
Using YouTube as EFL/ESL Tertiary Students' Self-English Language Learning Strategies

Dedi Aprianto ¹

¹ Corresponding author, The Faculty of Engineering, the University of Bumigora, Mataram, Indonesia; dediaprianto44@gmail.com

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Abstract

YouTube is considered a complementary, supporting, and effective learning media in English Language Learning. The current study aims at knowing the language skills and language components that most commonly the tertiary students improve through YouTube's videos and to investigate why they used the YouTube platform as their Self-Language Learning Strategies. It used a descriptive qualitative study to describe the most usages of YouTube as learning media and to know the language skills and the language components most commonly the tertiary students improve through YouTube from the numerical data which is needed to be descriptively-statistical analyzed. The data was obtained through questionnaire and semi-structured interview involving 35 sophomore students of computer science. The results suggest that of the four English skills, the tertiary students mostly used YouTube to individually study or to improve listening (90%), speaking (81%), writing (47%), reading (59%). A listening skill is more dominant than the other skills. The tertiary students dominantly use YouTube as self-learning strategy to improve their language components, that is studying pronunciation (79%), Grammar (74%), vocabulary (71%). The tertiary students use YouTube to individually study English as they believed that YouTube learning media as the complementary language learning source, YouTube as the most-accessible language learning source, and YouTube as an innovative self strategy to study more about language skills and language components

Keywords: Self-language learning strategies, tertiary students, YouTube media

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1. Introduction

Today, English is as a foreign language learning in Indonesia and its status leads all the practitioners and the students to try to focus on how a target language, English can properly be learned and those facilitate the students can develop their English skills. Promoting English skills is a must by engaging all paradigms of learning, the principles of language learning, language learning methods, and language learning strategies into the usage of technology. The insertion of technology in language learning and instruction is not a new thing in ELT. A number of researches suggest the integration of technology into English language learning and language instruction have been reviewed such as (Cahyani et al., 2021; Utami et al., 2020; Ariantini et al., 2021; Dantes et al., 2019), the number of e-learning systems has been conducted under several types of media which can be utilized as learning methods, in order to promote language learning and language instruction process. Meanwhile, there are some which are considered to suggest that the activities embedded with technology such as English movies, English animated movies, digital comic strips, and digital games have provided the exposure about English language culture as well as given the examples of character education (Jesica Vanessa & Ni Komang Arie, 2019). Technology is about learning content and process, yet it has a significance that must be recognized as tools to get various types of competency, motivation, and innovation. The use of technology can also support learners more creative, contribute to performing more actively, and develop new skills (Voogt et al., 2018).

YouTube is one of the importances of making use the technologies in human lives, educational purposes aiming at exhibiting cultures such as local wisdom, and uniqueness of education systems being utilized. The presence of software in the forms of social media can function significantly and even effectively in English Foreign Language learning (Citrawati et al., 2021; Ariantini et al., 2021). Of all the social media being used, YouTube is one of the most frequently used for many purposes and it has many frequent users in English language learning among the students (Jalaluddin, 2016; Ariantini et al., 2021; Waluyo et al., 2018; Kadek et al., 2021). Moreover, it has many features and advantages which are free to use such as watching, downloading, uploading commenting, liking or disliking, sharing, etc. Learners can function it as EFL learning sources (Albantani & Madkur, 2017). Recently YouTube has increasingly been as a favorite site that can be enjoyed a variety of genders, ages, qualifications, jobs having many types of respective genres, kinds of musics, educations, travelling, culinary, romance, exploration, and horror (Marashi & Adiban, 2017). In addition, YouTube also shows several educational programs such as English interviews, Q&A, English Talkshow, English learning tutorials, English courses programs, movies, short stories, and storytelling, and English songs/music.

The presence of YouTube in EFL learning plays a more effective role to promote the students' language skills and language component such as vocabulary as well as solving their

grammatical problems (Audina et al., 2022). However, the use of YouTube in increasing English writing performance was not effective instead of the use of pictures (Styati, 2016). Moreover, it can keep the EFL learners' motivation and enthusiasm (Audina et al., 2022). Thus, the relevant YouTube videos can support the EFL learners' learning process. YouTube contributes to improving the school students' speaking skills including fluency, vocabulary, pronunciation, grammar, and content (Riswandi, 2016). Here are some studies on the use of YouTube as EFL/ESL learning media, namely KadijaFathi and Zarei said that YouTube as ESL learning source which can be used to facilitate as well as support the English learning and teaching skills to English teachers and English learners (KadijaFathi & Zarei, 2019). They reported that English vocabulary acquisition based on YouTube can contribute to fostering ESL learners' vocabulary because of the intervention of YouTube usage in English instruction and recommended towards English teachers facilitate their vocabulary learning by using YouTube. Albantani and Madkur also recommended the use of YouTube as language learning source, but English teachers must selectively choose what appropriate contents which must be given to the students (Albantani & Madkur, 2017). YouTube has provided effective results in promoting English ability for senior high school students (Zulhijah, 2020). As the aforesaid notion on the role of YouTube as the supporting system in ELT in which it can be utilized as the educational technology supporting the students' learning technological approach letting English learning more independent as well as giving learning experience more motivating, interesting, and effective (Dabamona & Yunus, 2022).

