

An Analysis of English Learning Content on YouTube for EFL Learners: A Focus on Speaking Skills Study at MTs N Kota Sorong

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ABSTRAK

language with YouTube leading the charge as a top player. This article takes a close look at English content on YouTube, zeroing in on how it helps EFL students build speaking skills, spotlighting kids from MTs N Kota Sorong as a key example within Indonesia's wider EFL scene. Pulling from past studies and in-depth reviews, it breaks down YouTube's boost to pronunciation work, chat skills, fluency, and overall confidence. The results make it clear: the platform delivers genuine spoken English, engaging multi-format lessons, and chances for self guided practice, turning it into a solid sidekick for speaking growth. That being said, issues like uneven video quality, lack of direct feedback, and the need for student discipline still pop up. Overall, the paper spells out practical teaching takeaways for using YouTube to level up speaking abilities in EFL settings.

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INTRODUCTION

The integration of technology into language education has significantly reshaped EFL learning environments, particularly in the development of speaking skills. Among various digital platforms, YouTube has gained popularity due to its accessibility, diverse content, and audiovisual features that allow learners to observe and imitate spoken English in authentic communicative contexts. EFL learners increasingly rely on YouTube to supplement classroom instruction and engage in autonomous speaking practice. According to

Salsabila et al. (2023), YouTube offers extensive exposure to authentic English input, which is essential for developing communicative competence in EFL contexts, especially in improving pronunciation, fluency, and interactive speaking abilities. In Indonesia, YouTube has become a widely used learning medium for English education at various levels, ranging from elementary school students to university learners. This situation is also reflected in MTs N Kota Sorong, where students increasingly turn to YouTube as a

supplementary source for practicing their English speaking skills outside the classroom. The platform provides unlimited access to diverse English learning materials such as pronunciation tutorials, conversational expressions, role-play simulations, and interactive speaking exercises that directly support oral communication development.

The availability of authentic audiovisual content allows learners to experience real-life language usage, particularly in spoken interactions that are often difficult to obtain through traditional classroom instruction. Additionally, YouTube supports flexible learning environments where learners can practice speaking independently according to their learning pace, preferences, and individual needs. Previous studies indicate that YouTube facilitates language skill development, learner motivation, and engagement by providing interactive and visually appealing learning experiences (Iskandar, 2021; Setiawan & Novita, 2022). The use of multimedia elements, such as subtitles, pronunciation modeling, repetition techniques, and real-life conversation demonstrations, helps learners better understand spoken language patterns while maintaining their interest in the learning process. Moreover, YouTube fosters self-directed learning by enabling students to choose educational materials that align with their speaking proficiency levels and communicative goals. For the students of MTs N Kota Sorong, who are junior high school learners in a region where direct exposure to English outside the classroom is relatively limited, YouTube serves as an especially valuable channel for building speaking confidence and oral fluency. This freedom enhances engaged learning and assists EFL students in cultivating habits of independent speaking practice.

That said, as more students lean on YouTube to sharpen their speaking skills, it's

crucial to really dig into the quality and fit of what's out there. Not all videos deliver spot-on pronunciation examples or smart teaching methods for speaking, which might lead to mix-ups or learning habits that just don't stick. So, checking out these English learning resources on YouTube is key to get a handle on what they bring to the table educationally, plus their downsides, especially for EFL learners and how to weave the platform into school lessons or casual practice. YouTube's got this huge mix of speaking content, letting students try out different styles and speakers. But without any uniform lesson planning, the quality can be all over the place. Plenty of videos go heavy on fun and laughs instead of solid speaking drills, which can water down real progress in picking up the language. That's why students have to get picky zeroing in on clips that offer straightforward pronunciation tips, hands-on speaking exercises, and real-life conversation scenarios.

Rastari et al. (2022) highlight that YouTube can serve as an effective instructional medium in promoting EFL students' speaking skills when the content includes structured demonstrations, pronunciation modeling, and communicative speaking activities. Their findings indicate that well-designed YouTube materials can help learners develop fluency and speaking confidence through exposure to authentic conversational patterns and real-life communication scenarios. Similarly, Azzahra et al. (2023) emphasize that audiovisual speaking resources, such as TED Talk-based content, provide valuable speaking models that help learners observe how speakers organize ideas, express opinions, and deliver messages effectively. In addition, Musdayanti et al. (2023) have found that using YouTube-based speaking materials that provide relatable contexts and interactive learning experiences significantly boosts learners' confidence in speaking English.

