

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings

This section discussed the findings from the interview session. The researcher interviewed four participants. They answered the researcher's questions related to their experience regarding the effectiveness of Yanto Tanjung's YouTube channel for TOEFL preparation.

4.1.1 Overview of the Research

The research was conducted from January 9 to January 11, 2025, to explore the effectiveness of Yanto Tanjung's YouTube channel as a Computer-Assisted Language Learning (CALL) tool for TOEFL preparation. This research utilized a qualitative approach with a case study design. Purposive sampling was employed to select participants who had used Yanto Tanjung's YouTube channel to prepare for the TOEFL exam and who have taken the TOEFL ITP test.

The data was collected through one-on-one interviews with the participants and analyzed using thematic analysis. A total of four learners participated in this study. The interviews were conducted via Zoom and phone to accommodate the participants' schedules and ensure comfort. The interviews were carried out in Bahasa Indonesia to ensure that participants could express their thoughts clearly and without language barriers. After transcribing the interview data, the researcher performed member checking by returning the transcripts to the participants on January 13, 2025 to verify the accuracy and authenticity of their responses.

4.1.2 Description of the Participants

There were four participants in this research. All of them had used Yanto Tanjung's YouTube channel to prepare for the TOEFL exam and achieved high scores. Before the interviews, the researcher asked the participants about their names, current place of residence, and their current activities. To maintain confidentiality, the researcher used pseudonyms to protect the participants' identities and ensure their privacy. The participant's data were described in the following table:

Table 4 1 Background of the Participants

Participants	Current place	Current activities
P1	Bangkok	Study
P2	Bandar Lampung	Work
P3	Surabaya	Work
P4	Bengkulu	Study

After the data were collected and the interview transcription was done, the researcher analyzed the findings by thematic analysis. The findings of the research could answer the research questions below:

1. How do learners perceive the effectiveness of Yanto Tanjung's YouTube channel as a Computer Assisted Language Learning tool for TOEFL preparation?
2. What factors contribute to the effectiveness of Yanto Tanjung's YouTube channel as a Computer Assisted Language Learning tool for TOEFL preparation?

4.1.3 Thematizing

The thematizing process in this research involved organizing the data by grouping the participants' responses that frequently appeared or were mentioned. This categorization was based on analyzing the participants' experiences during their TOEFL preparation through Yanto Tanjung's YouTube channel, specifically in relation to the questions posed in the study. During the thematizing phase, the researcher identified two main themes and ten sub-themes that emerged from the data analysis.

Table 4 2 Thematizing

Themes	Sub-themes
Effectiveness of Yanto Tanjung's YouTube Channel	Comprehensive Material Coverage
	Quality of Explanation
	Flexibility
	Improvement in TOEFL Skills and Scores
	Simplicity of Presentation
Factors Affecting Effectiveness of Yanto Tanjung's YouTube Channel	Content Quality
	Accessibility Interactivity
	Individualized Learning
	Multimedia Integration

4.1.4 Findings

The researcher interviewed four participants through online meeting. The interview began from January 9 to January 11, 2025, to explore the effectiveness of Yanto Tanjung's YouTube channel as a Computer-Assisted Language Learning (CALL) tool for TOEFL preparation. the researcher arranged two themes and ten sub-themes as below:

Table 4 3 Themes and Sub-themes

Themes	Sub-themes
Learners' perceptions about the effectiveness of Yanto Tanjung's YouTube channel	Comprehensive Material Coverage
	Quality of Explanation
	Flexibility
	Improvement in TOEFL Skills and Scores
	Simplicity of Presentation
Factors Affecting Effectiveness of Yanto Tanjung's YouTube Channel	Content Quality
	Accessibility
	Interactivity
	Individualized Learning
	Multimedia Integration

4.1.4.1 Learners' Perception Towards the Effectiveness of Yanto Tanjung's

YouTube Channel

Under this theme, five sub-themes are formulated in the following details.

Comprehensive Material Coverage

As described in the second chapter, comprehensive material coverage is a fundamental component of any effective learning tool. For TOEFL preparation, this involves addressing grammar, listening, and reading in a structured and reliable manner. Learners expect materials to be systematic and derived from trusted references to build confidence and ensure relevance to the exam's requirements. Based on the feedback from respondents, the materials provided on Yanto Tanjung's YouTube channel are widely appreciated for their quality and reliability. According to P1 and P2, remarked that the TOEFL materials on the channel are very complete and appear to be sourced from trusted references like the Longman book, which enhances their credibility. They stated as below.

P1: "...Untuk dari materi Pak Yanto sih kayaknya beliau ngambilnya dari buku apa gitu kan ya, dari buku Longman. Menurutku itu udah sangat komprehensif, udah bagus banget."

P1: ("From Pak Yanto's material, it seems like he takes it from a book, maybe from a Longman book. In my opinion, it's already very comprehensive and really good.")

P2: "Menurut saya sudah sangat baik sih karena kan Pak Yanto Tanjung itu kalau nggak salah lulusan Australia S2 nya. Dan otomatis dia juga mengajarkan materi di YouTubenya itu berdasarkan buku ada acuannya. Jadi kita juga terbantu gitu."

P2: (In my opinion, it's already very good because Mr. Yanto Tanjung, if I'm not mistaken, is a master's graduate from Australia. And automatically, he teaches the material on his YouTube channel based on books, so there's a reference. This way, we are also helped.)

However, some respondents identified specific areas for improvement. P3 mentioned that while the materials for grammar and structure are excellent, the listening and reading sections lack sufficient depth, often requiring the use of additional resources to fill these gaps. P4 shared a similar sentiment, stating that while the materials are generally good, they could be improved by including more examples for advanced-level questions. This suggests that while the channel effectively caters to foundational learning, it may fall short in meeting the needs of learners aiming for higher scores.

P3 stated that:

“Menurut saya sih, materi untuk grammar dan strukturnya udah oke banget, tapi untuk listening sama reading-nya masih kurang dalam. Jadi, saya biasanya harus cari bahan tambahan buat ngebantuin itu.”

(while the materials for grammar and structure are excellent, the listening and reading sections lack sufficient depth, often requiring the use of additional resources to fill these gaps.)

