



STUDENTS' MOTIVATION ON DEEP LEARNING APPROACH IN LEARNING ENGLISH THROUGH TECHNOLOGY ENHANCED LANGUAGE LEARNING (TELL)

Oleh

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Abstrak

The role of technology in language learning has evolved significantly over the past few decades, with the advent of various tools and applications that enhance the educational experience. Technology Enhanced Language Learning (TELL) has emerged as a pivotal approach, integrating digital resources to facilitate language acquisition and improve student engagement. This introduction explores the multifaceted impact of technology on language learning, highlighting its benefits, challenges, and implications for both learners and educators. This research aims to analyze students' motivation in learning English by applying deep learning strategies through the Technology Enhanced Language Learning (TELL). This research uses a mixed approach, where quantitative data is obtained through motivation questionnaires, and qualitative data is obtained through in-depth interviews with participating students. The sample was taken by purposive sampling with a total of 34 students for the quantitative survey and for in-depth interviews. There are several findings in improving language learning with TELL: 1) students are more independent in learning language with TELL but need teacher assistance in further understanding the material 2) The teaching materials available in application learning lead to general English learning, while students also have to learn academic English 3) Students feel that studying with applications is more relaxing than studying with friends for several influencing factors. Students' motivation to increase learning English with the Deep Learning approach with TELL provides insight into how technology and deep learning approaches can increase students' motivation in learning English, as well as providing recommendations for educators to integrate technology more effectively in the learning process.

Kata Kunci: Deep Learning Approach, Students' Motivation, TELL.

PENDAHULUAN

The integration of technology in language learning, particularly through applications that enhance active listening, has become increasingly significant in modern education. This approach, known as Technology Enhanced Language Learning (TELL), emphasizes the importance of students' active involvement in the learning process. By utilizing deep learning strategies and various technological tools, educators can foster an environment that not only improves students' listening skills but also enhances their motivation to engage with the material. Active

listening is a critical component of language acquisition, as it involves not just hearing but also understanding and processing spoken language. The use of TELL applications, such as Elica, has been shown to promote task-based autonomous learning, encouraging students to take responsibility for their own learning. (Wulanjani & Indriani, 2019) that technology can empower students to become independent learners, which is essential for achieving success in language learning. This autonomy is closely linked to increased motivation, as students who feel in control of their learning are



more likely to engage actively with listening tasks. Moreover, the implementation of digital storytelling in English as a Foreign Language (EFL) classrooms has proven effective in motivating students to improve their listening skills. (Budianto et al., 2021) discuss how interactive video work in digital storytelling not only tests students' listening abilities but also presents enjoyable learning activities that positively impact their engagement and comprehension. This aligns with the findings of (Sigurðardóttir & Heijstra, 2020) that who note that mixed approaches in flipped classrooms allow students to engage deeply with listening materials, thereby enhancing their overall learning experience. Podcasts have also emerged as a valuable tool in TELL, significantly impacting students' listening comprehension and vocabulary acquisition. (Abdulrahman et al., 2018) found that podcasts provide opportunities for students to engage in discussions and collaborative activities, which further enhance their motivation and comprehension skills. This interactive element is crucial, as it encourages students to actively participate in their learning rather than passively consuming information. In addition to podcasts, mobile learning applications have been shown to improve listening comprehension and motivation among students. This flexibility not only supports students' learning but also fosters a sense of autonomy and motivation as they navigate their language learning journey. Furthermore, the use of visual aids and multimedia resources, such as TED Talks and YouTube videos, can significantly enhance students' listening experiences. (Ratnaningsih & Gumiandari, 2022) found that engaging with dynamic content helps maintain students' interest and motivation in learning English. Similarly, (Yuyun & Simamora, 2021) that the benefits of using video content to support active listening, as it creates a more engaging and enjoyable learning environment. In conclusion, the integration of TELL applications and deep learning approaches

plays a vital role in enhancing students' motivation for active listening in language learning. By providing engaging, interactive, and diverse resources, educators can create meaningful learning experiences that encourage students to participate actively in their education. As technology continues to evolve, its potential to support and motivate students in developing their listening skills will remain a critical focus in language education.

