

# English Teachers' Perceptions on The Usefulness, Ease of Use and Effectiveness of Youtube Videos as A Language Teaching Resource

Nurul Ain Jamalludin Al Amini, Azlina Abdul Aziz  
Faculty of Education Universiti Kebangsaan Malaysia

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v12-i2/17503>

DOI:10.6007/IJARPED/v12-i2/17503

*Published Online:* 17 June 2023

## Abstract

Through innovation and creativity, YouTube has developed into a teaching resource that improves learning. Students are increasingly using it as a platform for cooperative learning and to promote self-learning. However, it is debatable if YouTube videos are an effective tool for language instruction. Thus, this study identifies the opinions of English teachers regarding the usefulness, ease of use, and effectiveness of YouTube videos as a tool for language instruction. 100 English teachers from primary schools in Perak, Malaysia participated in the quantitative study design and survey method used to gather the data. The participants were elementary school English teachers who were selected from a convenience sample. The research found that English teachers had a favorable opinion of the value of YouTube videos as course resources. Their enthusiastic responses were a reflection of their support for YouTube inclusion in English language learning as well as their positive judgments of its usefulness, ease of use, and effectiveness. This is due to the abundance of visually appealing, entertaining, and diverse contents on YouTube, which boosts students' enthusiasm and interest in learning English. Moreover, teachers can also easily obtain teaching resources on YouTube.

**Keywords:** Perception, Technology Acceptance Model (TAM), YouTube Videos, Effectiveness, Language Teaching Resource

## Introduction

According to Vizcaya-Moreno and Pérez-Caaveras (2020), media technology's use in education has made classroom instruction and student engagement more cutting-edge and forward-looking. It's not a secret that the spread of digital media has given teachers and students new ways to teach and learn. According to Shahila and Fariza (2021), teachers need to be competent in the most recent media technology in order to implement it effectively in the learning and teaching process at the K–12 level, where it can pique students' curiosity about expanding their knowledge and provide them with an engaging classroom experience. However, traditional teaching methods like chalk and talk that rely heavily on the teacher and the chalkboard are less well suited to the needs of today's digital natives (Baharudin & Ibrahim, 2020). Shahila and Fariza (2021) stated that students nowadays need to be exposed

to the use of ICT media, such as the use of social media that can provide skills for informative information and knowledge in the teaching and learning process in the classroom.

As a result, video streaming media like YouTube has become increasingly important in the evolution of today's educational system due to its widespread adoption as a teaching and learning medium (Nawi, 2020). YouTube is a website where users can upload and share videos that other users can then watch and comment on (Nawi, 2020). YouTube has evolved into an educational tool that enhances learning through innovation and creativity, and it is increasingly being used by students as a platform for collaborative learning and encouraging self-learning (Albahiri & Alhaj, 2020). Kamlin and Keong (2020) argue that the popularity of video-based learning platforms like YouTube can be traced back to Mayer's cognitive theory of multimedia learning. According to the multimedia learning theory of cognition, people use both their visual and auditory senses to store and recall data simultaneously. According to the research of Kamlin and Keong (2020), there are three underlying assumptions to this theory: 1) Information processing can be done in two different ways- auditory and visual; 2) each channel has a finite capacity; and 3) Filtering, choosing, organizing, and integrating information is a process involved in the active process of learning. Consequently, this theory explains why YouTube is one of the most popular choices among English teachers for resources as it engages students' visual and auditory senses simultaneously.

