

DELIVERING STORY TELLING THROUGH YOUTUBE : STRENGTH AND WEAKNESSES

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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi kelebihan dan kekurangan penggunaan YouTube sebagai platform untuk bercerita dalam pembelajaran bahasa Inggris. Penelitian ini dilakukan di SMK Nusantara 1 Comal, penelitian ini melibatkan 36 siswa kelas X yang ditugaskan untuk bercerita menggunakan video YouTube. Data dikumpulkan melalui observasi kelas, wawancara siswa, dan kuesioner yang berfokus pada pelafalan, kefasihan, kosakata, dan kepercayaan diri. Penelitian ini menggunakan teknik deskriptif kualitatif untuk menganalisis data dan mengidentifikasi pola dan tema yang berulang mengenai persepsi siswa tentang penggunaan YouTube untuk mengembangkan keterampilan berbicara. Hasil penelitian menunjukkan bahwa YouTube meningkatkan motivasi siswa, memberikan akses yang fleksibel terhadap model-model bercerita, dan meningkatkan pembelajaran mandiri. Namun, beberapa keterbatasan diidentifikasi, seperti kurangnya umpan balik korektif segera, kecemasan siswa tentang tampil di depan kamera, dan model bahasa yang tidak konsisten di berbagai video yang berbeda. Studi ini menyimpulkan bahwa YouTube memiliki potensi pedagogis yang signifikan, namun harus diimplementasikan dengan perancah yang mendukung dan panduan literasi media yang tepat.

Kata kunci : YouTube, bercerita, pembelajaran bahasa Inggris, keterampilan berbicara, media digital

ABSTRACT

This study aims to explore the strength and weaknesses of using YouTube as a platform for storytelling in English language learning. The study was conducted in SMK Nusantara 1 Comal, the study involved 36 students of X class who were assigned to tell stories using YouTube videos. Data were collected through classroom observations, student interviews, and questionnaires focusing on pronunciation, fluency, vocabulary, and confidence. This study used qualitative descriptive techniques to analyze the data and identify recurring patterns and themes regarding students' perceptions of using YouTube to develop speaking skills. The results showed that YouTube increased students' motivation, allowed flexible access to storytelling models, and enhanced independent learning. However, some limitations were identified, such as the lack of immediate corrective feedback, students' anxiety about performing on camera, and inconsistent language models across different videos. This study concludes that YouTube has significant pedagogical potential but must be implemented with supportive scaffolding and appropriate media literacy guidance.

Keywords: YouTube, storytelling, English language learning, speaking skills, digital media

INTRODUCTION

In the digital era, the integration of technology in education, particularly in English language learning, has opened new pathways for enhancing students' speaking abilities. YouTube, as one of the most popular digital platforms, provides diverse, authentic, and accessible language input, making it an effective supplementary tool in EFL contexts (Moghavvemi et al., 2018; Almurashi, 2016). The platform supports autonomous and flexible learning where students can access a wide array of user-generated and authentic materials at their own pace (Terantino, 2011; Kelsen, 2009). Among the various strategies for utilizing YouTube, digital storytelling stands out as an engaging method to promote creativity, critical thinking, pronunciation, fluency, and vocabulary mastery (Isbell et al., 2004; Clarke & Adam, 2020). Storytelling, when delivered through video, becomes an interactive and dynamic learning experience, enhancing oral production in meaningful contexts (Chen, 2021; Nuraini, 2018).

Furthermore, YouTube facilitates observation of native-like pronunciation, body language, and expressions, aiding natural language acquisition (Almurashi, 2016; Simarmata & Simanjuntak, 2019).

Learners benefit from repeated exposure to spoken English in diverse contexts, which supports both comprehension and production (Krashen, 1982; Nasution, 2023). Several studies have found that students who engage with YouTube-based activities show improved speaking fluency, increased motivation, and more confidence in oral communication (Syahrir & Andriani, 2020; Wulandari, 2020; Zakaria & Wulandari, 2023). Video-based storytelling also allows students to reflect on their performance, develop pronunciation accuracy, and improve vocabulary retention through contextual usage (Putra & Anam, 2019; Rahmah & Kusniarti, 2022; Alshumaimeri & Almasri, 2021). Additionally, it promotes digital literacy and learner independence, aligning with modern pedagogical goals (Kusuma & Novita, 2022).

