

## STUDENTS' PERCEPTIONS ON THE EFFECTIVENESS USE OF YOUTUBE IN LEARNING ENGLISH

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### Abstract

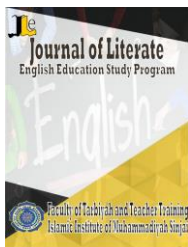
This study investigates how YouTube functions as an effective medium for English language learning among junior high school students at SMP Negeri Anggori by employing Classroom Action Research that integrates qualitative and quantitative approaches. Data were collected through tests, questionnaires, and interviews to evaluate learning outcomes and students' attitudes toward the use of YouTube in learning. The results show significant improvements in students' English proficiency and learning motivation, as reflected in the consistent increase in students' scores from pre-test to post-test across each cycle, namely from 50.00 to 70.00 in Cycle 1, from 60.00 to 80.00 in Cycle 2, and from 50.10 to 75.30 in Cycle 3. These findings confirm that YouTube contributes positively and effectively as a medium for English learning, although some challenges in the form of distractions remain, highlighting the need for guided use and teacher supervision when integrating digital media into classroom activities.

**Keywords:** students' perception; effectiveness, YouTube; English learning; classroom action research.

### Abstrak

Penelitian ini menyelidiki bagaimana YouTube berfungsi sebagai media yang efektif untuk pembelajaran bahasa Inggris di kalangan siswa sekolah menengah pertama di SMP Negeri Anggori dengan menggunakan Penelitian Tindakan Kelas yang mengintegrasikan pendekatan kualitatif dan kuantitatif. Data dikumpulkan melalui tes, kuesioner, dan wawancara untuk mengevaluasi hasil belajar serta sikap siswa terhadap penggunaan YouTube dalam pembelajaran. Hasil penelitian menunjukkan peningkatan yang signifikan dalam kemampuan bahasa Inggris dan motivasi belajar siswa, yang tercermin dari kenaikan nilai siswa secara konsisten dari pre-test ke post-test pada setiap siklus, yaitu dari 50,00 menjadi 70,00 pada Siklus 1, dari 60,00 menjadi 80,00 pada Siklus 2, dan dari 50,10 menjadi 75,30 pada Siklus 3. Temuan ini menegaskan bahwa YouTube berkontribusi secara positif dan efektif sebagai media pembelajaran bahasa Inggris, meskipun masih terdapat beberapa tantangan berupa gangguan, sehingga diperlukan penggunaan yang terarah dan pengawasan guru dalam mengintegrasikan media digital ke dalam kegiatan pembelajaran di kelas.

**Kata Kunci:** persepsi siswa; efektivitas; YouTube; pembelajaran bahasa Inggris; penelitian tindakan kelas



## 1. Introduction

English proficiency has become essential in the globalized era, serving as a key to academic and professional opportunities. Consequently, English is a compulsory subject within Indonesia's educational curriculum. However, many junior high school students, including those at SMP Negeri 10 Anggori, find English a challenging subject. The integration of digital technology, particularly YouTube, as a supplementary learning resource aims to address this challenge. While the platform is available and used, its true effectiveness must be measured through the learners' experiences. Thus, this study is necessary to explore the students' perspective, bridging the gap between the tool's availability and its perceived efficacy in enhancing English language acquisition.

Despite the fact that English has become a compulsory subject from high school to university, students' proficiency remains low, and many still struggle with motivation (Renandya, 2018). English is frequently perceived as a challenging language, which can lead to a decline in enthusiasm and interest among learners. These challenges in English learning reflect the need for more engaging and effective teaching methods, as well as the important role of media and teachers as facilitators, who can better capture students' attention.

Learning a language through media is great because it makes learning fun and gets students interested in the teacher. The media used in class should be interesting and effective. Good media in class helps students to understand the material better (Baharuddin & Wahyuni, 2022). There are many different types of media that can be used in class, including videos and movies, especially YouTube videos. Teachers' creativity by use the media in class could improve students' motivation. The researchers also talk about interactive learning media and how it affects students' motivation to learn. Their research shows how good media can make students more interested in the subject and in working with the teacher.

