

Impact of Educational Youtube Videos on EFL Students' Speaking Fluency in Indonesian Secondary Schools

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Abstract

Improving speaking fluency remains a challenge for EFL students in secondary schools, highlighting the need for innovative teaching methods. Fluency involves expressing oneself naturally, without frequent pauses or hesitations, and participating in conversations confidently. Educational YouTube videos, designed to teach or share knowledge, engage viewers through both visual and audio elements, making them effective learning tools. This study explored the use of YouTube videos to enhance speaking fluency among EFL students. A quasi-experimental design was employed, with 65 participants divided into an experimental group, using YouTube videos, and a control group, using educational podcasts, over the course of one month. Results indicated a significant improvement in speaking fluency, with the experimental group scoring 655 compared to the control group's 455. The findings suggest that using YouTube videos can be a more effective tool for improving speaking fluency than traditional methods. This study provides a reference for future research in the field, encouraging further exploration of innovative approaches to language teaching and fluency enhancement.

Keywords: Effective Teaching; EFL Students; YouTube Video; English Proficiency

INTRODUCTION

Speaking is one of the main challenges in learning English because speaking itself determined how one could understand a topic of conversation or what was being discussed, as cited by Litman et al (2018) the use of oral language to interact directly and immediately with others. Speaking is a crucial aspect of learning a second language, as it helps students develop their skills and communicative competence. According to Permana et al (2021), effective speaking enables students to express themselves clearly and use the language proficiently. Hasnidar et al (2019) said speaking is one of tools or elements of communication. As a human being, all of them always need communication to express our idea to do everything. Most students in English classes had a fear of speaking directly in English because they didn't know what to say, and they only read from books or dictionaries. It meant that students couldn't speak and had issues with their knowledge. Various types of learning have developed as a consequence of the improvement of media technology, information, and communication, and these have entered the world of education, which has become sufficiently flexible to accept a broad variety of educational methods and types. Over the decades, advancements in technology have significantly influenced how we work, learn, and communicate. Wijaya et al., (2022) stated The development of Information and Communication Technology (ICT) directly affected various sectors of life, one of which was the world of education. With the growth of media in the educational field, it has become necessary for teachers to provide teaching abilities appropriate to the media used. Learning videos are one type of learning material that emerged as technology advanced. Learning through videos is one type of media that can encourage students to study actively, comprehend information thoroughly, and maintain attention, as per Tri et al (2020).

YouTube was highly used by teenagers, not only for learning but also as a medium for entertainment, information, and creative content creation. According to Jiménez & Vozmediano (2020), YouTube was a web platform for sharing and watching videos. It offered a wide range of formats and audiovisual content, of amateur and commercial origin. Visual and auditory tools have a great role in teaching. According to Smagulova et al (2021), auditory tools are highly beneficial for mastering language use and pronunciation. Visual learners, on the other hand, benefit from pictures, diagrams, videos, and written explanations. Students who learn through auditory means typically engage more with dialogues, enjoying the process of listening and repeating them both aloud and internally. The multimedia resources offered through YouTube have made it a promising platform for learning. The researcher aimed to further explore the use of YouTube in supporting students' learning, particularly in developing their EFL speaking skills. YouTube had become a widely used application with the potential to enhance English lessons. Additionally, the researchers sought clear results regarding the impact of educational videos on YouTube on students' English skills. The researcher also used YouTube as a tool to bring English lessons, especially in speaking, to students and improve their abilities. YouTube, as an audiovisual medium, was able to help students learn and be entertained at the same time, making students feel relaxed and more comfortable within the context of speaking ability, in all of these explaining it should make the EFL learning challenged and would be a new method with variety types of learning. Previously, researcher conducted pre-observation with several students about their preference about the teaching media used by their teacher. They said that it was easier for them to understand material presented visually and auditorily compared to just listening. According to the students, it is easier and more comfortable to use varied media, such as YouTube, which offers many variations of learning. This approach helps them stay more focused and makes learning feel more enjoyable.

Compared with Cahyana (2020), the research discussed the use of YouTube Video in learning English as a foreign language and asked the student's opinions about English speaking skills on its improvement. The similarity of this research was about the improvements in English skills after the implementation of YouTube videos. The result of this research shows the positive impact and helps the teacher deliver the topic of English to students. However, the improvement of the skills is not described certainly, in this research the researcher would conduct detailed research about speaking skill and their types.