As cited by Yee and Hu (2022), YouTube is preferred by both language students and teachers who want to improve their writing skills because it is more effective than other learning materials. According to a Noortyani (2020) study, YouTube helped students learn more, comprehend news topics, gain more knowledge, practice learning on their own, and improve their listening and writing skills. In a study by Kabooha and Elya (2018) on the use of YouTube for vocabulary learning, 71% of students thought YouTube was a good multimedia educational resource. In a similar vein, teachers also believed that allowing students to access YouTube improved their ability to comprehend the intended language (Yee & Hu, 2022). The effectiveness of YouTube videos as a language teaching resource is, however, rarely discussed in research papers and studies, especially in the context of primary schools in Perak. In light of this, the researcher felt that this study was necessary. In order to fill this gap, this study examined the perceptions of English teachers in primary schools in Perak, Malaysia, regarding the usefulness, ease of use and effectiveness of YouTube videos as a language teaching resource. The following are the questions that the study aimed to address:

RQ1: What are the English teachers' perceptions on the usefulness of YouTube videos as a language teaching resource?

RQ2: What are the English teachers' perceptions on the ease of use of YouTube videos as a language teaching resource?

RQ3: What are the English teachers' perceptions on the effectiveness of YouTube videos as a language teaching resource?

## **Literature Review**

### ***Importance of Teachers' Perceptions***

Dani (2022) implies perception as the process through which people see complicated things in reaction to items and information in their environment. In addition, perception can be described as a mental process that enables us to categorize, assign names to, and interpret data from our senses in order to make sense of the environment around us (Macial et al., 2022). In the context of this study, perception is one of the most crucial things that any teacher must have in order to measure effectiveness in the teaching and learning process.

Perceptions influence teachers' beliefs and affect decision-making in the classroom. Since thought drives behavior, examining teachers' perspectives and beliefs can assist in better comprehending their actions in the classroom and offer suggestions for improving their methods. Teachers frequently make use of YouTube as a pedagogically useful resource for language learning (Dani, 2022). Hence, the teacher may assess the use of the media and whether YouTube can be exploited for students' English learning based on their perspective, particularly the teachers' perspective of the use of YouTube media for students' English learning (Dani, 2022).

### ***YouTube and its usefulness***

Several studies have examined the potential benefits of using YouTube videos in the classroom. For example, medical students' responses to a survey about using YouTube videos in a human anatomy course indicated that they found the site to be an effective tool for supplementing both in-class and independent learning (Albahlal, 2019). Based on the opinions of undergraduates, studies of the use of YouTube in the classroom have shown improved learning outcomes (Ogirima et al., 2021). Based on the opinions of undergraduates, using YouTube in the classroom improves students' ability to learn (Ogirima, et al., 2021). Additionally, YouTube videos were found to be useful for maintaining student interest, facilitating memorization, and expanding upon previously covered material (Guler, 2018). This is crucial in light of the fact that, in the post-COVID-19 world, both teachers and students will need to take advantage of technological advances in order to successfully implement a distance learning strategy (Wang & Chen, 2020). While watching the film, students were prompted to engage in critical thinking with the ultimate goal of enhancing their proficiency in formal and informal English (Birkollu, et al., 2017). In addition, the lesson's conclusion role play could be captured on video. It's a nice change of pace from simply watching a movie.

### ***YouTube and Ease of Use***

YouTube is an excellent resource for teaching and learning a language because it takes advantage of the fact that most people today are already familiar with multimedia devices like it. According to a research by Burton-Jones and Hubona (2005), perceived user-friendliness is a key factor in determining one's attitude toward technology. Additionally, Cheung and Vogel (2013) suggested in their research that consumer attitudes about technology use will be immediately and favourably influenced by a technology's ease of use. Astoundingly, the internet and its ancillary services are in high demand and are being utilized extensively (Chorna, 2019). Teachers and students alike can benefit from utilizing online video for educational purposes, and experts have provided guidance on how to do so from a variety of perspectives available on the Internet. YouTube has made it easier than ever to learn new languages and become fluent in English by providing access to hundreds of millions of videos uploaded by users from all over the world (Nacak et al., 2020).

