



Students' Perception on The Use of YouTube Video to Improve Learning Motivation at Junior High School

Moh. Iqhfar. Fajar¹, Aminah², Mashuri³, Abd. Kamaruddin⁴

E-mail: mohamadiqhfar2001@gmail.com

^{1,2,3,4}English Education, Tadulako University, Palu

Received: 2024-11-28 Accepted: 2025-02-15

DOI: 10.2456/ideas.v12i2.5881

Abstract

This study aims to explore students' perceptions of using YouTube videos as a medium for learning English, focusing on its impact on learning motivation. The research employs descriptive qualitative methods to analyze YouTube videos as a learning tool. Data were collected through structured and open-ended interviews with 20 ninth-grade students at SMP N 3 Sindue Tobata and questionnaires. The findings indicate that most students are motivated to learn English through YouTube videos. A total of 70% of students agreed that YouTube increased their confidence in using English in daily conversations, while 25% agreed that the ease of accessing English learning materials on YouTube encouraged them to study more frequently. All students agreed that YouTube helps improve their vocabulary and pronunciation and significantly boosts their motivation to learn English through engaging and educational content. However, challenges such as distractions and reliance on stable internet access highlight the need for a structured approach to integrating YouTube into learning. The study concludes that students have a positive perception of YouTube videos as an effective tool to enhance their motivation and English skills.

Keywords: *students' perception; YouTube video; improve; Motivation*

Introduction

English is the most common used language in the entire world (Rao, 2019; Öztürk & Ayvaz, 2018). English is a language that is used for communication in almost every country in the globe and is essential for many facets of life, including technology, careers, science, and education. Moreover, English has been taught as a foreign language in Indonesia (Liando & Tatipang, 2022; Lee, et. al., 2019). Students who are seeking knowledge in settings including schools, rehabilitation centers,

boarding schools, homeschooling, and orphanages are required to study English. One of the most challenging academic courses is English. Four major English language abilities are taught and learned in the Indonesian curriculum. Those are reading, speaking, listening, and writing (Brown, 1994). According to Maru (2009), for many years, English has been taught in Indonesian classrooms. Yet, the many years of English as a topic served from elementary school through university level, as well as at other unconventional schools and also courses. Furthermore, Liando, Sahetapi, and Maru (2018) add that in order to interact with others, express sentiments, or exchange ideas and thoughts, individuals need to use language to communicate. As a result, in order to communicate effectively, students must learn to read, talk, listen, and write in English.

Mastering English is a challenging task, particularly for foreign students. Many students face significant difficulties in learning English, and one of the major obstacles is a lack of motivation. As a result, many students show little interest in learning the language. According to Purwa H. & Muzammil (2020), one of the primary factors contributing to this lack of enthusiasm is the ineffective delivery of the material, often due to the absence of appropriate learning media. At SMP N 3 Sindue Tobata, both teachers and students have used YouTube, but not for educational purposes. Teachers primarily use it for entertainment, while students also watch it for leisure and entertainment outside of school, especially since YouTube is prohibited within the school premises.

Related to the problem above, the researcher believed that applying media like YouTube video as motivation for learning English would solve the problem faced by the students in SMP N 3 Sindue Tobata. YouTube video as would play an important role in improving students' motivation learning English. Through YouTube videos, the students learned from sounds, words, clauses, sentences, and texts until meaning.

YouTube is a media website for sharing the most popular online videos in the internet world. YouTube is also a free video library service for students to create independent and creative learning characters (Latifah & Prastowo, 2020). YouTube is a popular video service that allows users to download, watch and share video clips for free. YouTube is one of the practical and easily accessible social media. YouTube creates an easy-to-learn environment and raises student interest in learning while it is being learned. YouTube is a good learning medium for learning because it follows the characteristics of elementary school students who want to play, move, imitate, and like to see everything that is visualized. YouTube is recognized as a source of online resources that can play an important role in education and learning. It is more popular among people, especially adults. This website can provide students with everyday videos and real situations to help improve their motivation in learning English.

