

## REFERENCE

- Adeoye-Olatunde, O. A., & Olenik, N. L. (2021). Research and scholarly methods: Semi-structured interviews. *Journal of the American College of Clinical Pharmacy*, 4(10), 1358–1367. <https://doi.org/10.1002/jac5.1441>
- Adisti, A. R. (2022, March). Investigating the use of YouTube as virtual teaching medium in ELT among non-English students. *ELT Forum: Journal of English Language Teaching*, 11(1), 1–9. DOI: 10.15294/elt.v11i1.48676
- Aizawa, I., Rose, H., Thompson, G., & Curle, S. (2020). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills of Japanese students in an English medium instruction programme. *Language Teaching Research*, 27(4), 837–861. <https://doi.org/10.1177/1362168820965510>
- Arifah, S. (2021, December). Analysis Of Teacher'Perspective Towards Youtube as a Learning Tool to Young Learners' Vocabulary Development On Virtual Learning. In *Journal Universitas Muhammadiyah Gresik Engineering, Social Science, and Health International Conference (UMGESHIC)* (Vol. 1, No. 2, pp. 935-948). Universitas Muhammadiyah Gresik.
- Bakla, A., & Mehdiyev, E. (2022). A qualitative study of teacher-created interactive videos versus YouTube videos in flipped learning. *E-Learning and Digital Media*, 19(5), 495–514.
- Bans-Akutey, A., & Tiimub, B. M. (2021). Triangulation in research. *Academia Letters*, 2(3392), 1–7.
- Bazen, A., Barg, F. K., & Takeshita, J. (2021). Research techniques made simple: An introduction to qualitative research. *Journal of Investigative Dermatology*, 141(2), 241–247.

- Bond, M., & Bedenlier, S. (2019). Facilitating student engagement through educational technology: Towards a conceptual framework. *Journal of Interactive Media in Education*, 2019(1). <https://doi.org/10.5334/jime.528>
- Boonmoh, A., Jumpakate, T., & Karpklon, S. (2021). Teachers' perceptions and experience in using technology for the classroom. *Computer-Assisted Language Learning Electronic Journal*, 22(1), 1–24.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.
- Burge, T. (2022). *Perception: First form of mind*. Oxford University Press.
- Cakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *Turkish Online Journal of Educational Technology-TOJET*, 5(4), 67–72.
- Caner, M., & Aydın, S. (2021). Self efficacy beliefs of pre-service teachers on technology integration. *Turkish Online Journal of Distance Education*, 22(3), 79–94.
- Çeken, B., & Taşkın, N. (2022). Multimedia learning principles in different learning environments: A systematic review. *Smart Learning Environments*, 9(1), 19.
- Clark, R. C., & Mayer, R. E. (2023). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. John Wiley & sons.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions*. Sage Publications.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. Sage Publications.

- Creswell, J. W., and Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.
- Dabamona, M., & Yunus, A. (2022). The use of YouTube for learning English: Exploring technology-based approach. *INTERFERENCE Journal of Language, Literature, and Linguistics*, 3(1), 68–89.
- Daeli, R., & Santosa, S. (2025). Effective practices in enhancing autonomous English language learning through YouTube. *English Learning Innovation (englie)*, 6(1), 65-75.
- Dahri, N. A., Yahaya, N., Al-Rahmi, W. M., Almogren, A. S., & Vighio, M. S. (2024). Investigating factors affecting teachers' training through mobile learning: Task technology fit perspective. *Education and Information Technologies*, 29(12), 14553–14589.
- Deni, R., & Fahriany, F. (2020). Teacher's perspective on strategy for teaching English vocabulary to young learners. *Vision: Journal for Language and Foreign Language Learning*, 9(1), 47. <https://doi.org/10.21580/vjv9i14862>
- Dritsas, E., & Trigka, M. (2025). Methodological and technological advancements in e-learning. *Information*, 16(1), 56.
- Dube, B. (2020). Rural online learning in the context of COVID-19 in South Africa: Evoking an inclusive education approach. *REMIE: Multidisciplinary Journal of Educational Research*, 10(2), 135–157.
- Ertmer, P. A., Ottenbreit-Leftwich, A. T., Sadik, O., Sendurur, E., & Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. *Computers & Education*, 59(2), 423–435. <https://doi.org/10.1016/j.compedu.2012.02.001>

- Erlina, D., Retno, W., Holandiyah, M., Marzulina, L., & Herizal, H. (2023). The Authentic Materials for Teaching English to Young Learners: Teachers' Perception. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 10(1), 51-61.
- Fisher, D., Frey, N. (2014). *Checking for understanding: Formative assessment techniques for your classroom*. ASCD.
- Flick, U. (2018). *Designing Qualitative Research* (6th ed.). Sage.
- Fyfield, C. (2022). The impact of video-based resources on vocabulary acquisition in young learners. *Language Learning & Technology*, 26(3), 89–105.
- Greeves, S., & Oz, M. (2024, January). YouTube in higher education: Comparing student and instructor perceptions and practices. *Frontiers in Education*, 8, 1330405. <https://doi.org/10.3389/feduc.2023.1330405>
- Hennessy, S., D'Angelo, S., McIntyre, N., Koomar, S., Kreimeia, A., Cao, L., ... & Zubairi, A. (2022). Technology use for teacher professional development in low-and middle-income countries: A systematic review. *Computers and Education Open*, 3, 100080.
- Hijriati, S. (2023). Teaching English to young learners (TEYL) at elementary school. *MASALIQ*, 3(4), 688–705.
- Jariyah, A., Hidayati, A., & Tarihoran, N. (2025). A Systematic Review of YouTube for English Language Teaching. *Jurnal Intelek Insan Cendikia*, 2(6), 11860-11869.
- 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), 72–81.
- Kakilla, C. (2021). Strengths and weaknesses of semi-structured interviews in qualitative research: A critical essay.

