

The Impacts of Watching Videos on Improving Tertiary-Level Students' English Language Speaking Skill

Jamil Rahman Zayraey

Kandahar University, Department of English, Faculty of Languages and Literature, Kandahar, Afghanistan

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Abstract: In the current era of integrating innovative teaching and learning tools and methods, video-based learning has become a valuable strategy for language instructors and learners. Therefore, students utilize this effective strategy within their classroom activities and integrate it into their independent learning tasks outside their classroom environment. This research aims to explore the impacts of watching videos on improving tertiary-level students' English language speaking skill, with a further focus on vocabulary, motivation, pronunciation, and associated sub-skills. This study employed a quantitative survey design for data collection to determine the extent of descriptive statistics related to the research topic. The participants consisted of 28 non-native English-speaking students enrolled in the sophomore class of the English Language and Literature Department, Faculty of Languages and Literature, Kandahar University. The findings of the current study revealed that students' engagement with watching videos improved their speaking skill, including vocabulary, motivation, pronunciation, and other associated sub-skills. Among these, watching videos helped students improve their speaking skills, which helped them effectively incorporate these skills into their daily classroom speaking activities. The current study's findings will encourage English language instructors to include video-watching practices closely related to their daily classroom content.

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INTRODUCTION

In today's increasingly interconnected and globalized world, proficiency in English has become a vital skill, particularly for university students who mostly need effective communication in academic and professional contexts (Mayer, 2014; Yuksel & Tanriverdi, 2009). Mastering spoken English is not only essential for achieving academic success, but it also serves as a fundamental indicator of professional development in different working environments. Therefore, university students need to improve their oral communication skills

✉ Corresponding author E-mail: jamilzayraey@gmail.com

in order to be able to engage in discussions effectively, collaborate on group projects, and convey their ideas with clarity and confidence. Nevertheless, for many learners, particularly those acquiring English as a second or foreign language and with limited access to resources and learning tools, improving their spoken fluency faces many challenges, especially in environments where English is utilized as a foreign language.

Likewise, practical communication skills enable university students to demonstrate their abilities and knowledge through proficient oral communication in their professional and working environments. Therefore, universities need to train both instructors and students to utilize new teaching and learning tools and methodologies in order to improve students' readiness for the job market, as the new education sector needs to be outcome-based within the needs of the market where students will work (Katawazai, 2021). Conventional language education uses classical teaching and learning methods, such as textbooks and lecture-based lessons. However, language educators are now familiar with much more updated teaching-learning methods, mostly student-centered rather than teacher-centered. One of these student-centered methods relies on multimedia tools and resources, particularly assigning students to watch content-related videos. Language instructors and learners globally widely accept this method. Video-based teaching and learning supports the language learning process for different types of learners, such as visual and auditory, and facilitates improvements in their speaking skills and other related sub-skills.

To provide the big picture in the Afghan context, this research article also contributes to the growing literature in the education field. It explores the impacts of watching videos on improving tertiary-level students' English language speaking skills, along with other associated sub-skills, to demonstrate the effectiveness of this teaching and learning method. Despite the expanding body of literature on video-based learning, many studies have focused on specific aspects of language acquisition rather than exploring the overall impacts of watching videos on speaking skills. This limitation is the motivation behind conducting the current research to provide a clearer picture. Considering the problem discussed above, this study has been conducted to find appropriate answers to the following research questions:

1. What are the impacts of watching videos on students speaking skill?
2. What are the perceptions of students regarding watching videos?
3. What other English language skills can students improve through watching videos?

LITERATURE REVIEW

Many studies globally indicate that watching videos positively impacts language learning in different contexts. For example, Mayer (2014) conducted a study, and the study's findings indicate that videos provide learners with visual cues, including gestures, facial expressions, and movements, that help students understand the meanings of words speakers use in the video. This visual aid facilitates learners associating words with their meanings, enhancing their understanding and retention of unfamiliar vocabulary.

Similarly, Yuksel and Tanriverdi (2009) also investigated the impact of utilizing videos on vocabulary acquisition in their study. They found that learners who engaged with videos, which catered to visual and auditory learning styles, demonstrated a greater ability to recall and actively apply new vocabulary during speaking activities than those who merely read or listened to the same words without video content. The integration of visual and auditory elements in videos enabled students to understand better the context in which vocabulary was utilized, thus enhancing their ability to use these terms effectively during speaking practices.

