



**STUDENTS' PERCEPTIONS AND USE OF YOUTUBE FOR IMPROVING
ENGLISH SPEAKING SKILLS AMONG ENGLISH
EDUCATION STUDENTS AT UINSU**

**Dhea Salsabila¹, Harshanda Rafika Putriana², Didik Santoso³,
Nadia Wulandari⁴, Ajrul Khair⁵**

Universitas Islam Negeri Sumatera Utara^{1,2,3,4,5}

e-mail: dheasalsabila105@gmail.com¹, rafikaputrianaaaaa@gmail.com²,
diksanto@yahoo.co.id³, wulandarivivoy22@gmail.com⁴, ajun050905@gmail.com⁵

Diterima: 22/6/2026; Direvisi: 3/8/2026; Diterbitkan: 9/8/2026

ABSTRAK

Pada era digital, teknologi memegang peranan penting dalam mendukung pembelajaran bahasa Inggris, khususnya pengembangan keterampilan berbicara pada konteks EFL (*English as a Foreign Language*), ketika mahasiswa memiliki keterbatasan paparan terhadap komunikasi autentik. Penelitian ini bertujuan menginvestigasi persepsi mahasiswa dan penggunaan YouTube dalam meningkatkan keterampilan berbicara bahasa Inggris pada mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Sumatera Utara (UINSU). Penelitian menggunakan desain survei deskriptif kuantitatif dengan sampel 50 mahasiswa angkatan 2023 yang dipilih melalui *purposive sampling*. Data dikumpulkan menggunakan kuesioner skala Likert melalui Google Forms dan dianalisis menggunakan statistik deskriptif serta Korelasi Pearson Product-Moment. Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi positif terhadap YouTube ($M = 4,22$), sering menggunakannya untuk latihan berbicara ($M = 4,08$), dan merasakan peningkatan keterampilan berbicara ($M = 3,96$). Analisis korelasi menunjukkan hubungan positif yang signifikan antara persepsi mahasiswa dan peningkatan keterampilan berbicara ($r = 0,648$; $p < 0,001$), serta antara penggunaan YouTube dan peningkatan keterampilan berbicara ($r = 0,732$; $p < 0,001$). Temuan ini memperkaya bukti empiris mengenai keterkaitan persepsi mahasiswa, penggunaan YouTube, dan peningkatan keterampilan berbicara pada konteks EFL di perguruan tinggi. Implikasi penelitian menegaskan bahwa YouTube layak diintegrasikan sebagai media pendukung pembelajaran berbicara untuk meningkatkan kompetensi komunikasi lisan mahasiswa.

Kata Kunci: *YouTube, Speaking Skills, EFL Students, English Language Learning, Student Perception.*

ABSTRACT

In the digital era, technology plays an important role in supporting English language learning, particularly in developing speaking skills in EFL (*English as a Foreign Language*) contexts, where students have limited exposure to authentic communication. This study aimed to investigate students' perceptions and their use of YouTube in improving English speaking skills among students of the English Education Study Program at Universitas Islam Negeri Sumatera Utara (UINSU). The study employed a quantitative descriptive survey design involving 50 students from the 2023 cohort selected through *purposive sampling*. Data were collected using a Likert-scale questionnaire distributed via Google Forms and analyzed using descriptive statistics and the Pearson Product-Moment Correlation test. The findings revealed that students had positive perceptions of YouTube ($M = 4.22$), frequently used it for speaking practice ($M =$



4.08), and perceived improvements in their speaking skills ($M = 3.96$). Correlation analysis indicated significant positive relationships between students' perceptions and speaking skill improvement ($r = 0.648$; $p < 0.001$), as well as between YouTube use and speaking skill improvement ($r = 0.732$; $p < 0.001$). These findings provide additional empirical evidence on the relationship between students' perceptions, YouTube use, and speaking skill development in higher education EFL contexts. The study also highlights the potential of integrating YouTube as a complementary digital learning medium to enhance students' oral communication competence.

