
RESEARCH ARTICLE

Methods Used in YouTube for Teaching and Learning English Language: A Systematic Literature Review

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ABSTRACT

Challenges await in giving and receiving English instructions. One way globalization proposes to create a fun, engaging, and fulfilling setting for English language education is the appropriate use of YouTube. This paper is a systematic review of literature on the use of YouTube in teaching and learning the English language. It also followed thematic content analysis via manual coding. Eligibility criteria were prepared before going to Google Scholar and ERIC databases to look for studies that could be used. PRISMA Flowchart was used to show how the researcher only had 46 articles for this study. PICO Framework was utilized to summarize the data gathered and aid the researcher in asking the question, "How was YouTube used for teaching and learning the English language?" and "What specific skills are developed in the use of YouTube for teaching and learning English?". The results constructed Horizontal, Intersecting, Vertical, Parallel, and Spiral methods for English instruction. It also revealed that speaking, pronunciation, listening, self-learning, comprehension, grammar, reading and writing improved. Future researchers can work on guidelines for selecting content or using YouTube for teaching and learning the English language.

KEYWORDS

YouTube, English Learning, Audio-Visual

ARTICLE INFORMATION

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1. Introduction

Varieties of methods for teaching and learning English are there to use for the betterment of both teachers and learners. Aryani and Rizkiyani (2017) acknowledged that education in the 21st century is undeniably influenced by technology. Chien, Huang Y., and Huang P. (2020) believe that using a Computer Assisted-Instruction (CAI) like YouTube can fill the holes a traditional way of acquiring a second language has in order to create a more engaging and appealing setting for language learning. YouTube is one of the flourishing websites for distributing all of the teaching-learning materials, which is a great help for teachers (Anugerah, Riyanti and Yuliana 2019).

Sarii (2019) stated that YouTube is a platform where users can watch, upload, or share videos of different genres online, and these videos can provide affordable materials that can be implemented for learning a language. Learners can gain knowledge, speaking skills, listening skills, writing skills, reading skills, grammar, vocabulary enhancement, and even cultures of other countries when they watch YouTube videos from a foreign country (Education & 2022, 2020). This website produces authentic and entertaining materials that can spark the interests of learners and allure them to crave for more that makes the learning experience better (Almurashi 2016)

Much research has studied the implementation of YouTube and its effectiveness when used for learning the English language, which resulted in positive outcomes for different language skills and encouragement to use the said website (Kabooha & Elyas 2018). Examples of these are Duisembekova (2014) in Turkey, who found that the use of YouTube improved the vocabulary of

young learners of English and Aryani and Razkayani's (2017) study in Indonesia concluded that it could increase listening and speaking skills.

Other studies focused on the perceptions of the teachers and learners in the use of YouTube for learning English. Utami and Wahyuni (2021) found that learners of the English language in Indonesia think that the use of YouTube can help in the development of their English-speaking skills. Lim and Tan (2022), in Malaysia, whose participants are primary teachers, believe that YouTube is a useful tool for teaching English writing skills.

Some also studied the strengths and weaknesses of the use of YouTube for teaching and learning English. Many commend its effectiveness when used in teaching the English language. Qomaria and Zaim (2020) emphasized that the website catches their learner's attention to learn the language, and it can also be used inside and outside of the classroom. It not only imparts knowledge but also makes learning fun and challenging and brings out the creativity in the learners (Sari 2019). However, Atmojo (2022) elaborated that YouTube videos may not be accessible due to having no gadgets to use like computers or smartphones, no internet connectivity, and also a small number of phones to save or download. Although there are impeding factors mentioned, his participants still deemed that YouTube videos are necessary because they are an interesting way of learning the English language.

With the efforts of these various researchers around the world, this paper aims to have a systematic literature review of journal articles that use YouTube in teaching and learning the English language.

2. Literature Review

2.1 Methods of Teaching And Learning

Amminullahi (2021) defined teaching and learning methods as a set of techniques and strategies which the teacher applies in the activities of learners to achieve the goals that he made. He also implied that there are different types of teaching methods, but no method was named the best. The selection of the method depends on the educational situation and the topic that will be taught (Nabhan, 2008, as cited by Amminullahi, 2021). There is a higher chance of learning when a teacher chooses the proper method for a certain topic and its expected learning outcome.

