

BENEFIT OF YOUTUBE USAGE AND ITS EFFECTIVENESS IN TEACHING ENGLISH: A SYSTEMATIC REVIEW

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Abstract

Integrating digital technologies, particularly YouTube, into English language teaching has garnered significant attention in recent years due to its potential to enhance language learning experiences. This article explores the benefits and effectiveness of YouTube in teaching English, providing insights for educators, learners, and researchers. This study adopted a systematic review design, searching for articles using sources such as Google Scholar with 26 articles, Directory of Open Access Journals (DOAJ) with six articles, and Education Resources Information Center (ERIC) with 98 articles. The total number of articles from these three sources was 130 articles. Then, we used PRISMA to filter articles that met our criteria; 12 articles met the requirements, and we will use them. Articles selected were systematically organized, and data analysis was conducted using thematic and content analysis approaches. The review highlights the multifaceted benefits of incorporating YouTube into language teaching, including improving students' language skill development. However, challenges such as inadequate digital skills among educators and contextual factors necessitate careful consideration in leveraging YouTube effectively for language instruction.

Keywords: YouTube, English language teaching, systematic review, digital technologies, language learning.

Abstrak

Mengintegrasikan teknologi digital, khususnya YouTube, ke dalam pengajaran bahasa Inggris telah menarik perhatian yang signifikan dalam beberapa tahun terakhir karena potensinya untuk meningkatkan pengalaman belajar bahasa. Artikel ini mengeksplorasi manfaat dan efektivitas YouTube dalam pengajaran bahasa Inggris, memberikan wawasan bagi para pendidik, pelajar, dan peneliti. Penelitian ini mengadopsi desain tinjauan sistematis, mencari artikel menggunakan sumber-sumber seperti Google Scholar dengan 26 artikel, Directory of Open Access Journals (DOAJ) dengan 6 artikel, dan Education Resources Information Center (ERIC) dengan 98 artikel, total artikel dari 3 sumber ini adalah 130 artikel. kemudian kami menggunakan PRISMA untuk menyaring artikel yang memenuhi kriteria kami, 12 artikel yang memenuhi kriteria dan akan kami gunakan. Artikel yang terpilih disusun secara sistematis, dan analisis data dilakukan dengan

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menggunakan pendekatan tematik dan analisis konten. Kajian ini menyoroti berbagai manfaat dari penggunaan YouTube dalam pengajaran bahasa, termasuk meningkatkan pengembangan kemampuan bahasa siswa. Namun, tantangan seperti keterampilan digital yang tidak memadai di antara para pendidik dan faktor kontekstual memerlukan pertimbangan yang cermat dalam memanfaatkan YouTube secara efektif untuk pengajaran bahasa..

Kata Kunci : YouTube, pengajaran bahasa Inggris, tinjauan sistematis, teknologi digital, pembelajaran bahasa.

INTRODUCTION

In today's world, technology has become an indispensable companion in our daily lives. It is remarkable how people across generations are benefiting from it. For instance, professionals rely on technology to run their businesses, students use it to complete their assignments, and even homemakers use it to find recipes and make household chores easier. Technology offers online resources that are invaluable to everyone. In particular, parents busy with work can rely on online courses to help their children with their education. Institutions provide online teaching materials, including platforms like YouTube, which can be integrated into traditional English classes (Syam et al., 2023).

The integration of digital technology in education has become increasingly crucial in recent years, as learning can now occur online and offline. The educational landscape has undergone a profound transformation with the rise of social media and technological advancements, including the widespread use of devices such as iPhones, iPads, and Androids. These devices have facilitated the creation of internet platforms that support everyday life, particularly in education (Alwehaibi, 2015). Research explores the potential of social media (SM) as an educational tool. SM encompasses a variety of popular platforms, such as blogs, wikis, YouTube, Facebook, and Twitter, which are highly interactive and collaborative. This makes them well-suited for sharing resources and ideas, participating in discussions and debates, and improving the learning experience (Rivera-Lozada et al., 2022). One platform that has proven particularly effective is YouTube, one of the most popular video-sharing services online (Snelson, 2011). YouTube has become a powerful tool for teaching and learning, particularly in English language acquisition. As digital natives, today's students can easily access language learning resources from anywhere using increasingly advanced technology. According to (Barnes et al., 2007)), studies have shown that the "Internet generation" has a strong learning orientation and enthusiasm, albeit with a different approach to obtaining information. While internet use has many benefits, some students fail to make the most of it, including failing to utilise platforms like YouTube as a valuable learning tool.

