

# YOUTUBE VIDEOS FOR IMPROVING SPEAKING SKILLS: THE BENEFITS AND CHALLENGES ACCORDING TO RECENT RESEARCH IN EFL CONTEXT

Ni Komang Ratna Purwanti<sup>1)</sup>, Ni Komang Arie Suwastini<sup>2)</sup>, Ni Luh Putu Sri Adnyani<sup>3)</sup>,  
Ummi Kultsum<sup>4)</sup>

<sup>1</sup> Post Graduate Program, Ganesha University of Education

<sup>2</sup> Post Graduate Program, Ganesha University of Education

<sup>3</sup> Post Graduate Program, Ganesha University of Education

<sup>4</sup> Faculty of Educational Science, UIN Syarif Hidayatullah Jakarta.

Email: ratna.purwanti@undiksha.ac.id<sup>1)</sup>, arie.suwastini@undiksha.ac.id<sup>2)</sup>, sri.adnyani@undiksha.ac.id<sup>3)</sup>,  
ummikultsum@uinjkt.ac.id<sup>4)</sup>

## ABSTRAK

Peningkatan keterampilan berbicara siswa menuntut siswa untuk berkomunikasi dengan lawan bicara secara interaktif. Dalam konteks globalisasi, media sosial telah menjadi media komunikasi yang dapat meningkatkan keterampilan berbicara siswa. Penelitian ini menyelidiki apa yang telah disimpulkan oleh penelitian sebelumnya tentang penggunaan video YouTube untuk meningkatkan pengembangan keterampilan berbicara siswa dengan mengadaptasi model penelitian perpustakaan George (2008) ke dalam desain kualitatif. Terungkap bahwa video YouTube telah terbukti memberikan paparan yang lebih baik pada aspek berbicara siswa seperti pengucapan, struktur, kosa kata, intonasi, tata bahasa, dan kefasihan. Namun, penggunaan video YouTube juga menimbulkan tantangan, seperti koneksi internet yang tidak stabil, hilangnya interaksi dengan teman sebaya dan guru, pemahaman video yang rendah, durasi video yang tidak sesuai, kesiapan dan otonomi siswa yang rendah, dan perbedaan antara video dan tujuan belajar bahasa. Temuan ini menyiratkan bahwa meskipun video YouTube dapat menjadi alat pembelajaran yang membantu, strategi yang tepat perlu mengatasi berbagai tantangan tersebut.

**Kata kunci:** manfaat, tantangan, keterampilan berbicara, teknologi, video YouTube

## ABSTRACT

*The improvement of students' speaking skills requires students to communicate with the interlocutors interactively. In the context of globalization, social media have become a medium of communication that can enhance students' speaking skills. The present study investigated what previous research had concluded on the use of YouTube videos to enhance the development of students' speaking skills by adapting George's (2008) model of library research into a qualitative design. The study revealed that YouTube videos had been proven to give better exposure to the students' speaking aspects like pronunciation, structure, vocabulary, intonation, grammar, and fluency. However, the use of YouTube videos also poses challenges, such as unstable internet connection, loss of interaction with peers and teachers, low comprehension of the videos, unsuitable length of videos, students' low readiness and autonomy, and discrepancy between the videos and the language learning goals. These findings imply that while YouTube videos can be helpful learning tools, the right strategies need to cope with the challenges.*

**Keywords:** benefits, challenges, speaking skills, technology, YouTube videos

## 1. INTRODUCTION

Speaking is one of the four essential language skills related to responding and communicating with other people, allowing comprehensible oral interaction [1]. Speaking skills are linked to comprehension, pronunciation, grammar, vocabulary, fluency, and intonation or expression [2]. However, in the context of learning English as a foreign language, speaking is often considered very

challenging because of this complex set of skills the students have to perform when speaking in English [3]. Many students are affected by their mother tongue [4], [5], while shyness and anxiety may hinder students from expressing themselves [6], [7]. Although these students may understand what the conversation is about, they may refrain themselves from responding. Thus, studies have been conducted to find teaching strategies, media, and tools for improving students' speaking skills [4], [8], [9]

In the 21st century, many kinds of technology can be used by teachers and students for teaching and improving speaking skills [10]–[12]. The proliferation of social media into students' life can provide opportunities to utilize social media as learning tools [13]. Incorporating videos in teaching and learning will be helpful for the students to enhance their comprehension with practices and perspectives of a foreign language [13]. With students of English as a Foreign language, accessing videos about certain subject by English native speakers can help them enrich their vocabulary, familiarize the use of grammar, and learn how can help them killing three birds with one stone: content, language, fun [13], [14]. With YouTube, students can also create videos to be uploaded to the YouTube website, which can be fun meaningful for students [13], [15], with the possibility of being endorsed and earn some income from the website if students create a channel and regularly upload videos that attract significant number of views. Through many interactive activities would assist students to produce interesting ideas in the learning process and develop students' creativity, interest, motivation in the learning process [14]. However, these benefits come with some challenges. Because YouTube videos are mainly used in online learning settings, many studies have identified negative perceptions about the use of YouTube videos from technical, psychological, and physiological aspects.

