

# The Use of YouTube as a Supplementary Resource in Students' Speaking Skills

<sup>1</sup>Resti Farikhah Z, <sup>2</sup>Daviq Rizal

Email : <sup>1</sup>[restifarikhah@gmail.com](mailto:restifarikhah@gmail.com) , <sup>2</sup>[daviqr@walisongo.ac.id](mailto:daviqr@walisongo.ac.id)

<sup>1,2</sup> Universitas Islam Negeri Walisongo

## ARTICLE INFO

### Article history

Received: 28 December 2022

Revised: 16 March 2023

Accepted: 8 April 2023

### Keywords

EFL learners

speaking fluency

speaking skill

YouTube

## ABSTRACT

This study aimed to investigate the use of YouTube videos as a supplementary resource for EFL students. It uses a descriptive qualitative research method. The sample in this study was ten students in senior high school who had experienced learning EFL through YouTube as a supplementary resource for speaking fluency. The data collection instrument is a google form questionnaire with open-ended and close-ended questions. According to the findings, using YouTube in EFL classes positively supports speaking fluency for EFL learners, particularly in shaping and organizing ideas, enhancing motivation, developing and supporting peer collaboration, improving vocabulary, and reducing students' shyness. The current study's findings have clear implications for the teacher and students on how the students utilize YouTube as a supplementary resource in increasing their speaking fluency; the resource should focus more on developing student speaking fluency.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



## Introduction

The present era technology is essential in all elements of education, particularly in teaching English as a foreign language because it is a rich resource for developing original supplementary resources. Furthermore, it improves classroom interaction because teachers can supplement the methods used when teaching all language skills, which improves students' learning experience. Videos are an authentic resource that teachers can use because they are a rich and exciting source for teaching EFL classes. Studies on the use of YouTube in qualitative or quantitative methods are abundant. However, investigations into how to consider YouTube as an additional resource are lacking. Consequently, the question of whether the results of the study on YouTube as an additional source can be generalized to the relevant context of students' speaking skills has not been explicitly answered. In this study, the researcher tried to study it to get that answer.

Most modern classrooms are technologically advanced, with a smart board or a data-show projector. As a result, the traditional classroom, with a standard curriculum delivered face-to-face

by a teacher and traditional paper and pencil tests, is no longer the preferred option. Instead, we live in a world dominated by cutting-edge digital technology such as smartphones, iPads, and YouTube videos, supported by highly sophisticated ICT applications in all walks of life, the most important of which is education.

The incorporation of abundant learning resources available on online platforms has transformed contemporary EFL learning and teaching into a more engaging environment. Learning has become more creative, time efficient, and cost-effective due to the use of ICT in EFL learning (Alkathiri 2019). who suggested that integrating technology and education plays an essential role in creating teaching and learning experiences that are complete, meaningful, involving, and fun for learners and teachers (Meinawati et al., 2020).

The use of ICT in EFL learning is becoming more common. YouTube integration in English learning is one example of this. Currently, it is a platform that allows users to share videos for free; additionally, 73% of teenagers are classified as active YouTube users (Qomar, 2016). Furthermore, the number of YouTube users is growing due to the nature of native digital users, who rely heavily on technology and the internet. EFL learning uses YouTube as a learning medium because of its enormous potential (Akdeniz, 2017). According to previous research, students in higher education voted YouTube as their favorite platform to learn English because it is appealing, useful, and directly relevant to their lives (Arroyyani, 2018). From these phenomena, we see that YouTube can be used as a learning tool in linguistics for various purposes. When videos are familiar in a student's native language, hearing the same video in English and with subtitles may help them follow the story in English and give a sense of the pronunciation of some words (Gunada, 2018). YouTube could be used in various ways and tailored to meet the specific needs of the curricular objectives that must be covered (Sari et al., 2020). YouTube, with hundreds of millions of videos from contributors all over the world, makes it easier than ever to learn English. People are now accustomed to using YouTube as a multimedia source; students can effectively learn how to speak (Saed et al., 2021).