Based on the context above, the researcher interested in knowing the effects of using educational YouTube videos to improve EFL of secondary school students' speaking skills and comparing these results with those achieved through the use of podcasts. The using of Educational YouTube videos, was in the reach of the students and more completely access with various types of educational videos when students try to find good comprehension while do a self-learning at home. The research objectives of the study were to measure the effect of educational YouTube videos on secondary school students' speaking ability, and to measure on EFL of secondary school students' speaking ability using various learning method.

METHOD

The research took place at a Senior high school at a district. The time allocated for the research to yield maximum results and findings was two weeks. The population for this research consisted of 10th students at Senior high school in a district (5 classes). For sample selection, the researcher utilized the cluster sampling technique, the research was conducted in two classes, and it was coordinated with students and school authorities. The selection of these classes resulted in a sample size of 65 students who participated in the measurement of their English speaking fluency through educational YouTube videos, with the average age of the

students at 16 years old, with the background language not mastery English and in amateur English basic experience. With before using sampling cluster technique, the researcher give explanation about the two group that the research will focused on the speaking fluency, and ask the students to try their best according to the group, using educational YouTube videos or Educational Podcast. Because of ethical aspect, the teacher and students privacy will be respected, and therefore no names will be mentioned in this research. The research in the first year students, if the students could make simple discussion within the result after accepting the condition from each group, it would simply make a move for the ethical consideration in this research especially the speaking fluency. The researcher used experimental research with a quasi-experimental design, these are some of explanation of the research design, from Matthew (2018) A quasi-experiment is a study, either conducted prospectively or retrospectively, in which patients or groups of patients choose (or are assigned by their providers) one of several treatment options to evaluate the real-world effectiveness and safety of non-randomized treatments. Although quasi-experiments are observational and closely resemble randomized controlled trials (RCTs), the main distinction is that patients select their treatment rather than being randomly assigned. This research involved two variables: the dependent variable was students' speaking fluency in English class, while the independent variables were educational YouTube videos and English podcasts. The researcher used educational videos from YouTube based on the students' grade level and lesson requirements, customizing the learning materials accordingly. The criteria for choosing educational YouTube videos were: a brief duration of 10-15 minutes, explanations primarily in Indonesian, inclusion of animations, and content that aligned with the relevant curriculum. It's important to note that YouTube hosts a wide range of videos that may be subject to copyright, and the researcher included the video links used during the study in the references for documentation.

The educational YouTube videos were the videos that fill with the general or specific material that match with students materials for daily learning English or based on the curriculum, with the short or long length videos, it capability to fulfill the material simply to students, and easy to reach from anywhere at any time, it reverse to the students any method would like to matched, if the students do the understand with completely correct, whether the students on the first years it still compact. On the other hand, podcast served students with simple way to study, with the long conversation between people with several topics that matched with students materials of English, students could mimic podcast conversation and try to enhanced students' speaking fluency. These two materials aligned with the curriculum and learning objectives as long as students do the compatibility with students' level of English, with the topics that occurs on students' English learning objectives. The research instruments used in this study were tests (pre-test and post-test) and documentation that adapted from Deva Septi Marlina (2021) study at UIN Sulthan Thaha Saifuddin Jambi, which focused on using video to improve the speaking skills of 10th-grade students at State Senior high school 10 Kota Jambi. The test material was validated by the researcher and a teacher of state senior high school 10 Kota Jambi to ensure its alignment with the current curriculum. The test consisted of items related to the following item specifications:

- a. Asking and giving information about oneself and others
- b. Giving congratulations and compliments
- c. Asking and giving information about a place
- d. Reflection

In this research, learning was conducted for 1 hour over 4 meetings with the time that using by the school, with the aim of helping students understand and appreciate audiovisual texts in English using educational YouTube videos. The competency standards consisted of understanding the meaning of functional written texts and complex essays in the context of everyday life, as well as composing functional written texts and complex essays in the same

context. The learning methods used are group discussions, video screenings, and question-and-answer sessions. The learning steps are as follows :

Table 1. Learning Steps

No.	Steps	Time	Sturcture
1.	Introduce	10 minutes	a. Introduce today's learning topic about essay text structure in English. (5 minutes) b. Explain the purpose of using YouTube videos in today's lesson.(5 minutes)
2.	Main activity	30 minutes	a. Play a previously selected educational video containing examples of essays in English(20 minutes) b. Students were asked to actively note important points in the essay (10 minutes)
3.	Discussion and Analyze	15 minutes	a. Students are asked to actively note important points in the essay(10 minutes) b. Compare the points recorded with group friends(5 minutes)
4.	Closing	5 minutes	a. Ask students to express their opinions about the video b. Link today's learning to their own essay writing practice in the future

