

Challenges Faced by Students of Secretary Program in Speaking English: A Case Study of ASM Santa Maria Semarang

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Abstract

Nowadays, English has become a global language used in various fields including business, technology, and communication, hence it makes English even more important to learn in order to communicate with people of different languages and cultural backgrounds. In Indonesia, many students still cannot speak English fluently since the students studied too many subject skills. In addition, teaching emphasized on grammar rule rather than communicative English. This current research focuses in challenges faced by students of Secretary Program in Speaking English since based on the observation of researcher that students feel difficult in practicing speaking, whereas having good speaking skill is a must for students in Secretary Program to support their job in the future. The objectives of this research are: (1) to find out the problems of speaking faced by students and, (2) to find out the cause of difficulties. After doing this current research, it is expected to solve the problems in speaking skills for secretary program in ASM Santa Maria Semarang. The subjects of this research were students from second and fourth semester of ASM Santa Maria Semarang. The open-ended questionnaire and semi-structured interviews were used to collect the data. The findings revealed that learners typically experience four main speaking obstacles: personal problem, social problem, linguistic problem, and environmental problem. Moreover, the researcher classified causes into four majors: teacher and teaching factors, mother tongue factor, course content factor,

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and classroom culture. In order to give students of Secretary program, the lecturer can create speaking practice; including practice in handling telephone, role play to make students' conversation fluently, and practice in presenting a project. Besides, the lecturer is also encouraging group discussions among students and holding speaking events like public speaking competitions and debates.

Keywords: ESP, Learning difficulties, Secretary Program, Speaking.

INTRODUCTION

The 21st century has brought ICT (Information and Communication Technology), which is changing the role of teaching and learning from manual to digital. The application of ICT in teaching and learning activities is inevitable. Many years ago, the application of ICT in foreign language teaching was not paid much attention (UNESCO, 2003; Sarica & Cavu, 2009; Liu et al., 2013)

In teaching English as a foreign language, applying potentially helpful technology, promoting student autonomy, and creating engaging lessons are often complex. In this type of education, teachers and students must have sufficient access to the Internet, computers, and other technological means that today people call entertainment. Therefore, it is easier to understand using YouTube videos as teaching aids. Modern society respects the shift from print media to audio and other media such as audiovisual (Watkins & Wilkins, 2011; Gilakjani & Sabouri, 2016).

The foremost online video stage is YouTube. YouTube is one of the online mediums with diverse sorts of recordings made by individuals who have become substance makers. Based on Kabooha and Elyas (2015), YouTube could be a multi-dimensional asset that gives effortlessly available recordings of all information regions. In ESL classes, using YouTube permits understudies to get to the dialect of native speakers in an everyday context (Nurkholida, 2016). This may be the finest alternative to meet the desire of English learners to memorize English as a remote dialect. Instructors can utilize YouTube recordings to watch students' tuning in and talking abilities, as they can, as it were, be evaluated outwardly and sound-related (Watkins & Wilkins, 2011).

YouTube may be a video stage that gives clients significant opportunities to express and share data. Moreover, YouTube could be a free medium where clients, including learners and instructors worldwide, can effectively observe and transfer recordings. Many teachers and substance makers frequently transfer their own educational-themed video preparations. This is often advantageous for English learners around the world. Through YouTube, understudies had to get to everyday communication in their local dialect (Muhammad et al., 2014; Nurkholida, 2016). Moreover, Teachers can utilize YouTube as a stage for collecting understudy work. By utilizing YouTube as a medium for uploading assignments, understudies can stimulate their interest by making inventive recordings of their possess and progress their inventiveness and essential considering. It, too, persuaded me to form recordings since I seem to see how numerous watchers my recordings got on her YouTube. Utilizing YouTube makes understudies more fascinated by learning English. Through this inquiry, analysts found YouTube to be a full-fledged educating fabric for her four aptitudes of English familiarity (Styati, 2016; Rahayu & Putri, 2019).

