

Students' Perception in Using YouTube to Improve Young Learners' Vocabulary Viewed Islamic English Content

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ABSTRACT

The objective of this research is to describe the students' perception in using YouTube to improve young learners' vocabulary viewed Islamic English content. The sample of this research were fourth-grade students at Islamic Elementary School of IQRA 2. In this research, a quantitative approach was used with a descriptive research design. The data were gathered by using a closed-ended questionnaire, the researchers in this study gathered data on what are students' perception in using YouTube to improve young learners' vocabulary viewed Islamic English content. Furthermore, the descriptive statistics were used to analyze the data, and the results were presented and explained in tables. The finding showed that the most students strongly agree with the statement, the use of YouTube improved students' vocabulary viewed Islamic English content. In conclusion, students given the positive perceptions towards the use of YouTube improved students' English vocabulary in teaching and learning process. Therefore, using YouTube video viewed Islamic contents improved learners' vocabularies.

Keywords: *Students' perception, YouTube, Learners' Vocabulary, Islamic English Content*

ABSTRAK

Penelitian ini difokuskan untuk menganalisis persepsi siswa terhadap penggunaan YouTube dalam meningkatkan kosakata Bahasa Inggris siswa melalui video konten Islami. Penelitian ini menggunakan metode kuantitatif dengan mendeskripsikan hasilnya. Populasi dalam penelitian ini adalah siswa kelas 4 di SDIT IQRA 2. Sampel penelitian adalah 20 siswa. Instrumen yang digunakan dalam penelitian ini adalah kuesioner. Hasil penelitian ini menunjukkan bahwa siswa sangat setuju pada penggunaan YouTube untuk membantu meningkatkan kosakata Bahasa Inggris siswa. Dapat disimpulkan bahwa siswa memberikan persepsi yang positif bahwa YouTube dapat membantu meningkatkan kosakata Bahasa Inggris siswa dalam proses belajar dan mengajar.

Keywords: *Persepsi siswa, YouTube, kosakata, konten Islami*

INTRODUCTION

In today's world, technology permeates a student's daily existence. Because social media can be used to search for some of the sources that Indonesian culture uses the most, it becomes the most popular topic of conversation. 97.4% of Indonesians have access to social media accounts. YouTube is one of the most widely used video sharing websites nowadays. It can be used as a teaching tool that depicts visual and auditory representations of different concepts or events in the classroom. Because internet generations tend to seek different learning, watching videos can be another approach to study in addition to lectures and reading books. Additionally, a social network that is currently used extensively is YouTube. Using YouTube in the realm of education is a simple and user-friendly technique to advance. (Faradillah et al, 2022)

In the modern era, YouTube applications have been known by many people and has a great influence in the world of education, especially in English teaching and learning. YouTube video is one of audio-visual media because we can watch the pictures and hear the sounds. Using YouTube videos is very helpful for students who learn English to become a good communicator. This can be proven, using YouTube video as a learning media the students will learn accents and dialects from native speakers. In Indonesia, students are very familiar with YouTube videos because they are not only used for watching videos but also for social, work and learning needs. In developed and developing countries, many people have adopted the use of YouTube videos in the learning process. (Heriansyah et al, 2022)

Additionally, YouTube offers students a chance to gain experience with cutting-edge technology that they can utilize after graduation. The network can support production, analysis, and creation. Knowledge and concepts more effectively and swiftly. Then, it offers a variety of fun and innovative features that can be utilized as a teaching and learning tool. Students can be encouraged to learn independently and develop critical thinking skills by integrating learning based on the YouTube application. Furthermore, it was mentioned that kids would get used to looking for information online and in other places in order to learn. Therefore, YouTube-based learning expertise and the growth of student insights can enhance learning outcomes, which will have an impact on education quality. Therefore, YouTube might be used as a learning tool to discover movies that will keep pupils interested while fostering language learning. (Riswandi, 2016) Some many potential learning tools in YouTube, kind of videos and contents are available to help students in increasing their English Vocabulary. Based on previous students assumed Islamic content interested students in English teaching and learning and improved their English vocabulary.