The World Wide Web, or simply the Web, is a techno-social system that enables humans to interact via technological networks. The Web has gone through several generations in this context over the last few decades. Web 1.0, also known as the Web of cognition, allowed users to search for information with few user interactions. Web 2.0 (read-write Web) was the second generation, which gathered and managed large global crowds with common interests in social interactions. Web 3.0, the semantic Web, aims to link, integrate, reuse, and analyze data from various data sets to create a new information stream. Finally, web 4.0, known as the symbiotic Web, allows symbiotic interaction between humans and machines. However, it is still in its early stages (Hon, 2014). Some of the advantages of the Web include providing teachers with tools and technologies for creating collaborative learning environments in the classrooms. In this regard, one of the tools

available to EFL teachers is YouTube. This video-sharing website allows users to upload, view, and share video clips (Gunada, 2018). Furthermore, this online resource can be easily integrated into the educational setting. The website allows students to participate in real-life scenarios and watch daily video clips that help them understand their lessons better (Wang & Chen, 2020). As a result, using YouTube makes teaching and learning more enjoyable and meaningful (Bajrami & Ismaili, 2016).

Using YouTube videos in the foreign language classroom has catered to students' and teachers' needs. This new portal provides fast and instant videos of instructional and entertaining materials worldwide (DeWitt et al., 2013). Most of these videos serve two purposes: first, they are entertaining to watch, and second, they are an effective learning medium that students enjoy (Liu et al., 2023). As a result, students have a genuine opportunity to engage meaningfully in learning the target language (Solano et al., 2020). YouTube has a wealth of helpful content for teaching English. Students are stimulated, and their fears about learning a second language are reduced when interacting in a fun experience (Huy et al., 2021). This method provides an excellent opportunity for teachers to assist their students in excelling and progressing. YouTube videos are more realistic, practical, and comprehensive than traditional teaching methods (Pratama, et al., 2020; Saed et al., 2021). YouTube videos enable learners to speak and communicate with their teachers and classmates and understand their surroundings (Sari et al., 2020). It has been stated that YouTube is a powerful teaching aid that enhances learning inside and outside the classroom. It offers a multimedia platform for promoting all language learning skills, mainly listening and speaking, and expanding students' vocabulary across domains and cultural backgrounds (Meinawati et al., 2020).

According to the findings of a study, using YouTube content improved students' speaking skills in three areas: fluency, accuracy, and overall performance (Machili et al., 2019). Alkathiri, Arroyyani, Huy, Mohammadian, Saed, and Shahi reported similar findings regarding the effectiveness of YouTube videos in improving students' speaking abilities (Alkathiri, 2019; Arroyyani, 2018; Huy et al., 2021; Mohammadian et al., 2018) The use of YouTube in improving students' speaking performance was investigated. It was discovered that YouTube could improve students' speaking skills (Alwehaibi, 2015). The study found that students used appropriate intonation and stress when pronouncing sentences, as well as correct grammatical structures and proper word choice (Arroyyani, 2018). They could also start a conversation without hesitation, unnecessary silences, or word repetition.

Similarly, videos are recommended for teaching speaking skills because they help students remember information, improve their pronunciation, understand what is said through graphics and illustrations, and speak fluently and freely (Machili et al., 2019). With this context in mind, as well as the extensive research on how YouTube videos have positively impacted and contributed

to the promotion of the EFL teaching/learning paradigm, the current study seeks to investigate the effect of the YouTube tool on improving the speaking skills of Jordanian EFL university students (Riswandi, 2016). The current study will be more informed about the path it will take in determining the research methodology, analysis, discussion of results, and conclusions that will enlighten all stakeholders in the EFL domain as a result of the research findings of the reviewed literature (Saed et al., 2021).

Using the YouTube platform, students can observe how native speakers speak in YouTube videos. Students can also practice accurate mimicry, expression, intonation, and vocabulary with enjoyment and confidence and it is more engaging than watching a video (Mohammadian et al., 2018). Multiple sources indicate that YouTube's use in educational contexts is increasing. In the context of speaking skills, however, investigations into how students perceive YouTube as a supplementary resource are lacking. Consequently, the question of whether the results of studies on YouTube as a supplementary resource can be generalized to the speaking skill context of students is relevant. Therefore, this study replicated the research in this field to determine if its findings regarding student perceptions of implementing YouTube-based videos as supplementary material for teaching and learning English are generalizable to the speaking skill of students.

As previously mentioned, YouTube has immense potential in teaching EFL to students of all ages and levels. Learners benefit most from this resource since they can educate, engage, and inspire them with related content adapted to their level and teaching goals. To improve the language learning process, EFL YouTube videos help develop students' receptiveness and productive English skills; for example, they can help improve listening skills. They, too, play a relevant role in teaching reading, and they have been proven to be effective tools for initiating discussions and writing assignments. It is important to mention that using YouTube videos in class facilitates the acquisition of new vocabulary items and improves students' language skills. Although many studies on the use of YouTube in EFL teaching and learning have been done worldwide, just a little information on this research topic has been found in Indonesia, especially in the context of secondary education. Most of the other research only discusses how students acquire new vocabulary and how students deepen their listening skills by listening to videos from YouTube. However, only a few discuss how YouTube videos can improve students' speaking skills and how students use YouTube as their source to deepen their speaking skills further. Thus, the present study seeks to answer the following questions:

1. What are students' perspectives on using YouTube as a supplementary resource to improve students' speaking fluency?
2. How do students use YouTube videos as supplementary resources to increase speaking fluency?