The use of watching speaking demonstrations, imitation and shadowing exercises with real-life communication patterns, and observing speech anxiety helps students build confidence. Additionally, YouTube provides learners with the opportunity to practice speaking multiple times and independently, allowing them to assess their progress and identify areas for improvement.

METHOD

This study employed a qualitative descriptive research design to analyze English learning content on YouTube focusing on speaking skill development for EFL learners. The study specifically considers the learning context of students at MTs N Kota Sorong as a representative case of EFL learners in eastern Indonesia, where speaking skill development through digital platforms has become increasingly relevant. Qualitative research was selected because it allows researchers to explore, interpret, and describe instructional materials, learning strategies, and pedagogical characteristics presented in digital learning platforms in a comprehensive manner. Qualitative descriptive design is considered appropriate for examining educational media content because it enables researchers to analyze learning phenomena through systematic observation, interpretation, and contextual description of instructional materials (Ajiza & Puspitasari, 2022).

The data sources of this study consisted of selected YouTube videos that provide English speaking learning materials. The videos were selected using a purposive sampling technique to ensure their relevance to the research objectives. The selection criteria included videos that: (1) focus on English speaking skill development, (2) are designed for EFL learners, (3) contain instructional speaking activities such

as pronunciation practice, conversational expressions, role-play simulations, or speaking strategies, and (4) were uploaded between 2020 and 2025 to maintain content relevance and learning suitability. Purposive sampling enables researchers to select digital learning content that aligns with specific research objectives and educational criteria (Khairi et al., 2025).

Data collection was conducted through documentation techniques, including observing, watching, and transcribing selected YouTube videos. The researcher analyzed both verbal and non-verbal instructional elements such as pronunciation modeling, interaction patterns, visual presentation, subtitle usage, repetition strategies, and communicative speaking activities. Additionally, the videos were examined based on pedagogical aspects including clarity of explanation, learner engagement strategies, authenticity of language use, and suitability for EFL learners' speaking proficiency levels. The analysis of multimedia learning resources requires comprehensive observation of audiovisual and instructional components to evaluate their educational effectiveness (Zuhra et al., 2025).

The data analysis process followed thematic analysis procedures to identify recurring instructional patterns related to speaking skill development. The analysis involved several stages, including data familiarization, coding speaking instruction components, categorizing themes, and interpreting the pedagogical significance of the YouTube content. This process aimed to identify how speaking skills were presented, what speaking strategies were emphasized, and how the videos supported learner autonomy and communicative competence. To ensure data credibility and trustworthiness, this study applied data triangulation by comparing instructional patterns across different YouTube channels and video formats. Repeated

observations were also conducted to confirm consistency in speaking instruction characteristics. The findings were interpreted to evaluate both the strengths and limitations of YouTube as a supplementary learning platform for speaking skill development in EFL contexts.

RESULT

1. YouTube as a Learning Platform for EFL Learners

YouTube isn't just for fun and games anymore it's turning into a real go-to spot for casual learning, especially helping EFL students build up their speaking chops. Kids at MTs N Kota Sorong are right in on this, diving into English videos to back up what they learn in class. The site offers tons of stuff tailored for language practice, like tutorials on getting pronunciation right, lessons in everyday chit-chat, mock dialogues, role-playing scenarios, and tips on communication tricks. As Salsabila and colleagues pointed out in their 2023 work, tapping into YouTube ramps up students' exposure to genuine language in action through real-world clips, which does wonders for boosting their ability to speak confidently.

Exposure to various accents, speech styles, intonation patterns, and real-life spoken interactions helps learners develop speaking fluency and pronunciation accuracy more effectively. By observing how native and proficient speakers express ideas, manage conversations, and use appropriate language in different social contexts, learners gain practical models for their own speaking practice. Additionally, authentic videos provide meaningful learning experiences because they present spoken language in real communicative contexts, enabling learners to understand how English is naturally used in everyday conversations.