Some researchers found that using ICT enhances students' English skills improvement. The research was supported by Sulastyaningrum and Pusparani (2021); as a result, it was found that there are five types of learning activities. There are 11 kinds of ICT tools included in future teacher's lesson planning, such as YouTube, PowerPoint, PowToon, Proprofs, Seesaw, Instagram, Movie Audio, Vizia, Audiobook, Winamp, and Google Form. Additionally, all the different types of learning activities are identified and listed as follows: Listening 10, Speaking 3, Reading 3, Writing 9, Seeing 6. This finding suggests that future teacher lesson plans incorporating ICT will serve as content-her conveyors, presentation devices, and tools for directly engaging future teachers and students on the platform.

The research gap identified in the previous research is that the implementation and issues of using YouTube video technology in English teaching have not been fully explored. The study aims to fill this gap by investigating how teachers introduce YouTube video technology, students' opinions on improving their English skills after learning with YouTube videos, and the problems faced by teachers and students.

The result was also supported by Pasaribu (2021) that all participating lecturers are unfamiliar with Google Classroom, so the lecturer is very enthusiastic and interested in using Google Classroom. Lecturer knows the platforms they can use in learning integrated with blended learning. The lecturer can more easily manage class assignments quickly and provide feedback to students effectively.

The result was also supported by Abdulrahman Almurashi (2016) and Muhammad (2012). Furthermore, researchers found that using YouTube to learn English was interesting and valuable, allowing students to understand better the novel and its events being discussed. However, when applying this YouTube

video technique, the teacher must provide tools such as a laptop, projector, sound system, internet connection, and proficient computer skills. This study aims to analyze the use of YouTube videos in teaching English to foreign language learners.

Based on a review of previous research, the implementation and issues of using YouTube video technology in English teaching have not been fully explored. Therefore, in this current study, researchers investigated how teachers introduced YouTube video technology, students' opinions on improving their English skills after learning with YouTube videos, and problems faced by teachers and students. It highlights how the students who implemented it found YouTube video technology for learning English.

METHOD

This study was an embedding mixed-method study. Data for this study were collected by answering five questionnaires based on research questions. The questionnaire consisted of open and closed questions. These data were, therefore, combined to answer the research question. The subjects of this study were English teachers, including 7 Junior High School teachers and 40 8th-grade students. The researcher chose this school, one of the most popular schools in Deli Serdang. How English skills improve after using YouTube videos as a teaching technique to find problems they face to support teachers and students. It was conducted to investigate the opinions of students. Explore student perceptions of the introduction of YouTube videos and the use of YouTube as a medium for learning English. The study subjects were seven English teachers in eight junior high schools in Deli Serdang classes, one consisting of 40 students. Both teachers and students received questionnaires based on research questions to collect data. The study had two tools: a researcher and a questionnaire. There were five types of questionnaires for her. Introduction of YouTube videos by teachers, student opinions, teacher issues, student issues, student perceptions, etc. After collecting the data from the questionnaire, the data were processed using SPSS to determine the average score for each item on the questionnaire, and the results were classified on the Likert scale.

It is assumed that students at this school will need to learn English as much as possible to increase students' ability, which requires high English skills. In addition, the research instruments were questionnaires, interview guides, recording equipment, and stationery. The use of a questionnaire aims to capture written data. Oral data were collected through interview guidelines, recording equipment, and paper. Research data were collected using the listening method and the speaking method (Sudaryanto, 1993; Masun, 2005). In listening, the tapping technique is the basic technique, which is accompanied by the technique of listening attentively, listening freely, recording, and taking notes. In the conversation, the