Krashen (1992) highlights the essential role of comprehensible input in the learning process. Videos serve as a medium that offers students authentic language use, encompassing natural speech patterns, colloquial expressions, and real-world interactions that traditional textbooks frequently fail to communicate. Furthermore, Gilmore (2007) asserts that authentic materials, including videos, allow learners to observe how native speakers employ the language in real-life contexts. This exposure is vital for enhancing comprehension, as it familiarizes learners with various accents, intonations, and colloquial language usage, all essential for understanding spoken English in diverse contexts.

In another study, Balcikanli (2011) opined that students were more motivated to participate in speaking tasks after watching videos because they considered the learning process enjoyable and relevant. Furthermore, the multimedia aspect of videos provided a welcome diversion compared to traditional methods, helping to keep students interested in learning and keen to practice speaking in and outside the classroom.

Wagner (2007) found that students accessing video resources outside the classroom demonstrated greater motivation to improve their speaking skills independently. Watching videos at their convenience and at their own pace instils a sense of autonomy in learners, encouraging them to practice English-speaking skills beyond structured educational settings. This autonomy fosters a heightened willingness and readiness among learners to engage in speaking activities. Similarly, Dörnyei (2001) conducted a study revealing that motivated learners are more inclined to engage in language tasks actively and consistently strive to improve their speaking skills.

Similarly, Utami and Morganna (2022) examined the impact of video use on students' pronunciation skills. The results indicated that students who engaged in shadowing exercises while watching videos demonstrated a significantly greater improvement in pronunciation accuracy than their peers who did not participate in such activities. This technique of consistently mimicking native speakers enabled students to refine their articulation of challenging sounds, developing more natural speech patterns.

In another study, Derwing and Munro (2015) explored that exposure to native speakers is crucial for developing accurate pronunciation, as it allows learners to observe the formation of sounds and the impact of intonation on meaning. Additionally, Riswandi (2016) found that videos allow students to reflect on their spoken language, facilitating self-assessment and

correction of their pronunciation. The researcher further noted that observing native speakers in video content enables learners to emulate accents, intonations, and rhythms, which are essential for enhancing pronunciation proficiency.

Mayer (2014) asserted that simultaneous exposure to auditory and visual stimuli enhances information processing efficiency among learners. This phenomenon is particularly significant in pronunciation acquisition, as observing the production of sounds can substantially aid learners in accurately replicating correct pronunciation. Furthermore, students who engage with video content significantly improve their pronunciation accuracy. By emulating the speech patterns of native speakers featured in videos, students can improve their phonological awareness and develop greater comfort when producing English language sounds (Juma, 2021).

Cross (2011) highlighted that student who regularly engaged with video content improved their grammatical accuracy in spoken English. By observing how grammatical structures are employed in conversational contexts, learners were able to internalize these structures, leading to a more precise application of grammar in their speaking activities. This implicit learning approach is particularly beneficial for fostering speaking fluency, as it allows students to concentrate on the overall meaning of their communication rather than being overly concerned with explicit grammatical rules. Learning theories support the notion that learners acquire language more effectively when exposed to input slightly exceeding their current proficiency level. Videos provide this type of input by situating language within relevant contexts, enabling students to internalize grammatical structures without needing explicit instruction (Krashen, 1992).

Jeliseh and Gilakjani (2022) examined the effects of shadowing activities while watching videos. Their findings indicated a significant improvement in students' speaking fluency, enabling them to produce more natural and fluid speech. This approach facilitates pronunciation practice and encourages the automatic recall of vocabulary and grammatical structures, thereby fostering overall fluency. Additionally, videos often provide repeated exposure to essential vocabulary and phrases, which is vital for developing spoken language fluency. On the other hand, repetition plays a crucial role in enhancing the learning process by facilitating learners' internalization of linguistic patterns and vocabulary. Videos often present words and statements in varied contexts, making learners increasingly familiar with their application. This repetition fosters automaticity development, allowing students to acquire language with greater ease and less conscious effort. As learners gain confidence in specific phrases and patterns, they are more likely to employ them naturally in conversations, ultimately improving fluency (Dinh, 2023).