However, despite its advantages, YouTube integration poses certain challenges. The lack of immediate feedback may hinder students' ability to self-correct grammatical or pronunciation errors (Hafner, 2014; Watkins & Wilkins, 2011). Moreover, learners may feel anxious when recording themselves or publishing their work online, leading to reduced participation (Hafner, 2014; Apriyani & Suryani, 2020). Inconsistent content quality and the presence of non-standard language on the platform also demand careful curation by educators (Watkins & Wilkins, 2011; Fadilah & Rini, 2020). In the Indonesian EFL context, where exposure to authentic spoken English is often limited and speaking anxiety is prevalent, YouTube can serve as both a solution and a potential source of difficulty (Sari & Wahyuni, 2021; Susanti & Kurniawati, 2021; Mahmudah, 2022). Thus, the role of teachers becomes crucial in designing structured activities, offering constructive feedback, and guiding students to reliable content.

Based on this synthesis of theory and empirical findings, YouTube-based storytelling offers a powerful yet complex tool for enhancing speaking skills in EFL classrooms. Its strength lies in providing engaging, authentic, and flexible language experiences, while its limitations highlight the importance of pedagogical scaffolding and critical media selection. Teachers and curriculum developers are encouraged to embrace this digital innovation thoughtfully, ensuring its alignment with learners' needs and linguistic goals.

This study aims to analyze the strengths and weaknesses of using YouTube as a storytelling medium to improve students' speaking skills when learning English as a foreign language (EFL). Specifically, the study will identify the extent to which YouTube-based storytelling can improve students' pronunciation, fluency, vocabulary, and confidence. Additionally, the study will explore students' perceptions of their experiences using YouTube for storytelling and the challenges they face. Based on this understanding, the study will provide teachers with pedagogical recommendations for effectively integrating YouTube-based storytelling activities into their classrooms, including recommendations regarding content selection, providing feedback, and planning structured learning activities.

Although previous studies have examined the use of YouTube for language learning (e.g., Almurashi, 2016; Moghavvemi et al., 2018) and the effectiveness of storytelling techniques for developing language skills (e.g., Isbell et al., 2004; Clarke & Adam, 2020), this study reveals significant differences. First, this study was conducted in a vocational school in Indonesia. This setting has unique characteristics, such as limited access to authentic English materials and students with high anxiety about speaking a foreign language. These factors make the research more relevant to local realities. Second, this study combines digital media (YouTube) and a storytelling approach to observe how they interact to influence students' learning processes and outcomes, a topic rarely studied together. Third,

the study focuses on improving linguistic aspects, such as vocabulary and fluency, as well as students' personal dimensions, including motivation, confidence, and reflections on delivering stories through videos. Fourth, the study evaluates both the advantages and disadvantages of using YouTube, such as the lack of immediate feedback, discomfort with self-recording, and inconsistent content quality. Finally, the study provides practical recommendations for teachers designing technology-based learning.

While many previous studies have emphasized the use of YouTube in the context of English language learning, or English as a Foreign Language (EFL), the present study points out key differences in context, focus, approach, and practical contribution. Previous studies have generally concluded that YouTube is an effective platform for providing authentic and diverse language input and promoting independent and flexible learning (Qingdao, 2016; Moghavvemi et al., 2018; Terantino, 2011; Kelsen, 2009, etc.). However, these studies are generally conducted in general learning contexts rather than in vocational education settings, such as Indonesian vocational schools. On the face of it.

First, this study was conducted in a specific environment: SMK Nusantara 1 Comal. This setting presents a real-world challenge in Indonesian vocational training. In this context, students generally have limited language experience and lack confidence when speaking English. Previous studies often sample participants from universities and international schools with high English exposure. Therefore, this study provides a more relevant, contextualized picture of digital media applications in learning environments with practical limitations.

Second, while previous research has often focused on the general benefits of YouTube for language learning, such as providing language input and promoting learner autonomy, this study focuses specifically on storytelling as a speaking activity. This makes it unique in that it examines how YouTube can support narrative skills, pronunciation, vocabulary enrichment, fluency, and confidence in speaking—skills that are particularly important in communication-oriented vocational fields yet less emphasized in academic contexts.

