

YOUTUBE AS INSTRUCTIONAL MEDIA IN PROMOTING EFL INDONESIAN STUDENTS' SPEAKING SKILL

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Becoming fluent in English is one of the vital predictors determining successful language learning. Empirically, the lack of effective instructional media employed by English teachers often hindered students from achieving this goal. Integrating technology into English language learning is one solution to overcome these issues. The present study reviewed the integration of YouTube as instructional media in promoting EFL students' speaking skills. This study was a literature review following Aveyard's design by selecting journal articles published in reputable journals over the past five years used as the data sources for this study. The review revealed many benefits and opportunities obtained by integrating YouTube as instructional media in promoting EFL students' speaking skills both for teachers and students. The study concludes that YouTube is effective instructional media that can promote students' speaking skills, including 21st-century learning skills in the EFL classroom.

Keywords: *EFL; Instructional Media; Speaking; YouTube*

1. INTRODUCTION

Communicating fluently in English can be one vital predictor of successful language learning (Devana & Afifah, 2021; Kartini, 2021). However, there were several crucial problems faced by Indonesian students in achieving this goal, both internally and externally. Internally, for instance, having limited vocabulary often leads students to face difficulties in expressing their ideas using English orally (Aries & Islamiah, 2020). Besides, having a lack of self-confidence also contributed to causing this problem (Allo & Priawan, 2019). While externally, as they live in a non-English speaking country, students often use their mother tongue in daily communication. According to Thornton and Houser (2005), as cited in Azlan et al. (2019), using the mother tongue will give students fewer opportunities and exposure to practicing the target language effectively. Furthermore, the lack of effective instructional learning media also played a significant role in the current problem (Diner et al., 2021). Due to these factors, students became less motivated and interested in the speaking activities and became passive language students.

By considering the previous problems, teachers play a significant role in facilitating students to overcome them. Teachers' instructional media and techniques must be improved to provide a comfortable and supportive classroom atmosphere to make students interested and motivated to practice their speaking skills (Devana & Afifah, 2021). In addition, the rapid development of technology in this digital age as social media can be utilized in solving the current problem (Rosyida & Seftika, 2019). YouTube as one of the largest social media platforms has the potential to serve as a solution to the problem by integrating it into learning activities.

YouTube has become the most familiar learning multimedia in the EFL context (Meinawati, Rahman, Harmoko, 2020). YouTube has given millions of highly qualified educational resources to teachers and students (Mustafa, 2018). Since YouTube provides many videos, it can be used by teachers to present what should be taught more excitingly (Khoiroh, 2021). In addition, it will make students easier to understand the material and more interested to learn since it provides students with more visualization (Toffoli & Sockett, 2013 in Khoiroh, 2021). Integration of YouTube into EFL classes offers many benefits. For instance, students can produce videos for English projects (Mustafa, 2018). By creating their video project, they will have a chance to improve their creativity and speaking skills. Besides,

they will be able to improve their critical thinking in creating their English videos. Thus, YouTube provides students and teachers great opportunities as it has many channels which share interesting English videos where they only need to pick the most suitable videos based on their needs (Qomaria & Zaim, 2020).

Furthermore, YouTube offers advantages for students and teachers alike. First, students can have access to explore English videos and get connected with English speakers across the world to learn to speak effectively (Meinawati et al., 2020; Khoiroh, 2021). Second, students can watch English videos and use them as visual aids in improving their oral communication skills (Mustafa, 2018). Third, they can practice their speaking skills and pronunciation by observing how native English speakers act and speak appropriately from YouTube videos (Tarnopolsky & Degtiarova, 2003 in Meinawati, Rahman, Harmoko, 2020; Purnamasari, 2018). Fourth, it will make students accustomed to thinking critically, making them more independent in learning (Albantani & Madkur, 2017; Rachmijati et al., 2019). Fifth, Youtube can be learning media that promote students' autonomy (Sari & Margana, 2019). They can build their self-development, including critical thinking, creativity, communication, and collaboration outside the classroom, under their teachers' guidance and monitoring. Sixth, it is considered one of the most appropriate instructional media in the 21st century (Sari & Margana, 2019). Seventh, YouTube allows students to develop their problem-solving skills to obtain relevant information (Alwehaibi, 2015 in Ariantini et al., 2019). Lastly, implementing YouTube videos can make students more interested and motivated to practice their speaking skills. It provides students with interactive and authentic material, namely learning English directly from native English YouTubers (Wang & Chen, 2019).

