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The Use of Problem Based Learning With Youtube Media to Improve Listening and Motivation of Junior High School Students

Syakilah Al Mutawakkil Arifin[1] , Khoirul Anwar[2] , Candra Hadi Asmara[3]
[1,2,3] Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Gresik, Indonesia
Email correspondent: syakilahalm@gmail.com

Abstract: *This study investigates the use of Problem-Based Learning (PBL) with YouTube media to enhance listening skills and motivation among junior high school students. Conducted at SMP Negeri 3 Gresik, the research employs a mixed-methods approach, combining quantitative and qualitative data. The pre-experimental design assessed students' listening skills before and after a four-week intervention, while questionnaires captured their motivation levels. The findings reveal a significant improvement in students' listening comprehension, as evidenced by an increase in mean test scores from 48.00 in the pre-test to 79.33 in the post-test, with a p-value of 0.000 indicating statistical significance. Additionally, motivation levels improved, with students expressing heightened engagement and interest in the learning process. The integration of authentic and dynamic YouTube content within the PBL framework fostered a more interactive and engaging learning environment, addressing common challenges such as limited motivation and anxiety. The study concludes that the combination of PBL and YouTube media is an effective instructional strategy for enhancing listening skills and motivation in English as a Foreign Language (EFL) contexts. It offers practical insights for educators seeking innovative approaches to language instruction and underscores the importance of integrating technology into active learning methodologies.*

Keywords: *Problem-Based Learning (PBL); youtube media; listening skills; motivation.*

1. INTRODUCTION

In English as a Foreign Language (EFL) education at the junior high school level, developing listening skills is crucial for language proficiency and communicative competence. However, teachers often struggle to motivate students to actively engage in listening activities. Traditional teaching methods rely on repetitive exercises that fail to capture students' interest, leading to low motivation and poor comprehension skills (Zhang & Hasim, 2022). Listening comprehension remains one of the most challenging aspects of language learning, as EFL students frequently encounter difficulties due to the speed of spoken English, unfamiliar vocabulary, and listening anxiety. The fast pace of native speech and limited vocabulary hinder comprehension, while anxiety causes mental blocks that reduce focus and performance. These challenges highlight the need for strategies to manage anxiety and improve learning outcomes (Katemba, 2022).

Motivation also plays a key role in effective language learning, but many EFL students lack interest, particularly in listening tasks (Gardner, 2021). Repetitive and monotonous exercises often leave students feeling bored and unchallenged, which affects their participation and progress (Zhang & Hasim, 2022). Motivated students, by contrast, demonstrate greater

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effort, class engagement, and improved results. Problem-Based Learning (PBL) has emerged as a promising approach to enhance motivation and engagement. PBL encourages collaborative problem-solving, critical thinking, and self-directed learning (Jang & Park, 2020), offering a more stimulating alternative to rote learning. Research supports PBL's effectiveness in improving listening comprehension and critical thinking. For instance, Gumisirizah et al. (2023) found that integrating YouTube videos into a PBL framework positively impacted academic performance in physics. PBL fosters active learning by encouraging students to set goals, seek information, and apply knowledge in practical contexts, preparing them for real-world challenges (Hmelo-Silver, 2021). Understanding students' perspectives can inform the development of more relevant and engaging learning strategies (Juwitasari & Rizkina, 2020). Developing metacognitive awareness helps students manage listening challenges, reduce anxiety, and improve comprehension by fostering self-regulated learning strategies (Vandergrift & Goh, 2020).

Listening is a complex and active process that requires both cognitive engagement and effective learning strategies to enhance comprehension and reduce anxiety in language learners (Rahmawati & Sulvinajayanti, 2021). However, many EFL students struggle with listening comprehension due to the speed of spoken English, unfamiliar vocabulary, and lack of motivation (Qomariyah, 2021). Traditional listening exercises often fail to engage students, leading to poor performance and low confidence (Hadi & Izzah, 2018). Digital platforms, such as YouTube, provide authentic and interactive listening materials that can improve students' comprehension and engagement (Sari & Wahyudin, 2019). Additionally, Problem-Based Learning (PBL) encourages active participation, critical thinking, and self-directed learning, making it an effective approach to enhance listening skills (Chia-ci et al., 2020). Integrating YouTube with PBL offers a promising strategy to address motivation and comprehension challenges in junior high school EFL classrooms.

