

Blending technology with literature: Leveraging YouTube to teach poetry to secondary school students in Malaysia

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Abstract

Technology offers a multitude of choices to spur students' interest in learning. This study explored the use of an online video sharing platform known as YouTube for the purpose of teaching and learning of literature in the secondary education context. The specific aims of this study were to: determine the impact of YouTube on Form 4 students' motivation in learning poems, analyse their perception towards the use of YouTube in learning poems, and describe the YouTube features that affect their motivation. The study adopted a mixed methods research design, whereby quantitative data was collected using the Attention, Relevance, Confidence, and Satisfaction (ARCS) model survey, and open-ended responses were analysed qualitatively. The findings suggested that there was no significant difference in motivation between male and female participants; both groups identified YouTube as being instrumental in education because of its awareness factor. The perceived advantages included access and ease of use of visual aids which helped in enhanced understanding. However, there were limitations that were discovered in the study such as absence of instructions and interference due to advertisement breaks. The study proposed that educators may consider integrating YouTube into their instructional approaches while acknowledging its constraints in order to optimise student involvement.

Keywords: English as a second language, literature, poetry, student motivation, YouTube

Introduction

Teaching English as a second language (TESL) extends beyond imparting basic language skills; it also involves fostering critical thinking through engagement with literary works. In Malaysia, the Literature in Action (LiA) component of the curriculum aims to enhance linguistic skills and personal development through literature, particularly poetry. Traditional instructional methods, which often emphasise rote learning and exam preparation, can limit genuine engagement with literature. However, literature classes are effective in developing students' language proficiency and providing engaging, context-rich materials. This approach promotes a strong drive and active participation in language acquisition (Ashrafuzzaman et al., 2021; Turku, 2024).

The English language syllabus, as detailed in the *Dokumen Standard Kurikulum dan Pentaksiran* (DSKP), encourages students to find enjoyment, enhance critical thinking, and fully engage with a variety of materials. Within the LiA framework, poetry allows students to explore significant issues independently and refine their linguistic skills. Poetry frequently evokes strong emotions, enriches sensory experiences and challenges traditional thinking, thus eliciting powerful responses from students and providing novel insights on communication (Sharma, 2025). The Malaysian Ministry of Education supports the use of literary works in teaching, and the syllabus introduces Form 1 to Form 5 students to a range of poems, such as William Blake's "A Poison Tree" and David Orme's "The Day The Bulldozers Came." This study aligns with the Malaysian education syllabus by incorporating these poems into English lessons focusing on literature, integrated with the use of a widely used online video-sharing platform known as YouTube.

The integration of information and communication technology (ICT) into education has revolutionised language learning by fostering active engagement and offering personalised learning opportunities (Mohanta et

al., 2023). However, the specific impact of YouTube on the learning of literary content, particularly poetry, in Malaysian secondary schools remains underexplored. This research seeks to offer insights for educators, students, and researchers on the role of YouTube in enhancing literary education. It intends to inform teaching pedagogy and address research gaps by examining how YouTube influences literature instruction.

Research has shown that YouTube significantly enhances language skills by engaging both visual and auditory learning modalities (Nehe et al., 2023). For English as a Second Language (ESL) learners, YouTube serves as an effective teaching aid, offering a wealth of content that can be utilised for instructional purposes. Nehe et al. (2023) further observed that digital narrative projects on YouTube not only boost intrinsic and extrinsic motivation but also improve learning outcomes and foster a deeper interest in poetry. Similarly, a study by Zulaikha Zulkflee et al. (2022) found that YouTube usage in Malaysia positively impacted students' speech and vocabulary. The platform's vast array of engaging content allows for varied presentations of materials, catering to different learning styles (Ahlam Abdul Aziz et al., 2022). Despite these benefits, Tahmina (2023) highlighted significant challenges, such as distractions, limited internet access, and inappropriate content, which can hinder the effective use of YouTube in education.

Motivation plays a crucial role in fostering self-directed learners. Rustamovna and Obloberdiyevna (2023) argued that engaging in interactive learning activities enhances motivation, thereby improving educational effectiveness. Highly motivated students are more likely to fully utilise and apply their skills. Various factors influence motivation in the learning process. Nguyen (2019) suggested that proficiency in English is a key determinant of employment opportunities, while Aryati Abd Rashid (2022) highlighted the impact of family, personal views, and teachers on motivation.