As the world becomes more digitised, educators must adapt to new and innovative methods to help their students improve their English skills. With the rise of social media, communication has evolved to transcend physical boundaries and enable interactions without face-to-face meetings. This presents a valuable opportunity for English teachers to leverage social media to enhance their students' listening, speaking, writing, and reading abilities (Ahmed, 2020). In particular, YouTube offers many resources to facilitate compelling language-learning experiences (Burke et al., 2009). However, as the integration of YouTube in education becomes

more prevalent, educators should carefully evaluate its impact on learning outcomes. A systematic review of technology-enhanced language learning research aims to address this gap.

Conversely, YouTube's vast content makes it an enticing platform for language teachers. With visuals, sounds, and text all in one place, it has the potential to revolutionise language learning (Maldin & Rezeki, 2018). This article provides a systematic review demonstrating the benefits and effectiveness of using YouTube as an English language teaching medium for teachers, students, and researchers. It acknowledges the importance of digital literacy and technology in education and explores ways YouTube can enhance students' language skills (Styati, 2016).

This article comprehensively analyses the benefits and effectiveness of using YouTube as a platform for English language teaching. YouTube provides a range of English learning content, including formal educational videos, tutorials, songs, movies, vlogs, and animations (J. Juma, 2021). This content is easily accessible and free, making it available anytime and anywhere via multiple devices. While the quality of YouTube videos may vary, many high-quality videos have informative and engaging material. Moreover, the platform's interactive content can increase motivation and interest in learning English. YouTube helps users improve their listening, speaking, reading, and writing skills through various videos that suit their needs and learning styles (Silviyanti, 2014). The platform also enables independent and flexible English learning, allowing users to interact with content creators and other users through comments and live chat features. The use of YouTube in education, particularly in English, is an area of focus in current research, as it can potentially increase interest in digital pedagogy. This literature review aims to describe significant studies on the benefits and challenges of using YouTube as a learning medium

(Munir 2017) As an English learning medium, YouTube has gone global in education as it produces a practical learning experience. Despite barriers such as privacy and reliability issues, YouTube remains a very innovative medium for learners. It makes learning easy and dynamic. As technology advances, educators should be able to use YouTube effectively to improve the efficiency of language learning activities by considering the risks.

YouTube has been shown to improve learning outcomes (Burke et al., 2009). However, as a generation of intellectuals, students need to pay attention to the content suitable for learning materials because there are many challenges, such as content validity and the time required to apply it to learning. Therefore, YouTube can perfectly support students' learning process.

(Tarihoran et al. 2022) This study highlights the specific influence of social media, specifically YouTube, on language learning and code-mixing practices among Generation Z. Data collection from student respondents revealed the influence of social media use, with YouTube being the leading choice. The study of the influence of social media on code-mixing and popular language is very influential on daily language patterns. At the same time, individual factors also emphasise the leading role in the practice of code-mixing. Understanding code blending on social media is crucial for educators and policymakers in effective communication and language learning in the current generation.

(Mustafa 2018) This article mentions that the use of Skype, YouTube, and WhatsApp media can improve students' English communication skills. These media provide valuable opportunities for language practice, especially Skype's use as an effective medium for real-time

conversation practice. While YouTube focuses more on listening skills, WhatsApp focuses on communication through various media formats contained in its features and affects improving overall language proficiency.

(Julianto and Qamariah 2023) YouTube provides various English learning functions. However, learners must carefully sort out the available functions because it has disadvantages such as below-average quality content and irregular grammar. Learners need to evaluate the content carefully, including content related to meaningful social interactions, so that it can be used as material to improve language proficiency. This research highlights the importance of sorting information on YouTube for English language learning.