With the growing use of digital media, tools like YouTube have proven effective for language instruction. YouTube provides diverse listening materials that make learning engaging and relatable. Studies show that integrating YouTube videos enhances academic achievement. Gumisirizah et al. (2023) demonstrated the effectiveness of combining PBL with YouTube in physics, though it focused only on academic performance. Similarly, Hadi & Izzah (2018) showed PBL improved listening comprehension but lacked engagement among primary school teacher candidates. Building on this research, the current study combines PBL with YouTube media to address both listening comprehension and motivation in junior high school students.

Combining PBL with YouTube offers a promising approach to address the motivational challenges faced by students during listening activities. At SMP Negeri 3 Gresik, where students have low motivation for English learning despite its status as a leading school, this method leverages real-world problems and engaging multimedia to boost motivation and comprehension. This study investigates the impact of integrating PBL and YouTube media on improving students' listening skills and motivation, aiming to provide insights into more effective teaching strategies for language instruction that cater to the needs and interests of young learners. This study aims to evaluate the effectiveness of Problem-Based Learning (PBL) combined with YouTube media in junior high school students' listening comprehension skills and motivation.

2. METHOD

Research Design

This study investigates the effectiveness of Problem-Based Learning (PBL) combined with YouTube media in improving students' listening skills and motivation at SMP Negeri 3 Gresik. This school was selected because its students show limited motivation in learning English, despite its reputation as one of the most prominent schools in the center of Gresik city. The research adopts a mixed-methods approach, integrating both quantitative and qualitative data collection techniques. The quantitative component employs a pre-experimental design to measure changes in listening comprehension skills, while the qualitative component utilizes questionnaires to gain deeper insights into students' experiences and perceptions of the teaching approach.

This study employs a mixed-methods approach, where quantitative data is analyzed to measure the statistical impact of PBL and YouTube media on listening comprehension, while qualitative data provides insights into students' perceptions and experiences. According to Creswell (2021), mixed-methods designs include Convergent Parallel Design, Explanatory Sequential Design, Exploratory Sequential Design, and Embedded Design. This study adopts the Explanatory Sequential Design, starting with quantitative data analysis to identify statistical changes, followed by qualitative analysis to explain the findings in greater detail.

Population and Sample

The population for this study consists of 280 seventh-grade students at SMP Negeri 3 Gresik. From this population, a purposive sampling technique was used to select Class I, which includes 30 students identified as having low motivation in learning English, particularly in listening activities. This sample aligns with the research focus, as it targets students who face

challenges in both listening comprehension and motivation, providing a suitable context for evaluating the impact of PBL with YouTube media.

Data Collection and Instrument

Data collection involved pre-tests and post-tests to assess changes in listening comprehension and questionnaires to measure motivation levels. The listening tests were aligned with the school syllabus and designed to meet A1-level standards based on the Common European Framework of Reference for Languages (CEFR) from the British Council. The pre-test and post-test included multiple-choice and gap-fill questions to evaluate listening comprehension.

The PBL approach, integrated with YouTube media, was implemented over four weeks in eight sessions. Additionally, questionnaires were distributed to collect qualitative data on students' motivation and perceptions of the learning process. The questionnaire was designed using Uno's (2008) six indicators of motivation: (1) Desire and Will to Succeed, which examines students' drive to achieve their learning goals; (2) Needs and Motivations in Learning, which highlights the role of motivation in controlling learning behaviors and engagement; (3) Hopes and Aspirations for the Future, which evaluates how future goals enhance motivation; (4) Awards in Learning, which measures the influence of rewards such as grades and teacher appreciation; (5) Interesting Activities in Learning, which focuses on the impact of engaging and interactive activities; and (6) Conducive Learning Environment, which looks at how a supportive learning environment sustains motivation. Statements in the questionnaire were based on these indicators and tailored to measure students' responses to the use of PBL with YouTube media for improving listening skills and motivation.

Data Analysis

Listening and motivation analyses are conducted to check the positive effect of Problem-Based Learning (PBL) with YouTube media on students' listening skills and motivation. For listening analysis, pre-test and post-test scores are collected before and after the intervention to calculate basic statistics, including the mean score, which helps determine whether students' listening skills improved. An increase in the post-test mean score indicates improvement, while the standard deviation assesses score consistency, with lower values suggesting uniform progress. To confirm statistical significance, a paired-sample t-test is performed, comparing pre-test and post-test scores with a significance level of 0.05. A p-value below 0.05 validates that the intervention effectively enhances listening skills. Motivation analysis, on the other hand, involves examining questionnaire responses to capture insights into students' experiences and engagement levels. The data is first tested for validity and reliability, followed by an

analysis of mean scores to identify trends in motivation. Common themes, such as increased interest in listening activities and the relevance of YouTube media for learning, are explored to complement quantitative findings. Higher engagement levels reported by students reinforce the idea that integrating PBL with multimedia supports motivation and learning outcomes. By combining statistical evidence with qualitative insights, this study provides a comprehensive understanding of how PBL and YouTube media improve listening skills and motivation, offering measurable results and personal perspectives on the learning experience.

