Student's Perceptions of English Learning Activities Using Video Media at Vocational School

M Aziz Maulana[1], Setia Rini[2]
UIN Salatiga, Indonesia
Email: aziz.maulana1207@gmail.com[1], setiarini@uinsalatiga.ac.id[2]

Abstrak
This research explores the integration of video media in teaching English as a foreign language at SMKN 1 Salatiga. The study was conducted using a mixed-method approach, combining questionnaires and interviews to examine both implementation strategies and student perceptions. A total of 35 tenth-grade students participated. The findings show that video-based instruction contributes significantly to improved vocabulary comprehension, listening skills, and motivation. Students demonstrated high levels of agreement regarding the effectiveness of video media in supporting flexible, engaging, and self-directed learning. The data were supported by theoretical frameworks including Mayer's Cognitive Theory of Multimedia Learning and Vygotsky's Sociocultural Theory. Results also align with the principles of the Engagement Theory and Universal Design for Learning (UDL), reinforcing video's role in enhancing interactivity and personalization in instruction. Overall, the study concludes that video media is a powerful tool for language development in vocational education settings. It is recommended that educators adopt diverse multimedia content to accommodate student needs and preferences in learning English more effectively.
Keywords: *video-based learning, student perception, multimedia learning, vocational education*

INTRODUCTION

In today's era of globalization and the Fourth Industrial Revolution, English proficiency has become an essential skill, particularly for students in vocational high schools who are expected to compete in the global job market. As the lingua franca of science, business, and digital communication, the ability to use English effectively is not merely an advantage but a necessity. However, in Indonesian vocational schools such as SMKN 1 Salatiga, students often face significant challenges in acquiring English due to outdated, teacher-centered instructional approaches that fail to foster engagement and active participation in language learning.

This gap between the demands of modern education and the prevailing teaching practices is well-documented. Akbar et al. (2024) highlighted that conventional methods, which often neglect interactive and multimedia-rich content, lead to low student motivation and hinder the development of essential language skills such as vocabulary retention, listening comprehension, and communicative competence.

To address these pedagogical shortcomings, the integration of video media into English language instruction has emerged as a promising alternative. Grounded in educational theories such as Paivio's (1986) Dual Coding Theory and Mayer's (2009) Cognitive Theory of Multimedia Learning, the use of video is proven to enhance learning by combining visual and auditory stimuli, thereby supporting better memory and understanding. Videos also present authentic language use, including facial expressions,

tone, and gestures, which are vital for mastering a foreign language (Herwiana & Sa'adah, 2024).

Furthermore, video-based instruction aligns with modern learner-centered educational frameworks such as Constructivism, the Engagement Theory, and Universal Design for Learning (UDL). These approaches emphasize personalization, student agency, and experiential learning. Studies by Yi, Dong, & Qiao (2024) and Muñoz & Miralpeix (2024) confirm that video-enhanced learning significantly improves students' vocabulary mastery, motivation, and engagement.

Despite the growing body of literature supporting multimedia learning, there remains a gap in empirical studies focusing on Indonesian vocational school contexts. The unique characteristics of vocational students and classroom conditions necessitate localized research to understand how video media can be effectively implemented in such settings.

This research, therefore, aims to examine the implementation of video media in teaching English as a foreign language at SMKN 1 Salatiga and to explore students' perceptions of its effectiveness in enhancing language comprehension and learning engagement. The selected solution involves integrating structured, contextually relevant video content into English lessons to stimulate interest, increase motivation, and support self-directed learning. Based on the background and rationale above, the research questions are formulated as follows:

1. How is video media implemented in the teaching of English as a foreign language?
2. What are students' perceptions of English learning activities using video media?

This study is expected to contribute meaningful insights into digital pedagogy, particularly in the context of English language instruction at vocational schools. It also aims to support educators in adopting more innovative, inclusive, and effective teaching strategies in line with 21st-century educational demands.