The following discourse pertains to the subject of technology, digital platforms such as YouTube have brought about significant changes in the world of education by providing unlimited access to vast learning resources. YouTube, the most popular video-sharing platform, offers free access to a vast library of educational content. Students and teachers may access a range of scientific explanations to language lessons, enabling them to have self-paced learning. Furthermore, YouTube supports flexible learning by allowing students to study at their own pace and in their preferred style, enabling them to adapt their learning experience to meet their individual needs. However, despite these advantages, technology in education also presents challenges. For example, the quality of online resources can vary significantly, and not all students have equal access to the necessary learning tools. Therefore, it is crucial to use digital resources wisely to fully maximize their potential. YouTube has therefore become an essential English learning tool for students, allowing them to take control of their own language learning and obtain their learning goals (Mariati et.al, 2023).

Despite the benefits of using YouTube as a language learning resource, SMP Negeri 10 Anggori in Manokwari, West Papua, faces several challenges in integrating this digital tool into English teaching. The school struggles with limited infrastructure, including the lack of modern classroom equipment and inadequate access to technology. These limitations significantly hinder the effective use of YouTube in lessons. Although the school has internet access, not all classrooms are equipped with devices capable of supporting online learning tools.

Moreover, many teachers at SMP Negeri 10 Anggori have not incorporated YouTube into their teaching methods. This is mainly due to a lack of training and insufficient knowledge about how to use the platform effectively in the classroom. As a result, traditional teaching methods, such as using textbooks, remain dominant. These methods often fail to engage students in today's digital age, leading to low motivation and disengagement, especially in English lessons where students struggle to see the relevance of the material to their daily lives.

Students at SMP Negeri 10 Anggori face major challenges in learning English because many do not have access to devices or the internet at home. This limits their ability to use online resources like YouTube outside of school. The problem is worsened by teaching methods that are often boring and not interactive, causing students to lose interest and motivation in English classes. To address this, classroom action research will be carried out at SMP Negeri 10 Anggori, focusing on using YouTube to improve English learning. The research aims to make lessons more engaging and visually appealing, with ongoing evaluation and adjustments based on feedback and classroom observations to better support both students and teachers.

Considering the challenges in English language learning, such as a lack of student motivation and monotonous teaching methods, alongside the significant potential of YouTube as an interactive and engaging learning medium, the researcher intends to carry out Classroom Action Research (CAR). CAR is a research method that involves a cycle of planning, acting, observing, and reflecting to improve teaching and learning practices. The title of this research is “Students Perception on the Effectiveness use of YouTube in learning English at SMP Negeri 10 Anggori Manokwari.

## 2. Method

### 2.1. Research Design

This study employed Classroom Action Research (CAR) as the primary research design, incorporating both quantitative and qualitative data collection methods to ensure comprehensive and validated findings. CAR follows a cyclical process of planning, implementation, observation, and reflection, allowing for continuous improvement of classroom practices (Kemmis & McTaggart, 2007). This design was particularly suitable for investigating the effectiveness of YouTube integration in English language learning at SMP N 10 Anggori, as it enabled direct intervention and real-time refinement of teaching strategies based on empirical evidence.

The CAR framework was implemented through three iterative cycles, each addressing specific learning objectives such as Cycle 1: Introducing Self and Others, Cycle 2: Describing Daily Activities and Cycle 3: Asking and Giving Information.

Each cycle adhered to the four-stage CAR model: 1) Planning: Developing lesson plans incorporating YouTube videos, worksheets, and assessment tools, 2) Action: Implementing the planned lessons with YouTube integration, 3) Observation: Collecting data through tests and questionnaires (quantitative) and interviews (qualitative) and 4) Reflection: Analyzing data to identify successes and areas for improvement.

