

THE USE OF VIDEOS AND ITS EFFECTIVENESS IN ELT: A SYSTEMATIC REVIEW

Alfi Fithrotul 'Aini

UIN Sultan Maulana Hasanudin Banten Serang, Indonesia

Corresponding author email: alfifithrotul24@gmail.com

Annisa Navira

UIN Sultan Maulana Hasanudin Banten Serang, Indonesia

nnsnavira@gmail.com

Nita Noviyanti Rahayu

UIN Sultan Maulana Hasanudin Banten Serang, Indonesia

nitanoviyantirahayu2810@gmail.com

Siti Indah

UIN Sultan Maulana Hasanudin Banten Serang, Indonesia

indahkhasya@gmail.com

Naf'an Torihoran

UIN Sultan Maulana Hasanudin Banten Serang, Indonesia

nafan.tarihoran@uinbanten.ac.id

Keywords

ELT, EFL, Video,
Effectiveness,
Factors.

Abstract

Technology now controls almost all aspects of life, including ELT. One of them is the use of videos in learning, which has many benefits and obstacles. This article aims to determine the effectiveness of using video in ELT learning to improve students' abilities in listening, reading, writing, and speaking skills, as well as find out what obstacles occur during ELT learning using video technology. Qualitative analysis was used in this study, and systematic observation and meta-analysis (PRISMA) was the search strategy. Relevant data collection came from 3 databases, namely Google Scholar, ERIC, and Mendeley with several inclusion and exclusion criteria, resulting in 18 articles being studied. The research results show that using videos in ELT learning provides a positive perception because it can improve basic English language skills and increase self-confidence and

motivation to learn. Apart from its effectiveness, there are also several inhibiting factors such as unstable internet, some students feeling uncomfortable, and audio problems when playing videos during learning.

INTRODUCTION

The industry 4.0 revolution has changed a lot of things, one of them in the field of technology, where technological progress is so rapid that it plunders all aspects of life without exception the aspect of education. In the field of English Teaching (ELT), becoming one of the aspects affected by technological advances has led to a shift towards the use of multimedia tools. The use of social media and versatile gadgets incorporates several points of interest and impediments, with most preferences felt in terms of getting course materials, video clips, and the transmission of handwritten notes. In common, understudies believe that social media and versatile gadgets are the most cost-effective and helpful ways to get important data (Rivera-Lozada et al., 2022) Of the many technologies that can be used in learning, this article will focus on the use of video in learning English and the effectiveness resulting in its interpretation during ELT learning.

Poquet said that learning has long been supported and enhanced by previous forms of video, such as movies and television (Poquet et al., 2018). Nowadays, however, the use of video in language classes is becoming increasingly common due to its ability to engage students and provide authentic language input. The digital learning environment is widely used, making it easy to integrate various video sources into the curriculum of courses and programs. Several types of video technology can be used for learning media, such as blogs or online platforms – Wiki, YouTube, and Facebook (Miskam, 2020).

This article uses a method of systematic review, which is carried out by selecting a variety of related journals using explicit and systemic procedures to find, evaluate, and select related research, as well as collecting data from research that falls within previously established criteria (Miskam, 2020). The authors can indicate that they are conducting thorough research using systematic surveys, which enable the identification of research gaps and suggest future directions. There has been a lot of research on the use of video technology to improve public speaking, writing, and reading skills; however, so far there have been only a few systematic reviews of such studies. Therefore, the study aims to bridge the knowledge gap by characterizing and defining the impact of the use of video technology on students' written and oral communication skills, as well as the challenge of oral reading when using video technology.

Videos are seen as an efficient way to teach languages and other subjects and can help students learn more effectively. Videos also offer available and relevant learning resources to improve student performance in the classroom. Besides, in this digital age, teaching children through the use of technology like video is crucial. Students generally enjoy using video, especially when they learn English through speaking, writing, and

reading out loud. The most popular videos are related to English-language movies, music, and vlogs.

Our study investigated the impact of wider video use on a range of English language skills, from listening to writing, vocabulary, and reading, in high school students. Specifically, the research was to understand “the effectiveness of the use of video on students’ skills of both listening, writing, vocabulary, and reading.” Although the research (Sánchez-Auñón et al., 2023) explores the integration of movies into English teaching, our focus remains on using video methods for learning English, concentrating on basic language skills. The study (Galuh Samudra et al., 2022) emphasizes the use of YouTube explicitly to improve a person's ability to speak English, thus developing back in our research, which not only focuses on native speaking skills but also includes some of the basic English language skills that have been mentioned earlier.

This research also identifies the use of systematic surveys by the PRISMA Statement (Optional Reporting Guidelines for Systematic Survey and Meta-Analysis). Our study presents an early synthesis of empirical findings collected through systematical peer-review research surveys on searches on systemic database surveys through Google Scholar, ERIC, and Mendeley. The results of this article will produce the influence of the use of video as a learning medium and related pedagogical conditions on learning measured through learning paths, measurement of learning income, performance, and psychological constructions related to learning, such as cognitive burden. There is a clear link between improved speaking, writing, listening, and reading skills and the use of video media in learning.