3. RESULT AND DISCUSSION

The Result of Effectiveness Listening and Motivation in Experimental Intervention

The implementation of Problem-Based Learning (PBL) with YouTube media in this study was conducted over four weeks with 8 meetings, starting on 14th October 2024 and ending on 8th November 2024. The process began with a pre-test on 14th October 2024 to assess the students' initial listening skills, serving as a baseline for comparison after the intervention. Following the pre-test, Problem-Based Learning activities integrated with YouTube videos were introduced. Each session began with students analyzing real-world problems, such as environmental issues, using information gathered from the videos. They worked in groups to discuss key points and propose solutions, encouraging active engagement, critical thinking, and listening comprehension practice in meaningful contexts.

Throughout the sessions, students demonstrated increased engagement and focus when YouTube videos were used, compared to traditional explanations. The combination of visuals, sound, and relatable content captured their interest, motivating them to participate more actively in group discussions. This aligns with Mahamood and Sohail (2019), who found that YouTube's dynamic and authentic content enhances focus and motivation. The videos also helped students understand new vocabulary and concepts within real-world contexts, further boosting their motivation.

On 8th November 2024, the study concluded with a post-test and a questionnaire. The post-test assessed improvements in listening comprehension, while the questionnaire captured students' perceptions of the learning process. Results showed a significant positive effect in listening skills, and questionnaire responses reflected higher motivation and satisfaction with the approach. The structured implementation of PBL with YouTube media demonstrates its potential as an innovative and effective teaching strategy, making learning more engaging and relatable while improving listening skills and fostering a positive learning experience.

The Result of Listening Skill by Descriptive Statistic Analysis

The following section presents a general description of the research findings based on descriptive statistics (detailed in Table 1). This includes the calculation of learning achievement scores and their analysis, offering an overview of the data before proceeding to more advanced statistical analyses.

Table 1. Descriptive Statistics Pre and Post Test

Statistics

		nilai pretest	nilai posttest
N	Valid	30	30
	Missing	0	0
Mean		48.00	79.33
Std. Error of Mean		3.437	2.086
Median		40.00	80.00
Mode		30	80
Std. Deviation		18.828	11.427
Variance		354.483	130.575
Skewness		.608	-.159
Std. Error of Skewness		.427	.427
Kurtosis		-1.193	-.668
Std. Error of Kurtosis		.833	.833
Range		50	40
Minimum		30	60
Maximum		80	100
Sum		1440	2380
Percentiles	25	30.00	70.00
	50	40.00	80.00
	75	70.00	90.00

The mean is the average score of all participants. In the pretest, the average score was 48.00, showing that the students' initial performance was relatively low. After the treatment, the mean increased to 79.33, indicating a clear improvement in their overall performance. The median, which is the middle score when all scores are ordered, rose from 40 in the pretest to 80 in the post-test. This means that most students performed much better after the treatment. Similarly, the mode, or the most common score, increased from 30 to 80, showing a positive

shift results The standard deviation measures how spread out the scores are. In the pretest, the standard deviation was 18.83, meaning there was a lot of variation in the students' initial scores some performed well, while others struggled. The standard deviation decreases from high to low, meaning that the post-test gap value is lower than the pre-test value. This suggests that the treatment not only improved overall performance but also helped reduce the gap between high and low scorers. Overall, the data clearly shows significant positive effect and more balanced performance after the treatment.

Table 2. Paired Sample T-Test Pre and Post Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	nilai pretest	48.00	30	18.828	3.437
	nilai posttest	79.33	30	11.427	2.086

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	nilai pretest & nilai posttest	30	.619	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	nilai pretest - nilai posttest	-31.333	14.794	2.701	-36.857	-25.809	-11.601	29	.000

The paired samples t-test was conducted to assess the effectiveness of integrating Problem-Based Learning (PBL) with YouTube media on students' listening comprehension skills. This test compared the students' pre-test and post-test scores to determine if the intervention resulted in a statistically significant positive effect on their performance. The null hypothesis (H_0) stated that the integration of PBL with YouTube media would not have a

significant effect on the listening comprehension skills of junior high school students, while the alternative hypothesis (H_1) posited that the integration of PBL with YouTube media would significantly improve students' listening comprehension skills.