This study employed Classroom Action Research (CAR) as the primary research design, incorporating both quantitative data (tests and questionnaires) and qualitative data (interviews) Quantitative data from pre-test/post-test assessments and Likert-scale questionnaires measured students’ proficiency improvement and perceptions of YouTube effectiveness, while qualitative data from in-depth interviews with 10 purposively selected students provided rich insights into their learning experiences. The researcher chose the sample intentionally and based on certain considerations that were considered relevant to the research objectives. This means students who were most active and dominant in using YouTube as an English learning media. These samples were then interviewed using a semi-structured interview, adjusting the order of questions based on the flow of the conversation asking and probing questions to dig deeper information if there were interesting or unclear answers with the aim of in-depth to get rich and representative data. This selection aimed to ensure that the data collected truly reflected the students’ experiences and perspectives that were most relevant to the focus of the study.

This methodological triangulation allowed for both evidence-based intervention and deep understanding of the learning processes, ensuring the research accurately captured both measurable impacts and contextual aspects of YouTube integration in English language learning at SMP N 10 Anggori.

The integration of quantitative and qualitative methods provided complementary insights: test scores and questionnaire data revealed statistical patterns and learning outcomes, while interview data offered rich explanations and contextual understanding of students' experiences. This methodological triangulation enhanced the validity and reliability of the research findings, ensuring that the results accurately reflected both the measurable impact and the qualitative aspects of YouTube integration in English language learning.

The CAR approach, supported by both quantitative and qualitative data collection, allowed for evidence-based intervention and deep understanding of the learning processes, making it particularly appropriate for achieving the research objectives of improving English language teaching through YouTube integration.

## **2.2. Population and Sample**

The population of this study were all students of grade VIII of SMP Negeri 10 Anggori. The sample consisted of 10 students who were selected using purposive sampling technique. The researcher chose the sample intentionally and based on certain considerations that were considered relevant to the research objectives. This means students who were most active and dominant in using YouTube as an English learning media. These samples were then interviewed using a semi-structured interview, adjusting the order of questions based on the flow of the conversation asking and probing questions to dig deeper information if there were interesting or unclear answers with the aim of in-depth to get rich and representative data. This selection aimed to ensure that the data collected truly reflected the students' experiences and perspectives that were most relevant to the focus of the study.

## **2.3. Instrument of the research**

The Instrument use for this research is test and interview. Tests were given to students to measure their understanding and English language skills before and after the use of YouTube as a learning medium. According to Manion and Morrison (2018), this test aimed to determine the improvement in learning outcomes that occurred due to the use of YouTube in learning and used the Pre-test and Post-test method. The questionnaire was specifically designed to measure how useful YouTube is for English language learning, including the reasons why people use it and the reasons why they don't. The questionnaire used a Likert scale, with five options to choose from (strongly disagree, disagree, neutral, agree and strongly agree). This scale was introduced by Likert, (1932) to measure attitudes and opinions. This method uses closed-ended questions, where respondents only choose from a list of answers, rather than giving free answers or developing their own ideas (Sugiyono, 2019).

## **2.4. Procedure of Data Collection**

This study used three data collection techniques: tests, questionnaires, and interviews. Tests (pre-test and post-test) were used to measure students' English achievement before and after using YouTube. Questionnaires were distributed to collect students' perceptions of YouTube as a learning medium using a Likert scale. Semi-structured interviews were conducted to obtain deeper information about students' experiences in using YouTube for learning English.

## 2.5 Technique of Data Analysis

This study used descriptive statistical analysis and thematic analysis. Descriptive statistics were used to analyze test and questionnaire data, including mean scores and percentages. Thematic analysis was used to analyze interview data by identifying key themes related to students' experiences in using YouTube for learning English.

