

Using English SingSing Channel to Improve Students' Ability in Generating English Simple Sentences

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Abstract

Developing elementary school students' ability to construct simple English sentences remains a challenge, highlighting the need for engaging instructional media. This study investigated the effect of the English SingSing YouTube channel on students' ability to construct simple English sentences. A quantitative approach employing a quasi-experimental posttest-only control group design was used. The participants were 42 fourth-grade students at Al A'raf Elementary School in Southwest Aceh, divided into an experimental group and a control group. Data were collected through a writing test and analyzed using descriptive statistics and an independent-samples t-test. The results indicated that the experimental group achieved a higher mean post-test score (72.86) than the control group (60.48). A significant difference was found between the two groups ($p = .004$), demonstrating the positive effect of the English SingSing YouTube channel on students' ability to construct simple English sentences. These findings suggest that the channel is an effective supplementary medium for elementary English instruction.

Keywords: English SingSing Channel; Student Ability; English Simple Sentences

Abstrak

Mengembangkan kemampuan siswa sekolah dasar dalam menyusun kalimat bahasa Inggris sederhana masih menjadi tantangan, yang menyoroti kebutuhan akan media pembelajaran yang menarik. Studi ini meneliti pengaruh saluran YouTube English SingSing terhadap kemampuan siswa dalam menyusun kalimat bahasa Inggris sederhana. Pendekatan kuantitatif yang menggunakan desain kelompok kontrol posttest-only quasi-eksperimental digunakan. Partisipan terdiri dari 42 siswa kelas empat di SD Al A'raf di Aceh Barat Daya, yang dibagi menjadi kelompok eksperimen dan kelompok kontrol. Data dikumpulkan melalui tes menulis dan dianalisis menggunakan statistik deskriptif dan uji t sampel independen. Hasil menunjukkan bahwa kelompok eksperimen mencapai skor posttest rata-rata yang lebih tinggi (72,86) daripada kelompok kontrol (60,48). Perbedaan signifikan ditemukan antara kedua kelompok ($p = 0,004$), yang menunjukkan pengaruh positif saluran YouTube English SingSing terhadap kemampuan siswa dalam menyusun kalimat bahasa Inggris sederhana. Temuan ini menunjukkan bahwa saluran tersebut merupakan media tambahan yang efektif untuk pengajaran bahasa Inggris di sekolah dasar.

Kata kunci: Saluran SingSing Bahasa Inggris; Kemampuan Siswa; Kalimat Sederhana Bahasa Inggris.

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INTRODUCTION

Technological advancements in the digital age have significantly transformed various aspects of education, including the development of deep learning-based curricula. According to Irawan et al. (2025), a deep learning curriculum is an approach that emphasizes mindful, meaningful, and joyful learning through the holistic integration of cognitive, affective, and psychomotor domains. Related studies also suggest that deep learning can increase student engagement, strengthen critical thinking, and help learners apply what they study in everyday situations (Warnia et al., 2025). In the same way, Wijaya (2025) explains that this curriculum moves learning beyond memorization by connecting theoretical knowledge with practical use in real-life contexts. As a result, the approach supports not only conceptual comprehension but also reflective and more meaningful learning experiences. To

support this kind of learning, the selection of suitable instructional media is essential because it helps create a more interactive and meaningful classroom process. One of the most effective media is audiovisual media, which combines visual and auditory elements to deliver information in a more engaging and understandable way. Mayer (2021) explains that audiovisual learning enhances students' understanding through the integration of verbal and visual information. This is supported by Brame (2016), who states that instructional videos can increase students' attention and engagement. Furthermore, Schmitt (2019) highlights that engaging media, such as audiovisual materials, can improve students' language skills. Thus, audiovisual media serve not only as learning support, but also as a means of making learning more tangible, interactive, and enjoyable.

In recent years, YouTube has emerged as a widely used audiovisual platform in education. It provides a variety of educational content that integrates visual and audio elements, making learning more contextual and engaging. Several studies have shown its effectiveness in improving students' language skills. YouTube improves students' writing abilities by offering clear examples of text structures, according to Widiastuti et al. (2024). Additionally, Susilo et al. (2024) found that students' speaking abilities are much enhanced by YouTube-based audiovisual materials. Furthermore, Rohyati et al. (2024) showed that YouTube can improve students' cognitive growth, especially in terms of identifying, recalling, and comprehending material.