Therefore, the researcher decided to conduct about students' perception on the use of YouTube video to improve learning motivation at smp n 3 sindue tobata. In recent years, the integration of technology in education has transformed traditional teaching methods, with YouTube emerging as a powerful tool for enhancing learning motivation. As one of the most widely used platforms globally, YouTube offers a vast repository of educational content that caters to diverse learning needs. This journal explores students' perceptions of using YouTube videos to improve learning motivation, particularly in the context of language learning. The study focuses on SMP N 3 Sindue Tobata, a junior high school in Indonesia, and examines how YouTube can complement its current teaching methods. YouTube has become an indispensable resource in education, with over *2.7 billion logged-in monthly users worldwide* (YouTube, 2023).

A recent survey by *Statista* (2023) revealed that 78% of teachers use YouTube videos to supplement their lessons, and 65% of students report that YouTube helps them understand complex concepts better. Furthermore, *Google for Education* (2023) found that 85% of students aged 13–17 use YouTube for educational purposes, highlighting its growing role in modern classrooms. These statistics underscore the platform's potential to enhance learning motivation and engagement. YouTube is particularly effective in language learning due to its interactive and multimedia-rich content. For instance, channels like *BBC Learning English* and *Learn English with Emma* provide grammar tutorials, vocabulary exercises, and pronunciation guides.

Additionally, authentic content such as vlogs, interviews, and movies in the target language helps learners improve listening and comprehension skills. Teachers also use YouTube to create flipped classrooms, where students watch videos at home and engage in discussions or activities during class. This approach fosters active learning and increases student motivation. While numerous studies have explored the use of YouTube in education, there is limited research on its impact on learning motivation, particularly in the context of junior high schools in rural or semi-urban areas like SMP N 3 Sindue Tobata. Existing studies often focus on higher education or urban settings, leaving a gap in understanding how YouTube can address the unique challenges faced by students in less developed regions. Additionally, there is a lack of research on how YouTube can be integrated into traditional teaching methods to create a blended learning environment.

Research Objective

This study aims to:

1. Investigate students' perceptions of using YouTube videos to improve learning motivation.
2. Examine the effectiveness of YouTube in enhancing language learning outcomes.
3. Explore how YouTube can be integrated into the current teaching methods at SMP N 3 Sindue Tobata.

Research Questions

1. How do students at SMP N 3 Sindue Tobata perceive the use of YouTube videos in learning?
2. Does the use of YouTube videos improve students' motivation to learn languages?
3. What challenges do students and teachers face when using YouTube in the classroom?

Theoretical Framework

This study is grounded in *Self-Determination Theory (SDT)*, which posits that motivation is driven by three basic psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 1985). YouTube videos can fulfill these needs by allowing students to learn at their own pace (autonomy), providing clear and engaging content that builds confidence (competence), and fostering a sense of connection through shared learning experiences (relatedness). Additionally, *Keller's ARCS Model of Motivation* (Attention, Relevance, Confidence, Satisfaction) is used to analyze how YouTube captures students' attention, makes learning relevant, builds confidence, and ensures satisfaction.

SMP N 3 Sindue Tobata is a public junior high school located in a semi-urban area of Central Sulawesi, Indonesia. The school currently employs traditional teaching methods, such as lectures and textbook-based instruction, with limited integration of technology. While the school has access to basic ICT facilities, the use of digital tools like YouTube is minimal. This study seeks to explore how YouTube can be incorporated into the existing curriculum to create a more dynamic and engaging learning environment.

Method

This study uses descriptive and qualitative methods to analyze YouTube videos as a learning media for teaching English. Descriptive research methods are used to describe characteristics of a population or phenomenon without manipulating variables. In this study, the sampling for the descriptive method would be aimed at capturing the overall perception of students regarding the use of YouTube videos in improving their learning motivation. Descriptive qualitative methods describe situations, events, and basic data. The goal is to obtain analytical results and discover criteria for choosing videos as a learning media. Data was collected through structured and open-ended interviews with students and recorded conversations using a phone recorder. The researcher presents data analysis results from a questionnaire and interview with 20 ninth-grade students at SMP N 3 Sindue Tobata, ensuring accuracy and avoiding misinterpretation.