## 3. Results and Discussion

### 3.1 Result

The findings demonstrate that YouTube is considered effective in enhancing vocabulary, listening skills, and learning motivation, which supports Mayer's Multimedia Learning Theory and previous studies on video-based learning. YouTube's effectiveness in enriching vocabulary and listening skills of Multimedia learning (Mayer, 2009). Integration of visual elements (body movements, expressions) and verbal elements (native speaker pronunciation) in authentic contexts—such as the "a day in my life" vlog in Cycle 2—facilitates dual information processing and reduces cognitive load. These findings support Saputra et al. (2022) research on vocabulary development and also provide new evidence that the dialogue model in Cycle 3 is very effective for training spontaneous responses in requesting and giving information, as reflected in the highest gain (25.20 points) in that cycle. Additionally, the increase in motivation reported by students aligns with Gracella and Rahman (2020), who found that engaging video content increases students' intrinsic interest in language learning.

The findings of this study are in line with and strengthen the results of previous studies. Previous studies consistently indicate that YouTube is positively perceived by students and is effective as a medium for English language learning. Nabila, Rika, and Lestari (2023) found that YouTube supported English learning during the Covid-19 pandemic by providing accessible, flexible, and varied content that helped students overcome learning challenges. Similarly, Rahmatika, Yusuf, and Agung (2021) reported that YouTube enhanced students' learning motivation, comprehension, and independent learning through engaging and diverse video materials, which contributed to improved learning outcomes.

#### a. Student Pre-Test and Post-test Scores (Data from Test)

This section presents the results of students' pre-test and post-test across three systematically designed learning cycles. The three cycles were structured to progress from self-introduction to describing daily activities, and finally to information exchange, representing a scaffold approach to developing comprehensive communicative competence

In general, the consistent quantitative improvement across all three cycles confirms the effectiveness of using YouTube integration as a learning tool in developing comprehensive English communication skills, with each cycle building upon the previous one to create a solid foundation for language acquisition.

Cycle.	Learning Topic	Test Type	Highest Score	Lowest Score	Average Score	Standard Deviation	Gain
1.	Introducing Self & Others	Pre-Test	60	40	50.00	5.50	+20.00
		Test/Post-Test	80	60	70.00	5.20	
2.	Daily Activities	Pre-Test	70	50	60.00	6.00	+20.00
		Test/Post-Test	90	70	80.00	6.20	

3.	Asking for & Giving Information	Pre-Test/Post-test	65 85	40 65	50.10 75.30	7.50 6.80	+25.20
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**Table 1 Students Pre-Test and Post-Test Results for Each Cycle**

This table encapsulates the learning progression across the three systematic cycles, showing steady improvement in scores and competencies as students moved from basic introductions to more complex communication tasks. The consistent gain highlights the effectiveness of the teaching method.

b. Students Perceptions of YouTube in Learning English (Data from Questionnaire)

Based on the table below the students' perception of YouTube in learning English had big positive responses. From the first statement until fifth statement showed that the students' responses were more than 75%.

No	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean Score	Total Positive	Total Negative
1	Easy and convenient.	2%	5%	15%	40%	38%	3.96	78%	7%
2	Helps understanding	2%	6%	12%	40%	40%	4.00	80%	8%
3	More enjoyable	2%	5%	10%	35%	48%	4.14	83%	7%
4	motivated	3%	5%	12%	38%	42%	4.01	80%	8%
5	Positive impression	2%	5%	14%	42%	37%	3.95	79%	7%

**Table 2 The students' perceptions**

c. The Effectiveness of YouTube in Learning English

Based on the table 3.3 below, it showed that the students believed that YouTube was effective in improving English skill. It showed that more than 75% gave positive responses.