Learning media is the material, tools, or techniques used in teaching learning activities to ensure that the process of educational communication interaction between teachers and students can take place scientifically, interactively, effectively, and efficiently. In addition, (Khasawneh, 2023) mentions that educational media also greatly helps the dissemination of science as it can help bridge the gap between teachers and students. Furthermore, a study found that students who use other learning media such as Facebook often develop a more positive attitude toward cultural knowledge and become culturally competent as it is trendy, practical, and beneficial offering a suitable and convenient online learning space (Tarihoran, 2020).

Learning media in our day aids learning activities, one of which is using videos as the learning medium. Videos are designed with images, audio, and animations that are tailored to achievement indicators. (Pimenta, 2021; Susanti et al., 2022). With the presence of video narrative as a medium in the learning process, the learning process will be more interesting and increase student learning motivation. This method attracts students’ attention so that the student can focus on the material the teacher gives. In addition, video media enhances abilities not only in the cognitive spheres (brain mental activity) but also in affective

(attitude), and psychomotor (skills/skills), as well as enhance interpersonal skills (Fahri, 2017).

Indonesia is one of the countries that teach English in educational institutions because in the context of Teaching English or ELT English teaching and learning is done in an environment where English is not the primary language. This is usually the case in countries where English isn't much used in everyday communication but is taught as a subject in schools or language institutions. ELTs not only learn English but also learn its culture. English learning in classrooms often uses fun methods with the help of increasingly advanced technology such as video applications, thus making it easier for students to learn the material.

The book entitled *The Routledge Handbook of Language Learning and Technology* Edited by (Farr & Murray, 2016) states that the use of video first appeared in the 1980s, today, video use in learning still exists despite having undergone a lot of huge changes. In this modern era, video technology is becoming increasingly popular in the field of education (Kieran & Xerri, 2017).

The use of video in language teaching opens new possibilities for educators to support interactive language learning environments and accommodate different learning styles. To clarify the impact of multimedia resources on student learning outcomes, a comprehensive analysis of the effectiveness of video use in ELT practice is required. In addition to the effectiveness of the use of video in learning, there are some obstacles, therefore, this article will discuss some related points: [1] How can video be used in the context of teaching and learning English? [2] What indicates the effectiveness of video in learning English? [3] What are the challenges of implementing video in English teaching?

METHODS

A qualitative method was employed by the researchers with The Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) adopted as the search strategies used in this study (Haddaway et al., 2022). The search keywords included by the researchers such as, "ELT" AND/OR "EFL" AND "Videos". The articles compiled in this research were collected from three journal databases, *i.e.* Google Scholar, ERIC, and Mendeley. This study used several inclusion and exclusion criteria.

The research review examines recent empirical studies using the following inclusion criteria: First, articles that are listed in Google Scholar, ERIC, and Mendeley. Second, publications are written within the last seven years, *i.e.* 2018-2024. Third, articles involving EFL students at primary school, junior high school, senior high school, and undergraduate college students. Fourth, articles that are written in English and Bahasa Indonesia. Fifth, original research publications are provided in full text. Sixth, the study involves investigating the use of videos relating to several aspects of English skills *i.e.* Speaking, Listening, Writing, Reading, and Vocabulary acquisition. Meanwhile, the exclusion criteria

are as follows: First, studies involving employees. Second, studies with postgraduate students. Third, research that does not address the effectiveness of videos in EFL class. Fourth, papers that contain systematic reviews or meta-analyses.

Based on the results from all online research platforms, 19,234 publications were identified through the three databases. Upon eliminating unqualified titles, abstracts, and duplicates, the authors narrowed down the collection of studies to 64 articles that are acceptable for further investigation eventually resulting in 18 full-text papers that were selected for synthesis based on the qualification criteria.