A recent study by Al Hatmi et al. (2024) revealed that using poetry as a learning tool significantly boosts students' motivation to improve their English language skills. However, in the Malaysian context, Harwati Hashim & Mohamad Asyraf Abd Talib (2019) found that literature is not always positively perceived by students. It is sometimes seen as monotonous, primarily because teachers face challenges in making literature classes both informative and engaging. The lack of active participation can substantially affect students' motivation to learn and appreciate literary works, particularly in an ESL setting. As such, this study seeks to explore ways to cultivate students' motivation in English literature by investigating how the use of YouTube influences students' motivation to learn poetry.

Conceptual Framework

This research is grounded in two principal learning theories: constructivism and blended learning. The former focuses on how learners build knowledge through their experiences, while the latter emphasises the integration of various teaching approaches to facilitate language acquisition. Although blended learning involves multiple processes, its emphasis on diverse learning styles enhances constructivism by providing a range of resources for second language learning.

Constructivism

Constructivism is a foundational paradigm in language acquisition research. Perkins (1991) described it as a theory where students actively create meaning by reconstructing cognitive structures. This approach extends beyond mere knowledge acquisition to involve interactive participation in knowledge creation. According to Szabó and Csépes (2023), constructivism posits that learners construct their own knowledge based on their experiences. This approach shifts from traditional instructional methods to ones that prioritise learner engagement and intellectual activity. In this study, YouTube was utilised to create a constructivist learning environment where students engaged with poetry through various methods, enabling them to connect their experiences with literary works.

In a constructivist framework, learners play an active role in meaning-making, as opposed to passively receiving information. This model emphasises personal responsibility for learning outcomes and encourages intellectual creativity. In this research, constructivism aligned with the process of learning poetry through YouTube. Students engaged with the material by evaluating aspects such as themes, moral values, moods, and interpretations, and by participating in group discussions. They recited and sang poems, and answered questions about themes and personal interpretations using Padlet and handouts. These activities supported knowledge construction by allowing students to create meaning from their individual and collective experiences, thus aligning with constructivist principles.

Blended learning

Blended learning refers to a teaching approach that combines various learning resources with both face-to-face and distance learning methods (Albeta et al., 2023). This approach integrates digital resources and web-based communications with traditional classroom methods to enhance the learning process. In this study, the use of a

primary ICT tool in the form of YouTube served to enrich students' understanding of poetry. Students analysed different aspects of poetry, including themes, moral values, moods, and interpretations, through YouTube videos. Post-class activities involved group work and further exploration of these components using Padlet and handouts, allowing students to engage at their own pace.

Azhar Ahmad et al. (2023) highlighted the effectiveness of blended learning in improving language proficiency. Building on this, the study applied blended learning with a focus on the teaching and learning of poetry in English lessons. This approach may be particularly relevant since full use of technology in schools and households may be a challenge for some students. As such, the blended learning approach in this study provided a flexible and engaging learning environment, enabling students to acquire and apply literature knowledge through meaningful assignments. Despite potential challenges such as limited ICT resources or internet access, the combination of face to face and web-based methods can enhance the educational experience of second language learners.

Figure 1

Framework Flowchart

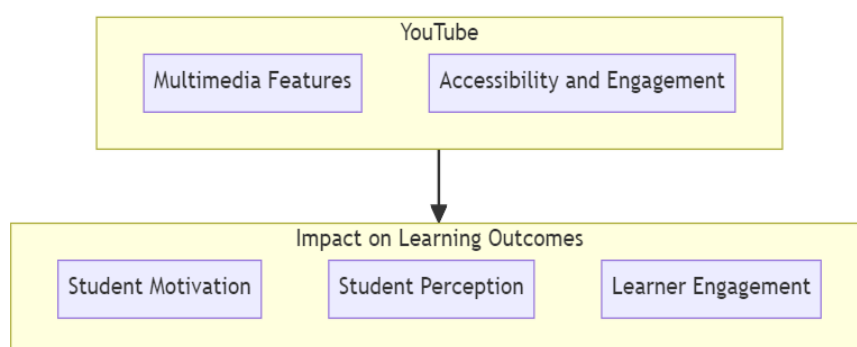


Figure 1 depicts the use of YouTube and its impact on student learning outcomes in English language lessons with a focus on literature. The figure indicates how the attributes of YouTube are related to educational outcomes and how these characteristics enhance students' motivation, perception, and involvement in learning poetry.