2.2 YouTube as Audio-Visual Learning

YouTube brings forth utterances that can be heard and motion pictures that can be watched by English language learners (Kabooha and Elya, 2018). It also provides educational content, not only entertaining instruments (Purnamasari 2018). Videos found on YouTube and used in learning the English language fall under the audio-visual learning strategy. Kim S. and Kim H. (2021) proclaimed that the platform helps learners gain knowledge and skills in the language they are studying. Meinawati, Rahmah, Harmoko, and Dewi (2020) also mentioned that YouTube is an audio-visual learning medium that researchers found to produce positive effects because it gives a chance to study speech habits or patterns native speakers do.

2.3 YouTube as Computer-Assisted Instruction

English teachers aim to deliver authentic materials for the learners, but not all of them are native speakers of the language. They might not be able to capture how to speak the language for demonstrations during classes. Al-jarf (2021) declared that English language teachers do not have enough time to practice speaking as natives do. Furthermore, he emphasized that choosing YouTube videos with native English speakers will supplement lessons presented by the teacher.

Moreover, Kalliris, Matsiola, and Nicolaou (2019) elaborated that the platform distributes digital storytelling, which contains realistic and intrinsically fascinating things that learners cannot witness firsthand. They also said that the integration of YouTube videos will drive the learners to imitate expressions and intonations and learn new words while enjoying and feeling confident.

2.4 Use of YouTube for Improving English Language Skills

First, speaking is a language skill that people develop to deliver their ideas to other people (Pamungkas, Ekawati & Prihatini 2022). Learning English aims to enable one to use the language in real-life situations, especially communication skills, which are essential in this age of globalization (Qomaria D. & Zaim M. 2021). YouTube gives a hand to English language learners by giving tutorials or tips and step-by-step processes in order to speak their minds (Utami & Wahyuni 2021). Pronunciation and intonation are also observed in YouTube English videos. Obtaining new words is also possible whenever watching videos on the said website. Moreover, Hussin and Gana (2020), Albahlal (2019), and Duisembekova (2014) found in their research that YouTube helps learners improve their English-speaking skills.

Second, listening is deemed to be very challenging for English language learners (Theresia, Sembiring & Katemba, 2023). Listening is a skill that necessitates a person to recognize and comprehend a spoken language (Chien, Huang P. & Huang Y. 2020). The basis for good speaking and writing is listening because if a learner cannot digest the things heard, the a lower chance of improving his

writing and speaking (Listiyarningsih 2017). Silviyanti (2014) had the goal of making English language learners improve their recognition of British and American speech patterns, and for that, he exposed his learners to authentic materials in English, such as news, songs, and movies on YouTube. This resulted in enhanced listening abilities of the learners.

Third, writing is the ability to compose a group of words to express ideas from within a person. It is an option to utilize words and grammar rules of a language learned, and it supports other skills (Huy 2015). Wahyuningsih (2019) said, "Writing deals with planning, generating, and organizing ideas; translating them into readable text; and paying attention to spelling, punctuation, word choice, complex structure, grammatical and lexical accuracy." Furthermore, Kim H. and Kim S. (2021) asked participants what strategies they use to improve their writing skills using YouTube, and they said watching writing tutorials helps them do their English writing homework. The effectiveness of YouTube in writing appears to be an area that needs more studies.

Fourth, reading skill is the process where an individual recognizes a group of letters and their meaning in a text. It also has the purpose of comprehending the writer's idea (Amin 2019). A learner struggling in reading will also struggle to understand written texts presented to them (Akyol, Çakiroğlu & Kuruyer 2014). YouTube is an effective way to help learners read orally and accuracy of English native speakers in the videos (Zuraini, Muslim & Inayah 2020). In the research of Helingo (2020), learners' reading habits improved because of YouTube, which provides sentences uttered by people who are talking in the videos.

2.5 Use of YouTube as A Motivation

Learners of English may have a hard time pushing themselves to study the language, especially when they do not understand things being discussed by the teacher. Charming colors, sounds, moving pictures, and more present on YouTube are likely to tap the learners' curiosity. Pupils should be given technology like videos so that they will be motivated (Hakim L. 2019). Having nice media and activities makes learners of language actively participate (Husin, Gani, Muslem, 2020). It is entertaining, creates a calm environment for learning, and encourages them to pay attention during class (Albahlal 2019). Hence, YouTube is a source of motivation and a pleasing atmosphere for learners (Hussin & Gani 2020).

