

# Exploring Students' Experiences in Using YouTube Videos as a Medium for English Listening Practice

Nur Aulia Amalia Alimuddin

Sekolah Tinggi Agama Islam Al-Furqan Makassar

\*email : [nuraulia.amalia@gmail.com](mailto:nuraulia.amalia@gmail.com)

## Article history

Received November 8, 2025

Revised December 14, 2025

Accepted December 28, 2025

**Keywords:** YouTube,  
Listening Skill,  
Digital Learning,  
Autonomous Learning,  
English Language  
Education

## ABSTRACT

This study explores students' experiences in using YouTube videos as a medium for English listening practice. The research was conducted to understand how students utilize YouTube to improve their listening skills, the factors that influence its effectiveness, and the challenges they encounter during the learning process. Using a qualitative case study approach, data were collected through semi-structured interviews and non-participant observations involving eight non-English major students from STAI Al-Furqan Makassar. The findings reveal that YouTube provides students with authentic listening materials, flexible learning opportunities, and increased motivation due to its engaging and varied content. Students reported using strategies such as note-taking, repetition, and the use of English subtitles to enhance comprehension. However, challenges such as understanding diverse accents, maintaining focus, and ensuring consistent access to stable internet connections were also identified. Despite these limitations, YouTube proves to be an effective medium for developing students' listening comprehension and fostering autonomous learning in a digital learning environment. The study recommends that educators provide structured guidance to maximize the pedagogical potential of YouTube as an interactive and learner-centered tool in English language learning.

## I. INTRODUCTION

In today's digital era, YouTube has become one of the most popular platforms used in the learning process, including in English learning [1]. The ease of access to various types of video content makes YouTube an interesting and interactive medium to improve language skills, especially in listening skills [2]. Videos available on YouTube, such as vlogs, news, short films, and lectures, provide a variety of accents, intonations, and contexts of different language usage, helping students understand English more authentically and contextually [3]. Listening skills are one of the basic skills that are important in mastering English. Through intensive and contextual listening exercises, students can improve their ability to understand meaning, capture information, and distinguish the structure of language used by native speakers [4]. However, in practice, some students still experience difficulties due to limited exposure to native speakers or lack of interesting and relevant practice media to daily life.

The use of YouTube videos as a listening practice medium is expected to be an innovative solution to overcome these obstacles [5]. Not only does the platform provide easily accessible content for free, but it also allows students to choose topics based on their interests and language proficiency level. Additionally, features such as *subtitles*, *playback speed*, and *pause-replay* provide flexibility in

the self-paced learning process. An exploration of students' experiences in using YouTube as a listening practice medium is important to understand the extent of the effectiveness, obstacles, and strategies they use [6]. By understanding these experiences, educators can design learning approaches that are more adaptive, engaging, and appropriate to the needs of the digital generation [7]. This research is expected to contribute to the development of technology-based learning media that supports the improvement of English listening skills effectively and sustainably.

English is an international language that has a strategic role in various areas of life, including education, technology, economics, and global communication. English language proficiency is one of the important competencies that must be possessed by students in the era of globalization, because this ability can increase academic and professional competitiveness [8]. In the context of higher education, students are required not only to understand English passively, but also to be able to use it actively in various communication situations. One of the skills on which language skills are based is the skill of listening, since through this skill one can understand verbal messages, capture implicit meanings, and respond appropriately in conversation [9]. Listening skills have a high level of complexity and are often considered the most challenging compared to other language skills such as reading, writing, and speaking. This difficulty arises due to various factors, including the speed of speech of native speakers, differences in accents, intonation, diverse speaking styles, and limitations in students' vocabulary [10]. For many Indonesian students, especially those who do not come from English education majors, understanding conversations in English is a challenge. The practice of listening to English in the classroom is often still conventional, with limited use of audio materials and a lack of authentic communication context [11].

Along with the development of digital technology, various learning media innovations have emerged that are more interactive and interesting, one of which is the YouTube platform. The platform provides a wide range of English-language video content, both formal such as online learning and lecture videos, as well as non-formal ones such as vlogs, interviews, and short films [12]. YouTube's strength lies in its ability to present language in a real context with a wide variety of accents and speaking styles, so students can learn from authentic and relevant sources. Through repeated exposure to English content, students can improve their listening skills, expand their vocabulary, and adapt to the speaking speed of native speakers [13].

