

Youtube Videos As Learning Media: A Review In Efl Contexts

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Abstract. YouTube has become one of the most visited social media globally. Its saturation in students' lives has triggered experiments and observations on the use of YouTube as learning media. This article discusses the use of YouTube videos to teach English language skills using George's literature review model. The databases for selecting the articles used as the data source in this study were Google scholar and ERIC. The relevant articles were published in reputable international journals and nationally accredited journals in the past ten years. Studies on the use of YouTube videos as a teaching medium indicate that using YouTube videos can improve students' listening, reading, speaking, and writing skills and solve their problems in mastering the skills. Furthermore, YouTube videos have been proven to help students solve their grammar difficulties and increase their vocabulary. YouTube videos are also agreed to have kept the students more interested, motivated, and enthusiastic towards English language learning. These results imply that relevant YouTube videos can provide good learning media for supporting students' learning of English as a Foreign Language.

Keywords: English as a foreign language, teaching media, technology, skills, YouTube Videos

1. INTRODUCTION

English has been most learned as foreign language (Björkman, 2013; Broughton et al., 1993; Kusumaningputri, 2020). With the development of technology, language learning has been supported by technology. Various e-learning systems and strategies have been developed to improve the learning process (Cahyani et al., 2021; Dantes et al., 2019; Utami et al., 2021). Meanwhile, advances in technologies such as movies animated movies, videos, comic strips, and digital games have been argued to provide exposure for target language culture and exemplification of character education (Hutapea & Suwastini, 2019; Masyhudianti et al., 2018; Nofrika, 2019; Puspawati et al., 2021; Suwastini, Dantes, et al., 2020; Suwastini, Lasmawan, et al., 2020;

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Suwastini, Utami, et al., 2020; Utami et al., 2020; Wijaya et al., 2021). Social media have also been argued to contribute positively to students' language learning (Ariantini et al., 2021; Citrawati et al., 2021). YouTube has been one of the most accessed social media among students (Ariantini et al., 2021; Jalaluddin, 2016; Listiani et al., 2021; Waluyo et al., 2018). YouTube is a free application where users can watch, download, upload, comment on videos, and rate them (Albantani & Madkur, 2017; Ali & Jabar, 2016; Arofah, 2015; Faridha, 2019; Laksana & Putri, 2018; Nova, 2017; Sakkir & Usman, 2018; Silviyanti, 2014). It is a site that can be accessed using an internet connection (Faridha, 2019; Nova, 2017; Sakkir & Usman, 2018). Videos available on YouTube have their respective genres, such as jokes, romance, exploration, and horror (Marashi & Adiban, 2017). They can be in many types such as product review, haul, unboxing, traveling, prank, conspiracy, Q and A, game, tutorial, music, movie, short story, storytelling, and learning videos.

YouTube videos have been argued to provide exposure to authentic English with images and sounds that can engage students with the sense of sight and hearing (Jalaluddin, 2016; Masyhudianti et al., 2018; Putri, 2019; Samsi, 2016). However, apart from the benefits provided by the YouTube platform, studies have also revealed that there have been challenges in the implementation of YouTube in language learning medium (Albantani & Madkur, 2017; Nova, 2017). The present study considers the inevitability of YouTube as part of students' life, its benefits for language classroom, and the identified challenges of its implementations by previous studies. To ease teachers, educators and researchers, the present study aimed at synthesizing results of previous studies to provide comprehensive review of the types of YouTube videos used in language learning, the benefits of their implementation, and the challenges faced by teachers and students. The review will benefit teachers and educators for selecting YouTube videos for teaching specific language skills and aspects. Future research can also review this study on the path to find solutions for facing the challenges, so YouTube videos can be used to enrich students' language learning without being burdened by those challenges.

2. METHOD

This research was designed as library research that emphasized using YouTube video as a medium for teaching English by referring to the findings and data from previous studies that discuss related topics (George, 2008). The data collection was conducted after determining the research topic, brainstorming the specific idea to focus on, proposing the research questions, and determining the research design. The research subjects were experts' opinions and results of previous research, while the database referred to in finding these previous studies were open access databases, namely Science Direct, Google Scholar, ERIC, and Semantic Scholar. Related keywords used to retrieve the articles were 'YouTube as learning media,' 'YouTube for teaching English,' 'YouTube and English learning,' and 'YouTube and EFL.' Articles as the data source were limited to those published in international journals and accredited national and international journals (Indexed by SINTA and Scopus) from 2013-2020. From this process, thirty-five were selected to support the arguments about the use of YouTube videos supporting the students' EFL learning.

