

A NON-THESIS REPORT OF ARTICLES WRITING AND PUBLICATION

- 1. ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH
MULTIMODAL LEARNING APPROACH: A SYSTEMATIC
LITERATURE REVIEW**
- 2. STUDENTS' PERCEPTIONS OF VOCABULARY LEARNING
THROUGH ENGLISH-LANGUAGE YOUTUBE CONTENT**
- 3. THE USE OF WRITING ASSISTANCE TOOLS IN WRITING
ASSIGNMENTS: STUDENTS' PERCEPTIVES**

WRITTEN BY:

**GRAND STEF YAN CLAUDIO
NIM. 223020201084**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGES AND ART OF EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF PALANGKA RAYA
2026**

- 1. ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH
MULTIMODAL LEARNING APPROACH: A SYSTEMATIC
LITERATURE REVIEW**
- 2. STUDENTS' PERCEPTIONS OF VOCABULARY LEARNING
THROUGH ENGLISH-LANGUAGE YOUTUBE CONTENT**
- 3. THE USE OF WRITING ASSISTANCE TOOLS IN WRITING
ASSIGNMENTS: STUDENTS' PERCEPTIVES**

**A NON-THESIS PROJECT BASED ON WRITING AND PUBLISHING
THE SCIENTIFIC ARTICLES**

Presented to
Faculty Of Teacher Training And Education
University of Palangka Raya
In partial fulfillment of the requirements
for the degree of
Sarjana Pendidikan

BY
GRAND STEF YAN CLAUDIO
223020201084

UNIVERSITY OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGES AND ART OF EDUCATION
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
2026

STATEMENT OF ORIGINALITY

PERNYATAAN KEASLIAN TULISAN

Saya yang bertandatangan dibawah ini:

Nama : GRAND STEF YAN CLAUDIO
NIM : 223020201084
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

menyatakan dengan sesungguhnya bahwa Projek Tugas Akhir Non-Tesis Penulisan dan Publikasi Artikel Ilmiah yang berjudul:

1. **Enhancing English Language Proficiency Through Multimodal Learning Approach: A Systematic Literature Review**
2. **Students' Perceptions Of Vocabulary Learning Through English-Language Youtube Content**
3. **The Use Of Writing Assistance Tools In Writing Assignments: Students' Perceptives**

yang saya tulis ini adalah benar tulisan saya dan bukan hasil tulisan orang lain ataupun plagiasi baik sebagian atau seluruhnya.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil tulisan orang lain atau plagiasi, baik sebagian atau seluruhnya, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan peraturan yang berlaku.

Palangka Raya, 7 Juli 2026

Yang membuat pernyataan,



Grand Stef Yan Claudio
NIM. 223020201084

APPROVAL OF THESIS EXMINATION COMMITTEE

APPROVAL OF THE THESIS EXAMINING BOARD

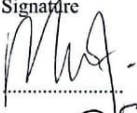
1. ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH
MULTIMODAL LEARNING APPROACH: A SYSTEMATIC
LITERATURE REVIEW
2. STUDENTS' PERCEPTIONS OF VOCABULARY LEARNING THROUGH
ENGLISH-LANGUAGE YOUTUBE CONTENT
3. THE USE OF WRITING ASSISTANCE TOOLS IN WRITING
ASSIGNMENTS: STUDENTS' PERCEPTIVES

This is to certify that this thesis has been approved
by the Board of Examiners of English Education Study Program
Languages and Arts Education Department
Teacher Training and Education Faculty
University of Palangka Raya

BY :
GRAND STEF YAN CLAUDIO
NIM. 223020201084

Date : June 22nd, 2026

Board of Examiners,

Name	Signature	Date	Position
(Maida Norahmi, M.Pd.) NIP. 19891012 201504 2 001		25-06-2026	Chair
(Erma Sujiyani, S.S., M.Pd.) NIP. 19710302 200003 2 001		25-06-2026	Member
(Muhammad Subhan Fikri, M.Pd.) NIP. 19930120 202203 1 011		25-06-2026	Member

APPROVAL OF THESIS ADVISORY COMMITTEE

APPROVAL OF THESIS ADVISORY COMMITTEE	
Title	1. Enhancing English Language Proficiency Through Multimodal Learning Approach: A Systematic Literature Review 2. Students' Perceptions Of Vocabulary Learning Through English-Language Youtube Content 3. The Use Of Writing Assistance Tools In Writing Assignments: Students' Perceptives
Name/Student Identification Number	Grand Stef Yan Claudio / 223020201084
Study Program/Department	English Education/ Languages and Arts Education

This is to certify that this Sarjana Thesis has been approved by the Thesis Advisors

Approved by:

Advisor I,



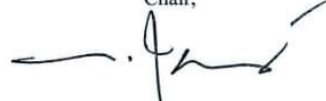
Erma Sujivani, S.S., M.Pd.
 NIP. 19710302 200003 2 001
 Date : 25.10.2026

Advisor II,



Muhammad Subhan Fikri, M.Pd.
 NIP. 19930120 202203 1 011
 Date : 25.10.2026

Language and Art Education Department
 Chair,



Dr. Iwan Fauzi, S.Pd., M.A.
 NIP. 19720408 200112 1 001
 Date : 25.10.2026

English Education Study Program,
 Coordinator,



Dr. Akhmad Fauzan, S.Pd., M.Pd.
 NIP. 19810612 200501 1 002
 Date : 25.10.2026

Acknowledged by
 Dean of Faculty of Teacher Training and
 Education
 University of Palangka Raya



Dr. Rinto Alexandro, S.E., M.M.
 NIP. 19760827 200801 1 013

ABSTRACT

This non-thesis final project report describes the implementation of a project based on writing and publishing scientific articles as an alternative to completing studies in the English Language Education Study Program. Unlike a thesis, which focuses on the preparation of a single research report, this project is designed to provide a more comprehensive experience through direct student involvement in the research process, academic writing, and scientific publication. This approach aims to develop students' academic competencies while preparing them to participate in the scientific community and face the demands of the academic and professional world that increasingly emphasize the importance of scientific publication.

This project resulted in three scientific articles focusing on issues in learning English as a Foreign Language (EFL). The first article, titled "Enhancing English Language Proficiency Through Multimodal Learning Approach: A Systematic Literature Review," was published in the Wiralodra English Journal (WEJ) (SINTA 4) on March 27, 2026, with the student as the first author. The second article, "Students' Perceptions Of Vocabulary Learning Through English-Language Youtube Content," was submitted to the Eltin Journal (SINTA 3) on May 19, 2026, and got LOA on June 8, 2026, with the student as the first author. And the third article, "The Use Of Writing Assistance Tools In Writing Assignments: Students' Perceptives," was published in the Journal of English Language Teaching (JELTS) (SINTA 4) on September 29, 2025, with the student as a supporting author.

This project involved several stages, including topic development, literature review, research design, data collection, manuscript preparation, revision, and journal submission. Through these stages, the project demonstrated the students' ability to engage in the complete process of academic writing and publication. Several challenges were encountered, including responding to reviewer feedback, maintaining linguistic accuracy and academic coherence, managing a publication schedule, and coordinating data collection with research participants. Therefore, it is recommended that future students begin the writing process early, strengthen their academic writing preparation, and maintain consistent consultation with their advisors to support a more effective and efficient publication process.

Keywords: non-thesis final project, scientific article, multimodal learning, SLR, YouTube, vocabulary learning, students' perception, writing tools

ABSTRAK

Laporan tugas akhir non-skripsi ini mendeskripsikan pelaksanaan proyek berbasis penulisan dan publikasi artikel ilmiah sebagai salah satu alternatif penyelesaian studi pada Program Studi Pendidikan Bahasa Inggris. Berbeda dengan skripsi yang berfokus pada penyusunan satu laporan penelitian, proyek ini dirancang untuk memberikan pengalaman yang lebih komprehensif melalui keterlibatan langsung mahasiswa dalam proses penelitian, penulisan akademik, dan publikasi ilmiah. Pendekatan ini bertujuan untuk mengembangkan kompetensi akademik mahasiswa sekaligus mempersiapkan mereka untuk berpartisipasi dalam komunitas ilmiah dan menghadapi tuntutan dunia akademik maupun profesional yang semakin menekankan pentingnya publikasi ilmiah.

Proyek ini menghasilkan tiga artikel ilmiah yang berfokus pada isu-isu dalam pembelajaran bahasa Inggris sebagai bahasa asing (*English as a Foreign Language*). Artikel pertama yang berjudul "Enhancing English Language Proficiency Through Multimodal Learning Approach: A Systematic Literature Review" telah dipublikasikan pada Wiralodra English Journal (WEJ) (SINTA 4) pada 27 Maret 2026 dengan mahasiswa sebagai penulis pertama. Artikel kedua yang berjudul "Students' Perceptions of Vocabulary Learning Through English-Language YouTube Content" disubmit ke Eltin Journal (SINTA 3) pada 19 Mei 2026 dan memperoleh Letter of Acceptance (LoA) pada 8 Juni 2026 dengan mahasiswa sebagai penulis pertama. Artikel ketiga yang berjudul "The Use of Writing Assistance Tools in Writing Assignments: Students' Perceptions" telah dipublikasikan pada Journal of English Language Teaching (JELTS) (SINTA 4) pada 29 September 2025 dengan mahasiswa sebagai penulis pendamping.

Pelaksanaan proyek ini meliputi beberapa tahapan, yaitu pengembangan topik, kajian pustaka, perancangan penelitian, pengumpulan data, penyusunan naskah, revisi, hingga pengajuan artikel ke jurnal ilmiah. Melalui tahapan-tahapan tersebut, proyek ini menunjukkan kemampuan mahasiswa dalam mengikuti keseluruhan proses penulisan akademik dan publikasi ilmiah. Beberapa tantangan yang dihadapi meliputi proses menanggapi masukan dari reviewer, menjaga ketepatan bahasa dan koherensi akademik, mengelola jadwal publikasi, serta mengoordinasikan proses pengumpulan data dengan para partisipan penelitian. Oleh karena itu, mahasiswa yang akan memilih artikel jurnal sebagai tugas akhir disarankan untuk memulai proses penulisan sejak dini, memperkuat kemampuan penulisan akademik, serta melakukan konsultasi secara konsisten dengan dosen pembimbing agar proses publikasi dapat berjalan lebih efektif dan efisien.

Kata kunci: tugas akhir non-skripsi, artikel ilmiah, pembelajaran multimodal, *systematic literature review* (SLR), YouTube, pembelajaran kosakata, persepsi mahasiswa, alat bantu penulisan.

ACKNOWLEDGEMENT

All praise and gratitude are due to God Almighty for all His love, blessings, and guidance, enabling the author to complete this final project successfully, smoothly, and with pleasure. This project consists of three scientific articles completed by the author as one of the requirements to complete his studies and obtain a bachelor's degree in the English Language Education Program, Faculty of Teacher Training and Education at the University of Palangka Raya.

In the process of compiling this final project, the author realizes that this project would not have been possible without the help, prayers, support, guidance, and motivation of many people around him. Therefore, through this dedication, the author would like to express his deepest gratitude to:

1. To the source of grace, knowledge, strength, and joy, namely God the Father, Son, and Holy Spirit, who always accompanies the author in various matters and provides all beautiful things in His time.
2. Ma'am Erma Sujiyani, S.S., M. Pd., as first supervisor, who not only provided academic guidance but also acted as an extraordinary director and supporter. My deepest gratitude for your willingness to spend time, energy, attention, and extensive patience in providing guidance, direction, and motivation to the author throughout the preparation of this Final Assignment. I realize that without your support, trust, and guidance, the preparation of this final assignment would not have been able to be completed properly. I am very grateful to have an opportunity to be a student under your guidance. Therefore, with all humility, I express sincere gratitude and the highest appreciation for all the kindness, patience, and time that have been given during the process of preparing this Final Assignment. May God Almighty always give you health, blessings, and rewards for all the good things you have done.
3. Mr. Muhammad Subhan Fikri, M. Pd., as second supervisor, who not only guided me but also supported and encouraged me. Thank you very much for your willingness to assist me by providing guidance, direction, attention,

and immense support throughout the process of compiling this final assignment. I also express my gratitude for your patience in dealing with me during the consultation process, for your valuable information, and for your constant constructive motivation. I realize that the completion of this final assignment is inseparable from the significant role, support, and trust you have given me. Therefore, I express my highest appreciation and sincere gratitude for all the kindness, time, energy, and thoughts you have poured out. May all your dedication and sincerity always receive blessings and the best reward from God Almighty.

4. Mr. Tampung N. Saman, M. Lib., who previously served as my academic supervisor and final assignment supervisor from the beginning of the semester until he entered retirement. Thank you for all the guidance, direction, opportunities, and invaluable input you have provided throughout my academic journey. I also express my gratitude for all your encouragement and the motivation "don't be rooted" during consultations. Therefore, I express my sincere gratitude and highest appreciation for all the support and guidance you have provided. May you always be under God's protection and may all your kindness be rewarded.
5. Ma'am Maida Norahmi, M. Pd., as the Examiner, who has devoted her time, energy, and thought to providing constructive evaluation, guidance, and feedback to the author. I deeply appreciate every piece of feedback and insight provided during the examination process and the refinement of this final project. Therefore, the author expresses sincere appreciation and gratitude for the attention, knowledge, and contributions provided.
6. Dr. Akhmad Fauzan, M. Pd., as the Head of the English Language Education Program.
7. Dr. Iwan Fauzi, S. Pd, M. A., Head of the Department of Language and Arts Education.
8. All lecturers in English Language Education at UPR who have provided guidance, opportunities, knowledge, and extensive insight to the author

during the lecture process. And to all staff who have assisted the author with all academic administration throughout the study period.

9. My beloved mother, Nesty Suryani Sitorus, is a strong woman who has always fought tirelessly for her children despite all limitations. With great patience, my mother has raised me and always provided support in the form of prayers, motivation, affection, and invaluable material assistance. I express my deepest gratitude for every struggle, sacrifice of energy, sweat, thoughts, and time that my mother has devoted to striving for the best for me. Thank you for all the prayers that have always been said, the love that has never waned, and the support that has continuously strengthened my steps to be able to reach this point. I realize that this achievement would never have been possible without the sincere prayers, hard work filled with sweat, and the great enthusiasm that my mother has always shown. May you always be given health, long life, happiness, and the opportunity to continue to accompany me in every beautiful moment to come.
10. Someone who has first occupied a peaceful place, the late Alm. Gompar Sinurat. My father was a strong man who always tried his best for his children so that they would not experience what he experienced as a child. I sincerely thank him for all the prayers, sacrifices, affection, and all forms of responsibility for the worthiness that I received during his life. Thank you for being the biggest reason I kept fighting and achieving a bachelor's degree as you dreamed. Although you only had the chance to see me take the next step into continuing my education and could not witness this success directly, I believe that you always accompanied me on every journey and were proud of my achievements. May you rest in peace and be placed on the best side of God.
11. The author's sisters, namely Kak Christy, Mak Jona, Mak Al Zafier, and Mak Syiren, have always been an example, the source of motivation, and encouragement for the author in going through every process of life and education. I express my deepest gratitude for all the support that has been given, both morally and materially. Thank you for every prayer, attention,

advice, and encouragement that has always been conveyed so that I feel helped and strengthened in facing various challenges during his education. Their presence and support are among the forces that encourage the author to continue trying and complete his education to reach this stage. May you always be given health, long life, happiness, and blessings in every step of life, and all the goodness that you have poured out will be rewarded abundantly.

12. The author's brother, Bang Ganda, has stood as a substitute for our father. I would like to express the deepest gratitude for all the prayers and support given during his education. Thank you for all the help and responsibility given so that the author never felt lacking during his education until finally completing this process. May you always be given good health, long life, abundant sustenance, peace, and happiness in living your life.
13. Yahawahayu (Julianthi, Nadia, Gita) as the author's best friend since the first semester until now. I express my huge thanks for accompanying the author through joy and sorrow, listening to the author's stories, providing advice, supporting the author's decisions, and creating beautiful stories. May our group remain wherever we are, and we all achieve the goals we dream of.
14. Si Paling UPR (Pesta, Desi, Jeremia), my fellow friends from the same hometown who are also pursuing our studies in Palangka Raya. Thank you for all the time we have spent together, the memories we have created, and the comfort you have always provided through both joyful and difficult times. Thank you as well for all the support, prayers, and appreciation you have given, which have continually encouraged me to achieve my accomplishments. May our friendship continue to grow as we keep encouraging one another, and may we all achieve success in our respective journeys.
15. Kloter 1 PKY (Aurelia, Amel, and Silvi), who have been my best friends since we first met before departing for the Pertukaran Mahasiswa Perdeka (PMM) program. Thank you for all the wonderful moments we shared, the

- spontaneous and silly jokes that always made us laugh, and for all the support, prayers, and motivation you have given me.
16. Bro-bro (Jorish, Peby, Trifena, Miranda, and Rivaldi), my friends in the fellowship community. Thank you for all the time we spent together and for your continuous support and encouragement.
 17. My other friends (Findy and Putri), thank you for your support, encouragement, and motivation throughout my journey.
 18. All friends Pertukaran Mahasiswa Merdeka 2024 at the Universitas Tidar, thank you for the friendship, laughter, and unforgettable memories we created together. The diversity we experienced has given me valuable lessons that I will always cherish.
 19. All friends KKN Warna Sari, affectionately known as *Mbah's beloved grandchildren*, thank you for your friendship, cooperation, and for making our community service experience an unforgettable moment in my life.
 20. All fellow students in the English Language Education Study Program, Class of 2022, thank you for your friendship and support throughout my years at university. I truly appreciate all the memories, challenges, and achievements we shared.
 21. Everyone who cannot be mentioned individually, thank you for your prayers, support, assistance, and encouragement throughout my academic journey and during the completion of this thesis. Your kindness and contributions have been sincerely appreciated.
 22. Last but not least, I would like to express my deepest gratitude to myself, ***Grand Stef Yan Claudio***, for never giving up and for continuing to persevere through every challenge. Thank you for working tirelessly, facing every obstacle with determination and confidence, and having the courage to embrace new opportunities and experiences. Thank you for staying strong and believing in the journey until the very end. ***I can do all things through him who strengthens me (Philippians 4:13). You did it!***

TABLE OF CONTENTS

COVER	i
TITLE.....	ii
STATEMENT OF ORIGINALITY	iii
APPROVAL OF THESIS EXMINATION COMMITTEE.....	iv
APPROVAL OF THESIS ADVISORY COMMITTEE.....	v
ABSTRACT.....	vi
ABSTRAK.....	vii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xiv
CHAPTER I FIRST ARTICLE.....	
1.1 Enhancing English Language Proficiency Through Multimodal Learning Approach: A Systematic Literature Review.....	
CHAPTER II SECOND ARTICLE.....	
2.1 Students’ Perceptions of Vocabulary Learning Through English- Language YouTube Content.....	
CHAPTER III THIRD ARTICLE.....	
3.1 The Use of Writing Assistance Tools in Writing Assignments: Students’ Perspectives.....	