Considering the benefits and challenges of using YouTube as learning media, it is necessary to map out the results of previous studies to provide a comprehensive overview of the use of YouTube for language learning. The review is focused on the identifications of the benefits and challenges of using YouTube videos in EFL context without measuring the impacts of the implementations. Thus, qualitative approach is applied, where the analysis is conducted through identification of the related issues from and their elaboration descriptively. The results of this mapping may be beneficial for teachers in identifying the benefits and challenges for improving the students' speaking skills; thus, they are more ready to use YouTube videos. It may allow teachers to be more open to incorporating this platform into their lessons. The mapping can also be used as a starting point for numerous researches to be conducted to overcome the various challenges identified in this current study.

## 2. METHOD

This study applied library research adopted from George (2008) as adapted into qualitative design by [13]. The method was adopted due to its suitability with the present study namely, to identify sources providing factual information and expert opinion on the benefits and challenges of using Youtube videos in EFL context. Since the study was not concerned on measuring the general impacts of this implementation in previous studies, George's model was adapted into a qualitative to meet the purpose of the study, which is to provide elaborations of benefits and challenges of implementing YouTube videos in ELF classrooms. Figure 1 illustrates the ten steps taken in conducting the review.

The use of YouTube videos in EFL was chosen as the research topic, namely the benefits of implementing YouTube videos for students' speaking skills and challenges faced by teachers and students in its implementation. The third step was determining the research plan, resulting in three decisions: using open-source articles due to independent funding, using articles published in reputable international journals, indexed by Scopus and WOS, from 2017-2020, and collecting the articles from Google Scholar as the search tool.

Data collection began with gathering relevant articles with the criteria mentioned previously. Keywords were used to specify the result, such as "YouTube for learning," "YouTube videos for language learning," and "YouTube videos for speaking skills. After the articles are collected, they are closely read to determine their relevance as sources in this study. Irrelevant articles were excluded. After the inclusion criteria were fulfilled, close reading was conducted to gather information on the benefits and challenges of using YouTube to improve speaking skills

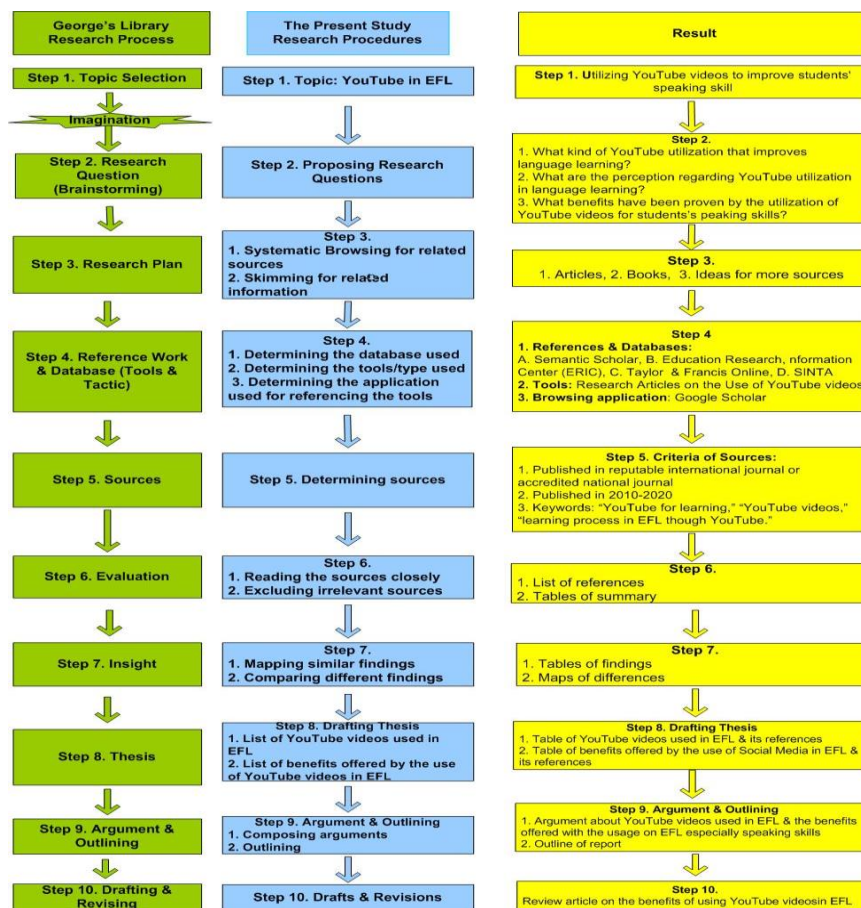


Figure 1. Adapting George's (2008) library research procedure according to Ariantini et al., 2021

The first step of the data analysis was conducted through a critical reading towards those articles to be put in as findings. The critical reading focused on the benefits and challenges in utilizing YouTube videos to develop students speaking skills. The summary that resulted from this sixth step was the synthesizes to form arguments used for answering the research questions. The outline of the theses was then composed as an article draft and revised according to further readings and suggestions from colleagues and reviewers.

### 3. RESULT AND DISCUSSION

The current study has mapped out the benefits and challenges of utilizing YouTube videos to improve students' speaking skills and challenges teachers and students face in using YouTube videos in EFL classrooms. The findings are mapped in Table 1 below.