Additionally, many studies have been carried out by previous researchers concerning the implementation of YouTube for promoting EFL students' speaking skills. Most of the studies investigated the impact of implementing YouTube on students' speaking skills (Hamad et al., 2019; Mustafa, 2018; Saed et al., 2021). Besides, some of the studies aimed at exploring the implementation of YouTube during the teaching and learning process, including the activities, the benefits, the challenges (Anggraini, 2021; Arianti et al., 2018; Ariantini et al., 2021; Meilinda, 2018; Qomaria & Zaim, 2021; Rachmijati et al., 2019). Several studies were carried out to examine the effect of before and after using YouTube on students' pronunciation, motivation, critical thinking, self-confidence, and interest in speaking activities (Meinawati, Rahman, Harmoko, 2020; Rohayati & Rachmawati, 2021; Sari & Margana, 2019; Syafiq et al., 2021). A study investigated the impact of learning English from native English YouTubers on L2 self-regulated learning (Wang & Chen, 2021). Then, the most important one was that some studies were conducted to investigate students' responses and attitudes toward the implementation of YouTube in the EFL classroom, especially during speaking activities (Binmahboob, 2020; Khoiroh, 2021; Maziriri et al., 2020; Purnamasari, 2018). Thus, YouTube as an instructional medium for teaching speaking skills has become an essential issue to be explored. Therefore, the current research aimed to review several related studies investigating the integration of YouTube as instructional media in promoting EFL students' speaking skills. Thus, the present study's findings are expected to contribute little to the study field of instructional media implemented in English language learning in EFL classrooms. Besides, it is also likely that the findings of the current study can give benefit and input educators and practitioners, specifically EFL teachers and students, to create an effective design for integrating technology-based instructional media in promoting EFL students' speaking skills.

2. RESEARCH METHOD

A literature review was employed to review related studies focusing on a similar topic as the current study, namely the use of YouTube as instructional media in promoting EFL students' speaking skills. Aveyard (2014) defines a literature review as the comprehensive study and interpretation of literature concerning the reviewed topic. The main goal of doing a literature review is to provide new insight and a greater understanding of the topic being reviewed by analyzing and synthesizing relevant existing literature (Aveyard, 2014).

The first step in doing a literature review according to this design is identifying the research topic. Based on the purpose of the study, the research topics selected for the

current study regarding the implementation, the benefits, and the opportunities of integrating YouTube in the EFL classroom contexts. The application used to receive the data source is Publish or Perish 8, while the websites are ERIC Institute of Education Sciences (<https://eric.ed.gov/>), Google Scholar (<https://scholar.google.com/>), Taylor & Francis Online (<https://www.tandfonline.com/>), and ResearchGate (<https://www.researchgate.net/>). In addition, to obtain the relevant journal articles according to the topic of the study, the filter is done from the search engines by entering keywords such as “YouTube”, “speaking skills”, “EFL”, and “instructional media”. Those are the criteria for gathering the current study’s relevant literature. After obtaining the data, they were analyzed and categorized based on the research topic, subject, method, findings, and conclusion. The analysis and categorization were made in form tabulation table listing each category mentioned previously. It was continued with mapping the articles containing the arguments in the present study, namely the integration of YouTube to improve students’ speaking skill. Then, the information presented in those articles were synthesized to answer the research question. After analyzing the articles, the next step was presenting the result of the data in the findings and discussion. The study results are categorized based on the implementation, benefits, and opportunities to integrate YouTube as instructional media to promote EFL Indonesian students’ speaking skills.

3. FINDINGS AND DISCUSSION

The advancement of technology in this digital age as social media, has brought so many positive impacts on the development of the educational field. Kinds of technology and social media, namely YouTube, can be integrated into learning activities. Undeniably integrating YouTube into English language learning has contributed to promoting EFL students’ oral communication skills based on recent studies. The study’s results indicated the implementation, benefits, and opportunities of integrating YouTube into English language learning to promote EFL students’ speaking skills. The data regarding the findings in this study was obtained from analyzing journal articles concerning the integration of YouTube as instructional media in EFL classroom contexts. Based on analyzing those studies, there were several main points obtained regarding the implementation, the benefits, and the opportunities of integrating YouTube in the EFL classroom contexts as follows.

