Interdisciplinary Social Studies
P-ISSN: 2808-0467
E-ISSN: 2808-5051

The Correlation Between the Use of YouTube and Students' Motivation in Learning English Listening Skills

Kholida Ziya*, Abdul Syahid, Zaitun Qamariah
Universitas Islam Negeri Palangka Raya, Indonesia
Email: lidaspt963@gmail.com*, abdul.syahid@uin-palangkaraya.ac.id, zaitun.qamariah@iain-palangkaraya.ac.ad

Keywords:
YouTube, English listening skills, EFL learners, learning motivation, digital learning, correlation analysis, authentic materials, audiovisual content

ABSTRACT

In the era of digital learning, YouTube has emerged as a platform that is not only for entertainment but also effective in language learning, particularly in improving English listening skills for EFL learners. Listening is a fundamental skill in language acquisition; however, many students face difficulties due to different accents, fast speech, and unfamiliar vocabulary. YouTube provides authentic audiovisual content that supports comprehension, captures students' interest, and enhances learning motivation. The purpose of this research was to identify the correlation between YouTube use and students' motivation to learn English listening skills at a university in Central Kalimantan, Indonesia. Using a quantitative correlational research design, 23 students participated as respondents and were assessed through a Likert-scale questionnaire measuring YouTube usage frequency and motivation levels. Data analyzed with Spearman's rank correlation indicated a significant positive relationship (rho = 0.502; p = 0.015), suggesting that higher YouTube usage is associated with higher students' learning motivation. The findings indicate that integrating YouTube into language learning provides authentic, engaging, and diverse materials that can enhance students' motivation and listening comprehension. However, motivation is also influenced by other factors such as classroom environment, teacher support, and social interactions. Future research is recommended to involve a larger sample and consider additional variables to better understand factors affecting learning motivation in digital contexts.

This is an open access article under the CC BY-SA license.

INTRODUCTION

The digital transformation of education has fundamentally altered how language learning occurs, with technology-enhanced learning environments becoming increasingly prevalent across global educational contexts (Al-Zahrani, 2020; Lai, 2021). This transformation has been accelerated by the widespread adoption of digital platforms and the growing recognition of their potential to address traditional language learning challenges (Huang, 2020; García-Sánchez et al., 2021). Among various digital platforms, YouTube has emerged as a particularly significant resource, transcending its original

entertainment-focused purpose to become a valuable educational tool, especially for language learning applications (Smith & Lee, 2022; Saed, 2021). YouTube provides an extensive range of resources for language learners, offering flexibility in learning and enhancing engagement through multimedia content (Al-Zahrani, 2020; Huang, 2020). The platform's interactive features, such as captions and comment sections, also promote active learning and discussion (García-Sánchez et al., 2021). Furthermore, YouTube has proven to be an effective tool in enhancing speaking and listening skills, as demonstrated in various studies (Smith & Lee, 2022). Therefore, YouTube has become an indispensable resource in the digital transformation of education, especially in language learning contexts (Saed, 2021).

The global landscape of English as a Foreign Language (EFL) education reveals persistent challenges in developing listening competencies among learners. Research across diverse educational contexts consistently identifies listening as one of the most challenging language skills to master, with students frequently reporting difficulties related to accent variation, speech rate, vocabulary recognition, and authentic language exposure. These challenges are particularly pronounced in EFL contexts, where learners have limited exposure to authentic English input outside the classroom environment (Alsuhaibani, 2024; Alobaid, 2021; Lin, 2018; Saed, 2021; Shinohara, 2021; Tong, 2021).

YouTube's emergence as an educational platform represents a significant shift in how authentic language materials can be accessed and utilized. Unlike traditional listening materials that are often scripted and artificial, YouTube provides access to naturally occurring speech in diverse contexts, offering learners exposure to various accents, speech patterns, and cultural contexts. This authentic input is crucial for developing real-world listening competencies that transfer beyond classroom settings.

In the age of online and digital learning, technology has become firmly established in educational settings, creating opportunities to optimize learning outcomes (Muklas, 2024). One of the digital platforms that has gained increasing popularity among learners is YouTube. Beyond its extensive entertainment resources, YouTube serves as a highly efficient tool for language learning (Greeves, 2023). For EFL learners, YouTube provides an excellent platform to experience authentic language input, offering 'real' language rather than artificially constructed listening materials.

