

learning, facilitate collaborative discussions, and support vocabulary development across different levels. This integration also aligns with the role of teachers as facilitators and students as content users in a digitally connected learning ecosystem.

Finally, for future researchers, the study offers a model for combining traditional vocabulary assessment with digital media in a quasi-experimental design. Future studies may explore different video genres, other language skills, or the use of YouTube in blended or flipped classroom environments.

In conclusion, this study has meaningful implications for vocabulary instruction by validating the role of YouTube videos and brainstorming techniques grounded in existing theoretical frameworks. It bridges theory and practice, showing how strategic media integration can support vocabulary acquisition and enhance students' learning experiences in modern EFL classrooms.

CHAPTER V

CLOSURE

A. Conclusion

The findings of this study demonstrate that utilizing YouTube videos as a brainstorming tool considerably improves students' vocabulary mastery. By analyzing the post-test results, it was found that students who received the treatment outperformed those who were taught using conventional methods. This implies that visual and contextual stimuli provided by YouTube videos contribute to more effective vocabulary acquisition, reinforcing the importance of media integration in language instruction.

Furthermore, the findings also showed substantial improvement within the treatment group itself, confirming that video-based brainstorming not only differentiates group performance but also supports individual progress. These conclusions are aligned with the theoretical insights presented in Chapter II, where the use of engaging content and interactive learning strategies are shown to enhance vocabulary mastery among language learners.

The implementation of video-based brainstorming provided students with opportunities to generate, connect, and internalize vocabulary through

collaborative discussions, leading to deeper retention and application of language in relevant contexts. Therefore, the study confirms that incorporating YouTube as a pedagogical medium can lead to meaningful vocabulary development in EFL classrooms. These findings also align with the principles of 21st-century learning, where the integration of multimedia and critical thinking activities plays a vital role in improving language skills

B. Suggestions

The researcher has made the following key recommendations based on the findings:

1. Teacher

In light of these findings, it is suggested that English teachers consider incorporating YouTube videos in their classroom instruction, especially for vocabulary learning. Carefully selected videos that match the students' proficiency level and lesson objectives can stimulate interest, improve contextual understanding, and provide memorable examples of vocabulary in use. Teachers should also facilitate post-viewing activities that encourage student participation and reinforce new vocabulary through brainstorming, discussion, or guided writing.

2. Students

Students themselves are encouraged to actively engage with English-language content available on YouTube, both in and outside the classroom. Watching videos regularly can expose them to natural language use and broaden their vocabulary repertoire in an enjoyable and self-directed manner.

3. School

From an institutional perspective, schools and educational program developers are advised to facilitate the incorporation of digital media into language education by giving access to essential tools and training. Creating an infrastructure for video-based learning can result in more inclusive and successful English learning environments.

4. Future Researchers

For future researchers, this study opens potential for further exploration of video-integrated strategies in other areas of language learning such as speaking, writing, or listening. Expanding the sample size, treatment duration, or the type of video content used may offer broader insights into the long-term effectiveness of media-based language instruction. Future studies are encouraged to examine the long-term retention effects of YouTube based vocabulary learning and its potential for fostering independent learning habits.