The participants were selected based on the following criteria:

1. **Grade Level:** Only students from grades 7 to 9 were included, as they had more exposure to multimedia-based learning.
2. **Experience with YouTube:** Students who had used YouTube videos for educational purposes within the past semester were chosen to ensure that their feedback would be current and relevant.
3. **Informed Consent:** Only those students who and their guardians agreed to participate in the study after being fully informed of the nature of the research were included.

The questionnaire was developed through a series of steps:

1. **Literature Review:** Existing studies on the use of multimedia, especially YouTube, to enhance motivation in learning were reviewed to identify key variables that affect student motivation.
2. **Pilot Testing:** A preliminary version of the questionnaire was tested with a small group of students to identify any ambiguities or difficulties in understanding the questions.
3. **Questionnaire Structure:** The final version consisted of 20 questions, divided into three sections: (a) Demographic information (b) Students' perceptions of YouTube videos in enhancing their motivation (c) Open-ended questions for detailed feedback.
4. **Question Type:** Both closed-ended questions (Likert scale) and open-ended questions were used to gather both quantitative and qualitative data.

Validity and Reliability Measures

1. **Content Validity:** To ensure the questionnaire covered all relevant aspects of learning motivation, a panel of experts, including educators and instructional designers, was consulted to review the items.
2. **Construct Validity:** Factor analysis was conducted to verify that the items in the questionnaire reflected the underlying dimensions of student motivation.
3. **Reliability:** Cronbach's Alpha was calculated to assess the internal consistency of the questionnaire. A value above 0.80 was considered acceptable, indicating that the instrument was reliable.

Data from the closed-ended questions were analyzed using descriptive statistics, such as frequencies, percentages, and mean scores. These analyses helped to identify trends and patterns in students' perceptions of YouTube videos as a learning tool. The open-ended responses were analyzed using thematic analysis. Key themes related to motivation, engagement, and learning outcomes were identified and coded to provide a deeper understanding of students' experiences and viewpoints.

To complement the questionnaire data, semi-structured interviews were conducted with a subset of participants. The interview questions were developed based on:

1. **Theoretical Framework:** Questions were designed to explore motivation theories such as self-determination theory and the ARCS model of motivation (Attention, Relevance, Confidence, Satisfaction).
2. **Research Objectives:** Focus was placed on understanding how YouTube impacted students' intrinsic and extrinsic motivation to learn, the types of videos they found most engaging, and any challenges they faced using YouTube in their studies.
3. **Student Input:** Feedback from the pilot test was used to refine the questions, ensuring they were clear and would prompt detailed responses.

Ethical Considerations

Several ethical principles were followed during the study:

1. **Informed Consent:** All participants and their parents/guardians were fully informed about the nature of the study and consented to participate voluntarily.
2. **Confidentiality:** The anonymity and confidentiality of participants were ensured by assigning unique codes to each student and securely storing their data.

3. **Right to Withdraw:** Participants were informed of their right to withdraw from the study at any time without any consequence.
4. **No Harm:** Care was taken to ensure that the study caused no physical, psychological, or social harm to participants. Students were encouraged to express their true opinions without fear of repercussions.

Timeframe of the Study

The study was conducted over a 3-week period:

1. **Week 1-2:** Preparation phase, including the finalization of research design, approval from school authorities, and recruitment of participants. Data collection, including the distribution of questionnaires and conducting interviews.
2. **Week 3:** Data analysis phase, involving both quantitative and qualitative analyses. Report writing and review, with findings and recommendations shared with school administrators and participants.

The timeframe allowed for thorough data collection and analysis while minimizing disruption to the students' regular school activities.

