

## THE USE OF YOUTUBE VIDEOS IN ENGLISH TEACHERS' LESSON PLANS

**Elda Kartikasari**

Universitas Negeri Surabaya  
[elda.18055@mhs.unesa.ac.id](mailto:elda.18055@mhs.unesa.ac.id)

### Abstrak

Di zaman yang modern ini, teknologi diperlukan dalam segala aspek kehidupan, tidak terkecuali pada dunia Pendidikan. Pendidik mulai menggunakan teknologi internet untuk kegiatan belajar mengajar seperti aplikasi YouTube. Aplikasi YouTube adalah platform yang mengizinkan pengguna mengunggah, membagikan, melakukan siaran langsung dan menonton video. Pendidik menggunakan video YouTube dalam RPP (Rencana Pelaksanaan Pembelajaran) mereka. Namun pendidik terkadang tidak sadar bahwa pemilihan jenis video tidak sesuai dengan tujuan pembelajaran yang ada dalam RPP. Penelitian ini dilakukan untuk mengetahui jenis video apa yang digunakan oleh guru Bahasa Inggris dan bagaimana kesesuaian atau ke-valid-an isi video yang dipilih dengan tujuan pembelajaran. Video dapat disebut valid jika pemilihan video memperhatikan empat aspek, yaitu kesesuaian judul video dengan tujuan pembelajaran; kesesuaian isi video dengan tujuan pembelajaran; kesesuaian isi video dengan jenis teks; dan kesesuaian isi video dengan aktivitas belajar-mengajar. Penelitian ini ditujukan terhadap tiga orang guru Bahasa Inggris SMP di Surabaya yang mengisi kuesioner. Dari tiga orang guru ini, didapatkan 11 RPP yang dapat dianalisis menggunakan analisis data kualitatif. Secara spesifik, penelitian ini menggunakan metode studi kasus. Berdasarkan jawaban kuesioner, diketahui bahwa ketiga guru ini sering menggunakan video pembelajaran, video music, dan video animasi. Sedangkan dalam lesson plan diketahui bahwa mereka menggunakan jenis video pengajaran, video eksplanasi dalam bentuk powerpoint disertai dengan suara, dan video pembelajaran animasi disertai dengan suara dan aktivitas siswa. Selain itu, dari 11 RPP, 3 RPP yang kurang valid dan 8 RPP yang valid. Dapat disimpulkan bahwa video YouTube yang digunakan oleh guru dalam RPP mereka sebagian besar valid.

**Kata Kunci:** YouTube, RPP, Tujuan Pembelajaran

### Abstract

In this modern era, technology is needed in all aspects of life, including the world of education. Educators began to use internet technology for teaching and learning activities such as the YouTube application. The YouTube app is a platform that allows users to upload, share, live stream and watch videos. Educators may use YouTube videos in their lesson plans. However, educators are sometimes unaware that the selection of video is not in accordance with the learning objectives. This study was conducted to find out what types of videos are used by English teachers and how the suitability or validity between the video's content with learning objectives. A video was valid if the video selection beholds to four aspects, namely the suitability of the video title with the learning objectives, the suitability of video content with learning objectives, the suitability of the video content with the type of text, and the suitability of video content with teaching and learning activities. This study was participated by three junior high school English teachers in Surabaya who filled out a questionnaire. From these three teachers, 11 lesson plans were obtained which can be analyzed using qualitative data analysis, i.e., the case study method. It was found that these three teachers often use learning videos, music videos, and animation videos in their lesson plans. The kinds of YouTube videos include instructional videos, explanation videos in the form of power points accompanied by speaker's voice, and animated learning videos accompanied by voices and student activities videos. Moreover, from 11 lesson plans, 3 lesson plans were somewhat valid and 8 lesson plans were valid. It can be concluded that the YouTube videos used by the teachers in their lesson plans are mostly valid.