### ***YouTube and its effectiveness***

According to Patro (2019), effectiveness can be defined as the capacity to achieve an intended outcome or yield expected results. Research into the effectiveness of using YouTube videos in the classroom has been extensive. According to research conducted by Al-Jarf (2022), there are more than fifteen potential advantages to using videos in the classroom as an alternate, innovative method of teaching English. Balbay and Kilis (2017) claim that using videos from YouTube is a simple approach to creating niche educational content. Using

learner survey responses, a comparison to students' final grades from previous semesters, and other forms of self-reflection, Balbay and Kilis (2017) determined that the use of YouTube videos is effective. It was also mentioned that YouTube has become the standard method of disseminating valuable content that is not readily available in written form (Balbay & Kilis, 2017). YouTube, which allows users to share and view videos covering a wide range of topics, has been cited as a valuable educational resource by (Nugroho et al., 2021; Setiawan et al., 2018). Hence, YouTube can be an effective educational resource in a variety of settings.

### ***Technology Acceptance Model and Theory of Reasoned Actions***

The Technology Acceptance Model (TAM) was used in this study to understand how English teachers perceived utilising YouTube as learning and teaching resource. According to Baharudin and Khodari (2022), the Theory of Reasoned Action (TRA) was adjusted to create the TAM theory. The TRA postulates that assessing the behavioural purpose behind any action might foretell the decision to take it (Baharudin & Khodari, 2022). TRA reveals the factors that users consider when selecting a variety of tools in a range of disciplines. Similar to this, but with an emphasis on technology, the TAM gauges factors that influence users' acceptance of technology and predicts and explains how users will behave when using it.

With the implementation of TAM theory, Yaacob and Saad (2020) investigated the degree to which 340 university students would use YouTube as a learning resource. According to the study, participants understood the benefits of using YouTube as a learning tool and agreed to utilise it. According to the study, three things contributed to respondents' acceptance of YouTube: how simple it was to use, what it offered, and social influence. By using the TAM model, Pertiwi and Sharif (2019) looked at the aspects of using YouTube as a source of knowledge for educational purposes. The results of the study of 155 permanent teachers at Universiti Telkom Bandung revealed that their attitudes about using YouTube as a learning resource were influenced by how beneficial and simple they perceived YouTube to be.

To put it another way, YouTube education is necessary in today's modern classrooms, and if it is proven that Youtube can be a useful resource, it must be seen as necessary as a teacher's teaching toolkit.

### **Method**

This study employed a quantitative research design that involved 100 English teachers from primary schools in Perak, Malaysia. The participants were chosen through convenience sampling as they fulfilled certain practical criteria, such as being readily accessible, nearby geographically, available at a specific time, or willing to participate. According to Dörnyei (2007), convenience sampling is usually used as it is affordable, easy and the subjects are readily available.

The research instrument that was utilised was a survey questionnaire consisting of eighteen items. The questionnaire items were adapted from Technology Acceptance Model (TAM) and Dani (2022) research based on three themes which are usefulness, ease of use, and effectiveness. The items in the questionnaire were rated on a five-point Likert scale, with respondents required to check the appropriate box based on their responses to each item. The questionnaire was distributed via Google Form. Then, frequency, and percentage method was applied to the data from the instrument in order to provide answers to RQ1, RQ2, and RQ3.

## Findings

### Reliability test

Cronbach's alpha coefficient was used to test how valid and reliable the items were. The reliability testing shows that the value of the overall reliability coefficient of the study data is high, which is 0.909. Sekaran and Bougie (2016) state that coefficient alpha values under 0.60 are typically considered poor, those between 0.70 and 0.80 are considered acceptable, and values over 0.80 are considered to be very good. The value indicates high internal consistency and reliability when it is closer to 1. Thus, it is possible to conclude that all of the questionnaire items are acceptable and reliable to be adopted.

