

## Students' Perceptions of Using Yanto Tanjung's YouTube Channel for Learning TOEFL Reading

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### Abstract

This study investigates students' perceptions of using Yanto Tanjung's YouTube channel as a self-directed learning resource for improving TOEFL Reading skills. Although YouTube has been widely used in English language learning, limited research has examined learners' experiences with specific TOEFL-focused channels, particularly in the context of reading comprehension. To address this gap, the study employed a qualitative case study approach involving five undergraduate students from the English Education Department at Universitas Pendidikan Muhammadiyah Sorong. The participants were selected through purposive sampling and engaged with the YouTube channel independently for three weeks prior to data collection. Data were gathered through semi-structured interviews and analyzed using thematic analysis. The findings reveal four main themes: perceived usefulness, learning motivation, autonomous learning, and perceived effectiveness with limitations. Students perceived the channel as highly useful in helping them understand TOEFL Reading strategies due to its clear explanations, practical examples, and use of Bahasa Indonesia. The videos also increased students' motivation and engagement, encouraging active behaviors such as note-taking, repetition, and independent practice. Furthermore, the flexible and on-demand nature of YouTube supported autonomous learning, allowing students to control their learning pace and review materials as needed. Despite these positive perceptions, several limitations were identified, including fast-paced explanations in some videos, limited coverage of certain question types, and restricted access due to paid content. The study concludes that Yanto Tanjung's YouTube channel functions not only as a supplementary resource but also as an effective and learner-centered tool for TOEFL Reading preparation. The findings highlight the pedagogical potential of targeted YouTube content in supporting learner autonomy and academic reading development in EFL higher education contexts.

**Keywords:** Perception; Youtube Channel; Reading TOEFL

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### Introduction

The Test of English as a Foreign Language (TOEFL) remains a key benchmark of English academic readiness for university study, scholarships, and professional opportunities. Among its subtests, the Reading section is widely reported as especially demanding because it requires rapid processing of dense text, effective academic vocabulary knowledge, and skilled application of reading strategies under time pressure. Indonesian undergraduates in English Education programs commonly identify TOEFL Reading as a bottleneck for graduation requirements and further study, so effective preparation for this subtest is a practical priority for students and lecturers alike (Kemdikbud, 2022).

Traditional TOEFL preparation in Indonesia typically relies on classroom drills, printed practice tests, and teacher-led explanations. These approaches can be useful but often suffer from limited contact hours, a lack of individualized pacing, and low opportunities for repeated, on-demand review (Utami & Hasanah, 2020). As a result, many learners turn to out-of-class resources to supplement formal instruction. In this landscape, YouTube has emerged as a prominent informal learning environment: it offers multimodal explanations, worked examples, and step-by-step strategies that learners can access anytime, repeat at will, and use to scaffold their own study routines (Abbas, 2025; Retnaningsih & Milaningrum, 2022).

Research into YouTube as an educational medium finds several advantages that are directly relevant to TOEFL Reading preparation. First, video explanations allow instructors to model test-taking strategies and demonstrate text analysis procedures visually and verbally, which supports cognitive processing and dual-channel learning (Hwang, Wu, & Chen, 2017). Second, learner-controlled features

(pause, replay, variable speed) support self-regulated study habits and deliberate practice—key elements for mastering TOEFL Reading tasks (Tyas, 2022; Susanti & Widyastuti, 2022). Third, many TOEFL-oriented creators explain items in the learners' first language or use translational scaffolding, which lowers initial comprehension barriers and helps students internalize strategy steps before moving to full-English practice (Hudri, 2025; Utami & Hasanah, 2020).

Despite these affordances, the quality and usefulness of YouTube as a preparation resource are uneven. Systematic reviews show that while YouTube often increases learner motivation and offers flexible access, issues such as inconsistent pedagogical quality, gaps in topic coverage, rapid pacing, and commercial or subscription barriers reduce its uniform effectiveness (Abbas, 2025; Susanti & Rahman, 2022). In TOEFL-specific contexts, learners report mixed experiences: some channels give excellent step-by-step walkthroughs of question types, while others omit crucial strategy explanations or assume prior knowledge that many students lack (Li, 2022; Nursalim, 2025). These mixed findings suggest that platform availability alone does not guarantee pedagogical value; the instructional design and alignment of videos with learners' needs and proficiency matter.