**Keywords:** YouTube, Lesson Plan, Learning Objectives

### INTRODUCTION

Technology is a broad concept used to refer to several branches of science. There are three main aspects of technology; they are knowledge, practical purposes, and dynamics of change (Yaumi, 2018). These things illustrate the extent of technology in human life. It developed over time and is often needed by humanity to solve numerous

problems today. Technology has become the primary need for humans to live in recent centuries and is inseparable from many aspects of life.

Technology helps humans in various aspects of life, such as business, health, and education. It also connects us to take and give all information easily. Over time, humans are developing faster and facing complicated incoming

problems, and resource assistance is needed to help future matters. The impact of technology in teaching and learning activities is not recent anymore (Forsyth, 2014). Since the world is connected, enormous amounts of information are spread very fast, and technology helps humans use, filter, and share the information received and given. In education, technology is continuously developing and progressing over the years, leading humans to achieve vast information earlier than it should be. Teachers started to innovate technology in teaching-learning activities to motivate students and prepare them so they could keep up with the new standard applied in recent society.

Teachers may involve various forms of learning materials to motivate students. Educators have many resources, such as videos, gaming tools, education blogs, podcasts, and social media (Palacios Hidalgo et al., 2020). They can decide on suitable learning materials with necessity by knowing what students need in recent times, especially 21st century students. Most students today are familiar with the technology. Every day they use smartphones, laptops, personal computers and other technology.

The use of computers and technology for learning purposes has attracted the attention of researchers and educators for almost two decades (Nickerson, 2013). Likewise, smartphones are also practical and valuable in teaching and learning activities. Mobile technology and mobile applications are becoming an indispensable part of learning (Kaceti & Klímová, 2019). Many applications can be downloaded for learning activities, such as zoom, google meet, google classroom, Edmodo, google chrome, e-dictionary, YouTube, and more. Almost all students and teachers have smartphones. Teachers can use these to conduct digital learning using technology to teach English.

Nowadays, learning using video is prevalent compared to other media because students watch interesting things in videos that the teacher cannot convey. Videos are the most popular technology for educators because they have audio and visual features (Kaynar & Sadik, 2021). It is undeniable that teachers use videos a lot in teaching and learning activities through online and offline applications. An example of an online video application that teachers can use is YouTube.

In the current pandemic era, teachers are conscious of technology that facilitates teaching-learning, such as YouTube videos to support their online learning. YouTube is the biggest free public access web platform that easily allows people to upload, share, and view videos. By making a channel, people can upload, share, comment, rate, explore and post related videos, becoming a site where people join and interact (Biel et al., 2011). Several kinds of video content are uploaded on YouTube: user-

generated video content (created by the account owner), movies, TV, educational, music, and video blogs (vlogs).

There are educational and non-educational themes. YouTube video contents include video clips, TV clips, movie trailers, and other content such as video blogging, short original videos, and educational videos (Bakar et al., 2019). Video can be used to show distant places, historical films, animals in the wild, digital stories, and more. Not all videos are for educational purposes. It is the weakness of internet videos (Snelson, 2008). However, the reality is that YouTube has various kinds of learning videos. Classification of instructional videos can be divided into several dimensions, including screen design (Köse et al., 2021). Sometimes a video has two linked types, like an animation video containing how-to. Then, there are already 2 types in one video. The teachers select the types of educational videos according to the needs in the lesson plan.

Teachers use YouTube as learning media, learning materials and model texts in the lesson plan. YouTube videos have been used as model texts in lesson plans developed by English teachers (Cahyana, 2020). The lesson plan is a teacher's plan written for teaching. It is a written document that outlines the sequence of teaching-learning processes (Savage, 2014). The lesson plan contains arrangements relating to estimates or projections of what will be done during teaching and learning activities and the possibility of implementing learning by the planned learning implementation plan or not because the learning process is situational if the planning is carefully prepared. Then the process and learning outcomes will not be far from the estimate.