- Kim, S., & Kim, H. C. (2021). The benefits of YouTube in learning English as a second language: A qualitative investigation of Korean freshman students' experiences and perspectives in the US. *Sustainability*, 13(13), 7365.
- Kumar, A., & Sharma, A. (2023). Observation method: A review study. *Library Philosophy and Practice (e-Journal)*.
- Lawrent, G. (2024). Sources of teacher efficacy related attributes alongside Bandura's perspectives. *Journal of Education*, 204(1), 3-12.
- Masgumelar, N. K., & Mustafa, P. S. (2021). Teori belajar konstruktivisme dan implikasinya dalam pendidikan dan pembelajaran. *GHAITSA: Islamic Education Journal*, 2(1), 49–57.
- Mayer, R. E. (2024). The past, present, and future of the cognitive theory of multimedia learning. *Educational Psychology Review*, 36(1), 8.
- Malloy, A. (2015). Seven essential considerations for assessing young learners.
- McKim, C. (2023). Meaningful member-checking: A structured approach to member-checking. *American Journal of Qualitative Research*, 7(2), 41-52.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Nanay, B. (2020). Mental imagery: Dual coding and common coding theories of memory. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Summer 2020 Edition). Stanford University.
- Neumann, M. M., & Herodotou, C. (2020). Evaluating YouTube videos for young children. *Education and Information Technologies*, 25(5), 4459–4475.
- Nikolov, M., & Timpe-Laughlin, V. (2021). Assessing young learners' foreign language abilities. *Language Teaching*, 54(1), 1–37.  
<https://doi.org/10.1017/S0261444820000175>

- 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.
- Pattier, D. (2021). Teachers and YouTube: The use of video as an educational resource. *Ricerche di Pedagogia e Didattica*, 16(1), 59–77.
- Paivio, A. (1986). Dual coding theory and education. <https://doi.org/10.1007/BF01320076>
- Piaget, J. (1952). The origins of intelligence in children. International Universitas Press.
- Pinter, A. (2017). Teaching young language learners (2nd ed.). Oxford University Press.
- Procel, G. J. O., Medina, M. L. F., Sotomayor, D. J., & Sanchez, M. A. (2024). Using technology in English teaching. *Journal of Environmental Research and Public Health*, 17(9), 9.
- Rabee, R., Najim, M., Sherwani, Y., Ahmed, M., Ashraf, M., Al-Jibury, O., ... & Ahmed, A. (2015). YouTube in medical education: A student's perspective. *Medical Education Online*, 20(1), 29507.
- Rais, R., & Al Haddar, G. (2024). Assessing the impact of early childhood education programs on cognitive, social, and emotional development: A quasi-experimental study. *Jurnal Ilmu Pendidikan dan Humaniora*, 13(3), 152–166.
- Samandar, Z., & Azizbek, K. (2024). Conceptual foundations of cognition: Assimilation. *Multidisciplinary and Multidimensional Journal*, 3(3), 60–67.
- Silviani, N. (2018). English teachers' perception toward the use of authentic materials in teaching English at school (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).



- Shoufan, A., & Mohamed, F. (2022). YouTube and education: A scoping review. *IEEE Access*, 10, 125576–125599.
- Szeto, E., & Cheng, A. Y. N. (2014). Exploring the usage of ICT and YouTube for teaching: A study of pre-service teachers in Hong Kong. *The Asia-Pacific Education Researcher*, 23, 53–59.
- Tiing, C. W. H., Phui, C. P., Sieng, L. H., Niek, M., Wen, Y., Devi, S., & Hashim, H. (2021). Identifying young learners' language learning strategies in learning English vocabulary. *International Journal of Academic Research in Progressive Education and Development*, 10(2), 727-753.
- Uysal, N. D., & Yavuz, F. (2015). Teaching English to very young learners. *Procedia - Social and Behavioral Sciences*, 197, 19–22. <https://doi.org/10.1016/j.sbspro.2015.07.042>
- Ventouris, A., Panourgia, C., & Hodge, S. (2021). Teachers' perceptions of the impact of technology on children and young people's emotions and behaviours. *International Journal of Educational Research Open*, 2, 100081.
- Wati, S. O., Zaim, M., & Thahar, H. E. (2025). Information and communication technology (ICT) integration in teaching English for young learners. *Aulad Journal on Early Childhood*, 8(1), 139–144. <https://doi.org/10.31004/aulad.v8i1.666>.
- Yang, M., & Thien, L. M. (2024). Fostering teachers' readiness for leadership roles: The dynamic interplay among positive school culture, affective-identity motivation to lead and teacher optimism. *International Journal of Educational Management*.
- Yee, A. (2020). Video-based learning in surgery: Establishing surgeon engagement and utilization of variable-duration videos. *Annals of Surgery*, 272(6), 1012–1019.

Yuyun, I., & Simamora, F. Y. (2021). The use of YouTube to support EFL students' listening skills. *English Linguistics and Language Teaching Research Journal*, 2(2), 1–12.

