

REFERENCES:

- Abbas, N. F., & Qassim, T. A. (2020). Investigating the effectiveness of YouTube as a learning tool among EFL students at Baghdad University. *Arab World English Journal, Special Is* (6), 344–356.
- Abraham, S., Mir, B. A., Suhara, H., & Sato, M. (2018). Exploring academic use of online Social Networking Sites (SNS) for language learning: Japanese students' perceptions and attitudes towards Facebook information technology & software engineering exploring academic use of online social networking sites. *Journal of Information Technology & Software Engineering*, 8(1), 1–5. <https://doi.org/10.4172/2165-7866.1000223>
- Adara, R. A. (2018). Students' motivation and preferences toward native and non-native English-speaking teachers. *Premise: Journal of English Education*, 7(1), 1. <https://doi.org/10.24127/pj.v7i1.1329>
- Adara, R. A. (2020). The differences in Indonesian ESL students' motivation and perceptions of NEST and NNEST. *Jet Adi Buana*, 5(01), 1–16. <https://doi.org/10.36456/jet.v5.n01.2020.2139>
- Akgün, B., & Alpaydin, Y. (2022). General education versus vocational education: Vocational education and its future. https://doi.org/10.1007/978-981-19-1604-5_6
- Akhy, K. B., & Iswari, W. P. (2021). Information communication technology in EFL classroom. *Journal of English as A Foreign Language Teaching and Research*, 1(1), 61–70. <https://doi.org/10.31098/jefltr.v1i1.485>
- Albahiri, M. H., & Alhaj, A. A. M. (2020). Role of visual element in spoken English discourse: implications for YouTube technology in EFL classrooms. *Electronic Library*, 38(3), 531–544. <https://doi.org/10.1108/EL-07-2019-0172>

- Al Arif, T. Z. Z. (2020). The influences of audiovisual media and vocabulary mastery towards English learning achievement of EFL university students. *J-SHMIC: Journal of English for Academic*, 7(1), 66–76. <https://journal.uir.ac.id/index.php/jshmic/article/view/3905>
- Al-jarrah, J. M., Talafhah, R. H., & Al-Jarrah, T. M. (2019). Social networking sites and English language learning: Jordanian EFL learners' practices and experiences. *European Journal of English Language Teaching*, 4(3), 1–36. <https://doi.org/10.5281/zenodo.2537377>
- Al-Jarf, R. (2022). YouTube videos as a resource for self-regulated pronunciation practice in EFL distance learning environments. *Journal of English Language Teaching and Applied Linguistics*, 2012, 44–52. <https://doi.org/10.32996/jeltal>
- Al Jawad, A. S. H. (2021). The impact of students' proficiency in English on science courses in a foundation year program. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(11), 55–67. <https://doi.org/10.32996/ijllt>
- Alkaabi, S. A. R., Alkaabi, W., & Vyver, G. (2017). Researching Student Motivation. *Contemporary Issues in Education Research (CIER)*, 10(3), 193–202. <https://doi.org/10.19030/cier.v10i3.9985>
- Alkathiri, L. A. (2019). Students' perspectives towards using YouTube in improving EFL learners' motivation to speak. *Journal of Education and Culture Studies*, 3(1), 12. <https://doi.org/10.22158/jecs.v3n1p12>
- Alnujaidi, S. (2017). Social network sites effectiveness from EFL students' viewpoints. *English Language Teaching*, 10(1), 39. <https://doi.org/10.5539/elt.v10n1p39>