## **Method**

In this qualitative study, the researchers aimed to discover how English Education students experienced using YouTube as an additional resource for speaking fluency practice. Therefore, the researchers can collect more accurate study data through qualitative investigation. The participants in this study were 10 invited Indonesian EFL students from English Education Program. The research participant is still studying in the English Education degree Program. Despite their profound focus on their study journey, the participant had already experienced long-range learning experiences through YouTube to support their speaking fluency.

The current qualitative study used open-ended written narrative inquiries to research Indonesian EFL students' views of their experiences learning more accurately through YouTube to improve their speaking fluency. According to Talmy and Richards (2011), the main advantage of using open-ended written narrative interview questions is that it enables the researchers to extract more glaring depictions from the apparent life tales related by others. To support the ten invited research participants' speaking fluency, the researchers conducted a more thorough investigation into the specific viewpoints on students' perceptions of their experience learning through YouTube. With this research tool available, the researchers may obtain more reliable research findings that will motivate Indonesian EFL teachers, students, and educational institutions to start advocating for a teaching method that uses ICT, such as YouTube, to support the growth of their speaking fluency.

To achieve mutual understanding on whether they would like to engage in this present qualitative research, the researchers contacted and invited ten research participants. After receiving their approval, the researchers planned to send open-ended written narrative interview questions regarding the two parties' far-flung data collection sites via the WhatsApp program. This present study was manifested qualitatively to gain more overarching research results from the targeted research participants. According to Deveci and Onder (2013), the key benefit of conducting a qualitative study is the ability to fully collect more obvious data from the participants' individual phenomenon-related experiences. To achieve this primary qualitative research goal, the researchers would persuasively delineate the data collected to encourage more solid, reliable, and thorough representations for Indonesian students, teachers, practitioners, and policymakers to holistically embed a more potent establishment of ICT, such as YouTube, as a supporting media in teaching and learning activity development within EFL fields.

## **Discussion**

This section focuses on describing Indonesian EFL students' specific attitudes regarding their YouTube learning while participating in various classroom activities. These logical distinctions are based on open-ended written narrative inquiry questions sent to the 10 invited research

participants via WhatsApp. More specifically, two main themes could be deduced from the data analysis: (1) students' perceptions of using YouTube as an additional resource to help them enhance their speaking fluency; and (2) The way they Use YouTube videos as an additional resource to support fluency in speech. English vocabulary usage on YouTube for academic purposes received the lowest percentage, with 56% of students saying they never use the platform to improve this micro-skill. The remaining group (44%) confirmed that they did so to advance their knowledge of foreign languages (listening, speaking, reading, and writing).

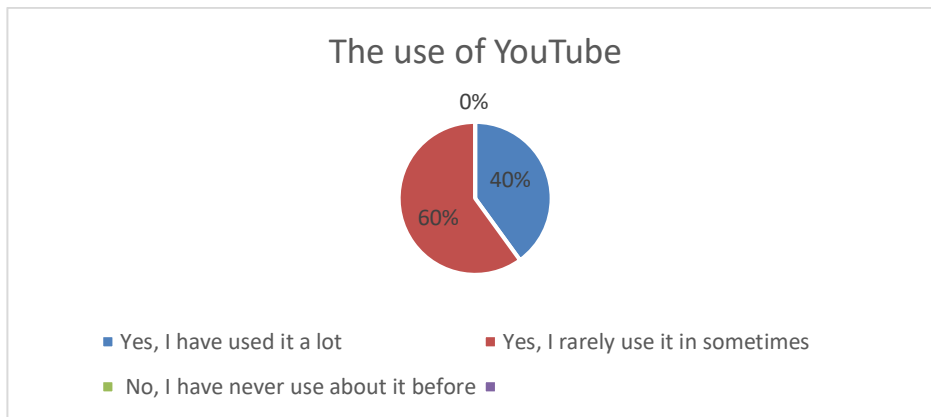


Fig 1: Using YouTube as a supplementary resource for speaking fluency

A diagnostic questionnaire was given to each participant to ascertain their prior knowledge of using YouTube videos. According to the findings, 40% of students said they always use YouTube videos, 60% had used them occasionally, and nobody has ever used them (See Fig 2). In addition, Figure 2 illustrates how long students have used YouTube to supplement their learning materials.