CHAPTER I

FIRST ARTICLE

Identitas Jurnal 1

- | | |
|-------------------------------|---|
| 1. Judul Artikel | : Enhancing English Language Proficiency Through Multimodal Learning Approach: A Systematic Literature Review |
| 2. Nama | : WEJ (Wiralodra English Journal) |
| 3. ISSN | : P-ISSN 2597-7504
E-ISSN 2622-4100 |
| 4. Kategori Akreditasi | : SINTA 4 |
| 5. Link DOI/Artikel | : https://doi.org/10.31943/wej.v10i1.469 |

ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH MULTIMODAL LEARNING APPROACH: A SYSTEMATIC LITERATURE REVIEW

Grand Stef Yan Claudio^{*1}, Nadia Simare Mare^{*2}, Muhammad Subhan Fikri^{*3},
Tampung N. Saman^{*4}

grandclaudio201@gmail.com^{*1}, nadiasimaremare0@gmail.com^{*2},
muhammadsbhanfikri@fkip.upr.ac.id^{*3}, tampung.saman@edu.upr.ac.id^{*4}

Faculty of Teachers Training and Education^{*1234}

University of Palangka Raya^{*1234}

Received: October 9, 2025

Accepted: March 19, 2026

Published: March 27, 2026

ABSTRACT

This study explores the application of multimodal approaches in English language learning and their effectiveness in improving English language skills. This systematic review analyzes 10 research articles published between 2021 and 2025 using the SALSA (Search, Appraisal, Synthesis, Analysis) method. A comprehensive search was conducted through electronic databases, including Google Scholar and ResearchGate, using specific keywords and predefined inclusion and exclusion criteria. The findings show that a multimodal approach positively contributes to language learning. These findings are categorized into 7 aspects of improvement, such as vocabulary, speaking, listening, reading comprehension and literacy, increasing student motivation and participation, supporting the integration of digital tools, and creating comprehensive multimodal strategies in the learning process. Overall, this systematic literature review concludes that multimodal learning approaches make a positive contribution that provides an effective, adaptive, and learner-centered strategy that enhances English language proficiency. However, most existing studies focus on short-term outcomes. Therefore, future research should examine long-term impacts, sustainability, diverse educational contexts, and the comparative effectiveness of specific multimodal strategies to provide deeper insight.

Keywords: *English language proficiency, Multimodal, Multimodal learning approach, Systematic literature review.*

DOI: 10.31943/wej.v10i1.469

INTRODUCTION

Mastery of English as an international language has become an urgent and undeniable need in today's era of globalization. Isadaud et al. (2022) state that English, which is often used as a second language, is an international language that must be mastered by everyone because of its useful role in almost every aspect of people's lives. For this reason, English is a language that cannot be avoided in every aspect, such as technology development, education, or an international environment. Aini (2021) shows that the international language used

ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH MULTIMODAL
LEARNING APPROACH: A SYSTEMATIC LITERATURE REVIEW

to communicate in various countries is English. Not only as a means of communication, but English also functions as a bridge to access information, technology, and cultures from the outside world. However, in today's digital era, many students, especially in Palangka Raya, face difficulties in mastering English because they have not found the right learning method to improve their understanding of English.

The English learning method that is still widely used in many schools is still dominated by the conventional approach. This conventional approach includes a text-based system, which focuses on grammatical structure, translation, and memorization of vocabulary. This approach does not focus too much on the context of actual language use. Mahrlamova and Chabanovych (2021) argued that conventional learning is ineffective due to limitations in the application of media and technology and the lack of flexibility in time and place. This method also fails to meet the diverse and ever-changing learning needs of students. Furthermore, the learning system is one-way, preventing students from actively participating in the learning process. This can result in low student learning motivation, minimal involvement in the learning process, less than optimal learning outcomes, and a delayed language comprehension process.

In response to these challenges, a more inclusive, flexible, and relevant learning approach is needed. One learning approach that continues to develop and is starting to receive widespread attention is the multimodal learning approach. Kress (2010) states that multimodality refers to a concept that uses more than one mode of communication or various methods that can be used in a text to create meaning. Philippe et al. (2020) explained that the multimodal learning approach is a learning strategy that involves various forms of information representation, such as visual, auditory, kinesthetic, and textual, in the learning process. The multimodal learning approach refers to the use of various modes or channels in the learning process, such as audio, video, text, images, animation, body movement, and the use of digital technology development to facilitate and convey the material in the learning process. In other words, learning is not only delivered verbally, but also through visual, auditory, and kinesthetic representations simultaneously. Eisenmann and Summer (2020) added that the multimodal learning approach provides an opportunity for teachers to effectively pay attention to various learning styles at once. Multimodality in learning allows students to access information in more diverse and interesting ways, thus increasing their motivation and understanding.

English Language Proficiency (ELP) is an individual's skill in using English appropriately and efficiently to communicate in various situations, such as social, professional, and academic situations. Chapelle et al. (1997) stated that Language proficiency encompasses linguistic, sociolinguistic, and discourse knowledge as well as the ability to comprehend, employ, and also generate language in a range of communication circumstances. ELP covers several main language skills, namely listening, reading, speaking, and writing. ELP also provides a better understanding of vocabulary, language structure, and nuances of meaning in various social, professional, and academic situations. Sidabutar et al.

(2021) stated that language proficiency is often considered a measure of how fluent a person can use a language in various contexts.

In the context of this study, several variables are discussed include the multimodal learning approach, English language proficiency, and the impact received from using the multimedia learning approach. The multimodal learning approach is defined as the use of various media and methods in a learning process. Spring and Takeda (2024) stated that English language proficiency can be measured through listening, reading, speaking, and writing skills. The combination of these four skills will help students to understand the context of language learning. In the meantime, the influence is evaluated using the results of earlier research on this topic.

Many previous studies have discussed a multimodal learning approach. Some studies that are relevant to this topic include Firmansyah (2021), who stated that a multimodal approach can enhance students' multimodal competencies, such as data literacy, technology, and humanities, as well as strengthen understanding and analytical skills through various modalities such as language, images, music, sound, and movement. It also improves students' psychological analysis skills in the context of literature and language acquisition. A different study, by Sadikin et al. (2025), showed that pre-service teachers who were involved in digital multimodal composition practices experienced significant development in their narrative, grammar, and digital literacy skills.

Furthermore, continuous development of technology and the presence of artificial intelligence and interactive media have created a new space for language learning exploration that is no longer limited by the classroom. Papageorgiou and Lameris (2017) stated that the development of multimodality with the use of technology shows that technology supports various ways in a more active and collaborative learning process. In addition, technology also expands the possibilities for collaboration and exploration through multimedia and digital platforms. Fang (2025) further developed research on IMSEP (Intelligent Multimodal Spoken English Platforms) by designing a speech learning system based on the integration of CNN (Convolutional Neural Networks), DNN (Deep Neural Networks), and LSTM (Long Short-Term Memory). This platform enables multimodal English training equipped with adaptive feedback based on user performance. This proves that technology is not only a learning aid but can also function as a sophisticated pedagogical partner. On a global scale, the need for inclusive and responsive learning strategies to address the challenges of the times is increasingly pressing. Bekturova et al. (2025) conducted a study of EMI (English Medium Teaching) teachers in Kazakhstan and found that teachers' ability to utilize multimodal resources greatly determines the effectiveness of their teaching. Multimodality not only improves content understanding but also forms a more active and collaborative interaction dynamic in the classroom. Therefore, this approach also provides room for personalization of learning. Costa et al. (2025) developed a project in Portugal called the JASM project under the auspices of ESEV (Escola Superior de Educação de Viseu). This project focuses on foreign language learning through an approach that combines visual creativity and digital storytelling. The results of this project showed that multimodal media such as

ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH MULTIMODAL
LEARNING APPROACH: A SYSTEMATIC LITERATURE REVIEW

films, social media, and e-books were able to increase motivation, autonomy, as well as linguistic, cultural, and technological skills in foreign language learning. Maulidiya et al. (2023) found that interactive video-based multimodal learning media developed using H5P, guided by the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model was proven valid, interesting, and effective in improving students' speaking skills. Based on the validation results, the experts gave an assessment with a score above 92%, which indicates that the interactive video has a very high level of validity. This media has shown a clear impact in improvement the speaking ability skill of 10th-grade students with an index value of 0.548, which is classified as moderate. In addition, the level of student satisfaction with this media is quite high, reaching 81.25%, indicating that students are interested and enjoy the learning process using this media. However, to achieve more optimal results, further development is needed, which includes improving content, interactivity, and teacher support. The use of this media shows great potential in improving English learning and can be further developed for other subjects and other skills in the future. Rahmawanti et al. (2021), through their research, showed that watching English films with subtitles is an effective and useful strategy in improving students' oral grammar skills. Both groups tested agreed that the application of multimodal video and text simultaneously or subtitled films helped them imitate language, expand vocabulary, improve pronunciation, and construct correct sentences. They also believe that watching films with subtitles repeatedly and voluntarily has a positive effect on understanding oral grammar, although the effect is not large. Overall, the use of subtitled English films can be an effective media and can be integrated into language learning methods to improve students' speaking competence. Meanwhile, Rohi and Nurhayati (2024) showed that multimodal learning strategies strengthen long-term memory, improve linguistic skills, creativity, and critical thinking skills.

An example of the implementation of a multimodal approach can be found in the use of multimodal texts. Lim et al. (2022) added that multimodal text consists of various semiotic resources, including words, images, symbols, and animations. These texts are often in the form of multimedia and digital. The examples of multimodal texts include posters, digital videos, collages, television advertisements, websites that provide various information, and technological communication. In learning, the multimodal texts commonly used are graphic novels or comic books. Lim et al. (2022) explained that graphic novels and comic books are created with integrated written text and images, which make easier for students to understand the meaning. Jasmine et al. (2025) added that the use of multimodal texts is approved in the improvement of literacy skills in English language learning. The research results showed that students have a high interest in learning about climate change issues through interactive visual, audio, and video media. This approach made learning more engaging and suitable, while also raising students' awareness of climate change and environmental issues.

With the advancement of technology and the need for more interactive learning, multimodal learning approaches are increasingly being researched and applied in English language teaching. However, previous studies on multimodal

approaches have largely focused on specific skills, including listening, writing, speaking, or reading, as well as on the use of specific technological tools or media such as audio, images, video, applications, or digital platforms. This fragmented approach has limited and fragmented research results, thus preventing comprehensive conclusions about how multimodal learning can effectively improve English language proficiency. Furthermore, very few studies have reviewed and synthesized previous findings through a systematic and structured synthesis process.

To address this gap, this study presents a Systematic Literature Review (SLR) with SALSA (Search, Appraisal, Synthesis, and Analysis) method to synthesize and organize findings from existing research on the implementation of multimodal learning approaches to improve English language proficiency. Through a comprehensive analysis, this study is expected to identify patterns and findings that offer new insight for educators and researchers in the future of the English language education environment.

The novelty of this study is the use of a comprehensive and holistic approach in reviewing the development of English language skills through multimodal learning. This study takes a holistic approach that encompasses all aspects of language skills, unlike previous studies that focused solely on one language skill or specific media. Furthermore, this study utilizes a rarely used method, the SALSA methodology, to ensure a systematic and transparent literature search, assessment, and analysis. Through this process, this study produces a synthesis of pedagogical strategies that integrate diverse media forms like audio, text, images, and video to design more interactive, effective, and engaging English language learning.

This study aims to explore and understand how a multimodal approach is applied in English language learning and to what extent it can improve students' language skills. Furthermore, this research also focuses on providing recommendations for educators to create and design curricula and learning strategies that are appropriate to students' needs. Through the results obtained, this study is supposed to offer academic and practical contributions for students, teachers, and the overall development of the quality of English language teaching and learning.

RESEARCH METHOD

The research design used in this study is the Systematic Literature Review (SLR). Triandini et al. (2019) stated that the SLR design is used to identify, review, evaluate, and interpret all available research on a topic area of interest, focusing on specific relevant research questions. The use of SLR design aims to identify the use of a multimodal approach in improving English language proficiency. This study used SALSA (Search, Appraisal, Synthesis, Analysis) method as a guide, originally developed by Booth et al. (2016). The SLR (Systematic Literature Review) design with SALSA (Search, Appraise, Synthesize, and Analyze) method is a structured way for researchers to collect, compile, and analyze literature systematically, comprehensively, and in a structured manner to explore and know the effectiveness of the multimodal learning approach in the improvement of

ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH MULTIMODAL
LEARNING APPROACH: A SYSTEMATIC LITERATURE REVIEW

English language competence. This SALSA method was chosen because it can capture the scope of the literature as a whole while providing depth of analysis in reviewing various approaches and research results that are relevant to the topic of improving English language skills through multimodal learning.

Search refers to the process of finding and identifying sources of information relevant to the topic or problem being researched. Search is the first stage that involves finding articles through various reputable academic databases. This stage is very important because it must ensure that all pertinent data and literature are found systematically and completely (Booth, 2016). The articles to be analyzed are identified through searches conducted on electronic databases, including Google Scholar and ResearchGate. Based on the search access, which found 63 articles about the use of multimodal learning.

The second stage of the SALSA framework is appraisal. Appraisal is a stage carried out to find information or data from previously published research articles. Appraisal is the process of assessing the quality, relevance, and reliability of sources of information or data that have been found during the search stage (Booth, 2016). The purpose of this stage is to ensure that only sources that meet the validity criteria and are included or excluded according to the specified criteria will be used in the next stage. The inclusion uses a combination of certain keywords. The keywords include multimodal learning approach, English language proficiency, the effect of using multimodal in speaking, listening, reading, writing, and multimodal technology for the learning process. Apart from the combination of keywords, the publishing limit is also set on publications within 5 years, namely, the range of 2021 - 2025. The five-year publication limit was applied to ensure that the reviewed literature encompasses contemporary advances and prevailing perspectives on the topic. These time parameters help to maintain the relevance, accuracy, and veracity of the investigation by focusing on recent research findings. The articles found represent the experiences and perceptions of language teachers and learners. The articles found were also written in English, with the type of document being a journal article. Meanwhile, the exclusions applied are articles written in Indonesian, review articles, articles explaining theory, and articles released more than 5 years ago. Based on search access, 43 articles were found on the use of multimodal approaches in learning. Based on the inclusion and exclusion criteria, 10 articles were selected for analysis and discussion.

Synthesis is the third stage, where all information from various literature sources is rearranged in a structured manner, so that it becomes easy to understand for analysis. Mengist (2020) argues that the synthesis stage is used to extract and categorize data based on certain themes relevant to the research topic. Booth (2016) added that in the synthesis section, there is a process of combining, grouping, and comparing findings from various studies to build a coherent narrative or structure. This synthesis process involves grouping the analyzed articles by various themes, including title and author name, year, participants, methods, and key findings. By doing this stage, the data or information found from the article becomes more organized so that it is easy to identify. By doing

this synthesis stage, the information that has been collected previously can be a strong basis for analysis in the next stage.

The last stage is analysis, which is the process of in-depth interpretation of the synthesis results. At this stage, a comprehensive analysis was carried out on the research findings related to the theory and context of English language education, while also examining the strengths and limitations of each approach identified in the literature. In addition, analysis is also used to find research gaps that can be used as a basis for further research. Grant and Booth (2009) state that analysis in the SALSA framework is the intellectual process of interpreting the results of synthesis to generate new knowledge or identify areas for further exploration. This stage helps to form critical conclusions or strong arguments from the research produced, especially in relation to the impact and role of multimodal learning in developing English language skills.

FINDING AND DISCUSSION

Finding

Various articles were found during the search and screening process. Ten articles were selected based on the inclusion and exclusion criteria. The analysis of these articles reveals that the use of multimodal learning approaches has a positive impact on the development of English language proficiency and comprehension of English as a Foreign Language (EFL). The findings of the analyzed articles are available in the table below.