No	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean Score	Total Positive	Total Negative
6	It's easier to understand	2%	4%	10%	40%	44%	4.19	84%	6%
7	Help to master English	1%	4%	12%	41%	42%	4.17	83%	5%
8	It supports independent learning	1%	3%	13%	44%	39%	4.13	83%	4%

9	It helps for exam	1%	4%	15%	43%	37%	4.02	80%	5%
10	It is more effective	1%	6%	16%	44%	33%	3.92	77%	7%

**Table 3 The effectiveness of YouTube**

d. The Impact of Youtube on Learning Outcomes

Based on the table 3.4, it showed that the response of the students about impact of youtube on learning outcomes is positif because more than 75% the students felt the impact of it.

No	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean Score	Total Positive	Total Negative
11	It improves learning results.	1%	4%	12%	38%	45%	4.23	83%	5%
12	It can repetition	1%	3%	12%	41%	43%	4.22	84%	4%
13	Help difficult homework	1%	5%	14%	39%	41%	4.10	80%	6%
14	short and concise learning videos.	1%	5%	14%	42%	38%	4.07	80%	6%
15	Easily to identify a good material	2%	6%	17%	40%	35%	3.92	75%	8%

**Table 4 The Impact of Youtube Learning Outcomes**

e. Data From Interviews

The thematic analysis of the interview transcripts revealed two major themes: the perceived benefits of using YouTube as educational tool and the challenges students encountered during its use. These in-depth insights aim to provide a richer understanding of students' subjective experiences and perspectives, further validating and contextualizing the survey outcomes.

Based on in-depth interviews with 10 students, the analysis identifies six keys' areas of substantial benefits. Students consistently reported positive experiences across multiple dimensions, with YouTube effectively supporting vocabulary development, listening skills, learning motivation, enjoyment, independent learning and comprehensive understanding of English concepts through its multimedia features. Each key has positive responses from the interviewers.

While quantitative data confirms YouTube's effectiveness in enhancing English learning outcomes, its' implementation in this study reveals specific challenges that require careful attention. The interview data identifies several obstacles that students encountered when using YouTube their English learning, highlighting areas that need improvement for optimal implementation. There are some challenges that the students felt, they were digital distractions, comprehension barriers, limited

access, difficulty in selecting quality and confidence gaps in speaking. First, digital distractions. The platform's design, aimed at maximizing user engagement, often leads to divided attention during learning sessions. Second, comprehension barriers, fast-paced native speaker videos, especially those without subtitles, can be difficult to follow.

The combination of rapid speech, unfamiliar accents, and complex vocabulary often hinders students' ability to fully understand the content. Third, limited internet access, poor internet connections or quotes restrict students' ability to access and benefit from YouTube, causing frustration and lost learning opportunities. The technical limitations of internet infrastructure and data availability present significant barriers to consistent learning through YouTube, particularly affecting students from diverse socioeconomic backgrounds. Fourth, Difficulty in selecting quality, the students' report challenges choosing videos that match their proficiency level, underscoring the importance of teacher creation and digital literacy training. Fifth, confidence gaps in speaking, although receptive skills (listening, vocabulary) improve, competency in productive skills (speaking) remains a challenge.

### 3.2 Discussion

This section interprets the findings, relates them to the research questions, and discusses them considering previous studies and relevant theories.

#### a. Interpretation of Pre-test and Post-test Results

The improvement of students' scores from pre-test to post-test suggests that YouTube contributed positively to their English learning outcomes. The consistent score increases across all cycles—from 50.00 to 70.00 (Cycle 1), 60.00 to 80.00 (Cycle 2), and 50.10 to 75.30 (Cycle 3)—clearly show the effectiveness of YouTube as a learning medium. A crucial finding is that the lower pre-test score in Cycle 3 (50.10) compared to Cycle 2 (60.00) can be explained by a nearly two-week learning gap caused by holidays and Grade 9 exams. This context makes the high post-test achievement in Cycle 3 (75.30)—with the largest gain of 25.20 points, even stronger evidence of the efficacy of this method. It shows that YouTube is not only effective for continuous learning but also powerful in restoring and even surpassing students' initial abilities after a long break, confirming Rahmatika et al.'s (2021) findings on YouTube's effectiveness as a self-learning medium.