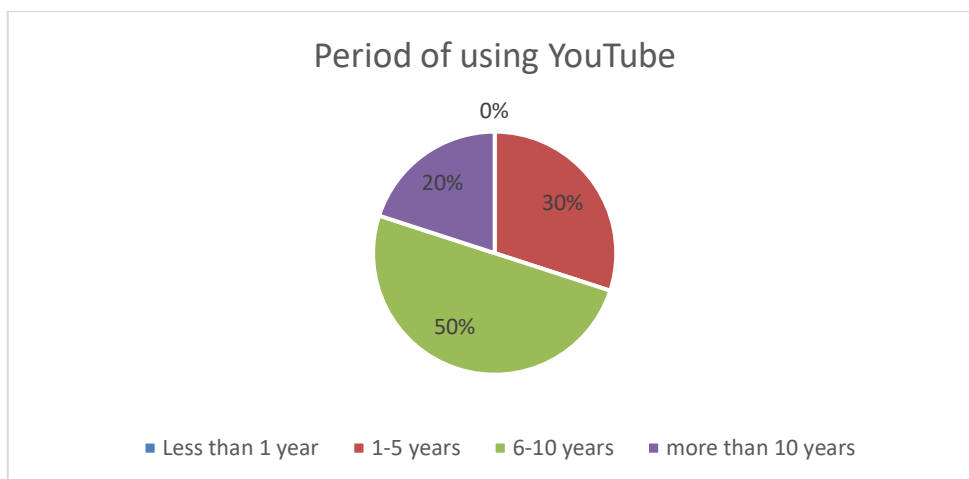


Fig 2. Period of using You Tube

Fig 2 shows that many students (50%) actively used YouTube for 6-10 years. (20%) students showed active participation in using YouTube for more than ten years. (30%) showed active participation in using YouTube for 1-5 years. This indicates that many Indonesian students are familiar with and utilize YouTube to supplement their education, mainly their speaking abilities.

The level students attain varies based on the length of time they use YouTube. Fig 3 displays the preponderance of students' English levels who use YouTube as a supplement.

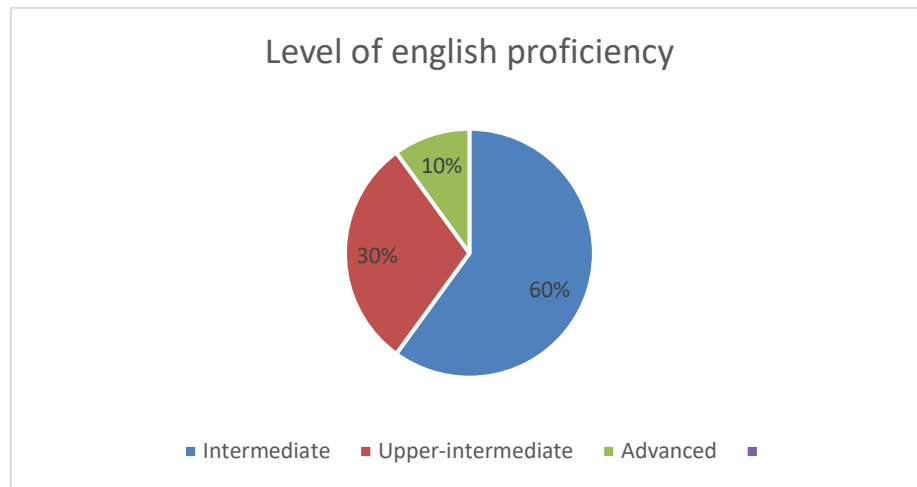


Fig 3. Level of English proficiency

As shown in Fig 3, most of students (60%) are at an intermediate level of English proficiency, other students in (30%) upper-intermediate level of English proficiency, additionally (10%) at an advanced level of English proficiency. From these results, it can be concluded that most YouTube users are still at the intermediate level, characterized by the ability to comprehend the construction of complete sentences and to describe complex topics. The information on using YouTube as a supplement to their English-learning efforts is presented in Fig 4.

