

# THE USE OF YOUTUBE AS A SUPPORTING MEDIA FOR LEARNING ENGLISH THROUGH MALL (MOBILE ASSISTED LANGUAGE LEARNING) APPROACH DURING LIMITED FACE-TO-FACE LEARNING

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**Abstract:** This research aims to measure the effectiveness of using YouTube media in EFL learning through the MALL (Mobile Assisted Language Learning) approach in semi-online learning. This research was a quantitative study using a pre-experimental research design. This research was conducted to measure a group of dependent variable subjects by giving treatment. The participants in this research were students of the English I program at Billfath University, Lamongan. This research was conducted during a pandemic by implementing semi-online learning. The results of the student tests showed that there were significant differences in the mean scores of the pretest and posttest scores. Based on the results of the T-test, it is known that the comparison of students' pretest and posttest scores on sig. (2-tailed) 0.000. This value was lower than the probability of 0.05 ( $0.000 < 0.05$ ) as a measure of the degree of miscalculation. From this output, the results of the pairwise average difference were -20.256. This value indicated a significant difference in the mean scores between the results of the students' pretest and posttest scores. Therefore, researchers could conclude that the integration of YouTube media in learning English has a considerable impact on the development of students' English skills.

**Keyword:** EFL, MALL, Pandemic, YouTube

## Introduction

During the Covid-19 pandemic, electronic media has changed the entire educational environment. Learning that should be carried out face-to-face must switch to online mode. Since the outbreak of the

Covid-19 virus, the government through the Ministry of Education and Culture has issued instructions to implement distance learning. In the current era of online learning, the implementation of education is supported by rapid technological advances. So that it can bridge the continuity of the teaching and learning process through electronic media such as Google Meet, Zoom, and the Web. In addition, E-learning-based learning can shorten student learning time and learning costs, as well as make it easier for students to access subject matter repeatedly.

In practice, online learning requires assistive devices such as smartphones, laptops or tablets that allow students to access information anytime, anywhere. While mobile devices are gradually starting to play an important role in students' daily lives. Learning English on mobile is no longer a new thing for students in learning English as a foreign language (EFL). During this online learning, teachers can adjust the habits of students who always use cellphones or smartphones, thus mobile-assisted language learning (MALL) can be a solution in this semi-online learning. For the Indonesian state itself, the use of MALL in learning is still very minimal, especially among elementary or middle schools. So, the study of mobile-assisted language learning (MALL) is still very much needed.

During this lockdown situation, there is a social media application that is widely used by teachers and students in carrying out their teaching and learning activities, namely YouTube. So far, YouTube can be said to be the most effective medium to represent the teacher's role in delivering material to students. In the learning environment, several studies have demonstrated the positive effects of social media in learning areas, such as student participation, creativity, and professional development. Media is used to guide students towards diverse learning experiences. The learning experience depends on the learner's interaction with the media. The right media and in accordance with the learning objectives will be able to improve the learning process, so that students achieve better learning outcomes<sup>1</sup>.

The specific purpose of this research is the implementation of YouTube as an interesting, attractive, and fun teaching and learning media in foreign language learning (EFL). YouTube as a current trend

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<sup>1</sup> M Labib Al Halim, "Modifying Domino Cards To Increase Students' understanding Of The Use Of Possessive Adjective At Junior High School," *Karangan: Jurnal Bidang Kependidikan, Pembelajaran, Dan Pengembangan* 2, no. 01 (2020): 71–79.

is the basis for researchers to use the platform as a learning medium. The urgency of this research is to be able to encourage and motivate students to keep the spirit of learning even in an online learning environment so that it can prevent students from losing learning.

This research is in accordance with the university's research strategic plan which is oriented towards research outputs in the form of innovation and the development of science and technology that is beneficial to society, the business world, and/or industry. This research scheme is also in accordance with the focus area of the English language study program which is oriented towards research in the field of education for the development, and application of science and technology in the field of English in accordance with the strategic plan and operational plan of the study program.

## **Literature Review**

### *1) Mobile Assisted Language Learning (MALL)*

The early development of online language learning has been influenced by the theory of Computer-Assisted Language Learning (CALL). CALL is understood as a learning process that utilizes computers to improve students' language skills. Over time, digital technology has turned mobile devices into more sophisticated learning tools that offer flexibility and accessibility for the learning process. There is a huge innovative effort under the Mobile Assisted Language Learning (MALL) theory. Among the various types of mobile devices, smartphones are gaining popularity due to their versatility for everyday use.