METHODS

This study employed a mixed-method research design, combining both quantitative and qualitative approaches to obtain a comprehensive understanding of the implementation of video media and students' perceptions of its use in English language instruction. The population of this study comprised tenth-grade students at SMKN 1 Salatiga. The sample consisted of 35 students from the Beauty class, selected based on their accessibility and relevance to the research objectives. The sampling technique used was purposive sampling, where the researcher intentionally selected participants who were actively involved in English learning activities that integrated video media. This ensured that the sample represented students with direct experience relevant to the research focus.

The research was conducted through several sequential steps. First, the researchers prepared research instruments, including a questionnaire and interview guidelines. Second, students were invited to participate in the study by completing an online questionnaire and attending interviews. Third, after obtaining informed consent, data collection was carried out using digital platforms. Finally, the collected data were organized, coded, and analyzed.

The main instruments used in this study were a Likert-scale questionnaire and semi-structured interview questions. The questionnaire was designed to measure several constructs, including student motivation, engagement, comprehension, pronunciation, vocabulary retention, and perceived usefulness of video media in learning English.

Data were collected using Google Forms for the questionnaire and voice recordings for the interviews. These tools were chosen for their accessibility and efficiency in gathering both quantitative and qualitative data. The quantitative data obtained from the questionnaires were analyzed using descriptive statistical analysis, including mean score interpretation based on predefined intervals. Meanwhile, qualitative data from interviews were analyzed using thematic analysis, identifying recurring patterns and themes related to students' perceptions of video-based English learning.

Table 1. Interpretation of Mean Score based on interval

No	Interval Mean Score	Interpretation of Mean Score
1.	1.00 – 1. 79	Very Low
2.	1.80 – 2. 59	Low
3.	2.00 – 3. 39	Medium
4.	3.40 – 4.19	High
5.	4.20 – 5.00	Very High

(Source: Educational Planning and Research Division, MOE, 2006) (Ashfahani Zakaria et al, 2015)

RESULTS AND DISCUSSION

This chapter outlines the outcomes of the study, which are divided into two main sections: research findings and discussion. The data were gathered through observation, interviews, and questionnaires. The findings section presents the results obtained from these instruments, while the discussion section interprets and explains the significance of the findings.

The questionnaire responses were assessed using a Likert scale ranging from 5 to 1, where 5 represents Strongly Agree, 4 represents Agree, 3 represents Neutral, 2 represents Disagree, and 1 represents Strongly Disagree. The following table summarizes the findings for each indicator measured in the study.

Table 2 Descriptive statistics of students' perception towards Video media.

No	Statements
1	I can understand English lessons more easily through video.
2	Video media makes English learning more flexible and convenient for me.
3	The use of video enhances my ability to focus on English lessons.
4	I can repeat video lessons to improve my understanding of difficult content.
5	I feel more motivated when video is used during English class.
6	I feel more confident to practice speaking after watching English videos
7	Videos help me improve my English listening skills.
8	Watching videos helps me develop better English pronunciation.
9	I enjoy doing English assignments that involve video media.
10	I prefer learning English through video rather than traditional method.
11	Video media helps me stay engaged and reduces boredom.
12	I believe video-based learning supports my independent study habits.
13	I find it easier to recall English vocabulary from video lessons
14	English videos used in class are suitable for my learning level.
15	I would like more video content to be included in English instruction.

Results

How is the implementation of teaching English as a foreign language using Video?

The implementation of video media in teaching English as a foreign language, as demonstrated in the study conducted at SMKN 1 Salatiga, reveals a strategically structured and theoretically grounded approach to enhancing language instruction. Through integrating curated video content that targeted vocabulary, grammar, and real-world conversational skills. The findings indicate significant improvement in students' comprehension, engagement, and performance.

This success is anchored in several pedagogical frameworks, such as Mayer's (2009) Cognitive Theory of Multimedia Learning and Paivio's (1986) Dual Coding Theory, which validate the dual-channel processing of verbal and visual stimuli as effective for deeper cognitive integration. Additionally, the study highlights the relevance of Vygotsky's Sociocultural Theory and the Audiovisual Input Hypothesis in scaffolding students' learning through multimodal exposure and authentic language input. The use of video media promoted not only improved linguistic accuracy but also heightened student motivation and autonomy key elements in 21st-century education.