Third, unlike previous studies that mostly used quantitative methods, such as pre- and post-tests or statistical surveys, this study used a qualitative case study approach involving classroom observations, interviews, and questionnaires. This approach allowed for a more in-depth understanding of students' perceptions, challenges, and engagement during YouTube-based storytelling activities.

In conclusion, this study offers a more contextualized and practical perspective on the use of YouTube in English language learning by addressing real-world challenges in vocational education settings. Conducted at SMK Nusantara 1 Comal, it highlights the unique needs of students with limited language exposure and low confidence in speaking. By focusing specifically on storytelling as a speaking activity, the study sheds light on how YouTube can enhance essential communicative skills such as pronunciation, fluency, vocabulary, and confidence—skills that are often overlooked in traditional academic research. Furthermore, the use of a qualitative case study approach provides deeper insights into students' experiences and engagement, offering valuable implications for language educators in similar contexts.

RESEARCH METHODS

This study used a qualitative case study design to explore the strengths and weaknesses of using YouTube as a storytelling platform in English language learning. This study was conducted at SMK Nusantara 1 Comal, involving tenth grade students from one class who participated in a series of storytelling activities using YouTube. This method was chosen to provide an in-depth understanding of students' experiences and perceptions when using digital media to develop speaking skills.

The implementation of YouTube storytelling was carried out in three stages. In the first stage, students watched selected storytelling videos on YouTube and discussed effective storytelling features, including pronunciation, fluency, movement, and vocabulary use. In the second stage, students were assigned to create their own storytelling videos and upload them to YouTube. In the final stage, the videos were reviewed, and students participated in interviews and questionnaires to evaluate their learning experiences and performance.

Data were collected through three instruments: classroom observations, semi-structured interviews, and student questionnaires. Classroom observations focused on students' engagement, participation, and challenges during the storytelling process. The interviews explored students' reflections on using YouTube for storytelling, including perceived benefits and difficulties. The questionnaire, which used a Likert scale format, measured students' self-assessments in four areas: pronunciation, fluency, vocabulary, and confidence.

Data analysis followed a qualitative thematic approach, in which researchers coded and categorized responses to identify recurring themes related to YouTube's effectiveness in improving speaking skills. Triangulation of data sources—observations, interviews, and questionnaires—ensures the validity and depth of the findings. Ethical considerations were also upheld, including obtaining informed consent from participants and maintaining student anonymity.

RESULTS

The researcher distributed questionnaire with students to find out implementation of this teaching media, as well as to find out the strength and weaknesses of this teaching media. following are the frequency results of the answers given by the respondents to the research questionnaire.

Table 1. Questionnaires

Question Item	Questions	Students responses				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I can confirm my pronunciation is correct after watching on Youtube	2.8%	13.9%	38.9%	19.4%	25%
2.	Accent from Youtube videos					

	affect the way I speak	11.1%	13.9%	27.8%	22.2%	25%
3.	I can easily adjust my pronunciation after learning from Youtube videos	8.3%	13.9%	27.8%	30.6%	19.4%
4.	I have difficulty distinguishing the correct and incorrect pronunciation of words from videos on Youtube	16.7%	30.6%	22.2%	19.4%	11.1%
5.	Storytelling exercise from Youtube helps me speak more fluently	11,1%	8.3%	41.7%	13.9%	25%
6.	Watching storytelling on Youtube helps me speak more fluently	8.3%	5.6%	33.3%	27.8%	25%
7.	I was enthusiastic when I first tried recording storytelling after learning from Youtube	27.8%	8.3%	25%	22.2%	16.7%
8.	I dared to perform after practicing from storytelling videos on Youtube	11.1%	16.7%	30.6%	13.9%	13.9%
9.	I learned a lot of new vocabulary from the storytelling videos on Youtube	11.1%	5.6%	27.8%	33.3%	22.2%
10.	Youtube helps understand how to use new vocabulary in stories	11.1%	8.3%	19.4%	30.6%	30.6%
11.	I use vocabulary after learning from Youtube	16.7%	36.1%	33.3%	8.3%	5.6%
12.	I mimicked a non-standard accent	22.2%	19.4%	50%	5.6%	2.8%
13.	I found videos on Youtube that are inconsistent in modeling correct pronunciation	19.4%	33.3%	27.8%	11.1%	8.3%
14.	I rely too much on memorization rather than naturally	11.1%	16.7%	30.6%	16.7%	25%
15.	I am not comfortable doing storytelling in front of the camera	16.7%	13.9%	25%	13.9%	30.6%
16.	I do not trust myself to upload storytelling videos on Youtube	27.8%	16.7%	30.6%	11.1%	13.9%
17.	I have limited vocabulary for storytelling to make Youtube	11.1%	5.6%	44.4%	19.4%	19.4%
18.	By doing storytelling on Youtube, I do not get direct correction	16.7%	13.9%	33.3%	19.4%	6.7%