- Alobidan, H. (2022). Language learning through social media: Learning English as a second language through YouTube in Saudi Arabia. *Humanities and Natural Sciences Journal*, 3(7). <https://doi.org/10.53796/hnsj3717>
- Ammanni, S., & Aparanjani, U. (2016). The role of ICT in English language teaching and learning. *International Journal of Scientific and Engineering Research*, 7(7), 1–7. <https://bit.ly/33z74fD>
- Anggraini, A. (2021). Improving student's speaking skill using YouTube video as media: An Action Research. *Scope: Journal of English Language Teaching*, 5(2), 57–62. <https://doi.org/10.30998/scope.v5i2.8406>
- Anastasya, F. L., Afandi, M., Aquami, A., Handayani, T., & Nurlaeli, N. (2022). Utilization of YouTube video as a thematic learning media in elementary school. *JIP Jurnal Ilmiah PGMI*, 8(1), 25–33. <https://doi.org/10.19109/jip.v8i1.12245>
- Arianti, A., Nurnaningsih, M., & Pratiwi, V. (2018). A media for teaching speaking using YouTube Video. *Advances in Engineering Research*, 175(ICASE), 71–73. <https://doi.org/10.2991/icase-18.2018.19>
- Ariantini, K. P., Suwastini, N. K. A., Adnyani, N. L. P. S., Dantes, G. R., & Jayantini, I. G. A. S. R. (2019). Integrating social media into English language learning: How and to what benefits according to recent studies. *NOBEL: Journal of Literature and Language Teaching*, 12(1), 91–111. <https://doi.org/10.23887/ika.v17i2.19853>
- Astutik, Y., & Munir, A. (2022). The ambivalences of English lessons existing in Indonesian primary schools. *Indonesian TESOL Journal*, 4(1), 13–30. <https://doi.org/10.24256/itj.v4i1.2487>

- Audina, I. P., Suwastini, N. K. A., Jayantini, I. G. A. S. R., Dantes, G. R., & Rusnalasari, Z. D. (2022). YouTube videos as learning media: A review in efl contexts. *IJET*, 11(2), 227. <https://jurnalftk.uinsby.ac.id/index.php/IJET/article/view/1591>
- Audina, I. P., Artini, L. P., Dewi, N. L. P. E. S., & Suwastini, N. K. A. (2023). YouTube videos for listening skills during covid-19 pandemic: EFL students' views. *Jurnal Penelitian dan Pengembangan Sains dan Humaniora*, 6(3), 327–334. <https://doi.org/10.23887/jppsh.v6i3.55809>
- Ayu, L. P. (2016). YouTube Videos in Teaching Listening: The benefits in Experts' Views. *Research in English and Education (READ)*, 1(2), 152–160.
- Bajrami, L., & Ismaili, M. (2016). The role of video materials in EFL classrooms. *Procedia - Social and Behavioral Sciences*, 232(April), 502–506. <https://doi.org/10.1016/j.sbspro.2016.10.068>
- Bal-gezegin, B. (2014). An investigation of using video vs. audio for teaching vocabulary. *Procedia - Social and Behavioral Sciences*, 143, 450–457. <https://doi.org/10.1016/j.sbspro.2014.07.516>
- Binmahboob, T. (2020). YouTube as a learning tool to improve students' speaking skills as perceived by EFL teachers in secondary school. *International Journal of Applied Linguistics and English Literature*, 9(6), 13. <https://doi.org/10.7575/aiac.ijalel.v.9n.6p.13>
- Boholano, H. B., Orevillo, P. B., Agot, L. A. T., & Nugal, A. T. (2022). The use of YouTube in teaching elementary English. *The Online Journal of New Horizons in Education*, 12(3), 223–228.
- Brahim, M. G., & Nesba, A. (2019). Integrating ICT in enhancing students' speaking skills: potentials and limitations. *Socles Review*, 5(12), 306–326.

- Brame, C. J. (2016). Effective educational videos: Principles and guidelines for maximizing student learning from video content. *CBE Life Sciences Education*, 15(4), es6.1-es6.6. <https://doi.org/10.1187/cbe.16-03-0125>
- Brünner, I. (2013). Using language learning resources on YouTube. *International Conference for Language Teaching*, 1(5), 1–5.
- Burke, S., Snyder, S., & Rager, R. (2009). An assessment of faculty usage of YouTube as a teaching resource. *Internet Journal of Allied Health Sciences and Practice*, 7(1), 1–8. <https://doi.org/10.46743/1540-580x/2009.1227>
- Cahyana, A. A. C. (2020). The use of YouTube video in teaching English for foreign language at vocational high school. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 8(2), 1–11. <https://doi.org/10.23887/jpbi.v8i2.3399>
- Cahyono, D. N., Khumaedi, M., & Hadromi, H. (2021). The impact of audio-visual media toward learning result in the subject of seizing picture. *Journal of Vocational Career Education*, 6(738), 1–10. <https://journal.unnes.ac.id/nju/index.php/jvce/article/view/32488>
- Çakir, İ., Üniversitesi, K., & Fakültesi, E. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology – TOJET October*, 5(March), 1303–6521.
- Chowdhury, A. K. M. I. A. (2021). Impact of Social Networking Sites on students' learning English language at tertiary level in Bangladesh. *Studies in ELT and Applied Linguistics*, 1(1), 104–115.
- Copland, F., Mann, S., & Garton, S. (2020). Native-English-Speaking Teachers: Disconnections between theory, research, and practice. *TESOL Quarterly*, 54(2), 348–374. <https://doi.org/10.1002/tesq.548>