Confidence is also crucial for students when participating in speaking activities. Watching videos is an effective tool to help language learners enhance their speaking confidence. By observing native speakers engage in conversations, students gain insights into the nuances of the language, such as body language, facial expressions, and cultural allusions. Reducing anxiety is a critical component in fostering speaking confidence. Many learners experience

apprehension when speaking English, which can hinder their communication ability. Video content offers a familiar and stimulating language practice environment, alleviating anxiety. Research indicates a direct correlation between confidence and anxiety levels; as students' confidence increases, their speaking anxiety tends to diminish (Gilmore, 2007; Dörnyei, 2001).

Fitriyeni and Widyastuti (2020) conducted a study demonstrating that using videos significantly improves speaking skills, suggesting that videos are an effective medium for teaching speaking, as students tend to engage with audio-visual resources rather than text-based or visual materials. This preference facilitates a deeper understanding of the concepts being taught. Furthermore, videos enhance student engagement and motivation by providing real-world examples pertinent to the discussed scenarios, promoting a more dynamic learning environment for developing communication skills.

Ariyanto et al. (2018) examined how videos create a positive learning environment that encourages students to invest effort in individual and collaborative projects. Their findings revealed that students demonstrated increased attention towards the instructor and displayed greater confidence when speaking in front of an audience, indicating a heightened enthusiasm for the lessons. Videos provide a safe environment for students to observe and practice their speaking skills without the pressures associated with real-time interactions. Students who engaged with video content daily reported feeling more comfortable and willing to participate verbally. As learners become familiar with hearing and imitating English speech in a supportive and non-threatening environment, their confidence levels rise, facilitating more active participation in speaking tasks (Julaihah, 2021).

Gilmore (2007) believes that observing native speakers in action significantly motivates students to engage more actively in speaking tasks. Videos create authentic contexts that facilitate learners' participation in conversations or role-playing exercises aligned with the content. Liu and Moeller (2019) posited that students engaged in video-based activities, such as creating their video content or participating in discussions related to videos, demonstrated significantly higher levels of involvement than their peers who did not partake in such activities. The interactive nature of these tasks fosters a sense of responsibility and agency among learners, empowering them to engage in their language development process actively.

RESEARCH METHOD

This research employed a quantitative survey design to explore the impacts of watching videos on improving tertiary-level students' English language speaking skill and associated sub-skills. The participants comprised 28 non-native English-speaking sophomore students from the Department of English Language and Literature within the Faculty of Languages and Literature at Kandahar University. Although the sample size is small, it effectively represents the target population within the Department of English Language and Literature. A questionnaire was distributed among the participants to gather data. The questionnaire comprised 10 items, all utilizing a Likert-type scale. The Likert-type scale ranged from 1, indicating "strongly agree," to 5, indicating "strongly disagree." Twenty-eight printed

questionnaires were distributed, and the participants returned all. After data collection, the data were analyzed using SPSS to determine descriptive statistics. The researcher developed the questionnaire, and its reliability and validity were assessed to ensure the internal consistency of the items. Experts in English studies reviewed the questionnaire to verify its validity. Additionally, the questionnaire was evaluated in SPSS to calculate Cronbach's Alpha (refer to Table 1). The resulting Cronbach's Alpha coefficient was .723 for the 10 questionnaire items, showing that it is acceptable for this target population as it is above .70.

Table 1: Cronbach's Alpha for the Questionnaire

Cronbach's Alpha	N. of Items
.723	10

FINDINGS

This article section presents research findings and offers evidence to address the research questions, supplemented by appropriate details. Table 2. illustrates the perceptions of tertiary-level students towards watching videos and examines the impacts of watching videos on speaking skill and associated sub-skills.