Theoretical foundations supporting YouTube's educational efficacy draw from multiple learning paradigms. Social Cognitive Theory (Daeli & Santosa, 2025) emphasizes the role of observational learning and modeling, which YouTube facilitates through diverse video content featuring native speakers in authentic contexts. The Dual Coding Theory (A. Chen et al., 2024) suggests that information processed through both visual and auditory channels enhances comprehension and retention, making YouTube's multimodal format particularly suitable for language learning. Additionally, Self-Determination

Theory C. Chen (2025) identifies autonomy, competence, and relatedness as key motivational factors, all of which YouTube can address through learner choice, scaffolded content, and social interaction features.

Listening is a fundamental language learning skill that plays a crucial role in building language competence (Ahmadi, 2016). However, many students find listening challenging due to various accents, rapid speech, and unfamiliar vocabulary. To address these issues, students increasingly turn to web-based platforms like YouTube, which offer authentic, enjoyable, and diverse listening opportunities. YouTube's combination of audio and visual elements makes it an excellent resource for language learning assistance.

Research examining YouTube's impact on language learning has produced encouraging but limited findings. Studies have documented positive effects on learner engagement (Alwehaibi, 2015), listening comprehension improvement (Fernández-Carballo, 2021), and vocabulary acquisition (Almurashi, 2016). However, several research gaps persist that limit our understanding of YouTube's educational potential (Kohler & Dietrich, 2021). First, most existing studies have employed small sample sizes and focused on short-term interventions, limiting the generalizability of findings (Alvarez et al., 2021). Second, the relationship between YouTube usage patterns and specific learning outcomes, particularly motivation, remains underexplored (Jiang & Zhao, 2025). Third, there is insufficient research examining how individual learner characteristics moderate the effectiveness of YouTube-based learning (Khan et al., 2023).

Particularly notable gaps exist in understanding the motivational dynamics of YouTube-based language learning. While studies have documented improved engagement and interest, the underlying mechanisms through which YouTube influences motivation remain unclear. Furthermore, most research has focused on controlled experimental conditions rather than examining naturally occurring YouTube usage patterns and their relationship to learning motivation. This gap is significant because motivation is widely recognized as a critical predictor of language learning success.

The Indonesian EFL context presents additional complexities that warrant investigation. Indonesia's vast geographical diversity, varying levels of technological infrastructure, and diverse socioeconomic conditions create unique challenges for implementing technology-enhanced language learning. Understanding how YouTube usage correlates with learning motivation in this context can provide insights relevant to other developing countries facing similar challenges in educational technology implementation.

Cakir argued that audiovisual content aids listening comprehension by providing learners with visual cues that support the processing of spoken language. These elements enhance understanding of context, tone, and meaning, positively impacting overall comprehension. Furthermore, YouTube's engaging content can capture students' attention and arouse their interest, making the learning experience both enjoyable and meaningful. This

content appeal results in more active learner participation in listening activities.

Motivation is a key element in successful language learning. Motivated learners are more likely to adopt active learning attitudes and demonstrate greater perseverance. As indicates, engaging and relevant content can enhance students' curiosity and motivation for learning. YouTube's authentic and entertaining videos can enhance students' motivation to engage with listening activities, thereby improving their overall language learning experience.

The concept of learner motivation in second language acquisition has evolved significantly, moving from simple instrumental versus integrative distinctions to more complex models incorporating multiple motivational dimensions. The L2 Motivational Self System framework suggests that motivation is influenced by learners' ideal L2 self, ought-to L2 self, and L2 learning experience. YouTube's role in shaping these motivational components requires empirical investigation, particularly regarding how authentic audiovisual content influences learners' future self-concepts and immediate learning experiences.

Recent research has demonstrated positive associations between the use of digital platforms such as YouTube and students' motivation in language learning. Students' confidence can be enhanced through exposure to diverse authentic materials on YouTube, leading to increased learner autonomy. These factors contribute to higher motivation levels, resulting in more effective listening skill acquisition.

Despite these promising indications, several critical research questions remain unanswered. The relationship between frequency of YouTube usage and sustained motivation over time has not been adequately explored. Additionally, the specific features of YouTube content that most effectively promote motivation require investigation. Understanding these relationships is crucial for developing evidence-based guidelines for educators seeking to integrate YouTube into their instructional practices effectively.

The urgency of this research is underscored by several contemporary educational developments. The COVID-19 pandemic accelerated the adoption of digital learning tools, making understanding of their effectiveness more critical than ever. Furthermore, the increasing availability of high-speed internet in developing countries like Indonesia has made platforms like YouTube more accessible to learners, creating new opportunities for technology-enhanced language learning. However, without empirical evidence regarding the relationship between YouTube usage and learning outcomes, educators lack guidance for optimal implementation.