Table 1 Benefit of YouTube Videos for Speaking Skills

Benefits	Challenges
improving pronunciation	unstable internet connection
enhancing intonation	unsuitable length of videos
developing grammar	students' autonomy
enriching vocabulary	students' low readiness
refining fluency	discrepancy between the videos and learning
promoting comprehension	loss of interaction with peers and teacher
fostering autonomy	low comprehension of the videos,

## **A. The Benefits of YouTube Videos for Improving Students' Speaking Skills**

Students' speaking skills are affected by their mastery of pronunciation, grammar, vocabulary, fluency, and comprehension of the utterances in the target language [2]. Speaking skills also include proper intonation [16]. From the review conducted by Sun et al., it is revealed that YouTube videos can be used to improve these aspects of speaking skills and to promote autonomy among students, which in turn, can facilitate students' ability to use those skills communicatively [16].

Pronunciation can be improved by getting exposure to the correct pronunciation and mimicking it repetitively [17]. YouTube videos from native English speakers provide exposure to correct pronunciation [9], [18]. The language that students often hear through the videos helps them to practice pronouncing English words correctly. These examples come in well-arranged audio and visual compositions that appeal to the students' interests, hence their interest to watch them repeatedly. This repetition can embed the pronunciations into the students' minds. Mimicking is a pronunciation practice that can be done while watching YouTube videos. Students can mimic from the comfort of their private space without being embarrassed if they do not get the pronunciation properly. To condition the students to pronounce the words properly, they can be assigned to record their practice which may be in complete utterances, such as arguments or opinions about something [19]. Sharing videos on YouTube motivates the students to pronounce the English words better [19].

YouTube videos by native English speakers can provide examples of how they utter their sentences with proper intonation: the stress pattern, the sound pattern, speech sounds, intonation patterns, and the rhythm of the language [16]. Students internalize the intonation through habituation in watching YouTube videos. With the many videos featuring native English speakers, using YouTube videos as learning media can provide the proper intonations in English. Students observe and imitate how a native speaker speaks. The students can practice their intonation through YouTube by pausing the videos or turning the sound down. In contrast, the students repeat the sentences, mimicking the intonation from the native speaker displayed in the YouTube videos [8]. Videos assist students in enhancing their intonation [20], [21]. Students can record their speech and listen to it and compare it with speeches from native speakers that they watch from YouTube videos [14].

YouTube videos also provide a wide range of vocabulary since they include various topics, from entertainment to educational content. YouTube can significantly improve students' vocabulary [18], [22]. YouTube's accessibility for students, which provides a wide range of videos on various topics [22]. Students can choose videos that they like. While they are watching, they are exposed to new words and how they are used. YouTube provides indefinite occasions to maximize students' exposure to new words and how they are used by the speakers in the video that they watch [23]. The unintentionality of learning new vocabulary while enjoying the content that students like is argued to be the key to students' vocabulary improvement [24]. The utilization of original videos exposes various kinds of vocabulary in a language context [24]. The students could observe the utterances spoken by the content creator in their real-life contexts. They also argued that the original videos might cover different topics with different complexity, which exposes students to a wide range of vocabulary. The use of interactive videos on YouTube could assist students to practice their vocabulary in use, copying how English native speakers use those words in the proper contexts [25]. Video with subtitles provided relation between the sound, the image, and the spelling of the words [18], [26]. For videos that include many new words, the spellings provided in the subtitles can help them check the words in their dictionary. Because YouTube videos can be paused, students can take time to check the meanings of words when they cannot grasp them from the context alone. These subtitles help less advanced students from being frustrated if they have to rely solely on the oral exposure of the utterances [18], [26].

YouTube videos presented by English speakers may provide exposure to grammar in use which may benefit students of English as a Foreign Language. YouTube videos may be in the form of dialogues, interviews, news, speech, film, and song lyrics [13], while others may include narration and subtitles [18], [26]. These language uses are actual use of grammatical rules by English speakers, which may enrich students' exposure to English grammars [27]. That grammar rules learned indirectly such as while watching YouTube videos can assist students in internalizing English grammar [28]. Moreover, videos about grammar rules are also available in YouTube, where the audio-visual nature of YouTube videos may provide entertaining aspects that may improve the perceptions about learning grammar, from being tedious into exciting activities [13]. The conversation between native speakers on YouTube videos also provide authentic language use which may not be available in textbooks, which is very important for supporting students' learning [29]. Students can mimic the sentences, allowing

them to internalize the grammatical rules subconsciously [30]. When YouTube is used as a learning tool where students submit their assignments, the process of producing short videos can also condition the students to use the language properly, including its grammatical rules and other communicative aspects of the videos [11].

Speaking fluency as the capability to speak delicate, continually with adequate speed, and not always stop to think of the right words [2]. Fluency in speaking is the ability to speak spontaneously, at the right speed, and comprehensibly. Technology can provide beneficial assistance to EFL learning [14], [16], [29], [31]. Aldukhayel and Listiani et al. specifically address YouTube as a medium for students to practice their fluency through extended watching and sharing information orally [14], [26]. Aldukhayel further highlights the liberty in editing vlogs, individual records in videos and could be shared through a personal channel such as YouTube [26]. The editing process allows the students to assess their fluency while creating the video as enjoyable as possible. In other words, creating vlogs through YouTube could develop students to practice communication so that their speaking ability becomes fluent. Through vlogging activities, students also enhanced their creativity. Students would learn to edit their video to look attractive, including adjusting their fluency to make the video run smoothly. Therefore, using vlog as language learning could encourage students to speak fluently and think creatively.