The first section is YouTube which highlights the platform's educational potential through multimedia capabilities, accessibility, and interaction options. These characteristics are critical for presenting knowledge that is engaging, visually stimulating, and easily accessible, thus enhancing the learning experience.

Another section focused on the impact on learning outcomes after using YouTube. It is expected that YouTube's attributes may influence critical learning outcomes such as student motivation, perception, and engagement. The approach implies that the use of YouTube can enhance these outcomes and therefore increases the motivation and attitude towards the atmosphere of learning.

Research objectives

In this study, the main objectives were: (a) to examine how students' motivation towards learning poems using YouTube differs between male and female students, (b) to investigate students' perceptions regarding the use of YouTube for learning poems, and (c) to identify the elements of YouTube that affect students' motivation.

Methodology

To ensure the reliability and validity of the instruments, the quantitative questionnaire was adapted to focus specifically on "YouTube" rather than "digital media learning design," aligning it with the study's context. An ESL linguist expert evaluated the items for relevance and accuracy. Reliability was evaluated using Cronbach's Alpha, with values indicating internal consistency. According to Chang (2021), values below 0.35 are generally considered low reliability, values between 0.35 and 0.70 are often regarded as moderate reliability, and values above 0.70 are considered to reflect good reliability. The constructs in this study yielded the following Cronbach's Alpha values: (a) Learning Attention: 0.916, (b) Learning Perception/Interest in Poem Education through YouTube: 0.902, (c) Learning Confidence: 0.902, and (d) Learning Satisfaction: 0.923. These values exceed the 0.70 threshold, demonstrating the questionnaire's validity and reliability.

The five open-ended questions were developed based on expert advice and relevant information sources. The combination of quantitative analysis using SPSS and qualitative thematic analysis contributed to the reliability and validity of the study's results. Quantitative data were analysed using SPSS software, with Independent

Samples T-tests performed to compare motivation levels between genders. Qualitative data from the open-ended survey were analysed using Muhammad Naeem et al.'s (2023) six-step systematic thematic analysis framework. This approach involved transcribing data, identifying subject ideas and quotations, exploring patterns, and coding data into labels. Themes were created by grouping similar codes, which facilitated the identification of patterns and their relevance to the study's themes. The results were presented as figures and summaries, presenting key findings and their implications.

Research design

The research design of the current investigation utilised a mixed methods approach, integrating the features of both quantitative and qualitative approaches to explore the influence of YouTube on students' motivation and perception for learning poems.

Two surveys were used to gather data: a quantitative questionnaire for addressing RQ1 and a qualitative open-ended survey for RQ2 and RQ3. The quantitative instrument, adapted from Chang's (2021) study and based on Keller's ARCS motivation theory, included constructs such as Attention, Relevance, Confidence, and Satisfaction. It comprised 20 items designed to evaluate the impact of YouTube on students' motivation to study literature, specifically poems. The qualitative survey, featuring 5 open-ended questions, aimed to capture students' views on YouTube's role in education and identify elements that affect their motivation. Both surveys were administered via Google Forms to ensure easy access and efficient data collection.

Students engaged with their mobile devices to view YouTube videos for activities related to the recitation and analysis of poems. The teacher demonstrated how to locate relevant YouTube content. Data collection took place after students had studied three specific poems using YouTube as a resource. Each class followed a consistent lesson duration: two lessons of one hour each, followed by a third lesson of 30 minutes. Students worked in groups to engage with a constructivist learning strategy. They explored poems in the classroom with various materials, including Padlet and handouts, and completed exercises on themes, values, and interpretations. As part of the blended learning approach, these tasks were assigned as homework, and students were encouraged to seek additional information on YouTube. During class, students discussed their findings in pairs and engaged with YouTube videos, with the teacher guiding the discussion rather than providing direct answers.

In subsequent lessons, students presented their group findings, promoting active learning and peer feedback. The teacher provided valuable insights on these presentations, enhancing the learning experience. After completing the lessons on the three poems, students were given links to the quantitative questionnaire and the open-ended survey via WhatsApp, along with instructions for completion.