Some compositions must be listed or written in the lesson plan. A successful lesson plan addresses and integrates with components: Goals, Learning Objectives, Materials/Equipment, Procedures, Evaluation, and Extra-class work to check for student understanding (H. D. Brown, 2001). These core components must be included in the lesson plan. However, teachers can also add complementary components such as learning media, learning tools, learning materials and learning methods to be carried out. There are many kinds of YouTube videos that could be learning media, learning tools, or learning material.

However, YouTube has advantages and disadvantages. Here are the advantages of using YouTube:

1. It provides exposure to authentic English
2. YouTube allows students to comment on the videos and ask questions about videos
3. It promotes a more autonomous learning and students' center.

While disadvantages are: (1) The kind of language level used in the videos can be confounding for the students; (2)

Some videos can sometimes be inappropriate without warning (Jalaluddin, 2016).

Although YouTube is well known worldwide media, however, teachers do not know of how to select YouTube videos properly. Four categories can be used as a guide for selecting YouTube videos. First, the technical part of the video, such as image and audio quality, affect the quality of learning. Then make sure the video contains relevant images, music, or text. Using subtitles is also recommended so that students can understand the material quickly. Moreover, find videos with relevant titles. These will help students predict the content of the lesson (Alhamami, 2013). The teacher must pay attention to the suitability of the video content with the learning material and the level of students to be taught.

However, sometimes the selection of videos is not under the learning objectives. Even though selecting videos that follow learning objectives is very important. Picking up YouTube videos that are relevant, updated, and appropriate for educational purposes can be problematic (Appavoo et al., 2015). Videos must be chosen appropriately to suit the learning objectives, allocation of learning time, the scope of assessment, teachers' and students' ability (Simbolon & Yusnita, 2020). Furthermore, what needs to be considered in the selection of media are learning objectives, effectiveness, students, availability, technical quality, cost, flexibility, the ability of the people who use it, and the available time allocation (Tahrim, 2021). Therefore, the validity of the video content with the lesson plan is important.

The validity of video with learning objectives in this study can be achieved if it fulfills four aspects: the suitability of the video title with the learning objectives, the suitability of the video content with the learning objectives, the suitability of the video content with the types of text, and the suitability of the video content with teaching-learning activities. Previous research did not show how the YouTube videos matched the learning objectives in the teachers' lesson plans. Therefore, this study will investigate using YouTube videos in English teachers' lesson plans. It examines the validity of selection videos with learning objectives. Based on the background above, the research objectives of this study are formulated as follows:

1. To find out the kinds of videos the teachers use in lesson plans.
2. To discover the validity between YouTube video and learning objectives in teachers' lesson plans.

## **METHODS**

This research was a qualitative study. Qualitative methods rely on text and image data instead of numbers, have unique steps in data analysis, and draw on diverse designs

(Cresswell, 2014). This study uses a case study focusing on analyzing English teachers' lesson plans using YouTube. A case study is a study that examines a phenomenon against an organizational unit, group, or person (Ary et al., 2014). The researcher used a case study because the teachers who were respondents have been using YouTube for a long time.

This research was conducted in Surabaya. The researcher chose this city because the network access is adequate so that teachers could access YouTube easily. The research objects were lesson plans developed by three English teachers in Surabaya who use YouTube videos in their lesson plans. The researcher only used lesson plans from English teachers for junior high school.

This research was qualitative data obtained through collecting Teachers' lesson plans that use YouTube videos. The researcher did not ask the teacher to make a new lesson plan, the researcher asked for a lesson plan that had been taught to students. Then, the researcher used rubrics to analysed the relation between YouTube videos with learning objectives. This rubric was made by the researcher with the guidance and evaluation of the supervisor.

This study used a questionnaire to collect research data. Questionnaires were conducted using google forms intended for teachers to upload lesson plan files. Researcher used Google Forms because the research focused on analyzing lesson plan documents with video content. This research tends to use object rather than subject. There are five questions in Google Forms to start with the teacher's background and the experience of teachers using YouTube as learning material in learning English.