Also, P4 stated that:

“Secara umum, materinya sih udah bagus, cuma bisa lebih baik lagi kalau ada lebih banyak contoh soal untuk level yang lebih tinggi.”

(the materials are generally good, they could be improved by including more examples for advanced-level questions.)

The overall feedback reveals both strengths and areas for improvement. All respondents acknowledged the channel's strength in providing high-quality, comprehensive, and systematic materials, particularly for grammar and structure, with the use of trusted references like Longman adding to its credibility. However, gaps in advanced listening, reading, and question types remain. To address these issues, the channel could incorporate authentic test audio, including diverse accents, to better simulate real TOEFL listening scenarios. Additionally, providing more

advanced practice problems and examples tailored to challenging question types could make the channel a more comprehensive resource for learners at all levels. Expanding the range of references beyond Longman could also diversify the content and provide a richer preparation experience for learners with varied needs.

Quality of Explanation

The quality of explanation plays a crucial role in learners' ability to understand and apply concepts effectively. In this case, the respondents consistently acknowledged the clarity of Mr. Yanto's explanations, which were always accompanied by examples that helped make even complex topics more digestible. P1,P2,P3,and P4, specifically emphasized the effectiveness of these explanations, noting how they broke down difficult concepts into more manageable parts. P1 highlighted the effectiveness of combining theoretical explanations with examples, the statement could be read below.

“Penjelasan Pak Yanto sangat jelas ya. Terus setiap habis jelasin, itu dikasih contoh jadi kayak oh gini toh. Aku suka cara Pak Yanto ngejelasin grammar. Walaupun itu agak susah buat aku, beliau kasih step-step yang gampang dipahami”

(Mr. Yanto's explanations are very clear. After explaining, he always provides examples, so it's like, "Oh, so that's how it works." I really like the way Mr. Yanto explains grammar. Even though it's a bit difficult for me, he gives step-by-step instructions that are easy to understand.)

P2 stated that:

“Kan nggak semua channel YouTube itu dia terstruktur dalam menjelaskan materi. Kalau Pak Yanto Tanjung menurut saya lumayan tertata sih dan sesuai dengan apa yang diujikan.”

(Not all YouTube channels explain things in a structured way. But I think Mr. Yanto Tanjung does a pretty good job of organizing the material, and it matches what's on the test.)

From the statement above, it can be concluded that Mr. Yanto's explanations are considered easy to understand, even for complex concepts like grammar. By providing structured steps and practical examples, the channel ensures that users can directly apply the concepts being taught. This is very helpful for those who are learning TOEFL for the first time, as it minimizes confusion and boosts confidence in learning the material.

Flexibility

Flexibility is one of the key advantages of digital platforms such as YouTube, making them an invaluable tool for modern learners. All respondents acknowledged the flexibility and accessibility of the channel, emphasizing how it allows them to access the materials anytime and from anywhere, fitting into their personal schedules.

P2 and P3, appreciated the fact that he could access the materials without any limitations, which made learning convenient. They found the platform highly flexible, noting that he could continue learning even while working, which speaks to the adaptability of the channel for users with busy lifestyles.

P2 stated that:

“Kemarin aku sambil kerja juga masih bisa belajar dari video-videonya. Fleksibel banget karena aku bisa belajar kapan aja. Aku bisa ngaksesnya tuh berapa lama pun nggak ada limit aksesnya. Terus gampang juga cuma di YouTube.”

(I was able to learn from the videos while working as well. It's very flexible because I can learn anytime. I can access it for as long as I want, with no access limits. Plus, it's easy because it's just on YouTube.)

P1 and P4 raised a concern regarding the video duration. While they acknowledged that the shorter video format was effective for certain topics, they

expressed a desire for longer, more detailed videos, especially for more complex concepts. This points to a potential issue with the brevity of the videos, which could oversimplify intricate topics, leaving some learners wanting more depth.

Also, P4 stated that:

“Durasi per video 10-20 menit itu terasa singkat namun efektif sebab nggak jadi jenuh dibandingkan les yang waktunya 1,5 jam full tanpa jeda”

(The duration of 10-20 minutes per video feels short but effective, as it prevents boredom compared to a 1.5-hour class with no breaks.)

From the statement above, it can be concluded that learning through YouTube offers time freedom, allowing learners to adjust their study schedules to fit other commitments, such as work. The ease of access to content anytime and anywhere, without time limits or additional costs, is a factor that increases motivation for adult learners to make use of this channel. The flexibility offered through relatively short video durations enables learning that is not overwhelming, especially for learners with busy schedules. Respondents can review material as needed, which supports self-directed learning. However, the short duration can be a disadvantage as certain topics require more in-depth discussion. Additionally, while this flexible format is suitable for beginners, learners who need a more systematic approach with longer sessions may require additional alternatives.

Improvement in TOEFL Skills and Scores

Improvement in measurable outcomes, such as TOEFL scores, is a crucial indicator of a learning tool's effectiveness. The respondents reported significant improvements in their scores and skills after using the YouTube channel. P1, highlighted a notable improvement in his score, moving from around 400 to 553, attributing the success to the learning materials provided on the channel. Similarly,

P3 and P4, praised the grammar and listening materials, stating that they were instrumental in helping him raise his score to over 500. Both respondents clearly credited the channel for contributing to their score improvements.

P1 stated as below.

“Of course sangat amat meningkat. Kalau nggak salah pas lagi coba pertama tuh kayaknya cuma 400 apa berapa gitu, 425 apa 430 something like that. Pas udah belajar, pas udah latihan itu kemarin dapatnya 583.”

("Of course, it improved a lot. If I'm not mistaken, when I first tried it, I think my score was around 400, maybe 425 or 430, something like that. After studying and practicing, I scored 583.")

However, there were some differences in the experiences shared by P2. While he noted improvements in his grammar skills, he pointed out gaps in the listening materials. P2 mentioned that although his grammar skills improved significantly, he had to rely on additional resources for listening.

He stated as below.