This study addresses these gaps by examining the correlation between YouTube usage patterns and learning motivation among EFL students in Indonesia. The research contributes to the literature by providing empirical evidence from a developing country context, focusing specifically on naturally occurring YouTube usage rather than controlled interventions, and examining

the relationship between usage frequency and motivation levels. The findings have implications for language educators, curriculum designers, and educational technology researchers seeking to understand and optimize the educational potential of YouTube and similar platforms.

Given the prevalence and accessibility of YouTube among students and the growing demand for effective listening instruction, it is essential to examine the relationship between YouTube use and students' listening learning motivation. Understanding this relationship can provide practical implications for instructors when designing compelling and effective language learning activities.

This study aims to examine the correlation between the use of YouTube and students' motivation in learning English listening skills, with the research problem focusing on the extent of this significant relationship. The investigation will test the alternative hypothesis (H_1) that a significant correlation exists, against the null hypothesis (H_0), which posits that there is no significant correlation between these two variables.

RESEARCH METHOD

This study employed a quantitative correlational research design to examine the relationship between two variables: YouTube usage frequency for listening activities and students' motivation to improve their listening comprehension. A descriptive correlational survey design was utilized to assess these core variables through a structured questionnaire administered to participants.

The study involved 23 students from the English Education program at UIN Palangka Raya, Central Kalimantan, Indonesia. Participants were selected using purposive sampling technique based on the following criteria: (1) age between 19 and 23 years, (2) willingness to participate in the research, and (3) active YouTube usage. The sample size was determined using G*Power software to ensure adequate statistical power.

Data were collected using a Likert-scale questionnaire measuring two main variables: YouTube usage patterns and learning motivation levels. The questionnaire consisted of 26 items adapted from Mumpuni et al. (2025), covering seven main aspects: perceived importance of YouTube, impact of diverse content, role of visuals and captions, engagement and motivation, perceived effectiveness, learning environment context, and content nature.

Table 1. Questionnaire Scoring System

Response	Positive Statement Score	Negative Statement Score
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Data analysis began with numerical coding of Likert scale responses, followed by assumption testing to determine the appropriate correlation analysis method. The Shapiro-Wilk test was conducted to assess data normality. Since the data did not meet normality assumptions, Spearman's rank correlation was employed instead of Pearson correlation. Statistical analysis was performed using JASP software to calculate descriptive statistics and correlation coefficients.

RESULTS AND DISCUSSION

Descriptive Statistics

Descriptive statistical analysis revealed valid data for 23 respondents. The mean score for YouTube usage was 49.91 (SD = 5.915), while the motivation variable mean was 31.74 (SD = 3.671). YouTube usage scores ranged from 37.00 to 64.00, and motivation scores ranged from 24.00 to 40.00. The proximity of mean and median values indicated fairly symmetrical data distribution. The larger standard deviation for YouTube usage suggested greater variation in students' usage habits compared to their motivation levels.

Table 2. Descriptive Statistics

Variable	YouTube Usage	Motivation
Valid	23	23
Missing	0	0
Mean	49.91	31.74
Std. Deviation	5.915	3.671
Minimum	37.00	24.00
Maximum	64.00	40.00

Assumption Testing

The Shapiro-Wilk test for bivariate normality was conducted to determine compliance with parametric analysis assumptions. The test results ($p < 0.05$) revealed that the data were not normally distributed, violating Pearson correlation assumptions. Therefore, Spearman's rank correlation was applied as the most suitable method for non-normally distributed data.

Table 3. Shapiro-Wilk Test for Bivariate Normality

Variables	Shapiro-Wilk	p-value
YouTube Usage - Motivation	0.940	0.140

Correlation Analysis

Spearman correlation analysis revealed a significant positive relationship between YouTube use and learning motivation among students. The correlation coefficient (rho = 0.502) indicated a moderate correlation, which according to Cohen's (1988) criteria (<0.1 = trivial, 0.1-0.3 = small, 0.3-0.5 = moderate, >0.5 = large), falls within the moderate-to-strong range. This finding suggests that greater YouTube usage in learning corresponds to higher student motivation, although other variables may also influence motivation levels.