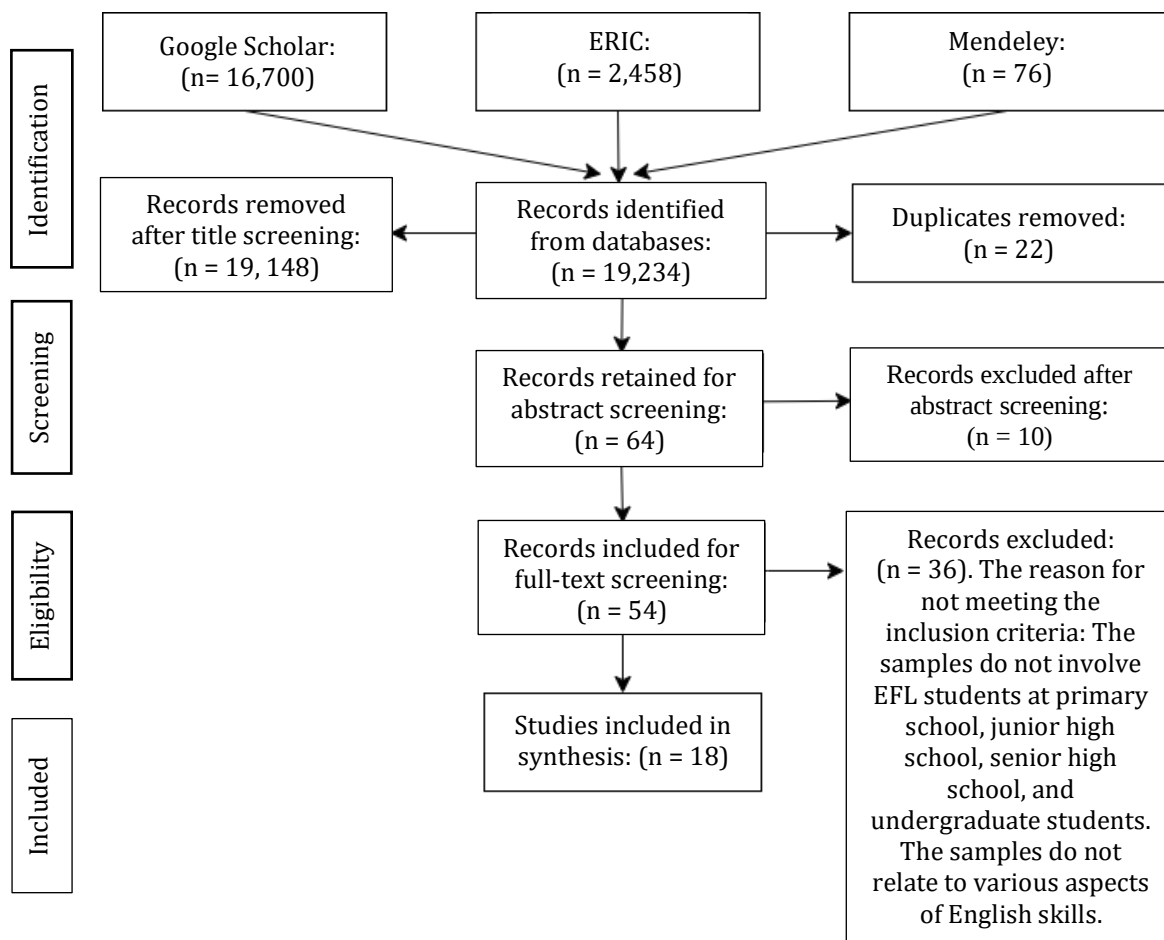


Figure 1. PRISMA Flow Diagram Process

RESULTS AND DISCUSSIONS

Eighteen scholarly articles are pertinent to the study topic. Students in elementary school, junior high school, and undergraduate college are among the participants in this study. The research participants are from several nations, including Saudi Arabia, Canada, Jordan, Malaysia, Pakistan, Indonesia, China, Kazakhstan, Spain, and The United States. A

total of 1,730 students and 28 teachers participated in these 18 studies. Students from a wide range of academic subjects including engineering, language education, social sciences, sports, and numerous more undefined fields, participated in the study.

Overview Across Countries

The development of technology has made it simple to access resources for teaching and studying languages. To reach the intended outcome, attention should be used in the selection and design of the teaching and assessment materials. Videos include both auditory and multimodal input in the form of visuals (images, captions, context, etc.), which helps improve learners' understanding. It is thought that multimodal stimuli improve comprehension and working memory. It is therefore strongly advised to employ multimodal presentation while teaching EFL listening comprehension. Additionally, it may be used to educate and acquire speaking, writing, and other language abilities (Karjo et al., 2022). Social media and technology use in the classroom dissolve barriers and create an atmosphere that is fruitful for learning for people all over the world. Using the TikTok and YouTube apps, a video may also be utilized to foster real-world networking among parents, teachers, and kids as well as online speaking activities (Anumanthan & Hashim, 2022).

Students in the modern period can rightfully be revered as digital natives or the next generation because of the exponential rise in the use of technology in their daily lives (Prensky, 2001). Using contemporary technologies to educate kids is necessary. One of the most useful teaching tools is YouTube technology. Significant findings from an expanding corpus of the research support the use of YouTube videos in the classroom. Videos are an excellent teaching tool, especially for introductory courses since they help explain complex ideas and grab the interest of both struggling and visually impaired students. YouTube is a multifaceted resource that provides easily accessible videos across all subject areas. Furthermore, YouTube videos are brief, which fits well with the constrained time in the classroom. Research has also looked at how YouTube affects self-directed learning (Hafner & Miller, 2011). Additionally, researchers discovered that using YouTube can enhance students' engagement with the material and their learning techniques (Callow & Zammit, 2012). The verbal and visual components offered by the internet video clips cater to the unique learning methods of the Net Generation of learners and fit their quirks.