The Contribution of Authentic YouTube Videos to EFL Speaking Skill Development

Aspect of Authentic Content	Description	Contribution to EFL Speaking Development
Natural Expressions	Videos present commonly used phrases, idioms, and informal expressions Used in daily spoken communication	Helps learners produce natural and contextually appropriate spoken language in real-life conversations
Cultural Contexts	Content reflects cultural norms, values, and social interaction styles of English-speaking communities	Enhances learners' pragmatic speaking competence and ability to communicate appropriately in different social situations
Variety of Accents	Exposure to different accents and pronunciation styles (e.g., American, British, and non-native speakers)	Improves pronunciation awareness, speaking adaptability, and learners' confidence when communicating

		with diverse speakers
Real Communication Patterns	Videos show spontaneous conversations, interviews, role-plays, and interactive dialogues	Develops learners' fluency, turn-taking ability, and understanding of natural speech flow in spoken interaction
Contextualized Language Use	Language is presented within meaningful speaking situations supported by visual and situational contexts	Supports learners in practicing situational speaking skills and improves their ability to express ideas clearly and effectively

Moreover, YouTube supports learner-centered learning by allowing users to control their learning pace, replay speaking demonstrations, and choose content based on individual speaking proficiency levels and communicative needs. For students at MTs N Kota Sorong, this flexibility is especially meaningful, as it enables them to revisit difficult pronunciation models or replay conversational examples at their own pace without the time constraints of formal class periods. This flexibility promotes self-regulated learning, which is a key factor in successful EFL speaking skill development (Widyaningrum et al., 2022).

YouTube supports this process by providing a variety of educational resources that focus on speaking, allowing students to explore

English speaking material that aligns with their communication style and learning goals. Also, YouTube usage among students can result in a higher level of motivation, increased confidence in their oral communication abilities, and leniency towards their speaking practice. Thus, YouTube not only serves as an additional educational resource but also functions as a platform for continuous practice of spoken language and promotes the development of speaking skills among EFL students.

2. YouTube and Self Regulated Learning in Speaking Skill Development

Self-regulated learning is all about how students take charge of their own education planning out what they need to do, keeping tabs on their progress, and reflecting on how it's going, especially when it comes to building up speaking skills. In a study by Widyaningrum and her team back in 2022, they noticed that EFL students who turned to YouTube ended up showing way more independence and ownership in picking up language skills, particularly in getting better at speaking out loud. Something similar is happening with kids at MTs N Kota Sorong. These students are picking their own YouTube channels focused on speaking practice, setting their own targets for improvement, and regularly checking in on how far they've come just by sticking with it over time.

YouTube also enables informal speaking practice beyond classroom boundaries, allowing learners to engage with English speaking content anytime and anywhere. This accessibility creates a flexible learning environment in which students are not restricted by time, place, or formal instructional settings. Learners can explore various types of English speaking content such as conversational tutorials, daily dialogue demonstrations, interviews, role-play videos, and entertainment

programs that provide exposure to authentic spoken language use. In addition, informal speaking exercises on YouTube encourage students to take more responsibility for their own speaking skills. The act of selecting videos that align with their communicative interests and speaking proficiency levels enables learners to become more involved in the learning of speaking. This independence allows them to revisit difficult pronunciation models, practice speaking repeatedly and observing conversational strategies without the pressure of classroom time constraints.

In EFL settings, learning autonomy is particularly advantageous due to the limited opportunities for practicing spoken English (Setiawan & Novita, 2022). For students of MTs N Kota Sorong, who have limited direct exposure to English communication in their daily surroundings in Kota Sorong, YouTube serves as a means of providing ongoing exposure to spoken English outside of formal education, helping to close the gap. Therefore, it is possible for learners to sustain oral practice, which fosters enduring proficiency in speaking and enhances communication abilities. Additionally, the interactive features of YouTube, such as comment sections and community discussions, allow learners to engage with other users and practice communication using English. Through these features, learners can express opinions, ask questions, and respond to other users' comments, which indirectly supports their ability to organize ideas and formulate spoken responses. Participating in these online discussions encourages learners to apply vocabulary, grammatical structures, and sentence organization in meaningful communication rather than practicing isolated language forms.

Furthermore, interaction in YouTube comment sections often exposes learners to

diverse language expressions, including formal and informal communication styles. By observing how other users express ideas, learners can develop a better understanding of pragmatic language use and conversational norms. Research conducted by Fhonna (2024) indicates that YouTube-based educational content, particularly vlog-style speaking materials, significantly enhances learners' motivation and willingness to communicate in English. Similarly, Sholeha (2023) highlights that exposure to structured English learning channels, such as BBC English Learning, provides learners with authentic speaking models that improve pronunciation accuracy and communicative clarity.

3. Vocabulary Development through YouTube for Speaking Skill Enhancement

Vocabulary mastery is a fundamental component of speaking proficiency in EFL learning. Adequate vocabulary knowledge enables learners to express ideas clearly, participate in conversations, and maintain communication fluency. For students at MTs N Kota Sorong, who are at a junior high school level of English proficiency, vocabulary development through

YouTube represents a practical and engaging way to build the word knowledge they need for oral communication. Several studies confirm that YouTube significantly contributes to vocabulary acquisition that supports speaking skill development.