Some previous studies found that, Using YouTube teaching materials with peer support significantly improved students' mastery subject content learning English (Muslem, A. Shardin, R. Heriansyah, 2022) Stated that, YouTube video is one media effectiveness to use in English teaching and learning especially in reading skill. Related with (Pasaribu, 2020) YouTube video useful for students to help them to improve their English skill. Then, (Nurpahami et al, 2022) conducted based on students' perception most students agreed using YouTube application can improve their speaking skill. YouTube is useful for English teaching and learning. According to (Chorman et al, 2019) YouTube is a media prepared for teaching and learning process. YouTube is one tool to develop education and help students in the learning process of English as foreign language. Based on the case, students lacked their English skill. One of the most important things for students is vocabulary. Vocabulary is a key for students to express their English. In foreign language teaching-learning process, vocabulary plays an important role. It is one element that links the four skills of speaking, reading, writing and listening.

Having a sufficient vocabulary is one criterion for being able to converse in English. The ability to talk, write, read, and listen in the language will improve with vocabulary knowledge. English vocabulary is a component of teaching If students still lack vocabulary, it is

thought to be a highly crucial aspect in improving the English language. According to Chorman et al, (2019) also assumed that knowing the value of vocabulary, numerous ways have been used to improve vocabulary, and researchers have discovered a strategy to improve new vocabulary from earlier study that involves watching English movies. Then, there is no denying that video technology, especially movies with subtitles, can be a useful educational tool to aid students in learning and acquiring new vocabulary. Teaching vocabulary is such a crucial undertaking in teaching English since vocabulary accomplishment links to all language acquisition and it is of concern.

Some previous studies conducted Vocabulary is most important for students to converse in English and students improved their vocabularies through some media. According to (Caroline & Ning, 2018) assumed that one of the requirements of having the ability to communicate in English is by having adequate vocabulary. Knowing vocabulary helps students speak, write, and listen in English. Then, (Helmada et al, 2022) found that vocabulary is the most important aspect of learning to develop students' English skill should be increased and one media by game. Using games in teaching and learning as real objects used in the classroom to bring the class to life are referred to as realia in English teaching and learning terms.

Therefore, based on some previous studies concluded by Muslem (2022) related (Pasaribu, 2020) found that YouTube is one application useful for students to improve their English skill and help teachers to teach students joyful in learning process. Then, vocabulary is a key for students to express their English. In foreign language teaching-learning process, vocabulary plays an important role. Therefore, some previous studies concluded by (Safura et al, 2022) and (Caroline & Ning, 2018) assumed that vocabulary is a key component of language and is regarded as being extremely significant in the teaching and learning of English. However, the previous studies found that YouTube is one application useful for English learners to improve students' speaking skill and reading, without addressing the vocabulary. Then, the previous study without addressing the content useful for learners. Therefore, the researcher will analyze what are students' perceptions in using YouTube to improve students' vocabulary viewed Islamic content that is related for students of Islamic elementary school IQRA.

METHODOLOGY

In this study used a quantitative methodology and a descriptive study design were employed. In order to evaluate current events, look for correlations, and look into cause-and-effect occurrences, quantitative research approaches are used (Gay, L., Mills, G. E., & Airasian, 2012). The descriptive research provides a precise description of the circumstance or features of a condition or circumstance (Johnson, R. B., & Christensen, 2020)

Therefore, to ascertain and characterize the current situation regarding students' perceptions of using YouTube to increase learners' vocabulary while viewing Islamic English content, this study adopted a quantitative approach using a descriptive study method.

The subject of this research were 20 students the fourth- grade students in Islamic Elementary School of IQRA 2. In this research, the researcher used questionnaires to find out the perceptions of fourth- grade students in Islamic Elementary School students as young learners in using YouTube viewed Islamic content to improve their English vocabulary.

The questionnaire was used to gather the data for this investigation. What is the students' perception in using YouTube to improv students' vocabulary viewed Islamic English content. The descriptive statistics, which are basically a set of processes for describing, synthesizing, analyzing, and interpreting quantitative data, were employed by the researcher to analyze the data. Tables were then used in the research analysis to further interpret the results.

FINDINGS AND DISCUSSION

Findings

The following of research question, what are students' perception in using YouTube to improve young learners' vocabulary viewed Islamic English content? Therefore, based on this question the researcher finds the result of this research presented what are students' perceptions in using YouTube to improve students' vocabulary viewed Islamic English content. The detailed explanation can be seen below.

Table 1. The Distribution of the Students' Statement the Use of YouTube viewed Islamic English Content Interested Students to Learn English Vocabulary

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	13	6	1	0

Based on table 1, 13 students strongly agree with the statement that the use of YouTube viewed Islamic English content interested students to learn English vocabulary. Meanwhile, 6 students agree with this statement. However, 1 student disagrees with the use of YouTube viewed Islamic content interested students to learn English vocabulary. There was no student who strongly disagreed with this statement. Therefore, the most students strongly agree with the statement that the use of YouTube viewed Islamic content interested students in learning English Vocabulary.