THEORETICAL FRAMEWORK

Active listening is a critical skill for students, particularly in the context of language learning and comprehension. The integration of technology through deep learning approaches can significantly enhance students' active listening capabilities. It engaging students in online learning environments can promote active participation and improve their listening abilities, particularly among millennial learners who are accustomed to digital interactions (Sholihah et al., 2018). This approach not only facilitates access to diverse listening materials but also encourages students to engage in extensive listening practices, which are essential for language acquisition. Moreover, the concept of "deep listening" that emphasizes the importance of creating a learning community where students feel heard and valued. This pedagogical approach fosters intersubjectivity and openness, which are crucial for developing active listening skills (Tacoh, 2023). By nurturing an environment that prioritizes deep listening, educators can enhance students' engagement and comprehension, thereby improving their overall learning experience. The role of technology in supporting active listening cannot be overstated. It is indicates that technological advancements have transformed students' learning styles, enabling them to utilize various tools and resources to enhance their listening skills (Sudewi & Isma, 2023). For instance, digital platforms can provide interactive listening exercises, immediate feedback, and



opportunities for collaborative learning, all of which contribute to a more engaging and effective listening practice. Furthermore, the application of deep learning methodologies in educational settings can facilitate personalized learning experiences that cater to individual student needs. Deep learning approaches are essential for developing critical thinking and decision-making skills necessary for clinical practice (Alsayed et al., 2021). By employing deep learning strategies, educators can encourage students to take an active role in their learning, thereby enhancing their listening and comprehension abilities. Additionally, the integration of active learning techniques, such as the Active Deep Learning Experience (ADLX) approach, combines elements of active and deep learning to create a more immersive educational experience (Artati et al., 2023). This method encourages students to engage with listening materials actively, fostering a deeper understanding and retention of information.

Songs provide a rich context for learners to practice these strategies, as they often contain repetitive structures and vocabulary that reinforce language learning. Moreover, Lingo Clip, an application designed to support language learning through interactive video clips, offers a dynamic platform for enhancing active listening. Deep learning models can personalize language learning experiences, providing adaptive content and instant feedback that cater to individual learner needs (Eslit, 2023). This personalized approach allows students to engage with listening materials at their own pace, promoting a deeper understanding of the language. The interactive nature of such applications encourages students to actively participate in their learning process, fostering metacognitive awareness as they monitor their comprehension and adjust their strategies accordingly (Robillos et al., 2022). In addition to songs and interactive applications, the use of bimodal subtitling has been shown to improve listening

comprehension among ESL learners. Dumlao et al. found that providing English subtitles alongside audio materials significantly enhanced students' understanding (Dumlao et al., 2020). This method not only aids in decoding spoken language but also supports the development of vocabulary and pronunciation skills, which are crucial for effective communication. By combining visual and auditory inputs, learners can engage in active listening more effectively, as they are better equipped to make inferences and understand context. Furthermore, the role of metacognitive strategies in enhancing active listening cannot be overlooked. Research by Fiani indicates that teaching students to be aware of their listening processes and to employ effective strategies can lead to improved listening comprehension (Fiani, 2018).

The motivation of students in active listening, particularly in the context of language learning, can be significantly enhanced through the integration of technology and applications designed for educational purposes. This synthesis explores how various technological tools, including TELL (Technology Enhanced Language Learning) applications, contribute to fostering motivation and engagement in active listening among students. TELL applications have been shown to create engaging and interactive learning environments that motivate students to improve their listening skills. Panagiotidis emphasizes that technology can serve as a motivational factor in foreign language learning, particularly in self-regulated learning contexts (Panagiotidis et al., 2023). The use of TELL in can provide convenience for students in learning English education at school can be emphasized on two important aspects: educational media as a learning tool and games as a means of playing while honing students' abilities to be more creatively active (Maulida, 2021). Moreover, the incorporation of mobile-assisted language learning (MALL) applications has been found to positively influence students'