In addition to providing access to authentic learning resources, the use of YouTube also supports the emergence of the concept of independent learning. Students have the freedom to choose materials that suit their interests, abilities, and learning goals, and can set the time and intensity of practice as needed [14]. The use of audiovisual media such as YouTube videos is considered more effective than traditional methods because it combines visual and auditory elements that can increase student motivation and involvement in the learning process [15]. Thus, YouTube serves not only as a source of entertainment, but also as a potential learning medium to improve English listening skills independently, contextually, and sustainably.

Based on this description, this study aims to explore students' experiences in utilizing YouTube videos as a medium for practicing English listening. This research focuses on how students use YouTube in the process of practicing English listening, the factors that affect its effectiveness, and the obstacles they face during learning. The results of the research are expected to contribute to the development of English listening practice strategies that are more innovative and relevant to the needs of students in today's digital era.

## II. METHODS

This study uses a qualitative approach with a case study method that aims to explore students' experiences in utilizing YouTube videos as a practice medium for listening to English. The qualitative approach was chosen because it was able to provide a deep understanding of the perceptions, strategies, and obstacles experienced by students during the learning process [16]. The subjects of this study consisted of eight non-English students at STAI Al-Furqan Makassar who actively used YouTube to improve their listening skills. The selection of participants was carried out by purposive sampling technique, which is based on certain criteria such as the level of intermediate English proficiency and regular experience using YouTube as a language learning medium. Data were collected through semi-structured interviews and non-participatory observations, so that researchers could get a more comprehensive picture of how students interact with these digital media.

The data obtained was analyzed using the Miles and Huberman interactive analysis model which includes three main stages: data reduction, data presentation, and conclusion drawn. The data reduction process is carried out by filtering and grouping the results of interviews and observations based on relevant themes such as learning strategies, motivation, and obstacles [17]. Furthermore, the data is presented in the form of a narrative description to make it easier for researchers to identify patterns or relationships between variables. The validity of the data was maintained through triangulation of sources and methods, by comparing the results of interviews between participants and confirming the findings through direct observation of their learning activities. With the design of this study, it is hoped that the results obtained can provide a deeper understanding of the effectiveness of using YouTube in improving the listening skills of non-English students and its implications for learning strategies in the digital era.

## III. RESULTS AND DISCUSSION

### RESULT

The results of this study provide an in-depth overview of how YouTube is utilized by students as a medium for practicing English listening skills, along with the factors that influence its effectiveness and the barriers encountered during its use. These findings are based on interview data, observations, and students' self-reported learning experiences, revealing not only the advantages of YouTube as a flexible and engaging platform but also the practical challenges that must be addressed

to optimize its role in language learning. Through these results, the study offers a clearer understanding of YouTube's contribution to listening skill development and the conditions needed to enhance its pedagogical impact.



**Figure 1. Result**

### **The Use of YouTube Videos as an English Listening Practice Media**

The results of the study show that students use YouTube as the main medium to improve their English listening skills both in the context of formal learning and independently. Based on the results of interviews and observations, the majority of students stated that YouTube provides a more fun, flexible, and interactive learning experience than conventional methods. They use this platform to access different types of content such as vlogs, everyday conversations, short films, tutorials, and English-language podcasts. Through the video exposure, students gain experience listening to authentic language with variations in accents, intonation, and speaking styles of native speakers. These findings are in line with the results of Hafriana and Susetya's research which states that exposure to authentic input through audiovisual media such as YouTube can improve the ability to understand natural speech and enrich the experience of learning a foreign language [18], [19].

In the learning process, students apply a variety of cognitive and metacognitive learning strategies when using YouTube as a source of listening practice. Common cognitive strategies include imitating pronunciation, noting new vocabulary, and repeating parts of videos that are difficult to understand. Some students also use the English subtitle feature to help understand sentence structure, vocabulary meaning, and the relationship between sound and text. After that, they reread the video without subtitles to test their listening comprehension skills. This strategy is supported by the Oxford theory which emphasizes that language learners who are able to organize, monitor, and evaluate their own learning process have a greater chance of achieving optimal learning outcomes [20].