Table 2: Students' perceptions of watching videos

No	Items	Responses				
		SA	A	N	DA	SD
1	Watching videos helped me improve my speaking skill.	16 (57.14%)	11 (39.28%)	1 (3.57%)	0 (0%)	0 (0%)
2	Watching videos helped me enrich my vocabulary.	12 (42.85%)	12 (42.85%)	4 (14.28%)	0 (0%)	0 (0%)
3	Watching videos helped me strengthen my comprehension for effective speaking skill.	10 (35.71%)	16 (57.14%)	2 (7.14%)	0 (0%)	0 (0%)
4	Watching videos increased my motivation to speak.	16 (57.14%)	8 (28.56%)	4 (14.28%)	0 (0%)	0 (0%)
5	Watching videos helped me properly pronounce words in speaking skill.	13 (46.42%)	10 (35.71%)	1 (3.57%)	3 (10.71%)	1 (3.57%)
6	Watching videos helped me correctly use grammar in speaking skill.	9 (32.14%)	6 (21.42%)	9 (32.14%)	3 (10.71%)	1 (3.57%)
7	Watching videos helped me appropriately use vocabulary in speaking skill.	11 (39.28%)	13 (46.42%)	3 (10.71%)	0 (0%)	1 (3.57%)
8	Watching videos helped me improve my fluency in speaking skill.	14 (50%)	7 (25%)	4 (14.28%)	2 (7.14%)	1 (3.57%)
9	Watching videos encouraged me to speak confidently.	14 (50%)	7 (25%)	5 (17.85%)	1 (3.57%)	1 (3.57%)
10	Watching videos helped me promote active participation in speaking.	9 (32.14%)	12 (42.85%)	7 (25%)	0 (0%)	0 (0%)

The results of the current research indicate an overall positive perspective across various aspects of language learning, particularly regarding improving students' speaking skills. Accordingly, the following sections will provide detailed explanations and percentages to illustrate the statistical findings.

For the first item, 96.42% of students indicated that watching videos improves their speaking skills. The visual elements in videos offer contextual cues that further aid comprehension and retention, thereby contributing to more effective speaking practice.

Regarding vocabulary enrichment, watching videos is beneficial for students, particularly those with a visual learning preference. This statement is supported by the 85.7% of students who concurred that videos are beneficial for learning purposes. Such a high percentage indicates that videos expose learners to a wide range of vocabulary in different contexts. Through these visual resources, students can observe how vocabulary is utilized in authentic conversations among speakers, promoting enhanced retention and practical application of the language. Moreover, the repetitive nature of videos reinforces new words and phrases, facilitating students' vocabulary acquisition.

Similarly, 85.7% of students reported that watching videos enhanced their motivation to improve their speaking skills. This increase in motivation can be attributed to the presentation of real-life situations in videos, which makes the learning process more relatable and engaging for students. Additionally, videos offer exposure to diverse accents, contexts, and cultural diversity, which is not readily accessible through traditional classroom teaching and learning methods. In the Afghan context, traditional methods are predominantly utilized in teaching, making students less acquainted with modern multimedia approaches. Therefore, the authenticity and entertainment value of video content likely contribute significantly to the heightened motivation of students.

Likewise, 82.13% of students agreed that videos aid in improving pronunciation, indicating a substantial level of improvement among students. Conversely, a noteworthy % of students (14.28%) disagreed or maintained a neutral stance on this item. This discrepancy may stem from the fact that students have varying levels of exposure to the language and diverse learning preferences, causing some to perceive videos as insufficient for mastering pronunciation. Attaining proficiency in pronunciation often requires focused practice, such as phonetic training, which videos may not thoroughly address.

However, 53.56% of students indicated that watching videos helps them use grammar correctly. This percentage suggests that while videos benefit various aspects of language learning, they may not provide explicit instruction on grammar. Grammar acquisition generally requires a more structured and focused pedagogical approach. While videos can illustrate grammar in context, they may not always provide the thorough explanations some learners need to understand complex grammatical concepts fully. Furthermore, grammar is

inherently a rule-driven process often neglected in spoken discourse, which may account for the neutrality or disagreement expressed by some participants regarding this aspect.

The findings also demonstrated a notable improvement in fluency, as reflected in the table, with 75% of students confirming that videos contribute to improving their fluency at various levels. This positive correlation may arise from the ability of videos to allow students to listen to and repeatedly imitate the speaking patterns and structures of native speakers, which is essential for fluency development. Furthermore, watching videos allows students to engage with spoken language as native English speakers utilize it. This format enables students to revisit specific segments multiple times, fostering a deeper understanding while improving their speaking skills and other associated sub-skills.