motivation. A study by Islam and Moon highlights that students' attitudes towards learning a foreign language are closely tied to their motivation, which is crucial for successful language acquisition (Islam & Moon, 2022). MALL applications often include features that promote interactive and engaging listening activities, which can further enhance students' motivation to practice their listening skills. Additionally, the motivational design of these applications plays a significant role in influencing learners' engagement (Yang, 2020). Furthermore, the integration of active methodologies in language learning has been shown to promote student engagement and motivation. Research indicates that when students are placed at the center of the learning process, they are more likely to be motivated and engaged (Silva, 2023). This approach can be effectively supported by technology, as it allows for the creation of dynamic and participatory learning environments that foster active listening. In conclusion, the integration of technology through TELL applications significantly enhances students' motivation for active listening in language learning contexts. By promoting autonomy, providing engaging content, and utilizing innovative tools such as VR and gamified learning environments, educators can foster a deeper engagement with language learning. As technology continues to evolve, its potential to support active listening and motivate students will remain a critical area of focus in language education. The use of Information and Communication Technology (ICT) as learning activities are required to reduce the use of the lecture method and can be enriched by the use of learning media, the role of the media (Maulida, 2021). This strategy encourages students to not only understand basic concepts, but also to connect new knowledge with information they already have, and apply this knowledge in real situations. Deep Learning approaches can also contribute to increasing student motivation. This theory emphasizes the importance of

students' active involvement in the learning process, which can be achieved through in-depth and reflective learning strategies (Gilakjani, 2012). The development of information and communication technology has enabled the integration of technology in language learning, known as Technology Enhanced Language Learning (TELL). TELL provides access to various technology-based learning tools and resources, such as applications, simulations, interactive media, and online platforms, which not only make it easier for students to access material, but also increase their motivation in learning (Zainuddin, 2023).

In the context of modern education, technology plays an important role in increasing motivation and learning effectiveness. Technology Enhanced Language Learning (TELL) has been proven to have a positive impact on the teaching and learning process, by providing various tools and resources that can improve students' learning experiences (Iberahim et al., 2023) (Shadiev & Yang, 2020). By utilizing TELL and Deep Learning approaches, educators can create richer and more meaningful learning experiences for students. This not only improves students' understanding of English, but also encourages students to participate more actively in learning (A, 2019). This research aims to analyze how students' motivation in learning English is influenced by the application of Deep Learning Strategies in the TELL context. Overall, this research will provide insight into the positive impact of using deep learning and TELL strategies on student motivation, as well as how educators can optimize technology to support a more effective and sustainable learning process. Through this research, it is hoped that effective ways can be found to increase students' motivation in learning English, as well as providing relevant recommendations for teachers and educational policy makers regarding the integration of



technology and deep learning strategies in the English language learning curriculum.

RESEARCH METHODS

This research will use a mixed methods approach, which combines quantitative and qualitative methods. The data processing for this research was taken from a sample of 34 students from the results of questionnaires and interviews to collect comprehensive data regarding student motivation in learning English through Deep Learning Approaches and Technology Enhanced Language Learning (TELL). This method was chosen to gain a deep understanding of how the use of technology and deep learning strategies can influence student motivation.

RESULT AND DISCUSSION

Result

In this research, researchers tried to combine qualitative and quantitative analysis to provide a more comprehensive understanding. Results from quantitative questionnaires can be supplemented with qualitative interviews to gain a deeper understanding of student motivation. The approach in this research uses Explanatory Sequential Design, with the following explanation:

Step 1: Collect quantitative data through questionnaires to get a general idea of student motivation.

Step 2: After that, qualitative interviews were conducted with several students to explain further why students felt motivated or unmotivated, as well as their experiences with TELL and deep learning.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA)

Tabel 1. Blueprint of the questionnaires

No	Topics	Clue of Questionnaire
1.	Integrative Motivation	1. To measure students'

		<p>motivation in learning English with the desire to understand culture and communicate with native speakers.</p> <ol style="list-style-type: none"> I want to learn English so I can better understand the culture of native English speakers. I feel it is important to learn English to be able to interact with people from English-speaking countries. I study English because I want to talk to native English speakers without difficulty. I am interested in learning English because I want to understand media content (films, books, music) in English. Learning English makes me feel closer to international culture.
2.	Instrumental Motivation	<ol style="list-style-type: none"> I study English because it is important for my future career. I study English so that I can be accepted into a university or a