The researchers divided the sample into two groups, Group A and Group B. A pre-test was administered to assess the English speaking skills of the students. One group was assigned as the experimental group and the other as the control group. In the control group, podcasts served as the main medium for distributing the subject matter, and an English post-test was conducted afterward. The experimental treatment was given to the experimental group, this was the educational YouTube videos integrated into the lessons. In the experimental group, the same pre-test as the control group was administered and integrated the lesson with the educational podcast. However, as the treatment, the researcher used educational YouTube videos. The video used in this study is from Betterfly English Chanel entitled “Self Introduction, Perkenalan Diri, how to Introduce Yourself in English”. At the end of the sessions the researcher give reflection to the students on each group to strength students’ comprehension. The pre-test, before introducing the test and begin the class, the researcher would give the students pre-test to clarity the ability of the students on each group, this pre-test have a general question about the topics for introducing about oneself and other, complimenting, and asking for giving about place, the students freely to choose the topics with no intention from the first about the test. For the post-test, come after the integration of the treatment variables on each group, with the exact same topics and same conditions. With the specific aspect to do the conversation with the classmates in the front of class. The training given to the rater was the understanding about the fluency, each words that occurs by the students, intonation and the clearly words become the rater main point to put the value on the students speaking fluency. The final decision was whether using educational YouTube videos would influence students' speaking ability and its improvement compared to using educational podcasts. There are five assessment categories in this study: vocabulary, grammar, pronunciation, overall fluency, and interaction. The final score, which ranged from 0 to 20, was used to determine the final speaking assessment based on categories.

The researcher calculated the total score as a percentage of the maximum score (20) and assessment categories (5), resulting in a total score out of 100.

Table 2. Scoring Criterion

No.	Score	Categories
1.	1-4	Not able to perform
2.	5-8	Inadequate
3.	9-12	Needs improvement
4.	13-16	Meets expectation
5.	17-20	Exceeds expectation

Afterward, a post-test was conducted to assess the results of both groups, and the difference between the average scores of the experimental group and the control group was computed. The data collected from the oral test will be analyzed quantitatively, the research will using JASP software (JASP Team, 2024), to perform data analysis. The steps as follow, in this research analyze through quantitative and determinevalue:

1. Finding out the mean;
Find the mean to know the exact average number that come in the research in each group
2. Follow to finding out the modus of the data;
Find the modus of the data to know the number that occurs the most in the research in the each group.
3. And the data value from standard deviation;
The use of standard deviation to know the exact number that occurs to know the specific number to come in scoring criterion.
4. To know the data is homogeneity;
The use of homogeneity test is to know that the data show two or more group of sample data have taken away from the exact same population that have a same on variances.
5. To know the normality of the data.
To know the data that includes was in the population that have a normal distributed

The data analysis process in this study involved the use of JASP statistical software (JASP Team, 2024) and the t-test formula. The t-test is a parametric statistical test utilized to evaluate the significance and relevance of one or two sample groups, with the aim of accepting or rejecting the data based on the hypothesis. The paired t-test was applied to assess the impact of teaching methods such as YouTube and educational podcasts on English speaking skill improvement. A test was considered significant if the p-value was less than 0.05. On the other hand, the independent t-test was used to compare the mean differences between the two groups, experimental and control, to ascertain the effect of using YouTube as a teaching medium versus using a podcast as a teaching medium. Moreover, the assumptions that come in the project was several students had a basic speaking and want to continue to enhance and improve the speaking skill in this term was fluency, and also to measure students' ability with the media used, with the main media was educational YouTube videos and educational podcast. It seen from the result of post-test after received treatment based on each group, the score occurs much higher result and average scoring criterion for the students were in the "meets-expectations".

RESULTS AND DISCUSSION

Results

This study was conducted at Senior high school at district which has a population of two classes of 10th-grade students, comprising 65 students. The students were given a pre-test, a treatment, and a post-test. The researcher divided the sample into two groups: one as the control group and the other as the experimental group. During the first meeting, the researcher asked students to present in front of the class orally for 30 minutes to measure their speaking fluency. The control group and experimental group were given the same treatment. After the pre-test, the researcher gave the experimental group a treatment using educational YouTube videos, while the control group was taught with podcasts. After two weeks of treatment, the researcher assigned a post-test for both groups. The form of the test was oral. The final score, which ranged from 0 to 20, was used to determine the final speaking assessment based on categories. The researcher calculated the total score as a percentage of the maximum score (20) and assessment categories (5), resulting in a total score out of 100.

