

VIDEO PROJECT TO ENHANCE COMPREHENSION OF TOEIC MATERIAL

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ABSTRACTS

This study aims to investigate the application of video project to comprehend TOEIC materials in the "TOEIC preparation" course. The research method used is a mixed method, which is descriptive qualitative and quantitative research. During one semester, students are given the task of creating video content that re-explains each material that has been explained by the lecturer in the class. Data was collected through observation, interviews, and questionnaires to gain an in-depth comprehension of students' experiences and perceptions regarding the assignment of video projects, and pre-test and post-test to know the enhancement of comprehension. The scores of the pre-test and post-test were analyzed using the T-test. The research findings show that the assignment of video projects has a positive impact on students' comprehension of the TOEIC preparation material. Through the process of making videos, students are actively involved in re-interpreting and conveying information in a structured manner. Students' English speaking ability also experienced a significant increase. In producing video content, they practice speaking English by expressing ideas and explaining material verbally. In addition, the assignment of video projects also increases student motivation and involvement in learning. This creative activity provides an interesting and interactive way to study TOEIC preparation material, thereby increasing their interest and participation in the learning process. The videos produced by students can also be an additional learning resource for other students in comprehension the TOEIC preparation material. This study concludes that the use of video project is effective in increasing comprehension of the material in the TOEIC preparation course. The result questionnaire revealed that 60% strongly agree and 30% agree. The implication of this research is the importance of adopting active, creative and collaborative learning strategies in an effort to improve the quality of learning English. Based on the quantitative result using T test analysis, it could be said that video project could enhance TOEIC comprehension.

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INTRODUCTION

In the current era of globalization, the ability to speak English has a very important role in the world of work and industry. One of the standards widely used to measure English proficiency is the TOEIC (Test of English for International Communication) certificate.

TOEIC has become an internationally recognized reference in evaluating a person's level of English communication in business and professional settings. The TOEIC certificate provides individuals with a significant competitive advantage in seeking employment and career development opportunities in an international business environment. In some companies, good English language skills are an important requirement for getting a job, a promotion, and a salary increase. Companies that operate globally also often use the TOEIC certificate as a reference in the recruitment and selection process of employees. By having a good TOEIC certificate, one can prove adequate English communication skills, increase self-confidence, and open doors to better career opportunities.

Furthermore, it can be said that the urgency of this research is, there are several reasons related to the importance of understanding TOEIC material as follows: TOEIC is an English language ability test specifically related to communication that has been recognized and used throughout the world, many individuals who try to take the TOEIC test face difficulties in understanding the material, especially in a foreign language context, and this research can explore the potential of using video as an effective learning tool in improving enhancing of TOEIC material because video media, in particular, is very easy to access.

In the TOEIC preparation course, students should understand the TOEIC material as a whole which does not only involve mastering the right vocabulary and grammar but also effective strategies for dealing with the various types of questions on the TOEIC exam. With the times and technology, traditional approaches to studying TOEIC material may need to be adjusted to suit current learning styles and individual needs. Innovative and interactive teaching methods are the key to improving English comprehension and skills effectively. There are many strategies that can be used to teach the TOEIC preparation class, previous studies conducted by (Milliner, 2017) those who used the extensive reading on smartphone strategy, it showed that all but two students were able to reach the reading targets and the majority of the students as sample were able to achieve an increase in TOEIC scores after this treatment. Furthermore, research on the TOEIC subject uses mobile learning technology and the results show that a self-study and fun condition is achieved by using mobile learning technology to enhance TOEIC language learning (Setiawan, 2020). There are also those who use a variety of relevant tools such as Kahoot, as (Kunasaraphan, 2020) suggests that lecturers should promote and develop students' TOEIC test-taking skills in part of its listening and reading sections by means of integrating Kahoot.