YouTube channels can be used to facilitate the students' self-learning to build a learning autonomy. Thus, English teachers or lecturers need to develop their own educational YouTube channel as the database to submit whole materials needed by the students. As Jaelani (2022) recommends designing YouTube-based EFL/ESL learning that can support both face-to-face learning and online learning by making a YouTube channel (Jailani, 2022). The benefits of self-designed YouTube-based learning are that the contents of materials are relevant to the course being learned, are more attractive, affordability, more effective, and let the EFL/ESL tertiary students be more motivated and interact. YouTube platform can be used as an EFL/ESL complementary learning source and media to facilitate all the students' and teachers' needs while can increase their motivation and can support the students' learning styles (Hanim, 2021). Moreover, it can facilitate interactive, entertaining learning within both online and offline learning models without regard to space and time by combining the hardware, a computer, and the software, the internet to be linked to each other (Srinivasacharlu, 2020). In some novel research, EFL learners' general learning skills, autonomous learning, self-motivation, and confidence can be increased through a digital learning media, namely a YouTube platform (Lestari et al., 2019; Yusri et al., 2018; Audina et al., 2022; Maziriri et al., 2020) ;Wang et al., 2021). In short, YouTube is an alternative medium for young bilingual learners which can affect their language skills, self-motivation, and self-regulated learning (Widiantari et al., 2023). Several studies reveal that YouTube

videos can be maximized to monitor as well as regulate the students' self-improvement it could be used to promote EFL learners' self-improvement of listening comprehension in which those can easily discover the main idea and the general information as listening (Fadhilah et al., 2023). Likewise, the use of YouTube is an affordable way to independently improve the student's confidence in language learning and to use it as a listening learning source (Harlinda, 2019).

YouTube is designed to become a learning media supporting EFL/ESL tertiary students to learn more autonomously and independently by searching learning sources; materials themselves. The use of YouTube is assumed as the way to do a Self-Regulated Learning strategy. In a few decades, Self-Regulated Learning has become a major interest and significant topic in ELT research. This strategy is carried through monitoring, goal-setting, and controlling which is considered an important way to assist the learners to develop a sense of personal control as a prime source of motivation in learning (Zimmerman, 2000). Control in the ELT process can improve academic success (Lewis & Vialleton, 2011). Self-regulated learners are self-starters persisting on the instructional tasks, prevailing over the problems, and reacting appropriately to task performance outcomes. Thus, the use of Self-Regulated Learning lets the students have independence in English language learning (El-Henawy et al., 2010). The use of a language learning strategy is considered the successful key in EFL/ESL learning process. In addition, the language learning strategy could be an effective tool for learners to exercise self-regulated/directed learning as well as these are proven to be related to each other to the student's learning achievement for becoming self-directed learners (Su & Duo, 2010). They emphasize that the more language learning strategies they are capable to use, the more self-directed they become. According to their research, the use of indirect learning strategy groups consisting of metacognitive strategy, social strategy, and effective strategy can be used to predict the students' self-directed learning readiness. As a result, there is a relation between the amount of time the language students spent on videos-sharing-based learning with their language skills which implies that the frequency of using YouTube as the independency of English learning contributes to overcoming English learning problems due to a fascinating way, a motivating medium, and a complete learning medium consisting of letters, visual, and audio all at once. Conversely, the use of YouTube can be used as a language-learning tool to regulate self-learning outside the classroom. However the limitation of the metacognitive regulation held in language learning where the students have been less positive to monitor their learning process, learning planning, and evaluation of language learning (Putri, 2019). The flaws of using YouTube must be addressed are the plenty of irrelevant video materials to the student's needs, the limited opportunities the interaction with the teachers, and the internet infrastructures, so English teachers must have made self-materials based on the students' needs (Setyaningsih & Wahidiyati, 2022). Based on the study conducted, the problems of YouTube-based learning caused by the ineffective and long duration of the videos, boring and monotonous materials, lack of video

quality, restricted devices to access YouTube, difficult materials, uncontrolled students, lack of internet quota, and non-existent communication device (Khotibi & Hadi, 2022; Cahyaningsi, 2021; Nuriyah, 2021). The problems found in learning vocabulary, pronunciation, and listening respectively (Rai, 2019).