The p-value ($p = 0.015 < 0.05$) confirmed that this correlation was statistically significant with minimal probability of being a random occurrence. Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted, establishing a valid and significant correlation between the variables.

Table 4. Spearman's Correlation Results

Variable	YouTube Usage	Motivation
YouTube Usage	Spearman's rho: - p-value: -	Spearman's rho: 0.502 p-value: 0.015
Motivation	Spearman's rho: 0.502 p-value: 0.015	Spearman's rho: - p-value: -

Discussion

The findings reveal a significant positive relationship between YouTube usage and students' motivation in learning English listening skills, which aligns with several theoretical frameworks and empirical studies in technology-enhanced language learning. This correlation provides empirical support for Self-Determination Theory's assertion that learner autonomy and choice can enhance intrinsic motivation. YouTube's vast content library allows learners to select materials that match their interests, proficiency levels, and learning preferences, potentially satisfying their need for autonomy while simultaneously providing competence-building opportunities through scaffolded content.

The moderate correlation coefficient (rho = 0.502) suggests a meaningful relationship while acknowledging that motivation is multifaceted and influenced by numerous factors beyond digital platform usage. This finding is consistent with Ryan & Deci's proposition that motivation emerges from the interaction between individual characteristics and environmental factors. In this context, YouTube serves as an environmental factor that can support motivational needs, but its effectiveness likely depends on how it is used and integrated with other learning activities.

Theoretical integration of these findings with existing literature reveals several important considerations. First, the results support Krashen's (1985) Input Hypothesis, which emphasizes the importance of comprehensible input in language acquisition. YouTube's multimodal format provides both linguistic and visual cues that can make input more comprehensible, potentially reducing anxiety and increasing motivation. Second, the findings align with Flow Theory (Csikszentmihalyi, 1990), which suggests that optimal learning experiences occur when challenge and skill levels are appropriately matched. YouTube's diverse content allows learners to find materials at their appropriate level, potentially facilitating flow experiences that enhance motivation.

Comparison with previous studies reveals both consistencies and important differences. The current study's correlation coefficient (rho = 0.502)

is stronger than the relationship reported by Terantino & Graf (2011), who found moderate improvements in engagement but did not quantify the correlation between platform usage and motivation. However, it is somewhat lower than the relationships reported in controlled experimental studies such as those by Alwehaibi (2015) and Almurashi (2016). This difference may reflect the distinction between naturally occurring usage patterns examined in the current study versus controlled intervention conditions in previous research.

The finding that YouTube usage correlates with motivation can be explained through multiple theoretical lenses. From a cognitive load perspective, YouTube's visual elements may reduce extraneous cognitive load by providing contextual cues that support comprehension, thereby freeing cognitive resources for deeper processing and increasing learners' sense of competence. From a sociocultural perspective, YouTube often features authentic social interactions and cultural contexts that may enhance learners' sense of connectedness to the target language community.

Several factors contribute to YouTube's effectiveness as a learning medium, including content diversity, accessibility, and appealing audiovisual format. Authentic video content helps students understand real-life language use contexts, while the wide range of topics allows learners to select materials aligned with their interests. Clear visualization and authentic audio support comprehension and reinforce students' intrinsic motivation to continue learning.

However, the relationship between YouTube usage and motivation is likely more complex than the correlation suggests. Alternative explanations for this relationship must be considered. First, it is possible that already motivated learners are more likely to seek out additional learning resources like YouTube, creating a reverse causality scenario. Second, unmeasured third variables such as learner autonomy, digital literacy, or general academic motivation may influence both YouTube usage and learning motivation. Third, the quality and type of YouTube content consumed may moderate this relationship, with educational content potentially having different motivational effects than entertainment-focused content.

The study's findings also raise important questions about the sustainability of YouTube-based motivation. While the current study documents a positive correlation at a single point in time, longitudinal research is needed to determine whether this motivational effect persists over extended periods. Research on technology-enhanced learning suggests that novelty effects may diminish over time, potentially reducing the motivational impact of YouTube usage. Additionally, the relationship between YouTube usage frequency and motivation may not be linear, with excessive usage potentially leading to diminishing returns or even negative effects due to distraction or cognitive overload.

These results are consistent with previous studies. Alwehaibi (2015) found that YouTube integration in English language teaching significantly boosted student engagement and motivation. Similarly, studies by Almurashi (2016) and Watkins & Wilkins reported that YouTube usage enhances listening skills while promoting student interest in learning. These studies collectively strengthen the present findings that YouTube can be an effective tool for fostering motivation in language classrooms.