This aligns with Engagement Theory and Universal Design for Learning (UDL), which emphasize differentiated instruction and active participation. The empirical data reinforce prior research (e.g., Herwiana & Sa'adah, 2024; Akbar et al., 2024), demonstrating that digital media can effectively bridge pedagogical gaps in conventional English language classrooms. This study provides strong evidence that video media, when carefully implemented within an instructional framework, serves as a powerful tool for enhancing foreign language instruction in a variety of educational contexts.

What are the students' perceptions on teaching English as a foreign language for by using Video?

The researcher gathered data from 35 respondents for the survey and visualized the result by using graphs and tables.
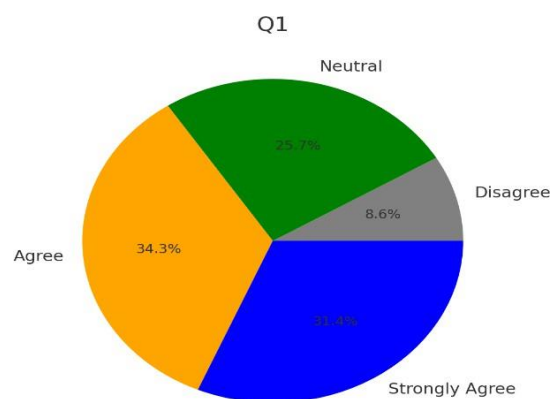

Figure 1. Percentage of I can understand English lessons more easily through video

Based on this, a clear majority 65.7% of students (Strongly agree + Agree) believe that online video platforms help them understand English lessons more easily. Only a small

portion, 8.6%, disagrees. The neutral group (25.7%) suggests some students may feel indifferent or undecided, perhaps due to varying experiences or learning preferences.
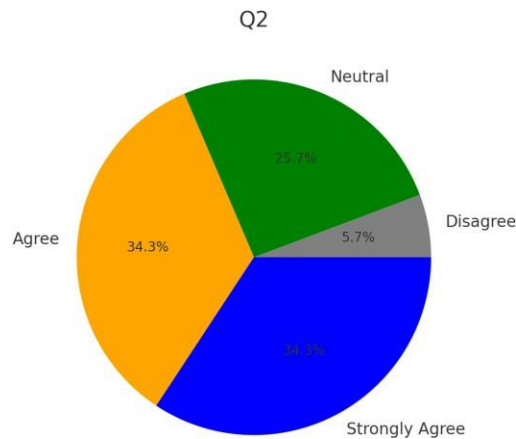

Figure 2. Percentage of video media makes English learning more flexible and convenient for me

There were 34.3 percent of students strongly agree, 34.3 percent of students agree, 25,7 percent of neutral, and 5,7 percent of disagree. It provide that strong majority find video media effective in making English learning more accessible and adaptable to their schedules or preferences. video media plays a significant role in enhancing the flexibility and convenience of English learning, as indicated by the majority of students who agreed or strongly agreed with the statement.
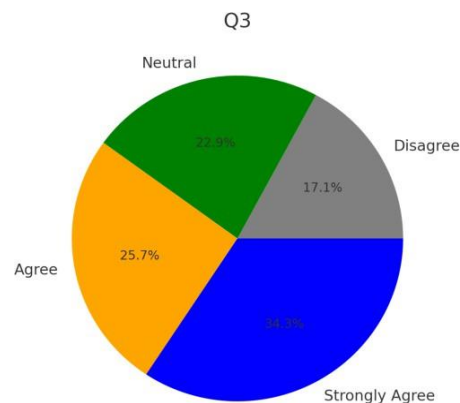

Figure 3. Percentage of the use of video enhances my ability to focus on English lessons.