“....channel YouTube lain lebih apa ya dari segi pelafalan di bagian listening itu saya rasakan itu ada yang Australian ada yang American aksen. dan Saya rasa saya harus ngasah listening Saya juga bagian aksen yang lain. kan kalau dari Pak Yanto tanya ada beberapa yang apa namanya yang cuman lokal kita kan aksen lokal kita atau dan saya rasa nggak fokus ke situ ke listening bagian Pak jadi saya ngambil ke referensi belajar yang lain.”

(Other YouTube channels have more variety in terms of pronunciation in the listening section, as I've noticed there are Australian and American accents. I feel like I need to improve my listening skills for other accents as well. Since Mr. Yanto's channel mainly uses local accents, I feel like the focus isn't really on that aspect of listening. So, I decided to refer to other learning resources to work on that.)

This channel has made a tangible contribution to the improvement of respondents' TOEFL scores. This improvement indicates that video-based learning methods are effective for specific targets, such as grammar. However, the results

also highlight the channel's limitations in having a significant impact on other areas, such as listening and reading.

Simplicity of Presentation

Simplicity in presentation plays a crucial role in helping learners maintain focus and minimizing distractions, making the learning process more efficient. The respondents all expressed appreciation for the simple design of the content, as it helped keep attention directed toward the material. P1, particularly liked the use of simple PowerPoint slides and direct annotations, as it allowed him to focus on the content without unnecessary visual distractions. This straightforward approach seems to resonate well with those who prefer a minimalist presentation style.

He stated as below.

” Menurutku udah efektif banget sih. Karena nggak perlu animasi-animasi kalau mau belajar TOEFL mah ya. Simple is the best. Meskipun cuma pakai PowerPoint sama coretan-coretan, aku tetap ngerti. Nggak perlu animasi yang bikin ribet. ”

(I think it's really effective. Because you don't need animations to study for the TOEFL. Simple is the best. Even though it only uses PowerPoint and some annotations, I still understand. No need for animations that make things complicated.)

P3 raised a similar concern, noting that the simplicity sometimes made the presentation less appealing, especially for visual learners who might thrive on more stimulating and interactive elements. P4 also believed that the materials were fine as they were, but felt that adding interactive elements could make the learning experience more interesting. she stated as below.

” PPT materi juga nggak full warna, jadi mata juga bisa fokus ke inti, bukan elemen yang ada di PPT. Pak Yanto menggunakan tinta merah untuk menjelaskan bagian structure yang hilang; itu sangat membantu. ”

(I think it's really effective. Because you don't need animations to study for the TOEFL. Simple is the best. Even though it only uses PowerPoint and some

annotations, I still understand. No need for animations that make things complicated.)

However, there were some differences in opinion regarding how engaging the simplicity was. P2, acknowledged the effectiveness of the simple design but suggested that adding animations or more dynamic visuals could make the content more engaging. He stated as below.

“Mungkin bisa dibuat lebih interaktif dari segi tampilan penulisan atau materinya. Tidak terlalu tradisional. Tapi ya, materinya masih relevan. Walaupun cuma pakai PPT terus segala macam, sudah oke. Tapi kalau bisa ditingkatkan tampilannya lebih bagus lagi.”

(Maybe it could be made more interactive in terms of the writing style or the material itself, not too traditional. But, the material is still relevant. Even though it only uses PowerPoint and such, it's still okay. However, if the appearance could be improved, that would be great.)

In simple terms, the presentation of this channel is considered quite effective by the respondents because it focuses on the content without unnecessary distractions. Although there are suggestions to enhance the appearance to make it more engaging, the simplicity that aligns with the learning material ensures that the channel remains reliable, especially for learners who prioritize content.

4.1.4.2 Factors Affecting Effectiveness of Yanto Tanjung's YouTube Channel

Under this theme, five sub-themes are formulated in the following details.

Content Quality

Content quality is fundamental to any educational tool as it directly impacts its usability, learner engagement, and overall effectiveness. In the context of Yanto Tanjung's YouTube channel, the content is tailored to critical TOEFL components such as grammar, listening, and reading. The materials, structured into playlists,

offer a sequential learning experience, complemented by exercises to reinforce understanding. The channel draws from credible references, enhancing its trustworthiness among learners. Below is a detailed analysis of the respondents' perspectives on the channel's content quality.

P1 highlighted the channel's organized structure, emphasizing the convenience provided by playlists. According to them, the playlists allow a systematic progression from one topic to another, enabling a structured learning experience akin to moving through a textbook chapter by chapter. Additionally, the inclusion of exercises at the end of each topic was particularly appreciated as it facilitates skill reinforcement. The statement could be read below.

“mereka banyak nyaranin channel YouTubenya Pak Yanto Tanjung. dan pas udah lihat youtubenya, feeds nya rapi, terus udah ada playlistnya jadi buat gampang untuk belajar dan karena ada playlist tuh jadi kayak belajarnya tuh runtut gitu loh dari kayak bab 1 sampai bab terakhir gitu jadi kayak enak buat belajarnya. itu sih terus kalau nggak salah setiap akhir setiap topiknya itu ada kayak latihannya gitu jadi bisa sekalian ke asah juga.”

(They highly recommended Mr. Yanto Tanjung's YouTube channel. When I checked it out, the feed was well-organized, and there were playlists that made learning easier. The playlists allowed for a structured learning experience, like progressing from chapter 1 to the final chapter, which made it enjoyable to study. Also, if I'm not mistaken, at the end of each topic, there are exercises that help sharpen the skills being learned.)

P2 valued the simplicity and clarity of Yanto Tanjung's explanations. They noted that the explanations, particularly for structure and grammar, were neither rushed nor overly complex. Despite the brevity of the videos, the respondent found the content sufficiently comprehensive, often revisiting grammar topics multiple times for better retention. The statement could be read below.