Table 3. The Comparison Result of Pre-Test and Post-Test of Control Group

Test Result	Experimental Group	Control Group
Pre-test		
Max Score	60	55
Min. Score	30	45
Average	44,38	46.52
Post-Test		
Max. Score	80	75
Min. Score	45	40
Average	63,28	60,30

Based on the table 3, a significant increase in student scores was observed when using educational YouTube videos as a medium. The highest post-test score in the experimental group was 80 which mean in term actual of speaking fluency and based on the scoring criterion was “meet expectation” or pass the good score for the students of English in first year, the lowest was 45 which means in term of actual speaking fluency was “need improvement” or students still need to improve their speaking fluency, and the average score was 63.28 which means have a good score for the first year students with not a basic English background. This indicates that educational YouTube videos had a substantial impact on improving students' speaking fluency. From the table above, the researcher also found a significant increase score towards students score in control group with the highest score was 75 which means also at the scoring criterion as meet expectation and have a good score for English speaking fluency, the lowest was 40 which means have a lot of work to do for the students with the range score of 40 in term of English speaking fluency, and for the mean of the post-test of control group is 60,30 still in the good score for first year English students. The conclusion based on the scores is that students achieved good results with educational podcasts, but not as high as with educational YouTube videos, indicating that podcasts met expectations.

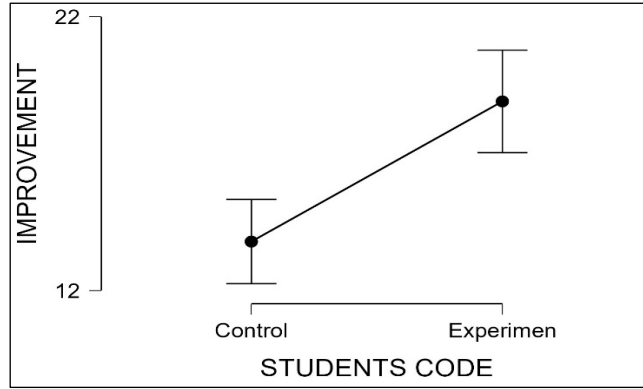


Figure 1. Comparison Improvement

With the following result by the independent sample t-test of the improvement score for each control and experiment group, it can be conclude that the required assumption for independent sample t-test was acquired and fill the hypothesis correctly with the higher score for experiment group that use Educational YouTube video as the media. It prove by the normality and homogeneity that pass the minimum required for 0,05.

Table 4. Paired Sample T-Test for Experimental Group

Descriptive	N	Mean	SD	SE	Coefficient of Variation
Pre-Test Score	32	44.37	7.26	1.28	0.16
Post-Test Score	32	63.28	7.47	1.32	0.11

Table 5. Paired Sample T-Test for Control Group

Descriptive	N	Mean	SD	SE	Coefficient of Variation
Pre-Test Score	33	46.51	6.55	1.14	0.14
Post-Test Score	33	60.30	8.65	1.50	0.14

Based on the paired sample t-test using JASP (JASP Team, 2024), it can be read that between pre-test and post-test have a significance data. The mean got difference and in post-test the mean is higher which mean it can be concluded that after take the post-test students speaking skill with the media used educational YouTube video is increased and one stepped ahead of educational podcast.

Discussion

The effect of educational YouTube video on English speaking fluency of the first year students' within the result was reach a good score and the EFL with the first year students also have a good relation with the used of various method in this term the media used were educational YouTube video and educational podcast with condition the materials of learning capable with the curriculum. The data finding with the JASP (JASP Team, 2024) show significance effect with media used educational YouTube video and help student with the learning on their speaking fluency. These findings, have a significant move with Cahyana (2020) research. Cahyana found that students experienced significant improvements in their English achievement, but not briefly mention with the specific data, what kind of speaking ability or speaking skill that improved, and the media that used not have a compare with a same level, with the contradict level in Cahyana research, Cahyana have a suggestion to be more focused on pronunciation and vocabulary to demand the problem that occurs. In this research, the students showed improvement, although not significant, but it served as motivation for them to become more active speakers in class. This result suggests that educational YouTube videos help students create various learning methods for studying English. It can be linked to Namaziandost's three basic reasons to encourage speaking up in class. Firstly, speaking activities in this research involved pairing students with classmates after watching educational YouTube videos. Secondly, for speaking tasks, students needed to make decisions regarding their speaking tasks. Thirdly, students had opportunities to employ their memorization skills. According to Jati et al (2019) the effectiveness of utilizing YouTube tutorial videos in speaking instruction is evident through pre- and post-implementation tests. These tests reveal that students consistently achieve higher speaking scores with each cycle after integrating YouTube tutorial videos as an alternative teaching medium. The improvement in speaking ability encompasses accuracy, fluency, and overall performance. Increased fluency is attributed to students' growing confidence in speaking. Different with the educational YouTube video, that can be visual and in picture to picture explanation also with the wide animation, podcast seemly only in flat conversation and in some condition podcast only using sound or voice as the main media to the students, the students have a bit difficult to catch up with podcast. Using video would become much easier and fun to teach for the first year students of English. For some students had no intention to do the task with, could be the additional reason for this research had not reach the best score.