There were 34,3 percent of students strongly agree, 25,7 percent of students agree, 22,9 percent of neutral, and 17,1 percent of disagree. It proves that the use of video is generally effective in enhancing students' focus during English lessons, as supported by 60% of respondents who agreed or strongly agreed, although a moderate proportion of disagreement suggests that effectiveness may vary by individual learning styles or content
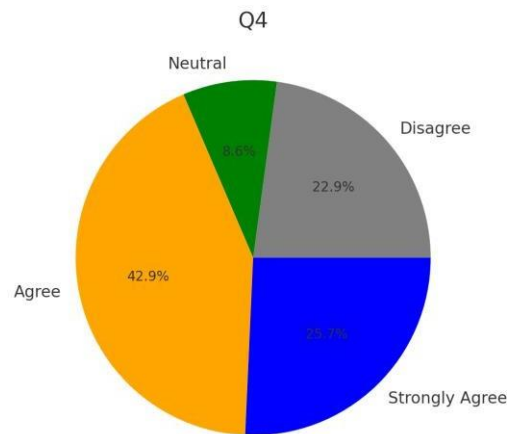
quality.

Figure 4. Percentage of i can repeat video lessons to improve my understanding of difficult content.

There were 25,7 percent of students strongly agree, 42,9 percent of students agree, 8,6 percent of neutral, and 22,9 percent of disagree. It proves that most students find the repeatability of video lessons helpful for clarifying difficult English content, as shown by nearly 69% who agreed or strongly agreed. Although a notable 22.9% disagreed, the overwhelming preference suggests video media is an effective support for deepening comprehension.
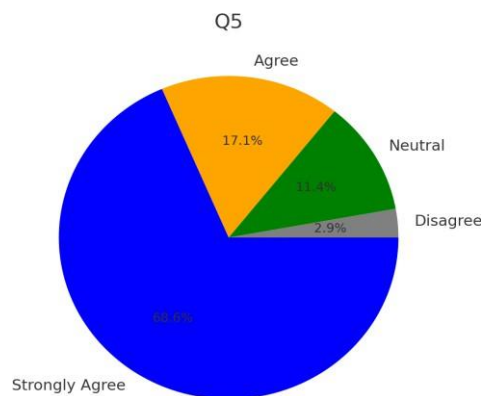

Figure 5. Percentage of i feel more motivated when video is used during English class.

There were 68,6 percent of students strongly agree, 17,1 percent of students agree, 11,4 percent of neutral, and 2,9 percent of disagree. It proves that the use of video during English lessons significantly enhances student motivation, with the vast majority of students, especially the 68.6% who strongly agree, feeling more encouraged and engaged when video is used, and almost no opposition expressed
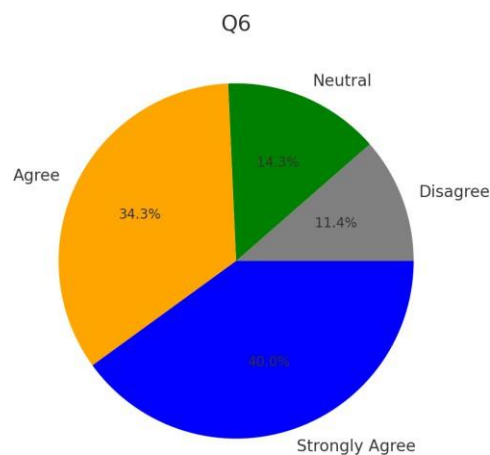
Figure 6. Percentage of i feel more confident to practice speaking after watching English videos

There were 40.0 percent of students strongly agree, 34.3 percent of students agree, 14.3 percent of neutral, and 11.4 percent of disagree. It proves that This proves that watching English videos positively influences students' speaking confidence, with 74.3% expressing agreement. The strong majority suggests that video media serves as an effective support tool for improving students' readiness and comfort in practicing spoken English.
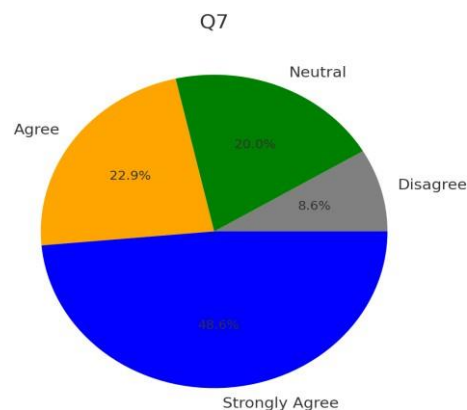