In actual classroom settings, particularly at the elementary level, these advantages are not always fully achieved. Most prior research has emphasized broad language skills like speaking and writing, while more specific foundational competencies have received less attention. One such channel is the English SingSing YouTube channel (<https://www.youtube.com/@EnglishSingsing>), which presents learning content through engaging visuals, repetition, and simple sentence patterns relevant to students' daily lives. Despite its importance, many students still struggle to build simple sentences, often due to limited vocabulary, weak grasp of sentence structure, and inadequate access to engaging, context-rich learning materials.

Based on a preliminary survey conducted through classroom observation and informal interviews in April 2025 at Al A'raf Elementary School in Southwest Aceh, it was found that students were already familiar with basic English learning. However, they still experienced difficulties in constructing simple sentences, particularly in terms of word choice, sentence structure, and the correct use of punctuation. Additionally, the learning process tended to lack variation, which reduced students' interest and engagement. Rimah Dani et al. (2023) state that monotonous teaching methods can make learning less effective and hinder students' understanding. Therefore, more innovative and engaging learning strategies are needed to address this issue. The vocabulary used in this study refers to the English learning outcomes in Phase B (grades 3–4 of elementary school) of the Merdeka Curriculum, which emphasizes the mastery of basic vocabulary related to daily life. Students' ability to form basic sentences in a meaningful and contextual manner is mostly dependent on their grasp of vocabulary.

Using YouTube-based learning resources, especially instructional channels that include contextual visuals, repetition, and clear sentence forms, is one possible way to address this issue. One such channel is English SingSing, which presents learning content through engaging visuals, repetition, and simple sentence patterns relevant to students' daily lives. According to Sayidin (2021), English SingSing offers a creative and innovative learning approach for young learners. According to earlier research, this channel is useful for enhancing vocabulary mastery (Sayidin et al., 2021). Prior studies have shown benefits for promoting speaking skills (Hairani et al., 2025), yet investigations into its specific impact on elementary students' ability to form simple sentences are still scarce. Therefore, this study seeks to address that gap by investigating the effect of using the English SingSing YouTube channel on students' simple-sentence construction at Al A'raf Elementary School in Southwest Aceh. Based on the background above, the research questions are formulated as follows:

1. Is there a significant difference between students taught using the English SingSing YouTube channel and those taught using conventional teaching methods in their ability to construct simple sentences?
2. To what extent does the use of the English SingSing YouTube channel improve students' ability to construct simple sentences?

Previous studies have demonstrated that using audiovisual materials, like YouTube, enhances students' acquisition of the English language. According to research by Widiastuti (2024), using YouTube in English language training can improve students' comprehension of the subject matter by mixing audio and visual components at the same time. Additionally, Kaboocha (2016) found that the use of videos in English language learning can help students better understand language structures and increase their engagement in the learning process. According to Berk (2009), using movies as a teaching tool can improve students' focus, motivation, and comprehension. According to these results, it is expected that students' use of the English SingSing YouTube channel will affect their capacity to form basic phrases.

Therefore, the hypotheses in this study are formulated as follows:

H₀ (Null Hypothesis): There is no significant effect of using the English SingSing YouTube channel on students' ability to construct simple sentences.

H_a (Alternative Hypothesis): There is a significant effect of using the English SingSing YouTube channel on students' ability to construct simple sentences.

METHOD

Research Design

This study employed a quantitative approach using a quasi-experimental research design with a posttest-only control group design. The study involved two intact fourth-grade classes: one experimental group and one control group. The experimental group received instruction using the English SingSing YouTube channel, whereas the control group was taught using conventional teaching

methods without YouTube videos. Following the instructional treatment, both groups completed a post-test to measure their ability to construct simple English sentences. The post-test scores were then compared to determine whether there was a significant difference between the two groups.

Sample

A total of 42 fourth-grade students from Al A'raf Elementary School in Southwest Aceh took part in the study. Participants were selected through purposive sampling (Sugiyono, 2017). The experimental group comprised 21 students from Class IV Uwais, while the control group comprised 21 students from Class IV Zubair. These two classes were chosen because they had relatively similar learning backgrounds and academic characteristics.