Keywords: *YouTube, Speaking Skills, EFL Students, English Language Learning, Student Perception.*

INTRODUCTION

English speaking skill is one of the essential competencies that English Education students are expected to master because it enables them to communicate effectively in academic, professional, and everyday contexts. Speaking involves an interactive process in which learners construct meaning by producing, receiving, and processing spoken information in authentic communication. In the EFL context, students are expected to develop pronunciation, fluency, vocabulary, grammatical accuracy, and confidence through continuous interaction and meaningful communication. Recent studies indicate that speaking proficiency is increasingly influenced by learners' engagement with digital learning environments that promote interaction, self-regulated learning, and meaningful communication rather than relying solely on conventional classroom instruction (Rotar, 2025; Li et al., 2025). Furthermore, advances in technology-enhanced language learning have expanded opportunities for students to practice speaking autonomously using various online platforms and multimedia resources that provide authentic language exposure (Judijanto, 2025; Shadiev & Liu, 2023).

Digital technology has fundamentally transformed English language learning by providing flexible access to authentic learning materials beyond classroom instruction. Among various digital platforms, YouTube has become one of the most widely utilized because it offers pronunciation tutorials, interviews, podcasts, conversations, documentaries, and other audiovisual content that exposes learners to authentic English use. The integration of audiovisual materials enables learners to process language input more effectively while increasing engagement and supporting comprehension during language learning activities. The implementation of Technology-Enhanced Language Learning (TELL) emphasizes that digital media encourage learner autonomy, continuous practice, and self-directed learning regardless of time and place (Almelhi, 2021; Makhubele, 2025). Recent reviews also identify YouTube as one of the most influential educational platforms because its interactive audiovisual characteristics support engagement, motivation, and language acquisition across diverse learning contexts (Shoufan & Mohamed, 2022).

Despite these opportunities, many EFL students still experience difficulties in improving their speaking skills because English is rarely used in daily communication. Students often have limited opportunities to practice speaking, experience anxiety, and lack confidence when communicating in English. Language learning boredom, low willingness to communicate, and inconsistent learning habits further reduce students' participation in speaking activities, even when digital learning resources are readily available (Kruk et al., 2022). Moreover, although YouTube is easily accessible, students use the platform differently; some intentionally explore



educational content for language development, whereas many others primarily consume entertainment content, resulting in different learning outcomes (Suharto, 2022).

Numerous empirical studies have demonstrated the educational benefits of YouTube and other digital media in English language learning. Andika (2022) reported that YouTube significantly increased students' motivation to participate in speaking activities because audiovisual content created a more engaging and less intimidating learning environment. Similarly, Suharto (2022) found that English Education students generally perceived YouTube positively as an online learning medium due to its accessibility, flexibility, and abundance of authentic learning resources. Research on social media-assisted language learning also indicates that digital platforms facilitate vocabulary acquisition, communication skills, and learner interaction (Martarini et al., 2021). In addition, technology-assisted language learning supported by speech recognition technology provides immediate feedback that enhances learners' pronunciation accuracy and oral performance (Shadiev & Liu, 2023).

Although previous studies consistently report positive impacts of digital platforms on language learning, important research gaps remain. Most previous investigations have focused either on students' perceptions of YouTube (Suharto, 2022) or on the instructional effectiveness of YouTube and other digital media in improving speaking performance (Andika, 2022; Shoufan & Mohamed, 2022). Other recent studies have emphasized learner engagement, self-directed learning, and artificial intelligence in language learning without simultaneously examining students' perceptions and their actual intensity of YouTube use as predictors of speaking development (Rotar, 2025; Li et al., 2025; Makhubele, 2025). Consequently, it remains unclear whether positive perceptions alone are sufficient to improve speaking ability or whether meaningful improvement depends on the frequency and purposefulness of YouTube utilization.

Based on these research gaps, the present study investigates both students' perceptions and their actual use of YouTube in relation to English speaking skill improvement among English Education students at Universitas Islam Negeri Sumatera Utara (UINSU). The novelty of this study lies in integrating cognitive (students' perceptions) and behavioral (actual YouTube use) dimensions within a single analytical framework to explain speaking skill development in the Indonesian EFL higher education context. This integrated perspective extends previous studies that generally examined these variables separately and provides a more comprehensive explanation of how digital learning platforms contribute to speaking competence within the Technology-Enhanced Language Learning (TELL) framework. The findings are expected to enrich theoretical discussions on digital language learning, learner autonomy, and technology-supported speaking instruction while providing practical recommendations for integrating YouTube into English speaking courses in higher education.

