

Analyzing English with Jennifer YouTube Channel for Developing Discord EFL Users' Vocabulary

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Abstract

Vocabulary plays a crucial role in supporting speaking skills, yet Indonesian EFL Discord users often experience speaking difficulties due to limited vocabulary, hesitation, and lack of confidence in real-time communication. This research aims to analyze the use of the 'English with Jennifer' YouTube channel for vocabulary development, examine its contribution to speaking skills, and identify challenges faced by EFL Discord users in applying new vocabulary in communication. This study employed a descriptive qualitative design involving six Indonesian EFL Discord users selected through purposive sampling. The data were collected through observation and post-observation interviews on Discord. The findings revealed that the 'English with Jennifer' YouTube channel contributed positively to vocabulary development through clear explanations, contextual vocabulary presentation, pronunciation modeling, and communicative learning activities for participants. The acquired vocabulary supported users' speaking performance by improving fluency, lexical variety, pronunciation awareness, and communication confidence. The main challenges identified included lexical retrieval difficulties, limited productive vocabulary, pronunciation issues, and speaking anxiety. In conclusion, the integration of the 'English with Jennifer' YouTube channel provides an effective digital learning environment for developing vocabulary to support Discord EFL users' speaking skills.

Keywords

EFL Discord Users, English with Jennifer, Speaking Skill, Vocabulary, YouTube Channel



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INTRODUCTION

The integration of digital technology into English language learning has expanded learners' access to authentic learning resources beyond conventional classroom instruction. Among various digital platforms, YouTube has become one of the most frequently used media for English learning because it provides audiovisual materials that expose learners to authentic language use, including pronunciation, vocabulary, and conversational expressions. The multimodal characteristics of YouTube enable learners to access instructional content

repeatedly according to their learning needs, thereby supporting independent learning and improving language comprehension (Pal & Patra, 2021). Moreover, YouTube facilitates contextual language input that contributes to the development of communicative competence through authentic communication models (Kaboooha & Elyas, 2018).

Vocabulary mastery is a fundamental component of speaking because it enables learners to communicate ideas accurately, fluently, and appropriately in different communicative situations. Vocabulary knowledge directly influences speaking development since learners with broader vocabulary repertoires demonstrate greater fluency, flexibility, communicative precision, and self-confidence in oral interaction (Khan et al., 2018). However, many EFL learners continue to experience difficulties in speaking despite possessing receptive vocabulary knowledge. One of the major obstacles is the gap between receptive and productive vocabulary, in which learners recognize lexical items but experience difficulty retrieving and producing them spontaneously during communication (Nation, 2021). Consequently, limited productive vocabulary, slow lexical retrieval, insufficient speaking practice, and speaking anxiety frequently reduce learners' communicative performance.

These issues are also evident among Indonesian EFL users who actively communicate through Discord. As a digital communication platform, Discord provides opportunities for real-time interaction through voice and text channels, allowing users to practice English in authentic communicative contexts (Reitman et al., 2021). Nevertheless, the availability of communication opportunities does not necessarily guarantee effective vocabulary use. From the researcher observation of six EFL discord users continue to experience hesitation, lexical retrieval difficulties, pronunciation problems, and low confidence when participating in spontaneous conversations. These conditions indicate that learners require learning resources capable of providing contextual vocabulary input while simultaneously facilitating its application in speaking activities.

One digital learning resource that potentially addresses these challenges is the 'English with Jennifer' YouTube channel. The channel presents vocabulary through contextual explanations, authentic dialogues, pronunciation modeling, question-and-answer activities, and repetition drills that emphasize communicative language use. This instructional approach is consistent with the principles of Communicative Language Teaching (CLT), which prioritizes learners' ability to use language meaningfully in authentic communication rather than merely acquiring linguistic knowledge (Wei & Litton, 2018). Furthermore, contextual vocabulary instruction enables learners to understand not only word meanings but also pronunciation, grammatical functions, and appropriate usage in communication, thereby facilitating the transition from receptive vocabulary knowledge to productive vocabulary use (Astuti & Khoirurrosyid, 2023).

Previous studies have consistently reported positive contributions of YouTube to English language learning. An exposure to English learning videos on YouTube improved learners' pronunciation through authentic native-speaker models (Andini & Zaitun, 2022). The 'Easy English' YouTube channel significantly improved students' vocabulary mastery in

formal educational settings (Trijunianti et al., 2025). Likewise, another study demonstrated that the 'Learning English with Bob the Canadian' YouTube channel enhanced learners' vocabulary acquisition, including vocabulary form, pronunciation, meaning, and usage (Umiwati & Firdaus, 2025). In addition, YouTube supports contextual vocabulary learning, pronunciation development, learner autonomy, and speaking fluency through repeated audiovisual exposure, while concluding that speaking is the language skill most positively influenced by YouTube-based learning Purwanti et al. (2022).

