

REFERENCES

- Ahmadi, M. R. (2017). The impact of motivation on reading comprehension .
International Journal of Research in English Education.
- Ahmadi, M. R. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education*, 116-125.
- Arifah, A. (2014). Study on the use of technology in ELT classroom: Teachers' perspective. *Department of English and Humanities, BRAC University*.
- Bates, A. W. (2015). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. Vancouver : Tony Bates Associates Ltd.
- Brame, C. J. (2016). Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content. *CBE—Life Sciences Education*, 1-6.
- Chen, X., Wang, C., & Kim, D.-H. (2019). Self-Regulated Learning Strategy Profiles Among English as a Foreign Language Learners. *TESOL Quarterly*, 234-251.
- Creswell, J. W. (2012). *Educational research : planning, conducting, and evaluating quantitative and qualitative research (fourth edition)*. Boston: Pearson Education, Inc.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. SAGE Publications.

deKoning, B., Tabbers, H., Rikers, R., & Paas, F. (2009). Towards a framework for attention cueing in instructional animations: guidelines for research and design. *Educ Psychol Rev* 21, 113–140.

Farhan, U. A. (2023). Analysis of Trigonometry Mathematics Learning Videos Propriety on YouTube for High School Grade X. *Department of Mathematics Education, Faculty of Tarbiyah and Teacher Learning*.

Gaudin, C., & Chaliès, S. (2015). Video viewing in teacher education and professional development: A literature review. *Educational Research Review* 16, 41–67.

Gheyle, N., & Jacobs, T. (2017). Content Analysis: a short overview. *Internal research not*.

Guo, P. J., Kim, J., & Robin, R. (2014). How video production affects student engagement an empirical study of MOOC videos. . *L@S'14 Proceedings of the First ACM Conference on Learning*, 41–50.

Hardani, H. A. (2020). *Metode Penelitian Kualitatif & Kuantitatif*. Yogyakarta: CV. Pustaka Ilmu Group.

Harmer, J. (2001). *The practice of English language teaching*. London: Longman.

Ibrahim, M., Antonenko, P. D., Greenwood, C. M., & Wheeler, D. (2012). Effect of segmenting, signaling, and weeding on learning from educational video. *Learn Media Technol* 37, 220–235.

Kirschner, P. A. (2002). Cognitive load theory: implications of cognitive load theory on the design of learning. . *Learning and Instruction*, 1-10.

- Lawson, T., Bodle, J., Houlette, M., & Haubner, R. (2006). Guiding questions enhance student learning from educational videos. *Teach Psychol* 33, 31-33.
- Mayer, R. E. (2008). Applying the science of learning: evidence-based principles for the design of multimedia instruction. *Cogn Instr* 19, 177–213.
- Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educ Psychol* 38, 43–52.
- Mhamdi, C. (2017). What Can Video Add to the Learning Experience? Challenges and Opportunities. *International Journal of Information Technology and Language Studies*.
- Paas, F., & Sweller, J. (2014). Implications of cognitive load theory for multimedia learning. Dalam R. E. (Ed.), *Cambridge handbook of multimedia learning* (hal. 37). Cambridge: Cambridge University Press.
- Potosi, L. L. (2009). Using Video Materials as a Teaching Strategy for Listening Comprehension.
- Prayudha, J. (2021). Video Based Learning as a Media for Teaching English during Pandemic Covid-19. *Journal of Language Intelligence and Culture*, 1-11.
- Rahmani, A., & Zitouni, K. S. (2022). Blended Learning and Flipped Classroom's Application during Post Pandemic. *Arab World English Journal (AWEJ)*, 451-461.
- Ratnayeka, I., Bruder, R., Johike, F., & Feldt-Caesar, N. (2019). Quality Criteria for Teachers to Choose Video Tutorials for Different Learning Situations. *Proceedings of EDULEARN19*, 3669-3674.

Renkl, A., Atkinson, R. K., & Grobe, C. S. (2004). How fading worked solution steps works: A cognitive load perspective. *Instructional Science*, 59-82.

Santagata, R., & Guarino, J. (2011). Using video to teach future teachers to learn from teaching. *ZDM Mathematics Education*, 133-145.

Susanti, E. H. (2018). DESAIN VIDEO PEMBELAJARAN YANG EFEKTIF PADA PENDIDIKAN JARAK JAUH: STUDI DI UNIVERSITAS TERBUKA. *Jurnal Pendidikan Dan Kebudayaan*, 167-185.

Syafiq, A. N., Rahmawati, A., Anwari, & Oktaviana, T. (2021). Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19. *Journal of English Language Studies*, 50-55.

Zhang, D., Zhou, L., Jr, R. B., & Nunamaker, J. (2006). Instructional video in e-learning: assessing the impact of interactive video on learning effectiveness. *Inf Manage* 43, 15–27.