		<p>better educational program.</p> <p>3. I feel English is important because it is an international language used in business.</p> <p>4. I am studying English to improve my future job prospects.</p> <p>5. Mastering English will increase my opportunities in the world of work and education.</p>			<p>by using technology.</p> <p>2. Technology helps me learn English without having to rely on teachers.</p> <p>3. I can learn English anytime with technology, without being tied to class time.</p> <p>4. I feel more confident in learning English because I can repeat the material myself using the application.</p> <p>5. Technology allows me to learn at my own pace.</p>
3.	The Influence of Technology on Motivation	<p>1. Technology helps me be more motivated in learning English.</p> <p>2. I study English more often because technology makes it more accessible.</p> <p>3. English learning applications (such as Duolingo) make me more enthusiastic about learning.</p> <p>4. The use of technology such as applications and online platforms helps me improve my English skills.</p> <p>5. Technology makes the process of learning English more interactive and fun for me.</p>			
4.	Independence in Learning	<p>1. I feel more independent in learning English</p>			
			5.	Active Involvement in the Learning Process	<p>1. I feel more involved in class discussions when using learning technology.</p> <p>2. Technology-based collaborative assignments make me more actively participate in English learning.</p> <p>3. I participate more often in online classes because I can access the material at any time.</p> <p>4. Technology makes me more interested in taking English classes than traditional methods.</p> <p>5. I feel more comfortable</p>



		communicating and discussing in online classes compared to face-to-face classes.
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4.	Active in the Learning Process	The use of technology, students feel more actively involved in the learning process, especially in online discussions and collaborative assignments.
5.	Instrumental and Integrative Motivation Improvement	Instrumental motivation (practical goals such as employment) and integrative motivation (the desire to connect with native speaker culture) are increasing as technology provides easy access to authentic and realistic content.

Exploratory Sequential Design Approach

Step 1: Qualitative Analysis (Interview)

In the first stage, semi-structured interviews were conducted with 10 students to identify the main themes that influence students' motivation in learning English using TELL and Deep Learning Strategies. The following are the results of thematic analysis based on interviews:

Tabel 2. Blueprint of the Interviews

No	Topics	Findings
1.	Learning Independence through Technology	Students report that technology allows them to learn independently, which increases their motivation because they can be fast learn.
2.	Interactivity and Gamification	Students feel more motivated when learning through interactive learning applications that use gamification, such as Duolingo, which makes the learning process more fun.
3.	Deeper Learning Experience	Students report that deep learning strategies help them understand the material more deeply than traditional methods.

Discussion

1. Collect quantitative data through questionnaires to get a general idea of students' motivation.

Tabel 3. Data of the questionnaires

Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Item_1	34	3	5	3.94	.600
Item_2	34	3	5	4.29	.579
Item_3	34	3	5	4.35	.597
Item_4	34	3	5	4.47	.615
Item_5	34	3	5	4.21	.770
Item_6	34	3	5	4.50	.749
Item_7	34	3	5	4.29	.760
Item_8	34	3	5	4.47	.748
Item_9	34	3	5	4.29	.719
Item_10	34	3	5	4.47	.563
Item_11	33	3	5	4.24	.663
Item_12	34	3	5	4.15	.657
Item_13	34	3	5	4.21	.687
Item_14	34	3	5	4.50	.564
Item_15	34	3	5	4.41	.609



Item_16	34	3	5	4.65	.597
Item_17	34	3	5	4.62	.551
Item_18	34	3	5	4.65	.597
Item_19	34	3	5	4.32	.684
Item_20	34	3	5	4.53	.615
Valid (listwise)	N33				

2. Based on the interview results, a quantitative instrument (questionnaire) can be developed to measure motivation among a larger group of students.

Interviews were conducted with several students based on the results of the questionnaire, to explain further about why they felt motivated or unmotivated.