RESEARCH METHOD

This study employed a quantitative descriptive survey design to investigate students' perceptions and their use of YouTube in improving English speaking skills. The research was conducted with 50 English Education students from the 2023 cohort at Universitas Islam Negeri Sumatera Utara (UINSU), selected through purposive sampling based on their experience in using YouTube for English learning. Data were collected using an online questionnaire distributed through Google Forms with a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The instrument consisted of 24 items covering three variables: students' perceptions of YouTube (8 items), students' use of YouTube (8 items), and perceived



improvement in speaking skills (8 items). The questionnaire was adapted and modified from previous studies on YouTube-assisted language learning and English speaking development to suit the Indonesian EFL higher education context.

Before data collection, the questionnaire underwent expert validation to evaluate the relevance and clarity of each item, followed by an empirical validity test using corrected item-total correlation. Instrument reliability was assessed using Cronbach's Alpha, with a coefficient of 0.70 or higher considered acceptable for demonstrating internal consistency. After the instrument met the validity and reliability requirements, the data were analyzed using descriptive statistics, including frequency, percentage, mean, standard deviation, minimum score, and maximum score, to describe students' perceptions, YouTube usage patterns, and perceived speaking skill improvement. Pearson Product-Moment Correlation was subsequently employed to examine the relationships between students' perceptions and speaking skill improvement, as well as between students' use of YouTube and speaking skill improvement, with a significance level of 0.05. Participants voluntarily completed the questionnaire after receiving information about the research objectives, and all responses were kept confidential and used solely for academic purposes.

RESULTS AND DISCUSSION

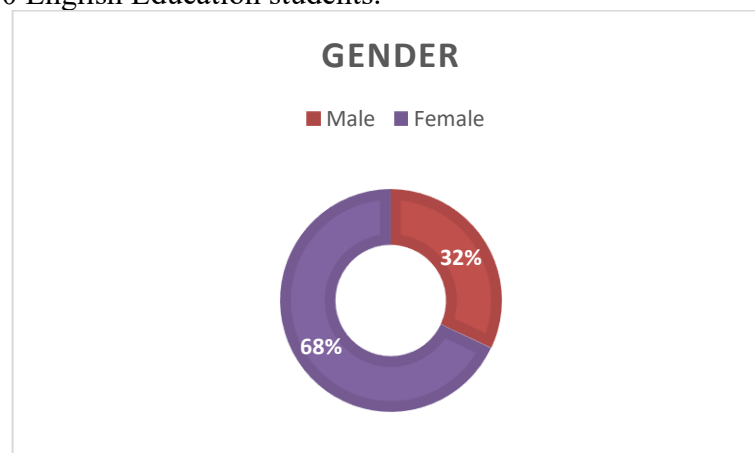
Result

The demographic characteristics of the respondents constitute an important component of this study because they provide an overview of the composition of participants involved in the data collection process. This information helps readers understand the research context and assess the representativeness of the sample in relation to the target population. Furthermore, presenting the respondents' demographic characteristics serves as a basis for interpreting the research findings more appropriately by considering the participants' backgrounds. One of the demographic aspects presented in this study is the distribution of respondents by gender, as illustrated in Figure 1.

Figure 1. Gender Distribution of Respondents

Gender distribution of respondents

Distribution of 50 English Education students.



The gender composition of the respondents provides an initial context for understanding the characteristics of the sample used in this study. The diversity of participant characteristics



may influence learning dynamics, academic experiences, and responses to the research instrument; therefore, documenting these characteristics is an essential part of the data description. Presenting demographic information also enhances the transparency of the study and enables readers to better evaluate the extent to which the findings can be generalized. Consequently, the respondent characteristics presented in the figure serve as a foundation for interpreting the research findings discussed in the subsequent analysis.

Descriptive statistics were calculated to provide an initial overview of the research variables before conducting further analysis. Presenting these statistics enables readers to understand the general characteristics of the data and evaluate the consistency of participants' responses. In addition, descriptive measures offer valuable insights into the overall distribution of the variables included in the study. The summary of the descriptive statistics for all research variables is presented in Table 1.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Mean	SD	Min	Max
Students' Perceptions of YouTube	50	4.22	0.56	3.00	5.00
Students' Use of YouTube	50	4.08	0.61	2.80	5.00
Speaking Skill Improvement	50	3.96	0.67	2.50	5.00