A further concern is how learners actually use YouTube in self-directed study. Studies on self-regulated learning with digital media indicate that students benefit most when they combine video viewing with active study behaviors note-taking, deliberate repetition, timed practice, and peer discussion rather than passive watching (Retnaningsih & Milaningrum, 2022; Tyas, 2022). Empirical work from Indonesian higher-education settings finds that learners who integrate YouTube with structured study plans and classroom follow-up show larger gains in test-related skills than students who rely on videos alone (Utami & Hasanah, 2020; Lestari & Wulandari, 2022). In short, YouTube functions best as part of a blended learning ecology rather than as a stand-alone solution.

Specific research on learners' perceptions of TOEFL-focused YouTube channels is, however, still limited. Most existing studies examine YouTube for general language learning (vocabulary, pronunciation, listening) or evaluate short-term gains from particular video series (Plenty of local studies 2020–2024), but few explore how students experience a named TOEFL channel over time: its perceived usefulness, instructional strengths, limitations, and how learners integrate it into their study routines. Where perception studies do exist, they tend to focus on motivation and usability rather than on alignment to specific test demands such as question-type coverage, pacing, or conceptual scaffolding for academic vocabulary (Hudri, 2025; Abbas, 2025).

This gap is important for two reasons. First, TOEFL Reading requires not only strategy knowledge but also targeted practice with academic register and question logic; a channel may be popular yet miss critical subskills. Second, understanding how students actually use a channel what they find helpful, what they avoid, and what barriers they encounter can inform lecturers and content creators about how to design complementary classroom tasks and video resources that maximize learning transfer (Retnaningsih & Milaningrum, 2022; Lestari & Wulandari, 2022).

Therefore, this study addresses the following research problem: how do English Education students perceive and use a specific TOEFL-focused YouTube channel (Yanto Tanjung) as a self-directed resource for improving TOEFL Reading skills? The research aims to explore (1) perceived usefulness and instructional quality, (2) how the channel supports or constrains self-regulated study, and (3) perceived gaps or limitations that impede transfer to actual TOEFL Reading performance. By focusing on learners lived experiences and study practices, the study seeks to provide actionable evidence for teachers, test-prep designers, and video creators who want to align out-of-class resources more closely with student needs.

This investigation contributes to the literature in three ways. Empirically, it documents student perceptions of a named TOEFL channel within an Indonesian EFL context. Theoretically, it situates YouTube use within frameworks of self-regulated and multimedia learning. Practically, it identifies features of video design and study integration that support or hinder TOEFL Reading preparation insights that can guide both classroom practices and the production of higher-quality TOEFL content on YouTube (Hwang et al., 2017; Johnson & Johnson, 2017; Retnaningsih & Milaningrum, 2022).

## **Literature Review**

### *a. TOEFL Reading and EFL Learners' Challenges*

TOEFL Reading assesses learners' ability to comprehend academic texts that are dense, time-restricted, and conceptually demanding. For EFL learners, this section poses particular difficulty because it requires simultaneous processing of academic vocabulary, syntactic complexity, and test-specific question logic. Several studies report that EFL university students struggle to identify main ideas, interpret implicit information, and apply appropriate strategies under time pressure, even when they possess intermediate general English proficiency (Li, 2022; Nursalim, 2025). These difficulties suggest that TOEFL Reading performance is not solely determined by language knowledge, but also by strategic competence and familiarity with test formats. Research conducted in Indonesian higher education contexts indicates that students often lack explicit instruction in TOEFL Reading strategies, such as skimming, scanning, recognizing distractors, and managing time effectively (Utami & Hasanah, 2020). As a result, learners rely heavily on trial-and-error practice or memorization of tips without fully understanding underlying reasoning processes. This situation highlights the need for accessible learning resources that can explain TOEFL Reading strategies clearly and repeatedly.