In addition to providing benefits for improving listening comprehension, the use of YouTube has also been shown to increase student motivation and engagement in English language learning. Most students feel more enthusiastic and confident because they can learn through content that is relevant to daily life and presented visually. The combination of entertainment and learning makes the learning process feel less boring and more meaningful. This is in line with Gilakjani and Samburi's opinion that video media is able to stimulate learners' interest and curiosity, thereby increasing focus

and retention of listening material [21]. Meanwhile, Kalukar emphasized that the integration of YouTube in listening learning not only enriches the learning experience, but also helps students increase their confidence in understanding various accents and contexts of English communication [22].

Furthermore, the results of the study show that the use of YouTube has encouraged students to develop learning autonomy. Students become more active in choosing materials, determining learning objectives, and evaluating their own learning outcomes. YouTube gives them the freedom to adjust the timing, speed, and type of content according to their needs and skill level. This supports Benson's view that learning autonomy can develop through a learning environment that gives learners the opportunity to control their learning process [23]. Thus, YouTube not only serves as an entertainment medium, but also as an effective means to foster independent learning, increase listening comprehension, and strengthen students' motivation in learning English.

### **Factors Affecting the Effectiveness of YouTube Utilization in English Listening Practice**

The effectiveness of using YouTube for English listening practice is influenced by various internal and external factors that are interconnected. Internal factors include learning motivation, initial language skills, and student learning style. Students who have high intrinsic motivation show better and more consistent engagement rates in utilizing YouTube videos as a learning resource. They actively select material that suits their interests and needs, and try to understand the content of the video without relying entirely on text or translation. These findings are in line with Dörnyei's opinion that motivation is the main key to the success of language learning, as it affects the intensity and consistency of learning efforts made by students [24]. In addition, early language skills also play an important role, as students with better listening skills are able to grasp meaning from context and expand their understanding through exposure to authentic content on YouTube.

External factors that also affect the effectiveness of learning through YouTube include lecturer support, learning environment, and access to technology. Lecturer support plays a role in directing students to use YouTube content in a structured and relevant way to the lecture material. Students who received guidance in choosing educational channels or reflective activities such as making video summaries showed a more significant improvement in listening skills. This is in accordance with Rosyidah's research which states that the integration of digital media such as YouTube in classroom activities will be more effective if accompanied by direction and evaluation from teachers [25]. A supportive learning environment, both on and off campus, also contributes to increased learning effectiveness, as it provides space for students to discuss, exchange content recommendations, and practice collaborative listening skills.

In addition to these internal and external factors, the effectiveness of using YouTube is also influenced by technological aspects and students' digital learning habits. The quality of the internet connection, the ability to operate the platform, and the ability to utilize features such as subtitles,

playback speed, and learning playlists also determine learning outcomes. Students who have high digital literacy are able to use these features to adjust the learning tempo and strengthen their understanding of audio content. These findings are supported by a study by Reinders and Benson which explains that the ability to use digital technology strategically strengthens learning autonomy and effectiveness in understanding foreign languages [26]. Thus, students' success in utilizing YouTube depends not only on the content they access, but also on the extent to which they can manage technology as a means of active learning.

### **Barriers to Utilizing YouTube in English Listening Practice**

Although YouTube provides significant benefits in English, the results show that students face a number of technical, linguistic, and psychological barriers during the learning process. One of the main obstacles is the difficulty in understanding the accent and the speaking speed of native speakers, especially when the video features variations of accents such as British, Australian, or American English. Many students admit that they find it difficult to follow conversations due to the high speed of speech and the use of informal vocabulary that is not commonly found in textbooks. This condition causes some students to feel frustrated and lose focus during the learning process. This is in line with Pratama's findings which state that differences in accent and speaking style are the main obstacles for English learners as a foreign language in understanding oral information effectively [27].

In addition to linguistic barriers, technical factors and learning environments also affect the effectiveness of using YouTube as a practice medium for listening to English. Some students experience limitations of stable internet access and adequate devices, especially when it comes to watching high-resolution or long-form videos. Connection disruptions often hinder learning continuity and decrease motivation to continue listening activities. On the other hand, a less conducive learning environment such as noise, distractions from other activities, or multitasking while watching also negatively impacts students' focus and understanding. Farika D's research supports this finding by stating that external factors such as environmental disturbances and limited digital facilities are the main challenges in the application of online media for language learning [28].