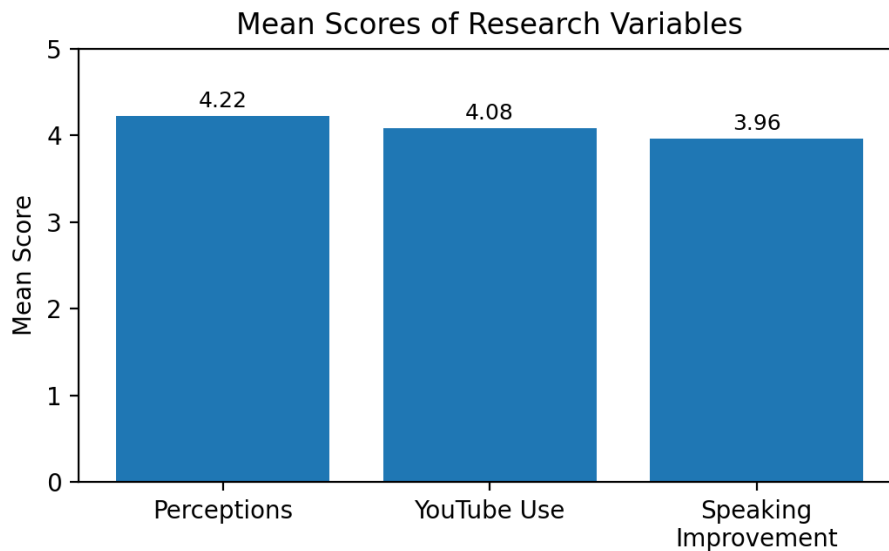
The descriptive statistics indicate that the dataset is appropriate for subsequent inferential analyses because the responses exhibit a reasonable level of consistency across the measured variables. The variability observed among participants suggests that individual differences were present while remaining within an acceptable range for educational research. These findings provide a solid empirical foundation for examining the relationships among students' perceptions of YouTube, their use of the platform, and their speaking skill improvement. Therefore, the descriptive results serve as an important basis for interpreting the outcomes of the correlation and regression analyses presented in the following sections.

To complement the descriptive statistics presented in the previous section, the data are also illustrated graphically to facilitate a clearer understanding of the overall pattern of the research variables. Visual representations enable readers to identify general trends and make comparisons more efficiently than relying solely on numerical values. Moreover, graphical presentation enhances the interpretation of the findings by providing a concise overview of the relative positions of the variables examined in the study. The summary of the average scores for the research variables is presented in Figure 2.

Figure 2. Mean Scores of Research Variables

Mean scores of research variables

Comparison of average scores across the three variables.



The graphical presentation provides additional support for interpreting the descriptive findings by illustrating the overall pattern of the measured variables in a more accessible format. The comparison shown in the figure helps readers understand the relative tendencies of the variables without relying exclusively on statistical tables. This visual summary also strengthens the interpretation of the dataset by highlighting the consistency of participants' responses across the constructs investigated. Consequently, the figure serves as an important reference for the subsequent analyses examining the relationships among the research variables.

A hypothesis test was conducted to determine whether there was a statistically significant difference between participants' scores before and after the instructional intervention. This analysis is essential for evaluating the effectiveness of the treatment in achieving the intended learning outcomes. A paired samples *t*-test was selected because the same group of participants was assessed at two different points in time, allowing for a direct comparison of their performance. The complete results of the hypothesis testing are presented in Table 2.

Table 2. Correlation Analysis

Variables	r	Sig. (2-tailed)	Interpretation	
Perceptions of YouTube ↔ Speaking Skill Improvement	.648	.000	Moderate Relationship	Positive
Use of YouTube ↔ Speaking Skill Improvement	.732	.000	Strong Relationship	Positive

The results indicate a statistically significant difference between the pretest and posttest measurements, supporting the acceptance of the research hypothesis. This finding suggests that the instructional intervention had a meaningful effect on participants' learning outcomes and contributed to measurable improvements in their performance. The consistency of the observed changes further demonstrates that the treatment produced a positive impact rather than random variation in the data. Therefore, the findings provide empirical evidence that the instructional strategy or learning media implemented in this study was effective in enhancing students' achievement in accordance with the objectives of the research.