### English teachers' perceptions on the usefulness of YouTube videos as a language teaching resource

Table 2

No.	Item	Frequency & Percentage				
		1	2	3	4	5
		SD (%)	D (%)	N (%)	A (%)	SA (%)
Q1.	Watching YouTube videos helps students improve their speaking skill.	0	0	9 (9%)	68 (68%)	23 (23%)
Q2.	YouTube videos help students comprehend the material they listen to	0	2 (2%)	7 (7%)	67 (67%)	24 (24%)
Q3.	YouTube videos help students understand the content in detail	1 (1%)	8 (8%)	20 (20%)	51 (51%)	20 (20%)
Q4.	It is easy to find materials for English language learning on YouTube	0	0	2 (2%)	54 (54%)	44 (44%)
Q5.	YouTube videos capture and retain students' attention better	0	6 (6%)	15 (15%)	60 (60%)	19 (19%)

1. \*Source: Instrument adapted from Technology Acceptance Model (TAM) and Dani (2022)

In order to answer the first research question—which aimed to determine the English teachers' perceptions of the usefulness of YouTube videos as a language teaching resource—this study utilised frequency (%) and percentage (%). The frequency and percentage values for the items are displayed in the table below. The item "Watching YouTube videos helps students improve their speaking skill" has 68 (68%) of respondents agree, 23 (23%) of respondents strongly agree, and only 9 (9%) of respondents remaining neutral with this item. There are no respondents who disagree and strongly disagree with the item. While the item

"YouTube videos help students comprehend the material they listen to", out of 100 respondents, 67 (67%) agree, 24 (24%) strongly agree, 7 (7%) neutral, and only 2 (2%) disagree with this item. There are no respondents who strongly disagree with the statement. Next is the item "YouTube videos help students understand the content in detail", majority of the respondents which is 51 (51%) agree, 20 (20%) strongly agree, 20 (20%) remain neutral, 8 (8%) disagree, and only 1 (1%) disagree with the item. As for the item Q4 "It is easy to find materials for English language learning on YouTube", out of 100 respondents, 54 (54%) agree, 44 (44%) strongly agree, and only 2 (2%) neutral with the statement. There are no respondents who disagree and strongly disagree with the item Q4. Lastly is item Q5 "YouTube videos capture and retain students' attention better", where 60 (60%) respondents agree, 19 (19%) strongly agree, 15 (15%) neutral, and only 6 (6%) disagree with this item. There are no respondents who strongly disagree with the item Q5. It can be seen that most of the respondents agree with the items under usefulness. Hence, it can be concluded English teachers' perceptions on the usefulness of YouTube videos is positive since most of them agreed with the items.

***English teachers' perceptions on the ease of use of YouTube videos as a language teaching resource***

Table 3

No.	Item	Frequency				
		1	2	3	4	5
		SD (%)	D (%)	N (%)	A (%)	SA (%)
Q6.	Using YouTube videos in English language learning decreases students' anxiety in the class	1	10	23	51	15
Q7.	I feel more comfortable in using YouTube videos to teach English	1	1	29	50	19
Q8.	I enjoy choosing materials on YouTube for teaching English	0	1	15	57	27
Q9.	My students' able to mention three/four major points or details they see in the YouTube videos	2	3	21	59	15
Q10	I prefer using YouTube videos as learning material in my English teaching compared to other learning resources	2	8	27	44	19

4 \*Source: Instrument adapted from Technology Acceptance Model (TAM) and Dani (2022)

In order to answer the second research question, frequency (%) and percentage (%) are also being utilised. Item Q6 "Using YouTube videos in English language learning decreases students' anxiety in the class" has 51 (51%) of respondents agree, 23 (23%) of respondents neutral, 15 (15%) strongly agree, 10 (10%) disagree, and only 1 (1%) of the respondent strongly disagree with Q6. While Q7 "I feel more comfortable using YouTube videos to teach English", 50 (50%) agree, 29 (29%) neutral, 19 (19%) strongly agree, 1 (1%) disagree, and only 1 (1%) of the respondents strongly disagree with Q7. As for the item "I enjoy choosing materials on YouTube for teaching English", majority of the respondents which is 57 (57%) agree, 27 (27%) strongly agree, 15 (15%) remain neutral, and only 1 (1%) disagree with the item. There are no respondents who strongly disagree with this item. As for the item Q9 "My students' able to mention three/four major points or details they see in the YouTube videos", out of 100 respondents, 59 (59%) agree, 21 (21%) remain neutral, 15 (15%) strongly agree, 3 (3%) disagree, and only 2 (2%) strongly disagree with item Q9. Lastly is item Q10 "I prefer using YouTube videos as learning material in my English teaching compared to other learning resources", where 44 (44%) respondents agree, 19 (19%) strongly agree, 27 (27%) neutral, 8 (8%) disagree, and only 2 (2%) strongly disagree with this item. It can be seen that most of the respondents agree with the items under ease of use. Hence, it can be concluded English teachers' perceptions on the ease of use of YouTube videos is positive since most of them agreed with the items.