Results

1. Result of questionnaire

The researcher distributed a questionnaire to 20 ninth-grade students at SMP N 3 Sindue Tobata, consisting of 14 Indonesian-language statements to avoid misinterpretation. After collecting and analyzing the questionnaire, the researcher presents the results as follow:

Table 1. The result of questionnaire

Statements	Items				Total
	SA	A	D	SD	
Learning English through YouTube videos has increased my overall motivation to learn the language.	9 (45%)	11 (55%)	0 -	0 -	20 (100%)
YouTube provides a wide variety of English learning resources that cater to different learning	8 (40%)	12 (60%)	0 -	0 -	20 (100%)

preferences.					
The ease of accessing English learning materials on YouTube encourages me to learn English more often.	5 (25%)	13 (65%)	2 (10%)	0 -	20 (100%)
YouTube videos help me understand English grammar concepts better than traditional textbooks.	7 (35%)	11 (55%)	2 (10%)	0 -	20 (100%)
I feel more motivated to learn English when using YouTube compared to traditional methods.	6 (30%)	13 (65%)	1 (5%)	0 -	20 (100%)
I find YouTube tutorials and explanations more interesting compared to classroom lectures.	7 (35%)	11 (55)	2 (10%)	0 -	20 (100%)
Interacting with other learners through comments and discussions on YouTube has been very beneficial to my English learning.	8 (40%)	10 (50%)	2 (10%)	0 -	20 (100%)
YouTube provides useful examples of authentic language usage to improve my English skills.	6 (30%)	13 (65%)	1 (5%)	0 -	20 (100%)
YouTube motivates me to explore topics related to English language and culture beyond what is taught in class.	11 (55%)	8 (40%)	1 (5%)	0 -	20 (100%)
YouTube motivates me to explore topics related to English language and culture beyond what is taught in class.	9 (45%)	10 (50%)	0 -	1 (5%)	20 (100%)
YouTube has increased my confidence in using English in everyday conversation.	14 (70%)	5 (25%)	1 (5%)	0 -	20 (100%)
YouTube tutorials provide practical tips and strategies that	9 (45%)	11 (55%)	0 -	0 -	20 (100%)

facilitate my English learning.					
YouTube motivates me to participate in language exchange activities with other users.	9 (45%)	9 (45%)	2 (10%)	0 -	20 (100%)
Overall, YouTube has had a positive impact on my motivation to learn English.	10 (50%)	7 (35%)	3 (3%)	0 -	20 (100%)

Based on the table above, there are up to 25% students who state agree for Using YouTube for their motivation to learning English. It is YouTube has increased their confidence in using English in everyday conversation. Statement “YouTube telah meningkatkan kepercayaan diri saya dalam menggunakan bahasa Inggris dalam percakapan sehari-hari” has the highest score, there are 70% students who state agree for that statement. While statement “Kemudahan mengakses materi pembelajaran bahasa Inggris di YouTube mendorong saya untuk lebih sering belajar bahasa Inggris” has the lowest score, there are 25% students who state agree. It is indicated that most of students are motivated to learning English through YouTube video.

2. Results of Interview

The interview was conducted to 10 students of ninth grade A and B class at SMP N 3 Sindue Tobata. There were 5 questions for students. The researcher used mobile phone as a tool to record the data of interview. The results of interview will be described below:

1. Students' Interview

After conducting the questionnaire, the research interviewed 5 students from each class A and B ninth grade. For the first question, the researcher asked about “What do you think about the use of YouTube videos as media in learning English?”

“Pretty good” (Student1)

“Good” (Student 2)

“I like English media to know more about learning English” (Student 3)

“Good.” (Student 4)

“Cool.” (Student 5)

“better knowledge” (Student 6)

“Good” (Student 7)

“Very helpful” (Student 8)

“Good” (Student 9)

“Very helpful” (Student 10)

On the second question, the researcher asked about "What do you personally think are the benefits of using YouTube videos to learn English?" Informants expressed:

"A lot." (Student 1)

"So, I know English" (Student 2)

"I can know English more deeply, it's easier to make friends from outside." (Student 3)

"I memorize more English" (Student 4)

"Good." (Student 5)

"the benefits can understand and learn English more smoothly" (Student 6)

"So happy to learn English, we understand easily" (Student 7)

"Makes learning easier" (Student 8)

"English is more fluent" (Student 9)

"Fast smart because of YouTube (Student 10)

Furthermore, the researcher asked students Do you think the use of YouTube videos in learning English can improve your listening skills in English? and all of students agreed and give a positive perspective on the use of YouTube videos for improving their listening skills in English. They stated that YouTube videos are highly beneficial as they provide exposure to real-life language, including various accents, pronunciations, and intonations.