Table 1. Summary and characteristics of the final studies selected

No .	Authors (Country)	Mean Characteristic	Variable/ Study Design/ Measure	Findings
1.	Akbota Toluezhan, Galiya Sarzhanova (2023)	182 male and 106 female students between 12 and 13 years	Digital Learning, Oral Skills, /Mixed-methods Study/Questioner	YouTube can improve their ability to speak English, confidence, and motivation

	(Kazakhstan)	old.		
2.	Ryan Gillespie, Julie M. Amador, Jeffery Choppin (2021) (United States)	21 educators from two cohorts of students in grades 5-8 took part in the experiment	Video Annotations, Debrief Conversations in Coaching Cycles/ Qualitative Research/recording, discussing, and writing the transcript	Video is often used in flipped setting classrooms for all levels of education and all subjects, but the use of video is not unusable here because of the impact of training in all subjects that teachers receive.
3.	Rosa Núñez-Pacheco, Elizabeth Vidal, Osbaldo Turpo-Gebera, Eveling Castro-Gutierrez, Aymé Barreda-Parra, Ignacio Aguaded (2022) (Peru, Spain)	633 students at a public university in Peru	Motivations, Habits of Consumption Video games, engineering students/ Qualitative Methods/ device, scale	Video games are a source of fun, escape, and socio-emotional stimulation for students.
4.	Minalla, Amir. A. (2024) (Saudi Arabia)	20 randomly selected of first-grade Sundanese Students	EFL Learners', Vocabulary Learning, Animated Videos/ Experimental/ Oral achievement tests, Test-and-retest technique	-Effectiveness for teaching vocabulary Because it is Enjoyment, Motivation, and Positive attitude in classroom interaction.
No.	Author (country)	Mean characteristic	Variable/ Study Design/ Measure	Finding
5.	Qomariyah., et al., (2021) (Indonesia)	90 students in the first semester of English language Education at Universitas Pendidikan Mandalika	YouTube Video, Listening Comprehension/ Experimental/ Listening test, SPSS	-YouTube improves listening comprehension for first-semester English learners. -Reason for Improvement: Multimedia learning, and Self-paced learning

6.	Rahmawati, et al., (2023) (Indonesia)	2 teachers of MTs Negeri 6 Cianjur, and 30 students of eight-grade in MTs Negeri 6 Cianjur	-Teachers' Learning video, Blended Learning Class/ Mixed-method/ Questionnaire of Liker scale items, Interviews Questionnaire data were analyzed in descriptive statistics using SPSS software	-Teacher-created videos enhance blended learning. - Benefits of Teacher Videos: Active learning, and Improved receptive skills.
7.	Sun, L. (2020) (China)	100 students from university in China. 50 are sophomores, and the other 50 are juniors	Videos Technology Assisted English Class, Attitudes and Perspectives/ Qualitative Method/ Questionnaires, multiple choice, open-ended question, interview, SPSS to analyze and compare the result data.	-Advantages of Videos: Motivational, Comprehension aids, Context provider Cultural awareness tools, Practice enhancers. -Disadvantages of Videos: Lack of explanation, and distraction on the video's Plot than on the language itself.
8.	Chia-chi Chien, Yenling Huang & Peiwen Huang (2020) (Canada)	38 Taiwanese students, ages 18 to 20, whose mother tongue is Mandarin.	Videos on YouTube, Listening Comprehension/ Qualitative/ A pre-test and a post-test comprise the T-test, Questionnaire, Treatment through watching videos	The students who had the therapist can improve their scores, and be more motivated and proficient in English.
No.	Author (Country)	Mean characteristic	Variable/ Study design/ Measurable	Finding
9.	Rattana Yawiloeng (2020) (Canada)	Out of 55 undergraduate students enrolled in the course on practical reading and writing 25 were involved	Vocabulary Learning, Video in an EFL Classroom/ Quasi-experimental, Quantitative, and Qualitative Methods/ Pre-test & Post-test.	The EFL students showed favorable attitudes toward the English vocabulary videos' audio, images, and captions, and they can improve their English too.
10.	Alvi Raihan	seventy	Video, Distance	They can improve