Tanjung suggests that tertiary students are determined to use particular strategies because of the levels of age in which the different ages led them to choose the different strategies in EFL/ESL learning (Tanjung, 2018). Moreover, to optimize the use of language learning strategies by inserting the instructions of language learning strategies in a curriculum, he found that the tertiary students mostly tend to use the indirect learning strategies models; metacognitive, then they also combine with the direct learning strategies; cognitive and compensation. Today's English language learners used a number of language learning strategies for fostering the four integrated language skills within many different strategies (Atmowardoyo et al., 2021). Some previous studies revealed some facts about the use of YouTube assistance in ELT, such as the effect of YouTube use on learners' motivation, the significance of YouTube and face-to-face collaboration, and learning assistance let the researcher find the gaps in those studies by showing what language skills and language components most commonly the tertiary students improve through YouTube and investigating why the tertiary students used YouTube as self-Language Learning Strategies (SLLS). Therefore, the novelty of this research is to know which language skills and language components tertiary students mostly develop by using YouTube.

2. Method

The design of the current research is a descriptive qualitative study. The use of this descriptive qualitative method can be used to investigate not only at uncovering the usages of YouTube as self-learning but also at knowing the dominant types of language skills and language components that always fostered or improved the numerical data which is needed to be descriptively statistically analyzed. The tendency to use YouTube media as SLLS (Self-Language Learning Strategies) is the central social phenomenon amongst tertiary students and needs to be explored and even understood. This method is one of the scientific approaches the researcher collects, analyzes, and interprets both numerical data and non-numerical data to get insight into the social phenomena being investigated (Gay et al., 2012). In exploring the social phenomena to answer the two research questions above on the use of YouTube as a self-learning strategy, the researcher needs to get an in-depth understanding of how to use YouTube media as the tertiary learners' self-learning strategy in EFL/ESL learning, so this study used a case study approach to explore the all the phenomena thoroughly as the bounded system like activities, events, process, and individuals as the extensive data gathering (Creswell, 2012). The participants of this study are 35 sophomore tertiary students of the computer science department, the faculty of engineering, Bumigora University, Mataram. The researcher has done some steps to choose the participants, namely

selecting the year of students by deciding the sophomore students of the computer science study program but he narrows the large numbers of all classes by doing a sampling technique within participant selection. This study used a non-probability purposive sampling in which the researcher decided to take the relevant participants of the study. The quantitative data was gathered through a questionnaire and the qualitative data was gained through an interview. The sources of data came from the questionnaire sheets filled out by all participants as well as the transcriptions of the interview's results consisting of the usage of YouTube as a self-learning strategy. All qualitative data were collected by using a triangulation method, namely the questionnaire and the semi-structured interview. The consideration of using a triangulation technique is to get the richest as well as a deep understanding of the social phenomena on the usage of YouTube as a self-EFL/ESL learning medium. This aims at improving the validity of qualitative research (Dabamona & Yunus, 2022). The second data collection method is the semi-structured interview or an in-depth interview consisting of open-ended questions aiming at reaching the qualitative data and contributing to more deep facts about the knowledge, feelings, and motivation (R. B. Johnson & Christensen, 2014). In analyzing the qualitative data, the researcher used Creswell's technique of qualitative data analysis consisting of six ways which are interrelated one other, namely preparing and organizing as the process of storing and transcribing the qualitative data, exploring and coding done by reading and memoing to obtain the general meaning of the data, coding as the way to build the description and themes aiming at answering the main research problems and to help to make the in-depth understanding of the phenomena, representing and reporting the fixed data which is displayed via the discussion of the themes, interpreting the findings of the research, and making the validity of the findings' accuracy done through having the researcher checking the data.

3. Findings and Discussion

In every context of English language teaching, the role of language learning strategies is well-considered to contribute to the effectiveness of English learning. YouTube as an English self-learning strategy is mostly used today as the current strategy. In every level of English learning and instruction, two aspects of language must have been as the targets in ELT that is, language skills as the receptive skills (listening & reading) and the productive skills (speaking & writing). Moreover, the language components are in the forms of vocabulary, grammar (English structures), and pronunciation as the systems of sound. Of the four integrated skills as well as the three language components that are mostly accessed through the YouTube platform aiming at fostering English academic performance, the researcher intended to know which one of all language skills and even all language components are dominant to be accessed via YouTube media. Today's English language learning has let the students use their environments, tools, and media to upgrade their English performances in the forms of listening, speaking, writing, and reading abilities as well as to foster their all

components of language. To measure the dominance of usages of YouTube in developing all English skills and language components had been calculated based on the mean scores for each scale as well as each category of the items. Then, the interpretation of the descriptive statistical data of the scales based on the Oxford's scoring convention which is used by Hapsari (2019), as seen here is Always or Almost Always Used (AAUsed); 4.5-5.0 (High), Usually Used (Used); 3.5-4.4 (High), Sometimes Used (Sused); 2.5-3.4 (Medium), Almost Never Used (ANUsed); 1.5-2.4 (Low), and Never Used (Nused); 1.0-1.4 (Low).