Table 1. The Questionnaire Items

No	Questions
1	Have you ever taught English using YouTube Videos?
2	Have you ever made a lesson plan using YouTube videos as teaching materials?
3	What types of videos do you often use in lesson plans?
4	Please provide an example of the YouTube link that you use in the lesson plan)
5	Please attach (one or more than one) lesson plans when you teaching English using YouTube.

The third question in the questionnaire could answer the first research question but needs to be reviewed again by analyzing the lesson plan documents that the teachers have included. To answer the first research question, the researcher looked at the teachers' answers to the third question in the questionnaire. Then, the researcher connected whether the teacher's answer was following the

type of YouTube video in the lesson plan. Afterward, the researcher classified the types of videos based on the questionnaire answers and analysis of lesson plan.

For the second research question, the researcher looked at the content of YouTube videos in the lesson plan and then compared them with the learning objectives, whether the content of the video follows the learning objectives to be achieved or not. In addition, the researcher also checked the suitability of the video content with the learning steps. Then the researcher will give a score using the rubric below.

Table 2. Rubric for Assessing Validity of Youtube Videos in the lesson plans

N O	ASPECT S	0	3	5
1	Title of Video	The title is not in line with the learning objectives	The title is suitable with some learning objectives	The title is suitable with all learning objectives
2	Content of video and learning objectives	The contents are not in line with the learning objectives	The contents are suitable with some learning objectives	The contents are suitable with all learning objectives
3	Content of video and types of text	The contents are not in line with the types of text	The contents are in line with some of the types of text	The contents are in line with all of the types of text
4	Content of video and teaching learning activities	The contents are not in line with teaching learning activities	The contents are in line with some of teaching learning activities	The contents are in line with all of teaching learning activities
Overall Score = (Obtained score :20) ×100				

The researcher considers four aspects: the validity of the title with the learning objectives, the validity of the video content with the learning objectives, the validity of the video content with the types of text, and the validity of the video with teaching-learning activities. Also, the rubric has three criteria, invalid for an overall score of 0-50, somewhat valid for an overall score of 50-75, and valid for an overall score of 75-100.

## RESULTS AND DISCUSSION

The researcher would share the results of the analysis of lesson plan documents from three junior high school

English teachers in Surabaya. They have filled out research questionnaires via Google Form. They are Mrs. S, Mrs. W, and Mrs. A. There was 11 lesson plan, Mrs. S gave 2 lesson plans, Mrs. W gave 1 lesson plan, and Mrs. A gave 8 lesson plans. In the google form, there are five questions to find out the teacher's background using YouTube for teaching English.

### Kinds of Video The Teachers Used in Lesson Plans

The teachers answered the third question, "What type of video do you often use in lesson plans?". Mrs. S answered that she often used learning videos and music videos. Mrs. W often used learning videos. Meanwhile, Mrs. A often used learning videos and animations. The answers were written in the questionnaire, but when the researchers checked the lesson plan documents and watched the YouTube videos used by the teachers, the researchers were able to classify the learning videos that the teachers used.

Based on the lesson plan, it is known that they use lectures videos, explanation videos in the form of power points text accompanied by speaker's voice, and animated learning videos accompanied by voices and student activities. The researcher elaborated the title of the videos. There were two videos from lecture videos by Mrs. S: "ruangbelajar - Bahasa Inggris IX SMP - Congratulation and Celebration", and "ruangbelajar - Bahasa Inggris IX SMP - Expression of Wish and Hope". The design of the video had a tutor or speaker explaining the learning so these videos were called lecture videos. Mrs. W used explanation videos in the form of power points text accompanied by speaker's voice: "Descriptive Text - Definisi, Struktur Teks, dan Contoh Teks Deskriptif Bahasa Inggris". The video design was in the form of a power point text accompanied by a speaker's voice that she explained and read the contents of the power point text. Lastly, Mrs. A used animated learning videos, for example "Congratulation, Hope & Wish (Video Pembelajaran Bahasa Inggris)", and "Let's Live a Healthy Life (Stating The Purpose & Agreeing/ Disagreeing) Video Bahasa Inggris". The design of the video was a moving animated video accompanied by conversations and student activities.