Apart from previous research, there is also research that explains that social media is very influential in education and socialising with others for the current generation. The following article (Tarihoran et al., 2022) explains that social media significantly impacts Gen Z's language use and code mixing in communication. Often, Generation Z uses English and Indonesian code-mixing together in social interactions, especially on social media. In this case, the supporting factors for Generation Z are individual, social, and cultural factors.

Numerous studies have demonstrated YouTube's potential as a powerful tool in English language teaching. One of its key benefits is enhancing learners' language skills. However, certain obstacles, such as selecting appropriate content, need to be considered to maximise YouTube's effectiveness as a language-learning resource.

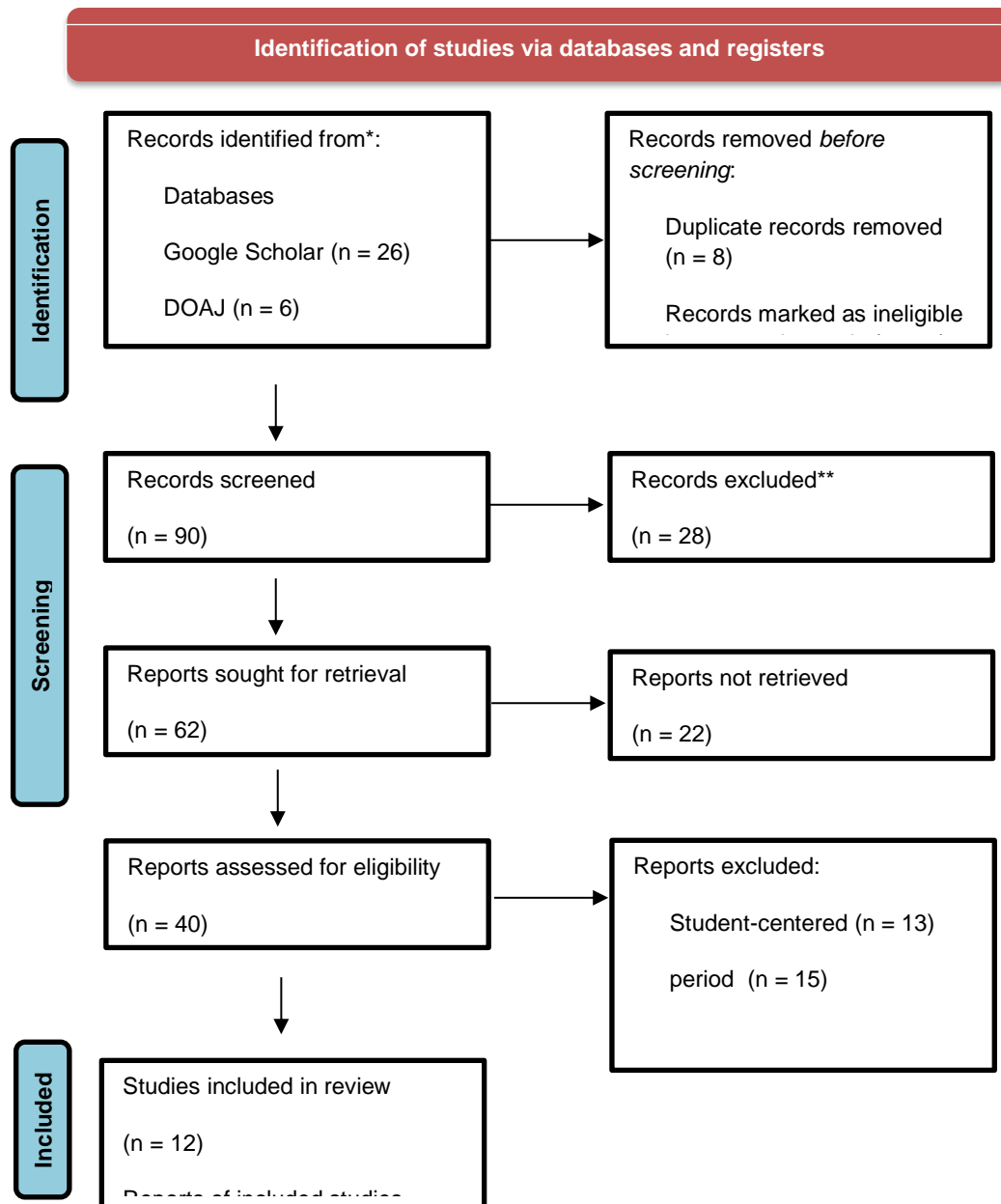
METHOD

This article employs the systematic review method, also referred to as research synthesis, as outlined by (Egger et al., 2008). This approach presents an impartial and comprehensive synthesis of numerous pertinent studies within a single document. The objective is to assess the advantages of utilising YouTube and its efficacy as a tool for English language instruction. To address the research questions, we conducted Searches of established sources like Google Scholar, Directory of Open Access Journals (DOAJ), and Education Resources Information Center (ERIC) using relevant search terms such as English language teaching and YouTube.

Table 1. Selection Criteria

| Inclusion Criteria | Exclusion Criteria |
|--|---|
| Articles published in English and Indonesian between 2016 and 2023. | Articles are only available in languages other than English and Indonesian. |
| Studies that aim to investigate the relationship between YouTube social media use and learning motivation. | Studies that did not highlight the relationship between YouTube social media use and learning motivation. |
| Studies involving a sample of university students (18-22) as research subjects. | Studies that involve non-student populations or those under the age of 18. |
| Articles that contain information regarding the methods used to measure social media use and adolescent mental well-being. | The research does not contain sufficient information about the research methods used. |