“Setelah saya lihat-lihat rekomendasi di Twitter Ada teman-teman yang bilang Oh channel Pak Yanto Tanjung bagus dan setelah saya ikutin dan ya ternyata masuk penjelasannya mudah dipahami. kemudian apa yang saya butuhin untuk materi

pembelajaran TOEFL, Saya rasa Pak Yanto Tanjung lumayan baik gitu dalam sisi pengajarannya. Beliau menjelaskan tidak terburu-buru apalagi waktu jelasin bagian structure dan grammar. Dengan durasi yang singkat, tapi saya tetep bisa paham. Walaupun kadang untuk bagian grammar saya ulang sampai 2 atau 3 kali supaya lebih paham”

(After checking out recommendations on Twitter, I found friends saying that Mr. Yanto Tanjung's channel was great. So, I decided to follow it, and it turned out to be true. his explanations are easy to understand. Regarding the TOEFL learning materials I need, I think Mr. Yanto Tanjung is quite good in his teaching approach. He explains things at a steady pace, especially when covering structure and grammar. Even though the videos are short, I can still understand the material. Sometimes, for grammar sections, I need to rewatch the videos 2 or 3 times to fully grasp the concepts.)

P3 shared similar sentiments about the utility of the playlists, particularly for structure and reading. They appreciated the detailed approach to explaining structure, which began with an introduction to question types, followed by theoretical explanations, and culminated in examples and practical exercises. This step-by-step methodology was seen as a significant strength of the channel. The statement could be read below.

“di channel pak yanto ada playlist structure dan reading toefl itu jadi lebih mudah mencarinya. Contohnya video tentang structure itu kan pak yanto menjelaskan bagian structure itu juga detail kak dari jenis jenis soalnya terus baru masuk ke materi kemudian dari materi dikasih contoh soal Nah dicontoh soal dicari struktur kalimat yg hilang juga dijelaskan”

(On Mr. Yanto's channel, there are playlists for TOEFL structure and reading, which makes it easier to find the materials. For example, in the videos about structure, Mr. Yanto explains the structure section in detail, starting with the types of questions before moving on to the material. After explaining the material, he provides example questions. In these examples, he identifies the missing sentence structure and explains it as well.)

P4 commended the simplicity and clarity of the explanations but expressed reservations about the local accent used by Yanto Tanjung in the listening sections. While the respondent found the content helpful, they opted for alternative channels to practice listening with American or British accents, aligning their preparation

with the accents typically encountered in the TOEFL exam. The statement could be read below.

“Sangat membantu karena penjelasan yang diberikan simple dan mudah untuk dipahami. Pengajar nya juga memberikan materi terlebih dahulu sebelum latihan soal. Tapi untuk bagian listening itu kan pak yanto aksen nya local banget. Jadi aku biasanya pindah ke channel lain buat memperdalam skill listening. Penjelasan pak yanto bagus banget tapi secara aksen, aku cari yang pake American atau british aksen. Karena kan waktu ujian toefl yang asli, audionya pake aksen native speaker. Supaya aku terbiasa juga.”

(It's very helpful because the explanations are simple and easy to understand. The instructor also provides the material first before moving on to the practice questions. However, for the listening section, Mr. Yanto's accent is quite local. So, I usually switch to other channels to further improve my listening skills. Mr. Yanto's explanations are really great, but when it comes to accents, I prefer those with American or British accents. This is because, in the actual TOEFL exam, the audio uses native speaker accents, so I want to get used to it.)

All respondents agreed that the channel's structured and well-organized content is one of its strongest points. They also appreciated how clear and simple the explanations were, especially in the grammar and structure sections. Additionally, they valued the exercises provided after the lessons, which helped improve their learning experience. The main difference in opinions came from P4, who pointed out that the local accent in the listening section was less effective for TOEFL preparation. This led them to use other resources for listening practice. P2 also mentioned that they needed to rewatch the content multiple times to fully understand it, a detail not mentioned by the other respondents.

The local accent used in the listening exercises shows a possible weakness for learners who want to get used to native English accents commonly found in the TOEFL test. From a critical perspective, this suggests the need to add more variety to the listening materials on the channel to reach a wider audience. Including audio

clips with native accents could help fill this gap, making the channel a more well-rounded resource for TOEFL preparation.

Additionally, while the clarity and short length of the videos are strengths, the fact that some learners need to rewatch content several times indicates there may be room to improve the depth of the initial explanations, especially for challenging topics like grammar. By addressing these issues, the channel could become an even better and more inclusive tool for TOEFL preparation, meeting the needs and expectations of a diverse group of learners.

Accessibility

Accessibility is an essential part of Computer-Assisted Language Learning (CALL) because it allows learners to easily access study materials anytime and anywhere. Yanto Tanjung's choice to use YouTube as a learning platform offers great accessibility for a wide range of users. The platform lets learners interact with educational content using different devices and methods that fit their personal preferences and learning styles. Below is a detailed discussion of the respondents' views on accessibility.

P1, P2, and P4 prefers using a laptop to study TOEFL through Yanto Tanjung's YouTube channel. They find it easier to view the detailed notes and annotations made by Mr. Yanto on the screen. They also mentioned streaming the videos directly due to the convenience provided by their Wi-Fi connection, avoiding downloads to prevent storage issues. P1 stated as below.

"Biasanya aku pake laptop buat belajar TOEFL dari channel youtube yanto tanjung. Karena kalo pake laptop itu bisa lebih jelas liat tulisan coret coretan pak yanto. Aku juga biasanya langsung nonton secara langsung, lebih enak streaming sih. Kebetulan aku juga pake wifi. Kalo di download dulu memori nanti penuh"

(I usually use a laptop to study TOEFL from Yanto Tanjung's YouTube channel. Using a laptop makes it easier to clearly see the notes and annotations made by Mr. Yanto. I also usually watch the videos directly; streaming is more convenient. Fortunately, I use Wi-Fi, so I don't download the videos because it would take up too much storage space.)

P3, on the other hand, only uses their mobile phone because their learning style is more focused on audiovisual methods. They do not take notes but prefer to listen and pause the videos to answer questions before checking their answers. This respondent also prefers to stream the videos directly, as they find it more time-efficient than downloading them, even though downloading would allow them to review the content offline later. She stated as below.

"Menggunakan handphone saja, karena saya gaya belajarnya audiovisual jadi saya ngga mencatat kak cuma mendengarkan saja tapi saya suka pause video coba jawab soalnya dulu baru nanti dilanjutkan videonya sambil mengoreksi jawabannya betul atau salah. Lebih sering langsung streaming karena sekalian langsung belajar kak ngga sempet download karena agak makan waktu meskipun nantinya bisa dipake nonton ulang saat offline."