*English teachers' perceptions on the effectiveness of YouTube videos as a language teaching resource*

Table 4

No.	Item	Frequency & Percentage				
		1	2	3	4	5
		SD (%)	D (%)	N (%)	A (%)	SA (%)
Q11.	YouTube videos help students discriminate individual sounds	0	5	24	62	9
Q12.	YouTube videos better help students to understand the English language better.	0	5	12	63	20
Q13.	Through YouTube videos, students listen for important words that carry meaning	0	5	24	58	13
Q14.	YouTube videos help students guess the meaning of unfamiliar words	0	4	17	63	16
Q15.	YouTube videos help students make inference about what is not stated	1	12	30	48	9
Q16.	Students can better follow the direction of talk and instructions when they are exposed to YouTube videos	0	4	20	57	19
Q17.	YouTube videos prevent students from going astray while learning	4	23	33	31	9
Q18.	Students learn English faster and better by using YouTube videos	1	5	27	49	18

4 \*Source: Instrument adapted from Technology Acceptance Model (TAM) and Dani (2022)

As for RQ3, the same method is used to answer the questions. Based on the result below, item Q11 "YouTube videos help students discriminate individual sounds" has 62 (62%) of respondents agree, 24 (24%) of respondents neutral, 9 (9%) strongly agree, and only 5 (5%) disagree with Q6. There are no respondents who strongly disagree with this item. For Q12 "YouTube videos better help students to understand the English language better", out of 100 respondents, 63 (63%) agree, 20 (20%) strongly agree, 12 (12%) remain neutral, and only 5

(5%) of the respondents disagree with Q12. There are no respondents who strongly disagree with item Q12. As for the item Q13 “Through YouTube videos, students listen for important words that carry meaning”, majority of the respondents which is 58 (58%) agree, 24 (24%) remain neutral, 13 (13%) strongly agree, and only 5 (5%) disagree with the item. There are no respondents who strongly disagree with this item. While item Q14 “YouTube videos help students guess the meaning of unfamiliar words”, out of 100 respondents, 63 (63%) agree, 17 (17%) remain neutral, 16 (16%) strongly agree, and only 4 (4%) disagree with item Q14. Q14 also has no respondents who strongly disagree with its statements. For item Q15 “YouTube videos help students make inference about what is not stated”, where 48 (48%) respondents agree, 30 (30%) neutral, 12 (12%) disagree, 9 (9%) strongly agree, and only 1 (1%) strongly disagree with this item.

As for item Q16 “Students can better follow the direction of talk and instructions when they are exposed to YouTube video”, out of 100 respondents, 57 (57%) agree, 20 (20%) remain neutral, 19 (19%) strongly agree, and only 4 (4%) of the respondents disagree with Q16. There are no respondents who strongly disagree with item Q16. As for item Q17 “YouTube videos prevent students from going astray while learning”, where 33 (33%) respondents remain neutral, 31 (31%) agree, 23 (23%) disagree, 9 (9%) strongly agree, and only 4 (4%) strongly disagree with item Q17. Next, item Q18 “Students learn English faster and better by using YouTube videos”, out of 100 respondents, 49 (49%) respondents agree, 27 (27%) neutral, 18 (18%) strongly agree, 5 (5%) disagree, and only 1 (1%) strongly disagree with item Q18. From these results, it can be seen that most of the respondents agree with the items under effectiveness. Hence, it can be concluded English teachers’ perceptions on the effectiveness of YouTube videos is positive since most of them agreed with the items.