3. Methodology

Systematic Literature Review or SLR intends to compile research articles that are admissible through screening in the eligibility criteria made beforehand about a chosen topic to come up with the answers to the research questions asked (Mengist, Legese, Soromessa 2020).

First, the researcher made eligibility criteria, which included inclusion criteria and exclusion criteria. Inclusion criteria help the researcher identify the articles that can be used for the study, and exclusion criteria tell what articles cannot be used for the study. Figure 1 shows the Eligibility Criteria.

Criteria	Inclusion Criteria	Exclusion Criteria
Types of Research	Research articles published that are peer-reviewed	Research articles that were not finished, peer-reviewed, book reviews, opinions, and grey articles
Result of the Study	Research articles that dealt with YouTube only for teaching and learning English	Research articles did not deal with YouTube only for teaching and learning English.
Language	Research articles that made use of English as a medium of writing	Research articles that did not use English as a medium of writing
Database	ERIC and Google Scholar database accessible to researcher	Database outside ERIC and Google Scholar
Time Frame	Research articles from 2014 to present	Research articles published in and before 2013

Figure 1

Second, the researcher used Google Scholar and ERIC (Education Resources Information Center) to collect articles for the study from March 13 until March 20, 2023. In Google Scholar, the time filter was used, wherein articles from the year 2014 until 2023 are the only ones allowed to appear. In ERIC, the articles were filtered of peer-reviewed, full-text availability, 2014 publication date, English (Second Language), and English Language Teaching.

Furthermore, the Mendeley Website tool was used to download all the articles left by the automation tools. The duplicate articles were removed manually in the Mendeley Reference Manager software. The number of duplicates was then indicated in the PRISMA Flowchart. Google Scholar allows you to access the first thousand articles that appeared in your search, and those articles were the records removed for other reasons. After that, the records were screened to see if the articles studied YouTube for teaching and learning the English language. The articles were then searched on the Google website to see if the full text was available. The retrieved articles were again screened using the eligibility criteria to have the final list of articles that will be used. Although there were 63 articles related to the use of YouTube for Teaching and Learning English, they can not be a primary source because the reasons mentioned in Figure 2 is a PRISMA Flowchart 2020, which will show the process of collection of data with the numbers involved.

PRISMA Flowchart

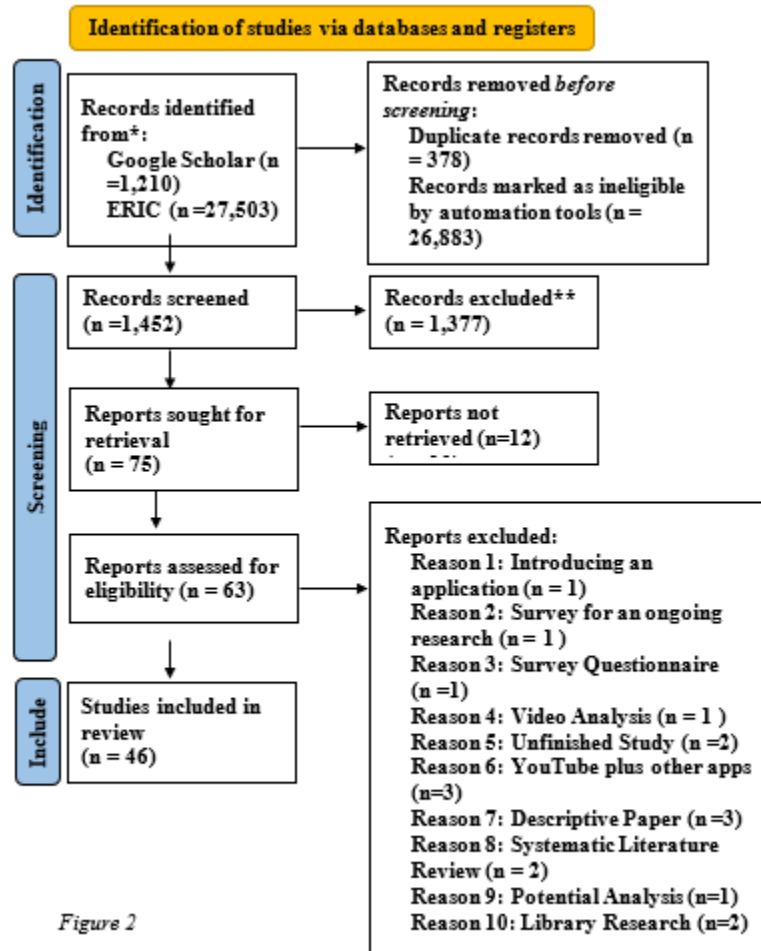


Figure 2

Third, the researcher followed the PICO Framework to summarize the characteristics of the articles in the study. The PICO stands for Patient/Population, Intervention, Comparison, if any, Outcomes, and Study Design Type. The PICO table adopted and revised by the researcher from Levett (2023) in her article combined the Outcome and Comparison section. By doing the PICO first, the researcher formulated related questions to be answered in this paper.