Confidence in speaking also seems to have improved, as 75% of students concurred that watching videos encourages them to speak more confidently. This improvement likely results from the videos' low-pressure environment, enabling students to practice speaking at their own pace without fearing immediate judgment. By consistently listening to and mimicking the speech patterns presented in videos, students may develop a better sense of timing and delivery, enhancing their confidence in speaking.

DISCUSSION

The present research findings demonstrate that watching videos significantly improves tertiary-level students' English language speaking skills. This section contextualizes these findings within the broader body of existing literature across various global settings. The current study's findings indicate that watching videos significantly enhances students' vocabulary enrichment, aligning with the conclusions Mayer drew (2014). Additionally, this study demonstrates that watching videos can be especially effective for visual and auditory learners.

The current study also revealed that watching videos boosts students' motivation, a finding supported by Wagner's (2007) research, which indicates that students who engage with video content outside the classroom experience positive impacts on both their motivation and speaking skills. Moreover, watching videos outside the classroom also fostered independence in students regarding time management. As a result, these students demonstrated significantly higher motivation to engage in classroom discussions than their peers.

Furthermore, the current study's findings are consistent with those of Fitriyeni and Widyastuti (2020). Their study similarly demonstrates that the effectiveness of watching videos exceeds that of texts or other printed materials, as students displayed greater motivation and engagement when watching videos in contexts resembling real-life situations.

The current study's findings indicate that watching videos significantly improves students' pronunciation skills, enabling them to articulate words more accurately, as watched in the videos. This is supported by the research of Utami and Morganna (2022) and Riswandi (2016), who reported considerable improvements in pronunciation accuracy among students who engaged with video content. Such improvements may be attributed to students' attempts to imitate the pronunciation of native speakers while watching the videos. Furthermore, students improved their accents, intonations, and rhythms, all essential to accurate pronunciation (Riswandi, 2016).

Similarly, the current study found that students who watched more videos exhibited greater motivation to participate and demonstrated improved comprehension of classroom speaking activities. This improvement can be attributed to their increased ability to generate new ideas and practice speaking during real-life classroom discussions. Julaihah (2021) and Gilmore (2007) also discovered that students who watched videos were more willing to speak than their peers who did not engage with video content, indicating a positive correlation between watching videos and improving comprehension skills.

Furthermore, the current study's findings indicate that students demonstrated higher levels of confidence and encouragement. Similarly, prior research has demonstrated that watching videos cultivates a sense of encouragement among students, motivating them to engage in projects both independently and collaboratively with peers (Ariyanto et al., 2018; Dörnyei, 2001), and this gave students group and cooperative learning skills, which are considered vital for active learning (Katawazai & Saidalvi, 2020; Rick et al., 2022).

CONCLUSION

The findings of the current research suggest that engaging with video content significantly improves tertiary-level students' English-speaking skills, along with associated sub-skills. Specifically, video-based learning positively impacts various dimensions of speaking, including vocabulary acquisition, comprehension, fluency, and confidence. Moreover, students demonstrated notable improvements in pronunciation and the accurate application of grammatical structures. These findings underscore the effectiveness of videos as a valuable educational resource for fostering overall language skills improvement, thereby emphasizing their role in enriching the language learning experience. This research provides a compelling rationale for instructors and learners to integrate content-related videos into their teaching and learning practices.

In a nutshell, engaging with video content facilitated improvements in students' speaking skills and enhanced various associated sub-skills, including grammar, vocabulary enrichment, pronunciation, motivation, and comprehension. These improvements fostered greater student engagement in classroom activities and enabled them to concentrate more effectively on the material presented during lectures. Such findings highlight the multifaceted

benefits of incorporating videos as a dynamic educational tool in the language learning process. This also fostered self-motivation among students, encouraging them to generate and share their ideas with peers and group members. However, the limited sample size limits the generalizability of the findings. Therefore, future researchers must conduct studies in varied contexts and with diverse participant groups to determine whether the results correspond with current research or differ considerably. Such studies would contribute to a more comprehensive understanding of the impacts of video-based learning across different educational settings.

Conflict of Interest: The author declares no conflict of interest.

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