- Copland, F., & Yonetsugi, E. (2016). Teaching English to young learners: Supporting the case for the bilingual native English speaker teacher. *Classroom Discourse*, 7(3), 221–238. <https://doi.org/10.1080/19463014.2016.1192050>
- Dita amalia, Bambang Suprianto, S. A. (2019). The urgency of English teaching in private primary school: Stakeholders' perceptions. *Jurnal Basicedu*, 5(3), 1683–1688.
- Dizon, G. (2022). YouTube for second language learning: What does the research tell us? *Australian Journal of Applied Linguistics*, 5(1), 19–26. <https://doi.org/10.29140/ajal.v5n1.636>
- Dwiwarna, & Rahadian, R. B. (2018). The most considered type of student characteristics by primary school teacher. *International Journal on Integrating Technology in Education*, 7(3), 29–42. <https://doi.org/10.5121/ijite.2018.7303>
- Ekmekci, E. (2016). Comparison of native and non-native English language teachers' evaluation of EFL learners' speaking skills: Conflicting or identical rating behaviour? *English Language Teaching*, 9(5), 98. <https://doi.org/10.5539/elt.v9n5p98>
- Elyas, T., & Alghofaili, N. M. (2019). Native English speakers versus non-native English speakers: The impact of language teachers on EFL learner's English proficiency. *English Review: Journal of English Education*, 7(2), 27. <https://doi.org/10.25134/erjee.v7i2.1773>
- Ernawati, E., Sofendi, S., & Silvhiany, S. (2021). English as a Medium of Instruction (EMI): A primary school teachers' and students' perceptions. *International Journal of Research in Counseling and Education*, 5(1), 24. <https://doi.org/10.24036/00414za0002>

- Etikan, I. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fuangkarn, K., & Rimkeeratikul, S. (2020). An observational study on the effects of native English-speaking teachers and non-native English-speaking teachers on students' English proficiency and perceptions. *Arab World English Journal*, 11(3), 241–259. <https://doi.org/10.24093/awej/vol11no3.15>
- Gracella, J., & Rahman Nur, D. (2020). Students' perception of English learning through YouTube application. *Borneo Educational Journal (Borju)*, 2(1), 20–35. <https://doi.org/10.24903/bej.v2i1.623>
- Hamad, M. M., Metwally, A. A., & Alfaruque, S. Y. (2019). The impact of using YouTubes and Audio Tracks Imitation YATI on improving speaking skills of EFL learners. *English Language Teaching*, 12(6), 191. <https://doi.org/10.5539/elt.v12n6p191>
- Handi Pratama, S. H., Ahsanul Arifin, R., & Sri Widianingsih, A. W. (2020). The use of YouTube as a learning tool in teaching listening skill. *International Journal of Global Operations Research*, 1(3), 123–129. <https://doi.org/10.47194/ijgor.v1i3.56>
- Hayden, M., & Thompson, J. (2017). International schools: Some issues for the future. *InterEd*, 44(123), 1–5.
- Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2016). Using YouTube to improve EFL reading comprehension among vocational. *Proceedings of The ICECRS*, 1(1), 391–398. <https://doi.org/10.21070/picecrs.v1i1.507>
- Herlina, L. (2022). *The Role of Native English-Speaking Teachers in Improving Students' Speaking Skills*. 9(12).