(I only use my mobile phone because my learning style is audiovisual. I don't take notes, I just listen, but I like to pause the video to try answering the questions first before continuing and checking if my answers are correct or wrong. I usually stream the videos directly because it's more efficient and allows me to learn immediately. I don't have time to download the videos since it takes too long, even though downloading would allow me to watch them again offline later.)

All respondents appreciated the accessibility of YouTube for studying TOEFL, although their device preferences and learning styles differed. Respondents 1, 2, and 4 mainly used laptops, appreciating the larger screen and better features for viewing and taking notes. In contrast, Respondent 3 preferred using a mobile phone because it suited their audiovisual learning style and was more convenient.

This analysis emphasizes the need for accessible and flexible educational resources in CALL. Yanto Tanjung's YouTube channel successfully caters to a

wide range of learners by allowing them to choose the devices and methods that fit their personal preferences. However, the differences between laptop and mobile users highlight the importance of adapting content for various formats.

The focus on streaming indicates that learners value quick access and ease of use, but it could be a challenge for those with unstable internet connections or limited Wi-Fi access. Offering downloadable resources, such as PDF notes or extra materials, could be a helpful alternative for learners who can't stream content consistently. In summary, the accessibility provided by the channel is a strong foundation, but meeting these specific needs could make it even more inclusive and effective for learners with different preferences and circumstances.

Interactivity

Interactivity in Computer-Assisted Language Learning (CALL) refers to how much learners can engage with and participate in the learning process through digital tools. This includes how learners can interact with the content, get personalized feedback, and participate in discussions that improve their learning. On Yanto Tanjung's YouTube channel, interactivity is not a major feature, but there is still potential to increase engagement. The following analysis looks at how the current level of interactivity on the channel affects learners' experiences.

The respondents' statements highlight the varying levels of interactivity and engagement with the content on Yanto Tanjung's YouTube channel. While none of the respondents indicated frequent or active participation in discussions, they did provide insights into the elements of the channel that contribute to their learning experiences. P1, P2 and P4 mentioned that they had never interacted in the comment

section or on Twitter, except to inform Mr. Yanto about their TOEFL score improvement. They appreciated the simplicity of the content, finding it effective even without complicated animations. they suggested that future improvements could include more interactive features like better visuals or animations.

P1 stated that:

“aku gak pernah interaksi di kolom komentar atau di twitter tentang belajar TOEFL , kaya sharing gitu aku ga pernah. Aku Cuma ngabarin aja di twitter ke pak yanto kalo aku berhasil dapet nilai TOEFL yang bagus berkat konten beliau. Kalo untuk fitur yang ada di setiap konten sih menurutku udah bagus banget. Walaupun sederhana Cuma coret coret aja di ppt tapi mudah dipahami kok. Ga perlu animasi yang ribet sih kalo mau serius belajar mah. Simple is the best ”

(“ I’ve never interacted in the comment section or on Twitter about TOEFL learning or shared anything. I’ve only informed Mr. Yanto on Twitter that I got a good TOEFL score thanks to his content. As for the features in each video, I think they’re great. Even though it’s simple with just scribbles on the PowerPoint slides, it’s easy to understand. I don’t think we need complicated animations if the goal is serious learning. Simple is the best.)

Also, P2 stated that:

” hmm kalo untuk diskusi sih ga ada ya mbak. karena itu kan online ya jadi saya murni nyari aja pakai kata pencarian channel rekomendasi belajar TOEFL. kalau untuk interaksi nggak ada. Kalo untuk fitur tambahan sih ga ada juga, mungkin kedepannya bisa dibuat lebih interaktif dari segi tampilan penulisan atau materinya begitu mungkin bisa ada timnya begitu Yang biar pas kita pembelajaran Ada apa namanya ya animasi yang sesuai ataupun eee tema-tema penyajian materi yang terkini lah begitu tidak terlalu tradisional gitu ya kalo saya liat ppt nya itu kaya sudah lama tapi ya materinya masih relevan. sebagai saran ya bisa di tingkatkan di bagian itu sih. dari segi konten sudah bagus.”

(“Hmm, as for discussions, there aren't any. Since it's online, I just searched for TOEFL study channels using search keywords. There's no interaction. As for additional features, there aren't any either. Maybe in the future, it could be made more interactive in terms of the presentation style or content. Perhaps there could be a team working on it, so that during our learning, there could be animations or more modern themes for presenting the material, so it wouldn't feel too traditional. The PowerPoint slides seem a bit outdated, but the content is still relevant. As a suggestion, that part could be improved. The content itself is good.”)

And P4 stated that:

“Untuk interaksi, saya gak pernah kak. Memang gak terlalu aktif di sosial media. Jadi memang murni belajar sendiri. untuk fitur menurut saya itu sudah cukup karena dengan coret coret nya di materi itu dapat membantu untuk memahami

materi dengan lebih mudah. Tapi saya harap pak yanto sesekali live di Youtube gitu kak, baar bisa tanya jawab langsung waktu live."

("For interaction, I've never been active on social media. I really learned on my own. As for the features, I think they are already sufficient because the annotations on the materials help me understand the content more easily. But I hope Mr. Yanto could occasionally do a live session on YouTube, so that we could have a direct Q&A during the live broadcast.")

P3, in contrast, engaged more actively by joining a subscriber group on Twitter, where they could share TOEFL-related experiences and learn from others. They also praised the simplicity of the content, with the red pen used in the PPTs being particularly effective for emphasizing key points. P3 find the interaction in the Twitter group for Mr. Yanto Tanjung's YouTube channel helpful for TOEFL preparation. she appreciated the red pen annotation feature, which makes learning easier, and the clear audio in the videos. While she does not feel additional features are necessary, she suggest uploading content more frequently or on a set schedule. P3 stated as below.