The results of the paired samples t-test revealed a significant difference between the pre-test and post-test scores. The mean pre-test score was 48.00, while the mean post-test score increased to 79.33, indicating a marked improvement in students' listening comprehension. The calculated t-value was -11.601, with a p-value of 0.000, which is less than the significance threshold of 0.05. This result leads to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1).

These findings suggest that the integration of PBL with YouTube media had a statistically significant positive impact on the students' listening skills. Additionally, the reduction in standard deviation from 18.83 in the pre-test to 11.43 in the post-test indicates that the intervention not only improved overall performance but also helped achieve more consistent results across the group. In conclusion, the paired samples t-test provides strong evidence to support the effectiveness of PBL with YouTube media as an innovative teaching strategy. The improvement in post-test scores confirms the practical benefits of this approach in enhancing students' listening comprehension skills.

The Result of Questionnaire

The validity of the questionnaire was tested using Pearson correlation to assess how well each item related to the total score. Initially, the questionnaire consisted of 30 items, but after analysis, only 17 items were found to be valid, with a significance level (p-value) below 0.05. This indicates good validity, and the remaining 13 items were deleted. The Pearson correlation values (r) for these valid items ranged from moderate to high, confirming that the items effectively measured student motivation.These findings confirm that the 17 valid items are effective in providing accurate insights into students' motivation levels. As a result, the questionnaire is now better equipped to consistently and effectively measure motivation in future research.

The reliability of the questionnaire was assessed using Cronbach's Alpha, yielding a high score of 0.949, which indicates excellent reliability.

Table 3. Realibility of Questionnaire

Case Processing Summary

		N	%
Cases	Valid	27	100.0
	Excluded[a]	0	.0
	Total	27	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.949	17

Cronbach's Alpha values above 0.7 are considered good, and values above 0.9 are considered excellent, confirming that the questionnaire is highly reliable. The questionnaire, containing 17 items, was carefully analyzed to ensure that each item contributed well to the overall consistency of the measure. Most items had a strong relationship with the total score, indicating they were effective in measuring the same concept—student motivation. For instance, the corrected item-total correlation values ranged from 0.476 to 0.907, demonstrating that nearly all items worked well together. This high reliability ensures that the questionnaire consistently measured students' motivation across different aspects. In conclusion, the reliability results confirmed that the questionnaire was well-designed and suitable for collecting accurate data on student motivation in this study.

Table 4. Descriptive Statistic of Questionnaire

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
M1	30	2	2	4	3.43	.568	.323
M2	30	2	2	4	3.07	.640	.409
M3	30	2	2	4	3.10	.662	.438
M4	30	2	2	4	3.37	.615	.378
M5	30	2	2	4	3.40	.563	.317
M6	30	2	2	4	3.17	.648	.420
M7	30	2	2	4	3.23	.568	.323

M8	30	2	2	4	3.20	.664	.441
M9	30	2	2	4	3.47	.571	.326
M10	30	1	3	4	3.67	.479	.230
M11	30	1	3	4	3.40	.498	.248
M12	30	1	3	4	3.70	.466	.217
M13	30	1	3	4	3.53	.507	.257
M14	30	2	2	4	3.37	.556	.309
M15	30	1	3	4	3.60	.498	.248
M16	30	1	3	4	3.57	.504	.254
M17	30	1	3	4	3.60	.498	.248
Valid N (listwise)	30						

The analysis of the questionnaire results focused on students' motivation and their perceptions of the learning process after implementing Problem-Based Learning (PBL) with YouTube media. The questionnaire items addressed various aspects of motivation, including interest, engagement, and the learning environment. The responses, measured on a Likert scale, indicated that most items (M1–M9) had mean scores ranging from 2 to 4, while the remaining items (M10–M17) had mean scores between 1 and 3. The highest mean score, 3.70, was for item M12, which indicated strong student motivation related to the use of YouTube media. The lowest mean score was 3.07 for item M2, reflecting relatively lower motivation for certain aspects of the lesson. The standard deviations revealed how much students' responses varied. For example, item M12 had the smallest standard deviation (0.466), meaning students' opinions were relatively consistent, while item M8 had a larger standard deviation (0.664), suggesting a wider range of responses. Table 5 presents the descriptive statistics for the motivation levels of students, showing that the average motivation level, as measured on a Likert scale, was 3.4, indicating a "Good" level of motivation. This suggests that the implementation of PBL with YouTube as a medium provided students with a more interactive and engaging learning environment, fostering their interest and participation. The use of YouTube videos in the PBL framework not only made the lessons more dynamic and relatable but also contributed to maintaining students' focus and enthusiasm. In summary, the results highlight that integrating PBL with YouTube media effectively supported a positive and motivating educational experience for students.