researcher's interaction with the resource persons used the fishing technique as a basic technique, and this technique was followed by face-to-face, face-to-face speaking, recording, and note-taking techniques. From the application of these two types of methods, the speaking method is more effective in capturing data on the use of jargon by gender than the listening method. The research subjects observed in this study included the adoption of YouTube videos as a teaching method, students' opinions on the use of YouTube videos in English, problems faced by students and teachers, and the use of YouTube as a medium for teaching. It was the student's recognition of learning English. To collect data in this study, researchers used researchers as the primary tool and questionnaires to collect more data. Teachers conducted this survey to assess the adoption of YouTube videos in learning English, student opinions on the use of YouTube videos in learning English, issues faced by teachers and students, and student perceptions of YouTube usage analysis. Data were analyzed quantitatively and qualitatively in this study. Quantitative techniques were used to calculate the questionnaire results, and qualitative techniques were used to describe the data. The data analysis process in this study is described in the following paragraphs. This study had two tools, the researcher and the questionnaire, and five types of questionnaires. YouTube videos conducted by teachers, student performance, teacher issues, student issues, and student perceptions. The first step in data analysis was collecting responses. Survey responses are data obtained from teachers and students. The final step was to classify the data results into scale classifications. It was important to know the level of criteria for the responses.

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FINDINGS AND DISCUSSION

This study explores the introduction of YouTube videos in ESL teaching to grade 8. The results showed that most respondents positively rated YouTube videos as an educational medium in the classroom. This positive response may indicate that the teacher understands how to use her YouTube videos in the

classroom to teach English as a foreign language. Respondent data shows that teachers are enthusiastic about implementing her YouTube videos in the classroom, from creating lesson plans to implementing technology in the classroom and assessing students. Additionally, the school actively supported using YouTube videos as an educational medium in the classroom. This can be judged by the availability of supporting equipment necessary for teaching in the classroom.

Steps to implement YouTube video

1. Preparation:

Prepare everything you need for the learning activity. The lesson plans I have created will have a clear title and link. Introduce YouTube with learning media in the classroom. Choose a video length suitable for your study. I am looking for learning media on YouTube. Always use YouTube as a source for instructional videos.

2. Opening:

Ask students about learning.

3. Main activity:

Students focus on learning while using YouTube. Students can discuss well with each other according to the learning theme. Providing additional activities in the learning process. Students can always choose their favorite videos from YouTube.

4. Testing and evaluation:

Prepare an assessment for each learning activity. Provide links to tutorial videos on YouTube for students to study at home. Objectively evaluate according to the learning situation. Be sure to evaluate your learning method after each lesson.

These instructions are based on a survey teachers gave to get information about creating YouTube videos. This table shows that creating a YouTube video requires four steps: planning, initiation, first action, and evaluation. Preparation steps are the first steps a teacher should take before starting a course. These steps had her six items detailing the steps.

Teachers were provided with everything they needed in a lesson plan. Something like this: B. Structure video titles and connections in your lesson plan, and use YouTube videos to plan media to support the lesson handle. Additionally, teachers used YouTube.com as the most popular video source, providing a wide variety of videos related to English teaching. When selecting videos, instructors had to select videos with

appropriate terminology to maximize instructional content. Based on the informational results, it turned out that the teachers did everything possible to learn English in the best possible way. At the beginning of the lesson, the teacher repeatedly asks students about the topic of study. Questions were used to assess students' readiness for class and whether they knew the topic. At the beginning of the lesson, teachers continue to ask students questions about the topic of study. Questions were used to assess students' readiness for class and whether they knew the topic.

The researcher also conducted regular evaluations according to the most learned movements performed by the trainer. The teacher evaluates each learning activity regardless of context and conducts her YouTube videos during the lesson. In addition, the instructor regularly provides video links for learning materials from YouTube.com for students to use as homework or homework. The videos can be replayed as often as you like, making learning easy. In addition, after the course, instructors continuously evaluate learning strategies and improve the quality of learning in separate sessions. The information also revealed how teachers could update YouTube recordings of teaching remote dialect English by focusing on specific English skills such as speaking, listening, and vocabulary learning.

As pointed out by Watkins and Wilkins (2011), YouTube can participate in searching and listening, so teachers can use their YouTube recordings to examine students' speaking and listening skills. In addition, YouTube recordings can also be used to depict role-playing actions, as students can imitate the role given by the teacher in the video. English as much as possible for the tourism industry, which requires high English proficiency.