Video has become a popular and effective medium in the learning process. In the context of understanding TOEIC material, the use of video can provide an interesting and interactive learning experience. Videos can also present material in more visual, audio, and practical ways, allowing students to see, hear, and interact with content in real-time. In addition, videos can also provide situational examples that are close to the real world of work, helping learners to hone their English skills contextually. There are many previous studies using video as a medium for learning English, especially for practicing speaking and listening, previous researchers said that video is an effective medium for now, and these videos can be uploaded to various existing and popular social media. (Gunada, 2018; Hutagaol, 2021; Massey, D.; Byrne, J.; Higgins, N.; Weeks, B.; Shuker, MA.; Coyne, E.; Mitchell, 2017; Nadeak, B., & Naibaho, 2020; Prayudha S., 2021; Syafiq et al., 2021).

Based on the results of previous research, it can be concluded that in the context of learning English, video has great potential as a medium to activate learning through a "learning by doing" approach or learning through hands-on practice. Through the use of video, students can be actively involved in the learning process, both as viewers and content creators, and they are satisfied with their needs, freedom, and satisfaction (Annan, K., Onodipe, G., & Stephenson, 2019). Video can provide a fun and engaging learning experience, as it involves the use of moving images, sound, and other visual elements. In the

context of understanding TOEIC material, videos can present English content in a more lively and contextual form. Learners can see how words and phrases are used in real situations, hear accents and intonation used by native speakers, and observe facial expressions and body movements that can help in understanding non-verbal communication.

Apart from that, videos also allow students to participate actively in the creation of the video content itself. They can be involved in planning, recording, and editing videos that are relevant to the TOEIC material. This process involves using creativity, collaboration, and applying the knowledge of English that has been learned. Thus, students can develop English language skills more thoroughly, including speaking, listening, reading, and writing skills. The use of video as a learning medium also allows for flexibility in access and use. Videos can be accessed through digital platforms, such as websites, applications, or social media, which allow students to study independently according to the time and place they choose.

Based on these reasons, this study aims to explore the potential of using video projects as an alternative method to increase comprehension of TOEIC material which involves making and using videos in the context of learning English. As well as, exploring the potential of using video as an effective tool to increase understanding of TOEIC material by considering learning designs that are in accordance with technological developments and current student needs. Therefore, identifying strategies for using effective videos to facilitate understanding and mastery of TOEIC material so that students are expected to be able to develop their English skills in a more effective and interesting way. This study will explore strategies for using video as an appropriate medium and evaluate its impact on understanding the TOEIC material and students' responses to this learning approach.

RESEARCH METHOD

Research Design

This study uses a mix method research design. The qualitative uses descriptive study, that is the method of choice when straight descriptions of phenomena are desired (Sandelowski, 2000). This design is used to gain an in-depth understanding of the effect of video-making project assignments on material understanding and students' English speaking skills in the TOEIC preparation course. Qualitative descriptive research allows researchers to obtain detailed and in-depth data about participants' experiences and perceptions. By using a qualitative descriptive research method, this research can provide a deeper and contextual understanding of the effect of video-making project assignments on students' understanding of the material and English speaking ability in TOEIC preparation courses, because descriptive qualitative research is to gather information about present existing conditions (Creswell, 1994). To see, enhancing the comprehension of TOEIC material supported by quantitative data. To determine the significance of the test results, it were quantitatively analyzed using the T-test and were used SPSS completely.

Population and Sample

The population in this study were students who took the "TOEIC preparation" course. The research sample was selected using a purposive sampling technique, in which students who are active and complete video-making project assignments become research samples on a phenomenon being studied (Creswell 2015). The number of samples in this study was determined based on the availability of participants who met the inclusion criteria. The sample in this study, referred to as participants, are students in 1 special class in the fourth semester of "TOEIC preparation" courses.

Instruments

This research instrument consists of three components: observation, interviews, and questionnaires. To figure out the quantitative data is used pre-test and post-test Observation is used to observe and record student interactions in making videos and their comprehension of the TOEIC preparation material. Interviews were used to get in-depth views and students' reflections on the process of making videos and their impact on their comprehension and speaking English. While the questionnaire was used to collect demographic data and get general responses from students regarding their experiences in assigning video-making projects.

The questionnaire was designed by the researcher based on the research objectives and the dimensions to be measured, such as the level of comprehension of the material, improving English speaking skills, motivation, and student satisfaction with video project assignments. This questionnaire consists of structured questions with answer choices that are measured using a Likert scale or ordinal scale. Data collected through questionnaires were then analyzed statistically to provide an overview of students' perceptions and responses to the influence of video-making project assignments in TOEIC preparation learning.