- Hoang, P. D., Hien, N. T., Anh, L. K., & Giang, L. H. (2021). Creating effective educational video on YouTube kids for primary student. *American Journal of Educational Research*, 9(6), 368–375. <https://doi.org/10.12691/education-9-6-7>
- Horikoshi, K. (2023). The positive psychology of challenge: Towards interdisciplinary studies of activities and processes involving challenges. *Frontiers in Psychology*, January, 1–6. <https://doi.org/10.3389/fpsyg.2022.1090069>
- Hughes, C. (2020). Global Citizenship Education. *Global Citizenship Education*, August. <https://doi.org/10.1007/978-3-030-44617-8>
- Hussain, Z. (2018). The effects of ICT-based learning on students' vocabulary mastery in Junior High Schools in Bandung. *International Journal of Education*, 10(2), 149–156. <https://doi.org/http://dx.doi.org/10.17509/ije.v10i2.7592>
- Jati, I. P., Saukah, A., & Suryati, N. (2019). Teaching using YouTube tutorial video to improve students' speaking skills. *Jurnal Pendidikan Humaniora*, 7(3), 101–116. <https://doi.org/10.2991/assehr.k.201215.057>
- Jazuly, A., Indrayani, N., & Prystiananta, N. C. (2019). The teaching of English in Indonesian primary schools: A response to the new policy. *Linguistic, English Education and Art (LEEA) Journal*, 3(1), 17–25. <https://doi.org/10.31539/leea.v3i1.609>
- Jones, T., & Cuthrell, K. (2011). YouTube: Educational potentials and pitfalls. *Computers in the Schools*, 28(1), 75–85. <https://doi.org/10.1080/07380569.2011.553149>

- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72–81. <https://doi.org/10.5539/elt.v11n2p72>
- Khoiroh, S. a. (2021). Using YouTube for speaking in online learning: EFL students' perception and difficulties. *Research on English Language Teaching in Indonesia*, 09(02), 202–211.
- Kurniawati, K., & Rizki, D. (2018). Native vs. non-native EFL teachers: Who are better? *Studies in English Language and Education*, 5(1), 137–147. <https://doi.org/10.24815/siele.v5i1.9432>
- Lestari, N. (2019). Improving the speaking skill by vlog (video blog) as learning media: the EFL students' perspective. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 915–925. <https://doi.org/10.6007/ijarbss/v9-i1/5490>
- Maryani, M., & Aguskin, L. (2019). Incorporating YouTube clips in the classroom to develop students' cultural understanding of American culture. *Lingua Cultura*, 13(4), 265–273. <https://doi.org/10.21512/lc.v13i4.5889>
- Martinovski, B., Mao, W., Gratch, J., & Marsella, S. (2005). *Mitigation Theory: An integrated approach*. Cognitive Science Society, May.
- Masrizal, M. (2013). Native Vs Non-Native English Teachers. *Jurnal Ilmiah Didaktika*, 13(2). <https://doi.org/10.22373/jid.v13i2.473>
- Masruddin, M. (2018). The efficacy of using short video through group work in teaching speaking to Indonesian English as Foreign Language (EFL) Students. *Arab World English Journal*, 9(3), 282-293–293. <https://doi.org/10.24093/awej/vol9no3.19>

- Maziriri, E. T., Gapa, P., & Chuchu, T. (2020). Student perceptions towards the use of YouTube as an educational tool for learning and tutorials. *International Journal of Instruction*, 13(2), 119–138. <https://doi.org/10.29333/iji.2020.1329a>
- Meilinda, N. D. (2018). YouTube videos and Snowball throwing technique to improve students' speaking skill. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5(2), 112–126. <https://doi.org/10.19109/ejpp.v5i2.2291>
- Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N. (2020). Increasing English speaking skills using YouTube. *Polyglot: Jurnal Ilmiah*, 16(1), 1–13. <https://doi.org/10.19166/pji.v16i1.1954>
- Michael, E. A., & Mohd. Shah, P. (2020). Students' perception on YouTube usage in rural ESL classroom. *International Journal of Academic Research in Business and Social Sciences*, 10(3). <https://doi.org/10.6007/ijarbss/v10-i3/7059>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.
- Morat, B. N., Shaari, A., Abidin, M. J. Z., & Abdullah, A. (2017). YouTube within ESL classroom: Exploring an instructor's and her learners' experiences concerning the authenticity of language and technology use. *Malaysian Journal of Learning and Instruction*, 2017(Special Issue), 173–196. <https://doi.org/10.32890/mjli.2017.7802>
- Muico, E. J. (2019). A quintessential tool in teaching: A case study on teachers using YouTube videos. *International Journal for Innovation Education and Research*, 7(8), 40–46. <https://doi.org/10.31686/ijer.Vol7.Iss8.1647> Page.40-46