*b. YouTube as a Learning Resource in EFL Contexts*

YouTube has become a dominant platform for informal and self-directed learning due to its accessibility, multimodal features, and learner-controlled pacing. In EFL contexts, YouTube has been shown to support various language skills, including vocabulary development, listening comprehension, and test preparation (Susanti & Widyastuti, 2022; Abbas, 2025). The combination of audio, visual cues, and worked examples enables learners to observe cognitive processes that are difficult to convey through text alone. From a pedagogical perspective, YouTube aligns with multimedia learning theory, which posits that learners benefit from dual-channel input when information is presented coherently and strategically (Hwang et al., 2017). In TOEFL preparation, this multimodality allows instructors to model reading strategies step by step, annotate texts visually, and explain reasoning behind correct and incorrect answers. Studies show that such modeling can enhance learners' strategic awareness and confidence when approaching standardized tests (Li, 2022). However, research also cautions that YouTube learning outcomes vary widely depending on content quality and learner engagement. Passive viewing without guided practice or reflection tends to result in limited learning gains (Retnaningsih & Milaningrum, 2022). Therefore, YouTube's effectiveness depends not only on platform features but also on instructional design and learners' self-regulation.

*c. Self-Directed Learning and Digital Media*

Self-directed learning is a key dimension of contemporary higher education, particularly in digital learning environments. In self-directed learning, students take responsibility for setting goals, selecting resources, monitoring progress, and evaluating outcomes. Research indicates that digital platforms such as YouTube can support self-directed learning by providing flexible access to materials and opportunities for repeated exposure (Tyas, 2022). In TOEFL preparation, self-directed learning is especially relevant because learners often prepare outside formal classroom settings. Studies have found that students who use YouTube strategically by taking notes, replaying difficult sections, and combining videos with practice tests show greater improvement than those who watch videos casually (Hudri, 2025; Retnaningsih & Milaningrum, 2022). These findings suggest that YouTube can function as an effective self-learning tool when learners engage actively with the content. Nevertheless, self-directed learning also presents challenges. Without guidance, learners may misjudge content relevance, skip essential topics, or become discouraged by complex explanations. Some studies report that learners feel overwhelmed by the volume of available videos and uncertain about which channels best meet their TOEFL needs (Abbas, 2025; Nursalim, 2025). This reinforces the importance of examining learners' perceptions of specific YouTube channels rather than treating YouTube as a homogeneous learning resource.

*d. TOEFL-Focused YouTube Channels*

In recent years, TOEFL-focused YouTube channels have gained popularity among EFL learners in Indonesia. These channels typically provide explanations of question types, reading strategies, and practice items, often using Bahasa Indonesia to facilitate comprehension. Research suggests that first-language scaffolding can lower cognitive load and help learners internalize strategic steps before applying them independently (Li, 2022; Hudri, 2025). Despite their popularity, empirical research on TOEFL-specific YouTube channels remains limited. Existing studies tend to evaluate general outcomes such as motivation or perceived usefulness, rather than exploring how learners interact with the content,

what features they find most effective, and where limitations occur (Utami & Hasanah, 2020; Abbas, 2025). In addition, few studies focus specifically on TOEFL Reading, which has distinct cognitive and strategic demands compared to listening or structure sections.

Based on the reviewed literature, several gaps can be identified. First, while YouTube has been widely studied as a tool for general EFL learning, there is limited qualitative research that examines students' lived experiences with TOEFL-focused YouTube channels, particularly for Reading preparation. Second, existing studies rarely focus on a specific channel to analyze its instructional strengths, weaknesses, and alignment with learners' needs. Third, there is insufficient exploration of how students integrate YouTube-based TOEFL resources into their self-directed learning practices. To address these gaps, the present study explores English Education students' perceptions of using Yanto Tanjung's YouTube channel as a self-directed learning resource for TOEFL Reading. By focusing on students' experiences, this study aims to provide deeper insight into the pedagogical potential and limitations of targeted YouTube content for TOEFL Reading preparation in EFL higher education contexts.

### **Methodology**

This study employed a qualitative research design using a phenomenological approach to explore English Education students' perceptions of using Yanto Tanjung's YouTube channel as a self-directed learning resource for TOEFL Reading preparation. A qualitative approach was considered appropriate because the study aimed to gain an in-depth understanding of students' experiences, perceptions, and learning practices rather than to measure learning outcomes quantitatively. The case study design allowed the researcher to focus on a specific learning context and resource in order to examine how students interact with TOEFL-focused YouTube content in real learning situations.

The participants of the study were five undergraduate students enrolled in the English Education program at Universitas Pendidikan Muhammadiyah Sorong. The participants were selected through purposive sampling based on specific criteria. First, they had completed courses related to reading and academic English. Second, they had experience preparing for the TOEFL test. Third, they actively used Yanto Tanjung's YouTube channel to support their TOEFL Reading preparation. These criteria ensured that participants were able to provide relevant and informed perspectives. To protect participants' identities, pseudonyms were used in all reporting.