### Validity of YouTube Video Seen from Learning Objectives

Researchers have read the learning objectives of each lesson plan. Researchers only found two criteria from eleven lesson plans, they were valid and somewhat was valid. the analysis below is obtained.

#### 1. Valid YouTube Videos

Eight lesson plans from Mrs. A was classified as valid criteria. The lesson plan made by Mrs. A almost all of them always start with a conversation between several

people and at the end of the video there was practices, the researcher elaborated 4 of the 8 lesson plans.

In lesson plan 1 by Mrs. A, the video contains a conversation between two people whose sentences express congratulation, hope, and wish. After the conversation, there were Practice 1 and Practice 2. In practice 1, students were required to answer six questions about the conversations that have been broadcast previously. While in Practice 2, students were asked to make a dialogue containing sentences that express hope, wish, and congratulation. The contents of the video and learning objectives were valid because in practice 1 there were questions that asked students to mentioned action sentences of hope, prayer, and congratulations. Therefore, learning objectives 1 and 2 have been met. Then, the third learning objectives are met in practice 2, students were asked to make conversational texts of hopes, prayers, and congratulations. Thus, the three learning objectives have been fulfilled in the video. The total score obtained in the rubric is 100 including the "Valid" criteria.

In lesson plan 2 by Mrs. A, the contents of the video are conversations between four different people whose sentences indicate the stated purpose "To make your legs stronger of course and to keep your body healthy". After the conversation session, there were seven questions related to the previous conversation. The first and second learning objectives were met in the session answering seven questions about the conversations that had been broadcast. There students were asked to name and answer questions related to the expression of action stating purpose, agreeing, and disagreeing. While the third learning objectives are not met in the video because the activity of making conversations is delivered by the teacher directly. The total score obtained in the rubric is 90 including the "Valid" criteria.

Lesson plan 3 by Mrs. A is about explanation of the differences in drug labels, there are green, blue, red with K, and a tree symbol. Then there is exercise 1, students are asked to compare two drug labels in the form of a table that has been provided. After that, there was exercise 2, students were asked to answer questions related to drug labels that had been broadcast previously. The relationship between video and learning objectives is appropriate. The three learning objectives have been met in the video. In exercise 1, students are asked to compare two drug labels in the form of a table that has been provided which allows students to state the similarities and differences between the two drug labels. Meanwhile, in exercise 2, there are five questions related to drug

labels that have been broadcast previously. The total score obtained in the rubric is 100 including the "Valid" criteria.

The last lesson plan, the contents of the video was an explanation of the structures on food and beverage labels. There are 2 examples of labels that students must identify their structures. In the video, there are 2 examples of labels that students must identify their structures. This allows the achievement of learning objectives 1 and 2. Students may find similarities and differences between the two label texts. Students are also asked to answer questions related to the label text. The video is in accordance with the learning objectives to be achieved. The total score obtained in the rubric is 100 including the "Valid" criteria.

## 2. Somewhat Valid YouTube Videos

There were three lesson plans that included somewhat valid criteria. Two lesson plans by Mrs. S were somewhat valid. In the lesson plan 1 by Mrs. S, the content of the video is a learning video containing congratulation and celebration material. There were mentioned several words and sentences that express congratulation and celebration. Like Happy New Year, Happy Holiday, Happy Anniversary, Happy Eid Al-Fitr, I'd like to congratulate you on your..., etc. Then, the speaker explained the difference between happy birthday and happy anniversary. The video contains expressions of congratulation and celebration, while in the learning objectives, it is stated that there are three expressions, Congratulations, Hopes, and Wishes. Only a few learning objectives are met in the video. The total score obtained in the rubric is 60 including the "Somewhat valid" criteria.