In the first section, the statement was “I can confirm my pronunciation is correct after watching on Youtube”, this aimed to know whether students' pronunciation is correct or not after watching videos on Youtube. The first statement results showed that the majority of students 38.9% responded neutral, 25% of the students strongly agreed, 19.4% of the students agreed, 13.9% of the students disagreed, and 2.8% of the students strongly disagreed. This showed that most students are not fully confident that their pronunciation is correct after watching videos on Youtube.

Then, In the second section the statement was “Accent from Youtube videos affect the way I speak”, this aimed to find out how accent can affect the way of speaking. The second statement results showed that the majority of students 27.8% responded neutral, 25% of the students strongly agreed, 22.2% of the students agreed, 13.9% of the students disagreed, and 11.1% of the students strongly disagreed. This showed that most students did not feel that accent affects the way of speaking.

Meanwhile, In the third section the statement was “I can easily adjust my pronunciation after learning from Youtube videos”, it aimed to find out how accents can affect the way of speaking. The third statement results of the students 27.8% responded neutral, 19.4% of the students strongly agreed, 30.6% of the students agreed, 13.9% of the students disagreed, and 8.3% of the students strongly disagreed. This showed that most students easily adjust the pronunciation from Youtube.

Next, In the fourth section the statement was “I have difficulty distinguishing the correct and incorrect pronunciation of words from videos on Youtube”, this aimed to find out whether or not students have difficulty in distinguishing correct and incorrect pronunciation. The fourth statement results 22.2% of the students responded neutral, 11.1% of the students strongly agreed, 19.4% of the students agreed, 30.6% of the students disagreed, and 16.7% of the students strongly disagreed. This showed that most students have no difficulty in distinguishing correct and incorrect pronunciation.

In the fifth section , the statement was “Storytelling exercise from Youtube helps me speak more fluently”, this aimed to find out whether students by practicing storytelling can reduce pauses when speaking. The fifth statement result 41.7% of the students responded neutral, 25% of the students strongly agreed, 13.98 % of the students disagreed, and 11.1% of the students strongly disagreed. This showed that most students feel unsure of their storytelling ability.

Then, In the sixth section the statement was “Watching storytelling on Youtube helps me speak more fluently”, this aimed to find out after watching storytelling videos on Youtube speak more fluently. The sixth statement results showed that 33.3% of the students responded neutral, 25% of the students strongly agreed, 27.8% of the students agreed, 5.6% of the students disagreed, 8.5% of the students strongly disagreed. This showed that most students feel unsure of their speaking ability.

Next, In the seventh section the statement was “I was enthusiastic when I first tried recording storytelling after learning from Youtube”, this aimed to find out the enthusiasm of students when they first tried recording a storytelling video. The seventh statement results showed that 25% of students responded neutral, 16.7% of students strongly agreed, 22.2% of students agreed, 8.3% of students disagreed, and 27.8% of students strongly disagreed. This showed that most students were not very enthusiastic the first time they recorded a storytelling video.

In the eighth section, the statement was “I dared to perform after practicing from storytelling videos on Youtube”, this aimed to find out the courage of students to perform after practicing storytelling videos on Youtube. The eighth statement results showed that 30.6% of students responded neutral, 13.9% of the students strongly agreed, 13.9% of the students agreed, 16.7% of the students disagreed, and 25% of the students strongly disagreed. This showed that most students are not sure or lack the courage to perform after practicing from Youtube.