Discussion

The study showed significant improvement in students' listening skills after integrating Problem-Based Learning (PBL) with YouTube media. This finding aligns with previous research by Zhao (2021) and Goh & Sigala (2020), which demonstrated that multimedia tools like YouTube enhance listening comprehension. The improvement is attributed to the engaging nature of YouTube videos, which provide authentic contexts, and the structured approach of PBL that promotes critical thinking and contextual understanding. The pre-test score of 48.00 increased to 79.33 in the post-test, with a statistically significant difference confirmed by a paired samples t-test ($p < 0.05$). This supports Hadi & Izzah's (2018) research, which highlighted the positive impact of PBL on language skills, extending its effectiveness to junior high school students.

The integration of PBL and YouTube also addresses common challenges in listening comprehension, such as vocabulary limitations and unfamiliar speech patterns. The interactive nature of PBL encourages collaboration and problem-solving, while YouTube provides real-world, engaging resources that enhance comprehension and reduce anxiety. Motivation also increased, with students reporting higher engagement, interest, and confidence, consistent with findings by Gumisirizah et al. (2023) and Mahamood & Sohail (2019), who noted that multimedia in PBL frameworks enhances motivation.

Similarly, students' motivation showed notable enhancement, as indicated by the questionnaire results. The majority of responses reflected high engagement and interest in the learning process, with a mean score of 3.70 for items related to the use of YouTube media. The statistical analysis revealed a significant positive effect in motivation, further affirming the effectiveness of this approach. By making the lessons more dynamic and relatable, the integration of YouTube media helped reduce monotony and encouraged sustained participation, addressing common motivational challenges in language learning.

Compared to traditional teaching methods that often focus on memorization and monotonous materials, PBL with YouTube creates a dynamic learning environment. This approach aligns with Zhang & Hasim's (2022) findings that interactive and gamified activities maintain student interest. While previous studies like Li et al. (2021) focused on project-based learning (PjBL), this study shows that PBL can achieve similar motivational outcomes, especially when combined with multimedia tools.

This study contributes to existing research by focusing on junior high school students, a demographic often overlooked in previous studies. It also highlights the effectiveness of

integrating PBL with YouTube media in language learning, addressing challenges faced by younger learners, such as limited motivation and foundational skills. By emphasizing problem-solving and critical thinking, the study demonstrates that PBL, supported by multimedia, fosters self-directed learning and prepares students for real-world challenges. The findings reinforce the importance of integrating technology and active learning strategies in EFL instruction to improve listening skills and boost motivation.

4. CONCLUSION

This study investigated the integration of Problem-Based Learning (PBL) with YouTube media to enhance junior high school students' listening skills and motivation. The findings showed significant improvements in both areas. Students' listening skills improved substantially, with mean test scores rising from 48.00 in the pre-test to 79.33 in the post-test. A paired sample t-test confirmed the statistical significance of this improvement ($p = 0.000$, $p < 0.05$). The combination of PBL and YouTube effectively enhanced comprehension by providing engaging, authentic materials and promoting active learning. Motivation also increased notably, as reflected in questionnaire responses, with a mean score of 3.70 for items related to YouTube media use. Statistical analysis further validated this positive effect, showing that integrating YouTube reduced monotony and sustained participation, addressing motivational challenges in language learning. Overall, the study demonstrated that integrating PBL with YouTube media is an effective teaching strategy that not only improved listening skills but also boosted students' motivation and confidence in learning English.

Based on these findings, several recommendations are proposed for educators and researchers. Teachers are encouraged to incorporate multimedia tools like YouTube, particularly for listening activities, to make lessons more engaging and relatable. Combining this with PBL strategies can promote active learning, critical thinking, and collaboration, fostering a dynamic and supportive classroom environment. Schools should also provide training programs for teachers on integrating digital tools and innovative methods, along with equipping classrooms with technologies like projectors and internet access to support implementation. Future research could explore the application of PBL and YouTube media in teaching other language skills or with students of different proficiency levels. Long-term studies may assess the sustainability of improvements and examine how other multimedia platforms or teaching strategies can further enhance learning outcomes.

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