YouTube videos mainly consist of bits of information that the spectator needs to understand. The same goes for the language learner who needs to grasp the meaning of language in use. At first, YouTube videos gain students' interest to understand the content through a variety of topics, helpful information, and audio-visual presentation [13], [14], [22], [32]. Further, the students acquire context-based vocabulary that helps them broaden their comprehension [25]. In addition, students' familiarize with the target language as they listen more from the video [26]. Improved listening skill is said to improve students' comprehension simultaneously. YouTube videos could also enhance students' comprehension by leading group work, being confident and creative in sharing information, and increasing general knowledge [23], [33], [34]. Using videos in the classroom would engage new and distinct topics to deliver knowledge and develop students' understanding [30]. At this point, YouTube videos act as a practicing medium where the students learn to find the topic being discussed, its presentation, and responses addressed to the topic. To conclude, YouTube videos are said to improve comprehension by providing motivating media to learn a language, context-based vocabulary and grammar, and listening skill practice.

The complexity of speaking skills requires much exposure and practice [35]. Both teachers and students had an optimistic viewpoint of learning with technology [36]. It impacted students' abilities in learning target languages and did language practices in various contexts [36]. The phenomenon of using social media such as YouTube allowed students to learn actively and interactively in the classrooms and was acknowledged and considered as one of the most critical changes in a learning activity [23]. Videos on YouTube provide audio-visuals that sustain students to observe without feeling tired and practice their foreign language [24], [37]. The use of videos significantly changed the way students related to program learning [24]. The platform presents infinite language learning materials which allow the student to choose the topic they have interest in. Besides, using YouTube videos in the class for learning had a complete function for students to speak in or outside the classroom which promote autonomous and student-centered learning. It would remarkably change students and connected them with interactive language surroundings and critical thinking [38]. Students can practice independently and become autonomous learners who develop their speaking skills outside the classroom [32]. Videos on YouTube help introduce students to the emerging multifariousness in English and prepare students for the various social situations they would experience in the future [18], [26], [34]. In conclusion, the accessibility of YouTube videos affects students' autonomy. With the ease of access, students can learn independently and determine the direction of their practice free from the school hours limitation.

Thus, experts and previous studies have argued that the implementation of YouTube videos in EFL classrooms can benefit students' speaking skills in terms of their pronunciation, intonation, grammar, vocabulary, fluency, and comprehension. Moreover, YouTube videos have been argued to promote students' autonomy. These benefits are made possible because YouTube allows multiple playing and pausing, so the students can repeat their practices and drill themselves as much as they want. Although not mentioned in the previous studies, recently, YouTube also provides buttons for adjusting the speed of the videos. It allows students to slow down the speech so slower students can listen better. In this case, the learner's autonomy becomes a key factor. While YouTube videos can promote students' autonomy, at the same time, autonomous students tend to have more self-

regulation in directing their learning, including the amount of practice that they do to improve their speaking skills.

## **B. Challenges of Using YouTube Videos in Language Learning**

The utilization of YouTube videos looked very useful for students to practice their speaking skills. However, YouTube videos also have several challenges that teachers and students should pay attention to teaching and learning a language. The present study identifies at least seven challenges in utilizing YouTube videos in language learning, namely unstable internet connection, unsuitable length of the YouTube videos, students' low readiness, lack of learning autonomy on the part of the students, discrepancy between the videos and the learning goals, loss of interaction between the students and the teacher and among the students, and low comprehension of the material.

The most technical challenge in using YouTube videos as a learning tool is the unstable connection necessary for accessing the material. Students and teachers may find unstable connections hamper streaming, downloading, and uploading videos from and to YouTube. The video on YouTube may not be accessible at any given time could impact students' language learning. The unstable internet connection could be one of the reasons accesses to language material could be problematic [38]. The problem of internet networks could affect the quality of videos, such as the unclear and slower videos loading. Consequently, the student's language learning would be disturbed and frustrate the students [39]. the teaching and learning activity cannot effectively reach its goals without a good internet network [40]. A standard quality of YouTube video uses 9.375 MB per minute. Such rate may be costly compared to data spent on regular browsing [41]. Slow internet connection decreases students' motivation and provokes anxiety about not keeping up with others [39].

Most of the time, YouTube videos are used as learning tools that replace the teacher's presence or substitute to the teacher's explanation during the teaching and learning process [13], [14]. In some cases, the videos used can have a long duration. Students can feel bored when the duration of videos in learning a language they watch is too long [39]. They argue that learning a language through YouTube videos can be very tedious if the time of the video is longer than twenty minutes. Some students may not complete their learning materials and fail to get the content of the videos [9]. This problem will be more prevalent among younger learners. Because younger students have a shorter attention span, YouTube videos used in young learner classrooms should also be shorter [14]. In this case, the teacher who wishes to use YouTube videos as learning material should adjust their videos with the students' characteristics. The length of the videos should be adjusted to the students' age and their span of attention. Moreover, the teacher can determine the length and kinds of YouTube videos to promote a more effective learning process by understanding students' learning profiles [7]. The presence of the teacher may also prevent boredom in YouTube use in the classroom. Taking pauses and asking comprehension questions or making relations between the content and the students' context can help maintain the attention of young learners [6].