This information reveals that most respondents reacted positively to their conclusions about using YouTube. Thing has sorted into six categories. B. Vocabulary improvement, speaking progress, structure improvement, tuning improvement, inspiration, writing progress. Students said using YouTube recordings to learn English during their courses sometimes improved their speaking skills. Additionally, the students revealed that after playing the YouTube video, some could pronounce English words better, better, better, stronger, and better. Others have also found that students can speak faster and more fluently than recently if they learn using YouTube videos. The use of YouTube recordings has also improved students' songwriting skills. According to this information, students were often able to produce more sentences after watching YouTube recordings during class. This information also shows that, in some cases, students were better at entering sentences that exactly matched the sentence form. The study also found that this approach increased students' confidence in writing, making it easier for students to write better and more efficiently. In addition,

students revealed that, in some cases, this procedure provided opportunities for more radical thinking. Students especially found this method to be the best for learning English.

Most respondents said they better understood playing YouTube videos in class. Additionally, some students said they could rehash and replay videos on YouTube.com for a deeper understanding, allowing them to learn English more transparently and less invasively. In addition, creating YouTube videos allowed students to progress in other areas of English Procurement. The information states that making a YouTube video helped her students improve their speaking skills. This information is consistent with the description provided by Watkins and Wilkins (2011). Watkins and Wilkins say that using YouTube videos improves students' speaking skills because they can use their sense of position and hearing to test their speaking skills. Another support category is glossary improvements. This statement was consistent with previous studies by Styati (2016) and Kabooha and Elyas (2015). This study found that using YouTube videos impairs dictionary comprehension and recognition. These previous considerations also suggested that using YouTube videos for English learning encouraged students to learn unused vocabulary content from the videos. In addition, using YouTube videos has increased the students' inspiration for learning English. Our previous formulation was supported by previous work by Rahayu and Putri (2019) and Kabooha and Elyas (2015). Respondents noted that using YouTube videos in the classroom made learning more effective, as teachers implemented this strategy in an exciting and fun way but at the expense of lower English learning levels. Additionally, one respondent revealed that using her YouTube videos as part of her course to learn English can serve as a vehicle for learning English and enhance students' basic understanding. This statement was supported by previous research results by Rahayu and Putri (2019), who showed that using YouTube videos to learn English improved students' wit, essential thinking, and inspiration.

This information made it clear that teachers had no significant problems planning the content and topics for their YouTube videos. According to the information, the Internet connection was occasionally lost while trying to select the correct video from her YouTube.com on "Learning English Class." Teachers did not find it challenging to choose suitable materials for teaching English using YouTube videos. Students had no trouble finding videos on YouTube.com that fit their learning objectives. Consistent with the above statement, this information reveals that teachers have never had difficulty choosing suitable videos due to the variety of videos available on YouTube. Additionally, teachers never know that the videos are copyrighted and may be unable to open them in some cases. Be that as it may, the information also showed that it could take time for teachers to prepare materials for their English classes via YouTube. This problem can occur primarily due to the need for web maps. At times, 8th-grade students felt unable to understand the dialect used in the

video, the dialect of English. Additionally, in some cases, teachers encountered problems when creating YouTube videos of B. Numerous hints at the beginning and middle of the video. Another issue was that the student's English level may not match the difficulty of the video. The information also noted that some students had difficulty implementing a YouTube video strategy.

Students' issues include subject matter, content, disciplines, and tendencies. The main category covers specific topics consisting of internet connection, traffic lights, and offices to support the learning process, tips for which are shown at the beginning of the video and the moment when the content was revealed also happened quickly. Third, it seemed difficult to find the subject of the video because it was too fast. In the previous issue, we clarified her YouTube video usage trends among students. This last category included the student's need for concentration and reduced centrality in the learning domain.

As a result, it became clear that the most frequently cited problem was a missing network mapping. This is now listed in the previous table. The student needed a better internet connection to access her YouTube recordings, as accessing videos online is more complicated than recording images and content. In summary, her web connection is essential to perform YouTube recordings as part of the learning process. Some respondents pointed out that the problem with accessing videos on YouTube.com was the ads that played at the beginning of the videos. It took a few seconds to play the video the students wanted. Some students also said that the problem they faced while watching the video was that the explanation was too fast, and they could not understand the main point. In this case, the need for student dialect procurement may be considered.