Fourth, thematic content analysis will be used to help the researcher recognize patterns or motifs present in qualitative data and to vocalize something about research or concern (Maguire & Delahunt 2017). The researcher did manual coding, which enabled researchers to read the data collected, organize the data, and manually create themes (Bodine 2021).

4. Results and Discussion

Figure 3 will show the summary of the articles that passed the screening in a PICO Framework.

Study	Population	Study Design	Interventions	Outcomes
1. Bakla & Mehdiyev (2022)	29 ELT sophomores in Turkey	qualitative case study	The first group watched teacher-made YouTube videos, and the second group watched YouTube videos not made by the teacher. After that, both did activities like debates, quizzes, presentations, etc.	The learners in both teacher-created and YouTube videos had low task completion, but YouTube videos were found more enjoyable.
2. Azizah, Dardjito & Sari (2020)	79 EFL learners in Indonesia	qualitative content analysis	The participants were grouped and instructed to do a YouTube video. Then, it was played in the class. After that, they wrote a reflection about the videos they made.	The learners' technological skills improved, but English skills surprisingly did not improve.
3. Nofrika (2019)	4 university learners major in English Language Education in Indonesia	descriptive qualitative study	The participants watched YouTube English videos they liked which is not a requirement in school. They practiced their speaking skill as they also watched YouTube English videos.	The learners' listening skills, speaking skills, pronunciation, vocabulary, and grammar improved.
4. Alawadh, Alabrah, Meraj & Rauf (2023)	comments from learners of the English language watching the 3 most popular English teaching channels on YouTube	qualitative, topic-wise analysis	N/A	English learners prefer videos that teach them American or British accents or pronunciation that do not speak fast or loudly.
5. Dwinanda, Hadi & Mutiarani (2022)	33 learners in Indonesia	quantitative with pre-experimental study	A pre-test and post-test were held after watching English with Lucy on YouTube.	English with Lucy on YouTube developed on learners' speaking skills
6. Rahayu & Putri (2019)	10 learners who took English-related subjects in Indonesia	qualitative with descriptive analysis approach	The participants were instructed to upload YouTube videos. One group talked about a family picture, and the second group	The learners put a lot of effort into searching English words online, making scripts, and practicing their pronunciation of English words.

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7. Priskila & Fitriahadi (2021)	43 nursing learners in Indonesia	quasi-experimental	The participants were instructed to make their video and upload it on YouTube Video.	The learners improved their speaking skills and felt confident in their speaking skills.
8. Dewi, Harmoko, Meinawati & Rahmah (2020)	grade 10 learners in	qualitative descriptive method	The teachers used YouTube to teach speaking skills inside the classroom.	The learners improved their speaking skills.
9. Herwanto (2022)	5th-grade teachers and learners in Indonesia	descriptive qualitative	The teacher introduced the topic and let learners watch English YouTube videos. The learners are doing activities while and after watching.	The learners improved their English speaking and grammar skills.
10. Faris (2021)	17 university learners in Iraq	quantitative approach using a survey questionnaire	N/A	The learners agreed that watching videos on YouTube helped and motivated them to learn English without going to an institute or academic sources.
11. Silviyanti (2014)	45 university learners in Indonesia who watch English YouTube videos inside or outside the classroom	survey design	N/A	The learners are motivated to learn the pronunciation of English words, speak like native speakers, and hone their listening skills with the use of YouTube in the classroom.
12. Suardi (2021)	14 engineering learners in Indonesia who all know about the internet and always use YouTube	qualitative approach through a questionnaire	N/A	There is a very high interest in learning English vocabulary when YouTube is used.
13. Gracella & Nur	17 university learners in Indonesia who get good grades in their English lessons and use YouTube application as a medium for learning English	qualitative study using case study design	N/A	The learners acquired vocabulary, listening skills, and speaking skills and learned proper pronunciation of English words. They were also encouraged to learn things about the language whenever they used YouTube.
14. Mahmudah & Izzah (2019)	147 grade 8 learners in Indonesia	quantitative method and quasi-	The participants answered a pre-test, and then they were	There is a significant difference in