After gathering articles that matched the given keywords, we filtered them using PRISMA. To accomplish this, we employed various criteria, including but not limited to selecting only articles published within the past decade, choosing samples that are generally at a college level, and ensuring that they are still relevant to the current academic climate. Without further ado, here are the results of our PRISMA analysis.



The data presented in the table above indicates that out of 130 articles screened according to the criteria, only 12 were deemed relevant. As a result, this study will solely focus on these 12 articles. Our subsequent reading comprehends These articles aim to provide us with a deeper

understanding of their content while also helping us gain insight into YouTube's broader application and effectiveness.

RESULTS AND DISCUSSION

Findings

YouTube has become an integral technology in modern education, particularly as today's students are digital natives well-versed in the platform. It has garnered attention from teachers, who utilise it as a tool to aid in language learning. In the independent curriculum, teachers must be creative and innovative in providing learning opportunities for their students, and using YouTube as a digital medium to enhance learning experiences is a common practice. We have gathered several articles highlighting the advantages and effectiveness of utilising this platform to improve students' English skills. We aim to further explore these benefits by analysing 12 selected articles that meet the criteria.

| Author | Title | Main Finding |
|---|--|--|
| (Asti Wahyuni 2021) | The Use of YouTube Video In Encouraging Speaking Skills. | <ul style="list-style-type: none"> • The research at Universitas Teknokrat Indonesia focuses on using YouTube videos to improve students' speaking skills in English education classes. • The importance of practical communication skills in helping students overcome challenges in learning to speak English. • The use of YouTube as a learning medium positively impacts students' speaking skills. • The study concluded that using YouTube effectively improves students' speaking skills in English language teaching. |
| (Qomariyah, Permana, and Hidayatullah 2021) | The Effect of YouTube Videos on Students' Listening Comprehension Performance. | <ul style="list-style-type: none"> • A study of English lecturers at Mandalika University of Education, Indonesia, found that using YouTube videos positively impacted students' listening skills. • This study focuses on the role of YouTube in improving proficiency, motivation, and comprehension of English materials. • The importance of YouTube as an effective medium for language learning, |

