aziz and Devi (2024),

namely, Hussaeni and Pratama, explain that vocabulary is a collection of words that a person understands and uses to interact effectively. Meanwhile, Alshumrani added that vocabulary mastery is multidimensional because it includes three main components, namely form, meaning, and use, which need to be mastered thoroughly so that a person is able to use language effectively and communicatively. In addition, Aziz and Devi argue that improving vocabulary mastery can be achieved through the application of learning strategies that are interesting, relevant, and in accordance with the context of students' lives. These three views show that vocabulary learning not only emphasizes the process of memorizing words, but also includes a deep understanding of their form, meaning, and application in real communication.

The relationship between the three theories and the research entitled "The Impact of Social Media on the Quality of Student Learning in the Digital Era at SMPN 1 Sekampung Udik" lies in the focus of research on the influence of social media, especially YouTube, in improving students' English vocabulary mastery. Through the YouTube platform, students gain an audiovisual learning experience, so they can recognize word forms through pronunciation and writing, understand the meaning of words through visual context (meaning), and observe their use in actual communication situations (use). Based on this, Hussaeni and Pratama's theories provide a conceptual basis for the importance of vocabulary for communication effectiveness, Alshumrani's theory strengthens the understanding that vocabulary mastery must be comprehensive and contextual, while Aziz and Devi's theory provides an empirical foundation that the application of creative and relevant learning strategies such as the use of YouTube can improve students' motivation and vocabulary skills. Thus, the application of social media in this study plays an important role as an innovative learning tool that can improve vocabulary mastery and the quality of students' English learning in the digital era.

C. Definition of Social Media

Social media is a digital platform that allows users to create, share, and exchange various types of information, ideas, and content such as text, images, sounds, and videos through the internet. According to (Rafiq, 2020) social media is an online-based media that provides opportunities for users to actively participate in the creation and distribution of content, including blogs, social networks, wikis, forums, and virtual worlds. These forms of media are the type that is most widely used by people in various parts of the world. Menurut (Kaplan dan Haenlein (2010), Social media is a collection of internet-based applications that develop from the concept of Web 2.0 and allow users to create and share various forms of content independently. This understanding emphasizes that social media is not only used as a means of communication, but also acts as a medium for sharing information, knowledge, and learning experiences between users.

One of the most popular social media platforms used today is YouTube. According to Burgess and Green (2009), YouTube is a social media platform that allows users to upload, watch, share, and interact with videos. Initially, YouTube was mainly used for entertainment, but over time it has also become a useful platform for communication and learning. Through its features, such as uploading videos, commenting, subscribing to channels, and sharing content, users can exchange information and interact with one another. In education, YouTube provides many learning videos that students can access anytime and anywhere. Therefore, in this study, YouTube is considered a social media platform that supports English vocabulary learning because it presents audiovisual materials that help students understand the meaning of words, improve pronunciation, and learn how vocabulary is used in real-life contexts.

In line with this opinion, (Boyd and Ellison (2007) stated that social media is a web-based service that allows individuals to build public or semi-public profiles, interact with other users, and observe and manage their social

relationships. In learning, these features can be used to support discussion, collaboration, and information exchange between students and between students and teachers.

In the realm of education, the influence of social media on the learning process can be understood through the Social Learning Theory developed by Albert Bandura (2006)(Laila, 1974). According to Bandura, learning occurs when a person observes, imitates, and models the behavior of others, so that individuals can acquire new knowledge, skills, and attitudes both from direct experience and through intermediary media. This theory highlights the important role of social environment and model figures in shaping one's learning process. When associated with the use of social media such as YouTube, Bandura's theory has strong relevance. The YouTube platform provides a variety of educational content in the form of videos that feature models or examples of behavior, including the use of language that can be imitated by students. In the context of learning English vocabulary, for example, students can watch conversation videos or tutorials, observe how they are pronounced, understand the context of word usage, and imitate the speaker's expressions. Through the observation and imitation stages, students can learn and master new forms of language and vocabulary in a more natural and contextual way.

In addition, the principle of reinforcement or reinforcement put forward by Bandura is also clear in the context of the use of social media. Students gain a motivational boost when they receive positive feedback such as comments, "likes," or interactions from other users. This form of appreciation strengthens the spirit of learning while increasing confidence in speaking English. Thus, Bandura's theory provides a psychological basis that learning through social media, especially YouTube, can strengthen vocabulary mastery and language skills through the process of observation, imitation, and repetition of linguistic behaviors demonstrated by the models in the video. Social media itself has characteristics in the form of active user participation,

interactivity, openness, transparency, and dual functions as a means of communication and entertainment. Thanks to these characteristics, platforms such as YouTube, TikTok, Instagram, Facebook, and WhatsApp not only serve as a means of entertainment, but also as an effective medium of learning. Through visual, interactive, and contextual learning environments, social media supports the principles of social learning according to Bandura. If used appropriately, this media can increase students' motivation, engagement, and mastery of English vocabulary in the digital era.

