

The Use of YouTube Videos in English Language Teaching: A Perspective of Indonesian Undergraduate Students Majoring in English Language Education

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ABSTRACT

This study aims to investigate undergraduate students' perspective toward the use of YouTube in online and face-to-face learning in which the videos used were made specifically by the lecturer for learning syntax. This study employed a descriptive quantitative method. The data were obtained by distributing survey-based questionnaires to 17 participants studying at a college majoring English Language Education. The results show that participants have strongly positive perspective toward the use of YouTube in both online and face-to-face learning. On their perspective, YouTube videos made are relevant to the course being studied; attractive for its convenience, affordability and accessibility; and effective to help them understand the lesson. It also motivates them to learn well and to participate in the class. So, it is better for lecturers to have a YouTube channel with their own learning videos to support their students in both face-to-face and online learning.

KEYWORDS

Perspective;
Undergraduate
Students; YouTube;
ELT

ABSTRAK

Penelitian ini bertujuan untuk menginvestigasi perspektif mahasiswa terhadap penggunaan YouTube dalam pembelajaran online dan tatap muka yang mana video yang digunakan dibuat secara khusus oleh dosen untuk pembelajaran syntax. Penelitian ini menggunakan metode deskriptif quantitative. Angket berbasis survey didistribusikan kepada 17 mahasiswa yang belajar di universitas jurusan pendidikan bahasa Inggris untuk mendapatkan data penelitian ini. Hasil dari penelitian menunjukkan bahwa partisipan memiliki perspektif yang sangat positif terhadap penggunaan YouTube baik dalam pembelajaran online maupun tatap muka. Dalam perspektif mereka, video YouTube yang dibuat relevan dengan mata kuliah yang sedang dipelajari; menarik karena kenyamanan, keterjangkauan, dan aksesibilitasnya; dan efektif untuk membantu mereka memahami pelajaran. Penggunaan YouTube juga memotivasi mereka untuk belajar dengan baik dan berpartisipasi di dalam kelas. Jadi, dosen sebaiknya memiliki sebuah kanal YouTube dengan video pembelajaran yang dibuat sendiri untuk mendukung mahasiswa mereka baik dalam pembelajaran tatap muka maupun dalam jaringan.

KATA KUNCI

Perspektif;
Mahasiswa;
YouTube; ELT

INTRODUCTION

Until 2019, online learning was not popular in Indonesia. Only limited schools and universities used it. However, Online learning actually has been proposed to be used in education before Covid-19 outbreak (Suharsih & Wijayanti, 2021). The Regulations of MOEC No. 24/ 2012, No. 109/ 2013, and No. 119/ 2014 are among the regulations made by Indonesian government regarding the online teaching and learning (Agustina et al., 2020). Yet, it started to become popular since Covid-19 spread in many countries around the world. Since Indonesia was also affected by the virus, the Indonesian government instructed schools and universities in affected areas to implement online learning through the Minister of Education and Culture (Atmojo & Nugroho, 2020). Online learning is usually done from a distance with the assistance of electronic devices such as video streaming and sharing, video conference, chat and message, assessment, online learning providers, etc. (Atmojo & Nugroho, 2020).

Online learning has some benefits and challenges. “It offers several benefits for the learners in terms of flexibility and accessibility, self-regulated learning, information and materials resources access, and individual learner difference,”(Suharsih & Wijayanti, 2021, p. 247). Yet, economic, social interaction, and motivation issues become challenges in implementing online learning. Many students have problem buying internet data packages and getting a good internet connection (Agustina et al., 2020). Besides, online learning reduces teachers' and students' interaction compared to face-to-face learning, and students also feel less motivated when they have an online learning (Zboun & Farrah, 2021). However, online learning surely has more benefits outweighing its challenges (Suharsih & Wijayanti, 2021).

There are many ways to carry out online learning. Among many ways of online learning, social media has been widely used nowadays since it has become an integral part of our life (Ariantini et al., 2021). They usually use social media to get materials, share materials, and practice their skills. This fact makes us aware that social media should not be neglected in the teaching and learning process (Li, 2017). Yet, the use of social media should be supervised appropriately by the teachers to maximize the effectiveness (Ramalia, 2021). According to Zam Zam Al Arif (2019), social media is an ICT tool used by people in online communication. Facebook, YouTube, WhatsApp, Blogs, Instagram, LinkedIn, Twitter, Weibo, WeChat, Wikis, and Forums are commonly used by children to elderly in their life for different purposes; one of those is for education. From those, YouTube, Facebook, WhatsApp, and Instagram become the top tools used in education ((Zam Zam Al Arif, 2019). As an example,