Table 1. The Data of Articles with Inclusions Criterion

No.	Titles and Authors	Participants	Method	Findings
1.	Effectiveness of using multimodal approaches in teaching and learning listening and speaking skills Masinde et al., 2023	First-graders at Western Kenyan primary schools	Descriptive research with Mixed-methods	The research results show that the implementation of a multimodal approach is very effective for students because this approach accommodates students with different learning styles. Data from questionnaires, observations, and interviews revealed that students were more active in class when teachers used a multimodal approach compared to when teachers implemented a single approach using only textbooks as media.
2.	The role of multimodal learning in enhancing language acquisition for bilingual learners	Bilingual students in elementary and secondary school	Mixed-methods	The findings showed that multimodal strategies not only improve vocabulary acquisition and comprehension but also significantly increase learner motivation and memorization, making these methods indispensable in bilingual

ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH MULTIMODAL LEARNING APPROACH: A SYSTEMATIC LITERATURE REVIEW

	Wilson, 2024			education.
3.	The use of a digital multimodal textbook to foster students' English proficiency Aisyah & Nuraeni, 2022	16 students from Maros Muslim University's English Education Department's second semester of the 2022–2023 academic year	Quantitative research with a pre-experimental method	The results of the study demonstrated that students' English language competency was extremely low on the pre-test. Meanwhile, students were given treatment using digital multimodal textbooks in the post-test, and they showed greater improvement. The pre-test average score was 47.81 with a standard deviation of 14.61, according to the statistics. With a standard deviation of 13.54, the post-test average score rose to 65.50. Thus, after receiving treatment using digital textbooks, students' language proficiency improved.
4.	Enhancing student vocabulary proficiency through the effective implementation of multimodal approaches Nadia, 2023	22 students from Thammislam School in Thailand's fourth-grade primary school. Only class IV-A is utilized in this study.	Qualitative research	The findings indicate that the use of multimodal techniques, such as PowerPoint presentations, matching games, bingo games, Google Translate, and visual aids, has positively contributed to students' language learning progress and created a pleasant learning experience. Overall, the results of the interviews and observations indicated that using a multimodal approach to English learning can boost learning efficacy by about 80%.
5.	Multimodal learning material in an English-speaking class in Kampung Baluwarti Yuliani, 2022	English speaking class of the Kampung Baluwarti tourism community	Qualitative research	Most of the students have difficulty in applying their English orally. They have never practiced speaking in English, especially in running their business, and cannot speak well, or their English competence is still low. However, when multimodal learning materials are applied in learning in the Kampung Baluwarti English class, the learning materials are effective in improving the atmosphere of teaching and learning activities. The results showed that most students stated that the learning materials had attracted their attention and increased their motivation in

				learning English, especially in speaking.
6.	Multimodal - Based learning improves students' reading ability: In perspective of systemic functional linguistics Purba et al., 2023	210 Students and 9 Teachers in seven classes.	Quantitative research	The research results showed that the implementation of analytical learning systems in the classroom has not yet reached ideal standards. However, it has been demonstrated that junior high school students from a variety of backgrounds can enhance their analytical literacy abilities through the use of multimodal learning techniques, thus providing a more effective alternative for developing critical thinking skills and analytical understanding. By utilizing media such as picture books, videos, and digital sources that are adapted to the geographical context, culture, and school facilities, this approach is able to increase motivation, speaking and reading skills, and create a more positive learning atmosphere. The teacher's ability to apply this strategy effectively is a major factor in its effectiveness. Therefore, improving teacher competence and capacity is a key factor in ensuring that multimodal learning delivers maximum results for student learning development.
7.	Multimodal approach in teaching listening in EFL classroom of Indonesia: Teachers' perspective and experience Nata & Suharyanto, 2024	SMA N 1 Gemolong students	Qualitative research	This research has led to the successful implementation of multimodal methods for teaching listening skills. To enhance listening learning, teachers usually use interactive platforms like Google Classroom, Zoom, and visual PowerPoint presentations. Students gave various positive responses to several multimedia elements, considering them very interesting and effective for learning.
8.	The impact of multimodal learning on vocabulary acquisition among	60 students of the Al-Ikhlas MTs in Takkalasi in Class VIII	Quantitative research with a quasi-experimental	Research results show that integrating multimedia into EFL classes, as one of the most commonly used methods, has proven to have potential in the

ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH MULTIMODAL
LEARNING APPROACH: A SYSTEMATIC LITERATURE REVIEW

	eighth-grade students Mukrim & Imran, 2025			improvement of students' English language skills. The use of multimedia is considered to strengthen vocabulary mastery while enriching the learning experience. This approach creates a dynamic and more stimulating learning environment; thus, students are encouraged to participate more actively in the learning process.
9.	The efficacy of collaborative and multimodal learning strategies in enhancing English language proficiency among ESL/EFL learners: A Quantitative analysis Salamanti et al., 2023	120 students from three UK secondary schools who are between the ages of 14 and 18.	Quantitative research	The research findings indicate that ESL/EFL students in UK secondary schools can improve their learning skills and engagement by using learning strategies that combine collaborative and multimodal learning. Based on the results of the independent sample t-test, the experimental group obtained significantly higher scores than the control group. These results indicate that students' engagement and motivation in learning English are positively influenced by the use of multimodal and collaborative learning approaches.
10.	Enhancing Students' Reading Comprehension of Recount Text with Multimodal Digital Literacy Mariam et al., 2025	Thirty-ninth graders at the Islamic secondary school in Semarang Regency in the 2024–2025 academic year	Qualitative research.	Through the implementation of the genre-based approach, which included stages such as BkoF (Building Knowledge of the Field), MoT (Modeling of the Text), JcoT (Joint Construction of the Text), and IcoT (Independent Construction of the Text), the approach has proven effective in improving students' comprehension, engagement, and ability to produce recount texts. Strategies such as text structure analysis, contextual learning, and the use of digital media (visual, audio, storytelling) make learning more interesting and improve outcomes, as seen from the increase in post-test scores (from 69 to 84). However, this approach has weaknesses, such as the need for a long time, a tendency to focus on rules, and difficulties for students with learning disabilities.

				Therefore, long-term success requires teacher collaboration, ongoing evaluation, and a balanced and culturally relevant approach.
--	--	--	--	---

From the analysis of all reviewed articles, the research findings can be grouped into several main themes, namely vocabulary improvement, speaking, listening, reading comprehension or literacy, digital tools, increasing motivation and participation, and comprehensive multimodal strategies.

Table 2. Articles Research Findings

No.	Category	Study
1	Vocabulary Improvement	Aisyah & Nuraeni (2022), Mukrim & Imran (2025), Nadia (2023)
2	Speaking	Masinde et al. (2023), Salamanti et al. (2023), Yuliani (2022)
3	Listening	Masinde et al. (2023), Nata & Suharyanto (2024), Salamanti et al. (2023)
4	Reading comprehension or literacy	Mariam et al. (2025), Purba et al. (2023), Wilson (2024)
5	Digital tools	Aisyah & Nuraeni (2022), Mariam et al. (2025), Nadia (2023), Salamanti et al. (2023)
6	Motivation and participation	Masinde et al. (2023), Purba et al. (2023), Salamanti et al. (2023), Yuliani (2022)
7	Comprehensive multimodal strategy	Mariam et al. (2025), Masinde et al. (2023), Purba et al. (2023), Salamanti et al. (2023), Wilson (2024)

Discussion

Vocabulary Improvement

Several studies reveal that the multimodal approach significantly enhances students' vocabulary mastery. Mukrim and Imran (2025) reported an increase in students' scores from 63.13 to 89.43 after applying visual and auditory integration, which helped strengthen word associations. Similarly, Nadia (2023) proved that using media such as Google Translate, pictures, and games called bingo and mix-and-match effectively supported Thai elementary students in overcoming language barriers and expanding their vocabulary. Aisyah and Nuraeni (2022) also showed that the use of a multimodal digital book (*Book Creator*), combining text, images, teacher voice recordings, and videos, positively affected students' basic vocabulary acquisition.

These findings reinforce Paivio's (1990) *Dual Coding Theory*, which explains that cognition involves two interconnected systems, namely verbal and nonverbal (imagery), that can enhance learning when activated together. In language learning, when learners simultaneously hear a word and see a related

ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH MULTIMODAL
LEARNING APPROACH: A SYSTEMATIC LITERATURE REVIEW

image, two memory pathways are formed, reinforcing comprehension and retention. This is in line with the *Cognitive Theory of Multimedia Learning* by Mayer (2005), which states that students find it easier to understand by using pictures and words than from words alone. Consequently, the studies by Mukrim and Imran (2025), Nadia (2023), and Aisyah and Nuraeni (2022) confirm that multimodal learning strengthens vocabulary acquisition through integrated visual and auditory experiences.

Speaking Improvement

In the speaking context, Yuliani (2022) found that the use of moving images, sounds, and text encouraged students to be more confident and motivated to speak English in in Kampung Baluwarti, Surakarta. Likewise, Masinde et al. (2023) in Kenya discovered that first graders taught through multimodal methods (gestures, videos, and sound) became more active and engaged in simple conversations. Similarly, Salamanti et al. (2023) demonstrated that interactive exercises like multimedia-based group discussions and video presentations greatly enhanced students' speaking skills using collaborative-multimodal approaches.

This finding aligns with Vygotsky's (1978) Sociocultural Theory (as cited in Lantolf, 2000), which highlights how social contact and tools such as pictures, gestures, and videos in fostering language development. It is also consistent with Mayer's (2005) notion that multimodal presentations enhance student engagement and comprehension. Jewitt's (2010) argument clarifies that the use of multimodality can enrich learning interactions by providing multiple channels for meaning-making. Thus, learning strategies that combine multimodal and collaborative approaches are effective in enhancing students' confidence, motivation, and oral communication skills, particularly for those at the beginning level.

Listening Improvement

Multimodal approaches also play a crucial role in improving listening skills. Nata and Suharyanto (2023) found that high school students exposed to diverse media—films, audio clips, and visual presentations—understood oral information more effectively. This supports Paivio's (1990) *Dual Coding Theory*, which explains that information processed through verbal and nonverbal (visual) channels simultaneously enhances comprehension and memory.

Masinde et al. (2023) also emphasized that early childhood children understand language structure and context more easily through storytelling accompanied by gestures and pictures, consistent with Van Leeuwen's (2005) theory of multimodality, which posits that communication involves multiple modes beyond text, such as images, sound, and movement. Furthermore, Salamanti et al. (2023) found that regular audiovisual exposure improved both comprehension accuracy and students' concentration. This finding aligns with Sweller's (1994) *Cognitive Load Theory*, which suggests that multimodality reduces mental load by distributing information across different sensory channels, allowing for more efficient processing. Overall, these findings demonstrate that

multimodal learning strengthens listening comprehension, which is fundamental to overall language proficiency.

Reading Comprehension and Literacy Improvement

In literacy learning, Purba et al. (2023) revealed that a multimodal approach based on *Systemic Functional Linguistics* (SFL) enables students to interpret explicit and implicit meanings in texts using images, diagrams, and sounds. Lim et al. (2018) supported this, showing that SFL-based multimodal instruction effectively structures literacy learning at the secondary level. Mariam et al. (2025) also found an increase in students' scores from 69 to 84 after applying a digital, genre-based multimodal approach that incorporated historical videos, infographics, and digital storytelling. These findings align with Varaporn and Sitthitikul (2019), who reported that multimodal methods significantly improve adolescents' critical reading skills compared to conventional techniques. Wilson (2024) and Baharani and Ghafournia (2015) further confirmed that multimodal texts enhance bilingual literacy by integrating visual and auditory media. Thus, multimodality proves flexible and adaptable across linguistic and cultural contexts, supporting students' reading comprehension and cross-language literacy.

Digital Tools Usage

The advancement of educational technology has amplified the role of digital tools in learning, particularly multimodal learning. Research conducted by Aisyah and Nuraeni (2022) on the use of Book Creator showed positive results. Book Creator, used as a learning medium, combines several multimodal elements such as text, audio, video, and images in a single digital platform. Through this integration of various media, students not only receive information visually and verbally but also can directly engage with the material. This result is consistent with Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework, which highlights the significance of combining technology, pedagogy, and content to enable effective teaching.

Nadia (2023) also showed that combining *PowerPoint*, *Google Translate*, and digital educational games effectively addressed language barriers in Thai schools. It is consistent with Vygotsky's (1978) sociocultural learning theory (Lantolf, 2000), which highlights the role of tools and social interaction in language development. Similarly, Salamanti et al. (2023) found that digital platforms such as *Padlet* and the *Digital Language Motivation and Engagement Scale* enhanced student engagement and collaboration. It is supporting Dörnyei's (2009) *Motivational Self-System Theory*, which links motivation to meaningful social activity. Furthermore, Mariam et al. (2025) reported that *YouTube* and *digital storytelling* effectively introduced recount texts in contextual and interactive ways, aligning with Bruner's constructivist perspective (Metsämuuronen & Räsänen, 2018) that emphasizes meaning-making through authentic learning experiences.

ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH MULTIMODAL
LEARNING APPROACH: A SYSTEMATIC LITERATURE REVIEW

Student Motivation and Participation Improvement

The significant rise in motivation and participation highlights that multimodal learning fosters more engaging and meaningful experiences. Yuliani (2022) observed that students who were previously passive became enthusiastic after the implementation of visual and interactive media. Similarly, Laksmi et al. (2021) found that the consistent use of interactive visual media, like audio and video, increased motivation in English learning.

Salamanti et al. (2023) reported that the experimental group's motivation level was 30% higher than the level of the control group. This is supported by Eugenijus (2023) statement that multimodal tasks combining audio, visual, and kinesthetic elements enhance enthusiasm and perseverance in language learning. Masinde et al. (2023) confirmed that first graders taught with multimodal methods were more active and responsive than those taught conventionally. Wati et al. (2023) showed that educational games improved vocabulary mastery, while Fitriani et al. (2024) and Purba et al. (2023) added that multimodal reading materials made students feel more comfortable and motivated. Overall, multimodal learning environments promote engagement, comfort, and active participation among learners.

Comprehensive Multimodal Strategy

Several researchers have developed comprehensive multimodal strategies integrating collaboration, genre-based learning, and semiotics. Salamanti et al. (2023) revealed that combining multimodality and collaborative learning enhanced students' speaking, listening, reading, and engagement skills simultaneously. This aligns with Hu et al. (2019), who stated that "collaborative multimodal tasks develop both linguistic competence and engagement simultaneously." Visual narrative projects involving videos, images, and texts also increased students' confidence by engaging them emotionally in meaning-making processes.

Wilson (2024) designed systematic multimodal strategies for bilingual learners combining technology, text manipulation, and social interaction. It is consistent with Cope and Kalantzis' (2015) *Multiliteracies Theory*, which emphasizes linguistic, cultural, and modal diversity in globalized learning contexts. Likewise, Purba et al. (2023) combined multimodality with SFL, showing that it deepens understanding of meaning in language structures. It is similar to Van Leeuwen's (2005) view that linguistic forms are inseparable from visual representation and social context.

Mariam et al. (2025) further demonstrated that combining genre-based approaches with digital storytelling improved students' critical thinking in interpreting and producing recount texts. Nugraha et al. (2024) similarly argued that "students develop a better understanding of textual purpose and audience when multimodal tasks are embedded in genre pedagogy." Masinde et al. (2023) also integrated *Multiple Intelligences Theory* and *Social Semiotics* into multimodal materials, addressing learners' cognitive and sensory diversity. This reflects Jewitt's (2010) assertion that multimodality provides learners with

multiple pathways for understanding, representation, and expression according to their individual strengths and contexts.

CONCLUSION AND SUGGESTION

The multimodal learning approach has a significant influence on the improvement of English language proficiency, according to the analysis and systematic literature evaluation. This approach has proven efficient in various aspects of language skills, including vocabulary mastery, speaking skills, listening skills, and reading comprehension or literacy. In addition to improving language skills, the multimodal approach also encourages students' participation and motivation in the learning process. Students feel more involved and interested in the material presented through various media. Therefore, they show increased concentration and learning outcomes. This demonstrates that education is not only more efficient but also more inclusive and tailored to each student's individual needs. Thus, it concluded that the implementation of a comprehensive multimodal learning strategy is highly recommended in English language learning. Through strategies and combinations of various media such as video, text, images, audio, interactive digital devices, and other media, students can learn in a more enjoyable, varied, and appropriate way to their respective learning styles.

However, it is important to realize that the results of this review have several limitations. The limited period of the study, between 2021 and 2025, may not be enough to offer the extensive picture of the long-term impact of this multimodal approach. In addition, the methods used in the studies analyzed are quite varied, which can affect the consistency of the results. Nevertheless, there are many interesting opportunities for further research. Long-term research is also needed to see the impact on students' English language skills over a longer period of time. With these considerations, a multimodal learning approach can be an important part of the transformation of English education towards a direction that is more pertinent to the needs of the times. Not just utilizing technology, but truly designing a learning experience that is more alive, meaningful, and by the unique characteristics of each student.