		experimental design	given materials, explanations, and examples from VOA learning English YouTube channel. They took a post-test after	teaching English grammar with VOA YouTube English Channel. The learners also understood simple and past tenses because of YouTube.
15. Harlinda (2019)	120 learners in Indonesia who study English Education and were exposed to YouTube to learn English	quantitative research design using the survey method	N/A	The learners perceived that YouTube as a medium for learning English encourages autonomous learning.
16. Atmojo (2022)	8 non-English department learners in Indonesia	qualitative research and data collection technique	The participants were given a course in basic general English and were asked to submit written reflections and join a focus group discussion.	The learners learned new words and took advantage of using YouTube to learn English, like rewatching or taking notes.
17. Kim H & Kim S. (2021)	9 first-year Korean international learners studying in the U.S	qualitative study	N/A	There is development in self-directed learning, English literacy and academic writing of the learners.
18. Almurashi (2016)	53 university learners in Saudi Arabia learning the English language	qualitative and quantitative methods	The participants were tasked to watch English YouTube videos then answer a quiz and write a reflection.	YouTube in, teaching the English language plays a leading role in helping learners understand their English lessons.
19. Rizvi (2017)	86 learners enrolled in M.A in English and English Language Teaching course in India	qualitative and quantitative	N/A	English YouTube videos help learners understand their English lessons and improve their performance in class.
20. Zuraini, Muslim & Inayah (2020)	19 grade two learners in Indonesia	experimental method	The participants took a pre-test. After that, they were exposed to English YouTube videos and had the post-test.	The oral reading performance of the learners significantly improved after they were exposed to YouTube media.
21. Heriyanto (2015)	100 learners studying English as a Foreign Language in Indonesia	experimental study	The control group, who was not exposed to YouTube, and the experimental group who was exposed to YouTube, had a pre-test and post-test.	YouTube has improved the learners' ability to recognize and comprehend the target vocabulary better. Both teachers and learners commend YouTube as an effective tool for learning English.

22. Kaboooha & Elyas (2018)	100 female intermediate-level EFL learners in Saudi Arabia	experimental study	The control group who was not exposed to YouTube, and the experimental group who was exposed to YouTube had a pre-test and post-test.	There is a significant improvement in the student's vocabulary. Both teachers and learners commend YouTube as an effective tool that can help learners understand and comprehend the English language.
23. Albahlal (2019)	40 EFL male English language teachers in Saudi Arabia	mix method, descriptive approach	N/A	The teachers expressed that YouTube videos help learners guess the meaning of unfamiliar words, help learners improve their speaking skills.
24. Hakim (2019)	one of the elementary schools in Indonesia that is teaching English for young learners from the first grade up to the sixth grade but was never taught to use YouTube	quantitative and qualitative research design	The participants were exposed to YouTube in the classroom, took a test, answered a questionnaire, and were observed.	Teaching Vocabulary using YouTube videos aided to a significant to the enhancement of learners' vocabulary. YouTube also motivates learners.
25. Andini & Zaitun (2022)	high school learners who used YouTube as a medium to learn pronunciation in Indonesia	qualitative method in an experimental study	The control group who was not exposed to YouTube, and the experimental group who was exposed to YouTube had a pre-test and post-test.	YouTube videos were effective in improving the learners' speaking skills in terms of vocabulary and pronunciation.
26. Nurnaningsih (2019)	learners who are already in their 6th semester of English Department in Indonesia	qualitative method	The participants acted as peer teachers and were instructed to use YouTube for teaching in TEYL class.	YouTube was used in different treatments of English language.
27. Duisembekova (2019)	73 young learners of English in Indonesia	Quantitative and Qualitative Research	The control group who was not exposed to YouTube, and the experimental group who was exposed to YouTube had a pre-test and post-test.	YouTube is effective in promoting better learning of new words and is motivating.

