YouTube Implementation In Teaching English as a Foreign Language: A Review

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Introduction

"Social media has woven itself into the fabric of global society, with a staggering 49% of the world's population using it regularly"

(Furrakh Abbas and Majeed Qureshi, 2021)

"Among social media platforms, **YouTube** emerges as a popular choice for accessing learning content in the digital age"

(Aydin, 2018)

Research Question / Objective

Identifying the effectiveness of using YouTube in teaching English as a Foreign Language (EFL)

Investigating the use of YouTube to improve English language proficiency skill

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Methods

Type of research:

Qualitative research with systematic empirical review

Data Collection:

Adapting a method from Kusmaryono et al. (2021)

Data Analysis:

Review using PRISMA Method.

Analysis using Popenoe et al. (2023)

Data Collection

- Exploring online databases (scopus, google scholar) with targeted keywords

- Limiting the search to 2018-2023 publications

- Comprehensively examining each study, and

- Formulating a final analysis with conclusions

Adapted from Kusmaryono et al. (2021)

I. Kusmaryono, J. Jupriyanto, and W. Kusumaningsih, "A Systematic Literature Review on the Effectiveness of Distance Learning: Problems, Opportunities, Challenges, and Predictions," *Int. J. Educ.*, vol. 14, pp. 62–69, Apr. 2021, doi: 10.17509/ije.v14i1.29191.

Data Collection

Inclusion	Exclusion
YouTube usage for Teaching English as Foreign Language	YouTube usage for non-teaching English as Foreign Language purpose
Published between 2018 – 2023	Published before 2018
Journal article and Thesis	Non Journal article and Thesis
Have complete element of article	Missing element of article

Adapted from Kusmaryono et al. (2021)

I. Kusmaryono, J. Jupriyanto, and W. Kusumaningsih, "A Systematic Literature Review on the Effectiveness of Distance Learning: Problems, Opportunities, Challenges, and Predictions," *Int. J. Educ.*, vol. 14, pp. 62–69, Apr. 2021, doi: 10.17509/ije.v14i1.29191.

What is PRISMA?

Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) is the recognized standard for reporting evidence in systematic reviews and meta-analyses to improve the accuracy and completeness of reporting, ultimately enhancing the reliability of systematic reviews and meta-analyses in reviewing literature.

Initially released in 2009, PRISMA aimed to assist systematic reviewers in clearly detailing the purpose, methods, and findings of researchers' reviews. Due to progress in systematic review methodology and terminology over the last decade, an update to the guideline became essential. The 2020 version of the PRISMA statement supersedes the 2009 edition, incorporating new reporting instructions that incorporate advancements in the identification, selection, assessment, and synthesis of studies

- M. J. Page *et al.*, "The PRISMA 2020 statement: an updated guideline for reporting systematic reviews," *BMJ*, p. n71, Mar. 2021, doi: 10.1136/bmj.n71.

