

THE RESEARCH REVIEW ABOUT USING YOUTUBE ENGLISH CHANNEL IN IMPROVING STUDENTS' ENGLISH FOREIGN LANGUAGE SKILLS

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ABSTRACT

The YouTube app is a platform that allows users to upload creative and informative videos and then show them to other users. YouTube users are spread worldwide, including Many native English speakers and English language experts who are also involved in creating English language channels through YouTube that allow viewers to learn English from authentic sources. However, there are not many research studies that discuss the use of YouTube videos to improve English learning. The primary purpose of this research is to explore a preliminary study of the use of YouTube channels related to learning English. The research focuses on improving students' English skills. The technique of collecting data is that the researcher focuses on articles retrieved through internet search engines in the last four years, starting in 2019 and ending in 2022. The articles were selected manually and reviewed systematically—search keywords related to YouTube English Channel. Then, the findings were reviewed and categorized into two problems: the effectiveness of using English YouTube Channels based on the participant's point of view and implementing YouTube Videos as Learning Resources in English classes to improve specific language-Skills. The results show several articles reveal positive indications of using English learning resources through the English YouTube Channel. English Language Education Practitioners can find this valuable knowledge in conducting practical learning and developing various instructional tasks based on the YouTube English Channel Platform in developing EFL students' skills.

Keywords: EFL, English Study, Online Learning Media, Speaking Skill, YouTube English Channel.

A. INTRODUCTION

In its history, YouTube was introduced in 2005 as a new platform allowing people to share their self-produced videos online. The YouTube name itself is rapidly growing into the most popular platform under the auspices of Google Inc. (Dijck, 2013), which offers less than two billion videos daily. It can attract audiences many times compared to local television broadcasts (Gilbert, 2018)—with the ease of sharing videos, the users, both native and non-

native English speakers, also come up with English learning content that is accessible to viewers who can store the videos for learning purposes in favorite-part of their account (Mullen & Wedwick, 2010). This phenomenon triggers educators to build creative ideas to utilize the videos available on YouTube as supplementary material in language classes. The used methods are also very diverse, such as YouTube videos can be observed through sight and sound where creative teachers can easily find new ways to use them in the process of learning active skills: listening and speaking, by applying conversation analysis activities, movie trailer voiceovers, Famous movie scene reenactments, and Vlogging, while learning passive skills: writing and reading through YouTube Video, the teacher can apply Note-taking and summarize (Watkins & Wilkins, 2011). However, the vast open access to a variety of available content requires a practitioner to critically select video material based on educational and cultural values to achieve learning objectives (Jones & Cuthrell, 2011).

An educator must critically examine material from the YouTube Platform by looking at several aspects: credibility, accuracy, fairness, and support, where the credibility of the video is supported by accurate information about the video, who is the maker, and where the source of the video come from and so on (Harris, 2010). Conversely, implementing English learning material with the help of the YouTube video must meet these criteria or whether it is acceptable to give learning assignments in a language class. Previous Experimental Research found that YouTube video in studying spoken English discourse plays an essential role in improving the proficiency of Saudi EFL students. The experimental group student results revealed positive gains through video elements in teaching, which made learning more effective and interactive because it kept students engaged in the real scenario of the target language (Albahiri & Alhaj, 2020). Other research does not focus on improving skills. However, it looks for general views of audiences who use YouTube videos in learning, such as the qualitative study focused on the views of Korean international students studying in the U.S., where the researchers examined how the use of YouTube Video contributes to students' linguistic and cultural diversity. The findings reveal that YouTube helps broaden students' understanding of cross-cultural perspectives, where YouTube Videos direct students to develop content knowledge and English skills in real situations that can be practiced directly (Kim & Kim, 2021).

Judging from the state of the COVID-19 outbreak around the world, many studies in the last four years have discussed how the YouTube platform is seen as an intervention that can provide benefits as supplementary material for learning English, and many of these YouTube interventions are researched to find answers that YouTube English Video can improve students' English skills. The example studies are the study on improving young learners' vocabulary using YouTube English videos (Hariyono, 2020), Improving students' Vocabulary with YouTube video integration clips during reading activities by applying experimental research in an intensive English course at King Abdul-Aziz University (Kabooha & Elyas, 2015), improving EFL Learners' Speaking skills with several platforms: YouTube, Skype, and WhatsApp (Mustafa, 2018), finding the novelty of grammar videos on three Brazilian YouTube channels dedicated to EFL teaching (Azevedo & Matias, 2019), and many more. However, from all the research finding mentioned, this study is interested in collecting all researches related to improving students' English speaking skills by using YouTube Videos available on the YouTube English Channel, as well as collecting various researches that discuss how to conduct learning assignments by making videos in English and uploaded on the YouTube Platform improve student confidence and other aspects of speaking skills. In other words, this research aims to collect scientific evidence that YouTube English videos can improve one's English language skills and what kind of videos can be applied in English classes. So that at the end of this study, readers, researchers, tutors, and policymakers get a new perspective on applying appropriate learning methods for language classes to achieve communication purposes.