- Mustafa, E. N. E. (2018). The impact of YouTube, Skype, and WhatsApp in improving EFL learners' speaking skill. *International Journal of Contemporary Applied Researches*, 5(5), 18–31. www.ijcar.net
- Nasution, A. K. R. (2019). YouTube as a media in English Language Teaching (ELT) context: Teaching procedure text. *Utamax: Journal of Ultimate Research and Trends in Education*, 1(1), 29–33. <https://doi.org/10.31849/utamax.v1i1.2788>
- Nguyen, H. (2019). International schools' role and impact on local education development. *American Scientific Research Journal for Engineering, Technology, and Sciences*, 61(1), 143–150.
- Nikmah, N. S., & Anwar, C. (2021). EFL young learners' problems encountered in the learning of English speaking: Teachers' perspectives. *Register Journal*, 14(2), 301–316. <https://doi.org/10.18326/rjt.v14i2.301-316>
- Nkengbeza, D., Mbuli, D., & Chanda, A. M. (2022). Challenges faced by primary school English teachers in integrating media technology in the teaching and learning of English. *Creative Education*, 13(04), 1139–1153. <https://doi.org/10.4236/ce.2022.134071>
- Nova, M. (2017). Utilizing video for technology integration support in Indonesian EFL classroom: Usages and obstacles. *Indonesian Journal of EFL and Linguistics*, 2(1), 15. <https://doi.org/10.21462/ijefll.v2i1.28>
- Novianti, A. (2018). Native versus non-native English-speaking teachers: An insight into Indonesian students' voices. *Jurnal Pendidikan Bahasa Dan Sastra*, 18(2), 102–117. <https://doi.org/10.17509/bs>

- Nufus, T. Z. (2019). Teaching English to young learners in Indonesia (Pros and Cons). *English Language in Focus (ELIF)*, 1(1), 65. <https://doi.org/10.24853/elif.1.1.65-70>
- Nurhidayah, R. (2018). The use of YouTube videos in EFL classroom. *Jurnal Ilmiah STBA*, 4(2), 7.
- Nurjanah, M., & Prastowo, A. (2021). Utilizing YouTube as a material for ICT learning at elementary school during the covid-19 pandemic. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 10(5), 1132. <https://doi.org/10.33578/jpkip.v10i5.8412>
- Oktaviani, A., & Misgiyati, D. (2018). Communication strategies used by the primary teachers in EFL classroom. *Linguistic, English Education and Art (LEEA) Journal*, 2(1), 1–18. <https://doi.org/10.31539/leea.v2i1.386>
- Pariyanto, P. (2021). Native English-speaking teachers (NESTS) and Indonesian English teachers (IETS) EFL students' perception and preferences. *ANAPHORA: Journal of Language, Literary and Cultural Studies*, 3(2), 112–121. <https://doi.org/10.30996/anaphora.v3i2.4620>
- Pattier, D. (2021). Teachers and YouTube: The use of video as an educational resource. *Journal of Theories and Research in Education*, 16(1), 59–77. <https://doi.org/10.6092/issn.1970-2221/11584>
- Phothongsunan, S. (2017). Perceiving native English-speaking teachers: EFL university students' perspectives. *Arab World English Journal*, 8(4), 259–267. <https://doi.org/10.24093/awej/vol8no4.17>
- Pikhart, M., & Botezat, O. (2021). The impact of the use of social media on second language acquisition. *Procedia Computer Science*, 192, 1621–1628. <https://doi.org/10.1016/j.procs.2021.08.166>

- Pratiwi, S. G., Fatimah, N., & Akhsan, N. R. (2021). Teachers' strategies in teaching English to young learners in private primary schools in Yogyakarta. *Ahmad Dahlan Journal of English Studies*, 8(2), 154. <https://doi.org/10.26555/adjes.v8i2.19246>
- Pujiani, T., Nisa, K., & Krisbiantoro, B. (2021). Improving the students' self-confidence in speaking English through YouTube. *International Journal of Health Science and Technology*, 2(3), 166–176. <https://doi.org/10.31101/ijhst.v2i3.2173>
- Punia, R. S. (2004). *Formal International Education: The Problem and an Emerging Mitigation in International Schools*. 1–28.
- Purnamasari, A. (2018). What EFL learners say about YouTube use to improve pronunciation in a blended learning environment. *JET (Journal of English Teaching)*, 4(3), 205–215.
- Purwanti, Ratna Komang, N., Suwastini, A., Luh, N., Adnyani, Sri, P., & Kultsum, U. (2022). YouTube videos for improving speaking skills: The benefits and challenges according to recent research in efl context. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 19(1), 66–75. <https://ejournal.undiksha.ac.id/index.php/JPTK/article/view/41108>
- Qomaria, D., & Zaim, M. (2020). The use of YouTube video to enhance students' speaking skill in senior high school. *Advances in Social Science, Education and Humanities Research*, 579(Proceedings of the Eighth International Conference on English Language and Teaching (ICOELT-8)), 119–122. <https://doi.org/10.2991/assehr.k.210914.022>
- Rachmawati, R., & Cahyani, F. (2020). The use of YouTube videos in improving non-English department students' pronunciation skills. *Alsuna: Journal of*