Students with low autonomy may feel demotivated by the independent nature of the learning when YouTube videos are used and the teacher is not present. Students were burdened from doing their worksheets after watching the videos [42]. Although the videos provide the necessary explanation, students spent different time understanding them. Once they spent too much time on a particular explanation, they felt desperate and tended to search for assistance [39], [42]. Sometimes, students may get distracted and stop watching without completing their learning materials [9]. The feeling of loss may lead to the assumption that they cannot learn independently, even though such feeling may be rooted in the improper selection of YouTube videos. Therefore, the selection of videos that can assist students' learning autonomy is very much needed. Scaffolding could be provided in online learning contexts [43]. It means, in the absence of the teacher, when YouTube is used independently, guiding questions and scaffolded instructions can be provided to accompany the assignments designed as the follow-up of the YouTube videos.

Closely related to the challenge raised by the students' low autonomy, readiness plays a crucial role in using YouTube videos as learning tools. Students with low readiness may feel demotivated by the independent nature of the learning when YouTube videos are used independent learning where the teacher is not present. Students with low readiness may feel burdened by assignments following material presentations from YouTube videos [42]. It may be caused by low autonomy and low readiness. The students are not ready with the challenges of embracing the breadth of the available information in YouTube alone, not to count the entire websites made available by the internet. YouTube platform may pose another problem when used as a tool for submitting assignments. In this case, students have to record a video as the assignment. Students who have low readiness in

speaking usually feel uneasy about speaking on the screen [21], [23]. They would feel nervous and anxious about being on the screen, with the prospect of being viewed by the world.

Pedagogically, teachers may find difficulties in finding suitable YouTube videos that suit the learning goals set for particular lessons [39]. It is not a matter of picking a title and looking at a table of content, which is the case with books. Most of the time, the teacher needs to watch a video from the beginning until it ends to know what it is about and to assess whether it is suitable for the learning goals in the instruction design. Teachers should choose the videos critically to suit the learning goals [39]. Teachers should take time to select the videos to suit the class's needs best [42]. It is also essential to choose the type of videos, level of difficulty, and cultural content that suits the students' readiness and learning profiles. In the case of mixed-classroom, the teacher can provide choices of length, styles, and level of difficulty [7]. When an instructional design is equipped with videos of varying levels, lengths, and types, the instruction will be more inclusive for students with different readiness and learning profiles.

A critical drawback of the implementation of YouTube videos as learning tools is the loss of classroom interaction. It mainly happens when YouTube videos are used to substitute for the teacher's explanation, especially in the online learning context. Several students feel unmotivated to participate in such learning activities since teachers do not provide enough interactive help to practice speaking English [21]. The limited interaction between the teacher and the students means that the students need to adjust to the styles of each video [32]. Different content creators may have different styles, adherence to grammar, dictions, and accents. These aspects become another set of complexity that the students need to deal with and understand the contents. In the context of e-learning and flipped learning, the YouTube videos are to be watched asynchronously, without the presence of the teachers and other students [31]. It triggers the loss of interactive peer communications, where students can share comments with their peers [34]. Argues that students can obtain feedback from their peers and enhance their understanding by discussing their thought and learning experiences [19]. The loss of interactions felt by students in the implementation of YouTube videos as learning tools can be prevented by deliberately providing discussions platforms. Teachers should pause and stimulate discussions when using videos in the classrooms [27]. In an online learning context, written feedback can also motivate the students to perform better because they feel that the teacher wants to interact with them [44].

From the students' perspective, there are times when some students find difficulties in comprehending the learning materials delivered through YouTube videos. YouTube videos may be complex for the students to comprehend because they are not carefully selected to meet the students' level and readiness [9], [42]. Students sometimes find the YouTube videos used are hard to comprehend. If YouTube videos are not accompanied by teacher-students interaction and discussion sessions, students may fail to comprehend the learning content and fall short in achieving the learning goals [32]. Nevertheless, students may have trouble keeping up with the discussions [27]. Intense many commentary exchanges on their videos can overwhelm the students, while shy students can feel uneasy about being commented. Hence, he argues for the intervention from the teacher to limit or redirect the discussion whenever necessary. This intervention efficiently makes the length of discussion manageable for all students to read and follow.

Previous studies have identified internet connection, durations of the videos, and students' autonomy and readiness as the main problems when their EFL class implements YouTube videos to promote speaking skills. Nevertheless, the teacher can also encounter challenges such as choosing the suitable videos to effectively serve the learning goals and balancing the discussions and feedback on the videos used in the class and those made by the students to maintain interactions between the teacher and the students and among the students without overwhelming them. Unless these factors are taken care of, students may find it challenging to achieve the learning goals, especially when they have trouble comprehending the YouTube videos used as learning sources by the teachers. In mixed-classrooms, the teacher should vary the level, length, and style of the videos used. At the same time, more reluctant and low-achieving students should be encouraged to do their speaking assignments in videos uploaded to YouTube.