Data were collected through semi-structured interviews. This method allowed participants to express their experiences freely while ensuring that the discussion remained focused on the research objectives. The interview questions explored students' reasons for using the YouTube channel, perceived benefits for TOEFL Reading, learning strategies employed while watching the videos, and challenges or limitations encountered. The interviews were conducted in Bahasa Indonesia to enable participants to communicate their ideas clearly and comfortably. Each interview lasted between 40 and 60 minutes and was audio-recorded with participants' consent.

Before the interviews, participants were asked to engage with the YouTube channel independently for approximately three weeks as part of their TOEFL Reading preparation. During this period, they were encouraged to watch relevant videos, take notes, and apply the strategies presented in the videos to practice TOEFL Reading questions. This step was included to ensure that participants' responses were based on recent and sustained learning experiences rather than brief exposure.

The data analysis followed a thematic analysis procedure. All interview recordings were transcribed verbatim and read repeatedly to achieve familiarity with the data. Initial codes were generated inductively to capture recurring ideas related to perceived usefulness, learning strategies, motivation, autonomy, and limitations of the YouTube channel. These codes were then grouped into broader categories and refined into themes that represented shared patterns across participants' experiences. Selected excerpts from the interview data were used to support each theme and enhance transparency.

### **Result**

The analysis of interview data revealed several recurring themes related to students' perceptions of using Yanto Tanjung's YouTube channel as a self-directed learning resource for TOEFL Reading

preparation. Overall, the findings indicate that students perceived the channel as useful and supportive for learning TOEFL Reading strategies, while also identifying limitations that affected the depth and efficiency of learning. The main themes identified were perceived usefulness of the channel, support for TOEFL Reading strategies, promotion of autonomous learning, increased motivation and confidence, and perceived limitations of the channel.

### 1. Perceived Usefulness of the YouTube Channel

All participants reported that Yanto Tanjung's YouTube channel was a useful learning resource for TOEFL Reading preparation. Students emphasized that the explanations were clear, structured, and easy to follow, particularly because complex TOEFL Reading concepts were broken down into simpler steps. The use of Bahasa Indonesia was frequently mentioned as an important factor that helped students understand difficult explanations without excessive cognitive load.

One participant stated:

*"The explanation is very clear and easy to understand. When I watch the video, I feel like the tutor explains it slowly and in detail, so I don't feel confused."*

Another participant explained:

*"Compared to reading books, watching the video helps me understand the strategy faster because I can see examples directly."*

These statements indicate that students perceived the channel as more accessible than traditional TOEFL preparation books. The audio-visual format helped students connect explanations with examples, making abstract strategies more concrete. The findings suggest that the perceived usefulness of the channel lies not only in the content itself, but also in the way the content is delivered. Clear sequencing, direct examples, and familiar language reduced students' anxiety and supported initial comprehension, which is especially important for learners who feel overwhelmed by TOEFL Reading tasks.

### 2. Support for TOEFL Reading Strategies

Participants consistently reported that the YouTube channel helped them understand TOEFL Reading strategies more effectively. Students mentioned that they learned how to identify main ideas, focus on keywords, manage time, and eliminate incorrect answer choices. Importantly, students emphasized that the explanations focused on reasoning processes rather than memorizing answers.

One participant mentioned:

*"I learned how to look at keywords and how to eliminate answers that are not relevant. Before, I just guessed."*

Another student added:

*"The video explains the logic behind the answer, not just the answer itself. That helps me think more carefully when doing practice questions."*

These responses suggest that the channel supported the development of strategic awareness, which is essential for TOEFL Reading performance. Instead of relying on intuition or guessing, students began to apply systematic approaches to answering questions. This shift indicates a move from surface-level test-taking behavior toward more analytical reading practices. The findings imply that the channel played a role in helping students internalize test strategies, which can improve accuracy and efficiency when dealing with time-limited reading tasks.

### 3. Promotion of Autonomous Learning

Another prominent theme was the role of the YouTube channel in promoting autonomous learning. Students reported that they used the videos independently outside the classroom, often choosing topics based on their personal weaknesses in TOEFL Reading. The flexibility of the platform allowed students to study at their own pace without external pressure.