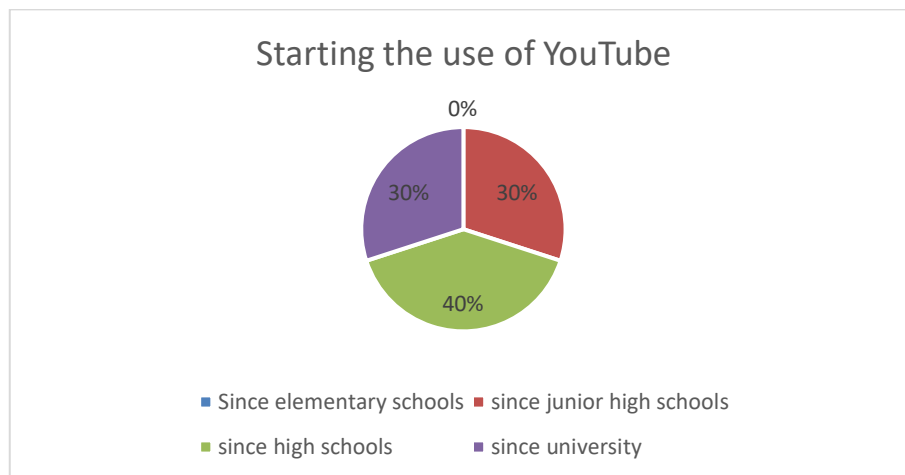


Fig 4. Starting the use of YouTube

As presented in Fig 4, most students (40%) have been using YouTube as a supporting material to enhance their speaking fluency since high school, and around (30%) of students have been using YouTube as a supporting material to enhance their speaking fluency since junior high school, and other students (30%) have been using YouTube as a supporting material to enhance their speaking fluency since university. In addition, when using YouTube as an additional resource for English learning, the students have their preferred genres, which they will exhibit in Fig 5.

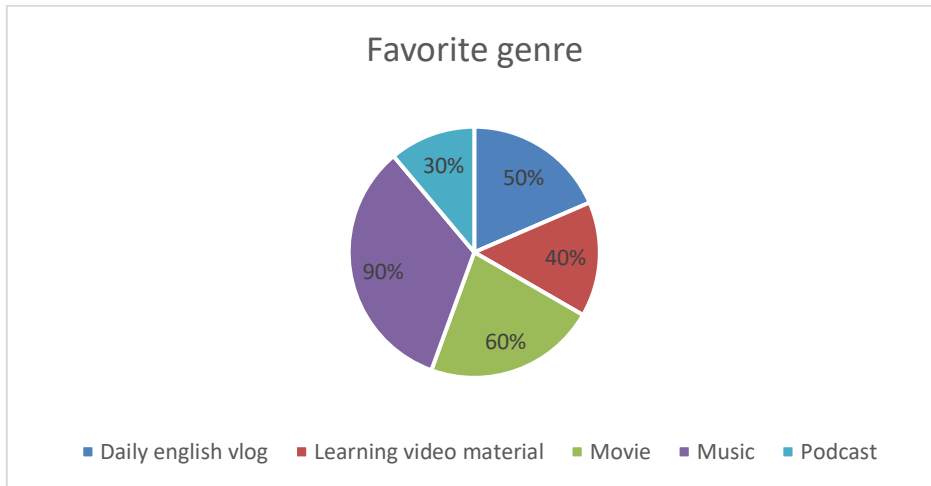


Fig 5. Favorite genre

Figure 5 informs us that most students around (90%) like to watch music on YouTube to help them in their speaking fluency, and (60%) of students like to watch kind of movies to support their speaking fluency, students around (50%) like to watch daily English vlogs to support their speaking fluency, and (40%) students like to watch learning videos materials to support their speaking fluency, others students (like to watch or to listen to the podcast to help them in their speaking fluency. In this study, the researcher also tried to explore students' experiences using YouTube as an additional source for English learning.

Table 1. Students' experiences in using YouTube

1.	Respondent 1	I often listen to English music and English story, usually used for TOEFL listening
2.	Respondent 2	Yes, I have experience using YouTube to learn English. I usually use YouTube to improve my listening skills because many English channels, such as English interviews, short movies, live podcasts, and many others, may support my learning. It helped my learning a lot. Besides listening skills, I also find references for my speaking skills. I can find many channels with materials about speaking, pronunciation, accent, etc.
3.	Respondent 3	In listening section
4.	Respondent 4	Yes, I did
5.	Respondent 5	I often watch pronunciation for someone, then practice it. I would like to watch English videos with English subtitles.
6.	Respondent 6	Make me understand English
7.	Respondent 7	I search some videos related to new vocabulary or English accent, pronunciation, etc. then I watch them and remember the new vocabulary
8.	Respondent 8	Yes, I have experiences when I learn discussion of answering critical questions of TOEFL
9.	Respondent 9	I sometimes learn English on YouTube by listening to music
10.	Respondent 10	Yes, I did. I used YouTube to look for English learning videos, which was my lecture program. We must watch YouTube videos that we like in a day minimum of one video, but we also need to summarize the content we watched.