A Qualitative-Systematic Review (QLSR) of articles about enhancing English skills using English Video on YouTube Channel. The limitation of the study is that the analysis only focused on teaching English and narrowed it to the active skills of English: speaking skill.

B. METHOD

QLSR is a form of secondary data analysis in which the major activities of the systematic review were scoping, selecting, identifying, and evaluating the primary scientific papers about using YouTube Channels that provides English Lesson in order to improve the skills of

EFL Students (Siddaway, Wood, & Hedges, 2018). This study followed several steps in analyzing the data as follows:

1. Scoping data

As a first step in conducting a systematic review, the researcher collected vital issues regarding using YouTube videos in teaching English. The data were filtered by following several criteria such as type of publication, availability of access, age level of participants, research methods used in a reference article, English skills focused on analyzed, the speaker in a video-a native speaker or not, and the period of the article retrieval on the search engine. Subsequently, the researcher put the data into two categories: Inclusive and Exclusive. Inclusive data is a characteristic of data that belongs to this study to be analyzed. In contrast, exclusive data is the data that is not included in the desired conditions in this study (see table 1).

Table 1. Data Selection Criteria

No.	Types of Criteria	Criteria	Inclusive	Exclusive
1.	Publication	Journal Articles	X	
		Conference Articles	X	
		Thesis/ Final Papers		X
		Books		X
2.	Access	Online	X	
		Offline/Printed		X
3.	Participants	<i>Adolescence</i> (puberty through age 18)	X	
		<i>Young adulthood</i> (18 to 22 or 18 to 25)	X	
		<i>Later adulthood</i> (mid-20s and older) (MIT, 2018)	X	
		Experimental	X	
4.	Research Method	Survey		X
		Case Study	X	
		Quantitative	X	
		Qualitative	X	
		Mixed Methods		X
5.	English Skill	Reading		X
		Listening		X
		Speaking	X	
		Writing		X
6.	Speakers of YouTube Video	Native English	X	

		Non Native English	X	
7.	The last 5 years Articles	2018		X
		2019	X	
		2020	X	
		2021	X	
		2022	X	

2. Selecting and Screening the article

The researcher collected the data from academic database, namely Google Scholar, Cambridge Core, Pro-Quest, and EBSCO Essential in the last 4 years since COVID19 has plagued the world so that language learning in the class has shifted from offline to online teaching, in some cases blended learning between online and offline, that's where the use of YouTube videos regarding the English language is growing very rapidly.

During the search for articles that match the criteria, the researcher spent two phases of the search time where the used methods were screening on the article title and abstract to recognize the data belong to inclusive or exclusive data. In the first phase, the researcher considered the keywords used in the search, namely "YouTube English", "YouTube English Teaching" and "YouTube English Video". In this phase, 33 articles were obtained about research of YouTube video as intervention variables in improving English teaching. However, in this phase, the activity did not choose the data based on the participant's age and certain English skills. In the second phase, The researcher began to narrow the search for YouTube research with the keywords "YouTube Speaking Skills" and "Improve speaking skills through YouTube", and the next step the researcher began to filter articles that matched the age criteria of the participants, Speakers of YouTube Video, research method that used and the most important one was that the article should be in the last 5 years. The final result is 7 data matching to the selection criteria.

3. Eligibility

In this step, the activity is to read the full text of articles to determine their eligibility for inclusion. The researcher need to consider sensitivity to specificity in order to filter the full-

text version of potentially eligible articles to see if each article related to *The use of YouTube English Video in improving speaking skill* is indeed appropriate for inclusion (see table 1).

C. FINDINGS AND DISCUSSION

1. The Data Collection based on Selection Criteria

Table 2. The retrieved articles on intervention of YouTube English Video in Enhancing Speaking Skill

No.	Author, year, Country	Study	N	Participants	Research Method	Intervention	Main Result
1.	(Harianja & Fibriasari, 2019)	to improve the speaking skill for the students who take the oral expression Course.	10 students in small-scale field trials and in large-scale field trials comprised of all students who were taking Production oral 1 courses consist of 30 students	Young Adulthood	the R & D (Research and Development) approach	designing the appropriate material that will be included in the expression <i>orale</i> learning video and then designing the product that will be created, namely media of learning videos for French expression <i>orale</i> in the third semester	The result of product research and development: -The videos needed are in the form short and based on local culture -learning videos of French Expression oral for the third semester consisting of several themes: faire des achats, transportation with a duration of three to five Minutes.
2.	(Binmahboob, 2020)	to examine the perceptions of English instructors of using YouTube to improve the speaking skills of the students in the secondary stage in Saudi Arabia	30 EFL instructors in The secondary stage in Riyadh city, Saudi Arabia	Later Adulthood	Mix Method: The qualitative and quantitative approaches	Implementing YouTube Video on previous research and after the treatment, the researcher distributed the questionnaire	A. EFL Teachers' Perceptions tend to agree with: - YouTube videos help students make inferences about what is not stated - YouTube videos help students guess the meaning of unfamiliar words. - Watching YouTube videos help students improve their speaking skill.