With the rapid developments in technology and contemporary language learning methods, mobile devices (e.g., mobile phones and tablets) have entered into formal and informal language learning. This new trend is widely called mobile-assisted language learning (MALL). There are a number of affordances associated with MALL in the literature. Spontaneity, individuality, flexibility, personal and independent learning figure <sup>2</sup>. Arguably, one of the important characteristics of MALL is that it can take language learning outside the classroom and provide continuous language practice by enabling language learning anytime, anywhere. That is, contrary to more conventional and formal learning methods, MALL provides

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<sup>2</sup> Agnes Kukulska-Hulme, "Mobile-Assisted Language Learning," *The Encyclopedia of Applied Linguistics*, 2012, 1–9.

opportunities for learning beyond space and time (Brown, 2010, as quoted in Kukulska-Hulme, 2012)<sup>3</sup>. For example, watching YouTube about learning speaking while traveling, listening to English music while working or playing language-related games while waiting for the bus are some examples of learning outside the classroom.

Similarly, the research of Kondo et al, investigated the effect of the Mobile Assisted Language Learning (MALL) approach which was designed to facilitate the self-learning process of Japanese students <sup>4</sup>. Using the Nintendo DS Lite as a MALL device, their study shows that this MALL approach is an attractive learning mode for students, and also encourages them to devote time to learning with a mobile device.

One way to learn a popular language in Indonesia is to use social networking sites on smartphones. Like Fikin Naki, who is currently viral on social media thanks to his ability to master several foreign languages, which cannot be separated from the role of YouTube as a self-taught learning medium. Hun chung wan (2021) conducted a study that focused on the growing trend of learning English in Taiwan, the study investigated the independent language learning of EFL students on YouTube outside the classroom <sup>5</sup>. According to him, learning English on YouTube is considered more flexible, more interesting, and more interactive than formal learning in class.

## 2) *YouTube*

YouTube is a video sharing website based in California which was launched in 2005. YouTube is becoming a trend nowadays with many video uploads in the form of tutorials, jokes, criticisms, lectures, and others<sup>6</sup>. Instead of just being passive video viewers, many people have taken on the role of content producers who actively create and

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<sup>3</sup> Kukulska-Hulme.

<sup>4</sup> Mutsumi Kondo et al., "Mobile Assisted Language Learning in University EFL Courses in Japan: Developing Attitudes and Skills for Self-Regulated Learning," *ReCALL* 24, no. 2 (2012): 169–87.

<sup>5</sup> Gwo-Jen Hwang and Qing-Ke Fu, "Trends in the Research Design and Application of Mobile Language Learning: A Review of 2007–2016 Publications in Selected SSCI Journals," *Interactive Learning Environments* 27, no. 4 (2019): 567–81.

<sup>6</sup> Brandon Miller, "YouTube as Educator: A Content Analysis of Issues, Themes, and the Educational Value of Transgender-Created Online Videos," *Social Media+ Society* 3, no. 2 (2017): 2056305117716271.

share their ideas on YouTube <sup>7</sup>. The purpose of using YouTube as a learning medium is to create an atmosphere of teaching and learning activities that generates student interest in following the learning process from start to finish, is fun and also has good communication and interaction. There are so many learning videos on YouTube so teachers can choose and use them for interesting learning activities, especially during this pandemic because students and teachers carry out learning at home. Teachers can provide a YouTube link for students to study and understand according to the material provided. YouTube can be used as a learning medium and can be used at any time without limits. Students can reopen the YouTube link if they don't understand the material. YouTube media can be used to get explanations, understanding and examples in learning. So as to create an interesting and fun learning atmosphere.

YouTube has contributed to the online and distance learning and teaching agenda during this pandemic. YouTube can be used in terms of delivering material and student practice media. There are some features that can be used in the YouTube application such as Live streaming, Uploading video, and Video Collection.

## Research Method

Determination of the right methodology is needed by researchers to answer research questions. This study wants to answer the question of the extent of the impact of integrating the YouTube application into EFL teaching in improving students' speaking skills through the MALL (Mobile Assisted Language Learning) approach in semi-offline learning. This research is quantitative research using a pre-experimental research design. Babbie stated that pre-experimental research is research conducted to measure one group of subjects the dependent variable by giving treatment <sup>8</sup>. The researcher used pre-experimental design proposed by Arikunto<sup>9</sup>:

### *Research Participants*

The participants in this study were students of the English language program I at Billfath University, Lamongan. This research was

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<sup>7</sup> Christine Greenhow, "Youth, Learning, and Social Media," *Journal of Educational Computing Research* 45, no. 2 (2011): 139–46.