	Utami, Lulud Oktaviani, Ive Emaliana (2021) (Indonesia)	pupils from XI KI 1 and XI KI 3. -A random selection of five students was made for the interview.	Learning, Students' Voice/ Qualitative Method/ Interview Questionnaire	pronunciation, and listening, and increase efficiency and ease of material acquisition from video learning.
11.	Hadel A. Saed, Ahmad S. Haider, Saleh Al-Salman, Riyadh F, Hussein (2021) (Jordan)	Eighty students in Jordan	YouTube, speaking skills/ Pre-Experimental/ A pre-test and Post-test T-test.	YouTube helped EFL students become more proficient speakers, and listeners of English and encouraged them to interact with other people, and the culture of native English speakers, which improved their skills.
12.	Misbah Hayati Siregar (2021) (Indonesia)	Twenty-eight students	Animation Video, Narrative Text Writing Class, Students' Perceptions/ Qualitative Research Descriptive Statistics/ Questionnaire, Interview, and Documentation	Videos allow students to convey the idea of the story, improve understanding of the narrative, employ a larger vocabulary
No.	Author (Country)	Mean Characteristic	Variable/ Study Design/ Measure	Finding
13.	A.A.C. Cahyana (2020) (Indonesia)	35 pupils in the tenth grade at SMK Werdhi Sila Kumara and 5 teachers.	YouTube Video, Teaching EFL/ mixed-method/ Questionnaires Open-ended and close-ended questions	The teachers are aware of how to use YouTube videos in the classroom to teach EFL learners. This includes creating a lesson plan, carrying out the strategy in the classroom, and evaluating the students.
14.	Clara Herlina Karjo, Menik Winiharti, Safnil Arsyad	English Department of Bina Nusantara	Video or Audio Listening Test, Effectiveness for Classroom Use/	The results suggest that using multimodal testing materials greatly enhances students' listening

	(2022) (Indonesia)	University (hereinafter Binus) University of Jakarta with 100 students	Quantitative Method/ Audio Listening Test (ALT) Video Listening Test (VLT	comprehension on performance.
15.	Shevany Anumanthan, Harwati Hashim (2022) (Malaysia)	45-year 5 pupils	Regular Verbs, TikTok, Primary School ESL Pupils/ Qualitative and Quantitative Methods/ Pre-Test & Post-Test Semi-structured Interview	This study concludes that Tiktok is a useful teaching tool, particularly for teaching regular verbs and sentence structure.
16.	Raniah Kabooha & Tariq Elyas (2018) (Saudi Arabia)	100 female intermediate- level students aged between 18- 20 years old	Perceptions of EFL Students and Teachers YouTube, Vocabulary learning/ Quantitative Method/ Pre-Test & Post-Test	The study's conclusions show the students' achievement in vocabulary showed a notable improvement, according to the findings.
No.	Author (Country)	Mean Characteristic	Variable/ Study Design/ Measure	Finding
17.	Mona M. Hamad1, Amal Abdelsattar Metwally, Sabina Yasmin Alfaruque (2019) (Saudi arabia)	48 first semester English major at King Khalid University's College of Science and Arts Muhayil.	YouTubes and Audio Tracks Imitation YATI, Improving Speaking Skills/ Qualitative Experimental Approach/ Pre-Test & Post-Test	The results of this study showed that listening to audio track imitation (YATI) and YouTube videos are excellent CALL (Computer Assisted Language Learning) tools for enhancing students' speaking abilities
18.	Hammad Mushtaq and Taskeen Zehra (2018) (Pakistan)	Students of grade eight	English Grammar, Animated Movies/ Qualitative and Quantitative Methods/ Tests	When used in grammar instruction, animated films can act as a tool for positive reinforcement in the language learning process,

				as they significantly accelerate students' learning and proficiency.
--	--	--	--	--

Factors and Effectiveness of Using Video In ELT

Finding out what influences and how well videos work in ELT (English Language Teaching) for students in elementary, middle, and high schools as well as undergraduate college students is the second goal of this study. According to the study's findings, several criteria support the use of video in ELT.

Several predictor variables associated with the use of video in ELT were found to be positively correlated: digital learning (Toleuzhan et al., 2023), video annotations (Olanoff et al., 2021), video games (Rosa et al., 2023), animated videos/movies (Minalla, 2024; Mushtaq & Zehra, 2021; Siregar, 2021), YouTube videos (Cahyana, 2020; Chien et al., 2020; Hamad et al., 2019; Kaboooha & Elyas, 2018; Qomariyah et al., 2021; Saed et al., 2021), and TikTok video (Anumanthan & Hashim, 2022).

Technology plays a big part in teaching and learning languages. Technology provides students with access to many websites and online resources as well as search engines and databases as the source of knowledge. Students are motivated to study and are engaged for extended periods. Several studies have found that watching real-world and realistic videos helps students learn more effectively. Moreover, a great deal of research suggests that a large range of online resources and technology may be included in conventional EFL classes (Hamad et al., 2019). In the same vein, the current study examines the use of videos and their efficacy in English language teaching. Students were provided and watched a variety of videos from platforms including YouTube, TikTok, and movies to give them access to the content and to observe how well such mediums work.