REFERENCES

- Aini, M. R. (2021). Posisi bahasa Inggris sebagai bahasa kedua dan pembuatan lembar kerja peserta didik bagi siswa Smp/Mts se Kota Blitar. *Jurnal Abdimas Bela Negara*, 2(1), 66–79. <https://doi.org/10.33005/jabn.v2i1.40>
- Aisyah, S., & Nuraeni, N. (2022). The use of a digital multimodal textbook to foster students' English proficiency. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 9(2), 160. <https://doi.org/10.33394/jo-elt.v9i2.6234>
- Baharani, B., & Ghafournia, N. (2015). The impact of multimodal texts on reading achievement: A study of Iranian secondary school learners. *International Journal of Applied Linguistics and English Literature*, 4(4), 161–170. <https://doi.org/10.7575/aiac.ijalel.v.4n.4p.161>

ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH MULTIMODAL
LEARNING APPROACH: A SYSTEMATIC LITERATURE REVIEW

- Bekturova, M., Gaipov, D., Dyankova, G. H., & Tulepova, S. (2025). Examining multimodal literacy skills among EMI teachers in Kazakhstan. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, 13(1), 217–222. <https://doi.org/10.23947/2334-8496-2025-13-1-217-222>
- Booth, A., Sutton, A., & Papaioannou, D. (2016). Systematic approaches to a successful literature review (1st ed.). SAGE Publications.
- Chapelle, C., Grabe, W., & Berns, M. (1997). TOEFL: Communicative language proficiency: Definition and implications for TOEFL 2000. *Educational Testing Service*. <http://www.toefl.org>
- Cope, B., & Kalantzis, M. (2015). The things you do to know: An introduction to the pedagogy of multiliteracies. In *a pedagogy of multiliteracies: Learning by design* (pp. 1–36). London: Palgrave Macmillan UK.
- Costa, A. M., Costa, C. A., Coutinho, E., Oliveira, I., Pereira, J., Gillain, R., Amante, S., Fidalgo, S., Relvas, S., & Delplancq, V. (2025). Multimodal creativity at the service of foreign language teaching in higher Education in Portugal: The JASM project. *International Journal of Professional Business Review*, 10(4), 1–11. <https://doi.org/10.26668/businessreview/2025.v10i4.5361>
- Dörnyei, Z. (2009). The L2 motivational self system. *Motivation, language identity and the L2 self*, 36(3), 9–11.
- Eisenmann, M., & Summer, T. (2020). Multimodal literature in ELT: Theory and practice. *Children's Literature in English Language Education*, 8(1), 52–73. <https://storybird.com/>
- Eugenijus, L. (2023). The effectiveness of multimodal task design in second language teaching. *Research and Advances in Education*, 2(12), 1–6. <https://doi.org/10.56397/rae.2023.12.01>
- Fang, Q. (2025). Design of a future-oriented intelligent multi-modal spoken English platform: A study on deep integration of CNN-DNN-LSTM and self-supervised mechanisms. *Research Square*, 1–25. <https://doi.org/10.21203/rs.3.rs-6366200/v1>
- Firmansyah, M. B. (2021). The effectiveness of multimodal approaches in learning. *Journal of Education and Technology*, 4(3), 469–479.
- Fitriani, S. A., Kurniawati, N., & Amuddin, M. (2024). Students' responses to multimodal texts in a learning reading course. *English Education: Jurnal Tadris Bahasa Inggris*, 17(1), 148–164. <https://doi.org/10.24042/ee-jtbi.v17i1.19459>
- Grant, M. J., & Booth, A. (2009). A typology of reviews: An analysis of 14 review types and associated methodologies. *Health Information and Libraries Journal*, 26, 91–108. <https://doi.org/10.1111/j.1471-1842.2009.00848.x>
- Hu, W., Cai, B., Zhang, A., Calhoun, V., & Wang, Y. P. (2019). Deep collaborative learning with application to multimodal brain development study. *IEEE Transactions on Biomedical Engineering*, 66(12), 3346–3359. <https://doi.org/10.1109/TBME.2019.2904301>

- Isadaud, D., Fikri, M. D., & Bukhari, M. I. (2022). The urgency of English in the curriculum in Indonesia is to prepare human resources for global competitiveness. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 1(1), 51–58. <https://doi.org/10.54259/diajar.v1i1.177>
- Jasmine, M. P., Silvhianny, S., & Inderawati, R. (2025). Exploring young learners' needs in multimodal text design for integrating sustainable education into ELT. *Journal of Languages and Language Teaching*, 13(2), 785–797. <https://doi.org/10.33394/jollt.v13i2.13775>
- Jewitt, C. (2010). Technology and learning: A multimodal approach. In *International Handbook of Psychology in Education* (pp. 361–398).
- Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication* (13th ed.). Routledge. <https://doi.org/10.4324/9780203970034>
- Laksmi, N. K. P., Yasa, I. K. A., & Mirayani, K. A. M. (2021). The use of animation video as learning media for young learners to improve EFL students' motivation in learning English. *Lingua: Jurnal Pendidikan Bahasa*, 17(1), 42–52. <https://doi.org/https://doi.org/10.34005/lingua.v17i1.1378>
- Lantolf, J. P. (2000). Introducing sociocultural theory. In *Sociocultural theory and second language learning* (pp. 1–26). Oxford University Press. www.oup.com/elt
- Lim, F. V. (2018). Developing a systemic functional approach to teach multimodal literacy. *Functional Linguistics*, 5(1), 1–17. <https://doi.org/10.1186/s40554-018-0066-8>
- Lim, F. V., Toh, W., & Nguyen, T. T. H. (2022). Multimodality in the English language classroom: A systematic review of literature. *Linguistics and Education*, 69. <https://doi.org/10.1016/j.linged.2022.101048>
- Mahrlamova, K., & Chabanovych, N. (2021). Implementation of interactive methodology in medical education. *Linguistics and Culture Review*, 5(S4), 1154–1160. <https://doi.org/10.21744/lingcure.v5ns4.1752>
- Mariam, S., Kepirianto, C., Fadlilah, S., & Izza, A. F. (2025). Enhancing students' reading comprehension of recount text with multimodal digital literacy. *Indonesian EFL Journal (IEFLJ)*, 11(1), 41–52. <https://doi.org/10.25134/ieflj.v11i1.11337>
- Masinde, R., Barasa, D., & Mandillah, L. (2023). Effectiveness of using multimodal approaches in teaching and learning listening and speaking skills. *Nairobi Journal of Humanities and Social Sciences*, 7(2), 91–112. <https://doi.org/10.58256/njhs.v7i2.1333>
- Maulidiya, N. I., Makrifah, I. A., & Mubarak, T. A. (2023). Development of video-based interactive learning media to teach speaking skills at x grade students of SMK NU Donomulyo. *Wiralodra English Journal*, 7(2), 53–64. <https://doi.org/10.31943/wej.v7i2.234>
- Mayer, R. E. (2005). Cognitive theory of multimedia learning. *The cambridge handbook of multimedia learning* (pp. 31-48)

ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH MULTIMODAL
LEARNING APPROACH: A SYSTEMATIC LITERATURE REVIEW

- Mengist, W., Soromessa, T., & Legese, G. (2020). Method for conducting systematic literature review and meta-analysis for environmental science research. *Elsevier: MethodsX*, 7(100777), 1–11. <https://doi.org/10.1016/j.scitotenv.2019.134581>
- Metsämuuronen, J., & Räsänen, P. (2018). Cognitive-linguistic and constructivist mnemonic triggers in teaching based on Jerome Bruner's thinking. *Frontiers in Psychology*, 9(2543), 1–13. <https://doi.org/10.3389/fpsyg.2018.02543>
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 1017–1054.
- Mukrim, A., & Imran, A. F. (2025). The impact of multimodal learning on vocabulary acquisition among eighth-grade students. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 13(1), 11–18. <https://doi.org/10.23887/jpbi.v13i1.4029>
- Nadia, R. (2023). Enhancing student vocabulary proficiency through the effective implementation of multimodal approaches. *Invention: Journal Research and Education Studies*, 4(2), 33–40. <https://doi.org/10.51178/invention.v4i2.1505>
- Nata, D. F. M., & Suharyanto, S. (2024). Multimodal approach in teaching listening in EFL classroom of Indonesia: Teacher's perspective and experience. *UMS Library*, 1–11.
- Nugraha, I., Emilia, E., & Gunawan, W. (2024). A genre-based approach in teaching multimodal texts. *English Review: Journal of English Education*, 12(3), 1093–1106. <https://doi.org/10.25134/erjee.v12i3.9568>
- Paivio, A. (1990). *Mental representations: A dual coding approach*. Oxford University Press.
- Papageorgiou, V., & Lameris, P. (2017). Multimodal Teaching and Learning with the Use of Technology: Meanings, Practices and Discourses. In *14th International Conference on Cognition and Exploratory Learning in Digital Age (CELDA 2017)* (pp. 133-140).
- Philippe, S., Souchet, A. D., Lameris, P., Petridis, P., Caporal, J., Coldeboeuf, G., & Duzan, H. (2020). Multimodal teaching, learning, and training in virtual reality: A review and case study. *Virtual Reality and Intelligent Hardware*, 2(5), 421–442. <https://doi.org/10.1016/j.vrih.2020.07.008>
- Purba, R., Herman, H., Fatmawati, E., Saputra, N., & Sabata, Y. N. (2023). Multimodal-based learning improves students' reading ability in perspective of systemic functional linguistics. *Journal of Education Technology*, 7(1), 61–70. <https://doi.org/10.23887/jet.v7i1.543>
- Rahmawanti, R., Larasati, T. M., & Rahayu, N. (2021). Students' perception on the use of English-subtitled movies toward learner's spoken grammar understanding. *Wiralodra English Journal (WEJ)*, 5(2), 39–49. <https://doi.org/10.31943/wej.v5i2.135>
- Rohi, M. P., & Nurhayati, L. (2024). Multimodal learning strategies in secondary EFL education: Insights from teachers. *VELES JOURNAL: Voices of*

- English Language Education Society*, 8(2), 458–469.
<https://doi.org/10.29408/veles.v8i2.26546>
- Sadikin, I. S., Santosa, I., Fadli, M. R., Fatonah, K., & Ulum, M. B. (2025). Exploring pre-service teachers' experiences with digital multimodal composing in narrative storytelling. *ELTIN JOURNAL: Journal of English Language Teaching in Indonesia*, 13(1), 253–268.
- Salamanti, E., Park, D., Ali, N., & Brown, S. (2023). Efficacy of collaborative and multimodal learning strategies in enhancing English language proficiency among ESL/EFL learners: A quantitative analysis. *Research Studies in English Language Teaching and Learning*, 1(2).
<https://doi.org/10.62583/rseltl.v1i2.11>
- Sidabutar, U., Sinaga, N. T., Sitorus, N., & Lestari, F. D. (2021). A multimodal analysis on a vocational English book and its effect on students' English proficiency. *Linguistics and Culture Review*, 5(S3), 1651–1665.
<https://doi.org/10.21744/lingcure.v5ns3.1951>
- Spring, R., & Takeda, J. (2024). Teaching phrasal verbs and idiomatic expressions through multimodal flashcards. *STEM: Journal of English Teaching through Movies and Media*, 25(2), 40–53.
<https://doi.org/10.16875/stem.2024.25.2.40>
- Triandini, E., Jayanatha, S., Indrawan, A., Putra, G. W., & Iswara, B. (2019). Metode systematic literature review untuk identifikasi platform dan metode pengembangan sistem informasi di Indonesia. *Indonesian Journal of Information Systems*, 1(2), 63–77.
<https://doi.org/10.24002/ijis.v1i2.1916>
- van Leeuwen, T. (2005). Multimodality, genre, and design. In *discourse in action* (pp. 73–93). Routledge.
- Varaporn, S., & Sitthitikul, P. (2019). Effects of multimodal tasks on students' critical reading ability and perceptions. *Reading in a Foreign Language*, 31(1), 81–108. <http://nflrc.hawaii.edu/rfl>
- Wati, R. I., S, S., & Sah, R. W. A. (2023). Siswa sekolah dasar menggunakan game “New Family 100” untuk mengembangkan vocabulary. Bagaimana kegiatan implementasinya? *Jurnal Penelitian Tindakan Kelas*, 1(2), 124–131. <https://doi.org/10.61650/jptk.v1i2.220>
- Wilson, M. (2024). The role of multimodal learning in enhancing language acquisition for bilingual learners. *Emerging Education Research*, 2, 1–11.
<https://emergingpub.com/index.php/er>
- Yuliani, F. (2022). Multimodal learning material in an English-speaking class in Kampung Baluwarti. *JETLE (Journal of English Language Teaching and Learning)*, 3(2), 73–79. <https://doi.org/10.18860/jetle.v3i2.15878>

CHAPTER 2

SECOND ARTICLE

Identitas Jurnal 2

- | | |
|-------------------------------|---|
| 1. Judul Artikel | : Students' Perceptions Of Vocabulary Learning Through English-Language Youtube Content |
| 2. Nama | : Eltin: Journal of English Language Teaching in Indonesia |
| 3. ISSN | : P-ISSN 2339-1561
E-ISSN 2580-7684 |
| 4. Kategori Akreditasi | : SINTA 3 |
| 5. Link DOI/Artikel | : https://e-journal.stkipsiliwangi.ac.id/index.php/eltin/index |

STUDENTS' PERCEPTIONS OF VOCABULARY LEARNING THROUGH ENGLISH-LANGUAGE YOUTUBE CONTENT

**Grand Stef Yan Claudio^{1*}, Muhammad Subhan Fikri², Erma Sujiyani³, Julianthi
Zefana Silitonga⁴**

¹grandclaudio201@gmail.com, ²muhammadsubhanfikri@fkip.upr.ac.id, ³esyani02@gmail.com,

⁴zefanasilitonga@gmail.com

UNIVERSITAS PALANGKA RAYA

Received: May 19, 2026; Accepted: June 25, 2026

ABSTRACT

This study examined students' perceptions of English vocabulary learning through English YouTube content among seventh-semester students of the English Language Education Study Program at the University of Palangka Raya. The study employed a mixed-methods research design with an exploratory sequential approach. Quantitative data were collected through questionnaires administered to 62 students, while qualitative data were obtained through semi-structured interviews with 14 selected participants. The results showed that most students had positive perceptions of using YouTube for vocabulary learning. YouTube was perceived to support vocabulary development, pronunciation improvement, and contextual understanding through authentic audiovisual input. Features such as subtitles, playback speed control, and easy accessibility were found to enhance flexible and self-directed learning. However, several challenges were also identified, such as advertisements, entertainment video recommendations, unstable internet connections, and difficulty understanding certain accents. The study concluded that YouTube can serve as an effective supportive learning medium for vocabulary learning if supported by appropriate learning strategies and self-regulation. These findings contribute to the development of technology-integrated language learning practices in EFL contexts.

Keywords: English YouTube Content, Learning Media, Students' Perception, Vocabulary Learning

A. INTRODUCTION

In the contemporary digital era, English proficiency has become an essential competence for individuals in academic, professional, and global communication contexts. For students, especially those studying English as a Foreign Language (EFL), mastering English is not only a curricular requirement but also a key factor for academic success and future career opportunities. English language learning involves the development of four fundamental skills: listening, speaking, reading, and writing. These skills are interconnected and mutually supportive in the process of language acquisition (Ali, 2022). However, effective language

learning does not rely solely on the development of these four skills. Supporting components such as vocabulary knowledge, pronunciation, grammar, fluency, accuracy, and cultural awareness also play a crucial role in achieving communicative competence (Al-Seghayer, 2015).

Among these components, vocabulary is widely recognised as a fundamental element in language learning. Vocabulary knowledge enables learners to understand and convey ideas, thoughts, and emotions effectively in both spoken and written communication (Abadi, 2023). In addition, vocabulary mastery contributes significantly to the development of other language skills, including reading comprehension, listening comprehension, speaking, and writing (Sujadi & Wulandari, 2021). Vocabulary can generally be defined as the knowledge of words and their meanings (Sari et al., 2019). However, vocabulary knowledge extends beyond recognizing word forms and meanings, it also includes understanding contextual usage, collocations, grammatical patterns, and pragmatic functions. Carter and McCarthy (2013) emphasized that vocabulary represents the core of language learning because learners directly experience vocabulary growth when acquiring a new language.

Despite its importance, many learners still encounter difficulties in developing adequate vocabulary knowledge. Previous studies have reported that students often struggle to remember new words, understand meanings, and apply vocabulary appropriately in different contexts (Afidah & Machfudi, 2022; Hasan, 2024). One of the contributing factors is the use of monotonous learning media that fail to engage students actively in the vocabulary learning process. Traditional vocabulary learning activities, such as memorizing word lists without contextual exposure, may lead to boredom and low retention rates (Purwanti et al., 2022). Furthermore, the complexity of English spelling and pronunciation systems often creates additional challenges for learners, particularly because English orthography is not always consistent with its pronunciation. As a result, students may experience confusion when learning and pronouncing unfamiliar words.

In response to these challenges, educators have increasingly explored the use of digital technology to support language learning. One technological platform that has gained significant attention in recent years is YouTube. YouTube is a widely used video-sharing platform that allows users to access, create, and share various forms of multimedia content (Burgess & Green, 2018). The platform provides diverse educational resources, including tutorials, lectures, vlogs, and language learning videos. According to Miller (2009), YouTube has become one of the largest online video communities, offering users opportunities to access authentic audiovisual materials from different cultural and linguistic contexts.

In the context of language learning, YouTube offers several advantages. The platform allows learners to encounter vocabulary in authentic contexts through visual and auditory input, which can facilitate comprehension and retention. In addition, students can repeatedly watch videos, listen to native pronunciation, and observe how vocabulary is used in natural communication situations. Nofrika (2019) argues that the integration of YouTube into language learning can create a more engaging and interactive learning environment, allowing students to learn independently while exploring various types of content that match their interests. Previous studies have investigated the use of YouTube in English language learning. For example, Tahmina (2023) found that most students showed positive perceptions toward the use of YouTube as a learning medium. Students reported that watching English videos helped them learn vocabulary more effectively and increased their

motivation to engage in language learning activities. Similarly, Kaboooha & Elyas (2018) conducted a study and found that students who learned vocabulary through YouTube videos demonstrated higher vocabulary gains compared to those who used traditional learning materials. The study also indicated that YouTube-based learning could increase students' motivation and participation in classroom activities. Other studies have also highlighted the positive role of YouTube in supporting language learning. Gracella and Nur (2020), through qualitative research, reported that students perceived YouTube as an accessible and flexible learning tool that supports independent learning. Students appreciated the availability of diverse content and the ability to learn at their own pace.

Despite the growing body of research on the use of YouTube in English language learning, several critical gaps remain in the existing literature. First, most previous studies tend to focus separately on either learners' perceptions or learning outcomes, while integrated investigations using a mixed-methods approach remain limited. This restricts a more comprehensive understanding of how students perceive and experience vocabulary learning through digital media. Second, research on YouTube-based vocabulary learning has predominantly been conducted at the school level, with relatively limited attention given to university-level EFL learners, who may demonstrate different learning needs and digital learning behaviors. Third, although YouTube has been widely recognized as a valuable multimedia tool in language learning, studies that specifically examine English-language YouTube content as a medium for vocabulary development are still insufficiently explored. As a result, there is a need for more context-specific and methodologically integrative studies to address these gaps.

Therefore, this study seeks to explore students' perceptions of learning English vocabulary through English-language YouTube content. By combining quantitative and qualitative approaches, this study aims to provide a more comprehensive understanding of how students perceive the use of YouTube as a vocabulary learning tool and how it influences their learning experiences. The findings of this study are expected to contribute to the development of more effective technology-integrated language learning strategies and provide insights for educators in utilizing digital platforms to enhance vocabulary learning.

B. METHOD

This study employed a mixed-methods research approach to obtain a comprehensive understanding of students' perceptions of learning vocabulary through English-language YouTube content. Mixed-methods research integrates quantitative and qualitative data collection and analysis within a single study to provide a more complete understanding of the research problem (Creswell et al., 2004). The study adopted an explanatory sequential design, in which quantitative data were collected and analyzed first, followed by qualitative data collection to further explain and elaborate on the quantitative findings. The quantitative phase aimed to identify general patterns of students' perceptions, while the qualitative phase explored students' experiences and opinions in greater depth. Accordingly, the data collection procedure was implemented in two sequential phases following this explanatory sequential design.