28. Hussin, Gani & Muslem (2020)	52 second-grade learners in Indonesia	Experimental study	The control group who was not exposed to YouTube, and the experimental group who was exposed to YouTube had a pre-test and post-test.	The use of YouTube improved the learners' speaking skills. Comprehension was the most developed skill, and next to it were pronunciation, grammar, fluency, and vocabulary.
29. Cahyana (2020)	5 tenth grade English teachers and 35 tenth-grade learners in Indonesia	mixed-method	YouTube video was used in learning English in the classroom.	YouTube videos improve comprehension, understanding of the topic, vocabulary, and improvement of pronunciation of English words. Both teachers and learners responded positively to the implementation of YouTube videos in learning English in the class; however, there were some problems still happen while the implementation of YouTube videos.
30. Rachmawati & Cahyani (2020)	non-English department learners in Indonesia	quantitative-experimental method	A pre-test and post-test were administered before and after to non-English department learners were taught using YouTube videos.	YouTube videos as media positively influence the increased pronunciation skills of non-English department learners.
31. Fachriyah, Badriyah & Perwitasari (2020)	41 university learners in	case study	The teacher taught face-to-face and online using YouTube.	YouTube plays an important role in helping learners express their ideas when they speak and read.
32. Muslem, Sahardin, Heriansyah, Fata, Djalaluddin & Hankinson (2022)	60 undergraduate learners attending the English Language Teaching Method Course in Indonesia	quasi-experimental with pre-test and post-test design	YouTube videos were used in teaching English to the experimental group and had groupings doing activities. Meanwhile, the control group worked individually in activities.	Using YouTube as teaching materials with peer support can significantly improve learners' achievement, and it gives them motivation to learn English.

				The process also made the learners increase their speaking and listening skills.
33. Tejada (2020)	28 grade four learners in Ecuador	qualitative approach, descriptive method	YouTube video clips were used to teach English.	English lecture videos were not appropriate to use. The teacher needs to consider the learners before using YouTube videos in the classroom.
34. Anggraini, Apriliani, Supeni, & Handrianto (2022)	6-12 years who always listen to songs on the Cocomelon Channel at home, and their parents play some videos from the Cocomelon Channel to introduce their children to English	case study with a qualitative method	N/A	The video content of Cocomelon Channel offers a wide range of options for children to learn English vocabulary excitingly.
35. Imaniah, Dewi1 & Zakky (2020)	50 parents and 50 children of 1-6 yrs. old that were exposed to English videos on YouTube	descriptive research design	N/A	The parents believed that YouTube Kids Channels are an effective tool to improve young children's communication skills, particularly in enriching their vocabulary in English.
36. Sembiring & Katemba (2023)	131 learners that use YouTube as a tool for their English listening comprehension	descriptive quantitative approach	N/A	The learners believe that watching English educational videos on YouTube improves their listening comprehension and that YouTube aids their understanding of the English language.
37. Purnamasari (2018)	26 freshmen majoring in Management in Indonesia	mixed methods design	YouTube was used to improve English pronunciation in a blended learning environment.	The learners found YouTube interesting and motivating. It improved their pronunciation skills.
38. Binmahboob (2020)	30 male EFL Instructors in Saudi Arabia	descriptive approach	N/A	The teachers believe that YouTube videos help learners guess the meaning of unfamiliar words, help learners improve their speaking skills, and prevent learners from going

				astray while speaking and listening to the Videos. The teachers also gave ways to best use YouTube in teaching English.
39. Helingo (2022)	102 learners who have the habit of accessing YouTube	qualitative approach using the survey method	N/A	Some learners believe YouTube is a learning tool to improve reading listening, speaking, and others.
40. Chien, Huang Y. & Huang P. (2020)	38 Taiwanese learners who are about to take The General English Proficiency Test (GEPT), High-Intermediate Level	Qualitative approach and experimental method	A pre-test and post-test were administered before and after the use of YouTube videos in their learning environment.	It was verified that YouTube indeed improved learners' English listening comprehension and it also motivated them.
41. Wahyuni & Utami (2021)	40 learners from the English education class in	qualitative method	N/A	The learners agree that the use of YouTube as a medium improves the ability of English education learners in speaking classes.
42. Ariani, Ningtiyas & Suryati (2020)	81 grades 11 in Indonesia	qualitative, correlational method	The learners answered a questionnaire and were exposed to YouTube English videos in their class. After that, they took a TOEFL listening test.	The exposure of the learners to YouTube English videos helps in improving their listening ability.
43. Rouag (2022)	80 first-year university learners and 6 university teachers in Algeria	mixed method design	N/A	The teachers and learners had positive attitudes toward using YouTube videos as supporting material in teaching and learning English vocabulary.
44. Prihatini, Prihatin & Sani (2019)	40 grade eleven learners in Indonesia	quantitative approach, experimental research	The experimental group was taught English using YouTube, and the control group was taught without using YouTube. Both groups took post-test after.	The experimental group achieved better writing than the control group.
45. Kim (2019)	148 college learners enrolled in General English course	quantitative approach, experimental research	The control group who was not exposed to YouTube, and the experimental group who was exposed to YouTube	Watching YouTube English videos improved the reading comprehension skills of the learners. The