Students' issues include subject matter, content, subjects, and tendencies. The mandatory category clarified specific issues such as internet connectivity, traffic light, and workstations to support preparation for the study. A note was shown at the beginning of the video, and the minutes revealed the content of the video, which also happened quickly. The third showed that the subject of the video was difficult to achieve because the video was too fast. In the previous issue, we discussed student trends using YouTube videos. This last category includes the student's need for concentration, which reduces centrality in the learning domain. As a result, it became clear that the first problem was the lack of cooperation with the Internet, reported in the previous table at this time.

Since videos are more brutal to find on the web than images and content records, the students had a much better, better, more powerful, improved advanced access to her YouTube videos. I needed an excellent web association. During development, you can do it from there. They conclude that internet connectivity is

essential when performing YouTube recordings within learning activities. Several respondents noted that their problem with accessing videos on YouTube.com was the progress playing at the beginning of the video.

It took a few seconds to play the video the students wanted. However, some students found that the problem they faced while watching the video was that the explanation needed to be faster, and they needed to understand the video's main point. In this case, students may have to master their language.

This study was also supported by Widiantari and Dewi (2023), the results of the literature review, the use of YouTube could affect students' language skills. In addition, the use of YouTube also affected self-motivation and self-regulated learning for bilingual young learners. This study also provided suggestions for teachers to pay attention to several things in using YouTube as an alternative media in ELT during the current pandemic.

This study was also supported by Purwanti (2022), the study revealed that YouTube videos had been proven to give better exposure to the students' speaking aspects like pronunciation, structure, vocabulary, intonation, grammar, and fluency. However, the use of YouTube videos also poses challenges, such as unstable internet connection, loss of interaction with peers and teachers, low comprehension of the videos, unsuitable length of videos, students' low readiness and autonomy, and discrepancy between the videos and the language learning goals. These findings imply that while YouTube videos can be helpful learning tools, the right strategies need to cope with the challenges.

This study also supported Listiani et al. (2021) that YouTube has generally been deemed a helpful learning resource for young learners, and studies have highlighted the positive impacts of using YouTube to improve young learners' English skills. However, experts and researchers are also concerned about the weaknesses and threats posed by YouTube as a learning source for teaching English to young learners. These are prerequisite stable internet connection to access YouTube, irrelevant ads that cut in the middle of the videos, and next-video suggestions that are not always relevant to the learning material in focus. Thus, while YouTube can be a useful learning resource, strategies to tackle its weaknesses are needed to optimize the benefits of using YouTube as a learning source for young learners.

CONCLUSION

Research shows that teachers and students responded strongly to using YouTube videos when learning English in their courses, but there were still some issues with using YouTube videos. The students of an 8th-grade English teacher in the school made a YouTube video of teaching English to her students and preparing the necessary equipment to provide learning materials. Participants found it easier to learn English using

YouTube videos, so they had a much better and deeper understanding of YouTube learning. Based on the information above, the participants showed that learning English using YouTube videos helped students memorize English better. YouTube videos improve students' English skills, so schools should take some steps to motivate teachers and students to use YouTube videos to teach and learn English. Our investigation revealed the following: a) The teacher was able to implement this process because he used a YouTube video technique to train some skills in English. Students had positive opinions about changes in English learning. b) regarding students' opinions in skill development about the implementation of YouTube, the items were categorized into six categories such as vocabulary development, speaking development, writing development, listening development, motivation, and literature development. Students explained that sometimes students gained development in speaking by the implementation of YouTube videos in learning English in class. Moreover, the students explained that sometimes, students were able to say English words in a better way after the implementation of the YouTube video. c) In terms of the problem faced by teachers in implementing YouTube videos, the teachers never find problems in choosing the appropriate content for teaching English using YouTube videos. The students also never find problems in choosing videos which suitable for the topic of learning on YouTube.com. Because of the diversity of the video availability in YouTube.

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