Participants of this study involved 62 seventh-semester English Language Education students at the University of Palangka Raya in the quantitative phase. The final number of respondents was determined based on their willingness and completeness in completing the questionnaire. Participants were selected using specific criteria: having taken English

Vocabulary and ICT courses, and regularly accessing English YouTube content. These criteria ensured that respondents had academic backgrounds and practical experience relevant to the research focus. Then, in the qualitative phase, 14 participants were purposively selected from the questionnaire respondents based on the diversity of perspectives they presented. The number of informants in the interview phase was not strictly determined from the outset, but rather followed the principle of data saturation. Interviews stopped when the information obtained reached saturation, which is when participants' answers began to repeat themselves and no longer yielded significant new themes or insights (Saunders et al., 2017). Interview participants were selected to enrich and deepen the research findings.

The research instruments used in this study consisted of a questionnaire and semi-structured interviews. In the quantitative phase, the researchers used a questionnaire with a four-point Likert scale: strongly disagree, disagree, agree, and strongly agree. Each statement was designed to measure respondents' level of agreement with each statement regarding their perceptions of vocabulary learning through English-language YouTube content. Likert scales are widely used to measure students' perceptions, attitudes, and experiences because they provide structured and quantifiable response data (Kusmaryono et al., 2022). Before distribution, the questionnaire was tested for validity and reliability. In the validity test, all items were declared valid and suitable for use as a research instrument, as the Corrected Item-Total Correlation value was greater than 0.254. In the reliability test, a Cronbach's Alpha value of 0.932 reflects a very high level of internal consistency and ensures that the instrument is highly reliable and suitable for use. The validity and reliability are important because they ensure that a research instrument measures data accurately, consistently, and appropriately according to the intended research objectives (Taherdoost, 2016).

In the qualitative phase, the study used a semi-structured interview guide as an instrument to obtain more in-depth data regarding students' experiences and perceptions of using YouTube content as a medium for vocabulary learning. The semi-structured interview guide included several open-ended questions designed to explore participants' perspectives in greater depth and provided flexibility for developing follow-up questions based on participants' responses during the interview process. All interviews were recorded and transcribed to facilitate data analysis. The qualitative data were then analyzed using thematic analysis. Thematic analysis is a method for identifying, analyzing, and reporting patterns or themes in qualitative data. The analysis process was carried out through several stages: data familiarization, data coding, theme discovery, theme review, theme naming, and interpretation of findings (Braun & Clarke, 2006). This approach enabled the researchers to identify key themes related to students' experiences using YouTube as a medium for English vocabulary learning.

C. FINDINGS AND DISCUSSION

The findings are presented based on four emerging themes related to students' perceptions of using English-language YouTube content for vocabulary learning. These themes were identified from the interview data through thematic analysis and used to explain and deepen the quantitative findings. Together, the quantitative and qualitative results provide a more comprehensive understanding of how YouTube contributes to vocabulary development, contextual language comprehension, and learning motivation. The results are presented in diagrams and tables to provide a clear picture of students' perceptions. The diagrams are

used to illustrate the overall distribution of students' perceptions, while the tables summarize specific aspects of how English-language YouTube content is perceived to influence vocabulary learning.

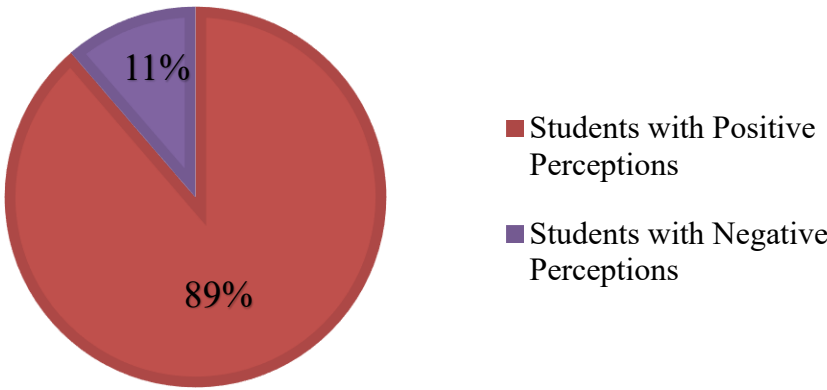


Figure 1. Overall Students Perceptions

Based on Figure 1, the overall results of the questionnaire show that the majority of students showed a positive perception towards the use of English-language YouTube content as a learning medium, covering 89% of the total respondents. On the other hand, 11% of respondents showed a negative perception. This comparison shows that the number of positive perceptions is almost eight times greater than the negative perceptions, indicating that, in general, students have a positive view towards the use of English-language YouTube content as a medium for learning English vocabulary. These overall results provide an overview of student perceptions and serve as a basis for further analysis in the following sections.

1. Students' Perceptions of Learning Vocabulary through YouTube

This subsection focuses on students' perceptions of using YouTube in the process of learning English vocabulary. The analysis is based on questionnaire responses and interview data to explore how students perceive and describe their experiences of learning vocabulary through English-language content on YouTube. The quantitative findings are presented first, followed by qualitative insights from the interviews to provide a deeper understanding of students' perceptions.

Table 1. The Questionnaire Results on Students' Perceptions of Vocabulary Learning through English-language YouTube Content

ASPECTS	LIKERT SCALES				NEGATIVE PERCEPTION	POSITIVE PERCEPTION
	Strongly Disagree	Disagree	Agree	Strongly Agree		
Learning Vocabulary through YouTube	3%	11%	44%	42%	14%	86%

Table 1 shows that the majority of respondents expressed positive perceptions about vocabulary learning through YouTube. A total of 86% of respondents expressed positive perceptions, with 44% agreeing and 42% strongly agreeing. This indicates that students view YouTube as an engaging, enjoyable, and motivating learning medium. This finding was further supported by interviews, which provided a deeper understanding of the reasons behind these positive perceptions. P1 stated:

"Learning vocabulary through YouTube is interesting because the wide variety of content helps expand my English vocabulary."

P6 added:

"English YouTube content helps me learn vocabulary through real-life contexts in audiovisual content, while also motivating me to improve and imitate English accents."

P3 also explained,

"The delivery style of English content on YouTube is more engaging than textbooks. YouTube feels more lively and less boring, which increases my motivation to continue learning."

Based on interviews with respondents with positive perceptions, the findings indicate that using English-language YouTube content can help students understand and improve their English vocabulary. The engaging presentation of material, combining visual and audio elements, helps students experience an interactive and contextual vocabulary learning process. Through the use of real-life language contexts, students can grasp the meaning of vocabulary and learn how to pronounce and use it in everyday contexts. The presence of elements such as images, sounds, expressions, and real-life context in English-language content makes it easier for students to understand vocabulary meaning, increasing students' interest and motivation, and its use in everyday life. This supports Mayer's (2005) Cognitive Theory of Multimedia Learning, which stated that students more easily grasp meaning when using a combination of images and words than when using words alone. These results align with research conducted by Mokodompit et al. (2020) on seventh-semester students of English Language Education at Manado State University. This study found that students expressed a positive perception of the use of YouTube in vocabulary acquisition and that it had a positive impact on their abilities, particularly in the classroom. Students felt that the variety of English-language YouTube content available, such as films, vlogs, cartoons, and educational videos, prevented monotony and increased student interest in vocabulary learning. In this study, most participants revealed that they most frequently watched content such as English with Lucy, BBC Learning English, TED Talks, Aaron's English, daily life vlogs, and English songs to help develop their vocabulary. This content was considered engaging because it not only provided direct vocabulary explanations but also demonstrated word usage in real contexts through conversations, visual presentations, and song lyrics. Thus, YouTube is no longer seen only as an entertainment platform, but also as an effective learning medium in supporting English vocabulary learning.

On the other hand, accounted for approximately 14%, with 11% disagreeing and 3% strongly disagreeing. This is generally due to self-regulation issues, where students feel easily distracted by other entertainment content available on the platform. Student interviews support these findings. N1 said,

"I don't think YouTube is very helpful because I often get distracted by entertaining videos and lose focus on studying vocabulary."

Another N5 speaker added,

"Learning vocabulary through YouTube feels less effective because many videos are delivered too fast, making pronunciation difficult to understand."

Some students argued that learning vocabulary through English-language YouTube content did not significantly impact their English vocabulary improvement. They viewed YouTube as entertainment, not as a learning medium. They felt that learning through YouTube was ineffective because there were many things that hindered the learning process, such as the presentation style and distracting video recommendations. This made the learning process distracted and aimless, thus preventing them from feeling the effectiveness of YouTube as a vocabulary learning medium.

2. Students' Perceptions of Vocabulary Improvement

This subsection discusses students' perceptions of improving their English vocabulary mastery after using YouTube as a learning medium. The analysis focuses on how students perceive the development of their vocabulary, including both the expansion of their vocabulary knowledge and their ability to understand and use vocabulary in appropriate contexts. The analysis begins with the presentation of quantitative findings from the questionnaire, followed by qualitative insights from the interviews to provide a more comprehensive understanding of students' perceived vocabulary improvement.

Table 2. The Questionnaire Results on Students' Perceptions of Vocabulary Improvement

ASPECTS	LIKERT SCALES				NEGATIVE PERCEPTION	POSITIVE PERCEPTION
	Strongly Disagree	Disagree	Agree	Strongly Agree		
Students' Perceptions of Vocabulary Improvement	2%	14%	53%	31%	16%	84%

The next finding theme, presented in Table 1, reflects students' perceptions of vocabulary improvement through English YouTube content. 84% of respondents responded positively, with 53% agreeing and 31% strongly agreeing. Students felt that using YouTube helped them understand, learn, and acquire new vocabulary more easily. This improvement was evident in their ability to recognize word meanings, understand pronunciation, and understand vocabulary usage in everyday communication contexts. Through continuous exposure to English-language content, students also became more familiar with various types of vocabulary used by native speakers. Interview data further illustrate how students perceive their vocabulary improvement through YouTube. P2 stated,

"I feel my vocabulary has improved because English content introduces me to idioms and expressions like 'speak of the devil' and 'break a leg,' along with their everyday usage."

Similarly, P4 explained,

"I found a lot of informal vocabulary and everyday expressions rarely found in textbooks, such as actually, kind of, and make sense, which are very useful in everyday communication."

These responses indicate that students experienced an increase in vocabulary through exposure to authentic language available on YouTube. Students not only learned the meaning of words but also understood the contextual use of vocabulary in everyday conversations. Various types of authentic English language content, such as dramas, vlogs, and conversational videos, helped students recognize idioms, informal expressions, and everyday expressions rarely found in textbooks. Furthermore, the combination of visual and audio elements makes it easier for students to understand word meanings based on conversational context, making the vocabulary learning process more motivated, effective, engaging, understandable, and less monotonous.

This finding is supported by Mayer's (2005) Multimedia Learning theory, which explains that the process of delivering material in learning is more effective when information is conveyed through a combination of two or more modalities, such as visuals and audio. In YouTube content, students not only hear the pronunciation of words but also see visuals of the situations and expressions described, as well as the context in which the language is used directly. This helps students understand vocabulary meaning more easily and improves their retention of the learned vocabulary. These findings are also in line with Krashen's (1992) Input Hypothesis, which explains that language acquisition occurs directly through exposure to language that is authentic, meaningful, and easily understood by learners. Authentic and understandable language exposure is obtained through context, situations, images, and previous experiences. Therefore, authentic language exposure through multimodal activities such as listening to stories, watching films, and direct communication can facilitate natural language acquisition and increase learning motivation. This theory emphasized that understanding meaning and a supportive language environment are more important than simply learning formal grammar rules.

The findings of this study also aligned with those of several previous studies. A study conducted by Sukmawati et al. (2025) showed that watching vocabulary learning videos on YouTube helps students improve their vocabulary and become more enthusiastic, confident, and motivated when speaking English. Another study by Salsabila et al. (2025) found that YouTube provides authentic language exposure through audio-visual media, thus helping to improve vocabulary, language comprehension, and learning motivation in EFL students. Furthermore, Abbas (2025) demonstrated similar findings, stating that YouTube is effective as a source of authentic input because it presents a real-life communication context that supports the acquisition of vocabulary and language skills more naturally.

However, despite the predominance of positive responses, 17% of respondents felt that the vocabulary gains they had made through YouTube were still limited. Some students felt they focused more on the entertainment or storyline than on the vocabulary used in the videos. For example, N4 stated,

“My vocabulary improvement from watching English YouTube content was limited because I focused more on the storyline and visuals than on the vocabulary used.”

Similarly, N2 stated,

“I felt more like I was maintaining my existing vocabulary rather than adding new vocabulary. YouTube helped clarify and reinforce the vocabulary I already knew, rather than adding to it.”

These responses indicate that not all students experience the same vocabulary gains through YouTube. These differences may be influenced by students' level of focus, viewing goals, learning strategies, and their engagement in paying attention to language use when watching English content. Therefore, Suli et al. (2022) stated that YouTube's effectiveness in improving vocabulary also depends on how students utilize the content as a learning medium. Thus, students' perceptions of vocabulary development through YouTube content indicate that video-based digital media makes a positive contribution to supporting English vocabulary development. This indicates a positive relationship between the intensity of YouTube use and English vocabulary acquisition (Prabaningtyas & Wulandari, 2023). YouTube content not only helps students acquire new vocabulary but also enriches their understanding of language use in real-life communication contexts.

3. Students' Perceptions of the Effectiveness of YouTube in Vocabulary Learning

This subsection discusses students' perceptions of the effectiveness of YouTube in supporting English vocabulary learning. The analysis aims to explore the extent to which students perceive YouTube as an effective medium for supporting vocabulary learning through its available features. The quantitative findings from questionnaires are presented first, followed by qualitative evidence from the interviews to provide a deeper understanding of students' perceptions of YouTube's effectiveness in vocabulary learning.

Table 3. The Questionnaire Results on the Effectiveness of YouTube in Vocabulary Learning

ASPECTS	LIKERT SCALES				NEGATIVE PERCEPTION	POSITIVE PERCEPTION
	Strongly Disagree	Disagree	Agree	Strongly Agree		
Effectiveness of YouTube in Vocabulary Learning	2%	6%	44%	48%	8%	92%

According to Table 1, the effectiveness of the YouTube aspect received the highest level of agreement among other aspects. Quantitative data showed a very strong positive perception among respondents, with 92% responding positively, with 44% agreeing, and 48% strongly agreeing. This finding indicates that the majority of students view YouTube as a highly effective medium for learning English vocabulary. This high level of agreement indicates that students not only enjoy using YouTube but also experience real benefits through

YouTube features in their vocabulary learning process. This finding is supported by interview data. P5 explained,

"YouTube is very accessible and has a lot of learning materials. The content on YouTube is more comprehensive and rich."

Students also appreciated the various features that can be used to support the learning process. P7 stated,

"Subtitles help me understand and spell new words, while the playback speed feature helps me hear difficult pronunciations more clearly."

P1 also commented,

"The download feature allows me to keep learning without an internet connection, making vocabulary learning more flexible and convenient."

It was found that most students consider YouTube to be an effective learning medium for vocabulary learning. YouTube has transcended its conventional role as an entertainment medium and transformed into a highly credible pedagogical/learning tool in the eyes of students. This effectiveness is inseparable from the various supporting features provided by YouTube, such as subtitles, video playback speed settings, and video download features that enable students to learn flexibly and independently. The presence of these various features helps make the vocabulary learning process easier and smoother. These findings are consistent with research by Wahidah et al. (2026), who found that YouTube's caption, video replay, and subtitle features help students understand authentic language input more easily. Students can repeat specific sections and adjust their understanding of new vocabulary through the audiovisual context. Thanh et al. (2026) also stated that YouTube's subtitle, replay, and video speed settings help students tailor their learning process to their needs and abilities. Widi & Putri (2026) added that YouTube's subtitle, lyrics, and playback controls help students understand pronunciation, meaning, and vocabulary usage in authentic communication contexts. These findings also correspond with the Input Hypothesis by Krashen (1992), which explains that language learning takes place when learners are exposed to understandable linguistic input. In this context, YouTube facilitates the learning process by presenting authentic audiovisual materials that help students interpret language meaning through visual cues, spoken interaction, situational context, and naturally occurring communication.

Furthermore, the Cognitive Theory of Multimedia Learning by Mayer (2024) also explained that learning is more effective when information is presented through a combination of visuals and audio, as this can aid comprehension and retention. These research findings are also supported by Abbas et al. (2025) research, which states that YouTube is effective in language learning because it provides easily accessible, varied material and supports independent learning through authentic language exposure. Nawaz et al. (2026) research explains that YouTube videos have a positive influence on vocabulary learning for non-native English learners. The research findings indicate that audiovisual media help students understand word meaning through visual context and real-life situations, thereby improving vocabulary retention.

In contrast, the percentage of negative perceptions was very low, only 8%. This very low figure indicates that technical and substantive barriers to YouTube were not significant for the majority of respondents. This low level of dissatisfaction indicates that YouTube has reached a very mature level of accessibility and usability, thus minimizing the barriers typically encountered in using digital media.

4. Challenges in Learning Vocabulary through YouTube

This subsection examines the various challenges students face in learning English vocabulary through YouTube. Understanding these challenges is essential to providing a more realistic perspective on the use of YouTube as a learning medium. The analysis is based on questionnaire responses and interview data to identify the barriers students experience during the learning process. The analysis begins with a presentation of quantitative data from the questionnaire and followed by qualitative findings from the interviews to provide a more comprehensive understanding of the challenges experienced by students.

Table 4. The Questionnaire Results on the Challenges in Learning Vocabulary through YouTube

ASPECTS	LIKERT SCALES				NEGATIVE PERCEPTION	POSITIVE PERCEPTION
	Strongly Disagree	Disagree	Agree	Strongly Agree		
Challenges in Learning Vocabulary through YouTube	3%	26%	56%	15%	29%	71%

Although YouTube offers many benefits, students still face various challenges in using YouTube English content as a vocabulary learning medium. Based on the data presented in Table 1, 71% of respondents expressed a positive perception, with 56% agreeing and 15% strongly agreeing. This indicates that various obstacles/challenges remain in using English-language YouTube content as a learning medium. This finding was further clarified through interview data, which provided a deeper understanding of the challenges students face when using YouTube as a medium for vocabulary learning. P2 stated,

"Advertisements often interrupt videos unexpectedly, breaking my focus and disturbing my learning process."