The other finding is shown in Table 1. Most students already have experience using YouTube to support their speaking fluency. The result of the student experience shows that most students use YouTube to listen to any content such as music, movie, or video material; they also practicing about the speakers' pronunciation, or some other students also search for new vocabulary in the video. In addition, some professors encourage their students to view educational videos on YouTube, which might help them develop their skills. In contrast, others claim that utilizing YouTube is an activity that is required for lectures. Therefore, it indicates that it may be inferred that YouTube has helped most pupils with their public speaking.

The researchers used the narrative inquiry because it is an appropriate method to learn how participants experience using YouTube, whether they encounter difficulties or are they progressing; the researchers purposefully asked questions about students' experiences, using it as a source of additional material that could be used to support the development of their speaking fluency further. Many participants responded favorably to using YouTube as a student support tool to help students improve their speaking abilities, according to the findings in their experience. After the researchers have evaluated the effectiveness of YouTube as an additional resource for improving students' speaking fluency, they must also learn more about how to use it, what kinds of videos students frequently watch to supplement their studies, and perhaps even when is the best time to use YouTube.

Table 2. Favorite channel

1.	Respondent 1	My favorite channel is BangtanTV. Because BTS is my favorite music idol, although they are from Korea, they have more than three songs using the full English language.
2.	Respondent 2	Mmm English. Because the material is understandable, the speaker's accent is also suitable for me, as an upper-intermediate learner. The material she uploads is always interesting and contains a complete explanation. Not only explains the material but also guides us to practice at the end of the video. So, we are not only learning but also practicing.
3.	Respondent 3	Nessie judge. She tells stories and speaks in English, so we can learn from her.
4.	Respondent 4	Sacha Stevenson
5.	Respondent 5	<i>English with lucy</i> , because it is easy to understand, and she is British.
6.	Respondent 6	<i>Linguamarina</i> teaches me a lot
7.	Respondent 7	English with Lucy (provide English Learning material with British Native), POC or Piece of Cake (provide fun video to learn), <i>Linguamarina</i> (provide English learning material with American Native).
8.	Respondent 8	For learning English, I prefer channels of TED talks and <i>Beropini</i>
9.	Respondent 9	John Mayer
10.	Respondent 10	<i>Hiho Kids</i> . Because we can see entertainment that naturally builds up the vibes, not just a setup. The reason is that the actor on the channel is kids who are pure and funny. We can see a lot of games, challenges, and something related to kids also learning English

Table 2 shows that most students view a lot of YouTube videos from English-language channels; some of them have their unique explanations for why they enjoy the channel, such as the first respondent who stated that BangtanTv is his favorite channel and the respondents who, while being from Korea, enjoy music that incorporates English. The second respondent likes English content, and Respondent 3 likes content from the channel Nessie judged because she thinks this content is not just telling stories. However, we can also learn while listening to what she has to say, and from Respondent 4 who likes Sacha channel, and Respondent 5 and 7, who like *English with Lucy* because he thinks this channel is easy to understand and uses a British accent, Respondent 6 likes *Linguamarina* because he has learned a lot from the videos, he has uploaded to his YouTube channel. In contrast, respondent 8 prefers channels from Ted talks, which present opinions. However, it also differs from respondent 9, who said he prefers John Mayer, and respondent 10, who said he prefers *Hiho kids* because they are entertained by the video content featuring cute little kitty cats (See Table 3). Students utilize an average of two to three hours of YouTube daily, based on their usual usage. The detailed information is shown in Table 3.

Table 3. Time spent on YouTube to learn English

1.	Respondent 1	More than 12 hours, I think
2.	Respondent 2	I do not know if the context is in a week. However, if it is in a day, I would say I more than 6 hours I spend my time watching YouTube.
3.	Respondent 3	Perhaps 10 hours a week
4.	Respondent 4	I am not sure
5.	Respondent 5	it is around 10 hours
6.	Respondent 6	only 10 - 20 minutes
7.	Respondent 7	Maybe about 7 hours
8.	Respondent 8	Almost every day
9.	Respondent 9	Less than one hour
10.	Respondent 10	around 2 hours in a day.