Social media has now become an integral element of daily life, especially in the field of education around the world. Many students use it as a platform to channel creativity through various forms of content such as writing, images, music, and videos. Platforms such as TikTok, YouTube, Facebook, and Instagram play an important role as a medium for people to express creative ideas, share information, and develop personal digital portfolios. Based on a literature (Nasution et al., 2025) social media not only functions as a means of entertainment and communication, but has also developed into a modern learning tool that allows students to access various sources of knowledge in a quick and interactive way. In the context of education, social media also contributes to strengthening collaboration between teachers and students, facilitating the exchange of learning materials, and creating a learning atmosphere that is more flexible, innovative, and in accordance with today's digital technology advancements.

D. The Impact of Social Media on YouTube App

Social media has become an indispensable aspect of daily life in the increasingly digitally connected society we live in. The use of social media has affected people's lives in many ways, including education, due to the ease of internet access and the many social media platforms. Based on Social Media Influence Theory (Achmad 2023), the intensity of continuous content exposure, supported by a recommendation algorithm

system, plays a role in shaping students' learning tendencies and influencing the way they view the language learning process, especially in vocabulary mastery. In line with this view, it shows that in a society that is increasingly digitally connected, social media, including YouTube, cannot be separated from educational activities. The ease of internet access and the diversity of social media platforms make YouTube one of the widely used learning tools inside and outside the classroom. This supports the argument in Social Media, Usage and Impact that the integration of social media into education is a logical consequence of digital transformation, although its application is still debatable due to the potential positive and negative impacts it has (Al-deen and Hendricks 2012). The impact of social media on education is a contentious topic as it becomes increasingly integrated into the classroom (Ananda, 2024). The worst impact in the world of education that may result from social media is the decline in students' awareness levels about learning and affect their learning achievement. Learning achievement is a learning outcome from what is achieved after participating in the learning activity process. Impact according to the Great Indonesian dictionary is a form, a strong influence that can bring good or bad consequences or can mean a collision that is strong enough between two objects so that it can cause changes that occur in life (Suryaningsih et al., 2020).

Social media can have a positive impact and a negative impact on the learning achievement that students get at school. There are several impacts obtained, namely:

a. Positive Impact

- 1) Social Media Influence Theory (Achmad 2023), explained that the use of YouTube in the learning process shows a significant role in improving students' vocabulary mastery, enriching the use of vocabulary contextually, and encouraging the growth of students' motivation and interest in learning activities.

- 2) Expanding vocabulary contextually, namely social media, introduces students to the use of vocabulary in the context of daily life. For example, through vlog videos or comments on YouTube, students learn how words and phrases are used naturally by native speakers.
 - 3) Increasing Students' Motivation and Interest in Learning, namely The visual and interactive display of social media makes learning more interesting. Students become more motivated to learn new vocabulary because they feel directly involved in activities that are fun and relevant to their lives.
- b. Negative Impact
- 1) Concentration and Dictation Disorders is one of the common impacts is the disruption of learning focus because social media is also filled with entertainment content. Students can easily be distracted by non educational videos while looking for learning materials.
 - 2) Reliance on passive learning through video without follow-up activities, such as discussions or exercises, can lead to suboptimal vocabulary retention (Rachmad 2023).
 - 3) Difficulties in selecting content that suits students' ability levels is also a serious challenge that can reduce learning effectiveness.

In addition, dependence on social media is a risk if students only watch videos passively without being equipped with follow-up activities (discussions, exercises, repetition), this can lead to less than optimal vocabulary retention. The journal "The Integration of Social Media in Developing English Vocabulary Skills and Its Impact on Students Learning Motivation" shows that although there has been a significant increase in vocabulary mastery through social media, the success of this depends largely on how the media is used actively and structured (Pangaribuan et al., 2025).

E. The Digital Era In Education

The digital era in education describes a period in which the learning process utilizes various digital technologies widely to support teaching and learning activities. Nowadays, devices such as computers, the internet, smartphones, and various digital platforms play an important role in helping teachers, students, and educational institutions to access, manage, and distribute information and knowledge. According to (Seminar et al., 2019). Digital education is a learning approach that uses multimedia media, such as computers or laptops, smartphones, videos, audio, and visuals, as a means in the teaching process. In the world of education, the use of technology is not limited to one type of tool, but varies according to learning needs. Furthermore, (Aji, 2016) explained that digital technology is a form of technology that no longer relies on manual human labor, but operates automatically through a computerized system with a format that can be read by a computer.