P5 added,

"Recommended entertainment videos often appear and distract me. Their attractive visuals make me switch to other videos."

N7 said,

"When the internet is slow and the video buffers, it really ruins my mood."

Furthermore, several students also expressed other challenges, such as the length and accent used in the videos. N1 explained,

"Sometimes there are videos with interesting titles, but when I click on them, they're really long, which makes me bored."

P7 added,

"Sometimes, if the accent is too strong, like a British or Scottish accent, I have trouble understanding the words."

Based on the interview results above, it can be concluded that while YouTube offers high effectiveness, its use is not without its challenges. The main challenges experienced by all participants were digital distractions such as advertisements, video recommendations, and long video lengths. These distractions often appear during the learning process, disrupting the learning process. Metwally (2025) stated that the use of digital technology in language learning often faces challenges in the form of digital distractions and the complexity of using internet-based media, which can affect students' focus. Advertisements that appear during the learning process can be a barrier because they often disrupt students' concentration when accessing learning materials. The repeated appearance of advertisements, whether in the form of videos, images, or pop-ups, can distract students from the material being studied. Video recommendations also become a barrier to learning because they often display entertaining content that distracts students from the learning material. Furthermore, the constant appearance of recommendations can reduce focus and make study time less effective. These findings align with research by Ghifary & Seinsiani (2025), who stated that the YouTube algorithm can distract students from learning objectives due to the abundance of entertainment content that attracts attention, especially its visuals.

Besides distractions, there are technical challenges such as slow internet connections and limited data quotas. Poor signal conditions affect video quality, such as blurry images and slower image loading. This video buffering can disrupt concentration and reduce motivation to learn, thus hindering the learning process. As Purwanti et al. (2022) stated, technical problems can arise during teaching and learning activities and hinder the learning process. Furthermore, difficulty understanding native speakers' accents and speaking speed in videos is also a common challenge. This indicates that the difficulty level of material in YouTube content is sometimes not matched to students' language abilities. Research by Wu (2024) also found that differences in accent and speaking rate are common challenges for English learners using audiovisual media. The findings also reported that students often have difficulty understanding pronunciation, intonation, and vocabulary delivered at a fast pace, especially when videos use unfamiliar accents. This condition can affect students' level of comprehension of the material and slow down the learning process. Furthermore, the study also reported that lecturers tend to convey key points directly and concisely when using YouTube videos as a learning medium. In this case, YouTube is considered a medium that still has the potential to experience technical difficulties. This situation indicates that using YouTube requires good focus and self-control to ensure students remain consistent in their learning activities.

Despite facing various challenges, students continue to strive to find solutions to overcome these obstacles, such as selecting videos appropriate to their ability level, using subtitles, slowing down the video speed, and repeating videos several times to understand the material. This demonstrates students' adaptation efforts and independent learning strategies in utilizing YouTube as a learning medium. Therefore, it can be concluded that YouTube has

great potential to support vocabulary learning, but its use requires appropriate learning strategies and regulations to maximize its benefits.

D. CONCLUSION

This study investigated students' perceptions of using English-language YouTube content for vocabulary learning among university students. The findings indicate that the majority of students had positive perceptions of learning vocabulary through English-language YouTube content because it provided engaging, enjoyable, and motivating learning experiences through a variety of authentic audiovisual content. Students also perceived that YouTube contributed to their vocabulary improvement by helping them acquire new vocabulary, understand word meanings in real-life contexts, improve pronunciation, and retain vocabulary more effectively. In addition, YouTube was perceived as an effective medium for vocabulary learning due to features such as subtitles, adjustable playback speed, replay options, and easy access to a wide range of learning resources, which supported self-directed learning. Nevertheless, the study also uncovered several challenges that may limit YouTube's effectiveness as a learning medium, including distractions from non-educational content, difficulties in comprehending certain accents or rapid speech, and technical constraints such as unstable internet connections. These findings suggest that YouTube's effectiveness in vocabulary learning depends not only on the availability of digital content but also on students' ability to manage their learning focus and select appropriate learning materials. Overall, English YouTube content has strong potential as a supporting medium for vocabulary learning, particularly in creating a more contextual, engaging, and independent learning experience in the digital age. However, this study has limitations because it only involved students from one study program and focused on student perceptions without directly measuring vocabulary improvement through language proficiency tests. Future research is recommended to employ other variations, such as involving more participants, implementing an experimental research design, and combining perception data with vocabulary proficiency measurements to obtain more comprehensive findings.

E. REFERENCES

- Abadi, L. (2023). The Power of Vocabulary: Unlocking the Key to Effective Communication. *Journal of Foreign Language Education and Technology*, 8(2), 1-2.
- Abbas, N. F., Awad, Z. E., & Mohaisen, A. K. (2025). YouTube as a learning tool among EFL learners: A systematic review. *Arab World English Journal (AWEJ) Special Issue on CALL*, 11(1), 96–110. <https://doi.org/10.24093/awej/call11.6>
- Afidah, A., & Machfudi, Moch. I. (2022). Students' difficulties in vocabulary mastery. *Critical Review of English-Arabic World Journal*, 1(1), 1–13. <https://doi.org/10.35719/crewjournal.v1i1.1359>
- Ali, H. H. H. (2022). The importance of the four English language skills: Reading, writing, speaking, and listening in teaching Iraqi learners. *Humanitarian and Natural Sciences Journal*, 3(2), 153–165. <https://doi.org/10.53796/hnsj3210>
- Al-Seghayer, K. (2015). Salient key features of actual English instructional practices in Saudi Arabia. *English Language Teaching*, 8(6), 89–99. <https://doi.org/10.5539/elt.v8n6p89>

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Burgess, J., & Green, J. (2018). *YouTube: Online video and participatory culture*. John Wiley & Sons.
- Carter, R., & McCarthy, M. (2013). *Vocabulary and Language Teaching*. Routledge.
- Creswell, J. W., Fetters, M. D., & Ivankova, N. v. (2004). Designing a mixed methods study in primary care. *Annals of Family Medicine*, 2(1), 7–12. <https://doi.org/10.1370/afm.104>
- Fatimah, S., & Sulistyani, S. (2022). Students' perception of using media platforms for ESL students (A case study in SMK Darma Bahari Surabaya). *EL2J (English Language and Literature Journal)*, 2(1), 32–42. <https://doi.org/https://doi.org/10.38156/el2j.v1i2>
- Ghifary, Y. N., & Seinsiani, I. G. (2025). Students' perceptions and challenges in using YouTube to improve speaking in learning English. *ELT Forum: Journal of English Language Teaching*, 14(Special Issue), 345–357. <https://doi.org/10.15294/elt.v14iSpecial%20Issue.28875>
- Gracella, J., & Nur, D. R. (2020). Students' perception of English learning through YouTube application. *Borneo Educational Journal (Borju)*, 2(1), 20–35. <https://doi.org/10.24903/bej.v2i1.623>
- Hasan, N. R. H. (2024). A study on student's challenges and problems in learning English vocabulary. *International Journal for Scientific Research*, 3(6), 207–227. <https://doi.org/10.59992/ijsr.2024.v3n6p7>
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72–81. <https://doi.org/10.5539/elt.v11n2p72>
- Krashen, S. (1992). The input hypothesis: An update. *Linguistics and language pedagogy: The state of the art*, 12(3), 409–431.
- Kusmaryono, I., Wijayanti, D., & Maharani, H. R. (2022). Number of response options, reliability, validity, and potential bias in the use of the likert scale education and social science research: A literature review. *International Journal of Educational Methodology*, 8(4), 625–637. <https://doi.org/10.12973/ijem.8.4.625>
- Mayer, R. E. (2024). The past, present, and future of the cognitive theory of multimedia learning. *Educational Psychology Review*, 36(1), 1–25. <https://doi.org/10.1007/s10648-023-09842-1>
- Mayer, R. E. (Ed.). (2005). *The Cambridge handbook of multimedia learning*. Cambridge University Press.
- Metwally, A. A. (2025). Digital Technology in EFL Education: Students' Emotional and Cognitive Reflections from Blackboard Discussions. *International Journal of Information and Education Technology*, 15(9), 1939–1951. <https://doi.org/10.18178/ijiet.2025.15.9.2394>
- Miller, M. (2009). *Sams teach yourself YouTube in 10 Minutes*. Pearson Education.
- Mokodompit, R. N., Samola, N. F., & Tuerah, J. C. (2020). Students' perception of using YouTube in vocabulary mastery. *JELLT (Journal of English Language and Literature Teaching)*, 5(2). <https://doi.org/10.36412/jellt.v5i2.2456>
- Nawaz, H. F., Khan, A., & Saeed, M. (2026). Impact of YouTube videos upon learning vocabulary for non-native speakers of English: A comparative analysis. *Journal of Social Sciences Development*, 5(1), 73. <https://doi.org/10.53664/JSSD/05-01-2026-06-73-86>

- Nofrika, I. (2019). EFL students' voices: The role of YouTube in developing English competences. *Journal of Foreign Language Teaching and Learning*, 4(1), 56–73. <https://doi.org/10.18196/ftl.4138>
- Prabaningtyas, H. L., & Wulandari, M. (2023). The correlation between the intensity of YouTube usage and vocabulary acquisition in English language learning. *INTERLING: International Journal of English Language Teaching*, 1(2), 69–78. <https://doi.org/10.55210/interling.v1i2.1417>
- Purwanti, Ni Komang Ratna., Suwastini, N. K. A., Adnyani, N. L. P. S., & Kultsum, U. (2022). YouTube videos for improving speaking skills: The benefits and challenges according to recent research in EFL context. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 19(1), 66–75. <https://doi.org/10.23887/jptk-undiksha.v19i1.41108>
- Salsabila, D. A., Salam, U., & Rezeki, Y. S. (2025). YouTube as a tool for English language learning: A meta-analysis in EFL contexts. *English Education: Journal of English Teaching and Research*, 10(1), 12–29. <https://doi.org/10.29407/jetar.v10i1.23641>
- Sari, I. P., Asahra, E. E., & Yana, Y. (2019). Improving students' vocabulary mastery using English song. *PROJECT: Professional Journal of English Education*, 2(3), 410–415. <https://doi.org/10.22460/project.v2i3.p410-415>
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., & Jinks, C. (2017). Saturation in qualitative research: Exploring its conceptualization and operationalization. *Quality and Quantity*, 52(4), 1893–1907. <https://doi.org/10.1007/s11135-017-0574-8>
- Sujadi, J., & Wulandari, F. (2021). Study of students' vocabulary difficulties in third-semester students of food technology major. *Edukasi: Jurnal Pendidikan*, 19(1), 90–104. <https://doi.org/10.31571/edukasi.v19i1.2347>
- Sukmawati, D., Sunjayanto, E., & Triana, J. (2025). An asynchronous learning to improve vocabulary building by using YouTube channel. *Scripta: English Department Journal*, 12(1), 164–173. <https://doi.org/10.37729/scripta.v12i1.6331>
- Suli, M., Kamil, A. B., & Mobit, M. (2022). YouTube-assisted self-regulated vocabulary learning: Indonesian EFL learners' experiences. *INTERACTION: Jurnal Pendidikan Bahasa*, 9(1), 10–19. <https://ejournal.unimudasorong.ac.id/index.php/interactionjournal/article/view/2520>
- Taherdoost, H. (2016). Validity and reliability of the research instrument; How to test the validation of a questionnaire/survey in a research. *International Journal of Academic Research in Management (IJARM)*, 5(3), 28–36. <https://hal.science/hal-02546799v1>
- Tahmina, T. (2023). Students' perception of the use of YouTube in English language learning. *JOLLT Journal of Languages and Language Teaching*, 11(1), 151–159. <https://doi.org/10.33394/jollt.v%vi%i.6883>
- Thanh, N. T., Pham Thi Ngoc, A., Nguyen Quynh, C., Ta Huong, G., & Chu Thu, T. (2026). YouTube's impact on students' self-directed language learning (SDLL): A comprehensive evaluation based on the knowledge-skills-attitude trio. *The JALT CALL Journal*, 22, 102669. <https://doi.org/10.29140/jaltcall.2026.102669>
- Wahidah, F. S., Mujiyanto, J., Rukmini, D., & Rustipa, K. (2026). Authentic spoken English on YouTube: Integrating YouTube vlogs into mobile-assisted extensive listening for EFL students. *Elsya: Journal of English Language Studies*, 8(1), 1–14. <https://doi.org/10.31849/2w33z089>
- Widi, S. K., & Putri, F. E. (2026). Exploring the use of Spotify and YouTube to enhance students' vocabulary mastery. *Global Perspectives in English Language Teaching and Learning*, 1(1), 32–40. <https://doi.org/10.5281/zenodo.18443179>

Claudio, Fikri, Sujiani & Silitonga: Students' Perceptions of Vocabulary Learning...

Wu, C. P. (2024). Enhancing vocabulary proficiency and self-directed learning through YouTube: A study in an EFL context. *English Language Teaching*, 17(7), 109–119. <https://doi.org/10.5539/elt.v17n7p109>

CHAPTER 3

THIRD ARTICLE

Identitas Jurnal 3

- | | |
|-------------------------------|---|
| 1. Judul Artikel | : The Use Of Writing Assistance Tools In Writing Assignments: Students' Perceptives |
| 2. Nama | : JELTS (Journal of English Language Teaching) |
| 3. ISSN | : P-ISSN 2623-0003
E-ISSN 2721-6985 |
| 4. Kategori Akreditasi | : SINTA 4 |
| 5. Link DOI/Artikel | : https://dx.doi.org/10.48181/jelts.v8i2.33691 |

The Use of Writing Assistance Tools in Writing Assignments: Students' Perspectives

Julianthi Zefana Silitonga¹, Muhammad Subhan Fikri², Erma Sujiyani³,
Tiarannisa Putri Lestari⁴, Grand Stef Yan Claudio⁵

^{1,2,3,4,5}Universitas Palangka Raya, Indonesia

zefanasilitonga@gmail.com

Submitted: June 15, 2025

Revised: August 19, 2025

Accepted: September 13, 2025

Abstract

Students often face difficulties in academic writing, especially in achieving grammatical accuracy, clear structure, and coherence. These challenges are more evident for Indonesian EFL learners, who have limited exposure to English and often struggle with grammar, vocabulary, and idea organization. With the advancement of technology, writing assistance tools such as *Grammarly*, *DeepL*, and *QuillBot* have emerged to help students improve their writing quality. The interviews were conducted in the Indonesian language and lasted approximately 15-20 minutes each for the participants. The collected data were analyzed using thematic analysis (Braun & Clarke, 2006) to identify recurring patterns and central themes related to students' perceptions. Although the data were obtained through participants' personal narratives, thematic analysis was chosen because the study focuses on perceptions rather than reconstructing life stories. The findings indicate that *Grammarly* is the most commonly used tool, followed by *QuillBot* and *DeepL*. Participants reported that these tools are beneficial for improving writing accuracy, saving time, boosting confidence, and reducing stress. However, the study is limited by its relatively small sample size and the reliance on self-reported experiences, which may restrict the generalizability of the findings.

Keywords: students' perceptions, writing assignments, writing assistance tools

Introduction

In today's global context, English proficiency is considered an essential skill for all individuals. Analysis of populations in developing countries indicates that a significant portion is proficient in English. According to Rao (2019), English has become the primary medium of global communication owing to its extensive application in various sectors. It is essential for enabling international business, diplomatic relations, global media, scientific discourse, telecommunications, and the distribution of written knowledge via newspapers and books. Despite its significance, many prioritize learning English

for practical application in education. In the context of Indonesian language acquisition, the government places considerable emphasis on English language learning. The Regulation of the Minister of Education, Culture, Research, and Technology Number 12/ 2024 establishes English as a mandatory subject in elementary schools in Indonesia. This regulation illustrates the growing significance of English within the Indonesian education system. The government's decision to mandate English as a compulsory subject in elementary schools underscores the importance of early exposure in developing a robust linguistic foundation. Fitriana and Nurazni (2022) assert that English constitutes



a fundamental competency for students in the English Department, as demonstrated by the requirement to produce writing assignments, papers, articles in international journals, theses, and other related works in English. To achieve proficiency in English, students must develop four essential language skills. The four skills are listening, speaking, reading, and writing. This section will examine writing skills as a means of conveying ideas, thoughts, and emotions through written expression.

Writing is a component of English that must be mastered well in high school and college. Writing is a process-oriented activity in which students must produce meaningful work, which also requires the ability to organize ideas coherently (Meyers, 2005; Nurhidayah & Irawati, 2024). There are several ways in which writing can be utilized, first as communication, education, and creativity. According to Harmer (2004), writing is a means of producing language and expressing ideas, feelings, and opinions. Here, the author will focus more on discussing writing in education. Writing in the world of education is very much needed. Writing in education is usually used to complete assignments.

Writing assignments are essential for academic success, as they allow students to showcase their comprehension of the subject matter through written expression, adhering to the prescribed format. Çavdar and Doe (2012) assert that scaffolded writing

assignments, exemplified by sequential projects that incrementally develop complex skill sets, yield observable improvements in thinking and writing performance, particularly in the formulation of more sophisticated arguments utilizing external sources. The implementation of Automated Writing Evaluation (AWE) tools serves as a scaffolding mechanism, assisting students in systematically organizing their ideas, enhancing their language, and fortifying their argumentation. Writing reflects students' capacity to articulate ideas, opinions, and thoughts logically and accurately. In higher education, particularly at the university level, writing assignments, including papers, essays, and research projects, serve as a critical measure of students' writing competencies.

Indonesian students encounter challenges in mastering English as a foreign language within the educational context. Alisha et al., (2019) indicate that students often face challenges in writing due to the specific purposes, unique language features, and distinct structures associated with different genres. In writing, students must effectively communicate their feelings, opinions, and thoughts. Students frequently encounter difficulties in writing effectively. Levy and Ransdell (1995) assert that both professional and non-professional writers recognize the writing process as intricate and multifaceted. Students often find it challenging to express their writing



requirements and frequently experience uncertainty regarding the starting point and content. This often leads to a disregard for spelling, capitalization, and sentence structure.

