



EFL Students' Perception on Technology: YouTube Application as Media in English Learning

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Abstract

The YouTube application is one of the technology-based learning media. There are many variations in the world of English education; one of the strategies that teachers have used in teaching English is the utilization of technology. This study aims to investigate students' perceptions of English as a Foreign Language (EFL) learning related to the use of the YouTube application as a learning medium. With technological advancements, the use of digital platforms like YouTube has become increasingly popular in educational contexts, particularly for enhancing English language skills. This study employed qualitative methods using surveys to collect data from a number of EFL students at an elementary school in Medan, involving 50 sixth-grade students from two classes through questionnaires and semi-structured interviews. The results of the study showed that students generally have their own views on the use of YouTube in English language learning, as this platform offers various interesting and easily accessible videos, which have also helped them in understanding the lessons. The YouTube application can assist students in learning, making it easier for them to comprehend lessons, improve their vocabulary, and motivate them to study harder. However, some students also face challenges related to distractions when using the application, such as ads, video quality issues, network problems, and the time needed to prepare for using the YouTube application. The implications of this study for schools include maximizing the facilities that support students' development, especially in terms of technology, so that teachers can be more effective and efficient in using this technology for teaching. On the other hand, students use YouTube by displaying the application and freely searching for learning materials, whether at school or at home, but supervision from parents is necessary, particularly for English language learning. The study also suggests that educators should use YouTube in a more structured and focused manner to optimize the benefits of this media. Finally, this study recommends that future researchers further develop this study, as some aspects may not have been covered, when conducting research on topics related

to English language learning using the YouTube application.

Keyword: English as a Foreign Language (EFL), students' perceptions, YouTube application.

Introduction

In today's digital age, technology has revolutionized the way we engage with education, particularly in the realm of language learning. One platform that has gained significant popularity among students is YouTube, which serves not only as an entertainment medium but also as a powerful educational tool. For students learning English as a Foreign Language (EFL), YouTube provides a vast array of resources to enhance language skills, ranging from educational videos to conversation-based content.

However, despite the growing recognition of YouTube's potential as a learning resource, students' perceptions of this platform vary, influenced by personal and contextual factors. Global trends suggest that technology's role in education has become a critical issue, impacting how younger generations learn worldwide. Therefore, understanding how EFL students perceive YouTube in the context of language learning is essential—not only to optimize its use but also to gain insights into the evolving role of technology in education.

In the context of English as a Foreign Language (EFL) education, YouTube presents various advantages as a learning medium. Its engaging and interactive nature allows students to access learning materials tailored to their needs. Educational videos on YouTube often incorporate visual and audio elements that enhance the learning experience, improve comprehension, and strengthen language skills. Despite numerous studies showing the positive potential of YouTube in education, students' perceptions of this medium, particularly its impact on motivation and learning effectiveness, have yet to be fully explored.

The significance of this study lies in examining EFL students' perceptions of using YouTube as a tool for learning English, especially given the recent educational trends that increasingly favor digital technology. In recent years, particularly after the COVID-19 pandemic prompted many education systems to shift to online learning, digital platforms like YouTube have become essential to the teaching and learning process. Although YouTube offers numerous advantages, such as easy access and flexible learning times, students' views on its effectiveness and convenience require further exploration to understand how they can maximize its potential in language learning.

The topic of EFL students' perceptions of YouTube as a medium for English language learning is highly significant in the context of foreign language education in the digital age. As a video-based platform, YouTube offers various interactive learning opportunities that can enhance students' language skills. First, the

integration of technology in language learning provides an alternative to traditional teaching methods, offering opportunities for effective video-based learning. Second, YouTube increases the accessibility and availability of learning materials, enabling students to learn anytime and anywhere, which is particularly beneficial for students from diverse backgrounds. Third, learning through YouTube offers a more engaging and interactive experience, motivating students to be more active in their studies. Fourth, understanding the effectiveness of content on YouTube is crucial to ensuring the quality of materials that support students in achieving their English language learning goals.

Additionally, YouTube promotes independent learning, fostering students' critical thinking and learning skills. This research is also relevant for addressing the challenges of remote learning, as YouTube serves as a flexible online learning tool. Furthermore, the study will provide insights into how YouTube influences language skills and encourages innovation in English language teaching through creative approaches. Overall, this research is important for understanding how technologies like YouTube can enhance the English learning experience and contribute to improving the quality of education in the digital era.

This research is important because it explores EFL students' perceptions of YouTube as a medium for learning English. YouTube, as a widely used digital platform, has significant potential in language learning, particularly in the digital age. The study aims to provide insights into how students perceive YouTube as a learning tool, contribute to the development of technology-based learning methods, and assist educators in creating more engaging and relevant content that meets the visual and interactive needs of the younger generation. Additionally, this research is relevant in the context of self-directed learning, as it offers flexibility and accessibility to students worldwide, thereby enhancing online English learning, especially in the post-COVID-19 era.

The research also has some limitations. It highlights that some students face internet access problems, and the findings may not be applicable to all EFL students due to differences in social, cultural, and educational contexts. The study focuses solely on YouTube and does not compare it to other digital learning platforms. Additionally, it does not fully assess the long-term impact of YouTube on English language learning.

The purpose of this study is to explore students' perspectives in using the YouTube application as a tool for learning English on EFL students considering it is important to know as a standard for teachers, how much influence the YouTube application in terms of Perception EFL students and attracting student's attention. As a result, teachers will be able to use the YouTube Application in their EFL Student effectively.

The following are the specific goals of this study:

Revealing students' consideration to use YouTube Application as a tool for Learning English to EFL Students.

Revealing how the students Use YouTube Application in Language Learning.

Revealing students' Obstacle on using YouTube Application as a Media for Learning English to EFL students.