#### b. Analysis of Students' Perceptions

The generally positive perceptions expressed by students indicate that YouTube is perceived as both useful and engaging in the learning process. Students' positive perception (82.7%) of YouTube can be explained through perception theory in language learning (Santoso, 2022), where relevant and easily accessible media increase cognitive engagement. Statements from S-1 ("easier to understand than just listening to a regular teacher's explanation") and S-3 ("immediately clicked because there is a video") show that YouTube's multimedia elements help students grasp abstract concepts. The perceptions of "not boring" (S-8) and the ability to review material (S-6) act as catalysts for intrinsic motivation in self-directed learning explaining why students proactively seek English learning content at home (S-2, S-4). However, these positive perceptions must be balanced with the challenges faced, creating a comprehensive picture of YouTube integration in the learning context.

#### c. The Effectiveness of YouTube in English Learning

The findings demonstrate that YouTube is considered effective in enhancing vocabulary, listening skills, and learning motivation, which supports Mayer's Multimedia Learning Theory and previous studies on video-based learning. YouTube's effectiveness in enriching vocabulary and listening skills can be explained through Mayer's Cognitive Theory of Multimedia Learning (2009). Integration of visual elements (body movements, expressions) and verbal elements (native speaker pronunciation) in authentic contexts—such as the "a day in my life" vlog in Cycle 2—facilitates dual

information processing and reduces cognitive load. These findings support Saputra et al.'s (2022) research on vocabulary development and also provide new evidence that the dialogue model in Cycle 3 is very effective for training spontaneous responses in requesting and giving information, as reflected in the highest gain (25.20 points) in that cycle. Additionally, the increase in motivation reported by students aligns with Gracella and Rahman (2020), who found that engaging video content increases students' intrinsic interest in language learning.

#### d. Challenges and Limitations in Using YouTube

Although students recognize the effectiveness of YouTube, they also report several challenges, including distractions and the need for teacher guidance, which suggest that YouTube should be used as a supplementary tool rather than a stand-alone medium. The challenges found—difficulty selecting content (S-9) and distractions (S-10)—should be viewed in a broader context. The fact that teachers previously did not use YouTube as a teaching medium explains why students were unfamiliar with structured learning strategies using this platform. The gap between "students enjoying YouTube" and "lack of access and adequate guidance" in previous classroom experiences justifies this research. Therefore, the challenges identified do not indicate failure of the method but rather provide concrete evidence of the urgent need for teacher-guided YouTube integration, which was successfully implemented in this study through curated playlists and structured activities.

#### 4. Conclusion

In conclusion, this study has demonstrated that the use of YouTube as a learning medium significantly improves students' English proficiency at SMP N 10 Anggori. Quantitative data showed consistent improvement in students' test scores across three learning topics: "Introducing Self and Others," "Daily Activities," and "Asking and Giving Information." This indicates that YouTube videos provide effective support for language acquisition by offering engaging, accessible, and repeatable learning content. The results show significant improvements in students' English proficiency and learning motivation, as reflected in the consistent increase in students' scores from pre-test to post-test across each cycle, namely from 50.00 to 70.00 in Cycle 1, from 60.00 to 80.00 in Cycle 2, and from 50.10 to 75.30 in Cycle 3.

Furthermore, questionnaire results revealed that students hold positive perceptions of YouTube as a tool for learning English. They reported feeling motivated and confident when using YouTube for their studies. These findings are further supported by qualitative data from student interviews, which highlighted both benefits and challenges experienced during the learning process.

However, several challenges were identified, including difficulties in finding appropriate videos tailored to beginners and distractions caused by advertisements and unrelated video recommendations. These challenges underscore the essential role of teacher guidance in curating suitable content and helping students maintain focus during learning sessions.

Overall, this study supports the integration of multimedia resources such as YouTube into English language teaching, provided that adequate support and structure are in place to maximize learning outcomes.

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