Figure 7. Percentage of videos help me improve my English listening skills

There were 48.6 percent of students strongly agree, 22.9 percent of students agree, 20.0 percent of neutral, and 8,6 percent of disagree. It proves that showing that students not only benefit from videos, but do so with strong confidence as shown by 71.5% agreement, with nearly half of the students strongly affirming the benefit. The low disagreement rate further confirms the effectiveness of video in supporting auditory language acquisition
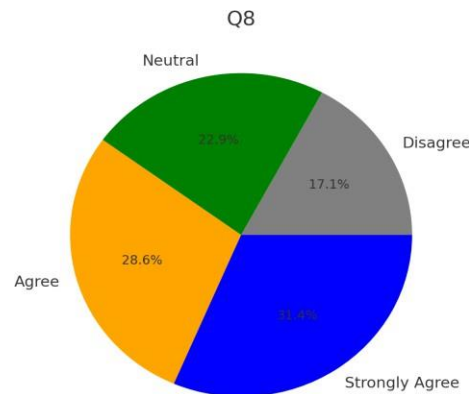
Figure 8. Percentage of watching videos helps me develop better english pronunciation

There were 31.4 percent of students strongly agree, 28,6 percent of students agree, 22,9 percent of neutral, and 17.1 percent of disagree. It proves that watching videos contributes positively to students' English pronunciation development, with 60% agreeing or strongly agreeing. While a notable number of students remain neutral or disagree, the overall trend still supports video as a beneficial pronunciation aid. However, the higher percentage of disagreement (17.1%) and a significant neutral portion (22.9%) suggest that this benefit might not be equally felt by all learners, possibly due to individual learning preferences, video quality, or the absence of subtitles/guidance.
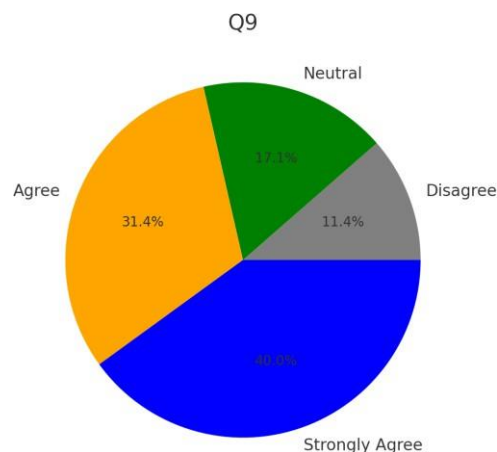

Figure 9. Percentage of I enjoy doing English assignments that involve video media

There were 40.0 percent of students strongly agree, 31.4 percent of students agree, 17.1 percent of neutral, and 11.4 percent of disagree. It proves that most students enjoy English assignments that incorporate video media, with over 70% showing positive responses. The strong agreement level suggests that video elements not only aid learning but also enhance engagement and satisfaction with English-related tasks.
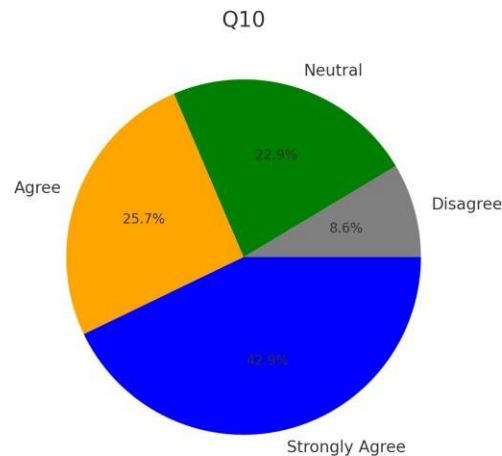
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Figure 10. Percentage of I prefer learning English through video rather than traditional lectures