Below we explained various effectiveness and factors that make English language teaching more effective by using video. For English language learners, YouTube is an inspiring educational resource that fosters a dynamic and participatory learning atmosphere. It may be said that using YouTube in the classroom along with computer-assisted learning technologies helps students become more motivated and proficient in English. Students firmly feel that YouTube has a big impact on their English learning process (Chien et al., 2020). Students' positive attitudes regarding learning are influenced by their utilization of YouTube videos in their English language learning. It demonstrates that utilizing YouTube as a teaching tool can help students become more motivated and self-assured while speaking English (Toleuzhan et al., 2023). The pupils were pleased with the progress they had made in their English language education. Additionally, the students said that the use of this strategy increased their enthusiasm to learn English while decreasing the amount of boring instruction. The information revealed that most respondents felt that using YouTube videos to help them learn English helped their vocabulary and pronunciation, as well as their understanding (Cahyana, 2020).

This article's evidence, which was based on statistical studies, revealed statistically significant variations in the experimental group's scores after their YouTube encounter. The findings indicate a clear correlation between students' use of YouTube videos to enhance their lexical choices, oral fluency, coherence, and speaking. The results demonstrated statistically significant changes in favor of the post-YouTube phase based on students' scores before and after incorporating the YouTube media. The control group's averages and scores were significantly lower than those of the experimental groups during the semester (Saed et al., 2021). Students in the English language department have shown improvements in their listening comprehension skills when they use YouTube learning videos. This is especially true for the first semester of experimentation students. The following are the factors: (1) students may learn the content through visual and auditory assistance in the English language learning videos that YouTube provides. These films have explanatory visuals. (2) students may also learn a great deal from YouTube instructional videos in the areas of self-learning and information provision based on student interest (Qomariyah et al., 2021).

Making use of teachers' knowledge of students' excitement during blended learning sessions in the video demonstrates the beneficial effects of the program. The following are the factors: (1) during in-person instruction, students can practice on their own or collaboratively using games that the teacher has provided. (2) the instructor's criticism increases the student's motivation. (3) because they watched videos and listened to dialogue or monologues, the student's abilities increased during the online courses. (4) students demonstrated improved receptive language skills by listening to dialogue or monologue material from videos and reading the subtitles or text that were illustrated by figures and animations. (Rahmawati et al., 2023). The attitudes and viewpoints of the students demonstrate the benefits and drawbacks of using films in English classes, benefits include (factor of effectiveness) raising students' listening, speaking, reading, writing, and translating abilities through (1) videos that not only pique students' curiosity but also aid in memorization, comprehension, and focus; they offer a realistic learning environment; they raise students' awareness of intercultural communication; they encourage classroom practice; and they enhance their English proficiency. Among the drawbacks are (factor of ineffectiveness): (1) lack of explanation regarding difficult words and sentences. (2) the students tend to be rather focused on the plot than the language itself (Sun, 2020).

The utilization of video learning has the potential to facilitate in-depth discussions and reflection (Toluzhan et al., 2023). The advantages that students experience include an increase in motivation while studying through videos since they find them to be enjoyable. Another advantage of using video is that it makes the learning process less dull when it is used as a medium. As a result, students are eager to learn more about English. Moreover, using videos as a medium for English language learning helps students become more

proficient in pronouncing words correctly. This makes it easier for them to learn the material and increases their listening comprehension (Utami et al., 2021).

The EFL students preferred watching videos with subtitles in both L1 and L2, relevant and engaging visuals, and audio at the right volume to acquire new vocabulary (Yawiloeng, 2020). Young EFL learners' participation increased when new vocabularies were taught to them using animated movies and context-based learning. The effectiveness of teaching vocabulary using animated movies and context-based learning has been demonstrated, and the overall learning experiences of young learners have been enhanced. The following are the factors: (1) the range of features in contextual animated movies makes them entertaining for the learners to view. (2) contextual animated movies are powerful educational tools that encourage young students to participate actively in class activities. (3) contextual animated movies positively impacted students' perceptions of classroom participation as a fun activity (Minalla, 2024)

They have greatly benefited from the use of animated videos in narrative text authoring. The following were some benefits that the students perceived: (1) increased motivation for using animated videos as a learning tool. (2) a clearer understanding of the narrative of the animated film aids in an easy representation of the idea, offers new vocabularies, organizes the general framework, and imparts moral lessons. (3) students were inspired to compose narrative texts correctly (Siregar, 2021).

Some other aspects that are helpful when utilizing videos in ELT include: (1) using YouTube as a learning resource; evaluating videos to determine the motivation and self-belief of students; and determining the preferences of students about the current video category, which includes music videos, movies, and vlogs (Toleuzhan et al., 2023). (2) annotations in video learning, interaction between coaches and students during debriefing, and usage of video learning in teacher and sports coach training (Olanoff et al., 2021). (3) because teachers never assigned students improper or inappropriate content or themes owing to the wide variety of videos available on YouTube, the data showed that neither teachers nor students had significant difficulties planning for or comprehending the content and topic of the YouTube video (Cahyana, 2020).