<sup>8</sup> Earl Babbie, "Research Design," *The Practice of Social Research*, 2010, 85–88.

<sup>9</sup> Suharsimi Arikunto, "Metode Penelitian," *Jakarta: Rineka Cipta*, 2010.

conducted in the odd semester of 2022-2023 by implementing semi-online learning.

### *Research Instruments*

The instruments used in this study were observation sheets, questionnaires, and tests. In conducting observations, researchers used observation sheets to observe the behaviour and attitudes of students in the EFL learning process to find out real problems in the classroom and as data to make lesson plans. Meanwhile, the questionnaire was used to collect all students' perceptions during the integration of YouTube into EFL teaching.

In addition, there are two kinds of tests used in this study, namely pre-test and posttest. The purpose of giving the pre-test was to measure the students' speaking ability before applying the treatment. Meanwhile, the post-test was used to determine the impact of integrating the YouTube application into EFL teaching in improving students' speaking skills.

### *Data collection technique*

#### 1. Observation

Observation as the first instrument used in this study. Checklist observations have been used to assist researchers in describing the situation in the classroom when learning activities take place before researchers give treatment.

#### 2. Test

Researchers conducted two kinds of tests; pre-test and post-test. Pre-test was used to measure students' speaking ability before applying the treatment. Meanwhile, the post-test was used to determine the impact of integrating the YouTube application into EFL teaching in improving students' speaking skills

#### 3. questionnaire

The researcher distributed closed-ended questions, in which respondents were asked to choose an answer from among the list provided by the researcher. The researcher used a questionnaire as an instrument in collecting students' perspectives on the use of the YouTube application in teaching EFL.

### *Data analysis technique*

After collecting all the necessary data in the form of a checklist of observations, tests, and questionnaires. In this part of the data analysis technique, the researcher analyzes it separately to get a better specification as follows:

### 1. Observation Checklist

Observation checklists are used to assist researchers in observing learning activities to find out problems in class. The researcher fulfilled the rubric by selecting a checklist box based on class conditions. Then the researcher describes by describing the results of the checklist observations that underlie the research.

### 2. Test

The test results become the main data of this study. After assigning a score, the researcher used paired sample t-test to test the significance between the pre-test and post-test mean scores. The researcher used SPSS (Statistical Package for the Social Science) software. Finally, the researcher analyzed the data in the form of descriptive analysis based on the results of the SPSS software.

### 3. Questionnaire

To analyze the questionnaire, the researcher calculated the total percentage of consent that had been selected by the participants. After the total number is found, the questionnaire data is presented as a percentage. The reason for presenting the results of the questionnaire in the form of a percentage helps researchers to find out students' perspectives on the use of the YouTube application in EFL teaching

## **Result and Discussion**

### ***Result***

This research was carried out in the odd semester of 2022-2023 with the research subjects being students of the English language program I at Billfath University, Lamongan. Researchers used non-random sampling method to select research subjects. The subjects in this study amounted to 39 students consisting of 9 male students and 30 female students. This study uses YouTube videos to teach English classes as additional material with the aim of providing students with good understanding and knowledge about their lectures. In addition, utilizing smartphone-based technology can make the learning process more fun and meaningful and give students the opportunity to memorize their lessons more easily.

### *The Result of observation*

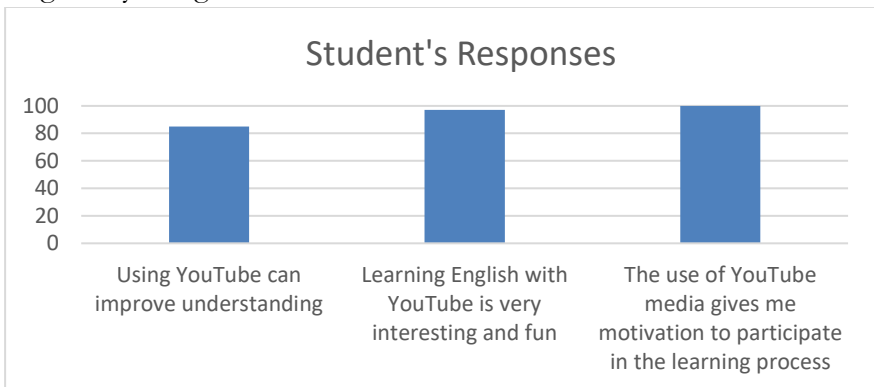
Based on the results of observations in the field, it shows that students are less enthusiastic in learning English. There are still many