Table 2. The Distribution of the Students' Statement the Use of YouTube Viewed Islamic English Content to Improve My English Vocabulary

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	13	6	1	0

Based on table 2, 13 students strongly agree with the statement that the use of YouTube viewed Islamic English content improved students' English vocabulary. Meanwhile, 6 students agree with this statement. However, 1 student disagrees that the use of YouTube viewed Islamic English content improved students' English vocabulary. There was no student who strongly disagreed with this statement. Therefore, the most students strongly agree with the statement that the use of YouTube viewed Islamic content improved students' English vocabulary.

Table 3. The Distribution of the Students' Statement the Use of YouTube viewed Islamic English content Make Students Joyful in Learning English Vocabulary

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	14	6	0	0

Based on table 3, 14 students strongly agree with the statement that the use of YouTube viewed Islamic English content makes students joyful in learning English vocabulary. Meanwhile, 6 students agree with this statement. However, there was no student who disagreed and strongly disagreed with the statement that the use of YouTube viewed Islamic English content makes students joyful in learning English vocabulary. Therefore, the most students strongly agree with the statement that the use of YouTube viewed Islamic content makes students joyful in learning English vocabulary.

Table 4. The Distribution of the Students' Statement the Use of YouTube viewed Islamic English content is Helpful to Get New English Vocabulary

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	12	7	1	0

Based on table 4 showing that 12 students strongly agree with the statement, the use of YouTube viewed Islamic English content is helpful to get new English vocabulary. Meanwhile, 7 students agree with this statement. However, 1 student disagrees with the statement that the use of YouTube viewed Islamic English content is helpful to get new English vocabulary. There was no student who strongly disagreed with this statement. Therefore, the most students strongly agree with the statement that the use of YouTube viewed Islamic content is helpful to get new English vocabulary.

Table 5. The Distribution of the Students' Statement the use of YouTube viewed Islamic English Content is Helpful to Add Students' English Vocabulary

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	14	5	1	0

Based on table 5 showing that 14 students strongly agree with the statement, the use of YouTube viewed Islamic English content is helpful to add students' English vocabulary. Meanwhile, 5 students agree with this statement. However, 1 student disagrees with the statement that the use of YouTube viewed Islamic English content is helpful to add students' English vocabulary. There was no student who strongly disagreed with this statement. Therefore, the most students strongly agree with the statement that the use of YouTube viewed Islamic English content is helpful to add students' English vocabulary.

Table 6. The Distribution of the Students' Statement the use of YouTube viewed Islamic English Content is Useful for Students' English Vocabulary Efficiently

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	14	5	1	0

Based on table 6, 14 students strongly agree with the statement that the use of YouTube viewed Islamic English content is useful for students' English vocabulary efficiently. Meanwhile, 5 students agree with this statement. However, 1 student disagrees with the statement that the use of YouTube viewed Islamic English content is useful for students' English vocabulary efficiently. There was no student who strongly disagreed with this statement. Therefore, the most students strongly agree with the statement that the use of YouTube viewed Islamic English content is useful for students' English vocabulary efficiently.

Table 7. The Distribution of the Students' Statement the Use of YouTube Viewed Islamic English Content is Not Useful in Learning English Vocabulary

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	0	0	10	10

Based on table 7 showing that 10 students disagree with the statement, the use of YouTube viewed Islamic English content is not useful in learning English vocabulary. Meanwhile, 10 students strongly disagree with this statement. However, there was no student who strongly agree and agree with the statement that the use of YouTube viewed Islamic English content is not useful in learning English vocabulary. Therefore, the most students strongly disagree and disagree with the statement that the use of YouTube viewed Islamic English content is not useful in learning English vocabulary.

Table 8. The Distribution of the Students' Statement the use of YouTube Viewed Islamic English Content is not Interest in Learning English vocabulary

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	0	0	16	4

Based on table 8, 16 students disagree with the statement that the use of YouTube viewed Islamic English content is not interested in learning English vocabulary. Meanwhile, 4 students strongly disagree with this statement. However, there was no student who strongly agree and agree with the statement that the use of YouTube viewed Islamic English content is not interested in learning English vocabulary. Therefore, the most students disagree with the statement that the use of YouTube viewed Islamic English content is not interested in learning English vocabulary.