Arabic and English Language, 3(2), 83–95.
<https://doi.org/10.31538/alsuna.v3i2.916>

Rachmijati, C., Anggraeni, A., & Apriliyanti, D. L. (2019). Implementation of blended learning through YouTube media to improve students' speaking skill. *OKARA: Jurnal Bahasa Dan Sastra*, 13(2), 153–164.
<https://doi.org/10.19105/ojbs.v13i2.2424>

Rahayu, S. P., & Putri, W. S. (2019). Uploading speaking assignment to YouTube channel as an effort in increasing student's pronunciation skill. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 3(2), 35–45. <https://doi.org/10.26905/enjourme.v3i2.2741>

Rahman, F., & Yuzar, E. (2020). Students' perception towards NNESTs & NESTs' teaching styles: A study at State Islamic University of Ar-Raniry. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 4(2), 321. <https://doi.org/10.21093/ijeltal.v4i2.516>

Ramadhina, D., & Rohman, I. (2022). Problematika guru dalam penggunaan video YouTube sebagai media pembelajaran di sekolah dasar. *Mimbar Ilmu*, 27(1), 117–123. <https://doi.org/10.23887/mi.v27i1.45598>

Rastari, K. L., Putra, I. N. A. J., & Suwastini, N. K. A. (2023). YouTube as instructional media in promoting efl Indonesian students' speaking skill. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 11(1), 2615–4404.
<https://doi.org/10.23887/jpbi.v11i1.1488>

Rohayati, D., & Rachmawati, E. (2021). The impacts of creating YouTube video project to facilitate students' critical thinking. *ENGLISH REVIEW: Journal of English Education*, 9(2), 323–332.
<https://journal.uniku.ac.id/index.php/ERJEE/article/view/4360/2569>

- Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, 7(7), e07543. <https://doi.org/10.1016/j.heliyon.2021.e07543>
- Sailun, B., & Idayani, A. (2017). Roles of integrating information communication technology (ICT) in teaching speaking at the first semester of English Students of FKIP UIR. *J-SHMIC: Journal of English for Academic*, 4(2), 12–23. [https://doi.org/10.25299/jshmic.2017.vol4\(2\).603](https://doi.org/10.25299/jshmic.2017.vol4(2).603)
- Santos Espino, J. M., Afonso Suárez, M. D., & González-Henríquez, J. J. (2020). Video for teaching: classroom use, instructor self-production and teachers' preferences in presentation format. *Technology, Pedagogy and Education*, 29(2), 147–162. <https://doi.org/10.1080/1475939X.2020.1726805>
- Sari, Y. N., & Margana, M. (2019). YouTube as a learning media to improve the student's speaking ability in 21st century. *Journal of English Language Teaching and Linguistics*, 4(2), 263–273. <https://doi.org/10.21462/jeltl.v4i2.296>
- Schipping, A. (2018). Researching international schools: Challenges for comparative educational research. *Revista Lusofona de Educacao*, 41(41), 193–204. <https://doi.org/10.24140/issn.1645-7250.rle41.12>
- Solano, L., Cabrera-Solano, P., Ulehlova, E., & Espinoza-Celi, V. (2020). Using efl youtube videos as supplementary resource for teaching vocabulary: A case study in secondary education. *ACM International Conference Proceeding Series*, October, 40–45. <https://doi.org/10.1145/3411681.3411682>
- Styati, E. W. (2016). Effect of YouTube videos and pictures on EFL students' writing performance. *Dinamika Ilmu*, 16(2), 307–317. <https://doi.org/10.21093/di.v16i2.534>