3.1 Assessing the Dominance of YouTube Use for Language Skills & Components Learning

To assess the degree of dominant usage of YouTube as a self-language learning strategy in dealing with the four language learning activities, there are four items used consisting of each language skill, that is listening, speaking, writing, and reading given towards the tertiary learners as the respondents to answer on which one the four language skills are dominant or frequent to improve through YouTube channels technologically served by a system for being SLLS (Self-Language Learning Strategies). Thereby, most of the students used or performed YouTube as language learning strategy for the purpose of self-learning development and even for promoting the students' learning performance. It can be shown by the data gathered as well as analyzed that of the four English skills, the use of YouTube in listening skill learning and development is more dominant than the other three ones, in which a number of the tertiary students used YouTube as learning strategy to improve their listening skill. Based on the data, the students who accessed YouTube to promote listening performance reached 90, the tertiary students used YouTube to foster their speaking skills 81, to improve their writing skills the tertiary students likely to use YouTube 47, the last using YouTube as self-learning strategy for developing a reading skill 59. In short, the most dominant usage of YouTube as a self-learning strategy in EFL/ESL learning is to improve listening skills. According to the data, most tertiary students used YouTube as a self-learning strategy to improve their listening performance.

The results reveal that YouTube is most commonly used to improve listening skills (90%). The second most common YouTube usage is to improve speaking (81%), almost half of the respondents (47%) use YouTube to improve writing skills. There are 59% of respondents use YouTube to improve their reading skills. Here are the detailed results of each language skill achieved, namely the respondents mostly (54.29%) said they "almost always" use YouTube to improve listening skills, and almost always of the respondents (40%) said they "usually" use it. In contrast, only 2.86% of the respondents said they "sometimes" use YouTube to improve their listening skills. The respondents said they "almost always" use YouTube to develop their speaking skills (20%). However, most of the respondents (62%) said "usually" use YouTube to improve their speaking skills. Then only the respondents (14.29%) said they "sometimes" use YouTube to develop speaking. The respondents (8.57%) said "usually" use

YouTube to increase writing skills and the other (25.71%) said "sometimes" use it to improve writing skills. The respondents (14.29%) said "never" use YouTube to increase their writing skills, and they (45.71%) said "almost never" use YouTube to increase their writing skills. The respondents (28.57%) said "usually" use YouTube to develop reading skills. In contrast, the respondents (37.14%) said "sometimes" use it, and the other respondents (25.71%) said "always never" use it, and they said "never" use YouTube to develop reading comprehension (2.86%). The degree of scales show that in almost always used in the most dominant usage in YouTube-based listening skill learning, the usually-used scale is the most highest usage in speaking skill learning, always never used is the most dominant option to use YouTube in learning writing, and sometimes used is the highest option to use YouTube in a reading skill improvement. Thus, the overall scores of the categories can be shown, as in.

Table 1. The Dominance of Language Skills Learning through YouTube

Items	AAUsed	UUsed	SUsed	ANUsed	NUsed	Scales	Scores
Accessing YouTube to Increase a Listening Skills and to Facilitate Listening Problems	54.29%	40.00%	2.86%	0.00%	0.00%	4.5	90%
Using YouTube to Develop a Spoken English or Make up a English Fluency	20.00%	62.86%	14.29%	0.00%	0.00%	4.1	81%
Using YouTube as an EFL/ESL Learning Media to Develop a Writing	0.00%	8.57%	25.71%	45.71%	14.29%	2.3	47%
Using YouTube as a Self-Learning Strategy to Develop a Reading Skills	0.00%	28.57%	37.14%	25.71%	2.86%	3.0	59%

Likewise, students at the university level mostly tend to learn English language components through YouTube as the very accessible software to promote their language performance, such as vocabulary or glossary, English grammar, and pronunciation. Based on the results of the descriptive analysis of the numerical data interpreted from the questionnaire, of the three components, English pronunciation learning, and development is the most frequent usage of YouTube-based learning consisting of 79 in which 11.43% of responses almost always used YouTube as self-learning strategy in learning English pronunciation, 71.43% responses usually-used YouTube, then none of responses with always never used and never used 0.00%. The second more frequent usage of YouTube in the learning language component is learning grammar through YouTube 74; almost always used 2.86%, usually-used 62.86%, sometimes used 28.57%, almost never used and never used 0,00%. The last language component which can be learned through YouTube is Vocabulary 71 in which the tertiary students like to use YouTube as a vocabulary learning strategy in the glossary self-development. Then, the most frequent responses to use YouTube can show 40.00% usually used YouTube in learning vocabulary, 34.29% sometimes used it, 14.29% almost always used YouTube in vocabulary learning, 11.43% seldom used YouTube in vocabulary learning, and 0.00% of students never used YouTube to learn English vocabulary. Thus, the table on the use of YouTube in learning three English language components can be shown in Table 2 below.