Respondents of the study

The population consisted of 63 Form 4 students from a public secondary school in Sabah, Malaysia. The students were selected using cluster sampling whereby intact classes that were assigned by the school were taken as participants, thus facilitating the sample to be accessible. The participants included students from two classes, 4 A and 4 B, which were chosen due to their diverse proficiency levels in English. This diversity was critical for capturing a range of perceptions and motivational factors related to YouTube's integration into literature learning.

Findings and discussions

Research objective 1: To examine how the impact of YouTube on students' motivation towards learning poems differs between male and female students.

Gender differences in attentiveness

This study revealed a significant difference in attention to studying poems on YouTube between male and female students ($t(61) = 2.194$, $p = 0.032$, $p < 0.05$). Male students showed higher attentiveness ($M = 4.04$) than female students ($M = 3.64$). Hence, the null hypothesis (H_0), which stated that there is no significant difference in attention to studying poems on YouTube between male and female students, was rejected.

The analysis revealed a notable gender difference in attentiveness towards poetry learning materials on YouTube, with male students demonstrating higher levels of attentiveness compared to female students. Although recent research did not specifically segment findings by gender, it confirmed that students generally respond positively to the use of YouTube as a learning platform, with strong associations between their attitudes and behavioral intentions to engage with it for educational purposes (Maziriri et al., 2020). The greater attentiveness among male students may be linked to YouTube's alignment with their audio-visual learning preferences, which may have enhanced their engagement and retention.

The perception of YouTube as a learning platform

The study indicated no statistically significant difference between male and female students' views on YouTube poetry learning ($t(61) = 1.478$, $p = 0.145$), where $p > 0.05$. From the findings, male students had slightly higher mean relevance scores ($M = 4.13$, $SD = 0.66$) than female students ($M = 3.89$, $SD = 0.63$). However, this difference was not statistically significant at the 0.05 level. The data highlight a considerable disparity between male and female students' opinions of YouTube's usefulness for learning poems.

The results showed that there was no significant difference in the relevance scores between male and female students regarding how useful they thought YouTube was for learning poems. Khan et al. (2023) revealed similar findings in which YouTube videos helped students of both sexes understand and perform well in school. Although male students slightly preferred YouTube, this difference was not statistically significant, suggesting that YouTube may be seen as a beneficial tool for both genders to learn poetry. This indicates that both genders may benefit from using YouTube for learning poetry.

Confidence in learning through YouTube

The findings of this study did not disprove the null hypothesis (H_0) that there is no significant difference in confidence between male and female students in learning poems on YouTube. The statistical analysis showed a t-value of 1.893 and a p-value of 0.063, indicating that the difference was not statistically significant ($p > 0.05$). This implies that any deviations in the mean confidence scores between the two categories were more likely attributable to unintentional fluctuations rather than a genuine influence. Male students nevertheless had a higher average confidence score of 4.04 ($SD = 0.71$), while female students scored 3.67 ($SD = 0.81$).

The data showed that most students were comfortable using YouTube to learn, with male students being slightly more confident in their learning. Similar results were found by Shoufan and Mohamed (2022), who noted that YouTube helps students improve their learning tasks and feel more confident about them. While there is a slight disparity in confidence levels between males and females, YouTube may have the capacity to enhance students' self-perception regarding their learning aptitude.

Overall satisfaction with learning experience

This study found no statistically significant difference between male and female student satisfaction with YouTube poem learning ($t(61) = 1.950$, $p = 0.056$). Male students earned a mean satisfaction score of 4.15 with a standard deviation of 0.64, while female students had 3.83 with 0.66. Despite male students scoring higher on satisfaction than females, the difference was not statistically significant. The t-value of 1.950 with 61 df generated a p-value of 0.056, which is not statistically significant at the 0.05 level. Thus, the study failed to reject the null hypothesis (H_0) that there is no significant difference in learner satisfaction with YouTube poems for male and female students.

Students expressed overall satisfaction with using YouTube for learning poems, which aligns with Intan Zahrah Mat Hussin's (2022) findings that YouTube meets learners' needs for information, networking, and recreation. Although males reported marginally higher satisfaction, the difference was not statistically significant, indicating that YouTube may provide a generally satisfactory learning experience for all students. This suggests that YouTube is effective in enhancing student satisfaction in learning environments.