Previous researchers have studied the implementation of YouTube in EFL classrooms. Arianti et al. (2018) conducted library research. The study explored YouTube as media in developing activities in the EFL classroom. The study found that using videos in classroom activities can create students talking time. Further, teachers can set several speaking activities using videos such as role-playing, discussion, and problem-solving. A Classroom Action Research (CAR) conducted by Anggraini (2021) focused on implementing YouTube videos as media for improving students’ speaking skills. She found that the classroom atmosphere improved after using YouTube as instructional media. Meinawati et al. (2020) also conducted a similar study using classroom action research design during teaching speaking by implementing YouTube. It was found that YouTube provided videos that can assist students in speaking confidently and expressively based on certain language expressions in English. This indicated that the implementation of YouTube in EFL classroom contexts showed that the classroom atmosphere could become exciting, and many speaking activities can be done through YouTube.

Additionally, using other techniques can support the implementation of YouTube in EFL classrooms, especially in teaching speaking. For instance, a study by Meilinda (2018) aimed to determine the significant difference in speaking skills between the experimental who were given the intervention using YouTube videos with a snowball throwing technique and the control group. There was a substantial difference in speaking improvement between students in the treatment group and those in the control group. It indicated that integrating specific teaching techniques with YouTube can be cultivated to get an optimal teaching experience from this social media platform.

Interestingly, the implementation of YouTube in EFL classrooms was perceived positively by teachers and students. Several studies found that students and teachers had positive responses, attitudes, and perceptions toward implementing YouTube in EFL

classrooms, especially in speaking activities (Purnamasari, 2018; Binmahboob, 2020; Maziriri et al., 2020; Khoiroh, 2021). In addition, some previous studies have studied the benefits of integrating YouTube into English language learning. Many benefits are obtained from integrating YouTube into speaking activities in the EFL classroom contexts. Students' speaking skills significantly improved since the teachers integrated YouTube, including their vocabulary, fluency, pronunciation, intonation, and coherence, into the teaching activities (Mustafa, 2018; Rachmijati et al., 2019; Sari & Margana, 2019; Syafiq et al., 2021; Hamad et al., 2020). It indicated that integrating YouTube into speaking activities had given evidence of promoting EFL students' speaking skills and other language components in EFL classroom contexts.

Finally, integrating YouTube into the EFL classroom can also provide teachers and students with many opportunities. According to recent studies, besides promoting speaking skills Youtube also allows students to enhance their self-regulation (Wang & Chen, 2020). Youtube offers more flexible and exciting learning. Another study by Sari & Margana (2019) found that YouTube supports students to practice autonomously. Further, it was also found that YouTube is an effective instructional media that was suitable for building the character of 21st-century learning skills. It indicated that integrating YouTube into the EFL classroom context offers students and teachers opportunities to develop the 21st learning skills.

Youtube Integration to Improve EFL Students' Speaking Skills

The study's findings revealed that YouTube could increase students' speaking skills. Most of the previous articles found that using YouTube as a learning medium significantly improved students' speaking skills. YouTube has proven that students' speaking skills increased before and after implementing YouTube as learning media revealed by the result of their speaking test (Meilinda, 2018; Rachmijati et al., 2019; Anggraini, 2021; Saed et al., 2021; Hamad et al., 2020). Based on the result of these studies, it can be assumed that there was a significant difference before and after implementing YouTube within the speaking activities in students' speaking improvement. It was found that students were more interested, enjoyed practicing their speaking, and increased their motivation to speak English. In addition, it was also found that most passive students became more confident when speaking in English through YouTube videos since they felt more comfortable and interested in sharing their speaking to many people anytime and anywhere. In line with those studies, Qomaria & Zaim (2020) state that implementing videos in EFL classrooms can result in high motivation and an enjoyable learning environment since it gives authenticity to students to study with the use of video materials both inside and outside the classroom.

The result of the study indicated that YouTube could increase students' learning motivation. It was proven by several Classroom Action Research (CAR) studies conducted to implement YouTube as instructional media in improving students' speaking skills in EFL classrooms. Based on the result of these studies, it was found that students felt more interested and motivated during speaking activities as they could get more visualization and better understanding from the videos (Anggraini, 2021; Syafiq et al., 2021). Furthermore, it was found that the average speaking point of students was increasingly improved starting from the first to the last cycle. This improvement showed that YouTube assisted students in receiving English material, especially speaking skills, in more exciting ways. In addition, by implementing YouTube as an instructional media, students could practice their pronunciation, enrich their vocabulary, and make it easier to find an idea to produce sentences in English. In line with Syafiq et al. (2021), it was also found that YouTube videos as English learning material improved the speaking skill of students, including fluency, vocabulary, pronunciation, grammar, and content. Thus, YouTube was an effective learning medium that could improve students' speaking skills, including other language components.