Khairuddin et al. (2021) report that EFL students perceive YouTube videos as effective tools for learning new vocabulary due to contextualized explanations and visual support, which help learners understand how words are used in spoken communication. Similarly, Chabibah and Ardianti (2023) highlight that YouTube enhances learners' motivation in vocabulary learning. Engaging content, such as

animations, visual illustrations, real-life dialogues, and situational conversations, increases learners' interest and retention of vocabulary items that are frequently used in spoken interactions.

When vocabulary is presented in contextualized speaking situations, learners can recognize how words are naturally used in communication, which supports deeper comprehension compared to memorizing isolated word lists. Furthermore, YouTube provides varied and interactive vocabulary learning experiences that accommodate different learning styles while supporting speaking practice. Learners who prefer visual learning can benefit from illustrated explanations and subtitle features that support word recognition and pronunciation modeling, while auditory learners can improve pronunciation and listening comprehension simultaneously by observing spoken vocabulary use. In addition, YouTube encourages learners to apply newly learned vocabulary in productive language skills, particularly speaking. Many educational channels provide guided conversation practices, dialogue simulations, and communicative speaking tasks that encourage learners to use vocabulary in meaningful spoken contexts. By observing real-life conversations and dialogue demonstrations, learners gain a better understanding of word collocations, expressions, and pragmatic usage that are essential for natural speaking performance.

Furthermore, the multimodal character of YouTube content strengthens vocabulary retention while at the same time supporting the development of speaking skills, since it brings together visual, auditory, and contextual elements in one learning experience. Park et al. (2024) point out that speaking practice supported by technology, including multimedia and AI-assisted learning environments, gives

learners the chance to build speaking competence through the use of language in context and through interactive learning strategies. In a similar vein, Cerezo et al. (2021) note that learning tools that combine audio and visual input can improve both pronunciation accuracy and vocabulary acquisition, as they offer learners a clear model of pronunciation that is reinforced by what they see on screen. Li et al. (2023) further add that the availability of captions and the multimodal way content is presented on YouTube help learners grasp spoken language more easily, strengthen their understanding of vocabulary, and create a more inclusive learning experience for a wider range of students.

4. Enhancing Listening and Speaking Skills through YouTube

Listening and speaking skills are closely interconnected and play a crucial role in developing communicative competence, particularly in EFL speaking skill development. Baroroh and Rizal (2021) assert that YouTube provides authentic listening materials that expose learners to various accents, speech rates, and communication styles, which are essential for improving speaking performance. In the context of MTs N Kota Sorong, where students have relatively limited access to native English speakers or international communication in their daily environment, YouTube becomes one of the primary channels through which they can experience authentic spoken English. This exposure improves learners' listening comprehension and pronunciation accuracy because learners are able to hear authentic spoken language produced by native and proficient speakers in diverse communicative situations.

By repeatedly listening to natural conversations, learners become more familiar with accent variations, intonation patterns, stress, and rhythm of English speech, all of

which are fundamental components of effective oral communication. Such exposure helps learners recognize spoken language more effectively and reduces difficulties in understanding fast or spontaneous communication, which directly supports their ability to respond appropriately in speaking situations.

Moreover, YouTube promotes speaking practice by means of techniques like imitation, shadowing, and interactive speaking exercises. By imitating words, phrases, and sentences made by the speakers in those videos, learners improve their pronunciation and articulation accuracy. There are many YouTube educational channels that provide structured speaking tasks, pronunciation exercises, and simulations so as to encourage learners to participate rather than simply watch content passively. According to Melisa et al. (2022), students who are exposed to speaking-related YouTube videos tend to exhibit greater fluency and feel more confident in conveying their ideas in English. Regularly attending speaking exercises allows learners to observe how language works in real-world communication situations. Ilyas and Putri (2021) also emphasize that YouTube channels focusing on speaking skills foster interactive learning and communicative competence among EFL students.

5. Learners' Perceptions and Motivation

Learners' perceptions play a vital role in determining the effectiveness of YouTube as a medium for developing speaking skills. Jailani (2020) reports that Indonesian students generally hold positive perceptions toward using YouTube in English learning, particularly because the platform provides enjoyable, flexible, and informative learning experiences that support speaking practice. This positive attitude is also found among the students of MTs N Kota Sorong, who see YouTube as a supportive environment where they can observe

authentic spoken English and practice pronunciation without the performance pressure often felt in the formal classroom setting.