There were 42.9 percent of students strongly agree, 25.7 percent of students agree, 22.9 percent of neutral, and 8,6 percent of disagree. It proves that that most students have a clear preference for learning English through video rather than traditional teachers, with 68.6% agreeing or strongly agreeing. The high preference for video-based learning reflects changing educational dynamics and the growing importance of multimedia in language instruction.
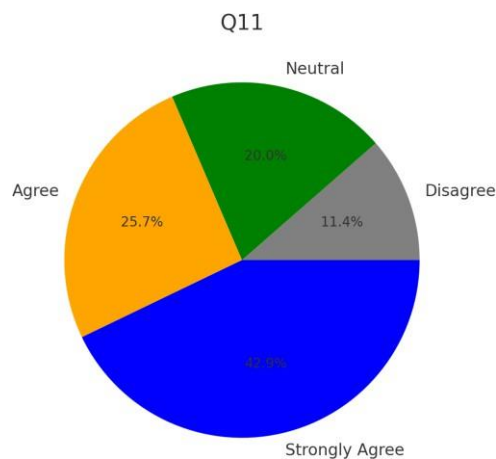

Figure 11. Percentage of video media helps me stay engaged and reduces boredom

There were 42.9 percent of students strongly agree, 25.7 percent of students agree, 20.0 percent of neutral, and 11.4 percent of disagree. It proves that the majority of students find video media to be an effective tool in maintaining their attention and minimizing boredom. The high percentage of agreement highlights the importance of incorporating video content into educational settings, as it appears to significantly enhance the learning experience and keep students more actively involved.
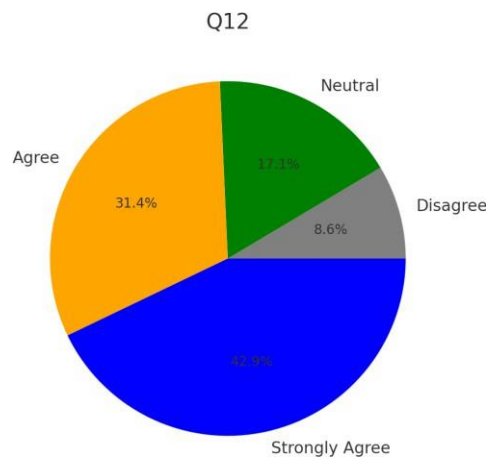
Figure 12. Percentage of I believe video-based learning supports my independent study habits

There were 42.9 percent of students strongly agree, 31.4 percent of students agree, 17.1 percent of neutral, and 8.6 percent of disagree. It proves that a significant majority of students feel that video-based learning positively contributes to their ability to study independently. The results suggest that video content not only provides flexible learning opportunities but also empowers students to take charge of their own learning pace and style.
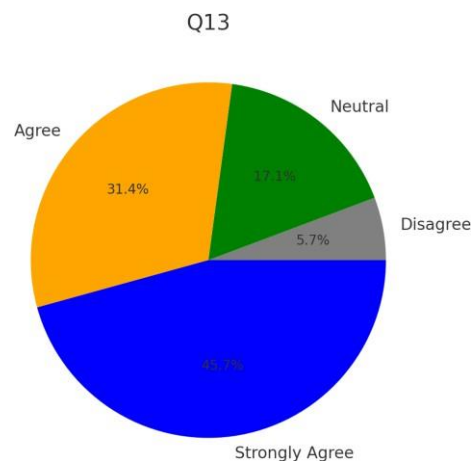
Figure 13. Percentage of i find it easier to recall English vocabulary from video lessons

There were 45.7 percent of students strongly agree, 31.4 percent of students agree, 17.1 percent of neutral, and 5.7 percent of disagree. It proves that video lessons are highly effective in supporting vocabulary retention among students. The combination of visual and auditory elements in videos likely enhances memory recall, making it easier for learners to understand and remember new English words.
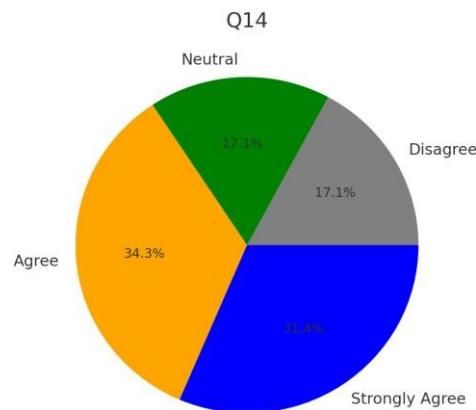
Figure 14. Percentage of english videos used in class are suitable for my learning level