However, there are also certain drawbacks to consider when integrating video into ELT; (1) at times, the resources needed to facilitate the learning activity were unavailable, such as an internet connection (Cahyana, 2020; Utami et al., 2021). (2) appropriate video selection, teachers must continue to monitor the films they choose and manage the layout of the classroom (Chien et al., 2020). (3) a subset of pupils finds it difficult to use videos as their medium. (4) loud background music is an audio hindrance. (5) images that are given too rapidly and that are boring or irrelevant are examples of image barriers. (6) Long L1 and L2 captions, too-fast captions, too-small captions, and overly formal captions are some of the captioning challenges (Yawiloeng, 2020).

CONCLUSION

The integration of videos into language learning practices is crucial in the digital age. Learning English through applied relevant videos has become a compelling alternative to traditional EFL classrooms. Our study offers 18 syntheses of empirical findings collected through a systematic review of peer-reviewed research in search of a systemic database review through Google Scholar, ERIC, and Mendeley. The result of this research directly addresses the key issues raised in the initial problem statements:

1. The uses of video applications, such as digital learning, video annotations, video games, animated videos/movies, YouTube videos, and TikTok videos have been identified as positive contributors to the effectiveness of using video in ELT, demonstrate a positive impact on the students' language learning outcomes, engaging learners visually and audibly, and making the learning process more interactive and enjoyable.
2. This study highlights the significance of incorporating videos into language learning practices to enhance not only students' language acquisition *i.e.* Listening, Speaking, Writing, and Reading, but also their motivation, and engagement.
3. Despite the advantages, there are also challenges associated with video integration, such as the availability of an internet connection and appropriate video selection.

Although the integration of videos offers numerous advantages in ELT of EFL classrooms, educators must acknowledge and address potential obstacles. To mitigate internet connectivity issues, instructors can pre-download video materials or leverage platforms with offline viewing capabilities. Furthermore, educators should pre-select videos that align with lesson plans, cater to the student's language proficiency, and demonstrably improve their learning. The creation of teacher-made videos or the incorporation of student suggestions in video selection can further optimize learning outcomes. While the current study highlights the general effectiveness of videos, it is suggested that further research explore which video formats, *e.g.* documentaries, lectures, movies, *etc.*, are most effective for developing specific language skills.

REFERENCES

- Anumanthan, S., & Hashim, H. (2022). Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils. *Creative Education*, 13(03), 896–912. <https://doi.org/10.4236/ce.2022.133059>
- 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>
- Callow, J., & Zammit, K. (2012). "Where lies your text?" (Twelfth Night Act I, scene V): Engaging high school students from low socioeconomic backgrounds in reading multimodal texts. *English in Australia*, 47(2), 69–77.

- Chien, C., Huang, Y., & Huang, P. (2020). YouTube Videos on EFL College Students' Listening Comprehension. *English Language Teaching*, 13(6), 96. <https://doi.org/10.5539/elt.v13n6p96>
- Fahri, Muhammad ulil. (2017). Pemanfaatan Video Sebagai Media Pembelajaran. *Occupational Medicine*, 53(4), 130.
- Farr, F., & Murray, L. (2016). The Routledge handbook of language learning and technology. In *The Routledge Handbook of Language Learning and Technology*. <https://doi.org/10.4324/9781315657899>
- Galuh Samudra, Yulistya Putri Y.U, Mohamad Ananda K, & Khuriyatus Salifach. (2022). The Use of YouTube in Teaching Speaking: A Systematic Literature Review. *Conference on English Language Teaching*, 2(Celti), 241–248. <https://doi.org/10.24090/celti.v2.53>
- Haddaway, N. R., Page, M. J., Pritchard, C. C., & McGuinness, L. A. (2022). PRISMA2020: An R package and Shiny app for producing PRISMA 2020-compliant flow diagrams, with interactivity for optimized digital transparency and Open Synthesis. *Campbell Systematic Reviews*, 18(2), 1–12. <https://doi.org/10.1002/cl2.1230>
- Hafner, C. A., & Miller, L. (2011). Fostering Learner Autonomy in English for Science. *Language Learning & Technology*, 15(3), 68–86.
- 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>
- 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. <https://doi.org/10.5539/elt.v11n2p72>
- Karjo, C. H., Winiharti, M., & Arsyad, S. (2022). Video or audio listening tests for English language teaching context: which is more effective for classroom use? *JOALL (Journal of Applied Linguistics and Literature)*, 7(1), 149–166. <https://doi.org/10.33369/joall.v7i1.19920>
- Khasawneh, M. A. S. (2023). The use of video as media in distance learning for deaf students. *Contemporary Educational Technology*, 15(2). <https://doi.org/10.30935/cedtech/13012>
- Kieran, D., & Xerri, D. (2017). *The Image in English Language Teaching*.
- Minalla, A. A. (2024). Enhancing Young EFL Learners' Vocabulary Learning Through Contextualizing Animated Videos. *Theory and Practice in Language Studies*, 14(2), 578–586. <https://doi.org/10.17507/tpls.1402.31>
- Miskam, N. N. (2020). Using Video Technology to Improve Oral Presentation Skills among Undergraduate Students: A Systematic Literature Review. *International Journal of Psychosocial Rehabilitation*, 24(5), 5280–5291. <https://doi.org/10.37200/ijpr/v24i5/pr2020235>
- Mushtaq, H., & Zehra, T. (2021). Teaching English Grammar through Animated Movies. *NUST Journal of Social Sciences and Humanities*, 2(1), 77–87. <https://doi.org/10.51732/njssh.v2i1.11>
- Olanoff, D., Johnson, K., & Spitzer, S. (2021). Examining the Use of Video Annotations in Debriefing Conversations During Video-Assisted Coaching Cycles. *Proceedings of the Forty-Third Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Philadelphia, PA.*, 642–651.