Discussion

The findings indicate that YouTube functions not only as a repository of learning materials but also as a Technology-Enhanced Language Learning (TELL) environment that facilitates learner autonomy, authentic language exposure, and continuous speaking practice. The integration of visual and auditory learning resources enables students to process language input more effectively while supporting speaking development through repeated exposure and meaningful interaction. Recent developments in technology-enhanced collaborative language learning further suggest that digital platforms create interactive learning ecosystems where students actively construct knowledge through collaboration, repeated exposure, and multimodal communication rather than passive content consumption (Su & Zou, 2022). Moreover, evidence from higher education demonstrates that educational technology contributes to meaningful student engagement when learning activities encourage interaction, self-regulation, and sustained participation (Bond et al., 2020; Rotar, 2025). Within this context, YouTube offers authentic audiovisual input that allows learners to observe pronunciation, discourse patterns, and communicative strategies beyond classroom constraints, thereby strengthening speaking development through continuous independent practice (Shoufan & Mohamed, 2022; Rahmawati et al., 2024).

An important finding of this study is that students' actual use of YouTube demonstrated a stronger relationship with speaking skill improvement than students' perceptions of the platform. This suggests that positive perceptions primarily function as motivational factors, whereas consistent and purposeful learning behavior contributes more directly to language development. Students who regularly watched authentic English videos, practiced pronunciation through shadowing, observed conversational strategies, and repeatedly interacted with English content were more likely to develop speaking fluency and confidence. This finding supports recent research emphasizing that learning outcomes are determined more by students' engagement with technology than by technology itself (Almelhi, 2021; Li et al., 2023; Bond et al., 2020). It is also consistent with Rashid (2025), who demonstrated through the Technology Acceptance Model (TAM) and Theory of Planned Behavior (TPB) that learners' behavioral intention and actual use of YouTube-assisted language learning are stronger predictors of language achievement than favorable attitudes alone. Furthermore, Greeves and Oz (2024) reported that although both students and instructors viewed YouTube positively, meaningful learning outcomes depended on how systematically the platform was integrated into instructional practice rather than on positive perceptions alone.

The present findings both confirm and extend previous studies concerning YouTube-assisted English language learning. Recent investigations have consistently found that students perceive YouTube as an effective medium for enhancing speaking competence because it provides authentic language models, flexible learning opportunities, and abundant communicative resources (Rusgandi, 2021; Sabrina & Nurazizah, 2024; Hudri et al., 2025). However, the present study advances this body of knowledge by demonstrating that positive perceptions alone are insufficient to explain speaking improvement unless learners consistently engage with YouTube as a purposeful learning resource. Consequently, actual learning behavior emerges as a more substantial determinant of speaking development than perception alone.

Another important implication concerns learner autonomy and self-directed learning. Students who intentionally selected English-language content, repeated pronunciation exercises, imitated native speakers through shadowing, and reflected on their own oral



production demonstrated greater speaking improvement than those who merely consumed videos for entertainment. This finding aligns with recent literature highlighting that technology-enhanced learning promotes language development when learners actively regulate their learning processes, monitor their progress, and sustain engagement with authentic learning materials (Makhubele, 2025; Judijanto, 2025; Su & Zou, 2022). Furthermore, Rahmawati et al. (2024) identified YouTube as a sustainable educational resource because its accessibility encourages continuous independent learning, while Shadieff and Liu (2023) emphasized that technology-supported language practice becomes more effective when learners repeatedly receive authentic input and opportunities for immediate feedback.

The findings also provide important insights into the affective dimensions of digital language learning. Students with frequent YouTube engagement appeared to develop greater confidence and speaking fluency because repeated exposure to authentic communication reduced hesitation and increased familiarity with English expressions. This interpretation is consistent with Resnik, Panicacci, and Dewaele (2025), who argued that learners' emotional intelligence and positive self-perceptions substantially influence oral language performance. Similarly, Ng and Cheung (2025) emphasized that emotional engagement, motivation, and positive learning experiences are essential affective components in online English language education that strengthen students' willingness to communicate. Therefore, actual engagement with YouTube may simultaneously improve linguistic competence and foster psychological readiness for speaking in English.