Research objective 2: To investigate students' perceptions regarding the use of YouTube for learning poems.

The review of the qualitative data uncovered a range of perspectives among students on the utilisation of YouTube as a tool for studying poems. The pupils' responses were classified into two primary categories: favorable perceptions and unfavorable perceptions.

Accessibility and convenience

Students appreciated YouTube for its accessibility and convenience. One student highlighted, "Something that I enjoy learning poems on YouTube is that it's accessible and easy to understand" (S7). This finding aligns with Shoufan and Mohamed (2022), who observed that YouTube's content appeal influences user attitudes, making it a valuable resource for both structured learning and casual review. The platform's easy access to resources supports effective teaching of poetry, where verbal expression is key.

Flexibility in learning

Another student valued the flexibility YouTube offers, stating, “I can learn poems at anytime and anywhere as long as I have a device and an Internet connection with me” (S8). This reflects YouTube’s support for self-directed learning, enabling students to engage with poetry at their own pace. Nguyen and Le (2023) similarly noted that flexibility is a significant factor in students’ preference for YouTube as a learning tool. The ability to study according to individual schedules and preferences is essential for augmenting classroom learning.

Diverse and high-quality educational content

Students also appreciated the variety and quality of educational content available on YouTube. One student explained, “I enjoy using YouTube to learn poems because of the quality of instructional content. It is easier to understand the poems since the person included everything that is needed in the video such as theme, moral values, and more” (S33). This aligns with Shoufan and Mohamed (2022), who noted that high-quality content can positively impact learning outcomes by aligning with students’ educational goals.

Engaging presentation techniques

Several students remarked on how engaging presentation techniques made learning more enjoyable. For instance, S38 noted, “I find certain YouTube channels or presenters really captivating when it comes to teaching poems. Their charisma and engaging style make learning enjoyable and memorable.” This supports Ahlam Abdul Aziz et al. (2022), who assert that varied presentation styles on YouTube can engage different learning modalities, enhancing overall effectiveness.

Content and presentation quality issues

Despite the positive feedback, some students identified issues with content and presentation quality. One student expressed, “Sometimes when I want to learn some poems through watching YouTube, the explanation that they gave about the poem that I am learning is too complex that it makes me want to sleep. It is more fun learning poems in face-to-face” (S20). Another added, “Sometimes the explanations are so confusing that it feels like I’m learning a code rather than understanding a poem” (S37). These comments highlight a challenge: not all YouTube content meets educational needs, and some videos may hinder comprehension. This contrasts with Khan et al. (2023), who reported generally positive attitudes towards YouTube for academic enhancement. The variability in content quality, especially with complex topics like poetry, underscores the need for careful selection of educational materials.

Distractions and lack of focus

Students also raised concerns about potential distractions. One student remarked, “I think students will get distracted by social media while using YouTube for learning poems” (S9). This concern is echoed by Tahmina (2023), who identified distraction as a major challenge with using YouTube in education, along with restricted internet access and inappropriate content. Similarly, Adelhardt and Eberle (2022) found that teenagers often struggle to stay focused on educational content on YouTube due to the allure of non-educational videos. This suggests that while YouTube’s flexibility and accessibility are strengths, they also present challenges in maintaining focus, particularly during independent study.

Internet connectivity challenges

Another issue raised was internet connectivity. S9 mentioned, “Sometimes, it’s hard to access videos on YouTube. It depends on your connection. Connection can be bad in different areas, especially in the countryside, so sometimes I can’t use YouTube to learn poems.” This observation aligns with Alfaruque et al. (2023), who noted that poor network connections remain a significant barrier despite the positive impact of technology in education. This reflects students’ recognition of the drawbacks of using YouTube while also acknowledging its benefits for learning.