Other obstacles that arise come from psychological factors and student time management. Some students admitted that it was difficult to maintain discipline and consistency in watching learning videos regularly, due to the influence of other entertainment content that was easily accessible through YouTube. They also feel less confident in their own listening skills, especially when they are unable to understand the content of the video despite having watched it repeatedly. This shows that the use of YouTube requires a high level of learning independence, where students must be able to manage their time, choose appropriate content, and monitor their learning progress independently. These findings are in line with the opinion of Reinders and Benson who affirm that the effectiveness of technology-based learning is greatly influenced by the learner's ability to manage themselves and maintain intrinsic motivation during the learning process.

## DISCUSSION

The findings of this study confirm that YouTube serves as a highly influential medium in enhancing students' English listening skills, both in formal learning settings and self-directed study. Students perceive YouTube as more engaging, flexible, and interactive compared to traditional listening materials. Through various types of video content vlogs, spontaneous conversations, short films, tutorials, and podcasts students gain exposure to authentic language use, including diverse accents, intonation patterns, and native speakers' communication styles. This aligns with previous studies by Hafriana and Susetya, who argue that audiovisual platforms offering authentic input significantly strengthen learners' ability to comprehend natural speech and enrich their overall foreign language learning experience.

In addition to providing authentic exposure, the study also highlights the strategies students employ while engaging with YouTube listening materials. Learners commonly adopt cognitive strategies such as imitating pronunciation, noting unfamiliar vocabulary, and replaying challenging video segments. They combine these with metacognitive strategies planning their learning, using subtitles strategically, and evaluating comprehension by rereading content without text support. This approach reflects Oxford's theory on language learning strategies, which emphasizes that learners who effectively organize, monitor, and evaluate their learning process are more likely to achieve optimal outcomes. The integration of strategic learning therefore strengthens students' listening comprehension while fostering more purposeful and reflective learning behaviour.

Beyond cognitive benefits, YouTube significantly enhances students' motivation and engagement in learning English. The platform's entertaining and visually rich content helps reduce boredom and increases students' confidence in interacting with real-life English contexts. Many students report feeling more enthusiastic because the materials are relatable to their daily lives and allow for enjoyable learning experiences. This supports claims by Gilakjani and Samburi, who highlight video media's ability to stimulate interest and improve retention. Similarly, Kalukar notes that exposure to diverse English accents through YouTube helps build learners' confidence in approaching real-world communication situations.

The study also reveals that YouTube contributes to the development of learning autonomy. Students gain greater control over the selection of materials, learning pace, and evaluation of their progress. This independence aligns with Benson's perspective that autonomy grows when learners have opportunities to manage their own learning environment. Through YouTube, students can customize content based on proficiency level, personal interest, and specific learning objectives. Thus, YouTube not only supports listening comprehension but also nurtures independent learning habits that are essential for long-term language development.

The effectiveness of YouTube as a listening practice tool is influenced by several internal and external factors. Internally, students' motivation, prior language competence, and preferred learning styles play a crucial role. Highly motivated students tend to engage more consistently and select

content that meets their learning needs, supporting Dörnyei's argument that motivation is a key determinant of language learning success. Externally, lecturer support, learning environment, and technological accessibility significantly affect students' learning outcomes. Guided recommendations, structured tasks, and reflective assignments help optimize the pedagogical use of YouTube content, resonating with findings from Rosyidah on the importance of teacher facilitation in digital-based learning.

Despite the numerous advantages, students also encounter several barriers in using YouTube for listening practice. Linguistic challenges such as difficulty understanding fast-paced speech, informal vocabulary, and diverse accents often hinder comprehension and lead to frustration. These results echo Pratama's findings that accent variation is a major obstacle for EFL learners. Technical challenges such as unstable internet access, limited device capability, and environmental distractions further reduce learning effectiveness. These issues align with Farika D's emphasis on digital infrastructure and environmental factors as key challenges in online learning.

Psychological barriers also emerge, particularly related to self-discipline, time management, and confidence. Students often struggle to maintain consistent learning habits due to the dual function of YouTube as both an educational and entertainment platform. Some learners feel discouraged when they fail to understand videos even after multiple viewings. This highlights the need for stronger self-regulation, as supported by Reinders and Benson, who argue that the success of technology-based learning strongly depends on learners' ability to manage their motivation and autonomy.