Perception is a cognitive process that involves the senses of sight, sound, taste, hearing, and smell, to understand information about their surroundings. Understanding perception requires realizing that it is a distinct recognition of a circumstance, not a recording of the reality (Ridwan, 2016:89). Several notions of perception have been conveyed by psychologists. Human sensory systems such as hearing, seeing, taste, and maybe even touching is well understood, yet we still do not fully understand smell, the elusive sense. In other words, we are aware of the stimuli, the reactions, and the resulting causes and repercussions for the others. These fundamental issues in the study of smell remain unsolved; we do not know what properties of a molecule cause it to smell. Here, I outline the current olfactory ideas, highlighting what is still unknown, and I go into further detail on why it is unhelpful to do scientific study to dismiss sensory perception as being "too subjective." 2010 (Brookes). Gibson proposed that in order for a person to experience objects and their sensory qualities, information packets—arrays defined (ordered) by objects—enter their senses.

Components on perception

Perception is basically a process of observing or knowing about a certain object or event by using certain sense organs as intermediaries. Perception refers to how humans see, hear, smell, feel the world around them. Walgito in (Marbun, 2019:24), states that perception contains three components that form the attitude structure, namely: a. Cognitive elements, namely elements relating to knowledge, opinions, and beliefs, specifically elements relating to how individuals interpret attitude objects. b. The affective component, which is a part that has to do with how one feels about the attitude object and whether they like it or dislike it. Pleasure is a negative emotion, whereas enjoyment is a good emotion. c. The conative element, or the element associated with the propensity to act in the direction of the attitude object. This element demonstrates how strongly an attitude is held toward a propensity to act or behave in a certain way toward the attitude object.

Types of perception.

According to Irwanto there are two types of perception outcomes may be distinguished after people interact with observed things (Marbun, 2019: 25), namely: 1) A favorable opinion, Positive perception refers to all information and actions that are sustained in an effort to put them to use. Activeness, acceptance, and support of the viewed thing will continue this. 2) Negative perceptions, Perceptions that describe all knowledge and responses that are not aligned with

the object being perceived. It will continue with passivity or reject and oppose the object that is perceived.

Perception Affecting Factors

There are several factors that influence a person's perception of something so that they have different perceptions of something. Between the perception of one person and another is usually different due to several factors such as psychological, family, and cultural factors. Impressed just like everyone has a different family background and has different habits in their family, even those who have different cultures also tend to have different perceptions.

The Perceptual Process

Gibson, (1974) explains how one's perception develops, beginning with the effect of reality. Work organization is represented by stimuli, such as organizational reward systems, processes, and others, which are observed by the senses and then processed into individual impressions. By focusing on the variables that affect perception, such as stereotypes, selectivity, and self-concept, the process of evaluating and interpreting reality can then follow. A person's perceptual process will lead to responsiveness and attitude in their conduct.

Definition of Technology

The recent advancements in technology are growing rapidly, because of that the demands of Internet are increasing rapidly. Include the use of websites and applications. Technology has brought various potentials for language learning such as: easily accessible to large amount of authentic language learning materials collections and learning supports, and exposures to engaging student learning experiences and environments, easily accessible to native speakers and language learners around the world (Thorne et al., 2009; Zhao, 2005). In addition of that learning process are no longer bound in classrooms.

In addition, there is only one research related to self-regulated learning of EFL students using YouTube, Hung-chun & Cheryl (2019) studying EFL learners in managing their learning using YouTube while outside the classroom, this research shows that the main intention of learning English using YouTube is to get more fun learning resources and gain cultural awareness.

Problem of Internet Connectivity

In addition, the problem of internet connectivity is another drawback of self-regulated learning using YouTube. For the learning process to be successful, access to YouTube requires a reliable Internet connection. According to Casallano (2019), students whose residences are in locations with poor internet signal must search elsewhere to acquire a more reliable internet connection. Sometimes they need to find a spot for a better connection or discover a place that provides free Wi-Fi.

The benefit of Technology

Wang (2010) believes that Technology can be complementary to the multi-tasking learning scenarios of digital native students who grew up with electronic technologies present in their everyday lives, and can become a multi-faceted instructional approach that enhances classroom teaching and out-of-class learning. Papp and Matulich (2011) further define these Millennials as pupils whose online proficiency and technology orientation are compelling teachers to reevaluate their teaching strategies. These students are known as digital natives or Millennials (those born in the late 1980s up to the mid-1990s). The adoption of digital technology and a new methodology to help these students grasp ideas is essential for today's instructors if they are to reach this generation of learners. On the other hand, Nalliveetil and Alenazi (2016) believe that students rising reliance on mobile phones and other electronic communication gadgets may prevent them from employing their cognitive capacities.

Language Learning Strategies (LLS)

Mobile technology has been discovered to have an impact on the alteration of learners' preferred learning methodologies typically seen in a traditional classroom-based environment, overcoming space, mobility, and resource issues Hwang et al., (2016). The acquisition of vocabulary and the linguistic output of learners are the main topics of research on learning techniques Zhang, (2011). Additionally, they frequently discuss how technology, such as mobile, computer, and online technologies, can help students study more effectively and with less cognitive burden (Hwang et al. 2016). The learning process variables that might have had a significant impact on students' performance, however, have received little attention from researchers. Kondo et al., (2012) found that a Nintendo DS mobile learning platform helped foster a type of self-regulated learning strategies without teacher intervention and developed learners' awareness of their own responsibilities to maintain motivation and reflect on strategic learning plans.

The study involved a group of first-year university students at Kyoto University. While teacher mediation and instruction remained a crucial element in facilitating learners' participation in MALL activities, especially when learners were engaged with a novel learning task in a new setting (i.e., a novelty effect, a short-term interest in new learning experiences), the accessibility of materials made possible by mobile technologies gave learners more freedom to personalize their learning. Schmidt et al., (2007).