By using a combination of observation, interview, questionnaire instruments, and pre-test and post-test this study was able to obtain a more comprehensive understanding of the effect of video-making project assignments on students' understanding of the material and English speaking ability in the TOEIC preparation course.

Data Analysis

Data collected through observation, questionnaires, interviews, pre-test, and post-test were analyzed using a qualitative analysis approach. The steps in data analysis include data reduction, data presentation, and drawing conclusions. In the data reduction stage, interview transcripts and observation notes were analyzed in depth to identify themes and patterns that emerged related to students' understanding of the material and their English speaking ability. Relevant data is collected and presented in the form of citations and descriptions that support research findings. Conclusions are then drawn based on in-depth analysis of the collected data.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In the TOEIC preparation material, there are two main sections that students should be able, namely the listening comprehension section and the reading comprehension section. In the listening comprehension section there are four parts, namely photography, question response, conversation, and talk. In the reading comprehension section, there are three sections, including incomplete sentences, text completion, and reading comprehension in single passage and double passage. The learning objective is that students are able to understand the material as a whole and understand tips and tricks or strategies in answering the questions as a whole for each section and part. From the overall test results on the material provided in the form of multiple choice questions for the pre-test and post-test, the results are in the table 1.

Tabel 1
Enhancing Comprehension of TOEIC Material

Section in TOEIC	Average score of Pre-test	Average score of Post-test	Enhancing In percentage
Listening comprehension	66,4	72,7	9%
Reading comprehension	68,6	74,2	8%

Therefore, here will show the result of a difference in the average student learning outcomes in pre-test and post-test from listening comprehension and reading comprehension, to see the significance it must be calculated using a t-test. The result can be seen in table 2 for listening comprehension section and table 3 for reading comprehension section.

Table 2
Listening Calculation Result of T-Test Using SPSS

Paired Samples Statistics									
		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	pre-test	66.4286		35	5.98177				
	post-test	72.7143		35	5.05599				
Paired Samples Correlations									
		N	Correlation	Sig.					
Pair 1	pre-test & post-test		35	.797					
Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair 1	pre-test - post-test	-6.28571	3.62647	.61298	-7.53145	-5.03998	-10.254	34	.000

Table 3
Reading Calculation Result of T-Test Using SPSS

Paired Samples Statistics									
		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	pre-test	68.5714		35	4.87059				
	post-test	74.2000		35	4.38446				
Paired Samples Correlations									
		N	Correlation	Sig.					
Pair 1	pre-test & post-test		35	.822					
Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair 1	pre-test - post-test	-5.62857	2.79796	.47294	-6.58970	-4.66744	-11.901	34	.000

Before knowing whether there is a difference in the average student learning outcomes in pretest and post-test for listening comprehension section and reading comprehension section, the following hypothesis is formulated:

- H0: There is no significant difference between the average student learning outcomes in the pre-test and post-test for listening comprehension and reading comprehension section.
- H1: There is a significant difference between the average student learning outcomes in the pre- test and post-test listening comprehension and reading comprehension section

Based on the calculations using SPSS, the Levene test value (Sign.) is $0.001 < 0.05$, which means that the pre-test and post-test both of them data are inhomogeneous data, or the data variants are different, therefore the decision-making results of the T-test look at the output table Equal variances not assumed. The value of Sig, (2-tailed) in the table is $0.000 < 0.05$, which means rejecting and accepting. So, it can be concluded that there is a significant difference between the average student learning outcomes in the pre-test and post-test of listening comprehension section.

Based on the questionnaire, the results of the study show that the majority of respondents 60% strongly agree and 30% agree with the video project assignment in the TOEIC preparation course. The majority of respondents thought that making videos of learning material made it easier to understand the material because they could explore many references. They also felt more familiar with the TOEIC test instructions after doing the video assignment. In addition, these assignments provide higher motivation in learning and help improve English speaking skills. Based on the deep interview with some students, respondents also felt that this video assignment provided an opportunity to remember material for a longer time and expand vocabulary related to TOEIC. Respondents also felt flexibility and comfort in studying outside of class time and place. The videos produced by other students in this assignment were also considered useful as additional learning resources. This video project assignment has also proven to be helpful in developing presentation skills, critical thinking skills, and the ability to convey ideas and information in a clear and structured manner. Based on these results and analysis, it can be concluded that the assignment of video projects in the TOEIC preparation course provides significant benefits for students in increasing material understanding, English speaking ability, motivation, learning flexibility, and developing critical thinking and presentation skills.