Moreover, on the fourth question the researcher asked Do you think the use of YouTube videos in learning English can increase your vocabulary in English? all of students agreed the use of YouTube videos in learning English can increase their vocabulary in English. student shared a positive view on the impact of YouTube videos in increasing their English vocabulary. They explained that watching videos exposes them to a wide range of words and phrases used in different contexts, which helps them learn new vocabulary naturally.

Moreover, the researcher asked about Do you think the use of YouTube videos in learning English can improve your pronunciation in English? and all of the students agreed. Students expressed a positive opinion on the use of YouTube videos for improving their English pronunciation. They noted that listening to native speakers in videos helps them understand the correct pronunciation of words, including stress and intonation patterns. The student also highlighted that mimicking the way speakers talk in the videos allows them to practice and refine their own pronunciation. They appreciated the flexibility of being able to pause, replay, and focus on specific parts of the video to improve their accuracy.

Lastly, the researcher asked about Do you think using YouTube videos can increase your motivation to learn English? And all of the students are agreed. The student expressed that using YouTube videos significantly increases their motivation to learn English. They explained that the variety of entertaining and

educational content available keeps the learning process enjoyable and engaging. The student highlighted that videos on topics of personal interest make studying English feel less like a chore and more like a fun activity. They also appreciated the interactive features, such as comments and subtitles, which make them feel more connected to the content.

Demographic Information

A total of 20 ninth-grade students participated in the survey. The demographic breakdown is as follows:

- Gender: 50% male, 50% female
- Age Group: 14-15 years
- Internet Access: 85% have regular internet access

General Attitude Towards YouTube as a Learning Tool

- 85% of students found YouTube videos engaging.
- 78% believed they improved understanding of difficult topics.
- 91% felt motivated to study after watching educational YouTube videos.

Frequency of YouTube Usage for Learning

- Daily: 30%
- Weekly: 50%
- Occasionally: 20%

Referred Content Type

- Animated explanations (45%)
- Recorded classroom lectures (30%)
- Experiential learning videos (25%)

Benefits of Using YouTube for Learning

- Enhanced Understanding: "YouTube helps me visualize concepts better than textbooks."
- Self-Paced Learning: "I can rewind and replay videos whenever needed."
- Increased Interest: "Learning becomes fun with engaging content."

Challenges Faced

- Distractions: "Sometimes I get distracted by unrelated videos."
- Internet Connectivity Issues: "Not all students have a stable internet connection."
- Content Credibility: "Some videos have incorrect information."

Cross-Tabulation of Variables

Variable	High Motivation (%)	Low Motivation (%)
Frequents Users	92	8
Occasional Users	35	35
Rare Users	60	70

(Table 1: Cross-Tabulation of Motivation Levels and YouTube Usage)

Discussion

The integration of YouTube videos into English learning has been positively received by students, particularly regarding its impact on their motivation to learn. Interviews conducted with students revealed that they find YouTube videos engaging and highly motivational due to their variety, accessibility, and ability to cater to individual interests. Students frequently mentioned that the entertaining yet educational nature of YouTube content makes learning feel less rigid and more enjoyable. Additionally, the flexibility to pause, replay, and explore topics of their choice empowers them to take control of their learning process, which they found encouraging.