- Pimenta, S. S. (2021). Development and validation of chemistry learning videos as learning media in the era of the COVID-19 pandemic. *Journal of Sustainability Science and Technology*, 1(2), 80–88. <https://doi.org/10.23960/josst.v1i2.12>
- Poquet, O., Lim, L., Mirriahi, N., & Dawson, S. (2018). Video and learning: A systematic review (2007-2017). *ACM International Conference Proceeding Series*, 151–160. <https://doi.org/10.1145/3170358.3170376>
- Prensky, M. (2001). Digital Natives, Digital Immigrants Part 1. *On the Horizon*, 9(5), 1–6. <https://doi.org/10.1108/10748120110424816>
- Qomariyah, S. S., Permana, D., & Hidayatullah, H. (2021). The Effect of YouTube Video on Students' Listening Comprehension Performance. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(1), 67. <https://doi.org/10.33394/jo-elt.v8i1.3837>
- Rahmawati, L., Ruminda, & Juhana. (2023). Empowering Students' Integrated Language Skills Through the Use of Teachers' Learning Videos in Blended Learning Class. *Indonesian EFL Journal*, 9(1), 53.
- Rivera-Lozada, O., Campos-Ugaz, O., Diaz, M. A. A., Uribe-Hernández, Y. C., Hernández, R. M., De Souza, R., Alanya-Beltran, J., Sameem, M. A. M., & Tarihoran, N. (2022). "I See. I Talk. I Hear." A Survey on the Effectiveness of Instagram App in Developing Listening Skill and Vocabulary Size of EFL Students. *Journal of Positive Psychology and Wellbeing*, 6(1), 316–323.
- Rosa, N.-P., Osbaldo, T.-G., Aymé, B.-P., Elizabeth, V., Eveling, C.-G., & Ignacio, A. (2023). Motivations and Use of Video Games in Engineering Students Rosa. *Journal of Technology and Science Education*, 13(2), 532–547.
- 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>
- Sánchez-Auñón, E., Férez-Mora, P. A., & Monroy-Hernández, F. (2023). The use of films in the teaching of English as a foreign language: a systematic literature review. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1). <https://doi.org/10.1186/s40862-022-00183-0>
- Siregar, M. H. (2021). The Utilization of Animation Video in Narrative Text Writing Class: An Exploration of Students' Perceptions. *Vision*, 17(2), 76–88. <https://doi.org/10.30829/vis.v17i2.1154>
- Sun, L. (2020). Students' Attitudes and Perspectives Towards Using Videos in Technology-Assisted English Class. *Advances in Educational Technology and Psychology*, 4(1), 1–11. <https://doi.org/10.23977/aetp.2020.41001>
- Susanti, A., Presdyasmara, C., Dewi, F., & Wardani, Y. (2022). Developing Students' English Skills Through Digital Video as Multimodal for Young Learners in Online Learning. *Proceedings of the International Joint Conference on Arts and Humanities 2021 (IJCAH 2021)*, 618(Ijcah), 221–228. <https://doi.org/10.2991/assehr.k.211223.040>
- Tarihoran, N. (2020). Using Facebook Group as a Blended Learning Medium in Teaching Cross-Cultural Understanding in Islamic Higher Education. *International Journal on Research in STEM Education*, 2(1), 13–25. <https://doi.org/10.31098/ijrse.v2i1.187>
- Toleuzhan, A., Sarzhanova, G., Romanenko, S., Uteubayeva, E., & Karbozova, G. (2023). The Educational Use of YouTube Videos in Communication Fluency Development in

- English: Digital Learning and Oral Skills in Secondary Education. *International Journal of Education in Mathematics, Science and Technology*, 11(1), 198–221.
<https://doi.org/10.46328/ijemst.2983>
- Utami, A. R., Oktaviani, L., & Emaliana, I. (2021). The Use of Video for Distance Learning During Covid-19 Pandemic: Students' Voice. *Jet Adi Buana*, 6(02), 153–161.
<https://doi.org/10.36456/jet.v6.n02.2021.4047>
- Yawiloeng, R. (2020). Second Language Vocabulary Learning from Viewing Video in an EFL Classroom. *English Language Teaching*, 13(7), 76.
<https://doi.org/10.5539/elt.v13n7p76>