The 10 questionnaire questions are classified into 5 categories, namely comprehension, speaking skills, motivation, flexibility, critical thinking skills. Here are the results in graphical form.

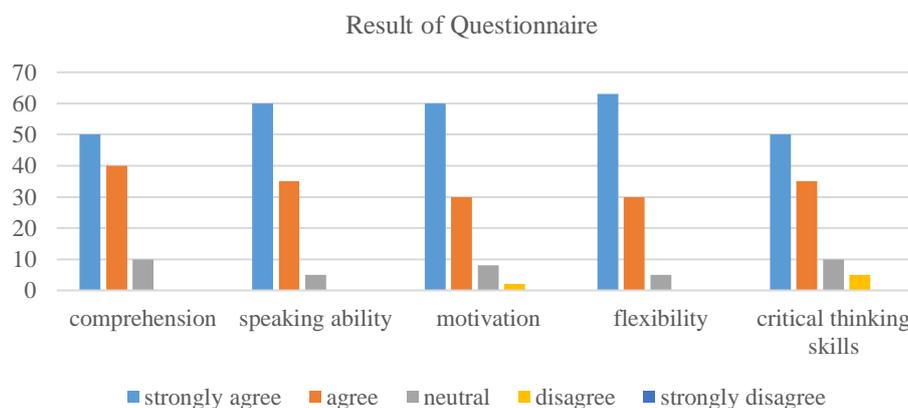


Figure 1. Result of Questionnaire

Based on the results of interviews with several students regarding comprehension of the material, speaking skills, flexibility, motivation and critical thinking from the use of video media to improve understanding of TOEIC material. Following are some of the conclusions obtained, including: By explaining again through making videos, students better understand the material being discussed; Because of the students have to explain again indirectly this improves students' speaking skills; the video that has been made must be uploaded to YouTube, which is a motivation in itself to make better videos than others; the use of video is very flexible because it can be done anywhere and at any time within a predetermined time; This assignment can also hone students' critical thinking skills because students have to explore and select material as content.

Based on the results of observations, observations were made by students during class, students seemed enthusiastic in participating in learning because they were aware of the tasks they had to do, namely explaining again the material that had been explained by the lecturer in video form, students seemed enthusiastic about asking questions regarding the material and other provisions, which can add value to the final score.

This research provides positive results regarding the use of video-making project assignments in improving students' comprehension of TOEIC preparation material. During one semester, students are given the task of creating video content that re-explains each material that has been explained by the lecturer in class. The findings show that through this process, students experience a significant increase in understanding of the learning material. Through making videos, students must understand well the concepts they have learned and convey them in a clear and structured manner. This involves the process of reviewing, organizing, and explaining the material independently. By actively involving students in the learning process, video-making project assignments help deepen their understanding and ensure that they truly understand each material being taught.

Apart from that, this assignment also has a positive impact on students' English speaking skills. In producing video content, they must practice their English speaking skills by expressing ideas and explaining the material verbally. This process helps improve their oral communication skills in English. In a collaborative context, video-making project assignments provide opportunities for students to work in groups or pairs. This allows them to share knowledge, help each other improve and complete video content, and improve their teamwork and collaborative skills.

In addition, students also show higher motivation and involvement in learning through the assignment of video-making projects. This creative activity provides an interesting and interactive way to learn TOEIC preparation material, thereby increasing their interest and participation in the learning process. The results of video evaluations produced by students also have added value. These videos can be an additional learning resource for other students to understand the TOEIC preparation material. In addition, the videos increase the accessibility and flexibility of learning beyond the time and place of the classroom. Based on these findings, the application of video-making project assignments in the TOEIC preparation course can be considered an effective learning method. This method is able to improve understanding of the material and train students' English speaking skills simultaneously. Therefore, recommendations can be given to lecturers and instructors to consider using this strategy to improve the quality of TOEIC preparation learning.