After selecting the data sources, the analysis started on the seventh step, which evaluated the articles' relevance in answering the research questions. Irrelevant articles were excluded, leaving only thirty-five articles included for the next steps, namely the critical review. In this step, the articles are critically read to get insights for supporting the present research's arguments about using YouTube videos to facilitate the learning of English as a Foreign Language. These insights were then organized and evaluated to form a comprehensive summary. The next step was mapping

this summary to form arguments on how YouTube videos have facilitated English learning. Then, a conclusion was derived from these arguments. The arguments were then supplied into an outline of a research report, presenting the arguments in a scientific article.

3. RESULT

The Types of YouTube Videos used in EFL Contexts

The review of the thirty-five articles on the implementation of YouTube videos as learning media in EFL contexts identified using six types of videos, namely tutorial videos, music videos, movie videos, short story videos, storytelling videos, and learning videos. Figure 1 below describes the mapping of these thirty-five articles concerning using these types of YouTube Videos in the EFL context.

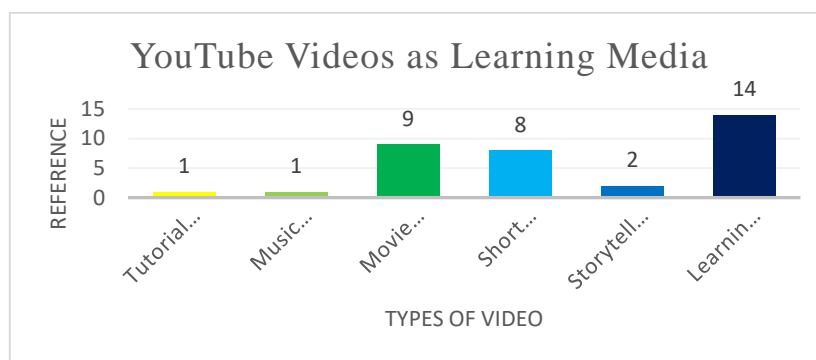


Figure 1 Types of YouTube videos used as learning media

Figure 1 above displays that from the thirty-five articles that stated the type of videos used, fourteen of them used learning videos, nine used movie videos, and eight used short story videos. In contrast, storytelling videos are reported to be used in two studies, with tutorial and music videos used in one study.

As learning videos are purposefully made for educational purposes, it is understandable that researchers resort to this type of videos to be used for teaching students, as conducted by Abdulrahman & Basalama (2019), Angkananon & Wald (2018), Balbay & Kilis (2017), Chen & Chen (2021), Ali & Jabar (2016), Pitaloka et al. (2020), Sari et al. (2020), Susanti et al. (2018), Syafi'i (2016). Learning videos are videos made for educational purposes (www.impactplus.com; <https://mediakix.com>). It was made by considering the subject's material, students' level, and their needs. (Balbay & Kilis, 2017; Susanti et al., 2018). Learning videos support the teaching and learning process because it helps the teacher deliver material uniquely (Balbay & Kilis, 2017; Susanti et al., 2018).

Movies have been implemented by Abdullah et al. (2020), Aniuranti & Suwartono (2020), Damar (2014), Ismaili (2013), Obaidullah & Rahman (2018), Sakkir & Usman (2018), Silviyanti (2014), and Styati (2016) because they are entertaining due to its combination between story, facial expressions, songs, and music. Movie video is a type of video that is often watched on YouTube because of its entertaining nature (<https://destaniamovie.blogspot.com>). It presents various types of stories played by actors or artists (Vernallis, 2013). It has a uniquely and perfectly designed plot to attract the audience's interest (Abdullah et al., 2020; Aniuranti & Suwartono, 2020; Vernallis, 2013). Apart from presenting images and sounds, the movies also show the emotions and temperaments of each character expressed through words or expressions (Abdullah et al., 2020; Vernallis, 2013). Movies are also interesting because they combine music or song to suit the

atmosphere (Abdullah et al., 2020; Silviyanti, 2014; Styati, 2016; Vernallis, 2013).