The development of technology in the field of education is one of the most significant impact of the progress of the current digital era. Various technological innovations have brought about major changes in teacher teaching methods, students' learning methods, and the process of disseminating information and science. In learning activities, technology functions as a facilitator that helps achieve educational goals more effectively. The use of technology is expected to be able to support teachers and students in carrying out the teaching and learning process at school more efficiently. With the help of technology, teachers can deliver learning materials more practically and do not need to spend additional energy to check student learning outcomes (Nurillahwaty, 2022) In addition, the application of educational technology requires a system designed to improve performance and meet human needs in various daily activities. In its implementation, educational technology involves a number of components such as tools and tools that function to manage, analyze data,

and solve various problems that arise during the learning process (Selatan et al., 2021).

In addition, technology has an important role as a tool that supports the knowledge design process, functions as a source of information that helps students in seeking and expanding insights, and also as a medium that stimulates students' ability to convey ideas or arguments. Furthermore, educational technology can increase the effectiveness and efficiency of the learning process, and play a role as the main means in achieving maximum educational goals (Selatan et al., 2020). Various digital platforms now allow users to create, share, and access different types of content, such as text, images, videos, and audio. Popular social media such as Facebook, Instagram, Twitter, LinkedIn, YouTube, and TikTok have become an important part of modern life, not only for personal and business interests, but also in the field of education as a means of communication and information exchange in the digital era (Karangasem et al., 2023). Through social media, students can learn a variety of educational materials, interact with peers, and communicate directly with various relevant sources of information. This condition is in line with the Social Learning theory from Bandura (1986), which explains that the learning process can occur through observation and imitation of model behavior in the social environment, including in the digital realm.

In general, the development of technology and social media has revolutionized the world of education by shifting the traditional learning system towards a more collaborative, interactive, and student-oriented digital learning model. This innovation provides an opportunity for educators and students to discover and develop various new methods in acquiring knowledge creatively and productively. In addition, the use of technology creates a more flexible learning environment, where students can adjust their time and learning style according to their individual needs. Therefore, technology and social media have a strategic role in shaping a generation of learners who are adaptive, think critically, and are ready to

face the challenges of the global era dominated by information and technology.

F. Junior High School Students' Learning Characteristics and the Use of YouTube in Learning

Students at the junior high school (SMP) or early adolescent level, are in a very crucial developmental phase covering three main aspects, namely cognitive, social, and emotional which are closely interrelated. Cognitively, they began to show abstract, logical, and reflective thinking skills. Previous research has shown that thinking skills and self control play an important role in the academic achievement of junior high school students, especially in the process of planning and learning decision-making (Shi & Yang, 2025). In this case, the use of YouTube as a means of learning is in accordance with students' cognitive development, because the delivery of material through a combination of visual and audio is able to facilitate the understanding of abstract concepts, including in learning English vocabulary Richard E. Mayer (2009).

In the social aspect, early adolescents begin to focus on relationships with peers and seek to form self-identity within their social environment. The results of a study by (Choudhury et al., 2006) show that changes in brain structure in adolescence have a major impact on the development of social cognition, where interaction with peers contributes significantly to the formation of empathy and social identity. In this case, YouTube allows social learning to occur through comments, discussions, and content created by other users, so that students can learn English vocabulary in a more authentic social context and relevant to their lives Social Learning Theory (Albert Badura).

Meanwhile, emotionally, junior high school students begin to experience more complex emotional development such as pride, shame, and anxiety, and try to control their emotions even though they are not completely stable. Published research according to (Huttunen et al., 2025)

reveals that good social and emotional skills are positively correlated with increased educational aspirations as well as decreased anxiety levels in schools. The use of YouTube in learning can have a positive impact on students' emotional aspects if used appropriately, because content that is interesting and close to daily life can increase students' confidence, motivation, and comfort in learning English, especially in vocabulary mastery (Deci and Ryan 1998). Therefore, it can be concluded that cognitive, social, and emotional development in early adolescence is mutually supportive and forms an important basis for their academic readiness and psychological balance. Teachers at the junior high school level need to understand the characteristics of these developments in order to be able to create a learning environment that is in accordance with the development needs of students both from intellectual, social, and emotional aspects.

However, the developmental characteristics of junior high school students also make them vulnerable to distractions and excessive use of media. Without proper management, YouTube can reduce learning concentration, increase reliance on passive learning, and hinder students' self-control. Therefore, teachers need to understand the cognitive, social, and emotional characteristics of junior high school students in order to be able to use YouTube in a directed and structured manner as a learning medium that supports students' academic and psychological development in a balanced manner.