			had a pre-test and post-test.	use of videos in language learning classes have encouraged learner motivation, learner engagement, learner-centered learning ecologies, and authenticity of tasks.
46. Hayet (2016)	50 second-year university learners in the division of English and 10 teachers	quantitative design, descriptive method	N/A	Both EFL learners and teachers believe that the implementation of YouTube videos enhances vocabulary.

Figure 3 shows the summary of the articles that passed the screening in a PICO Framework. The following questions were now raised with the help of Figure 3:

1. How was YouTube used for teaching and learning the English Language?
2. What specific skills are developed in the use of YouTube for teaching and learning English?

4.1 How was YouTube used for Teaching and Learning the English Language?

These are the methods how YouTube uses for teaching and learning the English language after reading, listing, organizing, and examining patterns in the articles:

1. Horizontal Method

After the teacher used YouTube videos as part of the discussion or as a part of the evaluation in English class, the learners are expected to produce outputs individually of what they learned, such as imitating the speakers in the video, answering comprehension questions, giving the main idea or message of the video, quiz, individual games and others.

2. Intersecting Method

After the teacher uses YouTube videos as part of the discussion in English class, the learners are then going to interact with other people in the classroom like asking questions to the teacher, discussing the video with the teacher, discussing the video with a partner or groupmates to have role play, brainstorm, debate, group quiz or group games.

3. Vertical Method

Teachers will instruct their learners to produce and upload a YouTube video, which can be a narration of a story, a vlog of daily life, or something, depending on what the teacher wants to see in the learners. The teacher can directly evaluate the video or let the learners watch it in the class and then let them write a reflection on the videos they made.

4. Parallel Method

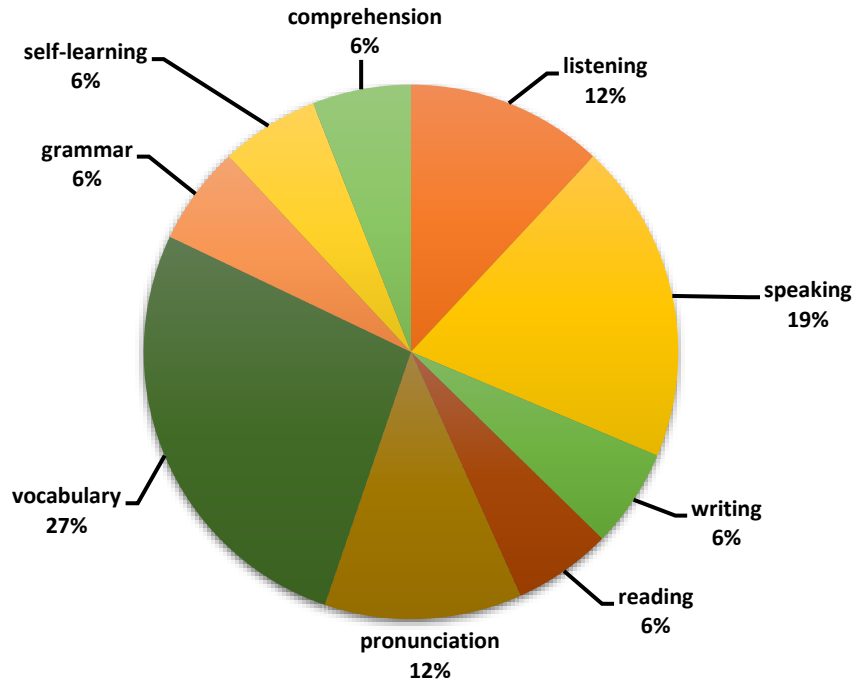
This method is used when the learners use YouTube to learn at home to improve their performance or understand more about the lesson in the English class they take. Examples of these are watching YouTube tutorials on how to pronounce English words or write sentences in English.