Table 2. The Dominance of the Use of YouTube in Language Components Learning

Items	AAUsed	UUsed	SUsed	ANUsed	NUsed	Scales	Scores
The Usage of YouTube to Increase English Vocabulary	14.29%	40.00%	34.29%	11.43%	0.00%	3.6	71%
Learning English Grammars by Using YouTube Media	2.86%	62.86%	28.57%	0.00%	0.00%	3.7	74%
Learning and Practicing English Pronunciation by Using YouTube Media	11.43%	71.43%	14.29%	0.00%	0.00%	4.0	79%

3.2 YouTube Media as Self-Language Learning Strategies (SLLS)

3.2.1 Complementary Learning Source

The use of YouTube has currently and mostly been used in any level of formal education, tertiary education to enhance the effectiveness of English language learning and the student's learning interest. Online video materials served by the websites provide English learners with to access the materials much easier and much cheaper than the traditional ways like books and journals manually published. The availability of YouTube enables itself to contribute to English language learning and teaching sources in the context of formal education. The availability of YouTube could contribute to showing the prominence of YouTube and its capacity to become academic English material (Saputra & Fatimah, 2018; Azurawati and Rafidah 2018; Warni et al., 2018; Sahayu and Friyanto, 2019; Nofrika, 2019). The usage of YouTube is well-recommended to integrate it with the respective courses within the classroom learning process to achieve the inherent benefits in the context of English learning. EFL/ESL tertiary students could have made YouTube media as the complementary learning reference as they need some learning sources to fill out the gaps, and difficult materials, and have new information outside the formal classroom activities carried out within teacher-learners' interaction.

In short, the advantages of using YouTube as a learning medium may have encouraged language learners to develop their language learning process independently by designing language learning models and language learning approaches. Based on the information from the interview carried out, tertiary students did English language learning by having autonomy in what, when, and where they should learn. It is implied that not only those who have determined the goals of English language learning they had better achieve but also those who might have accessed the language sources at any time and at anywhere. So that is why today's YouTube media-based English learning has an important contribution to supporting the process of Second Language Learning (SLL). YouTube could be incorporated into English lessons and it has an important role in assisting the students to easily understand the materials, improve the students' performance, and extending the students' English comprehension (Almurashi, 2016). Because of the complementary media, learners can acquire the relevant information they need from any source and the number of references (Moghavvemi et al., 2018). In short, YouTube could provide fruitfulness of information and facts enabling the students to acquire more complementary sources to support their classroom learning materials.

Regarding the context of the English learning process, tertiary students might have used YouTube media as a tool for checking and balancing the process towards the materials served in the classroom activities. Most of the EFL/ESL learners found some problems in ELT contexts, but they could use YouTube as the complementary and authentic source of the learning technique to validate the information they acquired in the classroom activities.

YouTube offers both authentic and written unlimited sources in language learning and acquisition and the unique dimensions of culture and real-life contexts of English; language accents, pronunciations, styles, and slang to repair the language acquired or learned (Alwehaibi, 2015). Fortunately, YouTube is regarded as an instantly-accessible learning platform that can be used for an easy, efficient, and effective learning method. The students have the freedom to access some learning sources to make learning methods to develop their English proficiency, such as accessing English tutorial videos, video editing, English games, English entertainment, sports, paintings, etc. of several sources can freely be accessed, those can be as English language learning techniques to easily motivate as well as acquire English proficiency. Some academic and non-academic YouTube contents consist of procedural information that is needed by the students as well as those packed with the English language. In addition, English language contents enable the students to improve their productive language skills (speaking & writing) and receptive language skills (listening & reading), and foster the language components (vocabulary, grammar, and pronunciation).

The significant contribution of internet-based video learning media is that it can support language learning more effectively and meaningfully. Dabamona the role of YouTube can contribute to the students' independence of learning in any informal situation which can be indicated by the high level of learning motivation (Dabamona & Yunus, 2022). YouTube can be considered as the supporting learning media consisting of numerous sources served for the students to access more easily like there is a large number of English language skills and components materials; listening, speaking, writing, and reading. Then, the language component materials; pronunciation, grammar, and vocabulary. The students can access more freely and much cheaper to get those language skills and language components' materials. Furthermore, the use of YouTube videos-based learning benefits acquiring a wealth of academic materials and meaningful materials/authentic materials in which the students can search several kinds of materials ranging from any sources or YouTube channels to complement their English learning materials. It is proven that YouTube is categorized as an unlimited learning source that not only provides written authentic materials but also supports unique cultural dimensions through academic English as well as real lives contexts of English, like English accents and slang (Alwehaibi, 2015).