Among the top tools, YouTube becomes the best perspective in English education since it has become a very important instructional tool in nowadays classroom (Ogirima et al., 2021). The fact that YouTube is the top video-sharing website in the world (Nofrika, 2019) makes us aware that it has been used widely by many people with different backgrounds, one of those is learner. So, when it is used in the teaching and learning process, students will not surprise anymore. Yet, commonly students watch YouTube without realizing that YouTube can be helpful to improve their knowledge and skills (Nofrika, 2019). Furthermore, (Nofrika, 2019) states in her article that there are benefits of YouTube applied in English-education classroom. First, YouTube can give flexibility to students. Students can access YouTube

from anywhere as long as the internet connection exists in the area, and they can also replay the videos as many as they want. Second, YouTube provides fun videos. Students' interest varies from each other, so students can choose the videos which fit their interest. Third, YouTube provides macro practice for the students. By watching English videos, students can enhance their English competencies, especially in macro skills. Fourth, YouTube helps students to understand the topic. Some students may have difficulty to understand if they only listen to their teacher once in the classroom or in a Google meeting. By using YouTube, they can watch the video many times and also find other related videos to get a better understanding. Fifth, YouTube facilitates students to improve their vocabulary. By watching English videos with or without subtitles, surely can improve students' vocabulary mastery. Finally, YouTube also facilitates interaction in a real-life context. They can interact by giving comments and questions on the comment feature with the video makers.

However, teachers should consider some things when they want to use YouTube in their classrooms especially if they make the videos themselves such as interaction, the duration of the videos, and the quality of the videos. YouTube does not support cooperative learning which means that teachers should find an alternative way to anticipate it. Teachers should also consider the best duration of the video they are making. A very long duration, for example, will give effect on students' interest to watch the videos (Anggrarini & Faturokhman, n.d.). The quality of the videos also affects students' interest and understanding. So, teachers should give attention to the presentation, content, efficiency, voice, and interestingness of the video (Kohler & Dietrich, 2021).

Some studies have been done recently to reveal the effectiveness of YouTube and students' perspectives on the presence of YouTube in English classrooms. The study conducted by Nasution (2019) entitled "*YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text*" found that YouTube is a great media in teaching English since it can motivate students and give more references. This is in line with the study done by Ilyas & Putri (2020) entitled "*YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill*" which also found that students treated with YouTube were more motivated and had better participation and confidence. Then, the other study done by Khoiroh (2021) concluded that in online learning YouTube is helpful as well as accessible media because it provides a large number of videos which can be used to learn English language skills. Meanwhile, study about students' perspective on the use of YouTube done by Maziriri, et al. (2020) entitled "*Students' Perception towards the Use of YouTube as an Educational Tool for Learning and tutorials*" concluded that students received the use of YouTube positively in a formal environment. Furthermore, based on study done by SylphiaSimanjuntak et al. (2021) entitled "*Students' Perceptions of Using YouTube as English Online Learning Media during Covid-19 Pandemic*" claimed that YouTube is attractive and effective, can be relevant to the content of the course, and can push students' motivation to learn English.

As can be seen on the preceding paragraph, many studies that have been done focus more on the effectiveness of YouTube in English classroom and perception of students on the use of YouTube in which the videos were not made by the teachers themselves. Only few studies used their own videos on YouTube in their studies. So, this study tries to reveal students' perspectives on the use of YouTube in face-to-face and online learning in which the videos

were made by the lecturer himself specially to support the learning of Syntax course. So, this study proposed two research questions:

1. What is the perception of undergraduate students towards the use of YouTube videos in face-to-face and online learning especially Syntax course?
2. What are the insights of undergraduate students towards the attractiveness, effectiveness, relevance, and motivation of using YouTube videos in face-to-face and online learning?

METHOD

This study used a survey study to draw the opinions, behaviors, attitudes, or characteristics of the population (Creswell, 2012). It focuses more on the population and gives less attention to predicting outcome or relating variables. It determines individual opinions, provides useful information, and describes trends to evaluate course materials (Fraenkel et al., 2012). This study explored the experiences and opinions of the participants about the use of YouTube channels/videos in an English course. The channel was used as a supportive tool to the course throughout the semester in learning Syntax.