While YouTube proves to be a highly effective medium for improving English listening skills, its success depends on the interplay of learner motivation, strategic guidance, technological readiness, and students' capacity for autonomous learning. With proper support and structured integration into instructional practice, YouTube can function not only as an engaging learning resource but also as a catalyst for developing lifelong listening and digital literacy competencies.

#### **IV. CONCLUSION**

This research shows that YouTube has an important role as an effective learning medium in improving students' listening skills. Through exposure to a variety of authentic content such as vlogs, interviews, short films, and interactive learning materials, students gain the opportunity to understand the language in a real-world context. The use of YouTube also provides flexibility for students to adjust their time and learning style according to their individual needs, so that the learning process becomes more interesting, independent, and relevant to daily life.

The effectiveness of using YouTube in English listening practice is influenced by a number of factors such as learning motivation, independence, self-reflection skills, access to technology, and learning environment support. Students who are highly motivated and able to manage the learning process independently tend to get better results. In addition, a supportive learning environment and the

use of appropriate learning strategies also strengthen the effectiveness of the use of this media in improving English listening comprehension.

However, the use of YouTube also presents several challenges, such as difficulty understanding various accents, concentration disturbances from non-educational content, and limited internet access. Therefore, educators are expected to be able to provide targeted guidance so that students can use this media optimally. With the right approach, YouTube not only functions as a means of entertainment, but also as a learning medium that is able to improve listening skills and build student learning independence in the digital era.

## REFERENCES

- [1] N. S. Sabrina and S. Nurazizah, "Penggunaan Youtube sebagai Sarana untuk Meningkatkan Pemahaman Bahasa Inggris," *Karimah Tauhid*, vol. 3, no. 1, pp. 803–828, 2024.
- [2] R. Andani, C. Caska, and M. Rizka, "Analisis Temuan Penggunaan Teknologi YouTube dalam Pembelajaran serta Manfaatnya dalam Proses Edukasi," *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, vol. 8, no. 7, pp. 7216–7229, 2025.
- [3] N. S. Sabrina and S. Nurazizah, "Penggunaan Youtube sebagai Sarana untuk Meningkatkan Pemahaman Bahasa Inggris," *Karimah Tauhid*, vol. 3, no. 1, pp. 803–828, 2024.
- [4] H. Sanulita *et al.*, *Keterampilan berbahasa reseptif: Teori dan pengajarannya*. PT. Sonpedia Publishing Indonesia, 2024.
- [5] S. Hartina, J. Susono, A. Sudika, and R. I. Karadona, "The Influence of Online Media on Islamic Education Values among Students of the Islamic Education Study Program in Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar," *Edusoshum: Journal of Islamic Education and Social Humanities*, vol. 5, no. 1, pp. 195–205, 2025.
- [6] M. Mundzir, "Efektivitas Penggunaan Media Sosial sebagai Sarana Pembelajaran Interaktif di Kalangan Mahasiswa," *Jurnal Pendidikan, Bahasa dan Budaya*, vol. 3, no. 4, pp. 220–228, 2024.
- [7] D. I. Lestari and H. Kurnia, "Implementasi model pembelajaran inovatif untuk meningkatkan kompetensi profesional guru di era digital," *JPG: Jurnal Pendidikan Guru*, vol. 4, no. 3, pp. 205–222, 2023.
- [8] S. Handayani, "Pentingnya kemampuan berbahasa Inggris sebagai dalam menyongsong ASEAN Community 2015," *Jurnal Profesi Pendidik Ikatan Sarjana Pendidikan Indonesia (ISPI) Jawa Tengah*, vol. 3, no. 1, pp. 102–106, 2016.
- [9] A. Gereda, *Keterampilan Berbahasa Indonesia: menggunakan bahasa Indonesia secara baik dan benar*. Edu Publisher, 2020.
- [10] A. P. Gilakjani and N. B. Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review.," *English language teaching*, vol. 9, no. 6, pp. 123–133, 2016.
- [11] W. Waliyudin and A. Annisah, "Strategi efektif untuk meningkatkan pembelajaran bahasa inggris bagi mahasiswa," *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, vol. 4, no. 3, pp. 1304–1312, 2024.
- [12] W. A. Almurashi, "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*, vol. 4, no. 3, pp. 32–47, 2016.