YouTube Application

Definition of YouTube

According to Baskoro in (Hayes, 2018: 3) YouTube is a video site that provides various information in the form of 'moving images' and can be relied upon. This site is indeed provided for those who want to search for video information and watch it live. In other words, YouTube is a tool or method used to convey material and share information in the form of moving images and sound. The first person to put a video on the YouTube website was Jawed Karim. The 19-second video was entitled "Me at the Zoo". Faster internet access and cheaper video recording devices are considered to be one of the factors that made YouTube very popular (Mitasari, 2017 :17). YouTube users should pay attention and choose wisely what they consume through YouTube. Utilization of YouTube can be used by uploading videos that show talents, hobbies, or activities that can provide positive things and information for other users (Imran, 2017: 941).

The Procedure of using YouTube

YouTube is categorized as an easy-to-use application, students who want to use YouTube only need to have a mobile phone connected to the internet and then open the YouTube application, and the homepage or brand page will appear. Students who want to use YouTube only need to type in the search box at the top to find what they want, as all subjects are already available on YouTube. This time, students will use YouTube for English language learning. Since YouTube was created by foreigners, many terms use foreign languages, so students, especially those for whom English is a foreign language, need to learn English to understand the English language learning. This time, students will access YouTube as a medium for English language learning, which enables and facilitates students in learning English.

Method

In this study the researcher used qualitative methods procedures, with the assumption that each type of data collection has both limitations and strengths, the researcher can consider how the strengths can be combined to develop a stronger understanding of the research problem or questions. In a sense, more insight into a problem is to be gained from qualitative data (Creswell, J.W. 2003.p.)

The research uses a qualitative and descriptive approach with data collection methods through questionnaires and interviews. The participants of the study are EFL students who use YouTube to learn English. A Likert scale-based questionnaire is used to measure students' perceptions, while in-depth interviews are conducted to further explore their experiences. The questionnaire data is analyzed quantitatively, while the interview data is analyzed qualitatively to identify related themes. This study aims to understand the use of YouTube in English language learning, as well as the benefits and challenges faced by students.

The instrument used is a Likert scale to obtain quantitative data. In this study, participants faced with a questionnaire, and the questions on this questionnaire analyzed by using a Likert scale of 5, namely, strongly agree, agree, disagree, disagree, and strongly disagree and Related to the perceptions of EFL students use the YouTube application for learning English. And the next instrument to obtain qualitative data is interviews, where students face some questions related to how and why EFL students use the YouTube application as a medium for learning English. This study collected information about EFL students' perceptions of the YouTube application as a medium for learning English and how and why students use the YouTube application to learn English on EFL.

This research conducted in an one of elementary school in Medan area, where the researcher take sixth year elementary school, the researcher take two classes contain 50 students as participant of this study, the participant answered the questionnaire given by researcher, and then for the informant from this study the researcher used purposive sampling which some informant interviewed for some question where the informant answered questions from the researcher until there are some informant whose answer the same answer, if the answer informant' not same with other, so, the informant taken again for interview.

Research instruments are devices that can be used to collect the data relevant in this study. the researcher used instruments such as questionnaires and interviews. These instruments were usually used to research many things such as clients, students, teachers, staff, etc. (Hollin et al. 2020). In this study, researcher used research instruments in the form of questionnaires and interviews. Where researcher prepared some questions in a form questionnaire and researcher analyzed by a Likert scale and researcher used a Likert scale of 5 namely strongly agree, agree, less agree, disagree, and strongly disagree. And the researcher used interview and the research used a interview instrument where the researcher uses a type of interview, semi structure interview.

Technique for Data Collection

1. Questionnaire

The questionnaire is a list of questions given to respondents directly or indirectly. Questionnaires are an important aspect of research which consists of questions to collect information from respondents related to students' perceptions of learning English by using the YouTube application on EFL. Researcher uses research questionnaires to collect data from respondents. Respondents only need to choose or answer a list of questions in the research questionnaire. In this study the questionnaire given to students and they answered these questions with their respective perceptions, so that the researcher obtained data relating to students' perceptions of using the YouTube application as a medium for learning English. So, researchers can obtain data related to students' perceptions of learning English using the YouTube application from participants through a research questionnaire.

In this study the data in the form of numbers used to determine students' perceptions of using the YouTube application in learning English on EFL. Therefore, the researcher used this instrument to collect data on the percentage of students to see the results of student perceptions in the process of using YouTube in learning English.

2. Interview

An interview is a conversation with a specific purpose that is carried out by two participants, namely the interviewer who asks questions and the informant who gives answers to questions. In this study the researcher uses semi-structured interviews, where an interviewer determines the problems and questions asked to find answers related to how and why students use the YouTube application in learning English for EFL which is arranged in a semi-structured interview, where semi-structured interview aims to get more in-depth information where the researcher can develop the question from the informant's answer. In addition, researcher can develop questions that arise during interview activities. Interview in this research used to collect data related to how and why students use the YouTube application in learning English for EFL students. Informants are students of two classes. And the data from this interview juxtaposed with the questionnaire data as well as validating the data generated from this study.

Techniques for Data Analysis

1. Questioner (Likert Scale)

A Likert-scale questionnaire that was inspired by Izadpanah & Alavi's (2016) survey on students' impressions of utilizing computer-assisted language learning (CALL) technology for studying English in one of the schools of Zanzan Public. 1–5 Likert scale surveys are the sort that are utilized. Strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5 are the possible scoring ranges. Participants are asked to select an alternative that accurately represents their opinions.