Research Instrument

The research instrument used in this study was a writing test designed to assess students' ability to construct simple English sentences. At the end of the instructional treatment, students were asked to write ten simple English sentences describing their daily activities. The writing task focused primarily on the correct use of action verbs within simple sentence structures. A sentence was considered correct if it contained an appropriate subject, an action verb, and a grammatically acceptable simple sentence pattern related to daily activities. Each correct sentence was awarded 10 points, resulting in a maximum possible score of 100. The writing task was developed based on the learning objectives and adapted from Kaboocha et al. (2018) and Safriani et al. (2024) to suit fourth-grade elementary school students. Before being administered, the instrument was reviewed by the research supervisor to ensure its content validity, clarity, and alignment with the objectives of the study.

Research Procedure

The study was conducted at SD Al A'raf Abdya from 12 May to 2 June 2025 over four meetings. During the first meeting, the researcher introduced the learning objectives and the topic of *Daily Activities* to both groups. The experimental group then participated in three instructional sessions using selected videos from the official English SingSing YouTube channel (<https://www.youtube.com/@EnglishSingsing>), while the control group learned the same material through conventional teaching methods without YouTube videos. During each treatment session, the teacher played videos related to daily activities. Students watched the videos, listened to the pronunciation of action verbs, repeated key expressions, and observed how the verbs were used in simple English sentences.

The teacher then guided students in identifying the target verbs, explaining their functions within sentence patterns, and practicing the use of these verbs to construct simple English sentences related to daily activities. Meanwhile, the control group learned the same topic through teacher explanations, textbook-based instruction, vocabulary exercises, and sentence-writing activities without using YouTube videos. At the end of the treatment, students in both groups completed an individual writing test by writing ten simple English sentences about their daily activities. The students' responses were scored based on the correct use of action verbs and the grammatical accuracy of simple sentence

construction. The post-test scores were then used to compare the students' ability to construct simple English sentences between the experimental and control groups.

Data Analysis

The post-test scores obtained from the writing test were analyzed using IBM SPSS Statistics version 27. Descriptive statistics were first calculated to summarize the students' learning outcomes. Before conducting the hypothesis test, the data were examined using tests of normality and homogeneity to ensure that the assumptions for parametric analysis were satisfied. After these assumptions were met, an independent-samples *t*-test was performed to determine whether there was a statistically significant difference in students' ability to construct simple English sentences between the experimental and control groups. A significance level of 0.05 was used for all statistical analyses.

RESULT AND DISCUSSION

This section reports the results of the statistical analyses conducted to address the research question. The findings are presented in sequence, beginning with descriptive statistics, followed by the tests of normality and homogeneity, and concluding with the independent-samples *t*-test. These analyses were conducted using the post-test scores to determine whether the English SingSing YouTube channel significantly affected students' ability to construct simple English sentences

Descriptive Statistics

Before conducting the inferential statistical analysis, descriptive statistics were used to summarize the students' post-test performance in both the experimental and control groups. The descriptive analysis included the number of participants (*N*), mean scores (*M*), and standard deviations (*SD*), as presented in Table 1

Table 1. Descriptive Statistics of Students' Post-Test Scores				
Group	Test	N	Mean	SD
Control Group	Post-test	21	60.48	12.440
Experimental Group	Post-test	21	72.86	13.836

Note. SD = Standard Deviation.

Table 1 presents the descriptive statistics of the post-test scores for both the experimental and control groups. The experimental group obtained a higher mean score ($M = 72.86$, $SD = 13.836$) than the control group ($M = 60.48$, $SD = 12.440$). This finding indicates that students who learned through the English SingSing YouTube channel demonstrated better performance in constructing simple English sentences than those who received conventional instruction. The difference in the mean scores provides an initial indication that the use of the English SingSing YouTube channel may have contributed to improved sentence-construction ability. However, an independent-samples *t*-test was conducted to determine whether this difference was statistically significant.

Normality Test

A normality test was conducted to examine whether the post-test scores in both groups were normally distributed. Since each group consisted of fewer than 50 students, the Shapiro–Wilk test was

employed. The results showed significance values of 0.081 for the control group and 0.276 for the experimental group. As both values were greater than .05, the post-test scores were considered normally distributed. Therefore, the assumption of normality was satisfied, and an independent-samples *t*-test was performed.

Homogeneity Test

A homogeneity test was conducted prior to hypothesis testing to determine whether the variances of the experimental and control groups were equal. Levene's Test yielded a significance value of .139, which exceeded the significance level of .05. Therefore, the assumption of homogeneity of variances was satisfied, indicating that the data were appropriate for analysis using an independent-samples *t*-test.