Motivation is another critical factor influenced by YouTube-based learning, especially in improving speaking confidence and participation. Chabibah and Ardianti (2023) conclude that YouTube increases intrinsic motivation by providing engaging and relevant speaking oriented content. The availability of diverse learning materials, such as interactive speaking tutorials, storytelling videos, real-life conversations, pronunciation exercises, and visually appealing animations, attracts learners' interest and encourages them to actively participate in speaking activities.

Table 2. The Role of Learner Motivation in EFL Speaking Skill Development.

Aspect of Motivation	Description	Impact on EFL Speaking Development
Time Investment	Motivated learners spend more time engaging with speaking-oriented English learning content	Increases speaking exposure, pronunciation practice, and speaking consistency
Learning Effort	Learners demonstrate persistence in practicing pronunciation, fluency, and conversational skills	Improves speaking accuracy, fluency, and communicative competence

Resource Exploration	Learners actively seek additional speaking practice resources beyond classroom materials	Broadens exposure to conversational expressions, communication strategies, and authentic spoken input
Goal Setting	Learners set personal speaking objectives and monitor their oral communication progress independently	Enhances self-regulated speaking practice and speaking skill achievement
Confidence Development	Improvement in speaking ability strengthens learners' self-confidence in oral communication	Encourages active participation in real life speaking situations and sustained speaking practice

Moreover, YouTube allows learners to connect English speaking practice with their personal interests, such as music discussions, movie reviews, gaming commentary, travel storytelling, or daily lifestyle conversations. For students at MTs N Kota Sorong, this connection makes the speaking learning process more meaningful and enjoyable rather than obligatory. When learners perceive speaking practice as relevant to their daily lives and future communicative needs, they are more likely to

develop long-term commitment to improving their oral communication skills. Therefore, YouTube not only supports speaking skill development but also plays an important role in maintaining learners' motivation, engagement, and confidence in EFL speaking learning processes.

6. Challenges in Using YouTube for EFL Learning

Despite its advantages, YouTube also presents several challenges in supporting EFL speaking skill development. Setiawan and Novita (2022) warn that not all YouTube content aligns with curriculum objectives or learners' speaking proficiency levels. For the students of MTs N Kota Sorong, who are still developing foundational English skills, the risk of encountering inaccurate pronunciation models or poorly structured speaking content is particularly relevant. The open nature of the platform allows anyone to upload content, which results in wide variation in quality, pronunciation accuracy, communication models, and instructional effectiveness. Some videos may present oversimplified speaking explanations, inaccurate pronunciation models, or communication strategies that are not suitable for academic or professional speaking contexts. Without careful selection, learners may develop incorrect pronunciation habits, misuse conversational expressions, or adopt ineffective speaking strategies.

Additionally, excessive reliance on YouTube without proper guidance may lead to passive learning, where learners focus more on watching speaking demonstrations rather than actively practicing oral communication. Passive consumption of speaking content does not always guarantee meaningful speaking skill improvement, especially when learners are not encouraged to imitate, practice, or apply speaking models presented in videos. Therefore, teachers at MTs N Kota Sorong and similar EFL

settings are encouraged to integrate YouTube strategically into speaking instruction to maximize its educational benefits (Iskandar, 2021). Teachers can play an important role in curating high-quality speaking-oriented content that aligns with learning objectives and learners' speaking proficiency levels. Teachers can convert passive viewing into active speaking by creating structured speaking activities, such as guided talking, pronunciation exercises, role-play tasks, and reflective speaking activities based on YouTube videos. In addition, teacher instruction facilitates the development of essential digital literacy skills in students for evaluating the credibility of online speaking material.

CONCLUSION

This piece shows how YouTube steps up big time in helping EFL students, including those at MTs N Kota Sorong, get better at speaking. It boosts their vocab buildup, ear for listening, spot on pronunciation, smoother fluency, drive to keep going, and even their own self-directed practice sessions. Thanks to its mix of video, audio, and real deal content, the platform throws learners into everyday chat scenarios, sharpening not just their language know how but also how they handle real world talk and cultural nuances. Still, making the most of YouTube means picking videos wisely and weaving them into lessons thoughtfully. Teachers have to check that clips match class goals, model correct sounds, and push real communication. Things like group talks, acting out roles, or giving presentations turn simple watching into hands on practice. Guided right, YouTube becomes a powerhouse add-on for ramping up speaking skills in EFL classrooms.

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