Discussion

Based on the results of the research findings previously mentioned, the following are described as discussion and discussion.

The use of video-making project assignments is effective in increasing understanding of the TOEIC preparation material. In this case there is a proof that the use of video making

project has the positive perception and impact from student (Wijaya Mahardika et al., 2021). Students involved in creating video content are actively involved in the learning process and deepen their understanding. In explaining the material, they must understand well and organize information in a structured manner, thereby increasing their understanding and mastery of the learning material. The assignment of a video-making project is able to train students' English speaking skills. In the process of making videos, they must speak English to explain the material verbally. This helps improve oral communication skills in English, including pronunciation, clarity and the ability to convey ideas fluently. The assignment of video production projects also provides collaborative benefits for students. In making videos, they can work in groups or in pairs, share knowledge with each other, and work together to improve the quality of video content. This helps improve their teamwork and collaborative skills, as well as enrich understanding through different perspectives and contributions.

In addition, students showed higher motivation and involvement in learning through the assignment of video-making projects, this case revealed by (Paramitha, D., Rochsantiningasih, D., & Pudjobroto, 2016) they stated that the use of videos can improve students' motivation in learning English, in terms of becoming more confident, active, diligent, and they have desire to be success in learning English. This creative activity provides an interesting and interactive way to study TOEIC preparation material, thereby increasing their interest and participation in the learning process. High motivation can contribute to better learning outcomes. The videos produced by students also have added value as additional learning resources. These videos can be used as a reference for other students in understanding the TOEIC preparation material. This increases the accessibility and flexibility of learning beyond the time and place of class, thereby expanding opportunities for self-study.

The use of video-making project assignments in TOEIC preparation learning provides an effective and innovative alternative to improve understanding of the material and train students' English speaking skills. The implication of this finding is the importance of adopting active, creative and collaborative learning strategies in the context of learning English. In addition, the application of information and communication technology can expand and increase the effectiveness of using video-making project assignments in learning.

In addition, it is important to note that video project assignments can provide opportunities for students to develop presentation skills and critical thinking skills, these cases can supported by video technology (Shadiev et al., 2021). In the process of compiling video content, students must plan, organize, and present material in a structured and logical manner. This involves their ability to select relevant information, clearly describe concepts, and present compelling arguments. In doing so, these assignments not only strengthen understanding of the material, but also help hone presentation skills that are invaluable in a variety of academic and professional situations.

Furthermore, the use of technology and media in learning through the assignment of video-making projects reflects the challenges and opportunities in 21st century learning, because in adopting digital media for teaching will equip learners with 21st-century skills (Maphosa, 2021). Students engage in video creation, which involves the use of video editing software or applications, audio and video recorders, and content sharing platforms. This research shows how important the integration of information and communication technology is in teaching and learning English. By utilizing this technology, learning can be more interesting, interactive, and relevant to students. Even though the assignment of a video production project has many benefits, it is also important to consider several factors that need to be considered in its implementation. Factors such as the availability of technological resources, students' technical skills, and the time needed to complete projects need to be considered. In addition, it is also necessary to pay attention to aspects of evaluation and

assessment of the quality of videos produced by students, including clear and objective assessment criteria.

In the context of curriculum development, this discovery can be the basis for developing a more comprehensive and integrated learning strategy in the TOEIC preparation course. The learning approach through the assignment of video-making projects can be combined with various other learning methods and techniques, such as group discussions, simulations, and practical exercises. Thus, students will have wider opportunities to develop various English skills that are relevant to TOEIC preparation.

In addition, this research also opens opportunities for further development in video-based learning. The positive results of this study indicate that the use of video can be applied in other language learning contexts, both for other standardized tests and for international business communication purposes. In the digital era that continues to grow, video is a very relevant learning tool and can create a dynamic and interesting learning environment. However, it should be noted that aspects of production quality, accessibility, and flexibility in using video in learning contexts need to be continuously considered and improved so that the benefits can be maximized. Furthermore, follow-up research may also explore more sophisticated video teaching strategies, such as the use of artificial intelligence technologies to personalize video-based learning, so as to more effectively adapt material to individual needs.