"Untuk interaksi di twitter saya pernah join grup subscriber dari channel pak yanto tanjung jadi di grup itu belajar toefl dari buku longman sharing juga mengenai test toefl gitu. Sangat membantu saya jadi kaya ada temen buat belajar. Saya gak merasa sendirian. Kalo untuk fitur tambahan sih ga ada. Semuanya sudah bagus. Fitur coret coret pake pen merah itu kak jadi lebih bikin jreng Terus pas menjelaskan pak yanto ga ada wajah jadi fokus ke audio Suara nya juga terdengar jelas. Tapi untuk saran saya sih semoga kedepannya pak yanto bisa upload konten lebih seringa tau terjadwali gitu kak, missal setiap hari senin dan selasa. Jadi kami ga nunggu-nunggu kapan konten yang baru bakal keluar"

("For interaction on Twitter, I've joined a subscriber group from Mr. Yanto Tanjung's channel, where we learn TOEFL from the Longman book and share information about the TOEFL test. It's been very helpful because it feels like I have study buddies. I don't feel alone. As for additional features, there's nothing else needed. Everything is already good. The red pen feature for annotations makes the content more engaging. Also, when explaining, Mr. Yanto doesn't show his face, so we can focus on the audio. The sound is also very clear. However, my suggestion is that Mr. Yanto could upload content more frequently or on a set schedule, like every Monday and Tuesday, so we won't be waiting to see when the next video will come out.")

The main differences lie in the level of interaction with the learning community. P1 and P4 prefer to learn independently, with little interaction with others. P2, while not actively engaging, suggests that the channel could be improved by adding more dynamic features. Meanwhile, P3 actively participates by joining a Twitter group, where they share learning experiences and feel a sense of community.

The Yanto Tanjung YouTube channel demonstrates a strong foundation in interactivity, providing learners with clear and effective content for TOEFL preparation. While the channel primarily focuses on delivering structured lessons, integrating additional interactive elements such as quizzes, discussion boards, or group learning opportunities could further enhance the learning experience. The effectiveness of peer interaction is evident in P3's participation in a learning group, highlighting the potential benefits of fostering a more collaborative learning environment. Moreover, maintaining a consistent upload schedule could help sustain user engagement and provide learners with a steady stream of updated content. P2's suggestion regarding the use of more modern and visually engaging materials also indicates an opportunity to enhance content presentation while preserving the channel's valued simplicity. By incorporating these interactive and engaging features, the channel could further enrich learner engagement and appeal to a broader audience. Ultimately, Yanto Tanjung's YouTube channel serves as an effective and accessible learning resource, and expanding its interactive components could further optimize the learning experience for TOEFL candidates.

Individualized Learning

Individualized learning allows students to adjust their study pace and strategies based on their personal needs and preferences. Yanto Tanjung's YouTube channel supports this approach by offering self-paced content that learners can access as many times as needed, giving them the flexibility to tailor their study routines according to their own learning speeds and challenges.

When analyzing the respondents' statements, there are both similarities and differences in how they experience individualized learning with Yanto Tanjung's YouTube channel. P1, for example, dedicates three hours to watching the videos and another three hours to practicing test questions. Their primary challenge comes from managing time during the actual TOEFL exam, not from the content itself. He suggested that Yanto Tanjung could offer tips on time management to enhance the learning experience.

P1 stated as below.

"Biasanya aku belajar dari channel youtube pak yanto itu 3 jam. 3 jam lagi aku Latihan soal. Jadi dalam sehari, aku maksimalkan 6 jam untuk belajar TOEFL. Kalo untuk tantangan yang aku hadapi tuh lumayan kesulitan ngatur waktu pas ujiannya. Karena kan waktunya terbatas, jadi harus punya strategi khusus. Jadi tantangan ini datangnya dari diri sendiri sih, bukan dari channel youtube nya. Cara aku ngatsin tantangan itu, aku banyak Latihan tryout online gitu buat ngelatih time management aku. Kalo bisa pak yanto juga ngasih tips gimana time management yang bagus untuk menjawab semua soal TOEFL."

(I usually study from Mr. Yanto's YouTube channel for 3 hours. Then, I spend another 3 hours practicing test questions. So, in total, I dedicate 6 hours a day to studying for the TOEFL. As for the challenges I face, I struggle with managing time during the exam. Since the time is limited, I need to have a specific strategy. This challenge comes from myself, not from the YouTube channel. To overcome this challenge, I do a lot of online tryouts to practice my time management. It would be helpful if Mr. Yanto

could also provide tips on effective time management for answering all TOEFL questions.)

All respondents appreciate the flexibility and self-paced learning that the YouTube channel offers. They value the ability to control their learning speed, and each has found ways to overcome challenges such as time management or staying motivated. The differences in their experiences are clear in how they handle these challenges. P1 and P2 express a need for more support, like tips on managing time better or additional interactive features. On the other hand, P3 and P4 find the self-paced learning style suits them well.

In conclusion, while Yanto Tanjung's YouTube channel provides valuable opportunities for individualized learning, improving support for time management, motivation, and problem-solving could make the learning experience even more effective. Adding interactive elements or providing extra guidance could help learners manage their studies more easily and stay engaged, creating a more inclusive and well-rounded learning environment.

Multimedia Integration

Effective use of multimedia in Computer-Assisted Language Learning (CALL) tools can improve understanding and engagement by incorporating various formats such as visuals, animations, and interactive elements. On Yanto Tanjung's YouTube channel, multimedia elements are incorporated through the use of PowerPoint slides and annotations to explain TOEFL material.

P1, P3, and P4 appreciate the straightforward approach of the content, highlighting that the use of PowerPoint slides with annotations is helpful for grasping the material. They feel that complex animations are unnecessary for

focused learning. Additionally, they value the simplicity of the slides, which allows them to concentrate on the main content.

P1 stated that:

P1: " menurutku udah efektif banget sih. karena nggak perlu animasi-animasi kalau mau belajar TOEFL mah ya. walaupun cuman pakai zoom aja. mungkin kalau kita les di luar gitu ya hampir sama aja karena nggak terlalu perlu animasi-animasi yang gak jelas gitu sih. Pake ppt juga udah bagus banget. Yang penting kan cara penyampaian materinya jelas jadi pake apapun medianya, kita sebagai penonton bisa paham materinya "

(I think it's really effective. You don't need animations if you want to learn TOEFL. Even if it's just using Zoom, it's almost the same as attending classes outside. You don't really need unnecessary animations. Using PowerPoint is already very good. The most important thing is that the way the material is delivered is clear, so whatever medium is used, we as viewers can understand the material.)