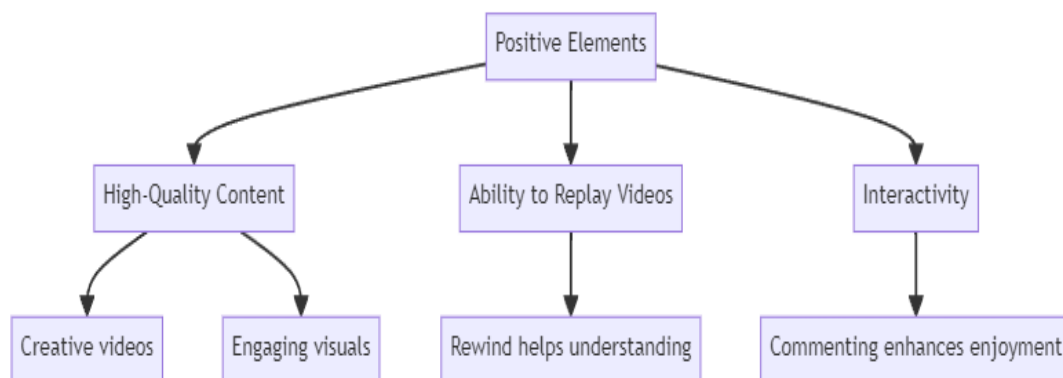
Research objective 3: To identify the elements of YouTube that affect students’ motivation.

In the assessment of the response of the students there are both the positive and negative aspects that are important in YouTube which affect the motivation of the students in learning poems. Positive elements, which are depicted in Figure 2 include content-quality, replayability and interactivity. These aspects were made to improve

motivation by making learning more fun and easy for the students. On the other hand, Figure 3 shows the negative elements, namely the advertisements that interfere with the lesson flow, unfitting information, and the absence of subtitles. These were pointed out as being some of the practices that reduce student's motivation and make learning challenging. These figures, hence, afford a holistic understanding of how various elements of YouTube influence the motivation of students in learning poems.

Figure 2

Positive Aspects of YouTube on Students' Motivation



High-quality content

Creativity and quality of the videos were mentioned by students as YouTube's elements that should be always considered for enhancing their motivation. For instance, S2 noted, "creative videos increase my motivation to learn." This was then echoed by S19's statement, "the images help me understand the poem better and keep me interested." The findings about a positive impact of creative and aesthetic video on students' motivation are in line with other research findings. Shoufan and Mohamed (2022) noted the aspect of content quality in the process of instructing development while Eka Wulandari and Arina Chusnatayaini (2022) also suggested that creative and interesting videos are especially effective in maintaining the students' attention. This is because visuals can improve the learning of multiple modes of communication where ideas that may be abstract turn out to be more comprehensible and interesting. The students' awareness that YouTube is a source of videos is also a clear pointer to the need to include good videos on the various topics in complementing other teaching and learning materials including poetry.

Ability to replay videos

Another element for students' motivation in the use of this technology was the option to rewind the videos so as to be able to understand the concepts explained in the lessons. S10 for instance said, "short and simple videos are better and keep me focused," and S27 said, "I can rewind difficult parts which helps me understand better." This feature enables students to pace themselves in their learning and be confident in what they are learning. Eka Wulandari & Arina Chusnatayaini (2022) noted that in normal classroom learning, students are sometimes unable to revisit some of the facts that the teacher had presented in a class session if he or she did not grasp them at first instance. YouTube, however, gives students the option to replay the content as many times as they wish, eliminating the pressure of understanding complex information in one sitting. Besides, this feature helps to understand the material better and increases students' confidence in their further studies without pressure from the tempo of learning.