							<p>B. EFL Teachers' Attitudes toward the study tend to agree with:</p> <ul style="list-style-type: none"> - They will have more YouTube-related class work - Using YouTube videos in language learning decreases students' anxiety in the class. - easy to find materials in English language learning on YouTube.
3.	(Meinawati, Rahmah, Harmoko, & Dewi, 2020)	implementing YouTube as a method for teaching speaking in order to increases students' Enthusiasm for learning.	A female-class at 10 graders in SMA IT Rahmanyah (not mention the number of audience).	Adolescence	A Qualitative Descriptive	using YouTube as the media to help school teacher teaching speaking skill	The performance score of students increased from pre-test to post-test and it proved that the students were more expressive and not to worry making mistake in speaking English.
4.	(Syafiq, Rahmawati, Anwari, & Oktaviana, 2021)	to examine how YouTube video improve students' speaking skill during online learning in the pandemic COVID-19	85 of 205 students, it was taken by purposive sampling	Young Adulthood	A Classroom Action Research	YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19	The English Videos on YouTube platform which were utilized in teaching English were proven to improve students' speaking skills and increased motivation during online learning at Covid-19 pandemic, which the results speaking tests in each cycle reveals the positive outcome.
5.	(Amira & Amri, 2021)	To analyze the students' final assignment in speaking class in form of short drama (Making video for YouTube) based on speaking rubric score	19 students in the third year of English Department of Universitas Asahan 2019/2020	Young Adulthood	A Descriptive Research.	Using project based learning approach such as making English Video and upload it on YouTube as the final purpose	The main result reveals that the average score of students' speaking ability on the YouTube video project was 75,16% categorized as Good toward speaking components in the rubrics and means that the students' speaking ability

			academic year				on YouTube video project can trigger succeed in having Speaking performance such as being creative and confident in front of camera.
6.	(Abidin & Ngadiman, 2021)	To examine whether YouTube have different effects on three aspects: grammar, vocabulary, pronunciation in Students' speaking ability, and To analyze highest effect toward speaking aspects on this study	30 students who often watched YouTube and 30 students who seldom watched YouTube as the participants	Adolescence	An Ex Post Facto research design	A questionnaire and a speaking test	The study convincingly revealed that YouTube had become an effective way for autonomous learning. Students who often watched YouTube autonomously speak better than those who seldom watched YouTube. Among the linguistic aspects (grammar, vocabulary, and pronunciation) of speaking ability, students acquired English vocabulary at the best.
7.	(Saed, Haider, Al-Salman, & Hussein, 2021)	To examines the effectiveness of using YouTube videos in teaching the speaking skills among English as a Foreign Language (EFL) students in Jordan.	80 students attending Oral Skills classes in the English Language and Literature Department at a private university in Jordan	Young Adulthood	Experimental Research	Teaching speaking skill using supplementary material from YouTube Video for control group	there is significant progress in control group, the students' scores improved after getting treatment to a 16-week teaching course

2. The intervention and the effectiveness: the use of the YouTube English Channels based on participants' point of view.

The research found one article that discuss participants' perspective after getting some treatments in enhancing English speaking skill with the intervention of YouTube Video. Based on the result of the article, EFL Teachers' Perceptions tend to agree with: YouTube videos help students make inferences about what is not stated, help students guess the meaning of unfamiliar words, and watching YouTube videos help students improve their speaking skill. Meanwhile, EFL Teachers' Attitudes toward the study tend to agree with: having more YouTube-related class work, Using YouTube videos in language learning decreases students' anxiety in the class, and easy to find materials in English language learning on YouTube.

3. The intervention and effectiveness: the application of YouTube Video as Learning Sources in the English class to improve speaking skill

Research using the Research and Development approach method has succeeded in testing English-language Youtube videos that are acceptable and easy to understand by the audience, which is short and contain local cultural content owned by students. Then several studies analyzing, examining, or implementing youtube English videos in the study found that English Youtube videos, both as students' final assignments in learning or additional assignments outside of learning, the students were able to create good speaking skill performance.

Most articles also showed that the teacher or tutor factor in the classroom was significant as someone who directed students to find authentic learning resources. He/she plays a role in the success of the students themselves. Supposedly, even without a teacher, students can freely access YouTube and which videos they like to watch. However, if teachers take advantage of this self-study access to control students' activities and control which videos are worth watching and valuable in improving English speaking skills, then they can ensure that the increase in students' abilities is achieved at the end of the lesson

D. CONCLUSION

YouTube English Video is often used and shows a positive impact on the development of students' English speaking skills. Audio Visuals offered on the YouTube Platform and various speakers' creativity is the main attraction for foreign language learners. So YouTube Video can be a learning approach either as a single intervention or integrated with other learning approaches or tools in most studies that review the implementation of YouTube Video. Meanwhile, there are still few empirical studies regarding the application of making personal videos using English and uploaded on YouTube. Project-based learning can potentially improve the development of students' thinking and creativity in creating content for educational purposes. However, control from an expert in making YouTube English Videos is needed so that the content does not deviate from the social and cultural norms that apply in the world of education. It is also recommended that future studies research using YouTube videos can be carried out in many other foreign languages by focusing on the skills of interest.

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