PRISMA 2020 Main Checklist

Topic	No.	Item	Location where item is reported
TITLE			
Title	1	Identify the report as a systematic review.	-
ABSTRACT			
Abstract	2	See the PRISMA 2020 for Abstracts checklist	
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of existing knowledge.	-
Objectives	4	Provide an explicit statement of the objective(s) or question(s) the review addresses.	-
METHODS			
Eligibility criteria	5	Specify the inclusion and exclusion criteria for the review and how studies were grouped for the syntheses.	-
Information sources	6	Specify all databases, registers, websites, organisations, reference lists and other sources searched or consulted to identify studies. Specify the date when each source was last searched or consulted.	-
Search strategy	7	Present the full search strategies for all databases, registers and websites, including any filters and limits used.	-
Selection process	8	Specify the methods used to decide whether a study met the inclusion criteria of the review, including how many reviewers screened each record and each report retrieved, whether they worked independently, and if applicable, details of automation tools used in the process.	-
Data collection process	9	Specify the methods used to collect data from reports, including how many reviewers collected data from each report, whether they worked independently, any processes for obtaining or confirming data from study investigators, and if applicable, details of automation tools used in the process.	-
Data items	10a	List and define all outcomes for which data were sought. Specify whether all results that were compatible with each outcome domain in each study were sought (e.g. for all measures, time points, analyses), and if not, the methods used to decide which results to collect.	-
	10b	List and define all other variables for which data were sought (e.g. participant and intervention characteristics, funding sources). Describe any assumptions made about any missing or unclear information.	-
Study risk of bias assessment	11	Specify the methods used to assess risk of bias in the included studies, including details of the tool(s) used, how many reviewers assessed each study and whether they worked independently, and if applicable, details of automation tools used in the process.	-
Effect measures	12	Specify for each outcome the effect measure(s) (e.g. risk ratio, mean difference) used in the synthesis or presentation of results.	-
Synthesis methods	13a	Describe the processes used to decide which studies were eligible for each synthesis (e.g. tabulating the study intervention characteristics and comparing against the planned groups for each synthesis (item 5)).	-
	13b	Describe any methods required to prepare the data for presentation or synthesis, such as handling of missing summary statistics, or data conversions.	-
	13c	Describe any methods used to tabulate or visually display results of individual studies and syntheses.	-
	13d	Describe any methods used to synthesize results and provide a rationale for the choice(s). If meta-analysis was performed, describe the model(s), method(s) to identify the presence and extent of statistical heterogeneity, and software package(s) used.	-

Topic	No.	Item	Location where item is reported
	13e	Describe any methods used to explore possible causes of heterogeneity among study results (e.g. subgroup analysis, meta-regression).	-
	13f	Describe any sensitivity analyses conducted to assess robustness of the synthesized results.	-
Reporting bias assessment	14	Describe any methods used to assess risk of bias due to missing results in a synthesis (arising from reporting biases).	-
Certainty assessment	15	Describe any methods used to assess certainty (or confidence) in the body of evidence for an outcome.	-
RESULTS			
Study selection	16a	Describe the results of the search and selection process, from the number of records identified in the search to the number of studies included in the review, ideally using a flow diagram.	-
	16b	Cite studies that might appear to meet the inclusion criteria, but which were excluded, and explain why they were excluded.	-
Study characteristics	17	Cite each included study and present its characteristics.	-
Risk of bias in studies	18	Present assessments of risk of bias for each included study.	-
Results of individual studies	19	For all outcomes, present, for each study: (a) summary statistics for each group (where appropriate) and (b) an effect estimate and its precision (e.g. confidence/credible interval), ideally using structured tables or plots.	-
Results of syntheses	20a	For each synthesis, briefly summarise the characteristics and risk of bias among contributing studies.	-
	20b	Present results of all statistical syntheses conducted. If meta-analysis was done, present for each the summary estimate and its precision (e.g. confidence/credible interval) and measures of statistical heterogeneity. If comparing groups, describe the direction of the effect.	-
	20c	Present results of all investigations of possible causes of heterogeneity among study results.	-
	20d	Present results of all sensitivity analyses conducted to assess the robustness of the synthesized results.	-
Reporting biases	21	Present assessments of risk of bias due to missing results (arising from reporting biases) for each synthesis assessed.	-
Certainty of evidence	22	Present assessments of certainty (or confidence) in the body of evidence for each outcome assessed.	-
DISCUSSION			
Discussion	23a	Provide a general interpretation of the results in the context of other evidence.	-
	23b	Discuss any limitations of the evidence included in the review.	-
	23c	Discuss any limitations of the review processes used.	-
	23d	Discuss implications of the results for practice, policy, and future research.	-
OTHER INFORMATION			
Registration and protocol	24a	Provide registration information for the review, including register name and registration number, or state that the review was not registered.	-
	24b	Indicate where the review protocol can be accessed, or state that a protocol was not prepared.	-
	24c	Describe and explain any amendments to information provided at registration or in the protocol.	-
Support	25	Describe sources of financial or non-financial support for the review, and the role of the funders or sponsors in the review.	-