In the ninth section, the statement was “I learned a lot of new vocabulary from the storytelling videos on Youtube”, this aimed to find out students get new vocabulary after learning storytelling videos using Youtube. The ninth statement results showed that 27.8% of the students responded neutral, 22.2% of the students strongly agreed, 33.3% of the students agreed, 5.6% of the students disagreed, and 11.1% of the students strongly disagreed. This showed that most students agree that they get new vocabulary after learning from storytelling videos using Youtube.

Next, In the tenth section the statement was “Youtube helps understand how to use new vocabulary in stories”, this aimed to find out by using Youtube, it can help students understand new vocabulary in stories. The tenth statement results showed that 29.4% of the students responded neutral, 30.6% of the students strongly agreed, 30.6% of the students agreed, 8.3% of the students disagreed, and 11.1% of the students strongly disagreed. This showed that most students agree that using YouTube helps them understand new vocabulary in storytelling.

In the eleventh section, the statement was “I use vocabulary after learning from Youtube”, this aimed to find out by learning using Youtube, Students become used to using vocabulary that is less precise. The eleventh statement results showed that 33.3% of the students responded neutral, 5.6% of the students strongly agreed, 8.3% of the students agreed, 36.1% of the students disagreed, and 16.7% of the students strongly disagreed. This showed that most of the students disagree with the statement about learning by using Youtube can make them using in accurate vocabulary. It indicated that students feel they were capable using accurate vocabulary after learning by Youtube.

Then, In the twelfth section the statement was “I mimicked a non-standard accent”, this aimed to find out students when practicing storytelling using Youtube mimicking a non-standard accent. The twelfth statement results showed that 50% of students responded neutral, 2,8% of the students strongly agreed, 5.6% of the students agreed, 19.4% of the students disagreed, and 22.2% of the students strongly disagreed. This showed that most students are not sure or did not know by imitating a standard accent or not.

In the thirteenth section, the statement was “I found videos on Youtube that are inconsistent in modeling correct pronunciation”, this aimed to find out students when practicing storytelling using Youtube, they found videos that are inconsistent in providing correct pronunciation models. The thirteenth statement results showed that 27.8% of the students responded neutral, 8.3% of the students strongly agreed, 11.1% of the students agreed, 33.3% of the students disagreed, and 19.4% of the students strongly disagreed. This showed that most students did not find the video inconsistent in its pronunciation.

Next, In the fourteenth section the statement was “I rely too much on memorization rather than naturally”, this aimed to find out students when practicing storytelling rely too much on memorization or

naturally. The fourteenth statement results showed that 30.6% of the students responded neutral, 25% of the students strongly agreed, 16.7% of the students agreed, 16.7% of the students disagreed, and 11.1% of the students strongly disagreed. This showed that most students are not sure or rely too much on memorization rather than naturally when creating storytelling videos.

In the fifteenth section, the statement was “I am not comfortable doing storytelling in front of the camera”, this aimed to find out whether students feel comfortable or not when doing storytelling in front of the camera. The fifteenth statement results showed that 25% of the students responded neutral, 30.6% of the students strongly agreed, 13.9% of the students agreed, 13.9% of the students disagreed, and 16.7% of the students strongly disagreed. This showed that most students are not comfortable when doing storytelling in front of the camera.

In the sixteenth section, the statement was “I do not trust myself to upload storytelling videos on Youtube”, this aimed to find out whether students or not confident when uploading videos on Youtube. The sixteenth statement results showed that 30.6% of the students responded neutral, 13.9% of the students strongly agreed, 11.1% of the students agreed, 16.7% of the students disagreed, and 27.8% of the students strongly disagreed. This chart showed that most students feel uncertain or lack confidence when doing storytelling uploading their videos on Youtube.

Then, In the seventeenth section the statement was “I have limited vocabulary for storytelling to make Youtube”, this aimed to find out whether students have limited vocabulary to make storytelling videos. The seventeenth statement results showed that 44.4% of the students responded neutral, 19.4% of the students strongly agreed, 19.4% of the students agreed, 5.6% of the students disagreed, and 11.1% of the students strongly disagreed. This showed that most students are not sure or have limited vocabulary to make storytelling video.