It used quantitative analysis using a questionnaire-based survey which was administered to undergraduate students majoring on English Language Education. The questionnaire had two parts. The first part asked for participants' demographic information such as age, gender, frequency and duration of accessing YouTube every day, and YouTube content. The second part had twenty questions/ statements related to the students' perception of using YouTube in ELT. The sample of the research (n=17) was the fourth semester undergraduate students from English Education Department at a college in Riau, Indonesia. The participants were on the 4th semester while the study took place and they experienced using YouTube on the 3rd semester when learning Syntax. The questionnaires used the Likert-scale which ranges from 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree) and 5 (Strongly Agree) adapted from and Sakkir et al. (2020), Balbay & Kilis (2017), and SylphiaSimanjuntak et al. (2021) consisting some aspects, namely: Students' demographic information, Students' experiences and opinion and students' insights on attractiveness, effectiveness, relevance, and motivation. The specifically made videos by the teacher about syntax lesson can be watched at <https://www.youtube.com/channel/UCUzVLWxvT1O87l6b8hhmuPw>. Then, to interpret the questionnaire result, the researcher used the following categories:

Table 1: Rating Score of Perception Category

Score	Category
4.1 - 5	Strongly Positive (Very High)
3.1 - 4	Positive (High)
2.1 - 3	Moderate (Average)
1.1 - 2	Negative (Low)
0 - 1	Strongly Negative (Very Low)

Adapted from Sakkir, et al (2020)

Table 1 shows how the scores are categorized. Scores 4.1-5 are categorized as strongly positive, scores 3.1-4 are categorized as positive, scores 2.1-3 are categorized as moderate, scores 1.1-2 are categorized as negative, and scores 0-1 are categorized as strongly negative.

FINDING AND DISCUSSION

The result showed that out of 17 students, 11.76% (n=2) were male and 88.23% (n=15) were female. The majority of the samples were female. The participants age ranged from 18 – 22 years old, in which 18 years old (5.88%), 19 years old (52.94%), 20 years old (29.41%), 21 years old (5.88%), and 22 years old (5.88%). The data also showed that almost all participants (94.11%) open entertainment content, 70.58% open education content, and 47.05% open videos to improve their English skills (See Figure 1.).

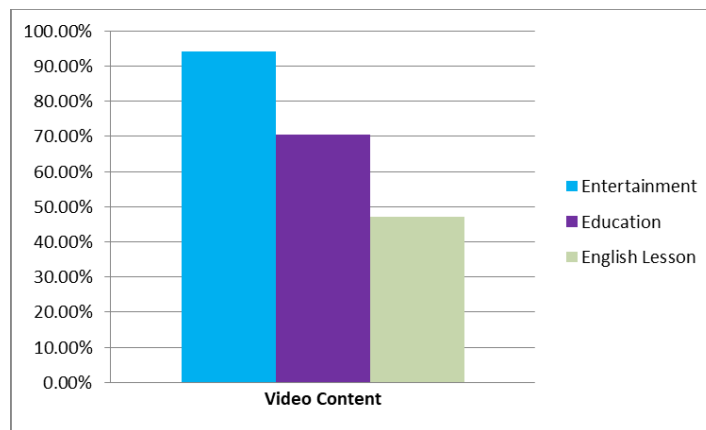


Figure 1: YouTube Content

Fortunately, although all of them watch videos with Indonesian language, 64.7% of them also watch videos in English language (see figure 2).

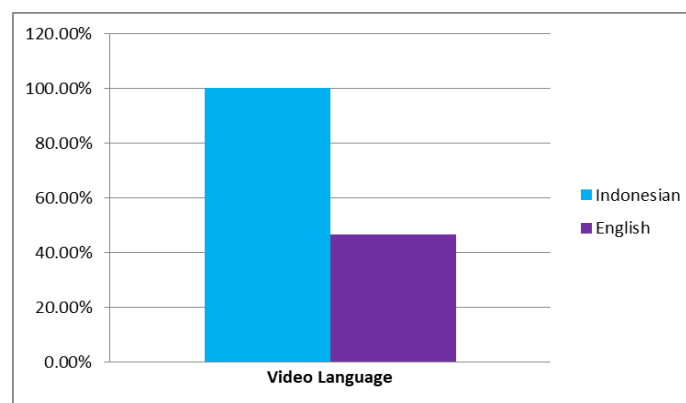


Figure 2 : Video Language

The frequency of the participants accessing YouTube 1-2 times daily is (41.17%), 3-4 times (47.05%), and more than 4 times (11.76%). Meanwhile, most of them (58.82) spend 1-

2 hours daily to watch YouTube, 35.29 % of them spend less than 1 hour daily, and 5.88% spend more than 2 hours daily. However, most of them (70.58%) had never experience learning with YouTube at school/ campus before this study, 29.41% of them experienced learning with YouTube, yet only 5.88% experienced learning English course with YouTube.