## **Discussion**

### ***English Teachers’ Perceptions on The Usefulness of YouTube Videos As Language Teaching Resource***

To answer RQ1, Table 2 suggested that teachers had good and positive perceptions on the usefulness of YouTube videos as language teaching resources. Basically, it was shown that most of them perceived the use of Youtube in English learning as helpful to improve their student English skills and they find it easy materials for English language learning on YouTube. Therefore, it was concluded that English teacher perception was positive on the usefulness of YouTube videos as language teaching resources because they find YouTube has the ability to improve their student English skills and they find it easy to find materials for English language learning on YouTube. This finding aligns with study by Almurashi (2016), where teachers believed YouTube to be more successful and effective at improving English learning than textbook-based English classes.

### ***English Teachers’ Perceptions on The Ease of Use of YouTube Videos as Language Teaching Resource***

To answer RQ2, Table 3 concluded that English’s teachers had positive perceptions on the ease of use of YouTube videos as language teaching resources. Basically, it was shown that most of them perceived the use of YouTube in English learning as it creates a sense of comfort and reduces the anxiety of their student in learning English. Besides that, a lot of the English teachers believe that they enjoy choosing materials on YouTube and they prefer and are comfortable using YouTube videos as learning material in my English teaching compared to other learning resources. Therefore, it was concluded that English teacher perception was

positive on the ease of use of YouTube videos as language teaching resources because they find YouTube is comfortable and enjoyable compared to the other resources. This finding aligns with study by Sulistiyo et al. (2022), where the students believed English learning was more enjoyable if their teacher integrated technology such as YouTube in class.

### ***English Teachers' Perceptions on The Effectiveness of Youtube Videos As Language Teaching Resource***

As for RQ3, Table 3 summarises that English teachers' perceptions on the effectiveness of YouTube videos as language teaching resources is positive. Basically, it was shown that YouTube in English learning is effective in helping their students discriminate individual sounds, and students are able to understand the English language better especially in terms of guessing the meaning of unfamiliar words, and making inferences about what is not stated. Therefore, it was concluded that English teacher perception was positive on the effectiveness of YouTube videos as language teaching resources because students learn English faster and better by using YouTube videos. This finding aligns with study by Nacak et al. (2020), where the research found YouTube to be more successful and effective at improving English learning.

### **Conclusion**

To summarise, this study set out to identify the perceptions of utilising YouTube videos as language teaching resource for English teachers. By further identifying the three components which are the usefulness, ease of use and the effectiveness of YouTube videos, it gives credence to the educators to choose it as one of meaningful teaching aids. The most obvious finding to emerge from this study is that English teachers had a positive view of the usefulness, ease of use, and the effectiveness of YouTube videos as English teaching resources. This was demonstrated by the survey questionnaire employed as one of the research tools in this study. Their enthusiastic replies were a reflection of their favourable opinions of the usefulness, ease of use, and effectiveness of the YouTube integration in English language learning, as well as their acceptance of it. This is due to the visual, varied, and enjoyable components that increase students' motivation and interest in learning English, and teachers also find it easy to locate materials on YouTube.

This relates to the main theory of the study, The Technology Acceptance Model (TAM), which claimed that TAM was predicted by users' behavioural intentions, which are in turn influenced by how useful they believed technology to be for completing the task at hand and how simple they perceived it to be to use. Since YouTube was able to demonstrate its value and effectiveness to English teachers, this increased their interest in and preference for YouTube videos over other learning tools, which in this case was the study's intended outcome. Since student comprehension of English learning is improving, these findings have major implications for how YouTube is essential for English teachers to use as their learning tools.