The importance of this research can also be extended to the context of distance education and online learning which are increasingly dominating the world of education today, especially given the impact of the COVID-19 pandemic. Effective video projects can become an integral part of an online learning strategy, helping students and learners to stay engaged and interact with learning materials without being physically present in class. The results of this study also provide a foundation for educational institutions and curriculum developers to consider video integration as an empowered learning resource. Furthermore, collaboration with professionals in industry and international business can enrich the context of learning materials and provide a deeper understanding of real-world situations that will be faced by participants in facing the TOEIC test. By integrating practical experience and the needs of the world of work into learning video projects, we can ensure that participants are better prepared and relevant to the challenges in an international professional environment.

This research also implies the need for a broader approach in thinking about language learning. We need to consider various elements that can influence learning effectiveness, such as participants' culture and social context, initial ability levels, and individual learning preferences. Additionally, ongoing evaluation of the effectiveness of video projects over a longer period of time could provide a deeper understanding of their impact on participants' English language skills outside the context of the TOEIC test. As technology continues to develop, there are also opportunities for further exploration in the use of technologies such as artificial intelligence (AI) and data analytics to monitor individual learner progress, provide more personalized feedback, and better adapt learning materials. This can improve learning efficiency and help participants achieve higher levels of English competency.

The next challenge that needs attention is the integration of the results of this research into formal education curricula and English language training programs. In curriculum development, it is important to consider the needs of learners and ensure that learning videos become an integral part of their learning experience. Education and training institutions need to invest resources in developing high-quality videos that comply with TOEIC learning standards. This research shows the need to involve English teachers and instructors in developing, teaching, and supervising the use of learning videos. They must have a good understanding of how to integrate videos into their teaching methods so as to provide effective guidance to participants.

In addition, to improve video-based learning methods, identify factors that influence their effectiveness, and measure their long-term impact on participants' English proficiency. With continuous research, we can continue to develop best practices in learning English and ensure that participants are prepared to face increasingly complex global demands. It is also important to remember that learning English is an investment in an individual's personal and career development. Through this research, we can ensure that innovative and relevant learning methods are available to everyone who wants to improve their English skills, so that they can compete effectively on a global level.

Overall, it can be concluded that the assignment of video production projects has proven to be an effective strategy in increasing understanding of the material and training students' English speaking skills in the TOEIC preparation course. These findings make an important contribution to the practice of teaching and learning English in tertiary institutions and can become a basis for further research and development in this field for other language skills.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the use of overall video-making project assignments is effective in enhancing students' comprehension of TOEIC preparation material, as a proof there are respondent 60% strongly agree and 30% agree through the questionnaire and there are enhancing 9% of listening comprehension section and 8% of reading comprehension section used pre-test and post-test. Based on T-test analyzing, the result was significance and can be said that video project can enhance comprehension TOEIC material. Students involved in this assignment showed a significant increase in comprehension of the learning material. By creating video content that re-explains every material that has been explained by the lecturer in class, students are actively involved in the learning process and deepen their comprehension. The assignment of video production projects also had a positive impact on students' English speaking skills. In producing video content, they practice speaking English by expressing ideas and explaining material verbally. This process helps improve their oral communication skills in English. The assignment of video-making projects also contributes to enhancing student motivation and involvement in learning. This creative activity provides an interesting and interactive way to study TOEIC preparation material, thereby increasing their interest and participation in the learning process. The videos produced by students also have added value as additional learning resources. These videos can be used as a reference for other students in comprehension the TOEIC preparation material. This enhances the accessibility and flexibility of learning beyond the time and place of the classroom.

Overall, this research concludes that the assignment of video-making projects is an effective learning method in increasing students' comprehension of the material and speaking English skills in the TOEIC preparation course. The implication of this finding is the importance of adopting active, creative and collaborative learning strategies in an effort to improve the quality of learning English. In addition, the use of information and communication technology in learning through the assignment of video-making projects can expand and increase the effectiveness of learning in the current educational context.

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