This table provides information on how long pupils use YouTube to aid in their English learning. Although some students do not realize how much time they spend using YouTube as an additional language-learning media UK, the average respondent spends between 5 and 6 hours per day on YouTube. Two respondents spend approximately 10 hours daily, two spend approximately 5 hours daily, and the remaining 3 spend approximately 1-2 hours daily. Some students do not realize how long they watch YouTube per day; this is based on when they have leisure time. In other words, YouTube can be used as a supplementary resource. Therefore, it can be concluded that each student has distinct YouTube usage habits, particularly regarding the amount of time they devote to studying on YouTube.

Table 4. Did YouTube increase your speaking fluency

1.	Respondent 1	I think yes, but in 60 percent of my English, I have to learn the rest seriously, just not like when I learn by watching YouTube.
2.	Respondent 2	Of course, it did. We can use many videos as a reference for learning English. We can search for any simple or daily conversation on YouTube and imitate it. Alternatively, maybe we can watch a podcast. Then we got new phrases, idioms, and new vocabulary so we could practice that to improve our speaking. But, again, it depends on us. We cannot improve our speaking skills if we do not learn seriously. So, the key is from ourselves. The role of YouTube is just as supportive media for learning.
3.	Respondent 3	I am not feeling it. Because of YouTube, I prefer listening
4.	Respondent 4	Yes
5.	Respondent 5	No
6.	Respondent 6	Yes, I think. First, I start to watch YouTube videos. Second, write new vocab on my notes. Third, repeat and memorize the vocab. Fourth, try to use it in daily activities such as chatting or speaking with friends or my sister. Fifth, join public speaking competitions to measure our improvement and get new experience.
7.	Respondent 7	No
8.	Respondent 8	yes, by watching videos about English on YouTube regularly
9.	Respondent 9	I think yes
10.	Respondent 10	Not that fluently, I think. Because I still need a friend, a partner to make focus and real speaking practice

According to the questions distributed by the researchers, most students believe that YouTube can aid in the development of speaking fluency; however, only 60 percent or a few new idioms are learned when watching videos on YouTube. Based on their experience, they will search for a few words or idioms they did not know when they watched the video, and some purposefully made new vocabulary notes. However, many contend that utilizing YouTube does not affect students' speaking fluency because they believe that students still need a partner to help them focus on their speaking practice or a supportive environment to help them enhance their speaking skills.

Based on the aforementioned explanation, there are various methods in which English learning strategies can be implemented using YouTube as a supplementary resource for speaking skills. In this research, college students utilized learning strategies more frequently than high school students. This research also indicates that college-level students employ fewer strategies but more subtly, so EFL learners accurately and effectively employ strategies corresponding to their learning style. This demonstrates that using YouTube as a supplementary learning resource may correlate with a person's understanding of English, particularly speaking skills. This finding is in line with the results of previous studies, e.g., Alkathiri (2019), Huy et al. (2021) related to the potential of YouTube to improve speaking skills.

## Conclusion

Results show that 40% of Indonesian EFL students said they always use YouTube videos, 60% used them occasionally, and nobody has ever used them. English vocabulary usage on YouTube for academic purposes received the lowest percentage, with 56% of students saying they never use the platform to improve this micro-skill. On the other hand, 90% of students (90%) like to watch music on YouTube to help them speaking fluently, and 60% of the students like to watch movies to support their speaking. Some professors encourage their students to view educational videos on YouTube. In contrast, others claim that utilizing YouTube is an activity that is required for lectures. Most students view a lot of YouTube videos from English-language channels.

Some have unique explanations for why they enjoy the channel, such as the first respondent who stated that BangtanTv is his favorite channel. However, the researchers must also learn more about using YouTube and what kinds of videos students frequently watch. Students believe that YouTube can aid in the development of speaking fluency. However, only 60 percent or a few new idioms are learned when watching videos on YouTube. Many contend that students still need a partner to help them focus on their speaking practice or a supportive environment to enhance their speaking skills. The findings of this study are positive; however, due to the limited number of EFL students who participated, they cannot be generalized to all EFL students in the nation. In this instance, additional investigations with larger populations are required to obtain more reliable data.