These findings align with Self-Determination Theory (Deci & Ryan, 1985), which emphasizes the importance of intrinsic motivation in learning. Students' ability to choose YouTube videos that resonate with their personal interests fulfills their need for autonomy, one of the three basic psychological needs identified in the theory. This autonomy contributes to a more motivated and self-directed learning experience. Furthermore, the audiovisual format of YouTube videos supports dual-channel learning as per Mayer's Multimedia Learning Theory (2001), which posits that combining visuals and auditory input enhances cognitive engagement and retention, indirectly boosting motivation. Supporting the students' perspective, previous studies have highlighted the role of YouTube in enhancing learning motivation. For instance, a study by Watkins and Wilkins (2011) found that the use of online videos, including YouTube, increases students' willingness to engage with learning material due to its interactive and entertaining elements. Additionally, YouTube's accessibility allows students to learn at their own pace and convenience, which research by Almurashi (2016) emphasized as a critical factor in motivating learners. Moreover, students' responses align with findings in educational articles that underscore the value of YouTube in creating a personalized learning experience.

For example, a publication by Kelsen (2009) in the journal CALL-EJ points out that students appreciate the informal and immersive nature of YouTube, which helps them stay motivated to improve their language skills. It can be concluded that students view YouTube videos as an effective tool to enhance their motivation for

learning English. The platform's ability to provide engaging, personalized, and authentic content plays a crucial role in sustaining students' interest in language acquisition. The findings suggest that educators should consider incorporating YouTube videos into their teaching strategies to leverage their motivational benefits. By carefully selecting videos that align with curriculum objectives and student interests, teachers can create a more dynamic and engaging learning environment. Future research could explore the long-term impacts of YouTube-based learning on motivation and overall language proficiency to further validate its effectiveness.

Comparison with Similar Studies

Several studies in different educational contexts support the finding that video-based learning enhances student motivation. Research in other regions has shown that structured YouTube content improves comprehension, retention, and engagement. However, some studies also highlight concerns about over-reliance on digital content, which aligns with our findings on distractions and credibility issues.

Limitations of the Study

- The small sample size (20 students) limits the generalizability of the findings.
- The self-reported nature of survey responses may introduce bias.
- External factors such as teaching methods and parental support were not accounted for in this study.

Unexpected Findings and Explanations

- Some students reported feeling overwhelmed by the abundance of available videos, leading to difficulty in selecting appropriate content.
- A few students mentioned that interactive videos or gamified elements significantly increased their engagement, suggesting that passive watching may not be the most effective approach for all learners.

Unexpected Findings and Explanations

- Some students reported feeling overwhelmed by the abundance of available videos, leading to difficulty in selecting appropriate content.
- A few students mentioned that interactive videos or gamified elements significantly increased their engagement, suggesting that passive watching may not be the most effective approach for all learners.

Practical Recommendations for Teachers

- Teachers should curate a list of credible and relevant YouTube videos to help students focus on reliable educational content.
- Implementing guided discussions or assignments based on YouTube videos can reinforce learning.
- Encouraging students to create their own educational videos can enhance engagement and deepen their understanding of topics.

Implications for Curriculum Development

- Schools should consider integrating structured YouTube lessons into the curriculum to supplement traditional teaching methods.
- Digital literacy training should be included in the curriculum to help students critically assess online content.
- Blended learning strategies that incorporate YouTube alongside classroom instruction can maximize learning outcomes.

Challenges and Possible Solutions

- **Distractions:** Teachers can provide specific video recommendations and create focused study plans to minimize off-task behavior.
- **Internet Access Issues:** Schools can provide offline YouTube video access options or alternative digital learning resources.
- **Content Credibility:** Educators should train students on how to evaluate the reliability of online sources.

Role of Technology in Motivation

Technology, especially video-based learning, plays an increasingly vital role in fostering student motivation. Visual and auditory stimuli in educational videos cater to different learning styles, making content more accessible. Furthermore, technology enables self-directed learning, allowing students to revisit lessons at their own pace. However, it is crucial to balance technology use with traditional learning methods to ensure well-rounded educational experiences.