In contrast, P2 acknowledges that although the animations and editing are simple, the content remains valuable for those who are serious about learning. He suggests that adding more interactive features and modern themes could improve the learning experience.

P2 stated that:

"emm menurut saya sudah cukup baik walaupun dari segi animasi dan editing kan sederhana ya. tapi bagi yang murni pengen belajar sudah terbantu dari materi-materi yang ada. sudah lumayan efektif. mungkin kedepannya bisa dibuat lebih interaktif dari segi tampilan penulisan atau materinya begitu mungkin bisa ada timnya begitu Yang biar pas kita pembelajaran Ada apa namanya ya animasi yang sesuai ataupun eee tema-tema penyajian materi yang terkini lah begitu tidak terlalu tradisional gitu ya kalo saya liat ppt nya itu kaya sudah lama tapi ya materinya masih relevan. sebagai saran ya bisa di tingkatkan di bagian itu sih. dari segi konten sudah bagus."

("Well, in my opinion, it's already quite good, although the animations and editing are simple. However, for those who are genuinely looking to learn, the materials provided are helpful. It's fairly effective. In the future, it could be made more interactive in terms of the appearance of the writing or the content. Perhaps a team could be involved to ensure that, during learning, there are appropriate animations or more modern themes in the presentation, as I feel the PowerPoint slides appear

somewhat outdated, even though the material is still relevant. As a suggestion, this aspect could be improved. The content itself is already good."

In summary, while the respondents recognize the effectiveness of the current multimedia integration in Yanto Tanjung's YouTube channel, there is a consensus that incorporating more interactive features and modern themes could further enhance the learning experience. This aligns with research indicating that multimedia integration can bridge the gap between traditional pedagogical approaches and the needs of contemporary learners, enhancing engagement, motivation, and proficiency.

4.2 Discussion

This chapter presents a discussion of the findings relating to several theoretical matters to clarify the findings of this study. The researcher has presented and explained the findings of learner's perceptions about the effectiveness of Yanto Tanjung's YouTube channel and the factors that influence the effectiveness.

4.2.1 Learners' Perceptions Towards the Effectiveness of Yanto Tanjung's YouTube Channel

The findings from this study found Yanto Tanjung's YouTube channel to be an effective tool for TOEFL preparation. One of the main advantages was the short duration of the videos, focused content and user friendly. Learners appreciated the brief yet clear videos that helped them understand complex concepts in a more organized way. This matches with Nadara (2024), Mildah (2023) and Sayuti (2019) findings indicated that students considered the YouTube channel to be beneficial as it improved students' competence, provided free TOEFL preparation classes and made it easy for students to access this YouTube channel. The students appreciated

the accessibility and flexibility that came with studying through an online platform. There is a difference between the findings of this study and those of Nadara (2024) regarding the limitations experienced by students. In Nadara's (2024) study, 'slow explanation' was categorized as a limitation that hindered students' understanding. However, in this study, 'slow explanation' is perceived as an advantage, as it helps students comprehend the material more effectively, especially when Mr. Yanto delivers the lesson in a slow and structured manner. This suggests that students' perceptions of the pace of teachers' explanations may vary depending on the teaching context and their learning needs.

The short videos are accessible and easy to understand; however, some viewers perceive them as lacking the depth necessary for fully explaining certain topics. To enhance their effectiveness, the videos could incorporate more detailed explanations in specific areas to accommodate learners requiring more comprehensive information. Overall, the feedback highlights both strengths and areas for improvement. All respondents recognized the channel's excellence in delivering high-quality, comprehensive, and systematically structured materials, particularly in reading, grammar, and structure, with the inclusion of reputable sources such as Longman further enhancing its credibility. Nevertheless, certain gaps remain, particularly in advanced listening skills and question types. To address these limitations, the channel could integrate authentic test audio featuring diverse accents to more accurately reflect real TOEFL listening conditions. Additionally, incorporating more advanced practice questions and examples tailored to complex question types could make the channel a more comprehensive resource for learners

across different proficiency levels. Expanding the range of references beyond Longman could further enrich the content, offering a more diverse and well-rounded preparation experience that caters to the varied needs of learners.

The study also identified several challenges encountered by students. While these difficulties were not explicitly detailed in the paraphrased text, they are likely associated with factors such as internet connectivity, time management, and the inherent characteristics of online learning, which may be less interactive and engaging compared to face-to-face instruction. This finding aligns with Sayuti's (2019) theory, which highlights internet connectivity, time management, and the potentially reduced interactivity and motivation in online learning as key obstacles. These challenges suggest that, despite the substantial benefits offered by Yanto Tanjung's YouTube channel, certain barriers may prevent some students from fully maximizing their learning experience.

The structured content was another reason the channel was considered effective. Videos are organized from basic to more advanced topics, following the idea of Chapelle's (2001) principles of effective CALL. This gradual presentation of content helps learners build on what they already know, making it easier to understand and remember new information. By providing structured steps and practical examples, the channel ensures that users can directly apply the concepts being taught. This is very helpful for those who are learning TOEFL for the first time, as it minimizes confusion and boosts confidence in learning the material.

The accessibility and affordability of the channel were important factors in its effectiveness. Providing free content allows a wider audience to access quality

learning materials. Learning through YouTube offers flexibility, enabling learners to adjust their study schedules to fit other commitments, such as work. The ability to access content anytime and anywhere, without time restrictions or extra costs, increases motivation, especially for adult learners. Additionally, the short video duration makes learning more manageable, particularly for those with busy schedules. This finding is consistent with the studies of Nadara (2024) and Mildah (2023), which highlight the role of free platforms in expanding educational access. However, it is also important to consider whether free content affects motivation and commitment. Without financial investment, some learners may feel less responsible for their studies. In contrast, paid courses often create a sense of accountability, encouraging learners to engage more consistently.