- [13] K. A. Ramadhani, F. Saputra, M. Y. Septian, F. Z. Darmansyah, and H. R. Lestari, “Studi Komparatif Efektivitas Pembelajaran Bahasa Jepang melalui LuvLingua dan YouTube di Era Belajar Mandiri Digital,” *Pragmatik: Jurnal Rumpun Ilmu Bahasa dan Pendidikan*, vol. 3, no. 3, pp. 20–29, 2025.
- [14] M. Ariani *et al.*, *Penerapan media pembelajaran era digital*. PT. Sonpedia Publishing Indonesia, 2023.
- [15] A. Asy’arie, A. Amir, and A. Suharman, “Analisis pemanfaatan media audio-visual dan dampaknya terhadap minat belajar siswa di SDN 110 Lura,” *Journal Scientific of Mandalika (JSM) e-ISSN 2745-5955| p-ISSN 2809-0543*, vol. 6, no. 3, pp. 517–524, 2025.
- [16] H. Wijaya, *Analisis Data Kualitatif: sebuah tinjauan teori & praktik*. Sekolah Tinggi Theologia Jaffray, 2019.
- [17] A. Kusumastuti and A. M. Khoiron, *Metode penelitian kualitatif*. Lembaga Pendidikan Sukarno Pressindo (LPSP), 2019.
- [18] H. H. H. Susetya, M. I. Sukardi, and W. Lathifah, “Peran Media Audio-Visual Dalam Mendukung Pembelajaran Bahasa Kedua Pada Konten’Johny Johny Yes Papa’,” *PENTAS: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, vol. 10, no. 2, pp. 25–34, 2024.
- [19] N. Hafriana, N. Yusuf, M. A. Darwis, and N. Nurdin, “The Role of YouTube Media in Enhancing Students’ Speaking Skills: A Digital-Based Learning Approach,” *PESHUM: Jurnal Pendidikan, Sosial dan Humaniora*, vol. 4, no. 4, pp. 5687–5695, 2025.
- [20] N. Mufidah, “Strategi belajar berbicara bahasa inggris,” *Diambil kembali dari https://idr. uin-antasari. ac. id/13362/1/Strategi% 20Belajar% 20Berbicara% 20Bahasa*, vol. 20, 2017.
- [21] S. Mamonto *et al.*, “Pengantar belajar bahasa,” 2024.
- [22] V. J. Kalukar, E. S. Riasah, and L. Litta, “Strategi Pemanfaatan Media Sosial untuk Meningkatkan Kompetensi Komunikasi Bahasa Inggris Siswa,” *Journal Scientific of Mandalika (JSM) e-ISSN 2745-5955| p-ISSN 2809-0543*, vol. 6, no. 4, pp. 854–865, 2025.
- [23] B. S. Sonya, A. Nugraha, and C. Arumsari, “Program Hipotetik untuk Meningkatkan Kemandirian Belajar,” *JAMBURA Guidance and Counseling Journal*, vol. 4, no. 1, pp. 25–32, 2023.
- [24] I. Soraya, “Memacu Motivasi Belajar Bahasa Asing (Pengajar EFL),” 2023.
- [25] N. Rosyidah and N. Rosyidah, “Meningkatkan Hasil Belajar Melalui Media Video Youtube Dalam Pembelajaran Bahasa Indonesia Di Sekolah Dasar,” *Pendas: Jurnal Ilmiah Pendidikan Dasar*, vol. 9, no. 3, pp. 358–370, 2024.
- [26] H. Reinders, D. Nunan, and B. Zou, *Innovation in language learning and teaching*. Springer, 2017.
- [27] R. Pratama, “Macam-Macam Dialek Bahasa Inggris dan Potensinya dalam Memunculkan Kesalahpahaman pada Komunikasi Lintas Budaya,” *Anuva: Jurnal Kajian Budaya, Perpustakaan, dan Informasi*, vol. 6, no. 4, pp. 445–454, 2022.
- [28] D. D. Farika, F. Miftakh, and I. Ridwan, “Tantangan dan transformasi pembelajaran bahasa Inggris daring: Studi kasus di Universitas Singaperbangsa Karawang,” *Journal of Multidisciplinary Research and Development*, vol. 1, no. 1, pp. 29–35, 2024.