students who feel less confident to speak English both with teachers and friends. Several problems prevented students from speaking English. This problem often occurs at almost every level of education. These problems are lack of self-confidence, fear of grammatical errors, vocabulary and pronunciation. Even though the students have something to say in their mind, they are hampered by lack of self-confidence because they are afraid of making mistakes especially in the pronunciation of vocabulary.

While using YouTube as a media to support learning, it was found that students' motivation to learn English has increased. Students also began to be confident in expressing their opinions both to the lecturers and their friends. In addition, there was a significant increase in vocabulary mastery and pronunciation. The results of this observation confirm that the use of YouTube can support students' abilities in learning English.

#### *The result of questionnaire*

The results of the questionnaire given to students showed that almost all respondents gave positive responses to the implementation of YouTube as a media to support English learning. According to the results of the questionnaire, as many as 85 percent of respondents agree that YouTube can improve their understanding in learning the material provided. In addition, 95 percent of respondents agree that learning English using YouTube is very interesting and fun for them. Meanwhile, all respondents agree that they are motivated to learn English by using YouTube media.





**Diagram 1:** Student responses to the use of YouTube in learning English

The findings from the results of the questionnaire above indicate that students can better understand the material by using YouTube media. This is because some video material on YouTube is presented in simple and practice-based language so that it can help students understand the material provided. The results of this questionnaire are reinforced by the theory from Brunner<sup>10</sup>, which states that YouTube offers many opportunities for language learning because students can watch and listen to various types of spoken material both formally and informally. In addition, students also get a more precise explanation with the subtitle feature and visual display in YouTube videos. With the help of subtitles available in the YouTube feature, students can remember the meaning of various vocabularies. Students also gain more knowledge after watching English videos with subtitles.

The results of the questionnaire also show that almost all participants agree that the use of YouTube media makes them happy in learning English. Students feel comfortable with YouTube because the explanations are clear and detailed and presented in simple language. The use of YouTube media can also keep students from feeling bored. This is because the video content on YouTube provides scenes, animations, and movements that make students interested. Watching YouTube videos is also considered a more interesting learning method than reading material in books.

On the other hand, the use of YouTube media can also increase student motivation in learning English. YouTube also offers videos on various topics for learning English. Students can re-watch and access YouTube videos anytime and anywhere. This can help students achieve higher success due to the possibility to re-watch videos and watch them again.

In addition, the researchers also provided questionnaires related to the development of students' English skills during the implementation of YouTube media in the learning process. From the responses obtained can be categorized in the following table:

No	Development	Categories			
		SA	A	DA	SDA

<sup>10</sup> Ines Brünner, "Using Language Learning Resources on YouTube," *ICT for Language Learning*, 2013, 110–15.

1	Can remember more vocabulary	72%	28%	0%	0%
2	Able to pronounce English words better	56%	44%	0%	0%
3	Able to speak fluently	23%	62%	15%	0%
4	Able to understand the topic of discussion well	31%	59%	10%	0%
5	Able to write more sentences	18%	54%	28%	0%
6	Able to think critically with topics	18%	49%	33%	0%

**Table 1.** Students' opinions in developing English skills

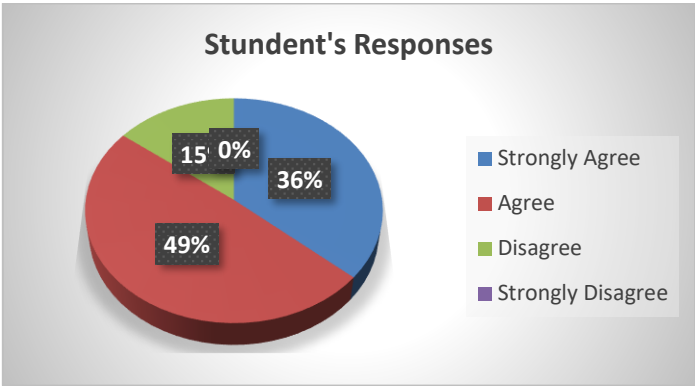
The results of the questionnaire in the table above illustrate that most of the students gave positive responses to the use of YouTube as a supporting medium for learning English. The items in the questionnaire are divided into 6 English language skills development, such as vocabulary development, vocabulary pronunciation development, speaking development, listening development, writing development, and critical thinking development.