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| | | especially in online learning activities during the COVID-19 pandemic. |
| (Y. N. Sari and Margana 2019) | YouTube as a Learning Media to Improve The Students' Speaking Ability in the 21 st Century. | <ul style="list-style-type: none"> • YouTube facilitates language teaching, especially ELT, by improving students' speaking skills through independent practice. • YouTube fosters creativity, critical thinking, and effective communication as students strive to meet real-world challenges. • YouTube's increasing role in English language learning and the importance of incorporating technology in English language learning. |
| (Kristiani and Pradnyadewi 2021) | The Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills. | <ul style="list-style-type: none"> • Integrating YouTube into language education significantly improves students' speaking skills. • YouTube enhances vocabulary, grammar, and pronunciation through engaging videos and tutorials. • This underscores YouTube's effectiveness as a learning tool, especially for speaking proficiency development. |
| (Kabooha and Elyas 2018) | The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers. | <ul style="list-style-type: none"> • Integrating YouTube in EFL classrooms benefits vocabulary learning. Selective use of YouTube videos motivates students effectively. Proper training for teachers enhances YouTube integration. Authentic materials and diverse opportunities improve vocabulary instruction. Overall, YouTube enriches EFL vocabulary acquisition. |
| (Dewi N. L. D. S.Carniasih N. P. S. E. 2018) | Pengaruh Media Pembelajaran Berbasis Youtube Dalam Pembelajaran Tata Bahasa Inggris. | <ul style="list-style-type: none"> • The use of YouTube video media in learning English grammar received a positive response from 4th-semester English literature students at Dhyana Pura University. Students feel this media makes English grammar material more interesting, helpful, and easy to understand. |

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| | | <ul style="list-style-type: none"> • YouTube can improve the quality of English grammar learning and encourage students to learn continuously. |
| (Abdulrahman 2016) | The Effective Use Of YouTube Videos For Teaching English Language In Classrooms As Supplementary Material At Taibah University In Alula. | <ul style="list-style-type: none"> • Taibah University in Alula uses YouTube videos in classroom English teaching, Which improves students' understanding and performance. Technology such as YouTube provides audiovisual effects that help students understand English lessons comprehensively. • If used effectively by educators, integrating online materials such as YouTube can improve student learning outcomes. Students' positive responses to using technology in learning show their desire for a more enjoyable learning experience. YouTube's flexibility and audiovisual effects enable students to understand and simplify complex concepts better. |
| (Isnaniah 2020) | Utilising YouTube As Media To Increase Students' Speaking English Skills At The First Semester Students Of English Education Universitas Islam Syekh Yusuf. | <ul style="list-style-type: none"> • In the article, it is concluded that using YouTube as a learning medium can improve the ability to speak foreign languages, especially English. Research shows that YouTube provides an authentic English model, helps improve pronunciation, expand vocabulary, and understand diverse cultures. • The use of YouTube in speaking lessons is exciting and motivating for students, but attention must be paid to device management and its effects. YouTube is recognised as an effective instructional tool and a vital teaching resource in the classroom. The references used in this research support the finding that using YouTube can improve students' English-speaking skills |

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| (A. B. P. Sari, Dardjito, and Azizah 2020) | EFL Students' Improvement Through The Reflective YouTube Project | <ul style="list-style-type: none"> • This research shows that YouTube is increasingly popular in learning English as a Foreign Language (EFL). YouTube video projects offer innovative opportunities for EFL learners to improve their skills, especially in creativity, teamwork, and technological literacy. • However, there is still a lack of emphasis on developing English-speaking skills. Teachers must provide early information on the rubric for project assessment and conduct regular monitoring. Despite these shortcomings, the video project contributes to developing group communication and teamwork skills, which are crucial in a professional environment. |
| (Alawadh et al. 2023) | English Language Learning via YouTube: an NLP-base Analysis of Users' comments | <ul style="list-style-type: none"> • The study utilised YouTube's API to gather comment data from three channels, employing sentiment analysis to assess user sentiments on various topics. Unlike previous manual studies, this automated approach provided broader insights into YouTube-based EFL learning. • The study highlighted benefits such as a diverse syllabus, adaptable course design, and opportunities for learners to focus on specific English varieties. Recommendations included personalised course selection, active engagement with educators, and leveraging the experiences of other online EFL learners to optimise learning outcomes. |
| (Tahmina 2023) | Students' Perception Of The Use Of YouTube In English Language Learning | <ul style="list-style-type: none"> • The study found that most learners at Jagannath University, Dhaka, Bangladesh, benefited from educational videos on YouTube. Although the platform had minimal impact on some |