- Sue, G., Fiona, C., & Mann, S. (2018). Native English speaker teacher (NEST) schemes around the World. *The TESOL Encyclopedia of English Language Teaching*, 1–6. <https://doi.org/10.1002/9781118784235.eelt0706>
- Suganthi, K., & Manimozhi, D. V. (2022). Role of ICT in developing speaking skill in EFL classroom. *Journal of Tianjin University Science and Technology*, 55(05), 716–718. <https://doi.org/10.17605/OSF.IO/4NWTD>
- Sulistiyo, U., Haryanto, E., Widodo, H. P., & Elyas, T. (2020). The portrait of primary school English in Indonesia: Policy recommendations. *Education 3-13*, 48(8), 945–959. <https://doi.org/10.1080/03004279.2019.1680721>
- Suwastini, N. K. A., Rastari, K. L., & Suarcaya, P. (2023). YouTube as instructional media in promoting efl Indonesian students' pronunciation. *Polyglot: Jurnal Ilmiah*, 1(19), 1. <https://doi.org/10.19166/pji.v1i19.6309>
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing speaking skill through YouTube video as English learning material during online learning in pandemic covid-19. *Elsya: Journal of English Language Studies*, 3(1), 50–55. <https://doi.org/10.31849/elsya.v3i1.6206>
- Taghizadeh, M., & Hasani Yourdshahi, Z. (2019). Integrating technology into young learners' classes: Language teachers' perceptions. *Computer Assisted Language Learning*, 33(8), 982–1006. <https://doi.org/10.1080/09588221.2019.1618876>
- Tatar, S. (2019). Employment of English language teachers in an EFL context: Perspectives from school administrators. *Profile: Issues in Teachers' Professional Development*, 21(2), 45–61. <https://doi.org/10.15446/profile.v21n2.72648>

- Thohir, L. (2017). Motivation in a foreign language teaching and learning. *Vision: Journal for Language and Foreign Language Learning*, 6(1), 20–29.
<https://doi.org/10.21580/vjv6i11580>
- Tseng, S. S., & Yeh, H. C. (2019). The impact of video and written feedback on student preferences of English-speaking practice. *Language Learning and Technology*, 23(2), 145–158.
- Wang, H. chun, & Chen, C. W. yu. (2019). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 14(4), 333–346.
<https://doi.org/10.1080/17501229.2019.1607356>
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, 2(1), 113–119.
https://doi.org/10.5746/leia/11/v2/i1/a09/watkins_wilkins
- Wawuda, G. M. (2019). Integration of YouTube videos in teaching and learning of English language speaking skills among secondary school students in Nakuru county, Kenya [Kenyatta University].
- Wilson, A. (2015). YouTube in the classroom (Issue April). University of Toronto.
- Wu, A. M. C. (2021). Native English-speaking teachers: Do they bring values to EFL learners? A study on listening proficiency of Taiwanese elementary school Students. *English Teaching and Learning*, 45(1), 89–107.
<https://doi.org/10.1007/s42321-020-00064-0>
- Wulandari, E., & Chusnatayaini, A. (2022). Integrating YouTube application for remote learning: *The Journal of English Teaching for Young and Adult Learners*, 01(02), 55–60.

- Xiaoning, W. (2007). On the use of video clips in college English teaching. *Canadian Social Science*, 3(2), 84–86.
- Yukselir, C., & Kömür, S. (2017). Using online videos to improve speaking abilities of EFL learners. *European Journal of Education Studies*, 3(5), 255–266. <https://doi.org/10.5281/zenodo.495750>
- Yumutbaevna, N. A. (2020). The application of effective methods in teaching English in primary school. *EPRA International Journal of Research and Development (IJRD)*, 7838(June), 265–266.
- Yusuf, R. (2020). Teaching EFL students using selected media: Offline video taken from YouTube. *Utamax: Journal of Ultimate Research and Trends in Education*, 2(1), 29–33. <https://doi.org/10.31849/utamax.v2i1.2909>
- Zaidi, A., Awaludin, F. A., Karim, R. A., Ghani, N. F. C., Rani, M. S. A., & Ibrahim, N. (2018). University students' perceptions of YouTube usage in (ESL) classrooms. *International Journal of Academic Research in Business and Social Sciences*, 8(1), 534–545. <https://doi.org/10.6007/ijarbss/v8-i1/3826>
- Zainuddin, F. N., & Yunus, M. M. (2022). Sustaining formal and informal English language learning through Social Networking Sites (SNS): A systematic review. *Sustainability*, 14(10852), 1–15. <https://doi.org/10.3390/su141710852>