When responding to questions on a Likert scale, respondents determine their level of agreement with a statement by selecting one of the available options. The Data Analyzed by using a formula based on Nazir (2005). Usually five scale options are provided with a format such as:

Score of Question

- a. Score 1. Strongly Disagree
- b. Score 2. Disagree
- c. Score 3. Neutral
- d. Score 4. Agree
- e. Score 5. Strongly Agree

Formula: $T \times P_n$

T = Total number of respondents who voted

P_n = Choice of numbers Likert score

Respondents who answered Strongly Agree (5) = $T \times P_n = \dots$

Respondents who answered Agree (4) = $T \times P_n = \dots$
 Respondents who answered neutral (3) = $T \times P_n = \dots$
 Respondents who answered Disagree (2) = $T \times P_n = \dots$
 Respondents who answered Strongly Disagree (1) = $T \times P_n = \dots$
 All results are added together; total score =

Calculation Score Interpretation

In order to get the interpretation results, the highest score (Y) and lowest score (X) for the assessment item must first be known with the following formula:

Y = highest Likert score X number of respondents

X = lowest Likert score X number of respondents

Total highest score for an item:

"Highly Like" is $5 \times 50 = 250$,

"Highly Dislike" is $1 \times 25 = 25$.

Index formula % = $\text{Total Score} / Y \times 100$

Pre-Completion

Before solving it, we also have to know the interval (range of distances) and the interpretation of the percent so that we know the assessment using the method of finding the percent score interval (1).

Interval Formula

$I = 100 / \text{Total Score (Likert)}$

Then = $100 / 5 = 20$

Result (I) = 20

(This is the interval from the lowest 0% to the highest 100%)

So, the result (I) is 20.

The score interpretation criteria based on the interval are as follows:

0% – 19.99% = Strongly disagree

20% – 39.99% = Disagree

40% – 59.99% = Neutral

60% – 79.99% = Agree

80% – 100% = Strongly agree

2. Interview

The researcher collected all the information required from the outcomes of research in order to limit the amount of data in this study. Miles & Huberman (2014) analytical methodology, which consists of three stages—data reduction, data visualization, and validating conclusions to employ for the data analysis in this study. In order to refine, classify, direct, eliminate superfluous, and arrange data so that conclusions could be reached and validated, the researcher refined, categorized, and organized data. Selection, summaries, or brief descriptions used to simplify and modify the data obtained, and categorize them according to a certain pattern. When analyzing research data, researcher should pay particular

attention to anything when doing their research.

Finding and Discussion

In this study, the researcher used a questionnaire, which was given to students at one of the schools in Medan. This research emphasizes the impact of using the YouTube application during learning. The respondents in this study were 50 students. The data presented in this study were obtained from questionnaires distributed to the relevant students. From the results of the questionnaires that have been given and filled out by the students as respondents, the data obtained are as follows:

Description of Participants

The data presented in this study were obtained from questionnaires distributed directly to students. This research conducted in an elementary school in Medan area, where the researcher took sixth year elementary school, the researcher took two classes contain 50 students as participant of this study, the participant answered the questionnaire given by researcher, and then for the informant from this study the researcher uses purposive sampling which some informant interviewed for some question where the informant answered questions from the researcher until there are some informant whose answer the same answer, if the answer informant' not same with other, so, the informant taken again for interview.

Table 1: Number of Participants

Class	Participants
6 Umar	26 Students
6 Utsman	24 Students
Total	50 Students

Result of Data Collection

The researcher used Questioners and Interview to collect the data. The researcher interviewed the teacher to understand how and why the students learning English by using the YouTube Application on EFL. questionnaire used by researchers to collect data related to students' perceptions of using the YouTube application in learning English on EFL, then to get answers related to why and how students use the YouTube application in the process of learning English on EFL, the researcher uses interviews, the researcher interviewed students with purposive sampling strategy.

1. Data of Questionnaire

When Participants answer questions on a Likert scale, participants determine their level of agreement with a statement by selecting one of the available options. The Data Analyzed by using a formula. Usually five scale options are provided with a format such as:

Score of Question

a. Score 1. Strongly Disagree

b. Score 2. Disagree

c. Score 3. Neutral

d. Score 4. Agree

e. Score 5. Strongly Agree

Formula: $T \times P_n$

T = Total number of respondents who voted

P_n = Choice of numbers Likert score

Table. 2: First Question

Pelajaran bahasa inggris menggunakan video seperti yang ada di Aplikasi Youtube
Sangat Menyenangkan

No	Number of Score	Number of Participants	Percentage
1	5	38 Participants	76 %
2	4	12 Participants	24 %
3	3	-	-
4	2	-	-
5	1	-	-
Total		50 Participants	100 %

From the table above, many students really like the educational videos available on the YouTube application. There are 38 students who really like the educational videos on that YouTube application, and there are 12 students who only somewhat like them, and no students dislike the educational videos on that YouTube application. Therefore, 76 percent of the students really like learning that uses videos like those on the YouTube application, and 24 percent like them. Thus, from this first question, students predominantly really like those videos in their learning.

Table 3: Second Question

Menggunakan Aplikasi YouTube lebih mudah, efisien dan lebih efektif

No	Number of Score	Number of Participants	Percentage
1	5	25 Participants	50 %
2	4	20 Participants	40 %
3	3	1 Participants	2 %
4	2	4 Participants	8 %
5	1	-	-

Total		50 Participants	100 %
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From the data above, most participants (50%) gave a score of 5, indicating that they strongly agree with the statement that YouTube is easier, more efficient, and more effective. As many as 40% of participants gave a score of 4, which also indicates a high level of agreement. Only 2% of participants gave a score of 3, and 8% gave a score of 2, indicating that a small number of participants disagreed. No participants gave a score of 1.

Table. 4: Third Question

Menggunakan YouTube dalam pembelajaran bahasa inggris sangat bermanfaat dibanding dengan metode tradisioanl (Non Technology)

No	Number of Score	Number of Participants	Percentage
1	5	25 Participants	50 %
2	4	18 Participants	36 %
3	3	5 Participants	10 %
4	2	2 Participants	4 %
5	1	-	-
Total		50 Participants	100 %

From the data above, 50% of the participants gave a score of 5, indicating that they strongly agree that YouTube is very beneficial for learning English compared to traditional methods. 36% of the participants gave a score of 4, showing that they agree with the statement, although perhaps to a slightly lesser degree than those who gave a score of 5. 10% of the participants gave a score of 3, indicating a neutral stance on the benefit of YouTube in comparison to traditional methods. 4% of the participants gave a score of 2, reflecting a lower level of agreement with the statement. No participants gave a score of 1, meaning no one strongly disagreed with the statement.