The last, In the eighteenth section the statement was “ By doing storytelling on Youtube, I do not get direct correction”, this aimed to find out by doing storytelling on Youtube the students do not get direct correction. The eighteenth statement results showed that 33.3% of the students responded neutral, 16.7% of the students strongly agreed, 19.4% of the students agreed, 13.9% of the students disagreed, and 16.7% of the students strongly disagreed. This showed that most students were sure that making videos on Youtube did not get correction directly.

DISCUSSION

The results of this study indicates that the use of YouTube as a storytelling medium has significant strengths and weaknesses that can be seen in the context of English language learning. One of the most important strengths found is the platform's ability to increase student motivation and participation. Many students showed enthusiasm in watching and creating narrative videos, which created a more interactive and self-directed learning environment. This finding is in line with previous studies that have shown that digital platforms such as YouTube can increase student interest and self-directed learning (Moghavvemi et al., 2018; Almurashi, 2016).

Another important strength lies in the diversity of content and ease of access on YouTube. Students can explore different types of storytelling, see natural pronunciation, and learn vocabulary in authentic

contexts. Exposure to this everyday language application provides relevant and understandable feedback, which supports Krashen's (1982) Feedback Hypothesis. In addition, the opportunity to practice, record, and re-watch their own performances gives students the opportunity to reflect on their fluency, intonation, and word choice, which plays a role in increasing their confidence in speaking.

Despite its many advantages, this study also presents several challenges. The main weakness lies in the lack of immediate corrective feedback, which is essential in developing speaking skills. Students often continue to mispronounce words or use incorrect grammar without direct intervention. In addition, the discomfort associated with appearance is a barrier for some students, especially those who feel awkward when being recorded or sharing their videos in public. This emotional discomfort prevents them from behaving naturally and confidently, reflecting concerns expressed by Hafner (2014).

Another limitation is the inconsistency of language models across YouTube videos. Because content on YouTube is user-generated, the quality of language varies, and some videos present non-standard pronunciation or casual usage that can be confusing to learners. Without guidance from teachers to understand or explain these inconsistencies, students may adopt incorrect forms without teacher guidance to filter or explain such inconsistencies, students might adopt incorrect forms unknowingly. Therefore, while YouTube offers valuable resources, it must be used with careful scaffolding and teacher supervision.

Overall, this study supports the idea that YouTube has strong potential as a digital storytelling tool in EFL settings, particularly in enhancing motivation, creativity, and exposure to authentic language use. However, its effectiveness depends heavily on how it is implemented. Teachers need to curate appropriate video materials, provide feedback mechanisms, and prepare students with the digital literacy skills necessary to navigate and evaluate online content critically.

CONCLUSION

Based on the results of this study, it can be concluded that YouTube is an effective and engaging platform for storytelling activities in learning English, especially in improving students' speaking skills. The use of YouTube allows students to access a variety of original story examples, encourages independent learning, and increases higher motivation and creativity. These strengths play a positive role in improving pronunciation, fluency, vocabulary use, and self-confidence among students involved in this learning.

However, this study also found several shortcomings that need to be addressed to ensure efficient integration of YouTube in the classroom. The lack of direct corrective feedback hinders students from recognizing and correcting their language errors immediately. In addition, some students feel anxious when appearing on camera or showing their videos in front of the public, which affects their ability to communicate in a natural way. Inconsistencies in the interplay and tapping of YouTube content also pose challenges, especially for students who rely on the platform without sufficient teacher guidance.

Therefore, although YouTube has great educational capacity, it should not be used in isolation. Teachers need to provide a structured framework, such as pre-watching guides, focused feedback, and clear criteria for selecting relevant videos. On the other hand, digital literacy training is essential for

students to critically evaluate and interact with content on the internet. A combined strategy that integrates YouTube-based activities with classroom teaching and reflective talk can maximize the benefits of digital storytelling. In conclusion, YouTube can be an efficient tool to improve speaking skills in EFL contexts if applied appropriately in the teaching process. This study encourages teachers to adopt digital platforms such as YouTube, but with careful planning and appropriate pedagogical support. Future studies are suggested to explore the long-term impact of YouTube-based storytelling, as well as its application in other aspects of language skills such as listening, writing, and cross-cultural communication.

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