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| | | aspects like assignment preparation and grammar acquisition, it proved helpful for vocabulary learning, making English engaging, easy content comprehension, accessing relevant materials, note-taking for learning, speaking skill development, and listening comprehension enhancement. Overall, YouTube has a positive impact on EFL learners' English proficiency. |
| (Kim and Kim, 2021) | The Benefits Of YouTube in Learning English As A Second Language: A Quantitative Investigation Of Korean First-year Students' Experiences And Perspectives In The U.S. | <ul style="list-style-type: none"> • The study suggests that challenges in Korea's education system may impact learners' perceptions, but YouTube holds promise for multicultural education, particularly amid the COVID-19 pandemic. • However, integrating platforms like YouTube into education faces hurdles due to teachers' digital skill gaps. Recommendations include developing realistic SNS-based curricula, providing professional development for educators, and ensuring equitable access to technology. These efforts aim to enhance students' multilingual and multicultural competence in the post-COVID era. |

Figure 1. *Research Results on the Effectiveness of YouTube in Teaching English*

Discussion

The Advantages of YouTube for Language Learning

After reviewing a dozen articles, we have found that many educators across universities have incorporated YouTube into their teaching methods with favourable results. By leveraging the platform, teachers can enhance their students' English language skills in listening, writing, communicating, critical thinking, vocabulary building, and cultural understanding. Interestingly, the articles we examined revealed that 80% of the cases focused on improving students' speaking and listening abilities.

For example, Taibah University in Alula has found that integrating YouTube videos into classroom instruction has benefited students' language comprehension and performance. This approach involves watching videos outside of class and applying the lessons learned in real-life

scenarios during class time. The benefits of using YouTube as a language learning tool include improving language fluency and increasing students' interest and motivation to learn.

The Effectiveness of YouTube in Language Learning

Thanks to its diverse content that appeals to teachers and students, YouTube is a highly effective platform for learning English. With various audio-visual aids, YouTube mainly benefits students with different learning styles. The platform's flexibility and comprehensive approach to complex concepts make it an ideal choice for language learners.

"Technology such as YouTube provides students with audio-visual aids that enhance their understanding of English lessons..."

For visual learners, YouTube's videos offer engaging visuals and graphics, while audio-visual learners benefit from the diverse range of audio available. This variety ensures that students remain engaged and motivated throughout their learning journey.

"Thanks to the flexibility and audio-visual aids offered by YouTube, students can better understand complex concepts and ideas..."

YouTube is an outstanding tool for teaching English, with its diverse content and ability to cater to a wide range of learning styles. However, it is essential to note that certain drawbacks are associated with the platform, which should be considered. The root cause of disengagement in some students does not stem from the platform itself but from teachers who continue to rely on outdated teaching methodologies. As a result, students often become disinterested in the learning process. However, some debate exists about students' ability to transfer their technological 'real world' skills to an academic context (Duffy, 2007). What is more important is to recognise that this is only a minor issue in the teaching community. Many educators are proficient in utilising technology as a learning tool and are supported by a curriculum emphasising technological literacy's importance.

CONCLUSION

Studies have shown that YouTube is valuable for improving English language comprehension. However, despite its many benefits, some obstacles hinder its optimal classroom use. To address this, educators need to improve their digital literacy to support the effective use of YouTube as a teaching resource. Not all teachers have the skills to harness the potential of digital platforms such as YouTube in learning activities. Therefore, professional development programs are necessary to enhance teachers' digital literacy and skills. With more excellent knowledge and skills, teachers can easily integrate YouTube into their teaching and create an engaging and interactive learning environment for students.

Contextual nuances also play a crucial role in determining the effectiveness of YouTube in language learning activities. Educational environments differ significantly, and what works well in one context may not be as effective in another. When implementing YouTube media in the

classroom, it is essential to consider factors such as technology operations, students' digital literacy levels, and cultural backgrounds. As such, educators must be flexible and adaptable in their instructional strategies to meet the diverse needs of their students.

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