The data obtained explains that all students agree that with the help of YouTube media students can remember more vocabulary in learning English. In addition, all students also agree that after the application of YouTube media, students can pronounce English words better. Meanwhile, in the aspect of speaking development, most of the students agreed that they got development in speaking with the application of YouTube media in learning English. Students are able to speak more fluently than before learning using YouTube media. From the data obtained, only 15 percent of students who answered disagreed that with the use of YouTube media they were able to speak fluently.

On the other hand, the aspect of listening development also shows that the use of YouTube media can improve students' listening skills. Most of the students agreed that by frequently playing subject matter topics on YouTube, their listening skills improved so that it would be easier for them to catch the material presented. The application of YouTube media can also develop students' writing skills. The data obtained showed that students were able to write more sentences after implementing YouTube videos in class. This data also states that sometimes students are able to write sentences better according to sentence patterns correctly. In addition, most students

also agree that the use of YouTube media can also make them think more critically during the learning process.

Furthermore, the results of data processing related to the use of YouTube as a supporting medium for learning English as a whole are shown in the following figure:



**Diagram 2.** Students' opinions in developing English skills

From the measurement results, it was found that most of the students gave positive responses to the use of YouTube as a supporting medium for learning English by 36% strongly agree, 49% agree, 15% disagree, and 0% who answered strongly disagree. So it can be concluded that the use of YouTube media can support the development of students' English skills.

*The Result of Student's Test*

In this case, the researcher also showed the students' English scores both at the pretest and posttest. The researcher also classified the students' English skills from the lowest to the highest score.

*1. Pretest*

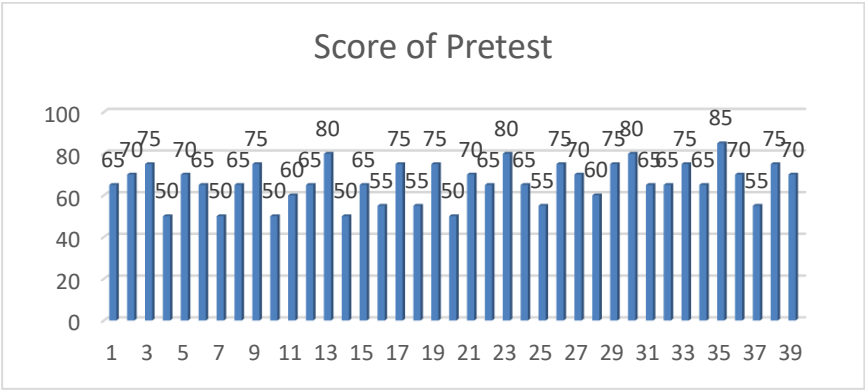
The researcher gave a pretest to the students at the beginning of the learning process. This pretest is used to measure students' English skills before the application of YouTube media in the English learning process. The results of the pretest scores obtained from students are as follows:

Descriptive Statistics							
	N	Min	Max	Sum	Mean	Std. Deviation	
	Stat	Stat	Stat	Stat	Stat	Std. Error	Stat
Pretest	39	50	85	2585	66.28	1.545	9.646

Valid N (listwise)	39
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**Table 2.** Statistical descriptive of the pretest

From the results of statistical processing above, it was found that the highest score obtained by students before using YouTube media in learning English was 85, while the lowest score obtained was 50 with an average score of 66.28. Based on the average results obtained from the student data above, it can provide an illustration that students' English skills can be categorized as moderate. For more details can be seen in the following diagram:



**Diagram 3.** Student's pretest score

2. *Posttest*

After applying YouTube media in learning, the researcher then gave a posttest to the students. The purpose of this posttest is to find out the impact of integrating YouTube media into EFL teaching in improving students' English skills. The results of the posttest scores obtained from students are as follows:

Descriptive Statistics							
	N	Min	Max	Sum	Mean	Std. Deviation	
	Stat	Stat	Stat	Stat	Stat	Std. Error	Stat
Pretest	39	75	100	3375	86.54	1.234	7.708
Valid N (listwise)	39						