For Alwehaibi (2015), Marashi & Adiban (2017), Mustofa & Sari (2020), Nova (2017), Nugroho & Atmojo (2020), Omar & Ghazali (2016), Puspitasari & Hanur (2016), and Ranabumi et al., (2017) short story videos became their choice because of its fictional elements and their varied generic forms. The short story is a type of video that is different from a movie. Short stories tell only fictional stories, whereas movies can tell fiction and true stories (<https://destaniamovie.blogspot.com>). Movies present stories in a long duration, while short stories present stories in a short duration, arranged according to narrative generic structure (Omar & Ghazali, 2016). The short story can be in a narrative form with several genres such as parable and fable, fairy tale, art tale, novella, and the creation myth (Mustofa & Sari, 2020).

Storytelling videos are similar to short ones, but they offer a connection between the storyteller and the audience, which became considerations for Hapsari & Sukavatee (2018) and Samsi (2016). Storytelling videos are different from movie or short story videos because this type of video does not have a complete or structured format for characters, dialogues, and actions. Storytelling videos show a person or group telling a fairy tale or story (Samsi, 2016). This video displays images and objects with sound (Samsi, 2016). It helps students understand the content of what is being told, how to pronounce words, and how to tell stories (Samsi, 2016). It was a good media that can be used in teaching foreign language, as revealed by Samsi (2016).

Solihat & Utami (2014) ventured with music videos to improve students' skills and vocabulary. Music videos are videos with a short duration that present a song with moving pictures. The music video genre can be seen from the image, acting, editing, and properties (Abdullah et al., 2020; Nova, 2017; Silviyanti, 2014). The audience can capture the song's feeling or meaning by looking at the expression or listening to the words and melodies (<https://mediakix.com>). It allows people to learn everything (<https://mediakix.com>). The music video is about 3-5 minutes long (Silviyanti, 2014). The music videos available are official music videos, cover videos about popular songs, lyrics videos, live music videos, nursery rhymes videos, animation music videos (Solihat & Utami, 2014).

Bustanil et al. (2019) tried using tutorial videos to improve procedural thinking. Tutorial videos display several steps or ways of using or learning something (Bustanil et al., 2019). It was created using several platforms such as Camtasia Studio and Adobe Audition, as expressed by (Bustanil et al., 2019). This video presents the audience with music or audio, pictures, animation, text, and the object (Bustanil et al., 2019). The creator explains how to do, use, build, or make something with clear steps (<https://storyxpress.co/>). The examples of tutorial videos are how to use product/application, editing, makeup, cooking, diet, dance, sports, and DIY tutorials (<https://mediakix.com>; www.influenex.com).

The present review summarized six types of YouTube videos utilized in EFL: tutorial videos, music videos, movie videos, short story videos, storytelling videos, and learning videos. Each type has its characteristics, mainly based on the content, video presentation, and purpose. The vast number of other videos available on YouTube may be helpful for future utilization, providing a variety of choices. Vlogs, product reviews, interviews, and docuseries are some examples that can be explored further.

The Benefits of YouTube Videos for Improving Students' English

These thirty-five articles have argued on using YouTube videos to improve students' English, both in terms of language skills, grammar, and vocabulary; while argued to positively impact the students' interest, motivation, and learning autonomy. The following table maps the benefits of implementing YouTube videos in English as foreign language contexts.

Table 1 Benefits of using YouTube videos for EFL students

No.	Types of Video	Benefits								
		Vocabulary	Grammar	Listening	Reading	Speaking	Writing	Interest	Motivation	Learning Autonomy
1.	Tutorial Video	-	√	-	-	-	√	√	√	√
2.	Music Video	√	-	√	√	-	√	√	√	-
3.	Movie Video	√	√	√	√	√	√	√	√	√
4.	Short Story Video	√	√	√	√	√	√	√	√	√
5.	Storytelling Video	√	√	√	-	√	√	-	-	-
6.	Learning Video	√	√	√	√	√	√	√	√	√