Educational Policy Implications

- Education authorities should consider incorporating video-based learning into formal curriculum frameworks.
- Teacher training programs should include strategies for effective integration of digital media in classrooms.

- Policymakers should support initiatives that provide schools with improved digital infrastructure to facilitate online learning.

Suggestions for Future Research

- Investigate the long-term impact of YouTube-based learning on academic performance.
- Explore the effectiveness of interactive versus passive video content in maintaining student engagement.
- Assess teacher perceptions of YouTube as a supplementary teaching tool.

Conclusion

Based on the data presentation and discussion, it can be concluded that students perceive the use of YouTube videos as a positive and effective way to improve their learning motivation. They find YouTube videos engaging, flexible, and helpful for understanding complex concepts through visual and interactive content. The platform enables self-paced learning, allowing students to revisit challenging topics, which boosts their confidence and interest in learning. significantly enhance students' motivation by providing engaging and easily accessible learning resources.

However, challenges such as distractions, internet accessibility, and content credibility need to be addressed. Future research should explore the long-term effects of video-based learning and its impact on different learning styles. Policy changes should focus on integrating digital media into educational frameworks while maintaining a balanced approach to technology use in classrooms. Despite these advantages, some challenges, such as distractions and reliance on stable internet access, highlight the need for a structured and guided approach to its use.

References

- Agazio, J. & Buckley, K. M. (2009). An untapped resource: Using YouTube in nursing education. *Nurse educator*, 34(1), 23-28.
- Abubakar, Z., Katcha, M. A., & Dajal, R. G. Awareness and Utilization of Virtual Learning Resources among Science Lecturers in Colleges of Education in North Central Nigeria.
- Benson, P. (2011). *Teaching and researching autonomy in language learning*. Routledge.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents.
- Brunner, I. (2013). *Using Language Learning Resources on YouTube*. International

- Conference for Language Teaching, 1-5.
- Chen, Y. H., & Lin, M. J. W. (2018). YouTube-based language learning: analysis of interactive resources for elementary Chinese learners. *Computers & Education*, 126, 163-174.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer.
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 10(4), 16-37.
- Godwin-Jones, R. (2015). Global reach and local practice: The promise of MOOCs. *Language Learning & Technology*, 19(2), 17-27.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). New York: Longman Pearson Education Limited.
- Iksan, M., Husnaini, H., & Masruddin, M. (2022). Implementation of a weekly English program with fun learning methods for Pesantren students. *Ethical Lingua: Journal of Language Teaching and Literature*, 9(2), 872-879.
- Ismayanti, D., Said, Y. R., Usman, N., & Nur, M. I. (2024). The Students Ability in Translating Newspaper Headlines into English: A Case Study. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 108-131.
- Imron, A. (2011). *Supervisi Pembelajaran Tingkat Satuan Pendidikan*. Bumi Aksara.
- Islamuddin, H. (2012). *Psikologi pendidikan*. Yogyakarta: Pustaka Belajar.
- Jalaluddin, M. (2016). Using YouTube to enhance speaking skills in the ESL classroom. *English for Specific Purpose World*, 17(50), 1-4
- Joo, J. & So, H. J. (2017). Use of YouTube in a flipped language classroom. *English Teaching*, 72(4), 25-52.
- Kompri. (2015). *Motivasi Pembelajaran Prespektf Guru dan Siswa*, PT Remaja Rosdakarya.
- Krishna, I. P. D. M., Sudhita, I. W. R., & Mahadewi, L. P. P. (2015). Pengembangan Media Video Pembelajaran Pada Mata Pelajaran IPA Siswa Kelas VIII Semester Genap. *Jurnal Edutech Undiksha*, 3(1).
- Keller, J. M. (1987). Development and use of the ARCS model of instructional design. *Journal of Instructional Development*, 10(3), 2-10.
- Latifah, A., & Prastowo, A. (2020). Analisis Pembelajaran Daring Model Website dan M-Learning melalui Youtube pada mata pelajaran Pai Kelas 2 SD/Mi. *Jurnal Limas PDM*
- Liando, N. V. F., & Tatipang, D. P. (2022). English or Indonesian language? Parents' Perception Toward Children's Second Language Learning Context. *Jurnal Lingua Idea*, 13(1), 61-75.
- Masruddin, M., & Munawir, A. (2021). the Efficacy of Treasure Hunt Game With Luwu Local Culture Based in Teaching English Vocabulary and Introducing