Table 5: Fourth Question

Saya Sering menggunakan YouTube dalam Menyelsaikan tugas tugas saya

No	Number of Score	Number of Participants	Percentage
1	5	20 Participants	40 %
2	4	25 Participants	50 %
3	3	2 Participants	4 %
4	2	3 Participants	6 %
5	1	-	-
Total		50 Participants	100 %

From the data above, the majority of participants, 50%, gave a score of 4, indicating that they often use YouTube to complete their tasks. 40% of participants

gave a score of 5, indicating that they very often use YouTube to complete tasks. 4% of participants gave a score of 3, indicating a lower level of usage, but still quite frequent. 6% of participants gave a score of 2, indicating that their use of YouTube for tasks is still limited. No participants gave a score of 1.

Table 6: Fifth Question
Pembelajaran dengan Aplikasi YouTube mudah dipahami oleh siswa

No	Number of Score	Number of Participants	Percentage
1	5	32 Participants	64 %
2	4	8 Participants	16 %
3	3	6 Participants	12 %
4	2	4 Participants	8 %
5	1	-	-
Total		50 Participants	100 %

From the data above, 64% of participants gave a score of 5, indicating that most students find learning with YouTube to be very easy to understand. 16% of participants gave a score of 4, showing that they agree that YouTube is generally easy to understand, though perhaps not as strongly as those who gave a score of 5. 12% of participants gave a score of 3, reflecting a neutral stance, where they feel that YouTube learning is neither easy nor difficult to understand. 8% of participants gave a score of 2, suggesting that they find YouTube learning somewhat difficult to understand. No participants gave a score of 1, indicating that no one strongly disagreed with the idea that YouTube is difficult to understand for student.

Table 7: Sixth Question
Aplikasi YouTube sering digunakan siswa dalam pembelajaran maupun praktek

No	Number of Score	Number of Participants	Percentage
1	5	5 Participants	10 %
2	4	30 Participants	60 %
3	3	5 Participants	10 %
4	2	10 Participants	20 %
5	1	-	-
Total		50 Participants	100 %

Most participants, 60%, gave a score of 4, indicating that they agree with the statement that YouTube facilitates learning and practice for teachers and students. 10% of participants gave a score of 5, indicating a very high level of agreement. 10% of participants gave a score of 3, indicating a neutral level of agreement. 20% of participants gave a score of 2, indicating that some participants feel that the YouTube application is less helpful in learning and practice. No participants gave a score of 1.

Table 8: Seventh Question

Aplikasi YouTube banyak emampuan atau skil bahasa inggris saya

No	Number of Score	Number of Participants	Percentage
1	5	19 Participants	38 %
2	4	13 Participants	26 %
3	3	8 Participants	16 %
4	2	6 Participants	12 %
5	1	4 Participants	8 %
Total		50 Participants	100 %

From the data above, 38% of participants gave a score of 5, indicating that they strongly disagree with the statement, meaning that YouTube does not often make them lose focus while learning English. 26% of participants gave a score of 4, suggesting they also generally disagree, but with a slightly weaker stance compared to those who gave a score of 5. 16% of participants gave a score of 3, showing a neutral stance, where they neither agree nor disagree about YouTube causing them to lose focus. 12% of participants gave a score of 2, indicating that they somewhat agree that YouTube distracts them during English learning. 8% of participants gave a score of 1, meaning they strongly agree that using YouTube often leads to a lack of focus while learning English.

Table 9: Eighth Question

Saat belajar bahasa inggris menggunakan YouTube sering membuat saya tidak fokus

No	Number of Score	Number of Participants	Percentage
1	5	13 Participants	26 %
2	4	27 Participants	54 %
3	3	4 Participants	8 %
4	2	2 Participants	4 %
5	1	4 Participants	8 %
Total		50 Participants	100 %

From data above Most participants, 54%, gave a score of 4, indicating that they feel YouTube is very helpful in improving their English skills. 26% of participants gave a score of 5, indicating that they feel YouTube is very much helpful in this regard. 8% of participants gave a score of 3, indicating a lower level of assistance but still useful. 4% of participants gave a score of 2, indicating that they feel the assistance provided by YouTube in improving their English skills is very limited. 8% of participants gave a score of 1, indicating that they feel YouTube does not help much in improving their English skills.

Table 10: Ninth Question

Pembelajaran bahasa inggris menggunakan Aplikasi YouTube dapat menyulitkan siswa

No	Number of Score	Number of Participants	Percentage
1	5	28 Participants	56 %
2	4	12 Participants	24 %
3	3	3 Participants	6 %
4	2	2 Participants	4 %
5	1	5 Participants	10 %
Total		50 Participants	100 %

From the data above, 56% of participants gave a score of 5, indicating that a majority of students strongly disagree with the statement, meaning they do not find learning English using YouTube difficult. 24% of participants gave a score of 4, suggesting they mostly disagree with the idea that YouTube makes learning difficult, though not as strongly as those who gave a score of 5. 6% of participants gave a score of 3, indicating a neutral stance, where they neither agree nor disagree about YouTube making learning more difficult. 4% of participants gave a score of 2, showing that a small portion of students feel that YouTube could make learning English harder. 10% of participants gave a score of 1, indicating that they strongly agree that using YouTube can be difficult for students when learning English.