Although previous studies have demonstrated the educational benefits of YouTube, several limitations remain. This research has predominantly employed quantitative approaches to measure vocabulary achievement or pronunciation improvement in formal educational contexts. Comparatively little attention has been given to examining how vocabulary learned through YouTube is utilized in authentic spoken interaction within informal digital communities. Furthermore, studies specifically investigating the English with Jennifer YouTube channel and its role in supporting vocabulary development among Indonesian EFL Discord users remain limited. Consequently, qualitative evidence concerning learners' experiences, vocabulary application, and speaking challenges in online communication environments is still insufficient.

Based on these considerations, this research aims to analyze the 'English with Jennifer' YouTube channel as a learning medium for developing vocabulary among Indonesian EFL Discord users. Specifically, the research investigates how the channel facilitates vocabulary learning, examines the contribution of vocabulary development to speaking skills, and identifies the challenges encountered by learners when applying newly acquired vocabulary in real-time communication on Discord.

METHOD

This study employed a qualitative descriptive design to examine the use of the English with Jennifer YouTube channel as a learning medium for vocabulary development in supporting speaking skills among EFL Discord users. The qualitative descriptive approach was selected to explore participants' learning experiences, perceptions, and vocabulary use during authentic online communication. The research was conducted virtually over three weeks in June 2026 through Discord, where learning activities and data collection were carried out synchronously.

The participants consisted of six Indonesian EFL Discord users selected through purposive sampling. The selection criteria included: (1) Active users of the Discord platform who use English to communicate, (2) regularly watch content on YouTube channels, and (3) voluntarily participate in the observation and interview sessions. These criteria ensured that all participants had relevant experience with both digital platforms investigated in this research.

Data were collected using two complementary techniques: observation and post-observation semi-structured interviews. During the observation stage, each participant

watched selected vocabulary-learning videos from the 'English with Jennifer' YouTube channel through Discord's Screen Share feature while interacting directly with the researcher. Throughout the session, participants responded to spontaneous questions designed to encourage the use of newly introduced vocabulary in speaking. Immediately after each observation session, a semi-structured interview was conducted to obtain participants' perceptions of the learning process, vocabulary acquisition, speaking confidence, and challenges encountered when applying new vocabulary in communication. Documentation, including field notes, screenshots, and screen recordings, was used to support data verification.

The collected data were analyzed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing with continuous verification. Observation records, interview transcripts, and supporting documentation were first organized and coded according to the research objectives. The coded data were then categorized into recurring themes describing the learning process, vocabulary development, speaking contribution, and participants' challenges. Finally, the findings from different data sources were compared through triangulation to enhance the credibility and consistency of the analysis.

Table 1. Participant Background Table

Participant	Occupation	Age	Role in Research
Subject 1	Employee	24	Discord EFL User
Subject 2	Self-Employee	20	Discord EFL User
Subject 3	Senior High School Student	16	Discord EFL User
Subject 4	Self-Employee	22	Discord EFL User
Subject 5	Vocational High School Student	18	Discord EFL User
Subject 6	Senior High School Student	16	Discord EFL User

METHODS

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(Arikunto, 2013).

RESULTS AND DISCUSSION

Results

The findings of this research are presented in the following subsections, which are the final step in dividing into four main topics:

Participants' Perceptions toward 'English with Jennifer' as a Vocabulary Learning Medium

Data reveals that the 'English with Jennifer' YouTube channel is generally perceived by participants as a learning medium for vocabulary development, primarily due to the effectiveness of its teaching methods rather than just its digital nature. Interviews highlighted Jennifer's articulation, moderate speaking pace, and communicative explanation.

For instance, Subject 1 noted the channel's suitability for developing autonomous learners, Subject 2 found the unique approach engaging, and Subject 6 valued the deliberate, example-driven explanations over rote learning. Ultimately, this clear delivery minimizes the cognitive load for learners tackling new words. According to Pal and Patra (2021), who note that YouTube's multimodal nature allows simultaneous processing of audio and video. YouTube supports participatory learning by providing accessible audiovisual resources that learners can revisit according to their individual learning pace (Burgess & Green, 2018).

The research also highlighted how six participants viewed the linguistic caliber of the content. Rather than using isolated word lists, most subjects appreciated that vocabulary was introduced within contextual frameworks. Subjects 3 and 4 found the sophisticated vocabulary and contextual sentences highly effective for lexical growth, though Subject 5 remarked that the comprehensive blending of multiple grammar categories could overwhelm beginners. This indicates that learner perceptions are shaped by both teaching quality and baseline language skills. This outcome reinforces the idea that authentic contexts make vocabulary acquisition more meaningful, which also mirrors the Communicative Language Teaching principles, where language is learned through active communication rather than isolation (Wei and Litton, 2018).