There were 31.4 percent of students strongly agree, 34.3 percent of students agree, 17.1 percent of neutral, and 17.1 percent of disagree. It proves that the majority of students feel the English videos used in class are appropriately matched to their proficiency level. While most students are satisfied, the presence of neutral and disagreeing responses suggests there may still be room to better tailor video content to individual learning needs or provide options for varying levels.
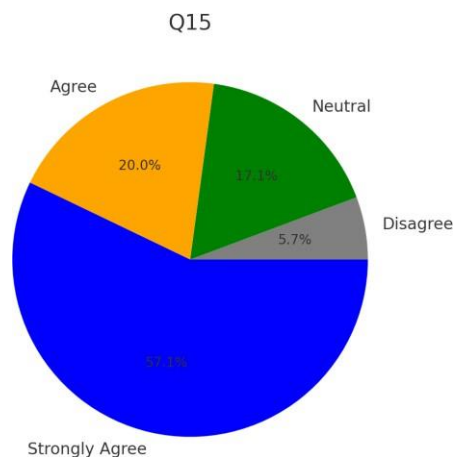
Figure 15. Percentage of I would like more video content to be included in English instruction

There were 57.1 percent of students strongly agree, 20.0 percent of students agree, 17.1 percent of neutral, and 5.7 percent of disagree. It proves that a strong majority of students are enthusiastic about incorporating more video content into their English lessons. The high level of agreement highlights the growing demand for multimedia resources in the classroom, as students find video-based learning both engaging and beneficial for language development.

Based on the charts above, the researchers could give the summary of interval score about students' perceptions:

Table 3. Interpretation of Mean Score based on interval

No	Statement	Mean (M)	Interpretation
1	I can understand English lessons more easily through online video platforms.	4,6	Strongly Agree
2	Video media makes English learning more flexible and convenient for me.	4,4	Agree
3	The use of video enhances my ability to focus on English lessons.	4,3	Agree
4	I can repeat video lessons to improve my understanding of difficult content.	4,5	Strongly Agree
5	I feel more motivated when video is used during English class.	4,7	Strongly Agree
6	I feel more confident to practice speaking after watching English videos	4,4	Agree
7	Videos help me improve my English listening skills.	4,5	Strongly Agree
8	Watching videos helps me develop better English pronunciation.	4,2	Agree
9	I enjoy doing English assignments that involve video media.	4,3	Agree
10	I prefer learning English through video rather than traditional lectures.	4,4	Agree
11	Video media helps me stay engaged and reduces boredom.	4,5	Strongly Agree
12	I believe video-based learning supports my independent study habits.	4,3	Agree
13	I find it easier to recall English vocabulary from video lessons.	4,6	Strongly Agree
14	English videos used in class are suitable for my learning level.	4,4	Agree
15	I would like more video content to be included in English instruction.	4,7	Strongly Agree

From the data, the statements with the highest mean scores are:

"I feel more motivated when video is used during English class."   (M=4,7)

"I would like more video content to be included in English instruction."   (M=4,7)

"I can understand English lessons more easily through online video platforms" (M=4,6)

"I find it easier to recall English vocabulary from video lessons."   (M=4,6)

English learning is overwhelmingly positive. The mean scores for all 15 statements range from 4.2 to 4.7, indicating a strong level of agreement across the board. The highest-rated statements, both with a mean score of 4.7, are "I feel more motivated when video is used during English class" and "I would like more video content to be included in English instruction." These results suggest that video media significantly enhances students' motivation and interest in learning English.

In addition, high mean scores of 4.6 were found for the statements "I can understand English lessons more easily through online video platforms" and "I find it easier to recall English vocabulary from video lessons," highlighting the effectiveness of video media in supporting comprehension and vocabulary retention. Overall, the data indicates that students perceive video-based learning as flexible, engaging, and beneficial to various language skills, including listening, speaking, and pronunciation. This suggests that incorporating more video content into English instruction could further support student engagement, confidence, and independent learning habits.