Table 11: Tenth Question

Aplikasi YouTube dapat digunakan siswa kapan saja dan dimana saja baik di rumah ataupun sekolah

No	Number of Score	Number of Participants	Percentage
1	5	10 Participants	20 %
2	4	10 Participants	20 %
3	3	5 Participants	10 %
4	2	20 Participants	40 %
5	1	5 Participants	10 %
Total		50 Participants	100 %

From data above, 40% of participants gave a score of 2, indicating that the majority feel that YouTube is not as flexible as expected for students to use anywhere and anytime. 20% of participants gave a score of 5, showing that a smaller portion strongly agrees that YouTube is indeed accessible anytime and anywhere. 20% of participants gave a score of 4, meaning they mostly agree but may have some reservations. 10% of participants gave a score of 3, indicating a neutral stance, where they neither fully agree nor disagree about YouTube's accessibility. 10% of participants gave a score of 1, indicating that they strongly disagree, feeling that YouTube is not a viable option for learning anytime or anywhere.

2. Data of Interview

An interview is a conversation with a specific purpose that is carried out by two participants, namely the interviewer who asks questions and the informant who gives answers to questions. In this study the researcher uses semi-structured interviews, in this study, the researcher selected some Informants for data collection through interviews, because in this interview sampling, only a few students were chosen to collect data. If several students who have been interviewed provide the same answers, the results are already confirmed, and the interviewed informant represent the other informant. The findings from a number of Informants who were interviewed are shown below.

Question 1

Bagaimana Pendapat anda tentang Aplikasi YouTube sebagai Media pembelajaran?

Student 6: Aplikasi ini sangat cocok dengan anak-anak zaman sekarang, karena anak-anak sekarang suka dengan hal-hal yang berbaur teknologi salah satunya Aplikasi YouTube ini.

Student 8: saya suka nonton video video yang ada di Aplikasi ini

Student 11: saya suka karena banyak menyediakan video video untuk belajar

Student 12: saya senang belajar dengan menggunakan Aplikasi YouTube karena banyak video video pembelajarannya, selain untuk belajar bahasa Inggris juga bisa untuk pelajaran lainnya.

Question 2

Apakah anda lebih mudah memahami materi pembelajaran dengan menggunakan Aplikasi YouTube? Alasannya !

Student 3: mudah dipahami, sebab aplikasi YouTube ini menampilkan bukan hanya bacaan namun berbentuk gambar atau video

Student 4: mudah untuk dipahami, karena Aplikasi ini menampilkan banyak video pembelajaran yang secara langsung kita memperoleh gambar atau bentuk, yang biasanya hanya kita dengar melalui penjelasan guru disini kita langsung bisa praktek dan melihatnya secara langsung

Student 5: ya mudah, karena guru bukan hanya menjelaskan namun juga menunjukkan bahan atau materi yang bersangkutan melalui video tersebut

Student 9: yah mudah dipahami, saya senang belajar dengan melihat langsung pembelajaran itu dibandingkan melalui penjelsan melalui kata kata

Question 3

Apakah ada kendala saat menggunakan Aplikasi YouTube saat proses pembelajaran ? Apa saja!

Student 1: ada beberapa hal yang terjadi saat pembelajaran dengan Aplikasi YouTube, salah satunya masalah jaringan, dimana jaringan di sekolah (wifi) belum memadai sampai ke beberapa kelas salah satunya kelas kami

Student 4: pernah mati lampu saat belajar menggunakan Aplikasi YouTube, sehingga pembelajaran ditunda sampai hidup lampu

Student 8: jaringan wifi tidak bisa dipakai dan proses untuk persiapan belajar dengan YouTube butuh waktu

Student 15: pernah menunggu lama saat guru mempersiapkan pembelajaran dengan Aplikasi YouTube, sehingga banyak memakan waktu

Student 17: video yang ada di aplikasi YouTube tersebut kadang lambat sehingga kurang puasa saat pembelajaran (LOADING)

Question 4

Menurut anda bagaimana pengaruh Aplikasi YouTube terhadap anda saat pembelajaran di kelas menggunakan YouTube?

Student 1: berpengaruh terhadap kemampuan belajar saya

Student 3: berpengaruh pada kemampuan menghapal dan memahami saya

Student 4: berpengaruh pada penambahan kosa kata saya

Student 7: memberi ruang saya untuk lebih mudah memahami pembelajaran dengan pembelajaran gambar / Video (Visual)

Student 10: berpengaruh baik walau kadang saya merasa pembelajaran yang dijelaskan guru tidak sesuai dengan video yang ditampilkan

Student 15: berpengaruh pada penambahan kosa kata saya dan saya mudah menghapal kosa kata dengan mengingat gambar dan kosa kata tersebut.

Question 5

Apakah anda punya saran bagaiman penggunaan Aplikasi YouTube sebagai media dalam proses belajar mengajar yang membantu anda lebih mudah memahami pembelajaran?

Student 7: kalau bisa YouTube digunakan di semua pembelajaran agar siswa mudah memahami pelajaran

Student 12: video yang ditampilkan kalau bisa video yang menarik untuk ditonton

Student 14: video yang disajikan harus sesuai dengan pelajaran yang sedang dipelajari.

Analysis of Data Collection

1. Analysis of Questionnaire data

In this study, the Researcher Analyzed data by using a formula. Usually five scale

options are provided with a format such as:

Score of Question

a. Score 1. Strongly Disagree

b. Score 2. Disagree

c. Score 3. Neutral

d. Score 4. Agree

e. Score 5. Strongly Agree

Formula: $T \times P_n$

T = Total number of respondents who voted

P_n = Choice of numbers Likert score

Table. 13: Data Questionnaire

No.	Question	Number of Data Collection				
		SA	S	N	D	SD
1	Question 1	38	12	-	-	-
2	Question 2	25	20	1	4	-
3	Question 3	25	18	5	2	-
4	Question 4	20	25	2	3	-
5	Question 5	32	8	6	4	-
6	Question 6	5	30	5	10	-
7	Question 7	19	13	8	6	4
8	Question 8	13	27	4	2	5
9	Question 9	28	12	3	2	4
10	Question 10	10	10	5	20	5
Total	210 (21 siswa)	180 (18 siswa)	39 (4 siswa)	53 (5 siswa)	18 (2 siswa)	

From the data above, the researcher calculated the score using the following formula:

Formula: $T \times P_n$

T = Total number of respondents who voted

P_n = Choice of numbers Likert score

Respondents who answered Strongly Agree (5) = $21 \times 5 = 105$

Respondents who answered Agree (4) = $18 \times 4 = 72$

Respondents who answered neutral (3) = $4 \times 3 = 12$

Respondents who answered Disagree (2) = $5 \times 2 = 10$

Respondents who answered Strongly Disagree (1) = $2 \times 1 = 2$

All results are added together, total score = 201

Before solving it, we also have to know the interval (range of distances) and the

interpretation of the percent so that we know the assessment using the method of finding the percent score interval (1).