Furthermore, observations and interviews showed that the synergy between the videos' teaching style and the Discord learning environment bolstered these positive student attitudes. Despite variations in pronunciation practice engagement, 5 participants stayed visually focused and answered follow-up questions accurately, even though Subject 6 still was not focused on watching Jennifer's video. This proves that vocabulary retention is driven by both video repetition and immediate opportunities for real-time application. These dynamics match the findings regarding how recurrent exposure to authentic media aids vocabulary integration (Purwanti et al., 2022). Also, YouTube enhances oral skills by letting learners observe real-world usage before speaking. In short, the participants' favorable views stemmed from a blend of clear teaching, contextualized words, and active digital interaction (Salsabila et al., 2025).

Vocabulary Acquisition through 'English with Jennifer'

The findings show that six participants acquired vocabulary through a step-by-step process: noticing new words, grasping their meanings, and then trying to use them in speech. Interview feedback indicated that while 5 subjects could recognize newly introduced words like “inclination” and “demonstration”, Subject 2 still found it hard to use them spontaneously in conversation. This pattern implies that vocabulary mastery begins at a receptive stage before shifting toward active production. This matches Deari's (2020) distinction between receptive and productive vocabulary, which posits that comprehension of form and meaning typically precedes oral production. Similarly, Fitria (2019) notes that true vocabulary knowledge involves a blended understanding of form, meaning, and application rather than just rote memorization. Thus, the data suggests that exposure to contextual explanations and proper pronunciation helped bridge the gap between word recognition and active communication.

Another important finding revealed that some subjects went further than simply recognizing words. by actively using them to build sentences. For instance, Subjects 3 and 6 independently used words like conceive, inclination, crucial, and mutual in original sentences, showing they could retrieve and apply vocabulary in context instead of merely reciting definitions. This indicates the growth of productive vocabulary, where learners actively pull words from memory to communicate meaningfully. This supports Astuti and Khoirurrosyid (2023), who state that vocabulary learning works best when words are embedded in communication that shows their meaning, grammar, and practical use all at once. In this case, the real-world examples from the "English with Jennifer" channel helped students see how vocabulary operates naturally rather than in isolation.

Furthermore, data from observations and interviews further show that vocabulary learning was strengthened by repeated exposure and immediate chances to practice. Several participants mentioned that familiar words like mutual, eliminate, and determine took on broader, clearer meanings after watching the instructional videos, helping them turn passive knowledge into active communication. This was backed up by observation data, which showed that all participants performed well to very well when applying vocabulary after watching, despite having different levels of engagement during the video sessions. These insights mirror Trijunianti et al. (2025) and Umiwati and Firdaus (2025), who found that YouTube videos boost vocabulary by combining pronunciation, meaning, and context. However, while past research mostly used quantitative metrics to measure vocabulary growth, this study uniquely provides a qualitative look at how vocabulary develops through video interaction and shifts into real digital conversations.

The Contribution of Vocabulary Learning toward Speaking Confidence

The findings indicate that vocabulary acquisition enhanced all of six participants' speaking confidence by fostering communicative readiness rather than entirely eradicating communication apprehension. All of the six participants reported that a comprehensive understanding of lexical meaning, pronunciation, and contextual application empowered them to engage in English interactions with greater self-assurance.

Specifically, Subject 1 attributed his heightened confidence to the accessible presentation of the instructional videos, whereas Subject 3 stated that acquiring new terms incentivized him to communicate with peers on Discord. Furthermore, Subject 6 experienced increased confidence after mastering alternative lexical items such as *reveal* and *demonstrate*, which expanded his linguistic repertoire during discourse. These insights align with the Communicative Language Teaching principles of Wei and Litton (2018), which dictate that vocabulary instruction should ultimately facilitate meaningful, authentic communication. This finding asserts that expansive vocabulary knowledge solidifies communicative confidence by equipping learners with the lexical resources needed to articulate ideas with minimal hesitation (Khan et al., 2018).

Despite these positive perceptions, the data shows that expanding one's vocabulary isn't enough to completely eliminate speaking anxiety. A few subjects still felt insecure when trying to recall new words or when doubting their grammar. Subject 4 saw making errors as a normal part of the learning journey despite feeling anxious during interactions, while Subject 5 admitted to struggling with using advanced vocabulary on the spot. Similarly, Subject 6 linked his anxiety to grammatical doubts rather than the meanings of the words themselves. This suggests that speaking confidence is built over time as learners repeatedly use vocabulary in real situations. According to Nation (2021), who points out that many EFL learners understand vocabulary receptively but struggle to pull those words up in real-time conversations. Therefore, the lingering anxiety seen here points to a normal transition phase from passive word recognition to active use, rather than a failure to learn the words.