**Table 3.** Statistical descriptive of the posttest

The results obtained from the student posttest scores showed a significant increase in scores. From the results of the statistical analysis above, the highest score obtained by students after using YouTube media in learning English is 100, while the lowest score obtained is 75 with an average score of 86.54. For more details can be seen in the following diagram:

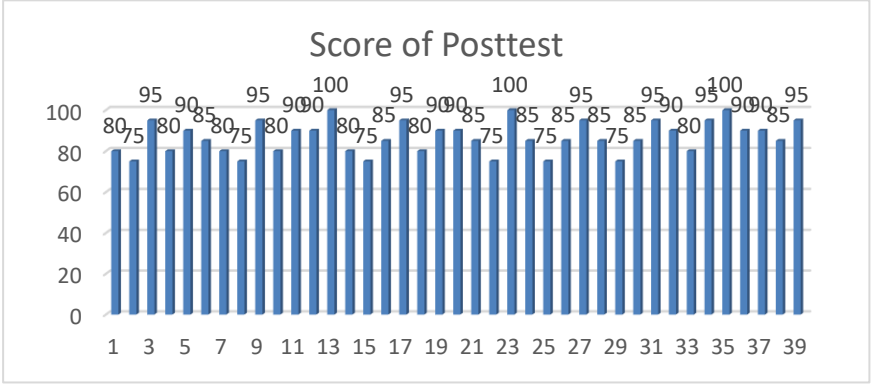


Diagram 4. Student's posttest score

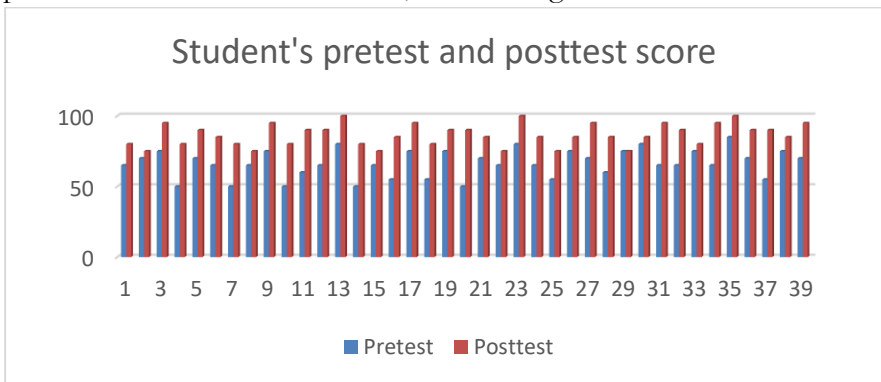
3. *T-test Analysis*

To determine the level of effectiveness of the impact of integrating YouTube media into teaching EFL, the researchers then analyzed using the t test. In this t test, the researcher compares the results of the English scores obtained by students at the pretest and posttest. The results of this analysis can later be used as a reference whether the use of YouTube media in learning English has a significant impact on the development of student abilities or not. The results of the t test obtained are as follows:

Paired Samples Test									
Paired Differences					t	df	Sig. (2-tailed)		
Mean		Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pretest - Posttest	- 20.256	9.24 4	1.480	- 23.253	- 17.260	- 13.684	38	.000

Table 4. T-test analysis

From the results of the t test above, it was found that the comparison of the students' pretest and posttest scores on sig. (2-tailed) 0.000. This value is lower than the probability of 0.05 ( $0.000 < 0.05$ ) as a measure of the degree of calculation error. So it can be concluded that there is a significant difference in the students' average scores between the pretest and posttest learning outcomes, which means that there is a significant impact on the use of YouTube media in learning English. From the output of the t test above, it also contains information on the mean paired difference of -20,256. This value shows the difference in the average value between the results of the student's pretest and posttest scores. For more details, see the diagram below:



**Diagram 5.** Student's pretest and posttest score

### ***Discussion***

YouTube is a multidimensional resource that offers easily accessible videos in all areas of knowledge and language learning is no exception. YouTube can be part of the learning system to support independent learning in language learning because YouTube provides various types of material for students, both in the form of material explanations and in practice.

The results of the study indicate that most of the respondents stated that they have a better understanding after using YouTube in their learning process. Furthermore, some students answered that they have a clearer and easier way of learning English because they can repeat or replay videos on YouTube to get a better understanding. In addition, the application of YouTube videos can also improve several aspects of mastery of English such as vocabulary development,

vocabulary pronunciation development, speaking development, listening development, writing development, and critical thinking development. The results of this study are in line with the statement of Sari and Zitouni <sup>11</sup> which states that the application of YouTube videos can improve students' speaking skills because students can explore their speaking skills by using the senses of sight and hearing. Another category of development is vocabulary development.