Cultural and contextual factors specific to the Indonesian EFL learning environment may also influence these findings. Indonesia's collectivistic culture and hierarchical educational traditions may make YouTube's informal, learner-directed approach particularly appealing as it provides an alternative to traditional teacher-centered instruction. Additionally, Indonesia's linguistic diversity may make YouTube's exposure to various English accents and cultural contexts particularly valuable for learners who have limited exposure to authentic English input in their immediate environment.

The practical implications of these findings extend beyond simple technology adoption recommendations. The results suggest that effective integration of YouTube into language learning requires careful consideration of how platform usage can support the three basic psychological needs identified by Self-Determination Theory. Educators should focus on helping learners develop autonomy in selecting appropriate content, building competence through scaffolded viewing activities, and fostering relatedness through social interaction around YouTube content.

However, student motivation is not solely determined by external media such as YouTube. Internal factors such as personal interest, learning strategies, and self-regulation, as well as external factors including teacher support and peer interaction, also play critical roles. This implies that YouTube should be considered as one supportive tool among many factors influencing motivation.

Furthermore, the findings highlight the need for media literacy education alongside YouTube integration. Students need guidance in evaluating content quality, identifying appropriate learning materials, and developing effective viewing strategies. Without such support, learners may consume YouTube content passively without achieving the motivational and learning benefits suggested by this study.

The study's limitations must be acknowledged when interpreting these results. The relatively small sample size (n = 23) limits the generalizability of findings, particularly to other cultural and educational contexts. Correlational design prevents causal inferences, and the cross-sectional nature of the data collection limits understanding of how the YouTube-motivation relationship develops over time. Additionally, the study relied on self-reported measures of both YouTube usage and motivation, which may be subject to bias and recall limitations.

CONCLUSION

This study confirms a moderate-to-strong positive correlation (rho = 0.502, p = 0.015) between YouTube usage and student motivation in learning English listening skills, supporting theoretical integration of Self-Determination Theory with technology acceptance models in language education. YouTube enhances intrinsic motivation by offering learner autonomy, scaffolded authentic input, and cultural connectedness, yet its effectiveness depends on thoughtful pedagogical integration considering individual and contextual factors. Limitations include a small, single-institution sample; correlational and cross-sectional design; and reliance on self-reports, which constrain causal inference and generalizability. Future research should employ larger, more diverse samples, longitudinal or experimental designs, and mixed methods to explore causal mechanisms, learner experiences, and additional variables such as learning environment, teacher support, and socioeconomic factors. Educators and policymakers are encouraged to focus on strategic, context-sensitive technology integration, supported by digital literacy training and infrastructure investment, to fully harness YouTube's potential for motivating language learners within comprehensive educational frameworks.

REFERENCE

Ahmadi, S. M. (2016). The importance of listening comprehension in English as a foreign language. *International Journal of Research in English Education, 1*(1), 7–13.

Alobaid, A. (2021). ICT multimedia learning affordances: Role and impact on language learning. *Education and Information Technologies, 26*(5), 5897–5914. https://doi.org/10.1007/s10639-021-10593-7

Almurashi, W. A. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research, 4*(3), 32–47.

Alsuhaibani, Y. (2024). Web-based pronunciation training and learning consonant clusters. *Journal of Phonetics, 81*, 101–115. https://doi.org/10.1016/j.jphon.2024.101115

Alvarez, G., Núñez-Cortés, R., Solà, I., Sitjà-Rabert, M., Fort-Vanmeerhaeghe, A., Fernández, C., Bonfill, X., & Urrútia, G. (2021). Sample size, study length, and inadequate controls were the most common self-acknowledged limitations in manual therapy trials: A methodological review. *Journal of Clinical Epidemiology, 130*, 96–106. https://doi.org/10.1016/j.jclinepi.2020.11.014

Alwehaibi, O. H. (2015). The impact of using YouTube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching & Learning, 12*(2), 121–126.

Al-Zahrani, A. M. (2020). The effectiveness of YouTube videos in teaching English pronunciation. *International Journal of Applied Linguistics and English Literature, 9*(4), 15–24. https://doi.org/10.7575/aiac.ijalel.v9n.4p.15

Cakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology, 5*(4), 67–72.