Technological development has progressively advanced in sophistication over time. Digital technology enhances students' capabilities in completing assignments, particularly in writing tasks. Porter (2003) asserts that the significance of writing technologies is substantial; however, their impact is contingent upon one's perspective on technology and underlying philosophy regarding writing, language, and rhetoric. A digital technology that aids students in completing writing assignments is the assistance tool. The assist tool is an AI-based application that identifies grammatical, spelling, and stylistic errors while providing suggestions for enhancement. The assist tool aids in minimizing writing errors while simultaneously offering users a chance to learn from their mistakes. Students believe that the use of writing tools is advantageous and enhances the quality of their essays. Some students express uncertainty about their ability to write effectively without the support of writing tool applications. Some individuals believe they require assistance from the application to write effectively. The implications of the findings are examined. Prior research in Kalimantan has investigated digital writing assistance tools, predominantly emphasizing their

effectiveness in enhancing students' writing performance (Fadhilah et al., 2018). The studies predominantly concentrated on quantifiable results, including grammar accuracy and overall writing quality, while neglecting to investigate students' perceptions and experiences regarding the use of these tools. Consequently, there remains insufficient understanding of students' attitudes, motivations, and challenges associated with the use of writing assistance tools in the EFL context in Kalimantan. The significance of this gap lies in the fact that students' perceptions significantly affect their acceptance, engagement, and integration of these tools within the learning process. This study contributes by shifting the focus from effectiveness to examining students' perceptions of writing assistance tools in enhancing writing assignments.

Students at Universitas Palangka Raya encounter difficulties in completing writing assignments, as they must navigate various elements, including grammar, spelling, punctuation, and vocabulary selection. Writing assignments demand compliance with particular guidelines, requiring a comprehensive grasp of writing conventions. Consequently, students need to cultivate proficient writing skills to adequately fulfill academic requirements. A potential solution to these challenges is the utilization of digital writing assistance tools, such as *Grammarly*



and *Quillbot*, which can enhance students' writing proficiency.

This study aims to investigate how students perceive the use of an assistance tool in enhancing their writing assignments. By focusing on students' perceptions regarding the extent to which the use of assistance tools affects their writing assignments. Through this study, the authors sought to determine whether assistance tools are considered capable of aiding in the completion of their writing assignments. By understanding the benefits of writing applications, teachers and students can use technology to enhance learning. This research will help identify the best ways to integrate these tools into the learning process, making writing assignments less stressful and more enjoyable.

Based on the identified gap in the literature, the research problems are formulated as follows: (1) How do students use writing assistance tools to improve their writing assignments? (2) What are students' perceptions of using writing assistance tools to improve their writing assignments?

Theoretical Review

Several prior studies have investigated students' perceptions of writing assistance tools aimed at enhancing academic writing. These studies demonstrate the role of tools such as grammar checkers, AI-based platforms, and spelling correction applications in enhancing students' writing development. This section reviews existing

literature to present findings from past research, offering insights into students' perceptions of the usefulness, effectiveness, and limitations of tools that support their writing tasks. Comprehending these perceptions is essential for situating the present study within the wider academic discussion. Parra and Calero (2019) examined the implementation of Automated Writing Evaluation (AWE) tools in Ecuador, concluding that technologies such as Grammar and *Grammarly* significantly improved students' writing proficiency. The study demonstrated that these tools offered immediate and personalized feedback, enabling students to autonomously recognize and rectify grammatical errors. The tools enhanced technical accuracy and fostered learner autonomy, as students became increasingly engaged in the revision process and more cognizant of their writing deficiencies.

Study conducted by Fitria (2021), Payung and Sukarno (2025), and Al Mahmud (2023) collectively demonstrate that digital tools such as *QuillBot*, *DeepL*, and *WordTune* are effective in assisting students with paraphrasing, enhancing textual originality, improving coherence, and expanding vocabulary. However, their most significant impact is achieved when integrated with fundamental pedagogical components, including engaging teaching materials, effective instructional strategies, and positive teacher-student interaction.



Fitriana and Nurazni's (2022) study showed that 46.7% of participants thought *Grammarly* was helpful and easy to use for finding and fixing mistakes. They also said that it helped them remember grammar rules and become more aware of their own grammar mistakes. Setyani et al. (2023) similarly discovered that *Grammarly* markedly improved writing quality by providing corrective feedback that heightened error awareness and promoted emotional development by enhancing students' confidence in submitting academic texts. Setyowati et al. (2022) conducted a study on a different tool and found that students thought *QuillBot* was very helpful for academic tasks such as paraphrasing, grammar correction, and summarization. This shows that it can help improve writing quality and understanding of English structure.

Anugrah and Ardhy's (2022) research indicated that a majority of students (72.32%) had a favorable response to utilizing *Grammarly* for English writing assignments, highlighting its efficacy in rectifying grammatical errors and contributing to a significant improvement in assignment scores, whereas a minority (27.58%) perceived the tool negatively. Karyuatry et al. (2018) corroborated this finding on effectiveness by demonstrating that *Grammarly* significantly improved writing scores, with 82% of students achieving passing grades and a substantial

majority (87.5%) offering positive feedback regarding its accuracy and utility as an educational tool. However, a similar finding reported by Zuhriah et al. (2024) indicated that students encountered difficulties, with some ceasing its use due to apprehensions regarding feedback accuracy and the expense of the premium version, demonstrating that even extensively utilized tools encounter usability and accessibility challenges.

Astuti et al. (2023) found that *Grammarly* is useful and easy to use because it works with many different platforms. However, it doesn't always work as well outside of its own app. Fitriana and Nurazni (2022) say that a common complaint is that the free version is limited, which makes it hard to make corrections and access important features. This can be very frustrating when using it for a long time in school. Moreover, technical problems were emphasized, such as an autocorrect feature that disrupts interfaces like *Google Docs*, which students deemed disruptive (Hakiki, 2021), and a decline in performance when accessed via alternative platforms (Astuti et al., 2023). Participants also voiced apprehensions that *Grammarly's* corrections might distort the original meaning of sentences, necessitating verification prior to implementation (Fitriana & Nurazni, 2022; Dewi, 2022). These findings collectively indicate that although writing tools provide substantial assistance, constraints in accessibility, functionality, and technical

performance for free users persist as a significant disadvantage.

Method

This research employed a case study design to examine students' perceptions in a real academic context. As highlighted by Creswell (2014), case study research enables an in-depth exploration of a bounded case through multiple sources of evidence and thematic analysis. The study was conducted with sixth-semester students of the English Department at Universitas Palangka Raya. Data collection relied on semi-structured interviews, which provided rich insights into how students perceive and utilize writing assistance tools in completing their assignments.

The participants of this study were sixth-semester students from the English Education program at Universitas Palangka Raya. Initially, the researchers selected five students for interviews. These students were chosen based on specific criterion: actively using English writing assistance tools or applications to support their writing assignments in daily studies. Additionally, all selected participants were enrolled in English writing classes, making them well-suited for this research.

In this study, the researchers used qualitative interviews as the data collection technique. According to Creswell (2017), qualitative interviews are a technique for collecting data, including face-to-face

interviews, telephone or internet interviews, and focus group interviews with 6-8 interviewees per group. These interviews involve semi-structured and generally open-ended questions, allowing participants to express their thoughts and experiences freely.

Table 1. Details of Research Participants

Participant	Semester	Primary tools used	Self-rated proficiency
P1	6 th	<i>Grammarly</i>	Good
P2	6 th	<i>Quillbot</i>	Good
P3	6 th	<i>Grammarly</i>	Good
P4	6 th	<i>Quillbot</i>	Good
P5	6 th	<i>Grammarly</i>	Good

To ensure a more focused and in-depth analysis, the researchers narrowed the number down to five who met the predetermined criteria. These selected participants were then interviewed to explore their perceptions or experiences using applications to assist with writing academic assignments in their daily studies. Through these interviews, the researchers aimed to gain deeper insights into how these applications supported their writing process, the benefits they experienced, and the challenges they encountered.

In analyzing the data, the researchers employed a structured qualitative analysis process based on Creswell's (2012) framework. The qualitative data analysis in this study was conducted through several steps. First, the interview transcripts were carefully read to gain a comprehensive understanding of the participants' responses. Second, significant words or phrases were identified and marked as keywords, which



were then transformed into initial codes. Third, similar or related codes were grouped into categories, which subsequently developed into broader themes. Fourth, the themes were reviewed and refined to ensure clarity, relevance, and consistency, with some merged or reorganized when necessary. Finally, the refined themes were conceptualized to represent the overarching patterns and meanings emerging from the data.

According to Creswell (2012), the data analysis process in qualitative research involves several systematic steps. First, the researchers organize and prepare the data by transcribing interviews and categorizing information for analysis. Next, the researchers reviewed the data to gain an overall understanding and identify key themes. The data is then coded, grouping important statements into themes such as benefits, challenges, and reliance on writing tools. From this, key themes are identified, highlighting how writing tools aid grammar and structure, the challenges they pose, and concerns about over-reliance. Using a narrative approach, the researchers structure the findings into a coherent story that explains students' experiences with writing tools. The data is then interpreted within a broader academic context to understand its significance in language learning. Finally, the findings are presented clearly through descriptive narratives, direct quotes, and visual aids. The qualitative data analysis in

this study was conducted through several steps, including the use of tables and diagrams to facilitate understanding and interpretation of the data. This structured approach ensures a thorough and meaningful analysis of qualitative data. The research protocol has been approved by Faculty of Teacher Training and Education Universitas Palangka Raya as stated in the official letter number 5497/UN24.3/KP/2025. Participants signed informed consent after being fully aware of the study's goals and procedures.

Result

In this section, the researchers present findings and discussion derived from the interviews to address research questions concerning students' perceptions of utilizing assistance tools for enhancing writing assignments. This study was carried out at Universitas Palangka Raya, focusing on sixth-semester English language students who have completed writing-related courses. Data were collected via semi-structured interviews with five participants chosen from this cohort. The interviews were carried out in person. The interview examined key aspects such as the types of tools commonly utilized by students, the perceived advantages and disadvantages of these tools, their emotional and cognitive effects, and aspirations for future technological advancements. The responses from all five participants were subjected to thematic analysis to derive significant insights

corresponding to the primary focus areas of the study.

The adoption of writing assistance tools

For the first indicator, the researchers asked questions about what tools were used to improve writing assignments. There are several writing assistance tools that they often use, such as *Grammarly*, *DeepL*, *Quillbot*, *Perplexity*, *Claude*, and *Word Tune*.

Table 2. Purpose of Writing Assistance Tools Adaptation

	Writing Assistance Tools	Purpose of Adaption
P1	<i>Grammarly</i>	To check grammar, improve sentence clarity, and build confidence in writing.
P2	<i>Quillbot</i>	To paraphrase sentences, vary vocabulary, and reduce redundancy.
P3	<i>Grammarly</i>	To correct grammar errors, improve coherence, and support academic writing tasks.
P4	<i>Quillbot</i>	To simplify complex sentences and make writing more understandable.
P5	<i>Grammarly</i>	To fix grammar and spelling, and assist in revising assignments effectively.

From all participants, there are some quite similar answers about what tools they often use in writing assignments. As in some of the following sample answers:

P1: "I usually use QuillBot first when I have basic English writing, Grammarly, and Perplexity."

P2: "For writing, I use QuillBot and Grammarly but most often QuillBot."

Based on responses from five participants, it appears that most participants rely on multiple writing assistance tools for their writing tasks. *QuillBot* and *Grammarly* were the most frequently mentioned, indicating their perceived effectiveness and

popularity. *QuillBot* is primarily used for paraphrasing and improving sentence structure, while *Grammarly* is used to check grammar. *DeepL* is also commonly used, particularly for translation and ensuring grammatical accuracy. It shows that the participants often turn to it when seeking clarity in academic English. Some of them, such as P5, are familiar with a broader range of tools, including *Claude* and *WordTune*. However, they still prefer *QuillBot* and *DeepL* because of their reliability and specific functions. The findings suggest that the participants strategically combine multiple tools, selecting each one based on its strengths and purpose, whether for paraphrasing, grammar correction, or translation. This reflects their growing digital literacy and increasing awareness of how various tools can enhance the quality of their writing and the perceived usefulness of these platforms in meeting their writing needs.

The perception of cognitive benefits obtained

Additionally, the researchers explored questions regarding the perceived benefits of using writing assistance tools. This indicator is closely related to students' perceptions of how these tools contribute to improving their writing assignments. Based on the interview findings, majority of the participants expressed positive views regarding the use of such tools as reflected follows:

P3: "Very helpful, if Grammarly helps in terms of grammar, and DeepL developed



the ideas from us, but only translated vocabulary.”

P4: “Very helpful with a rate of 99.9 percent, so it is easier and more efficient. It's helpful in terms of sentence structure.”

Based on the participants' responses, it can be interpreted that they perceive writing assistance tools as highly beneficial in improving their writing assignments, particularly in terms of sentence structure, grammar, and idea development. Most participants strongly agree that these tools make writing easier, more efficient, and less overwhelming compared to relying solely on their own abilities. For instance, P1 and P4 highlight how the tools improve sentence clarity and structure, thereby making the language more suitable for academic writing. P2 and P5 highlight that without the assistance of these tools, organizing thoughts and selecting vocabulary can be challenging, especially when starting from the brainstorming stage. The tools help transform rough ideas into more coherent sentences. Meanwhile, P3 acknowledges that *Grammarly* contributes to grammar correction, while *DeepL* aids in vocabulary translation and refining ideas. Overall, these suggest that the participants not only trust these tools for technical accuracy but also value them as cognitive support systems that boost their confidence, clarity, and fluency.

The perception of the emotional benefits obtained

In addition to the cognitive benefits, the participants also shared their perceptions

regarding the emotional benefits of using the writing tools. They revealed that these tools not only helped in the technical aspects of writing but also had a positive impact on their emotional state when completing writing assignments. As in some of the following sample answers:

P4: “So it is more efficient in writing because this tool is more sophisticated, and in DeepL there is a feature that can change words, like giving the word we want to use.”

P5: “It's more about saving time. Because I don't like writing, it helps me in terms of ideas.”

Participants' responses indicate that their view writing assistance tools as enhancing writing quality and positively influencing their emotional and cognitive experiences throughout the writing process. The tools are perceived to save time, reduce stress, and enhance confidence. P1 observes that the incorporation of paraphrasing and grammatical elements mitigates confusion and stress, thereby enabling a greater emphasis on content creation over technical issues. P2 and P3 indicate that the use of these tools enhances their happiness and confidence; with P3 particularly noting that automation features like auto-correct and translation improve efficiency in the process. P4 values the advanced features that improve word selection and facilitate writing, whereas P5 highlights that these tools assist in mitigating their aversion to writing by accelerating and simplifying idea generation. The tools are appreciated not only for their functional support but also for their capacity



to improve the participants' writing experience by facilitating ease, enjoyment, and reducing cognitive load.

The perceptions of score improvement after using writing assistance tools

Furthermore, the researchers also asked questions related to the improvement in grades experienced after using these tools in writing assignments. After conducting the interviews, significant results were found. As in some of the following sample answers:

P1: "I'm still not sure about the improvement because it sometimes goes up and down, but in my own opinion, my grades have been quite good since using this tool."

P3: "I once consulted an article using Grammarly, and the lecturer approved and agreed with my writing. And for DeepL I don't think the improvement is clear yet."

Participants' responses indicate that the participants generally perceive writing assistance tools as having a positive impact on their academic performance, especially regarding writing grades. A majority of participants indicated an enhancement in their writing outcomes, evidenced by elevated grades or favorable feedback from instructors. P2 and P5 reported a grade increase after utilizing the tools, specifically from a B+ to an A and from a B to a B+, respectively. P3 reported that their article, which was reviewed using Grammarly, received approval from a lecturer, indicating enhanced quality and acceptability of their writing. P4 recognized that although writing grades are affected by ideas quality, the tools continue to play a crucial role in improving

the final product. P1 indicated uncertainty regarding consistent improvement; however, they observed generally positive results following the use of the tools. The responses suggest that, while the extent of improvement may differ, they perceive writing assistance tools as significantly enhancing performance, writing quality, and academic recognition.

Students' perception of the challenges faced from using writing assistance tools

Furthermore, the researchers also asked questions related to the challenges of using these tools for writing assignments. After conducting interviews, it was found that there were several challenges faced by the participants towards the use of writing assistance tools.

P3: "For DeepL is because it is used too often, it hits the limit. Grammarly, when I open Google Docs, suddenly there is an autocorrect itself, and it's like it's blocking my screen."

P4: "There is a time limit; suddenly, there is a notification that you cannot use this application with a word limit."

Participants' responses (P1–P5) indicate that the participants face technical and financial constraints when utilizing writing assistance tools, specifically concerning word count limitations and access to premium features. All participants noted a common issue regarding the restriction on usage unless a subscription or payment is provided. P1 and P2 indicate that surpassing a limit of 5000 words necessitates an upgrade to a premium version, presenting an obstacle to the completion of longer assignments. P3



and P4 observed the presence of usage caps and time-based restrictions, with P3 highlighting that *Grammarly's* auto-correction may hinder visibility while utilizing Google Docs. P5 confirmed that the primary challenge is the requirement to pay for full access to features. The findings suggest that although they perceive the tools as beneficial, restricted access in free versions may hinder the writing process and diminish overall convenience, particularly for individuals unable to afford premium plans.

The use of writing assistance tools to improve writing assignments

The findings of this study demonstrate that writing assistance tools such as *Grammarly*, *QuillBot*, and *DeepL* play a significant role in supporting the participants' academic writing development. Participants widely reported that these tools were helpful in various stages of the writing process, particularly in grammar checking, paraphrasing, sentence structuring, and generating ideas. Additionally, beyond technical improvements, many participants expressed that using these tools reduced their writing-related anxiety, saved time, and increased their confidence. Some even noted improvements in their academic performance, highlighting the broader impact of these tools on both writing quality and learner engagement.