Tabel 4. Data of the questionnaires

No	Topics	Findings
1.	Integrative Motivation	<p>Students who score high in integrative motivation feel that learning English is important for interactions with native speakers and foreign cultures. They feel technology helps them access authentic content, such as videos and articles in English.</p> <p>Student quote: "I study English because I want to understand their culture better, and technology like YouTube really helps me with that. At first I found it</p>

		<p>difficult, but sometimes I asked the teacher what the material in the application meant.</p>
2.	Instrumental Motivation	<p>Students with high instrumental motivation focus on the importance of English for career and education. Technology provides easy access to material related to their practical goals.</p> <p>Student quote: "I study English because I know it is important for my career, and learning apps help me improve my skills, although there are difficulties because of studying without a teacher but there is calm in understanding the learning because there is no noise."</p>
3.	Influence of Technology on Motivation	<p>Technology increases student motivation by providing flexible and interactive learning. Students report that they are more motivated because</p>



		<p>technology allows them to learn at their own pace.</p> <p>Student quote: "With technology, I can study at any time, so I study more often and am more motivated."</p>
4.	Independence in Learning	<p>Students feel more independent in the learning process because technology allows them to learn without having to depend on the teacher all the time. They can repeat the material according to their needs.</p> <p>Student quote: "I feel freer to learn with the app, I can repeat lessons whenever I need. Deep Learning after the teacher explains the material, sometimes trying to make me remember the material that has been taught and taken from the application."</p>
5.	Active Involvement in the Learning Process	<p>Students report that technology makes them more actively involved in class discussions and</p>

		<p>collaborative assignments.</p> <p>Student quote: "Online discussions are more interesting, and I am more actively involved because it is easier to access the material from home, even though there are many challenges, one of which must be understood in depth without a mentor"</p>
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The influence of technology is very strong in increasing student motivation and independence. Technology provides flexibility and easy access to learning resources, which has a positive impact on their motivation. Learning independence increases with TELL, because students can set their own learning pace and access material whenever they want. Active engagement in learning is encouraged by the use of technology, especially in class discussions and collaborative assignments supported by digital platforms. Overall, the results of the quantitative and qualitative analysis show that the use of TELL and deep learning contributes positively to student motivation in learning English.

3. Student Usage Data on ESL Song, Lingo Clip, YouTube, and Duolingo with Deep Learning Approach

The use of data in improving English with technology based on deep learning approach is as follows:

Tabel 5. Data of the Using TELL

No	Application	Usage Percentage
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1.	ESL Song	44%
2.	Lingo Clip	29%
3.	YouTube	15%
4.	Duo Lingo	12%

CONCLUSION

This research aims to analyze student motivation in learning English through the application of Deep Learning Approach and the use of Technology Enhanced Language Learning (TELL). Based on the results of the quantitative and qualitative data analysis carried out, several important conclusions can be drawn:

1. High Student Motivation: Students show a high level of motivation in learning English, both integratively (the desire to connect with the culture of native speakers of the language) and instrumentally (practical goals such as career and education). The use of technology in learning has been proven to increase student motivation significantly.
2. Positive Influence of Technology (TELL): Technology, such as learning applications and digital platforms, has a positive influence on student motivation. Students feel more interested and motivated to learn English because technology provides access that is more flexible, interactive, and interesting than traditional learning methods.
3. Improved Understanding through Deep Learning: Deep learning strategies encourage students to understand English material more deeply and apply it, not just memorize words. This helps students teach new knowledge with real context and improve critical thinking skills.
4. Student Learning Independence: The use of technology gives students the freedom to learn independently according to their individual needs and pace. This increases learning independence, which positively

influences motivation and learning outcomes.

5. Active Student Involvement in Learning: Deep Learning approach and TELL strategies have also been proven to increase student involvement in the learning process. Students are more active in collaborative activities, discussions, and technology-based assignments, which overall makes English learning more dynamic and interactive.

Suggestions

Based on the conclusions above, several suggestions can be given to improve English learning using Deep Learning Strategies and TELL. It is follows: Increased Use of Technology in Learning; Integration of Deep Learning in the Curriculum; Training for Teachers in the Use of Technology and Deep Learning: Development of Learning Applications that Support Deep Learning; Further Research; It is recommended to conduct further research focusing on the specific influences of various types of learning technologies that support deep learning, as well as their impact on students' motivation and learning outcomes at various educational levels and different cultural contexts. Overall, this research shows that the integration of technology and deep learning strategies in English learning has a significant positive impact on students' motivation, independence, active involvement and deep understanding. Therefore, this approach can be used as a reference in developing English teaching methods in the future.

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