One participant explained:

*"If I don't understand, I can pause the video or repeat it many times. I don't feel embarrassed like in class."*

Another participant stated:

*"I usually watch the videos at night and take notes. I can study anytime without waiting for a class."*

These responses indicate that the YouTube channel supported self-directed learning behaviors such as repetition, note-taking, and self-monitoring. Students felt more comfortable controlling their

learning process, which reduced anxiety associated with asking questions in formal classroom settings. This finding suggests that YouTube functioned as a learning space that empowered students to take responsibility for their TOEFL preparation, reinforcing autonomy and flexibility in learning.

#### 4. Increased Motivation and Confidence

Students also reported that using the YouTube channel increased their motivation and confidence in preparing for TOEFL Reading. Several participants mentioned that TOEFL Reading previously felt intimidating, but the video explanations helped them perceive the test as more manageable.

One participant stated:

*“Before watching the videos, I was afraid of TOEFL Reading. Now I feel more confident to try the questions.”*

Another participant noted:

*“The videos motivate me to practice more because I feel like I understand the strategy.”*

These responses indicate that the channel had a positive affective impact on students' learning experience. Increased confidence encouraged students to practice more frequently and engage more actively with TOEFL Reading materials. This suggests that the channel not only supported cognitive understanding but also reduced emotional barriers such as fear and self-doubt, which often hinder students' performance in standardized tests.

#### 5. Perceived Limitations of the Channel

Despite the positive perceptions, participants also identified several limitations of the YouTube channel. Some students reported that certain explanations were delivered too quickly, especially when complex texts or strategies were discussed. Others felt that not all TOEFL Reading question types were covered in sufficient depth.

One participant commented:

*“Some videos are too fast, so I need to replay many times.”*

Another participant stated:

*“I think some types of questions are not explained completely, so I still need other sources.”*

In addition, several students mentioned that access to advanced or complete content required payment, which limited their ability to rely solely on the channel. These limitations suggest that while the channel was helpful, it could not fully replace comprehensive TOEFL preparation resources. Students still needed additional materials, such as books, practice tests, or lecturer guidance, to cover gaps in content and reinforce understanding. The findings indicate that the channel functioned primarily as a supplementary learning tool rather than a complete solution for TOEFL Reading preparation. The results demonstrate that English Education students perceived Yanto Tanjung's YouTube channel as a valuable self-directed learning resource for TOEFL Reading. The channel supported strategic learning, autonomy, motivation, and confidence, although limitations related to pacing, content coverage, and access were also identified.

### Discussion

This study explored English Education students' perceptions of using Yanto Tanjung's YouTube channel as a self-directed learning resource for TOEFL Reading preparation. The findings show that students perceived the channel as useful for understanding reading strategies, supporting autonomous learning, and increasing motivation and confidence, while also identifying limitations related to instructional pacing, content coverage, and access. These findings contribute to recent discussions on the role of digital video platforms in supporting standardized test preparation in EFL contexts. The perceived usefulness of the YouTube channel can be understood through the lens of recent multimedia learning research. Studies conducted in the past decade emphasize that learners benefit from video-based instruction when explanations are segmented, examples are explicit, and cognitive load is managed effectively (Mayer, 2020; Kaltura, 2021). In this study, students highlighted the clarity and step-by-step nature of the explanations as key strengths. This suggests that TOEFL Reading, which involves complex academic texts and test-specific logic, is well suited to video instruction that visually demonstrates strategy application rather than merely describing it. The findings reinforce recent claims that instructional quality is more influential than platform choice in determining learning effectiveness (Abbas, 2025).

Another important finding concerns students' development of TOEFL Reading strategies. Participants reported that the videos helped them move from guessing answers to applying analytical approaches such as identifying keywords, eliminating distractors, and understanding question intent. Recent research indicates that EFL learners' difficulties in standardized reading tests often stem from limited strategy awareness rather than purely linguistic weaknesses (Li, 2022; Nursalim, 2025). The present findings support this argument by showing that targeted YouTube content can help students internalize strategic thinking processes. This study extends existing research by demonstrating that strategy modeling through video can be particularly effective when learners lack consistent access to TOEFL-focused classroom instruction.