Topic	No.	Item	Location where item is reported
Competing interests	26	Declare any competing interests of review authors.	-
Availability of data, code and other materials	27	Report which of the following are publicly available and where they can be found: template data collection forms; data extracted from included studies; data used for all analyses; analytic code; any other materials used in the review.	-

End of document ■

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Findings and Discussion

No.	Research Area	Publication Year	Number of Papers	References
1.	Youtube Effectiveness in teaching EFL	2019	1	Febriani and Nur Haifah
		2020	1	Fadhil Abbas and Ali Qassim
		2021	1	Kristiani and Pradnyadewi
		2022	2	Velecela, Audina et al.
		2023	2	Aliliche et al.
2.	YouTube effect on improving writing skill	2019	2	Kusumawardhani, Prihatini et al.
		2020	1	Yusuf
		2022	1	Muthoharoh et al.
3.	YouTube effect on improving listening skill	2019	1	Mostajeran
		2020	3	Hoque, Latifah, Chien et al.
		2021	1	Yuyun and Simamora
		2023	1	Dewi
4.	YouTube effect on improving speaking skill	2018	1	Mustafa
		2019	2	Alkathiri, Hamad et al.
		2020	2	Binmahboob, Ilyas and Putri
		2021	4	Syafiq et al., Abidin, Kristiani and Pradnyadewi, Wahyuni and Utami
		2022	1	Attar and Aqachmar
		2023	1	Ghozali
5.	YouTube effect on improving reading skill	2020	1	Nakamura and Spring
		2022	3	Kurniasari et al., Zulfi, Helingo
	Total		**32**	

Findings and Discussion

EFFECTIVENESS OF YOUTUBE IMPLEMENTATION IN TEACHING EFL

- YouTube not only offers entertaining content but also serves as an educational platform, providing a variety of educational videos across beginner, intermediate, and advanced levels. Because of the wide variety of content that YouTube provides (Kristiani and Pradnyadewi, 2021)

- YouTube had more variation, more fun and more engaging than the tradiotional teaching process that provided by teacher. (Fadhil Abbas and Ali Qassim, 2020)

- YouTube improve students motivation in learning process and help them in collaborate work and individual participation in classroom. YouTube were also helps students to acquire or improve their EFL skills when they get frequent exposure of the material from YouTube (Velecela, 2022), (Suwastini et al. 2023)

- Teacher also should be encouraged to use technology like YouTube in teaching process because it show that YouTube had a many benefit and easy to use (Kurniasari et al. 2022) (Zulfi, 2022)

- YouTube create a chances for students to demonstrate their proficiency in various language domains, facilitate the rapid acquisition of lesson content by students, engage approach to teaching EFL, and also fun and entertaining way to teaching EFL. (Febriani and Nur Haifah, 2019)

- YouTube have a wide variety of content that can help teacher to find an appropriate and ideal material for students. (Hoque, 2020)

- Some teacher still not encouraged enough or not feeling that YouTube didn't that much benefit, mainly because some of them don't quite understand how to utilize YouTube in teaching EFL, and some older teacher facing difficulty when using YouTube and still stick with the traditional or generic learning process. (Aliliche et al. 2023)

- Some teacher facing technical difficulty like poor audio quality, poor internet connection, or simply did not have the tool or device to use YouTube in teaching process. (Suwastini et al. 2023), (Aliliche et al. 2023), (Audina et al. 2022)

Findings and Discussion

IMPLEMENTATION OF YOUTUBE IN ENHANCING ENGLISH LANGUAGE SKILL

Improve Writing Skill

- YouTube implementation in teaching is improving writing skill on students, in this case is procedure text. It enhances students' proficiency in crafting procedural texts also aids the development of their ability to articulate ideas effectively. Enables students to comprehend the purpose of procedural texts, convey information, and outline steps with precise and clear grammar. (Yusuf, 2020)

- YouTube implementation in teaching is improve students' comprehension on simple past tense materials, like when they must use regular verb or irregular verb. Additionally, for educators, leveraging YouTube as a teaching aid facilitates seamless material explanation. (Kusumawardhani, 2019)