5. Spiral Method

This method is used when English learners watch YouTube videos to learn the language but are not enrolled in any English class. They do not have formal evaluations of what they have learned. Examples of these are toddlers who are exposed to English nursery rhymes on YouTube by their parents or people who cannot afford to enroll in an English class following a channel on YouTube to learn the language.

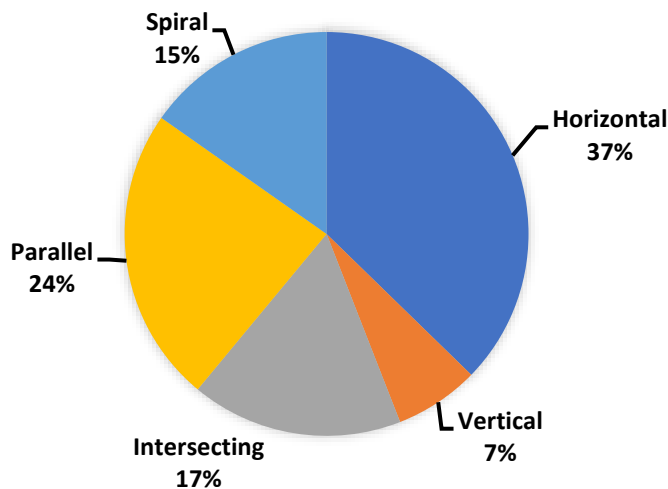
4.2 What Specific Skills are Developed in the use of Youtube for Teaching and Learning English?

FREQUENCY OF SKILL ENHANCED USING YOUTUBE



Only 40 out of 46 studies mentioned specific skill improvement when YouTube was used for teaching and learning English. The skills the 40 articles specified were tallied, and Figure 4 shows its breakdown. Vocabulary improvement was seen in 27% of the articles: 19% for speaking, 12% for pronunciation and listening, and 6% for self-learning, comprehension, grammar, reading and writing.

FREQUENCY OF METHODS IN YOUTUBE



5. Conclusion

One of the things the 21st century introduced to education is the use of YouTube. Hence, this systematic review of literature studied the use of YouTube for teaching and learning the English language. The researcher first created eligibility criteria to know what studies to include and exclude and searched for articles in Google Scholar and ERIC. Automation tools were used to filter articles that could be used for the study. Mendeley software was used to download data, and it is where researchers manually removed duplicate data that it was necessary to remove. The articles were screened for their relation to the study, availability in full text, and other things mentioned in the eligibility criteria.

Data was summarized in a PICO Framework. This will give an overview of the studies chosen, and it will help the researchers formulate questions to answer in this study. The questions made were “How was YouTube used for teaching and learning the English language?” and “What specific skills are developed in the use of YouTube for teaching and learning English?”

Manual coding was used to see patterns in the data and to create a theme. A list of methods on YouTube used in teaching and learning English was made. The researcher saw 5 methods used in it. These are the Horizontal Method, Intersecting Method, Vertical Method, Parallel Method, and Spiral Method.

Using YouTube is said to polish English skills. A list of skills indicated was made to determine what skills were improved in using YouTube. These are speaking, pronunciation, listening, self-learning, comprehension, grammar, reading and writing.

Learning English is like following a lofty path that asks for a big determination. This paper hopes to reach people who teach and learn English that by finding appropriate videos, they can discover an attractive, motivating, fun, and content-rich way to learn English with the use of YouTube. It may also contribute to future research and to the body of knowledge, especially in teaching and learning the English language.

Some articles studied YouTube for teaching and learning English but were not accessible to the researcher because it is not free or removed by the automation tools that filtered the articles during the data selection. The date allotted for searching of data has also missed freshly uploaded studies.

The research articles collected for this study are mostly from countries that use English as a foreign language (EFL). Their circumstances are different from people who use English as a Native Language (ENL) and English as a Second Language (ESL). Almost half of the articles are also from the country of Indonesia. The samples range from preschoolers to adults.

Some studies had a control group and an experimental group, and others did not when they gave treatments to their samples. Others did not give treatments because they only looked into the perspective of the users. The survey or questionnaire, from their perspective, was the sole data of some studies. They did not have a formal evaluation to confirm if what was claimed was true, especially since they mentioned skills improvement.

Future researchers may compare the frequency of use of YouTube for English learning between EFL (English as a Foreign Language) and ESL (English as a Second Language) classes and how it affects the classes mentioned.

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