Furthermore, the present study found that YouTube can be integrated with other teaching techniques to teach speaking in the EFL classroom. For instance, it was found that enhancing students' speaking ability was practically using the YouTube videos with the snowball throwing technique. Those who were given intervention outperformed those who were not given. Based on the result, it can be assumed that integrating YouTube with the snowball throwing technique successfully encouraged students to have better speaking

ability (Meilinda, 2018). This finding was supported by Meinawati et al. (2020) state that teachers need to prepare their teaching plans, including their technique and strategy, to effectively implement the video materials in reality to achieve their learning objectives. Thus, it can be assumed that integrating YouTube videos with other teaching techniques can be one of the innovative ways to optimize the effectiveness of the media in the EFL classroom.

Positive Perception on YouTube Integration to promote 21st Century learning skills

Additionally, the result of recent studies indicated that both students and teachers positively perceived the implementation of YouTube. Recent studies found that students and teachers positively perceived using YouTube in speaking activities (Arianti et al., 2018; Purnamasari, 2018; Binmahboob, 2020; Maziriri et al., 2020; Khoiroh, 2021). Implementing YouTube videos in the EFL classroom gave teachers and students opportunities to access great educational resources (Mustafa, 2018). In addition, teachers use those resources to present their materials more excitingly (Khoiroh, 2021). Teachers can use YouTube videos to build students' background knowledge and bring real-life language context into the classroom. Students can easily understand the material since it provides more visualization (Toffoli & Sockett, 2013 in Khoiroh, 2021). Last but not least, students can have a greater chance to improve their creativity and speaking skills by producing their video projects on YouTube (Rohayati & Rachmawati, 2021). Thus, YouTube was perceived positively by students and teachers since it provided them with a bunch of opportunities for a new way of teaching and learning language-based technology integration.

The present study indicated that YouTube could promote students' 21st-century learning skills. Recent studies found that YouTube as learning media was appropriate for 21st-century learning skills (Sari & Margana, 2019; Rohayati & Rachmawati, 2021). Based on the studies, it was stated that implementing YouTube videos significantly improved students' 21st-century learning skills, namely creativity, critical thinking, communication, and collaboration. In addition, YouTube has proven to support students' autonomy and proactivity since it makes students accustomed to thinking critically, making them more independent in learning. For instance, when they were assigned to make a video project with a group of students. They would put much effort into making suitable content with the material given by the teacher. They would train their critical thinking and communication skill to discuss the project with the group. At the same time, they will collaborate with their team to decide what the best for the videos. After all, they can share their brilliant creativity towards the detail of the video project they made. Wang & Chen (2020) state that integrating YouTube videos can stimulate students' autonomy, proactivity, and self-regulated learning since they can obtain a lot of cultural background information from the native English Youtubers, shaping their attitude towards learning the materials. Similarly, Rohayati & Rachmawati (2021) also found that making video projects on YouTube can develop students' creative and critical thinking skills, including their awareness of digital literacy skills. Additionally, Alwehaibi (2015), as cited in Ariantini et al. (2021), states that since a wide range of content is shared on YouTube, it gives students opportunities to develop their problem-solving skills to obtain relevant information from this platform. Therefore, YouTube was highly recommended to be implemented to promote students' 21st-century learning skills in the EFL classroom.

The result of the present study implies that YouTube is an effective instructional medium in increasing students' language and 21st-century skills. The majority of the students acknowledged that YouTube motivates and boosts their interest both in practicing speaking English and improving their speaking skills. Besides, English teachers perceived the utilization of YouTube in English language teaching positively since they can modify their teaching techniques to integrate YouTube in EFL classroom contexts. Therefore, since all of the studies have proven that the use of YouTube in teaching speaking benefit the teachers and students, it can be assumed that YouTube is one of the best instructional media-based technology in promoting students' speaking skill in 21st-century learning. There is an opportunity for future studies to explore different teaching techniques and speaking activities that could be integrated to get a better teaching and learning experience using YouTube. This study was limited regarding the language skill and subject being explored. Thus, future studies are suggested to investigate the implementation of YouTube as instructional media in

other language skills, components, and levels of students. Therefore, it is also indicated for future studies to examine the obstacles students and teachers face while integrating YouTube into EFL classrooms in promoting other language skills such as listening, reading, and writing.

4. CONCLUSION AND SUGGESTIONS

Students can improve their reading skills with the help of ICT tools like Wordwall. Wordwall platform can be used to increase students reading interest by choosing the appropriate learning activities for the students. This media or games can track the progress and proficiency of students. As a result, students benefit from the application. Students will have more fun learning online if they use this app. The teacher also easier to check students' work, and they do not need to check it individually. This platform can be one teaching innovation that can assist teachers in creating joyful learning for the students.

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