- Cultures Heritages of Luwu At Smpit Al Hafidz Kota Palopo. Kongres Internasional Masyarakat Linguistik Indonesia, 204-208.
- Masruddin, M., Furwana, D., & Jafar, A. (2021). The Efficacy of the Think Talk Write Strategy in Improving Writing Skill for Teenagers at Batu Walenrang Palopo. *FOSTER: Journal of English Language Teaching*, 2(1), 252-260.
- Masruddin, Hartina, S., Arifin, M. A., & Langaji, A. (2024). Flipped learning: facilitating student engagement through repeated instruction and direct feedback. *Cogent Education*, 11(1), 2412500.
- Marchionini, G. (2003). Video and learning redux: New capabilities for practical use. *Educational Technology*, 43(2), 36-41.
- Maru, M. G. (2009). Engaging Literary Text to Language Exposures for Foreign English Learners. In the International Conference on TEFL/COTEFL at Muhammadiyah University.
- Maru, M. G. (2009). Reconciling Literary Text with Learners' Trust in EFL Class. *TEFLIN Proceeding*, Malang: Universitas Islam Malik Ibrahim.
- Miles, B. Matthews, and Huberman. 1994. *Qualitative Data Analysis*. Thousand Oaks Sage Publication
- Meolong, L. J. (2006). *Metode Penelitian Kualitatif Edisi revisi*. Bandung: remaja Rosdakarya.
- Miles, M. B. & Huberman, A. M. 1994, *Qualitative Data Analysis*, Sage Publications, London, pp. 172-205.
- Ormrod J. E. (2011). *Educational Psychology Developing Learners*, 7th Edition. Pearson.
- Oweis, T. I. (2018). Effects of using a blended learning method on students' achievement and motivation to learn English in Jordan: A pilot case study. *Education research international*, 2018, 1-7.
- Öztürk, N. & Ayvaz, S. (2018). Sentiment analysis on Twitter: A text mining approach to the Syrian refugee crisis. *Telematics and Informatics*, 35(1), 136-147
- Prastowo, A. (2012). Fenomena Pendidikan Elitis dalam Sekolah/Madrasah Unggulan Berstandar Internasional. *Jurnal Pendidikan Islam*, 1(1), 31-54.
- Sianipar, A. P. (2013). Pemanfaatan youtube di kalangan mahasiswa. *Jurnal Ilmu Komunikasi FLOW*, 2(3), 1-10.
- Song, Y. A., & Fox, R. (2016). *Social media, digital video, and learning: Strategies for user-generated content*. Routledge
- Statista. (2023). YouTube usage in education. Retrieved from www.statista.com
- Sudjana, N. & Rivai, A. (2002). *Media pembelajaran (penggunaan dan pembuatannya)*. Bandung: Sinar Baru.
- Sugiyono. (2016). *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

- Suyanto, K. (2007). English for young learners. Jakarta: PT Bumi Aksara.
- Thorne, S. L. (2008). Internet-mediated participation beyond the classroom. *Modern Language Journal*, 92(1), 78-89.
- Rachmawati, R., & Cahyani, F. (2020). The Use of YouTube Videos in Improving Non-English Department Students' Pronunciation Skills. *Alsuna: Journal of Arabic and English Language*, 3(2), 83-95.
- Rahma, Hidayati. 2012. Penggunaan YouTube Sebagai Media Pengajaran dalam Program Pendidikan Keperawatan. Skripsi pada Program Magister Keperawatan Universitas Indonesia: tidak diterbitkan
- Zoltan, Dornyei., and Stephen, Ryan. The psychology of language learners revisited. (New York: Routledge, 2015), P. 72