## References

- Akdeniz, N. Ö. (2017). Use of student-produced videos to develop oral skills in EFL classrooms. *International Journal on Language, Literature and Culture in Education*, 4(1), 43-53. doi: 10.1515/llce-2017-0003.
- Alkathiri, L. A. (2019). Students' perspectives towards using youtube in improving EFL learners' motivation to speak. *Journal of Education and Culture Studies*, 3(1), 12-30. doi: 10.22158/jecs.v3n1p12.
- Alwehaibi, H. O. (2015). The impact of using youtube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching & Learning (TLC)*, 12(2), 121-126. doi: 10.19030/tlc.v12i2.9182.
- Arroyyani, R. (2018). Improving students' speaking skill through youtube video project for nursing department. *JELLT (Journal of English Language and Language Teaching)*, 2(2), 5-18. doi: 10.36597/jellt.v2i2.3269.
- Bajrami, L., & Ismaili, M. (2016). The role of video materials in EFL classrooms. *Procedia - Social and Behavioral Sciences*, 232, 502-506. doi: 10.1016/j.sbspro.2016.10.068.
- Deveci, İ., & Önder, İ. (2013). The students' views related to the given homeworks in the science and technology courses a qualitative study. *US-China Education Review A*, 3(1), 1-9.
- DeWitt, D., Alias, N., Siraj, S., Yaakub, M. Y., Ayob, J., & Ishak, R. (2013). The potential of youtube for teaching and learning in the performing arts. *Procedia - Social and Behavioral Sciences*, 103, 1118-1126. doi: 10.1016/j.sbspro.2013.10.439.

- Gunada, I. W. S. (2018). Using YouTube video: An IT-based media to improve students' speaking skill. Undergraduate Thesis. *Journal of English and Education*, 5(2), 194–201.
- Hon, I. P. S., Kalajahi, S. A. R., & Mukundan, J. (2014). Perception of improving English language proficiency through video compositions among male and female students of MRSM Kuala Krai. *Advances in Language and Literary Studies*, 5(4), 42-59. doi: 10.7575/aiac.all.v.5n.4p.42.
- Huy, P. M., Baker, J. R., & Tran, N. K. (2021). A survey of using youtube as supplementary material with university English language learners in Vietnam: A replication study. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 13(4), 1–16. doi: 10.21659/rupkatha.v13n4.58.
- Liu, G. Z., Fathi, J., & Rahimi, M. (2023). Enhancing EFL learners' intercultural communicative effectiveness through telecollaboration with native and non-native speakers of English. *Computer Assisted Language Learning*, 1–31. doi: 10.1080/09588221.2022.2164778.
- Machili, I., Papadopoulou, I., & Kantaridou, Z. (2019). Journal of second language writing effect of strategy instruction on EFL students' video-mediated integrated writing performance. *Journal of Second Language Writing*, 48, 100708. doi: 10.1016/j.jslw.2019.100708.
- Meinawati, E., Rahmah, N. A., Harmoko, D. D., & Dewi, N. (2020). Increasing English speaking skills through youtube. *POLYGLOT: Jurnal Ilmiah*, 16(1), 1–13. <https://doi.org/10.19166/pji.v16i1.1954>.
- Mohammadian, A., Saed, A., & Shahi, Y. (2018). The effect of using video technology on improving reading comprehension of Iranian intermediate EFL learners. *Advance in Language and Literary Studies*, 9(2), 17 -23. <http://dx.doi.org/10.7575/aiac.all.v.9n.2p.17>
- Pratama, S. H. H., Arifin, R. A., & Widianingsih, A. W. S. (2020). The use of youtube as a learning tool in teaching listening skill. *International Journal of Global Operations Research*, 1(3), 123–29. doi: 10.47194/ijgor.v1i3.56.
- Qomar, A. H. (2016). *Enhancing students' speaking performance by using youtube video*. UNNES International Conference on ELTLT, 92-94.
- Riswandi, D. (2016). Use of youtube-based videos to improve students' speaking skill. *Proceeding The 2nd International Conference On Teacher Training and Education*, 2(1), 298–306.
- Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of youtube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, 7(7). <https://doi.org/10.1016/j.heliyon.2021.e07543>
- Sari, A. B. P., Dardjito, H., & Azizah, D. M.. (2020). EFL students' improvement through the reflective youtube video project. *International Journal of Instruction*, 13(4), 393–408. doi: 10.29333/iji.2020.13425a.
- Solano, L., Cabrera-Solano, P., Ulehlova, E., & Espinoza-Celi, V. (2020). Using EFL youtube videos as supplementary resource for teaching vocabulary. *Proceedings of the 5th International Conference on Information and Education Innovations*, 40–45. <https://doi.org/10.1145/3411681.3411682>
- Talmy, S., & Richards, K. (2011). Theorizing qualitative research interviews in applied linguistics. *Applied Linguistics*, 32(1), 1-5. <https://doi.org/10.1093/applin/amq045>
- Wang, H. C., & Chen, C. W. Y. (2020). Learning English from youtubers: English L2 learners' self-regulated language learning on youtube. *Innovation in Language Learning and Teaching*, 14(4), 333–346. doi: 10.1080/17501229.2019.1607356.