Additionally, this study's findings add to the body of knowledge currently available to researchers and other stakeholders, particularly teachers. This is so that teachers may give students an effective and fulfilling teaching and learning experience. One important component that teachers must consider is teaching methodology. As a result, despite its small size and concentration on the opinions of only 100 respondents, this study could be seen as a crucial first step in understanding how teachers view YouTube as a source of educational material. In order for students to use and benefit from the videos in the future and for

teachers to be able to advance their skill in producing more entertaining content for their classes, it is advised that English teachers be capable of producing YouTube videos for their own teaching purposes as opposed to solely relying on the other creator. Additionally, in order to provide more generalizable data, future researchers are urged to use a greater variety of methods and contexts as well as a sizable number of research participants. It is essential that the findings of this study will enlighten the school stakeholders in utilizing YouTube videos as part of the teaching due to its' capabilities and potentials.

### References

- Albahiri, M. H., & Alhaj, A. A. M. (2020). Role of visual element in spoken english discourse: Implications for youtube technology in EFL classrooms. *The Electronic Library*, 38(3), 531–544.
- Albahlal, F. S. (2019). The impact of YouTube on improving secondary school students' speaking skills: English language teachers' perspective. *Journal of Applied Linguistics and Language Research*, 6(2), 1-17
- Al-Jarf, R. (2022). YouTube videos as a resource for self-regulated pronunciation practice in EFL distance learning environments. *Journal of English Language Teaching and Applied Linguistics*, 4(2), 44–52
- 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.
- Baharudin, H., & Khodari, S. N. T. (2022). The use of YouTube motivates students in improving their Arabic listening skills. *International Journal of Academic Research in Business and Social Sciences*, 12(6)
- Baharudin, M. A., & Ibrahim, M. A. (2020). Kesiediaan pelaksanaan pengajaran abad ke 21 dalam kalangan guru pelatih sejarah IPG zon selatan. *Jurnal Penyelidikan Sains Sosial* 2(5), 32–42
- Balbay, S., & Kilis, S. (2017). Students' perceptions of the use of a YouTube channel specifically designed for an academic speaking skills course. *Eurasian Journal of Applied Linguistics*, 3(2), 235–251
- Birkollu, S. S., Yücesoy, Y., Baglama, B., & Kanbul, S. (2017). Investigating the attitudes of preservice teachers towards technology based on various variables. *TEM JOURNAL Technology, Education, Management, Informatics*, 6
- Burton-Jones, A., & Hubona, G. S. (2005). Individual differences and usage behavior: revisiting a technology acceptance model assumption. *ACM SIGMIS Database: The DATABASE for Advances in Information Systems*, 36(2), 58-77.
- Cheung, R., & Vogel, D. (2013). Predicting user acceptance of collaborative technologies: An extension of the technology acceptance model for e-learning. *Computers & Education*, 63, 160-175.
- Chorna, O. V., Hamaniuk, V. A., & Uchitel, A. D. (2019). Use of YouTube on lessons of practical course of German language as the first and second language at the pedagogical university. *CTE Workshop Proceedings*, 6, 294–307.
- Dani, R. R. (2022). *Teachers perception on using youtube for students' speaking skill at man 3 pekanbaru* (pp. 1–44)
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press