Vocabulary is one of the essential language aspects to be mastered in language learning, including learning English as a foreign language (Sakkir & Usman, 2018). Vocabulary makes it easier for the learners to master other English language skills (Chen & Chen, 2021; Sakkir & Usman, 2018; Samsi, 2016) and allows them to perform English skills (Puspitasari & Hanur, 2016; Sakkir & Usman, 2018). Studies by Abdulrahman & Basalama (2019), Ali & Jabar (2016), Fay & Matias (2019), Solihat & Utami (2014) suggest that YouTube videos help the learners to gain and memorize new exciting vocabulary. According to Ismaili (2013), Sakkir & Usman (2018), Puspitasari & Hanur (2016), and Mustofa & Sari (2020), YouTube videos introduce new vocabularies to the students. At the same time, they recognize the class of the words whether they belong to noun, pronoun, adjective, verb, adverb, conjunction, and preposition while watching the video (Sakkir & Usman, 2018; Abdulrahman & Basalama, 2019). In general, studies have confirmed the increase in students' vocabulary mastery by implementing YouTube videos in English (Ali & Jabar, 2016; Aniuranti & Suwartono, 2020; Sakkir & Usman, 2018; Samsi, 2016; Styati, 2016).

Grammar is the language aspect that rules how words are arranged to make meaningful sentences. When the target language has very different grammatical rules than the students' native language, they may find grammar a problematic aspect to master (Suwastini, Wiraningsih & Adnyani, 2020). There are many videos about English grammar on YouTube where the grammatical rules are explained in various strategies and media (Ariantini et al., 2021; Listiani et al., 2021). Even when the videos are not about learning grammar, YouTube videos are considered authentic English exposure. Speeches in YouTube videos can be examples for students about grammar use (Abdulrahman & Basalama, 2019; Ali & Jabar, 2016; Bustanil et al., 2019; Fay & Matias, 2019; Samsi, 2016; Susanti et al., 2018). For Hapsari & Sukavatee (2018), Ismaili (2013), Nova (2017), Puspitasari & Hanur (2016), and Styati (2016), listening to sentences and conversations from the videos show students about correct grammar usage. According to Abdulrahman & Basalama (2019). Styati (2016), Aniuranti & Suwartono (2020), Puspitasari & Hanur (2016), these videos help the students familiarize themselves with the grammatical concepts and the student's mastery of English grammar.

Listening skills are receptive skills that determine how much-spoken information can be comprehended by the students (Solihat & Utami, 2014). Among the aspects of listening, YouTube

videos have been argued to improve the students' comprehension, memorization, and accuracy. Aniuranti & Suwartono (2020), Angkananon & Wald (2018), Ismaili (2013), Mustofa & Sari (2020), Nova (2017), Puspitasari & Hanur (2016), Sakkir & Usman (2018), Solihat & Utami (2014). YouTube videos facilitate knowledge building and enable students to understand better the learning material (Angkananon & Wald, 2018; Nova, 2017; Puspitasari & Hanur, 2016). YouTube videos provide them with a meaningful conversation or explanation that can give them new input (Aniuranti & Suwartono, 2020; Mustofa & Sari, 2020; Solihat & Utami, 2014; Syafi'i, 2016). The ability of the students to memorize the spoken information became the highlight of the opinion of Angkananon & Wald (2018), Mustofa & Sari (2020), and Solihat & Utami (2014). The combination of audio and pictures displayed on the video makes it easier for the students to remember information from the videos, and they become triggers for the students to recall the correct information for answering the questions (Angkananon & Wald, 2018; Mustofa & Sari, 2020; Solihat & Utami, 2014; Syafi'i, 2016). For Syafi'i (2016), the use of YouTube videos helps students practice accuracy in their listening skills. According to Syafi'i (2016), the spoken and written text displayed on YouTube guides the students in getting accurate information and the proper use of language for delivering that information.

Reading skill is of a receptive skill. It is the process of acquiring words and understanding written text, involving the reader's mind and sense of sight to obtain the information (Angkananon & Wald, 2018; January & Nima, 2018). Among the research reviewed in the present study, YouTube videos have improved students' reading comprehension while enriching their learning process by providing them with authentic materials. Angkananon & Wald (2018), January & Nima (2018), Pitaloka et al. (2020) and have argued that the use of YouTube videos improves the students' reading comprehension significantly. The implementation of YouTube allows students to comprehend the text. For January & Nima (2018) and Obaidullah & Rahman (2018), YouTube videos provide language-rich reading material that makes their English classroom exciting and engaging. One of the best parts of the language rich material provided by YouTube, according to January & Nima (2018), Pitaloka et al. (2020), Puspitasari & Hanur (2016), and Solihat & Utami (2014), is that YouTube videos can be very authentic in their language use. It means students get to read texts as they are presented and spoken by native English speakers about their daily life. For Obaidullah & Rahman (2018), YouTube helps to improve the students' literacy. They argue that YouTube videos can trigger the students' reading habit by providing reading material related to their daily lives. However, beyond the traditional concept of literacy, January & Nima (2018) and Obaidullah & Rahman (2018) argue that YouTube videos can increase students' digital literacy. They "read" the information by browsing with the right keywords, finding relevant sources, reading the information, and relating that information with their daily life.