- YouTube can increase motivation on students because they say it more engaging than the regular learning and aid them in identifying the text's fundamental idea. (Prihatini et al, 2019)

- YouTube is an attractive media for teaching EFL, it show students' interest in learning EFL while improve the writing skill on students that showed in their score. It also beneficially for the teacher, because teacher can find and make more engaging teaching media and make teaching process more effectively. (Muthoharoh et al. 2022), (Yusuf, 2020)

Findings and Discussion

Improve Listening Skill

- YouTube implementation in teaching improve students listening comprehension, outperform the student who didn't provided with YouTube media teaching. While also engage their interest in learning process, it said that YouTube make students feel easier and fun to learn, make them easier to improve their EFL listening skill. (Mostajeran, 2019), (Hoque, 2020), (Yuyun and Simamora, 2021), (Latifah, 2019), (Chien et al. 2020)

- YouTube offers a more exciting and fun way to improve their listening skill comprehension and their retention than the traditional teaching media, because YouTube visual helps students to understand and easily get the knowledge or the context of the conversation. (Yuyun and Simamora, 2021), (Chien et al 2020), (Dewi, 2020)

- Some problem occur when sometimes students doesn't understand what the videos say because the audio's video had a poor quality, or they speak too fast nor the accent are difficult to comprehend, but it solved by change to the other video with better audio quality or repeating the video several times. (Hoque, 2020)

Improve Speaking Skill

- Implementing YouTube in teaching can help students to understand about how to fluently speak, increase vocabulary knowledge, understand the grammar correctly, helps the pronunciation, and also what content or topic to be spoken, and it shows on the increase of students score in speaking subject. (Abidin, 2021), (Ghozali, 2023), (Kristiani and Pradnyadewi, 2021), (Attar and Aqachmar, 2022), (Alkathiri, 2019), (Hamad et al. 2019), (Mustafa, 2018), (Wahyuni and Utami, 2021), (Binmahboob, 2020), (Ilyas and Putri, 2020), (Syafiq et al. 2021)

- YouTube usage in teaching EFL' speaking skill can resolve the issue through wide variety of materials in YouTube library that are suitable for students, ultimately making the learning process more fun and exciting while also increase student motivation, confidence, and comfortable while in learning process or in the speech . (Ghozali, 2023), (Alkathiri, 2019), (Hamad et al. 2019), (Binmahboob, 2020), (Ilyas and Putri, 2020)

Findings and Discussion

Improve Reading Skill

- It shows that YouTube implementation in teaching process improve students reading comprehension. It also improves their reading speed and develops their knowledge while also still engaging and fun to learn. (Kurniasari et al. 2022), (Nakamura and Spring, 2020), (Helingo, 2022), (Zulfi, 2022)

- Students response were also positive when using YouTube in learning process; they said that YouTube is very easy to use, very informative, and enjoyable while also still retain the educational or linguistic aspect of the video. (Zulfi, 2022), (Nakamura and Spring, 2020)

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Conclussion

This study exploring the effectiveness of utilizing YouTube for teaching EFL and examine the incorporation of YouTube to improve English language proficiency and found it to be effective for both students and teachers. Students improved their vocabulary, grammar, listening, reading, speaking, and writing skills, as well as their interest, motivation, and autonomy in learning. Teachers benefited from a wider variety of teaching materials and more engaging lessons. However, some challenges including teacher preparedness and video quality/length. Moreover, lengthy videos can lead to boredom among learners.

It is recommended to assess the length, sound, and content of videos before the class to enhance teaching and learning outcomes. Clear instructions before, during, and after the use of YouTube videos in the EFL classroom are also crucial for enhancing teenagers' grasp of the target language and helping them maintain focus on the lesson in the long term. Teachers can attain more favorable learning outcomes from their students by providing precise instructions and continually monitoring their progress. The authors recommend further research using different methodologies including action research, experimental studies, grounded theory, and other research approaches to explore the impact of YouTube on EFL teaching and how to address any challenges.

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