The results obtained in this study are also in line with the findings of previous studies from Heriyanto and Kaboocha <sup>12</sup>, research reveals that the application of YouTube videos develops students' vocabulary understanding and recognition. Previous studies also mentioned that the use of YouTube media in learning English facilitates students to get new vocabulary items.

In addition, the application of YouTube media can also increase student motivation in learning English. Students stated that the application of YouTube videos in the classroom can make the learning process more efficient because the teacher applies this method in an interesting and fun way that can reduce boredom in learning English. On the other hand, most students also responded that the implementation of YouTube media in learning English in the classroom can improve students' critical thinking patterns. This finding is also supported by the findings of a previous study conducted by Kim and Wijaya <sup>13</sup> which stated that the application of YouTube videos in learning English increases creativity, critical thinking, and student motivation.

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<sup>11</sup> Yuli Nurmala Sari and Margana Margana, "YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century," *Journal of English Language Teaching and Linguistics* 4, no. 2 (2019): 263; Mimouna Zitouni et al., "Utilization of YouTube to Improve the Pronunciation Skill of Saudi Learners in Translation Departments," *Asian ESP Journal* 17, no. 2 (2021): 133–54.

<sup>12</sup> Dwi Heriyanto, "The Effectiveness of Using YouTube for Vocabulary Mastery," *ETERNAL (English Teaching Journal)* 6, no. 1 (2015); Raniah Kaboocha and Tariq Elyas, "The Impacts of Using YouTube Videos on Learning Vocabulary in Saudi EFL Classrooms," in *ICERI 2015 Conference*, 2015, 3525–31.

<sup>13</sup> Sumi Kim and Hyeon-Cheol Kim, "The Benefits of YouTube in Learning English as a Second Language: A Qualitative Investigation of Korean Freshman Students' Experiences and Perspectives in the US," *Sustainability* 13, no. 13 (2021): 7365; Andik Nur Wijaya and Siti Roki'ah, "Critical Thinking Skills toward YouTube Resources in Students' Argumentative Texts," *Englisia: Journal of Language, Education, and Humanities* 8, no. 1 (2020): 1–11.

Meanwhile, from the results of student tests, it was obtained data that there was a significant difference in the average value of the results of the pretest scores and the results of the students' posttest scores. From the students' pretest scores, the highest score was 85, while the lowest score was 50 with an average score of 66.28. Meanwhile, from the posttest results, the highest score obtained by students was 100, while the lowest score obtained was 75 with an average score of 86.54. From the test results, it can be seen that there are quite large differences in both the highest, lowest and average scores obtained by students from the results of the pretest and posttest assessments. Therefore, the researcher can conclude that the integration of YouTube media in learning English has a considerable impact on the development of students' English skills.

## **Conclusion**

In this time of pandemic, information technology has opened up the prospect of rich and innovative approaches to addressing educational problems and providing solutions to the increasing demands for learning resources. For most of the Web 2.0 generation, YouTube provided users with learning resources that offered effective communicative features for synchronous and asynchronous learning. YouTube, a video sharing website that allows users to upload, view and share video clips, offers access to new and dynamic opportunities for effective and non-traditional patterns of teaching and learning. In Indonesia, this technology has not been widely used for educational purposes. This study aims to examine the impact of integrating the YouTube application into EFL teaching through the MALL (Mobile Assisted Language Learning) approach in limited face-to-face learning.

The results of the study indicate that most of the respondents stated that they have a better understanding after using YouTube in their learning process. The application of YouTube videos can also improve several aspects of mastery of English such as vocabulary development, vocabulary pronunciation development, speaking development, listening development, writing development, and critical thinking development. Furthermore, from the results of student tests, it was obtained data that there was a significant difference in the average value of the results of the pretest scores and the results of the students' posttest scores. From the results of the t test above, it was found that the comparison of the students' pretest and posttest scores on sig. (2-



tailed) 0.000. This value is lower than the probability of 0.05 ( $0.000 < 0.05$ ) as a measure of the degree of calculation error. From the output, it contained information on the mean paired difference of -20,256. This value shows the significant difference in the average value between the results of the student's pretest and posttest scores. Therefore, the researcher can conclude that the integration of YouTube media in learning English has a considerable impact on the development of students' English skills.

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