#### **4. CONCLUSION**

The present study concludes that previous studies have highlighted aspects of speaking skills that YouTube videos can benefit. However, they also pose at least seven challenges in their implementation into English as a Foreign Language classrooms. YouTubes videos have been argued to positively improve students' pronunciation, enhance their intonation, develop their grammar, enrich

their vocabulary, refine their fluency, and promote comprehension while fostering their autonomy. Nevertheless, students and teachers may find unstable connections hamper streaming, downloading, and uploading videos from and to YouTube. Long videos are found boring, while students with low readiness and autonomy may feel demotivated by the independent nature of the learning when YouTube videos are used independent learning where the teacher is not present. The two gravest challenges are when the YouTube videos are not compatible with the learning goals of the EFL class and the loss of interactions between the students and the teacher and between the students and their peers. The combination of these challenges can lead to a low comprehension of the learning material.

Each of the challenges identified from the previous studies is a task for future researchers to find their solutions. Nevertheless, each implementation would require different strategies to cope with the challenges, depending on the contexts of the implementations. It is here that the present study becomes worthwhile. Because the summary of the benefits and challenges will provide insights that can inspire teachers and researchers to implement YouTube videos in their EFL classrooms while preparing them with some possible challenges encountered in its implementations. The present study can also appeal to parents' perspectives that children's keenness for consuming YouTube videos is not all bad. When appropriately directed, it can be steered to facilitate learning. The richness of language exposure in YouTube videos will familiarize children with various languages, including English as one of the world's primary lingua franca.

## REFERENCES

- [1] D. Larsen-Freeman, "Teaching and Principles of Language Teaching 3rd edition oxford handbooks for language teachers," in *Oxford, UK: Oxford University Press*, 2013.
- [2] E. Palmer, *Teaching the core skills of listening and speaking*. Alexandria: ASCD, 2018.
- [3] M. Wongsa and J. B. Son, "Enhancing Thai secondary school students' English speaking skills, attitudes and motivation with drama-based activities and Facebook," *Innov. Lang. Learn. Teach.*, vol. 0, no. 0, pp. 1–12, 2020, doi: 10.1080/17501229.2020.1853134.
- [4] M. J. Marzuki and S. Nurpahmi, "Using Video in Teaching Speaking," *Intelektium*, vol. 1, no. 2, pp. 115–120, 2020, doi: 10.37010/int.v1i2.170.
- [5] N. K. A. Suwastini, P. Wiraningsih, and N. L. P. S. Adnyani, "An analysis of interlanguage among EFL students' speech production in English microteaching class," *Asian EFL J.*, vol. 27, no. 4.5, pp. 66–89, 2020, doi: 10.1111/fcre.12520.
- [6] J. Senawati, N. K. A. Suwastini, I. G. A. S. R. Jayantini, N. L. P. S. Adnyani, and N. N. Artini, "The Benefits of Reading Aloud for Children: A Review in EFL Context," *Indones. J. English Educ.*, vol. 8, no. 1, pp. 73–100, 2021, doi: 10.15408/ijee.v8i1.19880.
- [7] N. K. A. Suwastini, N. K. A. Rinawati, I. G. A. S. R. Jayantini, and G. R. Dantes, "Differentiated instruction across EFL classrooms: A conceptual review," *TELL-US J.*, vol. 7, no. 1, pp. 14–41, 2021, doi: <http://dx.doi.org/10.22202/tus.2021.v7i1.4719>.
- [8] N. Lestari, "Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective," *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 9, no. 1, Feb. 2019, doi: 10.6007/IJARBSS/v9-i1/5490.
- [9] Nurhakim, Syarfuni, Sasmayunita, A. Thahir, S. Wahyuni, and S. Sibua, "Speaking students' improvement through critical thinking concepts And YouTube media," *Psychol. Educ.*, vol. 58, no. 2, pp. 9042–9049, 2021, doi: <https://doi.org/10.17762/pae.v58i2.3593>.
- [10] N. K. Citrawati, N. K. A. Suwastini, I. G. A. S. R. Jayantini, N. N. Artini, and G. R. Dantes, "Telegram as Social Networking Service (SNS) for enhancing students' English: A systematic review," *J. English Lang. Teach. Linguist.*, vol. 6, no. 2, pp. 239–260, 2021, [Online]. Available: <https://jeltl.org/index.php/jeltl/article/view/531/pdf>.
- [11] N. W. N. Puspawati, N. K. A. Suwastini, J. V. Hutapea, G. R. Dantes, and N. L. P. S. Adnyani, "Consumption and production of short film: Toward the conceptualization of multimodal language learning for developing 6Cs skills in the digital age," *J. Phys. Conf. Ser.*, vol. 1810, no. 1, 2021, doi: 10.1088/1742-6596/1810/1/012054.
- [12] N. K. A. Suwastini, P. D. Marantika, N. L. P. S. Adnyani, M. A. K. Mandala, and N. N. Artini, "Multimodal teaching in EFL context: A literature review," *Edu-Ling J. English Educ. Linguist.*, vol. 4, no. 2, pp. 140–151, 2021, [Online]. Available: <https://journals.unihaz.ac.id/index.php/edu-ling/article/view/1701/1048>.
- [13] K. P. Ariantini, N. K. A. Suwastini, N. L. P. S. Adnyani, G. R. Dantes, and I. G. A. S. R. Jayantini, "Integrating social media into English language learning: How and to what benefits according to recent studies," *NOBEL J. Lit. Lang. Teach.*, vol. 12, no. 1, pp. 91–111, 2021, doi:



- <https://doi.org/10.15642/NOBEL.2021.12.1.91-111>.
- [14] N. K. M. Listiani, N. K. A. Suwastini, G. R. Dantes, N. L. P. S. Adnyani, and I. G. A. S. R. Jayantini, "YouTube as digital learning resources for teaching bilingual young learners," in *Proceedings of the 2nd International Conference on Technology and Educational Science (ICTES 2020)*, 2021, vol. 540, no. ICTES 2020, pp. 156–162, doi: <https://dx.doi.org/10.2991/assehr.k.210407.230>.
- [15] I. Prasetianing Jati, A. Saukah, N. Suryati, and S. YBPK Ngoro-Jombang, "Suryati-Teaching Using YouTube Tutorial Video to," *J. Pendidik. Hum.*, vol. 7, no. 3, pp. 101–116, 2019.
- [16] Z. Sun, C.-H. Lin, J. You, H. jiao Shen, S. Qi, and L. Luo, "Improving the English-speaking skills of young learners through mobile social networking," *Comput. Assist. Lang. Learn.*, vol. 30, no. 3, pp. 304–324, 2017, doi: <http://dx.doi.org/10.1080/09588221.2017.1308384>.
- [17] Y. K. Desrizon and D. Narius, "Improving pronunciation in teaching speaking of senior high school students through English films," *J. English Lang. Teach.*, vol. 6, no. 1, pp. 117–123, 2017, doi: <https://doi.org/10.24036/jelt.v6i1.8534>.
- [18] M. F. Teng, "Vocabulary learning through videos: captions, advance-organizer strategy, and their combination," *Comput. Assist. Lang. Learn.*, vol. 2020, no. February, pp. 1–33, 2020, doi: <http://dx.doi.org/10.1080/09588221.2020.1720253>.
- [19] W. Peeters, "Applying the networking power of Web 2.0 to the foreign language classroom: A taxonomy of the online peer interaction process," *Comput. Assist. Lang. Learn.*, vol. 31, pp. 905–931, 2018, doi: [doi:10.1080/09588221.2018.1465982](https://doi.org/10.1080/09588221.2018.1465982).
- [20] S. S. Tseng and H. C. Yeh, "The impact of video and written feedback on student preferences of English speaking practice," *Lang. Learn. Technol.*, 2019.
- [21] M. A. R. Encalada and S. M. A. Sarmiento, "Perceptions about self-recording videos to develop EFL speaking skills in two Ecuadorian universities," *J. Lang. Teach. Res.*, vol. 10, no. 1, pp. 60–66, 2019, [Online]. Available: <https://link.gale.com/apps/doc/A626122217/AONE?u=anon~aaf24cfb&sid=googleScholar&xid=5c62543d%0A>.
- [22] H. L. Arndt and R. Woore, "Vocabulary learning from watching YouTube videos and reading blog posts," *Lang. Learn. Technol.*, vol. 22, no. 3, pp. 124–142, 2018, doi: <https://doi.org/10.125/44660/>.
- [23] A. B. P. Sari, H. Dardjito, and D. M. Azizah, "EFL students' improvement through the reflective YouTube video project," *Int. J. Instr.*, vol. 13, no. 4, pp. 393–408, 2020, doi: [10.29333/iji.2020.13425a](https://doi.org/10.29333/iji.2020.13425a).
- [24] Z. Justin and D. Jaisankar, "Integration of YouTube video clips in the class room for teaching English to the L2 learners," *Int. J. Innov. Technol. Explor. Eng.*, vol. 8, no. 12, pp. 1327–1328, 2019, doi: [10.35940/ijitee.L3921.1081219](https://doi.org/10.35940/ijitee.L3921.1081219).
- [25] M. Montero Perez, E. Peters, and P. Desmet, "Vocabulary learning through viewing video: the effect of two enhancement techniques," *Comput. Assist. Lang. Learn.*, vol. 31, no. 1–2, pp. 1–26, Jan. 2018, doi: [10.1080/09588221.2017.1375960](https://doi.org/10.1080/09588221.2017.1375960).
- [26] D. Aldukhayel, "Vlogs in L2 listening: EFL learners' and teachers' perceptions," *Comput. Assist. Lang. Learn.*, pp. 1–20, 2019, doi: <https://doi.org/10.1080/09588221.2019.1658608>.
- [27] M. A. Alharbi, "Integration of video in teaching grammar to EFL Arab learners," *Call-Ej*, vol. 20, no. 1, pp. 135–153, 2019, [Online]. Available: <http://callej.org/journal/20-1/Alharbi2019.pdf>.
- [28] N. Ghorbani and S. Ebadi, "Exploring learners' grammatical development in mobile assisted language learning," *Cogent Educ.*, vol. 6, no. 1, Jan. 2020, doi: [10.1080/2331186X.2019.1704599](https://doi.org/10.1080/2331186X.2019.1704599).
- [29] L. P. R. A. Utami, N. K. A. Suwastini, G. R. Dantes, C. T. Suprihatin, and K. E. K. Adnyani, "Virtual reality for supporting authentic learning in 21-st century language classroom," *J. Pendidik. Tek. dan Kejur.*, vol. 18, no. 1, pp. 132–141, 2021, [Online]. Available: <https://ejournal.undiksha.ac.id/index.php/JPTK/article/viewFile/32376/17649>.
- [30] J. V. Hutapea and N. K. A. Suwastini, "Using short films for teaching English while building characters," *Ling. Sci.*, vol. 26, no. 1, pp. 33–37, 2019, doi: [10.23887/lis.v26i1.18846](https://doi.org/10.23887/lis.v26i1.18846).
- [31] N. M. W. S. Cahyani, N. K. A. Suwastini, G. R. Dantes, I. G. A. S. R. Jayantini, and I. G. A. A. D. Susanthi, "Blended online learning: Combining the strengths of Synchronous and Asynchronous Online learning in EFL context," *J. Pendidik. Teknol. dan Kejur.*, vol. 18, no. 2, pp. 174–184, 2021, doi: <http://dx.doi.org/10.23887/jptk-undiksha.v18i2.34659>.
- [32] H. C. Hsieh and H. L. Hsieh, "Undergraduates' out-of-class learning: Exploring EFL students' autonomous learning behaviors and their usage of resources," *Educ. Sci.*, vol. 9, no. 3, pp. 1–15, 2019, doi: [10.3390/educsci9030159](https://doi.org/10.3390/educsci9030159).