Speaking is a practical oral skill involving pronunciation, intonation, grammar, and fluency to make the speech comprehensible for effective communication (Pratiwi et al., 2020). Studies by Abdulrahman & Basalama (2019), Aniuranti & Suwartono (2020), Angkananon & Wald (2018), Damar (2014), Ismaili (2013), Puspitasari & Hanur (2016), Samsi (2016), Sari et al. (2020), Syafi'i (2016) argue that YouTube videos impacted the students' pronunciation positively. YouTube videos with English native speakers can provide students with exposure of authentic pronunciation that the students can copy. The study by Aniuranti & Suwartono (2020), for example, focused on how YouTube videos help students to differentiate how to pronounce past, present, or participle verbs in their singular and plural forms (Aniuranti & Suwartono, 2020). Closely related to pronunciation is intonation, because English is an accented language. Meaning of words and sentences are affected by on which syllable falls. Students studying English as a Foreign Language may find it difficult, especially when their native language is not accented. This is where YouTube videos can

be very useful, because they provide exposure to these pattern of intonation in English (Aniuranti & Suwartono, 2020; Damar, 2014). Speaking is a matter of how fluent one expresses his or her opinion orally. When other aspects of the English proficiency are covered, the students' fluency determines the clarity and the speed with which the information is delivered. For Aniuranti & Suwartono (2020), Hapsari & Sukavatee (2018) and Omar & Ghazali (2016), YouTube videos inspire students to speak. They recognize that students would first try to imitate the native language speeches, and then they start trying to modify the speeches. Because YouTube videos provide an example of pronunciation, intonations, grammar in use, and a myriad of vocabulary, students have a lot to imitate and practice with (Aniuranti & Suwartono, 2020).

As a productive skill, writing is an activity that requires students to generate ideas and arrange them coherently into written text (Miftah, 2016). The writing process involving several writing skills consists of cohesion and coherence and mapping ideas, topics, and controlling ideas (Miftah, 2016). Among the articles reviewed in this study, YouTube videos have been argued to help students build their coherence, cohesion, and mapping of ideas. According to Abdullah et al. (2020), Ranabumi et al. (2017), and Styati (2016), watching movie videos and storytelling videos on YouTube helps students arrange the sequence of events and affect their coherence when they have to do written assignments. For Faridha (2019) and Syafi'i (2006), YouTube videos improve the students' attention to detail that helps them build coherent answers. YouTube videos have also been argued to affect the students' cohesiveness (Abdullah et al., 2020; Faridha, 2019; Hapsari & Sukavatee, 2018; Ranabumi et al., 2017; Styati, 2016). YouTube videos like movie videos, storytelling videos, and learning videos provide great details to help students understand specific topics they want to build. Such an understanding can affect the student's cohesiveness (Hapsari & Sukavatee, 2018; Ranabumi et al., 2017). Ideas from the videos can also help students build connections between topics and their details. These ideas can help students who sometimes cannot decide what to write about (Abdullah et al., 2020; Alwehaibi, 2015; Angkananon & Wald, 2018; Faridha, 2019; Marashi & Adiban, 2017; Mustofa & Sari, 2020; Nugroho & Atmojo, 2020; Silviyanti, 2014).

Another benefit of using YouTube videos for English learning is its relevance with the students' digital contexts (Angkananon & Wald, 2018; Ariantini, et al., 2021; Listiani, et al., 2021). For Ali & Jabar (2016), Faridha (2019), Hapsari & Sukavatee (2018), Ismaili (2013), Nova (2017), Nugroho & Atmojo (2020), Sakkir & Usman (2018), Styati (2016), and Susanti et al., 2018), the simultaneous viewing and listening keep the students from being bored. Nova (2017) argues that facial expression and gestures performed in YouTube video interest the students. On the other hand, Faridha (2019), and Hapsari & Sukavatee (2018) recognize an increase in students' participation in the classroom that implements YouTube videos. Together with the language exposure provided by the videos and the relaxed nature of their presentation, students were observed to be more willing to listen, read, write, and speak in English (Alwehaibi, 2015; Angkananon & Wald, 2018; Faridha, 2019; Hapsari & Sukavatee, 2018; January & Nima, 2018; Marashi & Adiban, 2017; Nova, 2017).