Students’ Perception of Using YouTube in English Online Learning

The finding of this study indicated a positive perception of all students on the use of YouTube in online learning. The students’ Perceptions of Using YouTube in Online Learning can be seen in table 2.

Table 2: The Percentage of Students’ Perception of Using YouTube in Online Learning

Category	Range	Frequency	Percentage
Strongly Positive	4.1 - 5	8	47.05%
Positive	3.1 - 4	9	52.94%
Moderate	2.1 - 3	0	0.00%
Negative	1.1 - 2	0	0.00%
Strongly Negative	0 - 1	0	0.00%

Table 2 shows that 47.05% students have strongly positive perception, and 52.94% students have positive perception. None of them has moderate, negative, nor strongly negative.

Table 3 : The Percentage of Students’ Perception of Using YouTube in Face-to-face Learning

Category	Range	Frequency	Percentage
Strongly Positive	4.1 – 5	10	58.82%
Positive	3.1 – 4	7	41.17%
Moderate	2.1 – 3	0	0.00%
Negative	1.1 – 2	0	0.00%
Strongly Negative	0 – 1	0	0.00%

The same result was also found on the perception of students of using YouTube in face-to-face learning. Table 3 shows that 58.82% students have strongly positive perception, and 41.17% have positive perception.

Table 4 : The Mean Score of Students’ Perception of Using YouTube in Online Learning

Total respondent	Total of students' score	Mean
17	71.69	4.22

The mean score of students’ perception of using YouTube in online learning was 4.22. It is categorized as strongly positive (very high). See table 4.

Table 5 : The Mean Score of Students' Perception of Using YouTube in Face-to-face Learning

Total respondent	Total of students' score	Mean
17	69.15	4.07

Then, the mean score of students' perception of using YouTube in face-to-face learning was 4.07. It is categorized as positive (high). See table 5.

Students' Insights on the Attractiveness of Using YouTube in Learning English

Table 6: Attractiveness Aspect

N0	Statement	Online Class		Face-to-face Class	
		Average	Category	Average	Category
1	YouTube is interesting because it is accessible, convenient, and affordable	4.35	Strongly Agree	3.94	Agree
2	Discussion by using YouTube media makes learning Syntax more interesting	4.24	Strongly Agree	3.88	Agree
3	YouTube media makes learning Syntax become more comfortable	4.24	Strongly Agree	4.12	Strongly Agree
	Mean	4.27	Strongly Agree	3.98	Agree

Table 6 shows the students' insights on the attractiveness aspect of using YouTube in Learning English. When used in online learning, the participants strongly agree (4.35) that YouTube is interesting because of its convenience, affordability, and accessibility, and participants agree (3.94) YouTube is interesting when used in face-to-face learning. Then, in point 2, when they were asked whether YouTube makes the discussion in learning more interesting, they strongly agree (4.24) when it is in online learning and they only agree (3.88) when it is in face-to-face learning. They also strongly agree (4.24) that YouTube makes learning become more comfortable by using YouTube in online learning, and also strongly agree (4.12) the same statement in face-to-face learning. Overall, the participants strongly agree (4.27) that using YouTube in online learning is attractive, and when used in face-to-face they only agree (3.98).

Students' Insights on the Effectiveness of Using YouTube in Learning English

Table 7 : Effectiveness Aspect

N0	Statement	Online Class		Face-to-face Class	
		Average	Category	Average	Category
4	I like learning Syntax using YouTube because there are many advantages than other social media.	4.18	Strongly Agree	4.00	Agree
5	YouTube media gets my attention better in learning syntax	4.06	Agree	3.82	Agree

6	YouTube media enables me to understand Syntax better	4.00	Agree	3.94	Agree
7	YouTube media helps me to accomplish tasks given in learning syntax quicker	4.18	Strongly Agree	3.88	Agree
	Mean	4.10	Strongly Agree	3.91	Agree

Table 7 shows the students' insights on the effectiveness aspect of using YouTube in learning. Students strongly agree (4.18) that YouTube has many advantages in learning compared to other social media in online learning, and they also agree (4.00) when it is in face-to-face learning. They also agree that YouTube can capture their attention when used in online learning (4.06) and face-to-face learning (3.82). When asked whether YouTube can enable them to understand the lesson, they agree both in online (4.00) and face-to-face learning (3.94). Then, they strongly agree (4.18) that in online learning YouTube helps them to accomplish their tasks quicker, while in face-to-face learning, they only agree (3.88). Overall, in term of effectiveness, they strongly agree (4.10) that YouTube is effective to be used in online learning and agree (3.91) that YouTube is effective to be used in face-to-face learning.