- [33] T. Binmahboob, "YouTube as a learning tool to improve students' speaking skills as perceived by EFL teachers in secondary school," *Int. J. Appl. Linguist. English Lit.*, vol. 9, no. 6, pp. 13–22, 2020, doi: <http://dx.doi.org/10.7575/aiac.ijalel.v.9n.6p.13>.
- [34] H. Wang and C. W. Chen, "Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube," *Innov. Lang. Learn. Teach.*, vol. 14, no. 4, pp. 1–14, 2019, doi: DOI: 10.1080/17501229.2019.1607356.
- [35] F. Ataefar, F. Sadighi, M. S. Bagheri, and F. Behjat, "Iranian female students' perceptions of the impact of mobile-assisted instruction on their English speaking skill," *Cogent Educ.*, vol. 6, no. 1, pp. 1–19, 2019, doi: <http://dx.doi.org/10.1080/2331186X.2019.1662594>.
- [36] C. Lai, Y. Yeung, and J. Hu, "University student and teacher perceptions of teacher roles in promoting autonomous language learning with technology outside the classroom," *Comput. Assist. Lang. Learn.*, vol. 29, no. 4, pp. 1–21, 2015, [Online]. Available: <http://dx.doi.org/10.1080/09588221.2015.1016441>.
- [37] B. Yasin, F. Mustafa, and R. Permatasari, "How much videos win over audios in listening instruction for EFL learners," *Turkish Online J. Educ. Technol.*, vol. 17, no. 1, pp. 92–100, 2018, [Online]. Available: <https://www.researchgate.net/journal/Turkish-Online-Journal-of-Educational-Technology-2146-7242>.
- [38] W. Kusmaryani, B. Musthafa, and P. Purnawarman, "The influence of mobile applications on students' speaking skill and critical thinking in English language learning," *J. Phys. Conf. Ser.*, vol. 1193, pp. 1–7, 2019, doi: doi:10.1088/1742-6596/1193/1/012008.
- [39] N. Anggrarini and I. Faturokhman, "An Analysis of Students Perception on the Use of Google Classroom in English Language Learning," *Cetta J. Ilmu Pendidik.*, vol. 4, no. 3, pp. 607–618, 2021, doi: 10.37329/cetta.v4i3.1474.
- [40] N. S. Indrastana and R. K. Rinda, "The implementation of Mobile-Assisted Language Learning through YouTube vlogging to boost students' speaking performance," in *Conference: The First International Conference on Social Science, Humanity, and Public Health (ICOSHIP 2020)*, 2021, pp. 50–54, [Online]. Available: <http://dx.doi.org/10.2991/assehr.k.210101.012>.
- [41] B. Stegner, "How much data does YouTube actually use? Explained," 2021. <https://www.makeuseof.com/tag/how-much-data-does-youtube-use/>.
- [42] H.-W. Huang, "The effectiveness of using YouTube videos to teach grammar for EFL students with learning disabilities," in *ACM International Conference Proceeding Series*, 2020, pp. 234–239, [Online]. Available: <https://doi.org/10.1145/3377571.3377616>.
- [43] N. P. D. Ersani, N. K. A. Suwastini, N. N. Padmadewi, and L. P. Artini, "Schemes of scaffolding in online education," *Retorika J. Ilmu Bhs.*, vol. 7, no. 1, pp. 10–18, 2021, doi: <https://doi.org/10.22225/jr.7.1.2941.10-18>.
- [44] K. E. Dwiyantri and N. K. A. Suwastini, "Assessment for writing skills in online learning," *Ling. Sci.*, vol. 28, no. 1, pp. 8–19, 2021, [Online]. Available: <https://scholar.google.com/scholar?oi=bibs&cluster=5224360958189910644&btnI=1&hl=en>.