Interval Formula

$I = 100 / \text{Total Score (Likert)}$

Then $= 100 / 5 = 20$

Result (I) = 20

(This is the interval from the lowest 0% to the highest 100%)

So the result (I) is 20.

The score interpretation criteria based on the interval are as follows:

0% – 19.99% = Strongly disagree

20% – 39.99% = Disagree

40% – 59.99% = Neutral

60% – 79.99% = Agree

80% – 100% = Strongly agree

Calculation Score Interpretation

In order to get the interpretation results, the highest score (Y) and lowest score (X) for the assessment item must first be known with the following formula:

$Y = \text{highest Likert score} \times \text{number of respondents}$

$X = \text{lowest Likert score} \times \text{number of respondents}$

Total highest score for an item:

"Highly Like" is $5 \times 50 = 250$,

"Highly Dislike" is $1 \times 25 = 25$.

Index formula $\% = \text{Total Score} / Y \times 100$

Index Formula $\% = 201 / Y \times 100$

$201 / 250 \times 100$

$201 / 2,5$

80,4 % (Strongly Agree)

Based on the calculations, the score obtained is 80.4%, which falls within the range of 80% – 100%, meaning this result falls into the "Strongly Agree" category. Thus, these results indicate that the majority of respondents strongly agree with the statements provided in the survey or assessment. And almost all respondents strongly agreed with the use of the YouTube application in English language learning, so all the questions were responded to with agree and strongly agree.

2. Analysis of Interview data

The researcher collected all the information required from the outcomes of research in order to limit the amount of data in this study. The researcher collected all the information required from the interview's findings and collect the data.

Question 1

Bagaimana Pendapat anda tentang Aplikasi YouTube sebagai Media pembelajaran?

Student 6: Aplikasi ini sangat cocok dengan anak anak zaman sekarang, karena anak

anak sekarang suka dengan hal hal yang berbaur teknologi salah satunya Aplikasi YouTube ini.

Student 8: saya suka nonton video video yang ada di Aplikasi ini

Student 11: saya suka karena banyak menyediakan video video untuk belajar

Student 12: saya senang belajar dengan menggunakan Aplikasi YouTube karena banyak video video pembelajarannya, selain untuk beljara bahasa inggris juga bisa untuk pelajaran lainnya.

The opinions expressed by the students reflect how the YouTube application can be an effective learning medium in today's technological era. YouTube is very suitable for today's children who are very familiar with technology. YouTube has a platform that is easily accessible and used by various groups, including students. Children enjoy watching videos on YouTube; it can be seen that this application offers engaging content. Videos that are creatively packaged are more likely to capture students' attention compared to traditional learning materials that might feel monotonous. YouTube provides a vast array of videos that can be utilized for learning.

This includes various subjects, from English to other subjects. The diversity of this material allows students to explore many things according to their needs and interests. YouTube enables students to learn anytime and anywhere, according to their convenience. This provides high flexibility in the learning process, which is very important nowadays when many students need more unrestricted access to learning materials. Overall, YouTube as a learning medium indeed offers many advantages that can support students' learning processes. However, it is important to remember that the use of YouTube should also be wise to avoid getting caught up in irrelevant or excessive content.

Question 2

Apakah anda lebih mudah memahami materi pembelajaran dengan menggunakan Aplikasi YouTube? Alasannya!

Student 3: mudah dipahami, sebab aplikasi YouTube ini menampilkan bukan hanya bacaan namun berbentuk gambar atau video

Student 4: mudah untuk dipahami, karena Aplikasi ini menampilkan banyak video pembelajaran yang secara langsung kita memperoleh gambar atau bentuk, yang biasanya hanya kita dengar melalui penjelasan guru disini kita langsung bisa praktek dan melihatnya secara langsung

Student 5: ya mudah, karena guru bukan hanya menjelaskan namun juga menunjukkan bahan atau materi yang bersangkutan melalui video tersebut

Student 9: yah mudah dipahami, saya senang belajar dengan melihat langsung pembelajaran itu dibandingkan melalui penjelasan melalui kata kata

YouTube is easy to understand because it presents material in the form of images or videos, not just text. YouTube is also easy to understand because it allows

students to watch educational videos that show images or shapes directly, which are usually only explained verbally by the teacher. This makes it easier for them to immediately practice what they have learned from what they see on the application. Some students also find it easy to learn through YouTube because the teacher not only explains but also demonstrates the material with relevant videos. Students also enjoy learning using YouTube because they can see the material being taught directly, compared to just listening to verbal explanations. The majority of students feel that YouTube makes it easier to understand the material because it presents information visually and practically, which makes it easier for them to comprehend and apply what they have learned.

Question 3

Apakah ada kendala saat menggunakan Aplikasi YouTube saat proses pembelajaran ? Apa saja!