Table 9. The Distribution of the Students' Statement the Use of YouTube Viewed Islamic English Content Make Students Bored in Learning English Vocabulary

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	0	0	9	11

Based on table 9 showing that 9 students disagree with the statement, the use of YouTube viewed Islamic English content makes students bored in learning English vocabulary. Meanwhile, 11 students strongly disagree with this statement. However, there was no student who strongly agree and agree with the statement that the use of YouTube viewed Islamic English content makes students bored in learning English vocabulary. Therefore, the most students strongly disagree with the statement that the use of YouTube viewed Islamic English content makes students bored in learning English vocabulary.

Table 10. The Distribution of the Students' Statement the Use of YouTube viewed Islamic English Content is not useful for Students' English Vocabulary Efficiently

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	0	0	13	7

Based on table 10 showing that 13 students disagree with the statement, the use of YouTube viewed Islamic English content is not useful for students' English vocabulary efficiently. Meanwhile, 7 students strongly disagree with this statement. However, there was no student who strongly agree and agree with the statement that the use of YouTube viewed Islamic English content is not useful for students' English vocabulary efficiently. Therefore, the most students strongly disagree with the statement that the use of YouTube viewed Islamic

English content is not useful for students' English vocabulary efficiently.

Discussion

The first perceptions of this study, the statement the use of YouTube viewed Islamic English content interested students to learn English vocabulary. The finding showed that 13 students strongly agree, 6 students agree with this statement. However, 1 student disagreed and there was no student who strongly disagreed. Therefore, most students are positive with the statement that the use of YouTube viewed Islamic English content interested students to learn English vocabulary. According to (AbuSa'aleek, 2015) stated that YouTube, Facebook video content has drawn the notice of curious individuals, students, educators as a teaching and learning tool for languages. Then in his study found that using YouTube videos as a fresh approach when instructing English to students in Morocco. The study revealed that using YouTube videos is a comparatively easy method to produce pertinent and particular teaching materials and students interested in teaching and learning process. Therefore, the use of YouTube viewed Islamic English content interested students to learn English vocabulary.

The second perception of this study was that the statement that the use of YouTube viewed Islamic English content improved students' English vocabulary. The finding showed that 13 students strongly agree and 6 students agree with the statement. However, 1 student disagreed and there was no student who disagreed. Therefore, most students give positive perception that the use of YouTube viewed Islamic English content improved students' English vocabulary. According to (Fiqri, 2017) assumed the video content available on YouTube is its main strength. Through social media, learners can learn more independently and creatively, which will improve their overall quality. As a result, the quality of education will also rise through YouTube and students will improve their English skill. Therefore, the use of YouTube improved students' English vocabulary.

The third perception of this study is that the use of YouTube viewed Islamic English content makes students joyful in learning English vocabulary. This study found that 14 students strongly agree, 6 students agree with the statement that the use of YouTube viewed Islamic English content makes students joyful in learning English vocabulary. However, there was no student who disagreed and strongly disagreed with this statement. YouTube provides an enjoyable alternative to lectures and book reading for students who want to study English (June, S., Yaacob, A., & Kheng, 2014) Therefore, the use of YouTube viewed Islamic content makes students joyful in learning English vocabulary.

The fourth perception of this study is the statement that the use of YouTube viewed Islamic English content is helpful to get new English vocabulary. The finding showed that 12 students strongly agree, 7 students agree with the statement the use of YouTube viewed Islamic English content is helpful to get new English vocabulary. However, 1 student disagreed, and there was no student who strongly disagreed with the statement. According to (Almurashi, 2016) conducted YouTube may be a useful resource for incorporating English lessons and can aid with comprehension. It was discovered that using YouTube can significantly increase students' performance, aid in their grasp of English, and assist them understand their English skill. Therefore, the use of YouTube helps students get new resources and English vocabulary.

The fifth perception with the statement the use of YouTube viewed Islamic English content is helpful to add students' English vocabulary. The finding showed that 14 students strongly agree, 5 students agree with this statement. However, 1 student disagreed and there was no student who strongly disagreed with this statement. According to (Faradillah, F. Nurpahami, 2022) found that YouTube videos developed and developing learners, teachers, children and many people have adopted the use of YouTube videos in the learning process and through YouTube students developed their knowledge although students' English vocabulary. Therefore, the use of YouTube content is helpful for students to add their English vocabulary.