3.2.2 The More-Accessible Language Learning Media

Learning media is an instrument that has an important role in learning English where it is a tool used to convey messages or learning materials such as books, films, dramas, radio broadcasts, videos, documents, and other learning aids to stimulate the mind, feelings, abilities, and skills of students so that the learning process runs. In ELT, the media has been considered as being an important factor in increasing the students' desires (Hikmah, 2019). The use of learning media benefits the significant interactive effect on learning outcomes (Apriani, 2019). One of the functions of learning media is to make it easier for students to

learn difficult material through the visualization process of conceptual and abstract teaching materials. YouTube, which is based on the visualization of video features, is a new learning medium that has many advantages and is easy to use when compared to conventional learning media. YouTube is considered the virtual learning media in English Language Teaching (Adisti, 2022). The current learning models tend to use technology-based learning to provide much wider access or easiness to develop their English performance and knowledge (Hikmah, 2019). YouTube is the most widely used online media sharing for all people and has various types of academic content that can be used as sources of learning that are cheap, easy to access, can be accessed in all places, and can be accessed at any time. With various types of learning materials on YouTube, students can access them easily without using expensive funds to access learning resources and develop the abilities and skills that are being studied at school. So use of YouTube media is not only a very important learning media to be integrated with the learning process in class, but it can also be an alternative learning process and interaction that contributes to the development of students' English abilities and skills. video-based learning's potential to develop students' proficiency can be a new substitute way to learn English and as a way to take more interest in the education system (Jassim & Dzakiria, 2018).

Furthermore, YouTube learning resources have several advantages, such as visualization features, interaction, and novelty which can be used as more authentically-new materials, video content design, interesting ways of presenting the content, and meaningful. Learning materials presented from various sources are also available on the YouTube platform and students can access them easily wherever and whenever they need them within various kinds of educational content, edutainments, etc. Three categories of YouTube videos are most commonly watched to develop the student's English abilities, namely arts, vlogs, humanities, and social science topics in which arts and humanities can be in the forms of videos/lyric videos, talks, movies, talk shows, and sitcoms. The Vlog category includes food, review, beauty vlog, haul vlog, and DIY videos. Social science' contents consist of simulation as well as educational videos (Nofrika, 2019). YouTube is the only media that can provide English learning materials easily, lightly, and cheaply without students having to consider expensive location, time, and expensive finance. As the author stated in the first section about the advantages of YouTube, learning media based on accessible online videos can be used as media that has a broad scope because English learners can access English learning resources of various types, types of language skills, types of language components, various types of linguistic material, types of English literary material, and various other types of English material with unlimited easiness. Technological features can provide many conveniences in the process of achieving learning targets and feedback from students. YouTube is used to make it easier for students to get input in learning English easily, flexibly, and inexpensively. Many students study difficult English materials but they can learn these materials well and

effectively on their own via YouTube. In short, YouTube has positive impacts on EFL learners' language proficiency (Tahmina, 2023).

Even YouTube-based English learners can expand their language knowledge, such as increasing vocabulary; synonymy, and diction, increasing knowledge of aspects of English grammar, and sound structures/pronunciation. Moreover, lecturers can not only carry out YouTube-based English learning as an alternative to conventional English learning in class, but they can also implement English learning by integrating YouTube-based into classroom learning by visualizing material teaching materials. Learning strategies that integrate video into face-to-face learning have an effective impact on learning English in the classroom. Interactive English learning that is oriented towards improving communicative competence or speaking skills can also be done using YouTube media. Fortunately, the use of YouTube-based language learning has contributed greatly to the development of the Self-Language Learning Strategy (SLLS) or learning independence which aims to create autonomous learning of English for students. YouTube as the web 2.0 platform can be used to disseminate educational content in the process of empowering the students to lead them within autonomous learning. It can play an important role to facilitate the self-directed English learning platform (Lee et al., 2015). The video-based language learning processes can creatively and meaningfully develop much more interactive learning by giving the freedom to create the tertiary language learners' environment. Thus, it is so-called as learning autonomy by functioning to increase English learning vastly vulnerably and free to develop their language performance. The implementation of online video learning encourages tertiary students to study more autonomously by feeding them the opportunity to access more information from several sources on YouTube. Learning autonomy can be traced through searching materials to support their materials, learners' initiatives, responsibility, self-confidence, and decision-making aspects (Supendra & Amilia, 2021). In addition, the use of YouTube-based language learning also contributes to decreasing the online learning model's drawbacks for the visual learners' learning style which can benefit as the portable alternative of the interactive classroom language learning engagement, development of English proficiency, fun learning, a significant effect of videos (Jassim & Dzakiria, 2018).