Student 1: ada beberapa hal yang terjadi saat pembelajaran dengan Aplikasi YouTube, salah satunya masalah jaringan, dimana jaringan di sekolah (wifi) belum memadai sampai ke beberapa kelas salah satunya kelas kami

Student 4: pernah mati lampu saat belajar menggunakan Aplikasi YouTube, sehingga pembelajaran ditunda sampai hidup lampu

Student 8: jaringan wifi tidak bisa dipakai dan proses untuk persiapan belajar dengan YouTube butuh waktu

Student 15: pernah menunggu lama saat guru mempersiapkan pembelajaran dengan Aplikasi YouTube, sehingga banyak memakan waktu

Student 17: video yang ada di aplikasi YouTube tersebut kadang lambat sehingga kurang puasa saat pembelajaran (LOADING)

Several obstacles arise when using the YouTube application in the learning process, such as inadequate Wi-Fi networks at school, especially in some classrooms. Additionally, issues that disrupt smooth access to YouTube for learning, like power outages that can occur during lessons, cause the learning process using YouTube to be temporarily halted. They have also had to wait a long time while teachers prepared lessons using YouTube, making the learning process less effective due to wasted time. Videos on YouTube sometimes load slowly and buffer, disrupting the learning process and making it inefficient. These obstacles indicate that technical issues, such as network and electricity, can significantly affect the learning experience when using YouTube as a learning tool.

Question 4

Menurut anda bagaimana pengaruh Aplikasi YouTube terhadap anda saat pembelajaran di kelas menggunakan YouTube?

Student 1: berpengaruh terhadap kemampuan belajar saya

Student 3: berpengaruh pada kemampuan menghafal dan memahami saya

Student 4: berpengaruh pada penambahan kosa kata saya

Student 7: memberi ruang saya untuk lebih mudah memahami pembelajaran dengan pembelajaran gambar / Video (Visual)

Student 10: berpengaruh baik walau kadang saya merasa pembelajaran yang dijelaskan guru tidak sesuai dengan video yang ditampilkan

Student 15: berpengaruh pada penambahan kosa kata saya dan saya mudah menghafal kosa kata dengan mengingat gambar dan kosa kata tersebut.

Based on the opinions expressed by the students, it can be concluded that the YouTube application has a significant impact on the classroom learning process, with various positive effects such as YouTube influencing students' learning abilities, likely because the videos presented provide clearer and more easily understandable information. YouTube also affects the ability to memorize and understand the material, possibly because the way the material is delivered through videos can strengthen memory retention. The use of YouTube helps them expand their vocabulary, especially by associating images or visuals with newly learned words. YouTube also provides an opportunity to better understand the material through visuals (images/videos), making learning more engaging and easier to comprehend.

Although sometimes the teacher's explanation does not always match the video, the use of YouTube still has a positive impact on learning. Overall, the use of YouTube in classroom learning has a positive effect, especially in terms of understanding the material, vocabulary enhancement, and a more visual learning approach. However, some students also feel a discrepancy between the teacher's explanation and the video shown, which might be a point of concern for future improvements.

Question 5

Apakah anda punya saran bagaimana penggunaan Aplikasi YouTube sebagai media dalam proses belajar mengajar yang membantu anda lebih mudah memahami pembelajaran?

Student 7: kalau bisa YouTube digunakan di semua pembelajaran agar siswa mudah memahami pelajaran

Student 12: video yang ditampilkan kalau bisa video yang menarik untuk ditonton

Student 14: video yang disajikan harus sesuai dengan pelajaran yang sedang dipelajari.

Based on the suggestions from the students, here are some ideas to maximize the use of the YouTube application as a learning medium that can help students understand the material more easily, suggesting that YouTube be used in all subjects. This will make it easier for students to understand various topics because the visualization offered by videos can make lessons more interesting and easier to comprehend. Then, emphasize the importance of choosing engaging videos to watch. Videos that present material in a creative and interesting way, such as using

animations or illustrations, will make it easier for students to focus and be interested in learning. It is also suggested that the videos shown always align with the subjects being studied. This is important so that students do not feel confused or lose direction in following the lessons.

Conclusion

This study shows that YouTube is considered an effective learning tool by EFL students in improving their English language skills, particularly in material comprehension, vocabulary mastery, and learning motivation. However, students also face challenges such as the considerable preparation time required and technical issues like unstable internet connections. Overall, YouTube provides flexibility and a variety of engaging content, but students feel the need for guidance in selecting relevant materials. This research contributes valuable insights into understanding the role of YouTube as a medium for English language learning, as well as the benefits and challenges faced by EFL students. Additionally, the use of technology in learning can increase motivation in education, thereby enhancing students' interest in learning, which can be further developed through this application. According to students' acknowledgment, English makes them enjoy learning the language and helps them better understand English learning with technology. From the explanation above, it can be concluded:

1. Students' perceptions of the application of the YouTube application in English language learning are as follows:

- a.) The YouTube application can help students in learning,
- b.) The YouTube application makes it easier for students to understand,
- c.) The YouTube application can enhance students' understanding of vocabulary,

d.) The YouTube application motivates students in learning,

2. The challenges students face in using the YouTube app to learn English

- a.) The use of the YouTube application requires a considerable amount of time for preparation,

b.) Unstable networks and frequent errors are obstacles in learning,

3. Students' expectations of the YouTube application in English language learning are

- a.) The YouTube application can enhance self-development.

From the discussion above, it can be concluded that the YouTube application is a media for learning English that has many benefits. Most of the material available in this application can improve writing, speaking, vocabulary, and reading skills. In addition to that, students experience many other benefits from the application. The implications of this study suggest that YouTube can be an effective learning tool to enhance EFL students' English skills, particularly in terms of content comprehension and vocabulary acquisition. However, it is important for

educators to provide guidance in selecting relevant content and ensure technical support to address challenges such as network issues. This study also highlights the need for the development of better strategies to effectively utilize YouTube as a flexible and engaging learning medium. Overall, YouTube holds great potential as a tool for learning English and improving students' skills, but it needs to be balanced with appropriate strategies and effective supervision.

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