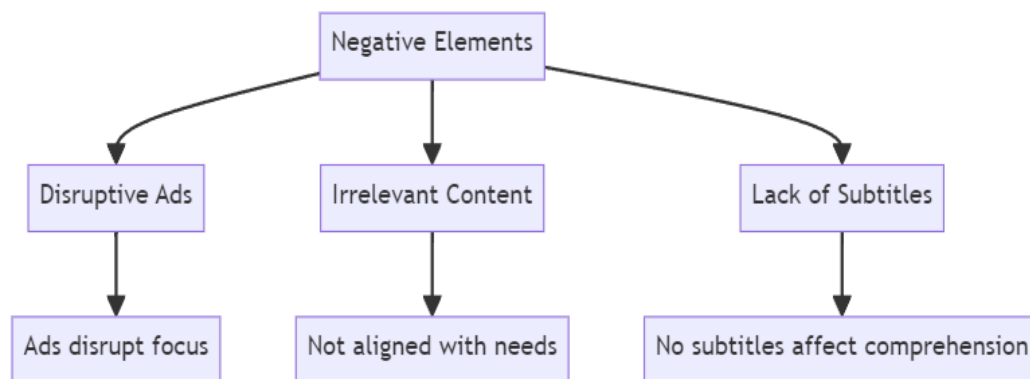
Interactivity

In addition, the interaction of the platform, particularly the comment section, was also mentioned as a motivating element of YouTube. S12 noted that, "being able to comment and interact with others makes learning more enjoyable." It is more fun learning when one is able to interact with other people or the person who created the post. This finding corresponds with the study conducted by Pasha et al. (2021), which asserts that YouTube's interactive features, including rating, commenting, and sharing, foster an enhanced sense of community and psychological satisfaction among users. In YouTube, learning is not an individualistic affair but is rather the opposite of it as the student is not only a mere receiver of information but also a participant in the learning process.

This interaction may also assist to make the learning environment more interesting and thus the students can be encouraged to go through the material.

Figure 3

Negative Aspects of YouTube on Students' Motivation



Disruptive ads

Advertisements were mentioned as one of the main sources of demotivation of users of YouTube. For example, S19 commented, “repeated ads are frustrating since they keep randomly popping up and disrupt my interest in the end.” From this point, advertisements turned into a serious issue as it distracted the students and reduced their focus towards the content. This finding affirms the study done by Cihangir and Çoklar (2021) who highlight that interruptions are detrimental to motivation, particularly in learning contexts. The repetition of ads interferes with the learning process, the students cannot concentrate on the material for a long time. To address this challenge, educators and instructional designers may consider recommending ad-free platforms or utilizing ad-blocking tools to enhance the learning experience

Irrelevant content

Another aspect that reduced the motivation of the students was the ability to access information that was not useful to enhance the learning goals. S45 complained: “not all videos are helpful for poem analysis, which is rather disappointing.” This reflects the frustration students experience when they encounter material that does not contribute to their learning objectives. Shoufan and Mohamed (2022) also noted that while it is true that YouTube offers a vast number of choices which can be helpful in learning, the issue is that most of what is available is irrelevant which may reduce the educational value and lead to students’ discouragement in the search for the appropriate materials. This indicates the need for better content filtering, such as curated playlists or channels that specifically meet students’ needs.

Lack of subtitles

Finally, it was realized that videos with no subtitles are an impactful element of YouTube which affects learners’ motivation. S58 also noted, “some videos don’t have subtitles, which makes it hard to follow.” This confirms that subtitles help students who rely on visual text as the only means of improving their understanding of the audio content they are watching. According to Malakul and Park (2023), subtitles help in comprehension of educational content since students are more capable of comprehending what has been said than if they had only listened. However, when it comes to learning the subtitles are quite significant for the persons who for instance are the visual learners or the non- native speakers. To address this issue, it may be beneficial to encourage content creators to add subtitles or to select materials that already include them.

Conclusions and recommendations

This study highlighted the impact of using YouTube as an educational tool for English literature lessons among Form 4 students. Both male and female students demonstrated a preference for YouTube, reinforcing its ability to effectively engage a wide range of learning styles. While the platform allows for self-paced learning, it also

presents navigational, content quality, and advertisement-related problems. Based on these findings, teachers are encouraged to carefully integrate YouTube into their courses. Practical techniques may include using ad-blockers to reduce distractions, organizing playlists to assure content relevancy and quality, and giving students clear instructions for engaging with video materials.

Future research should look into particular variables like the importance of student digital literacy, the quality of teacher-curated content, and the impact of platform features like the comments section and video suggestions on learning outcomes. Furthermore, future research might look into educators' opinions and techniques while using YouTube for instruction, as well as how demographic factors like socioeconomic status or access to technology may affect the platform's usefulness. To improve the generalizability of findings and highlight long-term impacts, future studies may use bigger, more varied sample sizes and longitudinal designs that monitor changes over time.

To summarize, YouTube has considerable potential as a teaching and learning tool to enhance language motivation and proficiency. However, it is important to adopt a balanced approach in order to fully leverage its educational advantages.

Conflict of interest

The authors declare no conflicts of interest.

Author contribution

Casey Evan Chung.: Conceptualization, Methodology, Investigation, Writing – Original Draft, Visualization.
Wirawati Ngui.: Supervision, Writing (Reviewing and Editing).

Data availability statement

The data that has been used is confidential.

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