The novelty of this research in its findings, which revealed that many students became aware of their weaknesses in learning English, particularly in speaking-based lessons. Speaking is a crucial aspect of the English language, and several weaknesses were clearly observed. These included a lack of willingness to try, diminished enthusiasm in learning due to preconceived notions that English is difficult, and fear of speaking, leading many students to remain silent. However, in reality, they had the willingness and ability to learn English. When the researcher explained carefully, many students showed enthusiasm and interest in mastering the language, especially when unconventional teaching methods not commonly employed in schools were used. This further motivated them and slightly altered their perspective on the challenges of learning and teaching English.

In conclusion, as highlighted by Syafiq et al (2021), incorporating YouTube videos into English teaching significantly enhances students' speaking skills and motivation, especially amidst the challenges of online learning during the Covid-19 pandemic. This improvement is evident through the development of speaking test results across various cycles. Furthermore, the use of YouTube videos in speaking instruction boosts students' motivation by providing visual and auditory stimuli, aiding in lesson comprehension during online learning sessions. Therefore,

leveraging YouTube as a teaching tool proves to be an effective strategy in overcoming students' difficulties and barriers, particularly in understanding English, especially in speaking, within the virtual classroom setting.

Based on the results obtained from the conducted research, there are still many aspects that need improvement in the English language education system in high schools, especially in motivating students to learn English with more enthusiasm and alleviating their fear of the subject. The results did meet expectations, even though a treatment was applied; there were still some students categorized as needing improvement. Nevertheless, the results were reasonably satisfactory for 10th-grade high school students. Hopefully, these initial findings will serve as a stepping stone for them to enhance their English language learning and understand its importance in becoming proficient English speakers, the lack of time in the research might have to be the one reason of it, a month of research still have a lot work to do to reach the best result for the research.

The EFL teacher became the main executor to improve students, not only in one specific way but in various aspects of education. As the primary executor, the EFL teacher had to be ready for broader experiences and use different media to enhance the students' learning experience. According to Nurhana and Latief (2021) the problem that occurs among the students now days is that the students lack of motivation in learning, when in other side motivation is one of the important things needed in doing such thing in life. The EFL teacher is a significant source of motivation for students with an approach that resonated with them and also for the students themselves the research would meet the best results.

Additionally, it is hoped that, besides educational YouTube videos, more alternative media and resources will be available to facilitate English language learning. However, it's worth noting that there are still shortcomings due to the requirement for certain facilities that not all schools possess, such as LCD screens, projectors, and large speakers. Hopefully, this will motivate schools to provide the necessary resources and encourage the development of alternative educational media to meet the demand for facilities in schools, especially for English language learning. The limitation of this research is the lack of time to implement this method. Researchers found was the need for more time to measure the effect of educational YouTube videos on secondary school students' speaking ability, which was a problem that hindered its implementation and hopefully would make a significant move on the future research using a lot of media and other methods. The question that still remain unanswered was, "are the EFL teachers could face the challenge that come over time due with the advanced of technology and the students itself?"

CONCLUSION

The Conclusion should contain the confirmation of the problem that has been analyzed in result and discussion section. The Conclusion should contain the confirmation of the problem that has been analyzed in result and discussion section. The Conclusion should contain the confirmation of the problem that has been analyzed in result and discussion section.

Educational YouTube videos achieved better value and improvement compared to using educational podcasts. The improvement students reached while using educational YouTube videos as the main media in English class was proven by the students feeling more comfortable while watching and organizing videos than listening to audio, which in this field was the English podcast. With this research hopefully could help EFL teachers to find more answer for the English education and it relation with the technology-enhanced language learning, educational videos come to help EFL teacher to overcome problem with the English speaking fluency and find new media to compare with. The recommendation for future research is that it is hoped that this limitation can be improved in future research by increasing lesson time when

implementating this method. In the teaching process, teachers are encouraged to incorporate additional teaching videos to enhance students' interest and improve their speaking skills. The educational YouTube video still be the option of the future researcher to make it more completed, future researcher would find other research question with a lot variety to study and of course with the lots of advance media to compare, with the new topics and huge number of participants could include in the future.

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