Closely related to students' interests, motivation plays a vital role in learning. Studies reviewed in the present research have vouched that YouTube positively affected the students' motivation to learn English (Alwehaibi, 2015; Ismaili, 2013; Nugroho & Atmojo, 2020; Sari et al., 2020; Silviyanti, 2014; Solihat & Utami, 2014; Styati, 2016). YouTube videos provide the students with a fun and entertaining atmosphere that enhances students' motivation (Angkananon & Wald, 2018). The many ideas shared by the videos can inspire the students to speak and write, motivating their language production significantly (Hapsari & Sukavatee, 2018; Marashi & Adiban, 2017; Puspitasari & Hanur, 2016, p. 200; Ranabumi et al., 2017; Styati, 2016). It is argued that the actual examples of speeches, facial expressions, gestures, and actions provide the students with a model of how to perform the English skills without being afraid of being awkward (Nova, 2017; Sakkir

& Usman, 2018; Styati, 2016). Thus, YouTube videos have been argued to motivate the students to practice and improve their English skills (Marashi & Adiban, 2017; Puspitasari & Hanur, 2016).

Learning autonomy is when the students can control and direct their learning (Everhard & Murphy, 2015). They argue that to allow students to develop their autonomy, they have to trust the whole learning process: the teacher, the curriculum, the strategies, and the learning material. Studies on the use of YouTube videos in EFL contexts have argued that YouTube videos help students develop the students' learning autonomy (Abdulrahman & Basalama, 2019; Damar, 2014; Nova, 2017; Nugroho & Atmojo, 2020; Sari et al., 2020; Susanti et al., 2018). Students can direct themselves to choose the topic, the type, the genre, and the length of the videos they want to watch, and they can watch it at their convenience. Implementing YouTube as a teaching medium will also help students control themselves in their learning (Mustofa & Sari, 2020). Some videos have subtitles that allow students to assess their listening skills and comprehension (Alwehaibi, 2015; Angkananon & Wald, 2018; Mustofa & Sari, 2020). By allowing the students to choose, students start taking responsibility for their learning, hence developing their learning autonomy.

To sum up, the researches reviewed in this study argues that YouTube videos benefit students of English as a Foreign Language in terms of their vocabulary, grammar, language skills, interest, motivation, and learning autonomy. Apart from the benefits provided by YouTube as a medium of learning English as a foreign language, there have been concerns on challenges faced by students and teachers in the implementation of YouTube Videos in EFL classrooms, such as inadequate school facilities (Nova, 2017), complicated assessment (Albantani & Madkur, 2017; Faridha, 2019), readiness in adopting the technology (Abdullah et al., 2020; Ismaili, 2013; Nova, 2017). Technical training is needed to solve teachers' problems (Albantani & Madkur, 2017; Nova, 2017). These challenges are invitations for future researchers to find innovations and alternatives to answer these challenges.

4. CONCLUSION

The present study aimed to review thirty-five research on the use of YouTube for improving students' English to summarize the types of videos implemented, and the benefits they offer. It revealed that the thirty-five articles had implemented six types of videos. Learning videos, movie videos, and short story videos were the most used type of videos with fourteen, nine, and eight studies. Storytelling videos, tutorial videos, and music videos were used in four studies. With the use of these six types of videos, these thirty-five studies reported beneficial supports for improving students' English in terms of their vocabulary, grammar, listening, reading, speaking, and writing skills, with improvements in their interest, motivation, and learning autonomy. These benefits, however, came with some challenges, both at the level of pedagogical and technology readiness. To solve technical problems, teachers need teachers to be motivated to improve their technical skills and provide training that improves their technical skills, supports their practices, and rewards their effort. These recommendations are necessary to ruminate, considering the many benefits of using YouTube videos in English classrooms. While stakeholders take action of the need for facilities and training for the teachers, researchers can contribute to these efforts by exploring more strategies to incorporate YouTube videos into the English classes. It is also recommended for researchers to explore more types of videos to be used for improving the students' English.

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