These findings align with a growing body of research underscoring the positive impact of digital writing tools on the

participants' academic writing performance. Parra and Calero (2019), for instance, examined the use of Automated Writing Evaluation (AWE) tools in Ecuador and concluded that such technologies, particularly *Grammar* and *Grammarly*, significantly enhanced their writing proficiency by providing immediate, individualized feedback that enabled learners to identify and correct grammatical errors autonomously. In a similar vein, Setyowati et al. (2022) reported that *Grammarly* was the most widely adopted tool among students for academic writing, emphasizing its role not only in addressing grammar and punctuation errors but also in improving sentence clarity and coherence. Collectively, these studies highlight *Grammarly's* dual function as a corrective aid and as a facilitator of learner autonomy, supporting both technical accuracy and independent learning practices.

Beyond *Grammarly*, other digital tools have likewise demonstrated pedagogical value. Payung and Sukarno (2025) found that *DeepL* substantially improved students' writing skills and comprehension, particularly among learners with lower proficiency levels, by providing accurate and context-sensitive translations that enhanced understanding of sentence structure, vocabulary use, and overall meaning. Similarly, Fitria (2021) demonstrated that *QuillBot* serves as a practical resource for paraphrasing and rephrasing, helping students improve both the originality and



quality of their written work. In addition, Al Mahmud (2023) reported that *WordTune* contributed positively to writing development, particularly in strengthening coherence, vocabulary, and overall clarity, while also encouraging experimentation with alternative sentence structures and writing styles. Taken together, these studies confirm that a range of digital writing tools, whether for error correction, paraphrasing, or translation, can complement one another in enhancing writing quality, promoting learner independence, and increasing engagement in the revision process.

These studies collectively affirm that writing assistance tools not only support students in producing technically accurate texts but also foster deeper learning, greater autonomy, and more confident engagement in academic writing tasks. The integration of tools such as *Grammarly*, *DeepL*, *QuillBot*, and *WordTune* is effective across different aspects of writing, including grammar, vocabulary, sentence structure, clarity, and coherence. Moreover, these technologies provide immediate, individualized, and context-aware feedback, which enhances students' ability to revise their work independently and thoughtfully. The tools also help students identify their writing weaknesses, enabling them to target improvement and gradually develop higher-order writing skills. Their accessibility and ease of use make them practical resources in both classroom and self-directed learning

environments. Furthermore, the tools encourage exploration and experimentation with language, helping students develop greater linguistic flexibility and stylistic awareness. In essence, these findings underscore the transformative potential of automated writing tools in empowering learners to become more proficient, autonomous, and confident writers.

The perception of cognitive benefits obtained

In today's digital learning environment, the participants increasingly rely on writing assistance tools to enhance the quality of their academic work. Based on interview responses, they generally perceive these tools, such as *Grammarly*, *QuillBot*, and *DeepL*, as highly beneficial in improving sentence structure, grammar accuracy, idea organization, and vocabulary use. Participants noted that the tools not only simplified the writing process but also increased their confidence and efficiency. Specific strengths were attributed to each tool: *Grammarly* for grammar correction, *DeepL* for idea development through translation, and *QuillBot* for effective paraphrasing. O'Neill and Russell (2019) found that *Grammarly* was time-efficient, offered detailed grammar feedback, increased student motivation to revise, and supported learner autonomy.

The participants generally perceived digital writing tools not merely as error correctors but as comprehensive supports that



enhanced both the technical and cognitive dimensions of academic writing. This perception is consistent with findings from previous studies. Fitriana and Nurazni (2022), for instance, reported that nearly half of their participants (46.7%) considered *Grammarly* helpful and convenient for identifying and correcting grammatical errors. Beyond surface-level corrections, the participants also noted that *Grammarly* reinforced their understanding of previously learned grammar rules, enabling them to recall and apply linguistic knowledge more effectively. *Grammarly* contributes not only to technical accuracy but also to the development of higher-order skills such as grammatical awareness, language processing, and self-monitoring. Similarly, Setyowati et al. (2022) highlighted *QuillBot* as a highly beneficial tool in academic writing. Their findings revealed that students relied on *QuillBot* for tasks such as paraphrasing, grammar correction, and punctuation checking, with additional functions like rephrasing quotations, summarizing texts, and even producing professional documents. Taken together, these studies demonstrate that both *Grammarly* and *QuillBot* support improvements in writing quality while simultaneously fostering students' understanding of English structure and usage.

Beyond these tools, other research also underscores the importance of integrating technology with effective pedagogy. Payung and Sukarno (2025) found that while the use

of *DeepL* translation contributed to better writing performance, the most significant gains were achieved when it was combined with engaging teaching materials and effective instructional strategies. Their findings highlight that digital tools alone cannot guarantee substantial improvement; instead, their benefits are maximized when complemented by interactive teaching approaches and strong teacher-student engagement. It suggests that technology should be viewed not as a replacement for pedagogy, but as a supportive resource that, when meaningfully integrated into instructional practices, enhances students' learning experiences and writing outcomes.

The perception of the emotional benefits obtained

The interview findings suggest that writing assistance tools contribute not only to improving the participants' academic writing performance but also to enhancing their emotional well-being. By reducing anxiety and fostering confidence, these tools help them feel more supported, motivated, and efficient in completing their assignments, ultimately creating a more positive and less intimidating writing experience.

A similar study by Setyani et al. (2023) found that *Grammarly* played a significant role in enhancing students' English writing quality by providing corrective feedback that increased their awareness of linguistic errors. Importantly, this process also fostered emotional growth,



particularly in boosting students' confidence in their writing abilities. As a result, students felt more prepared and confident when submitting or resubmitting academic texts, such as thesis drafts, to their supervisors. Additionally, a previous study by Setyowati et al. (2022) found that students' perceived writing assistance tools as highly practical and time-efficient, particularly during the editing and proofreading stages of the writing process. By automating checks for grammar, punctuation, and spelling, the tools helped reduce the time and cognitive load usually for manual revisions, making the writing process more manageable for students.

The perceptions of score improvement after using writing assistance tools

The interview findings indicate that writing assistance tools have a significant positive impact on the participants academic performance. They reported improvements in the quality of their writing assignments, as reflected in higher grades. This finding suggests that such tools not only support the writing process but also serve as effective strategies for enhancing overall academic achievement.

Consistent with these findings, prior studies have further emphasized the effectiveness of digital writing tools in supporting students' writing performance. Anugrah and Ardhy (2022) reported that a majority of students (72.32%) responded positively to *Grammarly*, with this perception reflected in improved assignment scores.

However, a smaller group (27.58%) expressed negative views, suggesting that individual responses to writing tools may vary. Similarly, Karyuatry et al. (2018) demonstrated that *Grammarly* not only improved students' scores, with 82% achieving passing grades, but also received positive feedback from 87.5% of participants who valued its usefulness in revising essays. These studies reinforce the argument that grammar-focused tools, such as *Grammarly*, serve as adequate pedagogical supports, although they may not be equally beneficial for all learners.

Beyond grammar correction, translation-based tools have also been shown to offer significant contributions. Payung and Sukarno (2025) found that students who used *DeepL* translation achieved greater improvement in their writing scores compared to those who did not. However, their study also highlighted that the most substantial progress occurred when digital tools were combined with engaging materials and effective instructional strategies. While digital tools provide valuable support, their impact is maximized when integrated with sound pedagogy and teacher guidance. Taken together, these findings imply that the role of writing assistance tools should not be viewed as a replacement for instruction, but rather as complementary resources that, when strategically incorporated, can meaningfully enhance students' academic writing development.



The perception of challenges faced from using writing assistance

The participants reported several limitations that hindered their overall experience with such tools, especially those tied to the constraints of free versions. A commonly expressed concern was the restriction on word or character counts, particularly in applications like *DeepL* and *Grammarly*, which often limit functionality unless users subscribe to a premium version. *Grammarly* had limited corrections for the free version; it required a paid subscription to access the full version (Fitriana & Nurazni, 2022). These limitations became a source of frustration, especially during periods of heavy use for longer academic tasks, such as essays or research papers.

A similar finding was reported by Zuhriah et al. (2024), who found that students encountered several challenges when using *Grammarly* as a writing assistance tool. While some participants addressed these limitations by cross-checking *Grammarly*'s suggestions with input from thesis advisors or other reliable sources, others discontinued its use altogether due to concerns about the accuracy of its feedback and the financial barrier posed by the premium version. This finding suggests that even widely adopted tools are not immune to usability and accessibility issues. Similarly, Astuti et al. (2023) noted that *Grammarly* is practical and user-friendly due to its integration with platforms such as *Microsoft*

Word, *Google Translate*, email, and social media. However, they also highlighted that its performance is not always optimal when accessed outside the *Grammarly* application itself. Technical challenges were also reported, such as *Grammarly*'s autocorrect feature interfering with the writing interface in Google Docs, which some participants found distracting and disruptive to their workflow. In the same vein, Hakiki (2021) observed that *Grammarly*'s integration with other platforms or browsers did not function as effectively as when used directly in the *Grammarly* application. Collectively, these findings emphasize that while writing assistance tools offer significant support for students' academic writing, limitations in access and functionality, especially for those relying solely on free versions, remain a notable drawback.

In line with this, Fitriana and Nurazni (2022) also found that although *Grammarly* was generally considered helpful, students still experienced particular challenges in its use. Participants reported that some of *Grammarly*'s corrections occasionally altered the original meaning of their sentences, prompting them to re-read and carefully verify suggestions before applying them. Furthermore, the restricted features of the free version were seen as a substantial limitation, reducing the overall effectiveness of the tool for academic purposes. Taken together, these studies underscore the importance of students engaging critically



with writing assistance tools by balancing their advantages with an awareness of their limitations. At the same time, improving accessibility and functionality could maximize the educational value of these tools, particularly in contexts where students have limited resources.

These findings suggest that although digital writing tools provide substantial support for academic writing, their effectiveness is limited by factors such as restricted features, concerns about accuracy, and affordability. Consistent with this, Lestari et al. (2022) reported that students hold mixed perceptions of writing difficulty, with many identifying language and grammar as the most challenging aspects of writing. Tools such as *Grammarly*, *U Dictionary*, and *Google Translate* were found to assist students in addressing these issues, particularly in language use, vocabulary, and idea development, while also being perceived as practical and time-saving. However, challenges remain, as highlighted by Rahmatika (2025), who noted that tools like *DeepL* struggle with cultural references and idiomatic expressions, resulting in less accurate translations.

In line with these studies, the present research also revealed that while the participants benefited from writing assistance tools in terms of accuracy, structure, and confidence, they simultaneously faced constraints related to tool limitations and accessibility. It highlights the importance of

developing more accurate, user-friendly, and inclusive digital writing tools that can better cater to the diverse needs of learners.

Conclusion

This research revealed that the research participants view writing assistance tools, such as *Grammarly*, *Quillbot*, and *DeepL*, as highly beneficial in supporting their academic writing tasks. These tools are frequently used to enhance sentence structure, improve grammar accuracy, and clarify expression, as well as to assist in paraphrasing and translating content. They reported that the tools made the writing process more manageable and efficient, particularly during the early stages of organizing ideas and drafting assignments. In addition to improving writing quality, many participants believed these tools contributed to better academic outcomes, including higher grades. At the same time, some limitations were noted, such as word limits and premium features. The overall perception remained positive. The tools were also associated with increased confidence and reduced anxiety; however, the participants emphasized their practical functions as the primary reason for their use. Therefore, writing assistance tools are seen not only as helpful but as essential resources in producing effective academic writing.

This study is limited by its small sample size of five participants restricting the generalizability of the findings. The reliance



on self-reported perceptions may also introduce subjectivity. Future research could involve a larger and more diverse group of students, and triangulate data with classroom observations or writing performance tests for stronger validity. Practically, the findings suggest that lecturers should strategically integrate writing assistance tools into classroom activities, provide guidance on their ethical and practical use, and encourage students to balance tool support with the development of independent writing skills.

References

- Alisha, F., Safitri, N., Santoso, I., & Siliwangi, I. (2019). Students' difficulties in writing EFL. *Professional Journal of English Education*, 2(1), 20-25.
- Al Mahmud, F. (2023). Investigating EFL students' writing skills through artificial intelligence: Wordtune application as a tool. *Journal of Language Teaching and Research*, 14(5), 1395-1404.
- Astuti, D., Darmahusni, D., Sumarni, S., & Suseno, M. (2023, June). The use of Grammarly in the academic writing of undergraduat students: Advantages, weaknesses, and challenges (systematic review). In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 6, pp. 593-607).
- Çavdar, G., & Doe, S. (2012). Learning through writing: Teaching critical thinking skills in writing assignments. *PS: Political Science & Politics*, 45(2), 298-306.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dewi, U. (2022). Grammarly as Automated Writing Evaluation: Its Effectiveness from EFL Students' Perceptions. *Lingua Cultura*, 16(2), 155-161.
- Fitriana, K., & Nurazni, L. (2022). Exploring students' perception of using Grammarly to check grammar in their writing. *JET (Journal of English Teaching)*, 8(1), 15-25.
- Harmer, J. (2006). *How to teach writing*. Pearson Education India.
- Karyuatry, L., Rizqan, M. D., & Darayani, N. A. (2018). Grammarly as a tool to improve students' writing quality: Free online-proofreader across the boundaries. *JSSH (Jurnal Sains Sosial dan Humaniora)*, 2(1), 83-89.
- Meyers, A. 2005. *Gateways to Academic Writing*. New York: Pearson Education.
- Zuhriah, N., Fatoni, M., Putri, N. V. W., & ZAINUDDIN, M. (2024). Student Perceptions: Challenges and Opportunities of Using Grammarly on Thesis Writing. *New Language Dimensions*, 5(2), 91-101.
- Nurhidayah, A., & Irawati, T. (2024). Grammarly through the lens of students' perception. *Jurnal Bahasa, Sastra, dan Studi Amerika*, 30(1).
- Levy, C. M., & Ransdell, S. (1995). Is writing as difficult as it seems? *Memory & Cognition*, 23(6), 767-779.
- O'Neill, R., & Russell, A. (2019). Stop! Grammar time: University students' perceptions on the automated feedback program Grammarly. *Australasian Journal of Educational Technology*, 35(1).



- Parra G., L., & Calero S., X. 2019. Automated Writing Evaluation Tools in the Improvement of the Writing Skill. *International Journal of Instruction*, 12(2), 209-226.
- Payung, N. F., & Sukarno, S. (2025). Enhancing EFL Students' Writing Skills: The Impact of DeepL Translation. *Journal of Languages and Language Teaching*, 13(1), 483.
- Porter, J. (2003). Why technology matters to writing: A cyberwriter's tale. *Journal Computer and Composition* 20(4) 375-394.
- Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, 4(1), 65-79.
- Rahmatika, T. (2025). Digital Writing Assistance in EFL Contexts: A Study on Grammarly Use by Indonesian Students. *Journal of Language Intelligence and Culture*, 7(1), 57-68.
- Setyani, E. D., Bunau, E., & Rezeki, Y. S. (2023). The influence of Grammarly towards Indonesian EFL students' first-degree thesis writing confidence. *Elsya: Journal of English Language Studies*, 5(1), 54-67.
- Setyowati, L., Abiyasa, F. R., & El-Sulukiyyah, A. A. (2022). The students' perception on writing tools application for essay writing class. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 10(1), 33-46.



March 19, 2026

Dear **Grand Stef Yan Claudio, Nadia Simare Mare, Muhammad Subhan Fikri, Tampung N. Saman**

It's my pleasure to inform you that, after the peer review, your paper **“ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH MULTIMODAL LEARNING APPROACH: A SYSTEMATIC LITERATURE REVIEW”** has been ACCEPTED to be published in WIRALODRA ENGLISH JOURNAL (WEJ), p-ISSN 2597-7504 (Printed), e-ISSN 2622-4100 (Online). It will be available online at <https://wej.unwir.ac.id/index.php/wej> in March 2026.

Please follow all WEJ rules and regulations related to Publication. Once we publish your paper, you cannot submit it anywhere else.

Thank you very much for contributing to the WIRALODRA ENGLISH JOURNAL (WEJ).

Congratulations,

With Regards,

WIRALODRA ENGLISH JOURNAL (WEJ)

Editor-in-Chief



Atikah Wati, M.Pd.

LETTER OF ACCEPTANCE

Dear Authors: **Grand Stef Yan Claudio, Muhammad Subhan Fikri, Erma Sujiyani, Julianthi Zefana Silitonga**

We are pleased to inform you that your manuscript submission to the ELTIN website has undergone a blind-review process. As a result, we are delighted to announce that your manuscript, titled **“Students’ Perceptions of Vocabulary Learning through English-Language Youtube Content”**, has been accepted for publication in the **ELTIN Journal, Vol. 14 (2), 2026** published at the end of October 2026. All articles published in ELTIN are openly accessible online. We appreciate your valuable contribution to the journal and look forward to your future submissions.

Further details regarding the publication process will be provided in a follow-up email.

Regards,

A red rectangular stamp with the text "ELTIN JOURNAL" and "Journal of English Language Teaching in Indonesia" below it. To the left of the stamp is a handwritten signature in blue ink.

Yanuarti Apsari, M.Pd
ELTIN Editor in Chief

LETTER OF ACCEPTANCE

Dear **Julianthi Zefana Silitonga¹, Muhammad Subhan Fikri², Erma Sujiyani³,
Tiarannisa Putri Lestari⁴, Grand Stef Yan Claudio⁵**

^{1,2,3,4,5}Universitas Palangka Raya, Indonesia

We are glad to inform that your manuscript entitled **“The Use of Writing Assistance Tools in Writing Assignments: Students’ Perspectives”** has been **ACCEPTED** for publication in **Journal of English Language Teaching and Cultural Studies**, published by English Study Program, Postgraduate, Universitas Sultan Ageng Tirtayasa, Indonesia. The manuscript will be published on Volume 8, Number 2, September 2025.

This letter is officially confirmed of acceptance of your manuscript.

Serang, 30 September 2025.

Best regards,



Prof. Dr. H. John Pahamzah, M.Hum.

Editor-in-Chief

Journal of English Language Teaching and Cultural Studies

<https://jurnal.untirta.ac.id/index.php/JELTS/index>

<https://sinta.kemdiktisaintek.go.id/journals/profile/7867>