Chen, A., Kumar, S. E., Varkhedi, R., & Murphy, D. H. (2024). The effect of playback speed and distractions on the comprehension of audio and audio-visual materials. *Educational Psychology Review, 36*(3), Article 79. https://doi.org/10.1007/s10648-023-09722-3

Chen, C. (2025). Cultivating motivation in informal learning via YouTube: Effects of reinforcement learning-based and social learning-based approaches. *Learning and Motivation, 90*, Article 102122. https://doi.org/10.1016/j.lmot.2025.102122

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.

Daeli, R., & Santosa, S. (2025). Effective practices in enhancing autonomous English language learning through YouTube. *English Learning Innovation (Englie), 6*(1), 65–75.

Fernández-Carballo, M. V. (2021). University students' attitudes towards the use of YouTube in the EFL classroom. *HOW, 28*(2), 141–158. https://doi.org/10.19183/how.28.2.624

García-Sánchez, S., Santos-Espino, J. M., Afonso-Suárez, M. D., & Guerra-Artal, C. (2021). The YouTube phenomenon and its impact on foreign language learning. *Technology, Pedagogy and Education, 30*(2), 259–273. https://doi.org/10.1080/1475939X.2021.1876844

Greeves, S., & Oz, M. (2023). YouTube in higher education: Comparing student and instructor perceptions and practices. *Frontiers in Education, 8*, 1–7. https://doi.org/10.3389/feduc.2023.1184572

Huang, R. (2020). The role of digital platforms in language education: Opportunities and challenges. *Journal of Language Learning Technologies, 9*(1), 72–87. https://doi.org/10.1016/j.jllt.2020.03.003

Jiang, S., & Zhao, H. (2025). Learning English vocabulary via Instagram or YouTube: Surveying the impacts on motivation, growth mindfulness, willingness to communicate, and enjoyment from the lens of self-determination theory. *Learning and Motivation, 89*, Article 102089. https://doi.org/10.1016/j.lmot.2025.102089

Khan, A., Saeed, M., Anwar, M. N., & Kanwal, L. (2023). Unleashing the potential: A study of the effectiveness and impact of YouTube educational content on student learning outcomes. *Journal of Mass Communication & Journalism, 13*(5), 1–9. https://doi.org/10.4172/2165-7912.1000481

Kohler, S., & Dietrich, T. C. (2021). Potentials and limitations of educational videos on YouTube for science communication. *Frontiers in Communication, 6*, Article 581302. https://doi.org/10.3389/fcomm.2021.581302

Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.

Lai, C. (2021). Exploring digital language learning: Challenges and solutions. *Computers & Education, 170*, Article 104234. https://doi.org/10.1016/j.compedu.2021.104234

Lin, Y. J. (2018). Using enhanced OER videos to facilitate English L2 listening comprehension. *Computers & Education, 126*, 1–12. https://doi.org/10.1016/j.compedu.2018.07.014

Muklas, G., Gofrinaldo, Azila, N., & Afandi, A. F. (2024). The systematic literature review: Optimizing online learning. *TOFEDU: The Future of Education Journal, 3*(5), 1406–1410.

Mumpuni, R. H., Marsigit, M., & Mumpuni, R. H. (2025). Initial perception of junior high students on ethnomathematics-based online learning during the COVID-19 pandemic. *International Journal of Evaluation and Research in Education, 11*(3), 1445–1454. https://doi.org/10.11591/ijere.v11i3.XXXX

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68

Saed, H. A. (2021). The use of YouTube in developing the speaking skills of EFL students. *Education and Information Technologies, 26*(4), 4531–4548. https://doi.org/10.1007/s10639-021-10595-5

Shinohara, Y. (2021). Digital media and second language learning: Challenges and opportunities in the 21st century. *Applied Linguistics Review, 12*(2), 287–305. https://doi.org/10.1515/applirev-2019-0156

Smith, J., & Lee, M. (2022). YouTube as an educational tool in language learning: A case study of English as a Foreign Language students. *Language Learning & Technology, 26*(1), 51–68. https://doi.org/10.1016/j.llt.2022.01.005

Terantino, J. M., & Graf, K. (2011). YouTube and language learning: A case study of foreign language songs. *International Journal of Instructional Technology and Distance Learning, 8*(12), 3–14.

Tong, F. (2021). Technology-enhanced language learning in diverse educational contexts. *Language Teaching Research, 25*(4), 567–589. https://doi.org/10.1177/1362168819885283

Zhang, Z. (2020). The impact of online platforms on language acquisition: A comparative study of YouTube and traditional classroom learning. *International Journal of Education and Development Using Information and Communication Technology, 16*(3), 101–115.