In Lesson plan 2 by Mrs. S, the type of video is a learning video that discusses expressions of hope and wish. The speaker explained the differences in the use of hope and wish along with various sentence patterns. For example, Wish + Noun; Wish + to infinitive/be; Hope + to infinitive/be; Hope (that). Then, the speaker gave example sentences according to their respective patterns. The video discussed expressions of hope and wish, while in the learning objectives there were three expressions, congratulation, hope, and wish. The activity in the video was in the form of explaining material without any interaction asking students to imitate, identify, or compose text of congratulation, hope, and wish expressions in the form of writing/oral. The total score obtained in the rubric is 60 including the "Somewhat valid" criteria.

The last somewhat valid criteria, lesson plan by Mrs. W. There are two videos in Mrs. W's lesson plan.

Video 1 explains about descriptive text, such as definition of descriptive text, definition of spatial orders, generic structures, language features, and examples of descriptive text. There are two examples of descriptive text entitled "My Mother" and "My First Apartment".

Video 2 explains about simple present tense, such as the definition of simple present tense, kinds of simple present tense, and examples. The contents of both videos and learning objectives were not valid because in the video there is no student activity in identifying and writing transactional interaction texts. The two videos only provide an explanation of descriptive text and simple present tense. The teacher provides activities to identify and write texts after the video is shown, this is listed in the lesson plan but there is no detailed explanation of what activities students do so that learning objectives are achieved. The total score obtained in the rubric is 70 including the "Somewhat valid" criteria.

The findings of this study, i.e. teachers often use learning videos, classified based on the dimensions of the screen design so that the research was more targeted. This is in line Isazadeh et al.'s (2016) statements that educators may customize videos to be given to students such as instructional videos an authentic videos . In her research, it was found that teachers often use instructional videos and authentic videos. Classification of instructional videos can be divided into several dimensions, including screen design (Köse et al., 2021). In Köse's research, there were examples of screen designs, such as on-screen tutors, conversations, demonstrations, and more. Meanwhile, in this study, there were three types of learning videos found based on screen design. They were lecture videos, explanatory videos, and animation videos. Lecture videos in this study were learning videos with speakers or tutors explaining the material. The explanatory video in this study was a screen design that used power point and speaker's voice. While animation videos were screen designs that used moving animations and sound. In Köse's research, there were not many examples of video types based on screen design.

In this study, there were 3 lesson plans that were somewhat valid and there were 8 valid lesson plans. This shows that it was true that choosing videos for education is not difficult but can be a problem for teachers. This is inline with Appavoo et al.'s ideas (2015), in that picking up YouTube videos that are relevant, updated, and appropriate for educational purposes can be problematic (Appavoo et al., 2015). In Appavoo's research, it was known that choosing videos for education is problematic. Likewise

## CONCLUSION

From the results and discussion of the research findings above, it can be concluded that there were two categories in the research results of the videos used by three teachers: the type of video in the questionnaire and the type of video in the lesson plan. Based on the answers to the questionnaire, Mrs. S often used learning and music videos. Mrs. W often used learning videos. Mrs. A often used learning videos and animated videos. Whereas, based on the YouTube link in the lesson plan, Mrs. S used lecture videos, and Mrs. W used explanatory videos in the form of PowerPoint accompanied by a speaker's voice. At the same time, Mrs. A used learning videos in the form of animations accompanied by voices and student activities. Therefore, it was known that the three teachers in Surabaya used learning videos in the form of animations, lectures, and explanations to teach English. Researcher have also analyzed the validity of the video content with the learning objectives to be achieved in learning. The result of validity between video and learning objectives were 3 somewhat valid and 8 valid lesson plans. It can be concluded that the YouTube videos used by the teachers in their lesson plans were mostly valid.

## Suggestion

Teachers must adjust video with learning objectives. Video should contain explanation, examples of conversations, highlights of the keywords, and student activities in videos. If it is hard to find those videos, the teacher could make their learning videos via PowerPoint and upload them to YouTube.

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