The sixth perception with the statement that the use of YouTube viewed Islamic English content is useful for students' English vocabulary efficiently. This study found that 14 students strongly agree, 5 students agree with this statement. However, 1 student disagreed and there was no student who strongly disagreed with this statement that the use of YouTube viewed Islamic English content is useful for students' English vocabulary efficiently. (Faradillah, F. Nurpahami, 2022) also stated that YouTube videos are being created and improved in the learning process and have been embraced by students, teachers, kids, and many other individuals. Numerous studies have been carried out to determine how pupils use technology, particularly YouTube videos for educational purposes. Students can learn almost everything and expand their knowledge with YouTube videos, including how to practice English skill effectively. Therefore, the use of YouTube helps learners to practice English skills although their vocabulary is more efficient.

The seventh perception the statement that the use of YouTube viewed Islamic English content is not useful in learning English vocabulary. The finding of this study found that 10 students disagree, 10 students strongly disagree with this statement. However, there was no student who strongly agree and agree with the statement that the use of YouTube viewed Islamic English content is not useful in learning English vocabulary. Related to (Kamhar, 2019) stated that YouTube has a positive effect in the teaching and learning process, inside or outside class. He stated that one of the benefits of the use of YouTube in education is that learners or teachers get some references and sources. Then, this strategy helps them in teaching and learning. Therefore, YouTube is very useful in English teaching and learning.

The eight perceptions in this study, the statement the use of YouTube viewed Islamic English content is not interested in learning English vocabulary. The finding found that 16 students disagree, 4 students strongly disagree with this statement. However, there was no student who strongly agree and agree with the statement that the use of YouTube viewed Islamic English content is not interested in learning English vocabulary. Therefore, the most students disagree with the statement that the use of YouTube viewed Islamic English content is not interested in learning English vocabulary. This is related to the statement that evidenced by students' increased enthusiasm and interest in studying, learning media provides a response that strongly concurs with the learning process. YouTube videos really help students to obtain a clear visual representation of various problems and also give them opportunities to actually (Mujianto, 2019). Therefore, the use of YouTube viewed Islamic English content interested students in learning English vocabulary.

The ninth perception in this study, the statement the use of YouTube viewed Islamic English content makes students bored in learning English vocabulary. The finding of this study found that 9 students disagree, 11 students strongly disagree with this statement. However, there was no student who strongly agree and agree with the statement that the use of YouTube viewed Islamic English content makes students bored in learning English vocabulary. According to (Mujianto, 2019) stated that YouTube is one media that integrated videos enables learners to be creative in learning. Then, interest and motivation increases' learners. Therefore, the use of YouTube viewed Islamic English content makes students not bored in learning English vocabulary.

The last perception in this study, the use of YouTube viewed Islamic English content is not useful for students' English vocabulary efficiently. The finding showed that 13 students disagree, 7 students strongly disagree with this statement. However, there was no student who strongly agree and agree with the statement that the use of YouTube viewed Islamic English content is not useful for students' English vocabulary efficiently. According to (Faradillah, F. Nurpahami, 2022) assumed that YouTube videos are being created and improved by the user in the learning process. Students can learn almost everything and expand their knowledge with YouTube videos, including how to practice English skill effectively. Therefore, the use of YouTube helps learners to practice English skill although their vocabulary is more efficient.

CONCLUSION

The YouTube application has been known by many people and has a great influence in the world of education, especially in English teaching and learning. YouTube is a teaching tool that depicts visual and auditory representations of different concepts or events in the classroom. Then, YouTube is one useful application used in teaching and learning. Help students to increase their English skill. To develop students' English skills, the most important is vocabulary. Vocabulary is thought to be a highly crucial aspect in improving the English language. Knowing the value of vocabulary, numerous ways have been used to improve vocabulary, and researchers have discovered a strategy to improve new vocabulary from earlier. YouTube is one medium that helps learners improve their English vocabulary.

The finding of this study described what students' perception using YouTube improved their English vocabulary. 20 students are respondents in this study. Most students strongly agree that the use of YouTube viewed Islamic English content interested in learning, improved their English vocabulary, joyful in learning process, helpful students got and added their English vocabulary. However, most students strongly disagree that the use of YouTube viewed Islamic English content is not useful and interest students in learning English vocabulary. Then, students strongly disagree that the use of YouTube makes students bored in the learning process.

To conclude, most students strongly agree with the statement, the use of YouTube improved their English vocabulary and viewed Islamic content. Therefore, students give positive perceptions in using YouTube to improve their English vocabulary while viewing Islamic content. Then YouTube is one effective and very useful application to help students to increase their English. Further research, to fully assess how effectively using YouTube might support teachers' and students' future learning processes, more research regarding its use in enhancing students' English language proficiency must be conducted.

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