- D'Aquila, J. M., Wang, D., & Mattia, A. (2019). Are instructor generated YouTube videos effective in accounting classes? A study of student performance, engagement, motivation, and perception. *Journal of Accounting Education*, 47, 63–74.
- Guler, N. (2018). Preparing to teach english language learners: Effect of online courses in changing mainstream teachers' perceptions of english language learners. *Innovation in Language Learning and Teaching*, 1–14.
- Işoraitè, M. (2019). Youtube Social Network. *Asociația de Cooperare Cultural-Educațională Suceava*, 5(1)
- Kabooha, R., & Elyas, T. (2018). The effects of youtube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72
- Kamlin, M., & Keong, T. C. (2020). Adaptasi video dalam pengajaran dan pembelajaran. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(10), 105–112.
- Kauffman, L., Weisberg, E. M., Eng, J., & Fishman, E. K. (2021). YouTube and radiology: The viability, pitfalls, and untapped potential of the premier social media video platform for image-based education. *Academic Radiology*.
- Kurniasari, A. I., & Santoso, A. (2017). The teacher's role in supporting the ZPD in students' english oral communication skills based on the PYP language scope and sequence of grade EY 3A: A case study. *Polyglot: Jurnal Ilmiah*, 12(2), 1.
- Maciel, G. G., Magalhães, P. C., de Sousa, L., Pinto, I. R., & Clemente, F. (2022). A Scoping Review on Perception-Based Definitions and Measurements of Corruption. *Public Integrity*, 1–18
- Mady, M., & Baadel, S. (2020). Technology-enabled learning (TEL): YouTube as a ubiquitous learning aid. *Journal of Information & Knowledge Management*, 19(1), 1–16
- Mohd Nawî, M. Z. (2020). Transformasi pengajaran dan pembelajaran multimedia dalam pendidikan islam: Satu perbincangan. *Journal of ICT in Education*, 7(2), 14–26.
- Nacak, A., Bağlama, B., & Demir, B. (2020). Teacher candidate views on the use of youtube for educational purposes. *Online Journal of Communication and Media Technologies*, 10(2)
- Noortyani, R. (2020). The use of YouTube as the source of supplementary material in learning news writing. *Practitioner Research*, 1, 111–126.
- Nor Shahila, I., & Fariza, K. (2021). Penggunaan video youtube bagi meningkatkan minat dan pencapaian murid dalam pembelajaran geografi fizikal di sekolah menengah. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(3), 228–240.
- Nugroho, N., Napianto, R., Ahmad, I., & Saputra, W. A. (2021). Pengembangan aplikasi pencarian guru privat editing video berbasis android. *Jurnal Informasi Dan Komputer*, 9(1), 72–78
- Ogirima, O. A., Tolulope, J. J., & Temitope, S. J. (2021). Future teachers' perception towards the use of youtube for teaching-learning activities in nigerian basic schools. *Mimbar Sekolah Dasar*, 8(1), 81–95
- Patro, C. S. (2019). Academicians quality of work life and its influence on value of education. *Knowledge-Intensive Economies and Opportunities for Social, Organizational, and Technological Growth*, 311–326.
- Pertiwi, N., & Sharif, O. O. (2019). Minat Perilaku Penggunaan Youtube Sebagai Sumber Pembelajaran Dengan Pendekatan TAM. *Jurnal Riset Bisnis Dan Manajemen*, 12(1), 9
- Qiong, O. U. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 15, 18–28

- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach* (7th ed.). Chichester, West Sussex, United Kingdom John Wiley & Sons.
- Sulistiyo, U., Al Arif, T. Z. Z., Handayani, R., Ubaidillah, M. F., & Wiryotinoyo, M. (2022). Determinants of technology acceptance model (TAM) towards ICT use for English language learning. *Journal of Language and Education, 8*(2), 17–30.
- Vizcaya-Moreno, M. F., & Pérez-Cañaveras, R. M. (2020). Social media used and teaching methods preferred by generation Z students in the nursing clinical learning environment: A cross-sectional research study. *International Journal of Environmental Research and Public Health, 17*(21), 8267.
- Wang, H., & Chen, C. W. (2019). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching, 1*–14
- Yaacob, Z., & Saad, M. N. H. (2020). Acceptance of YouTube as a learning platform during the COVID-19 pandemic: The moderating effect of subscription status. *TEM Journal, 9*(4), 1732–1739
- Yee, L. S., & Hu, T. K. (2022). Implementation of YouTube in teaching writing: Perception of Malaysian primary school English teachers. *International Journal of Advanced Research in Education and Society, 4*(1), 23–29.