From a theoretical perspective, this study extends the Technology-Enhanced Language Learning (TELL) framework by demonstrating that audiovisual learning media contribute to speaking development only when accompanied by active learner engagement and sustained learning behavior. Unlike previous studies that primarily examined either students' perceptions of YouTube (Rusgandi, 2021; Hudri et al., 2025) or its instructional effectiveness (Sabrina & Nurazizah, 2024; Greeves & Oz, 2024), the present study integrates students' perceptions and their actual use of YouTube within a single analytical framework. This integrated perspective reveals that behavioral engagement is a stronger predictor of speaking improvement than perception alone, thereby extending contemporary discussions on technology acceptance, learner autonomy, and digital engagement in EFL contexts (Rashid, 2025; Bond et al., 2020). Practically, these findings suggest that English lecturers should incorporate structured YouTube-based learning activities—including shadowing, pronunciation drills, reflective speaking journals, video discussions, and presentation tasks—to maximize students' active participation and speaking performance in higher education.

CONCLUSION

This study concludes that YouTube serves as an effective supplementary learning medium for developing English speaking skills among English Education students in an EFL context. The findings indicate that improvements in speaking skills are influenced more by students' active and purposeful use of YouTube than by positive perceptions of the platform alone. This suggests that meaningful engagement with authentic audiovisual content and consistent speaking practice are key factors in fostering oral communication competence. Accordingly, the effectiveness of digital learning media depends not only on learners' attitudes but also on how they utilize the technology to support continuous language practice.

The novelty of this study lies in integrating students' perceptions and their actual use of YouTube within a single analytical framework to explain speaking skill development among



Indonesian EFL university students. This integrated perspective contributes to the advancement of Technology-Enhanced Language Learning (TELL) by providing empirical evidence that learning behavior plays a more substantial role than perception alone in improving speaking performance. Practically, the findings support the integration of YouTube into higher education speaking courses through structured learning activities that encourage autonomous and sustained practice. Future studies are recommended to involve more diverse participants and examine additional variables, such as learning motivation, self-confidence, digital literacy, and learning strategies, to develop a more comprehensive understanding of digital media use in English language learning.

REFERENCES

- Almelhi, A. M. (2021). Effectiveness Of The ADDIE Model Within An E-Learning Environment In Developing Creative Writing In EFL Students. *English Language Teaching*, 14(2), 20-36. <https://eric.ed.gov/?id=EJ1284437>
- Alshraah, S. M., Hammouri, D. M., Aldaghri, A. A., & Althobiti, M. A. (2026). Enhancing EFL Writing Skills Through Social Media: A Mixed-Methods Study On The Impact Of Youtube And Instagram Short Videos In Medical English Education. *Humanities*, 7(1). <https://orcid.org/0000-0003-4656-2917>
- Andika, M. (2022). Peran Youtube Sebagai Inovasi Dalam Meningkatkan Motivasi Belajar Siswa Pada Kemampuan Speaking. *Jurnal Educatio Fkip Unma*, 8(4), 1595-1600. <https://doi.org/10.31949/Educatio.V8i4.4044>
- Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2020). Mapping Research In Student Engagement And Educational Technology In Higher Education: A Systematic Evidence Map. *International Journal Of Educational Technology In Higher Education*, 17(1), 1-30. <https://doi.org/10.1186/S41239-019-0176-8>
- Greeves, S., & Oz, M. (2024, January). Youtube In Higher Education: Comparing Student And Instructor Perceptions And Practices. In *Frontiers In Education* (Vol. 8, P. 1330405). Frontiers Media SA. <https://doi.org/10.3389/Feduc.2023.1330405>
- Hudri, M., Iman, N. H., & Ilham, I. (2025). Students' Perceptions Of Youtube As A Learning Medium For Enhancing Speaking Skills In English Language Acquisition At Universitas Muhammadiyah Mataram. *IJLECR (International Journal Of Language Education And Cultural Review)*, 11(1), 79-88. <https://doi.org/10.21009/Ijlecr.V11i1.53584>
- Judijanto, L. (2025). Tren Penelitian Mobile-Assisted Language Learning (MALL) Di Era Digital. *Sanskara Pendidikan Dan Pengajaran*, 3(02), 100-113. <https://doi.org/10.58812/Spp.V3i02.558>
- Kruk, M., Pawlak, M., Shirvan, M. E., Taherian, T., & Yazdanmehr, E. (2022). Potential Sources Of Foreign Language Learning Boredom: AQ Methodology Study. *Studies In Second Language Learning And Teaching*, 12(1), 37-58. <https://www.cceol.com/search/article-detail?id=1031577>
- Li, Y., Zhou, X., & Chiu, T. K. (2025). Systematics Review On Artificial Intelligence Chatbots And Chatgpt For Language Learning And Research From Self-Determination Theory (SDT): What Are The Roles Of Teachers?. *Interactive Learning Environments*, 33(3), 1850-1864. <https://doi.org/10.1080/10494820.2024.2400090>