Autonomous learning emerged as a central theme in the findings. Students valued the ability to control their learning pace, select videos based on individual weaknesses, and repeat explanations without social pressure. These findings align with recent studies on self-regulated learning in digital environments, which emphasize learner control, flexibility, and repetition as essential conditions for effective independent study (Zimmerman & Schunk, 2018; Tyas, 2022). In TOEFL preparation contexts, where sustained practice outside the classroom is often required, YouTube appears to function as a practical tool that supports self-directed learning behaviors. This study adds to recent literature by illustrating how autonomy is enacted through concrete learning actions such as pausing videos, taking notes, and revisiting strategies.

The affective dimension of learning also played a significant role in students' experiences. Participants reported increased motivation and confidence, as well as reduced anxiety toward TOEFL Reading tasks. Recent EFL studies highlight that anxiety and low confidence can negatively affect reading comprehension and test performance, particularly in high-stakes assessments (Teimouri, Goetze, & Plonsky, 2019; Rahimi & Abedi, 2023). The findings of this study suggest that YouTube-based learning can create a lower-pressure environment that encourages practice and persistence. By making TOEFL Reading feel more manageable, the channel helped students engage more actively with preparation materials, which is consistent with recent research on affective support in digital learning contexts.

Despite these benefits, the study also identified notable limitations of the YouTube channel. Students reported fast-paced explanations, incomplete coverage of certain question types, and restricted access to advanced content. These concerns reflect recent critiques of open digital learning resources, which often lack systematic curriculum design and comprehensive coverage (Selwyn, 2016; Abuhassna et al., 2022). The findings suggest that while YouTube can support learning, it should not be viewed as a complete replacement for structured TOEFL preparation programs. Instead, its strengths lie in complementing formal instruction and providing additional practice opportunities.

From a pedagogical perspective, these findings have several implications. Lecturers should acknowledge students' reliance on YouTube and guide them in selecting reliable, well-structured TOEFL resources. Integrating YouTube content into formal TOEFL preparation courses may help bridge gaps between classroom instruction and independent study. For content creators, the findings highlight the importance of balanced pacing, comprehensive topic coverage, and transparent learning pathways. For students, the results emphasize the need for active engagement with videos, including applying strategies to practice questions rather than relying on passive viewing.

This study has limitations that should be considered. The small number of participants and the focus on a single YouTube channel limit the transferability of the findings. In addition, the study relied on self-reported perceptions rather than direct measurement of TOEFL score improvement. Future research could adopt mixed methods designs that combine qualitative perception data with quantitative performance outcomes. Comparative studies involving multiple TOEFL-focused YouTube channels or longitudinal designs examining sustained learning effects would further enrich understanding of digital test preparation practices. This study demonstrates that TOEFL-focused YouTube content can support strategic learning, learner autonomy, and affective readiness among EFL students, while also presenting structural and pedagogical limitations. By using recent perspectives and focusing on students' lived experiences, this study provides updated empirical insight into how digital video platforms function within contemporary TOEFL Reading preparation in higher education.

## Conclusion

This study explored English Education students' perceptions of using Yanto Tanjung's YouTube channel as a self-directed learning resource for TOEFL Reading preparation. The findings indicate that students perceived the channel as beneficial in supporting their understanding of TOEFL Reading strategies, promoting autonomous learning, and increasing motivation and confidence. Clear explanations, practical examples, and flexible access enabled students to engage more actively with TOEFL Reading materials and to practice independently outside formal classroom instruction. The study also revealed that the effectiveness of the YouTube channel was not without limitations. Students reported challenges related to fast-paced explanations, incomplete coverage of certain TOEFL Reading question types, and restricted access to some learning materials. These limitations suggest that while the channel functions as a valuable supplementary resource, it cannot fully replace structured TOEFL preparation programs or guided instruction. The findings highlight the role of targeted YouTube content in supporting both the cognitive and affective aspects of TOEFL Reading preparation. The channel helped students develop strategic awareness, reduce anxiety, and build confidence, which are essential for success in high-stakes English proficiency tests. However, effective learning requires active engagement and critical use of digital resources rather than passive consumption. This study contributes to the growing body of research on digital learning in EFL higher education by providing insight into students' lived experiences with TOEFL-focused YouTube content. Pedagogically, the findings suggest that lecturers should guide students in integrating YouTube-based learning with formal instruction, while content creators should consider pacing, completeness, and accessibility in designing instructional videos. Future research is recommended to involve larger samples, compare multiple TOEFL-oriented YouTube channels, and combine perception-based data with quantitative measures of TOEFL performance to gain a more comprehensive understanding of the impact of digital video resources on TOEFL Reading development.

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