Observation data further highlights the close link between learning vocabulary and building speaking confidence. Most participants did a very good job of using their new words during post-observation interviews, even those who had admitted to feeling anxious during interviews. This implies that seeing vocabulary in context, followed by immediate speaking practice, motivated learners to participate more actively. This matches the findings of Trijunianti et al. (2025) and Umiwati and Firdaus (2025), who found that YouTube learning aids English development through contextual video input. However, unlike previous research that mostly measured vocabulary gains through test scores, this study proves that vocabulary learning also builds psychological readiness by making word retrieval easier during real conversations. Therefore, vocabulary's role here should be seen as a way to support communication through better word access and practice, rather than the only factor that drives speaking confidence.

The Implementation of Newly of Learned Vocabulary in Discord Speaking Activities

Lastly, the collected data indicates that all of six participants could transfer new vocabulary from Jennifer's YouTube videos into real Discord conversations, though this happened over time rather than all at once.

Most subjects consciously integrated new terms into voice and text chats when the context was right. Subject 1 noted that using the words depended heavily on the conversational flow, Subject 6 upgraded common words during gaming sessions, and Subject

5 used text messages to double-check vocabulary before hitting send. This shows that active vocabulary use involves both remembering words and judging if they fit the context. This supports Deari (2020) and Jia et al. (2024) regarding the gradual shift from recognizing to producing words, as well as Nation (2021), who stresses that moving from passive to active vocabulary requires regular, meaningful practice.

Furthermore, the deployment of new vocabulary was significantly facilitated by the digital affordances of Discord, particularly the Screen Share mechanism during instructional sessions. Participants uniformly perceived synchronous video playback as an instrument for shared attention, immediate dialogue, and collaborative oral practice. This real-time access to audiovisual media permitted concurrent observation of pronunciation and contextual examples alongside peer-to-peer and researcher interaction. Observational data corroborated high levels of visual attentiveness and engagement, suggesting that synchronous environments sustain learner focus prior to active lexical deployment in subsequent speaking tasks. This supports the Communicative Language Teaching tenets articulated by Wei and Litton (2018), which state that language acquisition is enhanced when learners engage with authentic input and immediately apply it in meaningful communication.

Despite these positive outcomes, some participants encountered distinct challenges when implementing new vocabulary during real-time communication. Qualitative data revealed that primary internal impediments consisted of spontaneous retrieval difficulties, grammatical and phonological uncertainties, and bilingual cognitive hesitation. Additionally, external variables such as connectivity fluctuations, YouTube advertising interruptions, Screen Share display constraints, and Discord alerts occasionally disrupted instructional continuity. These insights demonstrate that productive lexical usage is bounded by both linguistic competencies and technological infrastructures. Nevertheless, these barriers did not deter communicative efforts, indicating that sustained interaction fostered a willingness to experiment with new vocabulary despite retrieval constraints.

In conclusion, These findings suggest that vocabulary application goes over basic acquisition, demanding the ongoing integration of lexical knowledge into authentic communication. Discord functioned as an interactive environment that enabled participants to experiment with newly acquired terms via oral and textual modes while receiving immediate contextual reinforcement. This sub-finding supports Andini and Zaitun (2022) and Umiwati and Firdaus (2025) regarding YouTube's efficacy as a source of contextual input. However, whereas prior research predominantly evaluated quantitative learning metrics, this study provides a qualitative exposition of how learners transfer YouTube-mediated vocabulary into spontaneous communication within a digital community. Consequently, this research extends the current literature by conceptualizing vocabulary implementation as an incremental communicative process facilitated by authentic interaction, repetitive usage, and an optimal digital ecology.

CONCLUSION

Based on the data analysis and discussion in this study, it can be concluded that the use of the YouTube channel 'English with Jennifer' as a learning medium has proven effective in facilitating vocabulary mastery for six Indonesian EFL Discord users. The integration of these audiovisual videos into an informal digital ecosystem synchronized through Discord's Screen Share feature significantly contributed to bridging the transition from receptive lexical comprehension to productive proficiency, which in turn increased fluency, variety of word choices, and psychological readiness and confidence in speaking. Although the six Indonesian Discord users still faced cognitive-psychological challenges in the form of spontaneous lexical retrieval delays and grammatical anxiety, as well as the platform's inherent technical constraints, these obstacles were mitigated by the interactive nature of the Discord community and the users' self-learning resilience. Overall, this research provides theoretical and practical contributions, confirming that the 'English with Jennifer' YouTube channel provides practical and effective vocabulary acquisition. It is no longer a static output through digital media, but rather an incremental communicative process where social media input can be transferred directly into functional oral communication performance within informal digital spaces.

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