A learning style is something inherent in the learner where every English learner has their learning style, such as visual learning style, auditory learning style, and kinesthetic learning style. Learning styles often experience changes based on learning conditions, environmental factors, and the conditions of the times. As stated, that the current student learning style has significant difference from the previous student learning style where the internet generation tends to feel bored quickly and is very critical of the learning conditions they experience. Internet students have high learning motivation, but their learning approaches are different, as they are more interested in learning models that are easier, more creative, and more independent. This internet student learning approach suggests that more effective English

learning must be independent, autonomous, expansive, and authentic (Barnes et al., 2007). It can also contribute to motivating English learning immensely (Hasan et al., 2020). Regarding learning strategies and methods, students in this internet generation also have an awareness of the selection of strategies used where they are more inclined to use varied learning strategies and methods and leave conventional learning methods with limited learning resources and learning models (Hasan et al., 2020). Regarding learning strategies and methods, students in this internet generation also have an awareness of the selection of strategies used where they are more inclined to use varied learning strategies and methods and leave conventional learning methods with limited learning resources and learning models (Barnes et al., 2007). In addition, the use of YouTube as an alternative to online learning can have a positive impact on increasing student interest in learning and can facilitate the delivery of technical and conceptual material. However, there are two indicators of successful learning based on YouTube learning resources, namely teacher creativity and the role or participation of students in participating in the learning process (Esnirani & Rahayu, 2021).

3.2.3 Video Sharing-Based Source as the Innovation in English Language Skills Learning

It is urgent to know that the use of YouTube in every educational institution both at the secondary education level and at the university in which it is only used as a medium or learning strategy, yet it is not fully used as a scientific and valid reference source because there is so much information available with various narratives and models that are difficult to know its validity. However, the availability of many sources on YouTube has an important role to disseminate the information needed. The internet-based video resource in learning English must be intervened by the role of the instructor or English teacher in the form of the involvement of the teacher or instructor in every interactive activity in the process of using the materials so that effective use can be obtained if the instructor can skillfully manage its use (Burke & Snyder, 2008). Culturally-inappropriate understanding and misinterpretation of online video sources can demotivate students, so it is needed to monitor to reduce the adverse impacts (Hasan et al., 2020). Based on the findings from the interviews conducted, innovations had been found in today's English learning. Many tertiary students carry out English learning strategies using YouTube media in developing their language skills and language components. Positive impacts on the development of English language skills are carried out in the form of developing listening skills, speaking skills, writing skills, and reading skills. They can also develop language components, such as developing vocabulary, increasing grammar knowledge, and using good language from the aspect of pronunciation. EFL/ESL tertiary students develop the four language skills above by developing listening skills by listening to internet-based video learning resources, such as listening to lots of English music, English movies, story-telling, etc.

There are several ways used by the tertiary students in developing their listening skills, that is by listening to the English song videos or English movies by turning on or off the

subtitles, in order to practice their abilities in listening comprehension. In addition, many English students try to do listening practice by listening to more English songs while they sing a song and repeat it in order to enable them to remember the lyrics constituting English vocabulary. Thus, learning a listening through YouTube is mostly conducted passively. The development of speaking skills can be done by watching many English videos, English songs, or movies, repeatedly then they try to follow what the speakers expressed in the videos which have been watched, then revising and practicing their speaking by visualizing themselves as self-speaking videos. So, speaking proficiency can be effectively achieved through YouTube as the prominent language learning media (Sari & Margana, 2019). Based on the interview done that developing English speaking skills is carried out through watching some domestic and international YouTube channels consisting of how to use English better or about English learning methods; how to speak well and watching some YouTube videos on the EFL speakers did conversations with the foreigners, such as Harris Skuy & Ometv (content creators are from Indonesia) in which tertiary students can compare and learn about the language accents, styles, vocabularies, pronunciations, and cultures or communication accents culture. It can contribute to the learning process of several accents and pronunciations over the world. The use of YouTube can contribute to expanding the Korean millennial students' perspectives about cross-culture understanding, help the students in academic pursuit and engagement as studying in abroad, and lead the students to improve their English (Kim & Kim, 2021).

Meanwhile, the development of writing skills can be done by watching the many academic writing learning contents which provided several techniques and ways of English writing skills, that is on writing English phrases, main clauses with their main clauses (complex sentences), and compound sentences. Surprisingly, the tertiary students could learn and develop their writing skills by listening to music in which they could study sentence structures in the form of song lyrics. Learning reading skills can also be developed by utilizing YouTube as a more audio-visual learning medium by listening to tutors' explanations while watching the contents on how to learn reading comprehension materials, such as how to find main ideas, determine topics and topic sentences, supporting sentences, and draw conclusions from reading passages. Thus, reading skills learning and development can be carried through watching more academic videos on reading comprehension. In addition, studying reading could contribute to the wealth of vocabulary. A limited study on the use of YouTube shows a positive effect on the student's literacy skills, namely reading and writing skills. It suggests an increase in the elementary students' learning outcomes by showing the creative material presentation leading them motivated (Nafilah & Sakti, 2022). Likewise, YouTube, as an effective instructional tool and teaching resource contributes very positively to improving elementary students' reading comprehension (Kurniasari et al., 2022; Hayikaleng et al., 2016). YouTube can not only be used as a medium for learning language skills, but it can also be used to learn three language components, namely to learn English

pronunciation, to increase vocabulary, and to improve English grammar or the rules of language.