Despite these strengths, some participants raised concerns about the lack of direct interaction and limited practice exercises. These limitations align with Abbas and Kassim (2020), who pointed out that while YouTube is useful for independent learning, it lacks the interactive features necessary for deeper engagement. While comment sections offer some interaction, they cannot replace real-time feedback from the instructor or other learners. Therefore, the channel's one-way communication could be seen as a barrier to more effective learning, and adding features such as live Q&A sessions could increase learner engagement and motivation.

Improvement in TOEFL skills and scores were major reasons in its effectiveness. This channel has made a tangible contribution to the improvement of respondents' TOEFL scores. This improvement indicates that video-based learning

methods are effective for TOEFL learning. This finding is supported by the findings from Damar et al. (2021) which stated that that students were able to improve their TOEFL scores through this tool. However, the results also highlight the channel's limitations in having a significant impact on other areas, such as listening.

4.2.1 Factors Affecting the Effectiveness of Yanto Tanjung's YouTube Channel

Several key factors contributed to the channel's effectiveness, and each deserves further consideration:

Content Quality

One of the primary findings of this research is that Yanto Tanjung's channel offers comprehensive and high-quality materials that are well-structured for TOEFL preparation. This aligns with the CALL theory, which emphasizes the importance of relevant and organized content in language learning. According to Warschauer (1996), effective CALL should not only provide informative content but also engage students in a manner that enhances their learning experience. The respondents acknowledged that the materials sourced from reputable references, such as Longman textbooks, significantly enhance the credibility and effectiveness of their learning process.

The use of established academic resources is crucial, as it provides learners with a solid foundation upon which to build their language skills. Learners highly valued the clear and well-structured content, supported by practical examples. This finding supports Botirca's (2007) argument that clear, example-driven materials are more engaging and effective for learners. However, while the content was praised

for its clarity, some learners felt that the depth of the material could be improved. Many suggested adding more practice questions to help them prepare better for TOEFL, especially in areas like listening and reading comprehension. However, the local accent in the listening section was less effective for TOEFL preparation. This led them to use other resources for listening practice. The local accent used in the listening exercises shows a possible weakness for learners who want to get used to native English accents commonly found in the TOEFL test. From a critical perspective, this suggests the need to add more variety to the listening materials on the channel to reach a wider audience. Including audio clips with native accents could help fill this gap, making the channel a more well-rounded resource for TOEFL preparation.

Accessibility

Accessibility is an essential part of Computer-Assisted Language Learning (CALL) because it allows learners to easily access study materials anytime and anywhere. Yanto Tanjung's choice to use YouTube as a learning platform offers great accessibility for a wide range of users. The platform lets learners interact with educational content using different devices and methods that fit their personal preferences and learning styles. Yanto Tanjung's YouTube channel successfully caters to a wide range of learners by allowing them to choose the devices and methods that fit their personal preferences. However, the differences between laptop and mobile users highlight the importance of adapting content for various formats. The focus on streaming indicates that learners value quick access and ease of use, but it could be a challenge for those with unstable internet connections or

limited Wi-Fi access. Offering downloadable resources, such as PDF notes or extra materials, could be a helpful alternative for learners who can't stream content consistently. In summary, the accessibility provided by the channel is a strong foundation, but meeting these specific needs could make it even more inclusive and effective for learners with different preferences and circumstances.

Interactivity

While the comment sections allowed for some interaction, participants noted that this was not enough compared to direct interaction with the creator or other learners. According to Dörnyei's (2001) theory on motivation, social interaction is key to building a sense of community and boosting motivation. Without live interactions or group discussions, learners may feel less connected to the content and the learning process. For this reason, it would be beneficial for the channel to include more interactive features, such as live Q&A sessions or real-time discussions, to make the learning experience more dynamic and engaging. Additionally, participants expressed a desire for the channel to upload content more frequently or on a set schedule, so they can have a more consistent and structured learning experience.

Multimedia Integration

The use of PowerPoint slides, screen recordings, and visual cues was appreciated by learners with various learning styles. Mayer's multimedia learning theory suggests that combining audio and visual elements helps improve cognitive processing. However, while the multimedia integration was effective, the channel could enhance visual aids, such as adding interactive diagrams or detailed

explanations for more complex topics, particularly in grammar or vocabulary. While the respondents recognize the effectiveness of the current multimedia integration in Yanto Tanjung's YouTube channel, there is a consensus that incorporating more interactive features and modern themes could further enhance the learning experience. This aligns with Damar et al. (2021) which indicated that multimedia integration can bridge the gap between traditional pedagogical approaches and the needs of contemporary learners, enhancing engagement, motivation, and proficiency.

Flexibility and Individualized Learning

One of the major advantages of the channel was its flexibility, allowing learners to learn at their own pace. This feature aligns with Kafryawan's (2023) study, which highlighted how flexibility can improve learning outcomes. However, it's important to recognize that this type of self-paced learning depends on self-discipline and time management skills, which not all learners possess. To help with this, the channel could implement reminders or progress tracking to encourage learners to stay on track.

According to the findings, participants have shared their experiences, which align with Chapelle's (2001) criteria for an effective language learning platform, highlighting several factors contributing to the effectiveness of Yanto Tanjung's YouTube channel. The findings of this study align with previous research on the effectiveness of digital tools for language learning. For example, Nadara (2024) also emphasized the accessibility and quality of digital TOEFL preparation tools. However, this study goes further by analyzing the specific design of Yanto

Tanjung's channel and how it meets learners' needs. Abbas and Kassim (2020) explored YouTube's general benefits for education, but this study focuses on a specialized channel designed for TOEFL preparation. As such, it contributes new insights on how tailored content can address specific educational challenges.

In conclusion, this study shows that learners perceive Yanto Tanjung's YouTube channel as an effective TOEFL preparation tool due to its high-quality content, accessibility, and flexibility. However, the channel's effectiveness could be improved by adding more interactive elements, practice exercises, and personalized learning paths. The findings contribute to the broader discussion on digital learning by highlighting the importance of accessible, flexible, and targeted platforms while also providing insights into areas for future improvement.