Students' Insights on the Relevance of Using YouTube in Learning English

Table 8 : Relevance Aspect

N0	Statement	Online Class		Face-to-face Class	
		Average	Category	Average	Category
8	YouTube videos used are relevant to course content	4.53	Strongly Agree	4.41	Strongly Agree
9	The contents of YouTube videos increases my comprehension of Syntax	4.47	Strongly Agree	4.47	Strongly Agree
10	The contents of YouTube videos about syntax are easy to understand	4.06	Strongly Agree	4.00	Agree
	Mean	4.35	Strongly Agree	4.29	Strongly Agree

Table 8 shows the students' insights on the relevance of the YouTube videos used in in learning Syntax. Participants strongly agree that YouTube videos used are relevant to be used in online class (4.53) and face-to-face class (4.41). They also strongly agree that the videos increase their comprehension of the lesson both in online learning (4.47) and face-to-face learning (4.47). When asked whether the videos are easy to understand, they agree both in online (4.06) and face-to-face learning (4.00). Overall, the students strongly agree that the videos used in teaching syntax are relevant.

Students' Insights on the Motivation of Using YouTube in Learning English

Table 9 : Motivation Aspect

NO	Statement	Online Class		Face-to-face Class	
		Average	Category	Average	Category

11	YouTube videos motivate me to learn more about syntax	4.35	Strongly Agree	4.12	Strongly Agree
12	YouTube media motivates me to participate in learning syntax	4.06	Agree	4.12	Strongly Agree
13	YouTube media motivates me to study syntax well	4.12	Strongly Agree	4.18	Strongly Agree
	Mean	4.18	Strongly Agree	4.14	Strongly Agree

Table 9 shows students' insights on the motivational aspect of using YouTube in leaning. They strongly agree that the use of the YouTube videos motivates them to learn more about syntax both in online (4.35) and face-to-face (4.12). When asked whether the use of YouTube videos can motivate them to participate in learning, they agree when it is in online class (4.06), and they strongly agree when it is in face-to-face class (4.12). They also strongly agree both in online class (4.12) and face-to face class that using YouTube videos give them motivation to study syntax well. Overall, they strongly agree that the use of YouTube motivates them in learning.

From the above description, this study found some students' insights on the use of YouTube videos which are made by the lecturer himself to teach syntax in terms of attractiveness, effectiveness, relevance, and motivation. There is no significant difference between students' perceptions of using YouTube in online learning and face-to-face learning. In term of attractiveness, the use of YouTube videos in learning syntax was attractive for them because it is convenient, affordable, and accessible. Using YouTube in learning syntax also made the students feel comfortable and more ready in discussion. Since many Indonesian students, especially in Bengkalis, have low economy level, the media used should be considered affordable for them (Yagci, 2014). It also makes learning become more interesting and comfortable because it appeals to different learning style (Duffy, 2008).

In term of effectiveness, it is clear that the use of YouTube is effective in learning English, both in online class and in face-to-face class. YouTube has more advantages than other social media. Besides, by using YouTube in learning, students could understand the lesson more easily and could accomplish the tasks given more quickly. This is because YouTube can enrich the knowledge of learners and help the generations who are familiar with digital sources understand the learning material better (Lestari, 2017). When we see the next aspect, Relevance, the videos used in the learning process were relevant to what they were studying. The videos increase their comprehension on the lesson and the contents on the videos are easy to understand.

Finally, in term of motivation, YouTube videos can motivate learners to learn the subject more and to participate in learning since they are more ready. It is in line with Simanjuntak et al., (2021) who found that YouTube can motivate students in online learning during the Covid-19 pandemic. By having good motivation, students will have willing to seriously study the subject. It may stimulate students to be autonomous learners.

CONCLUSION

In general, students' perception toward the use of YouTube videos in online learning is strongly positive (very high). On their perception, the use of YouTube videos in online

learning and face-to-face learning is attractive because it is convenient, affordable, and accessible. YouTube videos are also affective to be used in both online and face-to-face learning. Then, students are more motivated in learning which uses YouTube videos. The future research may explore not only YouTube as the supplementary materials in which the videos are made by the lecturer but also YouTube as platform for students to upload their projects. The future research may also focus on exploring the effective ways of using YouTube in learning.

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