Based on the results of the interviews conducted, the researcher found that the use of YouTube as a medium for developing the tertiary students' pronunciation can be carried by listening to more English YouTube videos, such as English songs, and movies with the English language as the means of communication, story-telling, podcasts, monologue videos, and English interview videos. Furthermore, the tertiary students did their pronunciation learning and practice by watching videos consisting of theories and tutorials or practices about English pronunciation with American accents and British accents. In conclusion, the tertiary students mostly watched the tutorial on English pronunciation and its theories, such as sound structures, words-connections, vocal and consonant sounds, monophthong and diphthong, etc. Additionally, those EFL/ESL tertiary students carried their self-pronunciation learning by following and using the specific professional YouTube channels having lists of curricula about English pronunciation. All those YouTube channels' content can be from Indonesian tutors and from English speakers/tutors who have English as his/her first language. As a result, learning pronunciation through YouTube can benefit to make the students' pronunciation by using self-correction, self-feedback, self-material selection, and self-assessment. The tertiary students found learning effectiveness in pronunciation practice through YouTube. Self-oriented learning can be found in the use of YouTube in which those could design their learning. The use of self-learning in pronunciation can be carried out by listening carefully, practicing by imitating and shadowing the words, likewise, those prefer choosing the YouTube video based on their preferred accents (Hidayatulloh, 2022). YouTube-based moving image media is one of the influential pronunciation learning media for non-English students having positive effects on their pronunciation ability by imitating, practicing, and saying aloud through YouTube (Rachmawati & Cahyani, 2020). On the other hand, learning pronunciation must consider the right model by choosing the native speakers' YouTube videos hence those contents can lead the students easily (Andini & Zaitun, 2022).

Increasing English grammar, and the rules of sentences, the tertiary students not only study them in YouTube videos packed in the forms of edutainment video's contents addressing how to compose complete English sentences well, studying grammatical units, such as parts of speech, phrases, clauses or sentences, compound sentences, and complex sentences, but also study English grammars through the other English videos like academic monologue speeches, formal political speeches, and some other general YouTube video's contents. The ESL/EFL learners could have studied as well as improved their grammar competency through YouTube videos by watching the many YouTube contents consisting of grammar materials. Those materials are made and designed creatively to make the students study English grammars effectively. YouTube is more effective media than a textbook in

which the students have a positive attitude and have high achievement in English grammar learning (Kurniawati, 2013; Amin et al., 2021; Amin et al., 2021; Silalahi & Halimi, 2020).

Today's vocabulary learning through YouTube videos has such an effective way to study as well as to improve English vocabulary as they show the lists of vocabulary or the glossaries the students intend to search and study. Watching many English videos with various types of foresaid sources contributes to enriching students' vocabulary by introducing or presenting new words. Most of the students got better achievements by using online or offline YouTube videos than those who were taught with textbooks with active participation, motivation improvement, and the students' positive perception of YouTube or video-based vocabulary learning (Nababan & Simanjuntak, 2023; Devanti & Amalia, 2018; Tamara et al., 2022). Developing vocabulary could be carried out while the students study grammars in which they improve their vocabulary by identifying the types of words, the types of phrases, and the kinds of sentences, and classifying the types of words can be as subject, predicates, direct objects, indirect objects, and complement or adverbs/adverbial sentences. The common way to study English vocabulary is by memorizing the list of glossaries searched per part of speech, such as nouns, verbs, adjectives, adverbs, etc. Then they are practically exaggerated and spoken out to maximize their memory of the vocabulary or that vocabulary can be studied by rewriting the vocabulary the students saw.

4. Conclusions and Suggestion

The conclusion drawn from the study is that tertiary students most commonly use YouTube as a self-learning strategy to improve listening skills rather than to improve speaking skills, writing skills, and reading skills. Likewise, they most commonly use YouTube to develop English pronunciation than to develop grammar and vocabulary. Another finding shows the usage of YouTube is well considered to promote English learning effectiveness in which the tertiary students can individually find out the fruitfulness of English materials through internet-based video materials without instructor-led learning (Independent Learning). The students can improve their autonomous language learning and they can design and determine the types of English materials by selecting some academic content from YouTube websites as complementary learning sources. Tertiary students can easily access many English learning materials through YouTube independently by searching as many possible types of authentic and meaningful learning materials. The advantage of using YouTube is that tertiary students could use it as an innovative language learning strategy to develop receptive and productive language skills as well as to increase their English pronunciation, grammar, and vocabulary. For further studies under this issue, it is recommended to uncover the uniqueness of YouTube-based English language development and learning and to investigate language learning advantages through YouTube for each language skill, namely what the students can achieve to study listening, speaking, writing, reading through YouTube language self-learning strategies and the uniqueness of YouTube-based English learning across gender.

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