Independent Sample test

An independent-samples *t*-test was conducted to determine whether there was a significant difference in students' ability to construct simple English sentences between the experimental group and the control group after the instructional treatment. The results are presented in Table 2

Table 2. Independent Samples *t*-Test Results for Students' Ability to Construct Simple Sentences

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed Equal	0,043	0,836	-3,049	40	0,004*	-12,381	4,060	-20,587	-4,175
Variances not assumed			-3,049	39,556	0,004*	-12,381	4,060	-20,590	-4,172

Note. $p < .05$. * indicates that the result is statistically significant

Table 2 presents the results of the independent-samples *t*-test comparing the post-test scores of the experimental and control groups. Levene's Test for Equality of Variances yielded a significance value of .836, which was greater than the significance level of .05, indicating that the assumption of equal variances was met. Therefore, the results from the Equal variances assumed row were used for interpretation. The independent-samples *t*-test revealed a statistically significant difference between the two groups, $t(40) = -3.049$, $p = .004$. Since the significance value was less than .05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Furthermore, the experimental group obtained a higher mean post-test score ($M = 72.86$) than the control group ($M = 60.48$). These findings answer the first research question by indicating that students who were taught using the English

SingSing YouTube channel performed significantly better in constructing simple English sentences, particularly in using action verbs appropriately, than those who received conventional instruction.

The findings of this study revealed a statistically significant difference between students who learned through the English SingSing YouTube channel and those who received conventional instruction. The independent-samples t-test showed a significance value of .004 ($p < .05$), indicating that students in the experimental group performed significantly better than those in the control group in constructing simple English sentences. These findings suggest that integrating the English SingSing YouTube channel into English instruction provides more effective support for developing students' sentence-construction skills than conventional teaching methods

One possible explanation for this difference lies in the learning experiences provided during the treatment. In the experimental group, students were repeatedly exposed to action verbs through songs, animations, and short contextual conversations presented in the English SingSing videos. During the learning activities, students listened to the pronunciation of target verbs, observed the corresponding actions, repeated the expressions, and practiced using the verbs to construct simple sentences under the teacher's guidance. This learning process enabled students to understand not only the meanings of the verbs but also how they function within complete sentence patterns. In contrast, students in the control group primarily relied on teacher explanations and written exercises, which provided fewer contextual opportunities to observe and practice verb usage in meaningful communication.

These findings are consistent with previous studies highlighting the effectiveness of educational YouTube videos in English language learning. Kaboocha et al. (2018) reported that instructional videos provide authentic and engaging learning experiences that improve students' language comprehension, while Sayidin et al. (2021) found that the English SingSing YouTube channel effectively supports English learning among young learners. The present study extends these findings by demonstrating that the English SingSing YouTube channel not only enhances students' engagement but also contributes to better mastery of verb usage, enabling elementary school students to construct simple English sentences more accurately than those who learn through conventional instruction.

The results indicate that the English SingSing YouTube channel substantially improved students' ability to construct simple English sentences by strengthening their understanding of verb usage within meaningful contexts. The improvement was reflected not only in the students' higher post-test scores but also in their increased ability to recognize sentence patterns after participating in the learning activities. Throughout the treatment, students repeatedly encountered commonly used action verbs presented through songs, visual animations, and contextual examples. This repeated exposure helped students remember verbs more easily and understand how they function as the core element of simple sentence construction. As students became more familiar with verbs and sentence patterns, they were better able to organize subjects, verbs, and complements into grammatically appropriate simple sentences.

The findings can be explained through Mayer's Cognitive Theory of Multimedia Learning (2021), which proposes that meaningful learning occurs when verbal and visual information are processed simultaneously. In the English SingSing videos, students listened to spoken English while observing visual representations of actions and complete sentence models. This combination of auditory and visual input helped students understand how verbs are used within sentences instead of learning vocabulary as isolated words. Consequently, students developed a clearer understanding of sentence structures and were able to transfer this knowledge when constructing simple English sentences during the post-test.

The present findings also support previous research emphasizing the educational value of audiovisual learning media. Previous studies have shown that the English SingSing YouTube channel effectively improves vocabulary learning and English language development among young learners. The present study expands these findings by showing that repeated exposure to contextual verb usage not only supports vocabulary acquisition but also enhances students' ability to construct simple English sentences. Therefore, the English SingSing YouTube channel serves as an effective instructional medium that helps elementary school students develop both verb mastery and sentence-construction skills.