Discussion

The integration of video media in English language instruction at SMKN 1 Salatiga demonstrates a pedagogically sound and theoretically supported enhancement to traditional teaching methodologies. The overwhelmingly positive student perceptions—particularly in areas such as motivation, vocabulary retention, listening skills, and engagement—are strongly corroborated by foundational learning theories. Mayer's (2009) Cognitive Theory of Multimedia Learning argues that individuals learn more effectively through dual-channel information processing, where both visual and verbal inputs are simultaneously engaged, leading to deeper cognitive integration. Complementing this is Paivio's (1986) Dual Coding Theory, which posits that the human brain processes visual and linguistic information through separate yet interconnected systems, enhancing memory retention and comprehension. The empirical data from this study—showing high mean scores across all student responses—clearly illustrate the efficacy of these theoretical principles in practice.

Moreover, Vygotsky's Sociocultural Theory (1978) reinforces the value of mediated tools such as video in supporting language development through social and contextual exposure. By offering authentic audiovisual inputs, video media simulate real-world language use, thereby scaffolding learners' understanding of pronunciation, intonation, and conversational cues. This is particularly relevant in vocational settings where practical communication skills are crucial. Additionally, the Engagement Theory (Kearsley & Shneiderman, 1998) and the Universal Design for Learning (UDL) framework advocate for learner-centered environments that adapt to individual needs through technology. The positive reception of video media aligns well with these principles, as students indicated enhanced motivation, self-regulation, and learning autonomy.

These findings are also in line with contemporary research. Muñoz and Miralpeix (2018) found that audiovisual input significantly benefits language acquisition, especially in vocabulary and listening skills. Similarly, Yi, Dong, and Qiao (2016) demonstrated that video-based learning fosters greater autonomy and engagement in EFL contexts. Therefore, this study not only reinforces existing pedagogical frameworks but also suggests an evolutionary step in language instruction—one where digital media becomes integral to curriculum design. The implication for educators is clear: to meet the diverse needs of modern learners, English instruction must transition towards more interactive, technologically integrated methodologies that align with both theory and the lived experiences of students.

CONCLUSION

This study investigated the implementation of video media in English language instruction at SMKN 1 Salatiga and examined students' perceptions of its impact on learning. The findings clearly demonstrate that integrating video content into language teaching significantly improves student engagement, comprehension, and motivation. These results fulfill the research objectives and underscore the pedagogical potential of multimedia tools in enhancing English as a Foreign Language (EFL) instruction, particularly within vocational education settings.

The data revealed consistently high mean scores across all measured indicators, with students expressing strong agreement regarding the benefits of video media for understanding, vocabulary retention, pronunciation development, and listening comprehension. Notably, the highest-rated responses reflected increased motivation and a strong desire for more video-based content, suggesting that such media not only supports academic performance but also enhances learner satisfaction and enthusiasm.

These empirical outcomes are strongly supported by established educational theories. Mayer's Cognitive Theory of Multimedia Learning and Paivio's Dual Coding Theory provide a cognitive rationale for the effectiveness of combining visual and auditory inputs, while Vygotsky's Sociocultural Theory emphasizes the importance of contextual and interactive learning. Furthermore, the findings align with the principles of the Engagement Theory and Universal Design for Learning (UDL), advocating for instructional designs that accommodate diverse learning styles and promote active learner participation.

This research contributes meaningful insights into the use of digital media in EFL instruction, particularly in the under-researched context of Indonesian vocational schools. It confirms that video media is not merely an optional supplement but a transformative instructional strategy capable of modernizing English language pedagogy. Based on these findings, educators are encouraged to incorporate varied and contextually relevant multimedia resources to foster more inclusive, engaging, and effective learning environments.

Future studies are recommended to explore long-term impacts of video-based instruction, investigate its effectiveness across other skill areas such as writing and grammar, and assess outcomes in broader educational contexts. As digital technologies continue to evolve, so too must the strategies we employ to meet the needs of 21st-century learners.

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