- Makhubele, Y. E. (2025). A Conceptual Model For Promoting Self-Directed Learning In Online Learning Environment. *Journal Of Education And Teaching (JET)*, 6(1), 179-195. <https://doi.org/10.51454/Jet.V6i1.492>
- Martarini, N. M. L., Yulianti, K. A. R., & Sastaparamitha, N. N. A. J. (2021). Media Sosial Dan Pembelajaran: Study Efektifitas Instagram Dalam Pembelajaran Bahasa Inggris. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 7(2), 375-382. <https://doi.org/10.30605/Onoma.V7i2.1227>
- Ng, C. H., & Cheung, Y. L. (2025). Synthesis Of Current Research On The Affective Dimensions Of Online English Language Education: Theories And Praxis. *Australian Journal Of Applied Linguistics*, 8(2), 102507-102507. <https://doi.org/10.29140/Ajal.V8n2.102507>
- Rahmawati, F., Pasandalan, S. N., & Novitasari, H. (2024). An Analysis Of Youtube As Sustainable Educational Resources For EFL Learners. In *E3S Web Of Conferences* (Vol. 594, P. 05003). EDP Sciences. <https://doi.org/10.1051/E3sconf/202459405003>
- Rashid, S. (2025). Modelling Youtube Assisted Language Learning (YALL) Adoption In EFL Learning: A Technology Acceptance Model (TAM) And Theory Of Planned Behavior (TPB) Approach. *Contemporary Educational Technology*, 17(4), Ep614. <https://doi.org/10.30935/Cedtech/17546>
- Resnik, P., Panicacci, A., & Dewaele, J. M. (2025). How Trait Emotional Intelligence And Emotions Shape Learners' Self-Perceptions In The Target Language. *The Language Learning Journal*, 53(3), 292-305. <https://doi.org/10.1080/09571736.2024.2447322>
- Rotar, O. (2025). Beyond Technology Tools: Supporting Student Engagement In Technology Enhanced Learning. *Education Sciences*, 15(12), 1617. <https://doi.org/10.3390/Educsci15121617>
- Rusgandi, M. A. (2021). STUDENTS'PERCEPTION ON THE USE OF YOUTUBE TOWARDS THEIR SPEAKING SKILL. *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, 16(13). <https://jim.unisma.ac.id/index.php/jp3/article/view/11702>
- Sabrina, N. S., & Nurazizah, S. (2024). Penggunaan Youtube Sebagai Sarana Untuk Meningkatkan Pemahaman Bahasa Inggris. *Karimah Tauhid*, 3(1), 803-828. <https://doi.org/10.30997/Karimahtauhid.V2i6.11262>
- Shadiev, R., & Liu, J. (2023). Review Of Research On Applications Of Speech Recognition Technology To Assist Language Learning. *Recall*, 35(1), 74-88. <https://doi.org/10.1017/S095834402200012X>
- Shoufan, A., & Mohamed, F. (2022). Youtube And Education: A Scoping Review. *IEEE Access*, 10, 125576-125599. [10.1109/ACCESS.2022.3225419](https://doi.org/10.1109/ACCESS.2022.3225419)
- Su, F., & Zou, D. (2022). Technology-Enhanced Collaborative Language Learning: Theoretical Foundations, Technologies, And Implications. *Computer Assisted Language Learning*, 35(8), 1754-1788. <https://doi.org/10.1080/09588221.2020.1831545>
- Suharto, R. P. (2022). Persepsi Mahasiswa Bahasa Inggris Terhadap Penggunaan Youtube Sebagai Media Pembelajaran Online Matakuliah English For MICE. *Jurnal Terapan Pendidikan Dasar Dan Menengah*, 2(4), 704-711. <https://doi.org/10.28926/Jtpdm.V2i4.681>
- Tai, T. Y., Chen, H. H. J., & Todd, G. (2022). The Impact Of A Virtual Reality App On Adolescent EFL Learners' Vocabulary Learning. *Computer Assisted Language Learning*, 35(4), 892-917. <https://doi.org/10.1080/09588221.2020.1752735>