The comparison between the English SingSing YouTube channel and conventional teaching methods has important implications for English language instruction at the elementary school level. The findings suggest that educational YouTube videos should not be viewed as a replacement for teachers but as complementary instructional resources that enrich classroom learning. By integrating English SingSing videos with teacher guidance, collaborative learning activities, sentence-construction exercises, and classroom discussions, teachers can create more interactive and meaningful learning experiences than those typically provided through conventional instruction alone. Such an approach enables students to receive rich audiovisual language input while actively practicing English in classroom interactions, thereby supporting more effective language learning outcomes.

The findings of the research have a number of important consequences for teaching English., particularly for teachers working with elementary school students. Rather than relying solely on textbooks and teacher explanations, English teachers are encouraged to integrate educational YouTube videos such as the English SingSing YouTube channel as supplementary instructional media. The use of audiovisual learning resources enables teachers to present vocabulary and sentence structures in meaningful contexts, making English learning more accessible and enjoyable for young learners. Careful integration of educational videos into classroom instruction may therefore help create a more student-centered learning environment.

The integration of educational YouTube videos may also contribute to increasing students' motivation, engagement, and confidence during English lessons. Young learners are generally attracted to colorful animations, songs, movement, and interactive visual content, which help maintain their attention throughout classroom activities. As students become more interested and actively involved in

learning, they are more willing to participate in classroom discussions, answer teachers' questions, and practice English with their classmates. Continuous participation and successful learning experiences may gradually strengthen students' confidence in using English for simple communication.

Educational YouTube videos can also support the integrated development of several language skills and language components. Through repeated exposure to authentic pronunciation, students have opportunities to improve their listening skills while expanding their vocabulary and becoming familiar with common grammatical patterns. Contextual examples presented in the videos help students understand how vocabulary and grammar are used together in meaningful communication, enabling them to construct simple sentences more accurately. Therefore, educational videos can be used not only to introduce new language items but also to reinforce previously learned vocabulary, grammar, and sentence structures through repeated practice.

To maximize these benefits, teachers should combine educational YouTube videos with interactive classroom activities rather than using videos as passive learning materials. After watching the videos, students can participate in pair work, role plays, sentence-construction tasks, group discussions, and short presentations that encourage meaningful language use and classroom interaction. These follow-up activities provide opportunities for students to apply newly learned vocabulary and sentence patterns while receiving immediate feedback from the teacher. Consequently, integrating educational YouTube videos with interactive teaching methodologies may create more engaging, communicative, and effective English learning experiences for elementary school students.

Despite favorable results, there are a few points to be cautious of. First, the findings of this study may not be as applicable to other educational settings because it only included 42 fourth-grade students from one elementary school. Second, the treatment was conducted over only three instructional sessions; therefore, the study was unable to examine the long-term effects of using the English SingSing YouTube channel on students' language development. Third, students' ability was assessed solely through a writing test requiring them to produce ten simple English sentences. Although this assessment measured students' sentence-construction ability, it did not fully capture their performance in authentic communicative situations. Therefore, it is recommended that future studies employ larger and more varied sample sizes, longer treatment durations, additional assessment techniques like speaking or writing tasks, and look to how effectively educational YouTube channels support the growth of other facets of learning English, such as speaking, listening, vocabulary, grammar, and writing.

CONCLUSION

This study investigated the effect of using the English SingSing YouTube channel on elementary school students' ability to construct simple English sentences. The findings revealed a statistically significant difference between students who learned through the English SingSing YouTube channel and those who received conventional instruction. Students in the experimental group achieved higher post-test scores, indicating that the English SingSing YouTube channel was effective in

improving students' ability to construct simple English sentences, particularly through the appropriate use of action verbs in meaningful contexts.

The findings suggest that integrating educational YouTube videos into English language instruction can provide young learners with engaging audiovisual input that supports their understanding of action verbs and simple sentence patterns. Therefore, English teachers are encouraged to use the English SingSing YouTube channel as a supplementary instructional medium to create more interactive, meaningful, and student-centered learning experiences. Future research is recommended to involve larger and more diverse samples, longer treatment periods, and additional assessment methods, such as speaking and writing performance tasks, to further examine the effectiveness of educational YouTube channels in developing different aspects of English language learning.

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