


Video Conference Application as a Media for EFL Students in Indonesia to Learn English: A Systematic Literature Review

 <https://doi.org/10.31004/jele.v11i3.2519>

*I Kadek Teddy Jaya Nugraha, Made Hery Santosa, Ni Wayan Surya Mahayanti, Ni Luh Putu Era Adnyayanti^{abcd}

¹²³⁴Universitas Pendidikan Ganesha, Indonesia

Corresponding Author: teddy@student.undiksha.ac.id

A B S T R A C T

The rapid development of digital technology has increased the use of video conferencing applications in English as a Foreign Language (EFL) learning, particularly in online and blended learning environments in Indonesia. Applications such as Zoom, Google Meet, and OmeTV have been widely used to facilitate communication, interaction, and speaking practice among EFL students. Therefore, this study aimed to systematically review previous studies regarding the use of video conferencing applications as learning media for EFL students in Indonesia. Specifically, the study investigated the impact of Google Meet, OmeTV, and Zoom on students' English learning outcomes, particularly speaking skills, pronunciation ability, and learning motivation. This study employed a Systematic Literature Review (SLR) method to identify, assess, and interpret relevant previous studies. Using the PRISMA framework, 15 studies were selected from an initial 198 studies for further analysis. The findings revealed that video conferencing applications positively contribute to improving students' speaking skills, pronunciation ability, and learning motivation. Furthermore, video conferencing applications provide alternative learning media that can support teachers in creating more interactive and engaging English learning experiences.

Keywords: *EFL students, Video Conference, English Learning*

Article History:

Received 09th May 2026

Accepted 03rd June 2026

Published 15th June 2026



INTRODUCTION

The rapid advancement of digital technology has significantly transformed the implementation of education in Indonesia, particularly in English Language Teaching (ELT). The integration of technology into learning activities has become increasingly important as teachers and students adapt to digital learning environments and technology-assisted instruction (Santosa et al., 2021). Moreover, the COVID-19 pandemic accelerated the implementation of online learning across Indonesia, requiring educational institutions to utilize various digital platforms and communication technologies to support remote teaching and learning activities (Kusuma, 2022). As a result, online learning has become an essential part of the Indonesian educational system, providing greater flexibility, accessibility, and opportunities for interaction in English as a Foreign Language (EFL) learning contexts.

English has become an essential language in the global era, particularly in education, communication, and professional environments (Mahu, 2012). In Indonesia, English is widely used as a foreign language and is considered important for supporting students' academic and professional development (Putra & Nopember, 2020). Along with the rapid advancement of technology, English language learning has increasingly integrated digital tools and online platforms to support more flexible and interactive learning experiences (Santosa et al., 2021). One of the technologies that has gained significant attention in English as a Foreign Language (EFL) learning is video conferencing applications.

In the current era of digitalization, technological developments are developing so quickly. Study by (Santosa et al., 2021) stated that the goal of 21st-century English education

is to adopt a new learning paradigm. One of the primary themes that are transforming society is digitalization (Urbach et al., 2019). Humans will always live side by side with technology as time goes by. Higher education has evolved significantly in the 21st century and several factors contribute to this shift, including global economic policies, the rise of millennials in classrooms, advancements in learning technology, and pandemics that impact teaching and learning (Santosa et al., 2021). Through technology, students can converse with English speakers anywhere in the world using chat services or video conference apps like Google Meet, Ome Tv, Zoom, etc. These applications have some similarities. One of the similarities is that they are applications used to conduct long-distance conferencing (Augestad & Lindsetmo, 2009). Video conferencing as a technique of remote education allows learning and training to be delivered in a more efficient and cost-effective way (Gladović et al., 2020).

Google Meet and Zoom are face-to-face video conferencing platforms that enable educators and students to interact directly in real time when in-person meetings are not possible (Aini et al., 2021). Although video conferencing is commonly used for online meetings, it has increasingly become an essential tool for teaching and learning activities, especially in online and blended learning contexts. Applications such as Google Meet and Zoom are particularly useful for both teachers and students during the instructional process, as they facilitate not only verbal communication but also the sharing of learning materials, visual presentations, and interactive discussions (A'isy et al., 2023). In addition, features such as screen sharing, chat functions, and breakout rooms support collaborative learning and active student participation. Overall, video conferencing technology enhances teaching and learning by digitalizing the classroom environment and providing greater flexibility and accessibility in delivering instruction (Ramadhani & Machmud, 2021).

While, Ome TV is a well-known website that matches strangers virtually, frequently using webcams to do so (Landa, 2022). The user can meet and have brief conversations with people from other countries by using this program. In the context of English as a Foreign Language (EFL) education, pronunciation is a crucial feature of the English learning process, particularly in the speaking environment, which is typically difficult for EFL students (Aryanti & Santosa, 2024). One of the applications that can use for students practice their speaking skills is Ome TV. Ome TV is a popular platform that allows students to live video chat with random foreign person from all over the world. There are also issues when using video conference applications one of the issue is that video conferences have also been shown to reduce trust because we cannot look each other in the eyes (Murphy, 2020). Ome TV has gained popularity among language learners as a tool to engage with native speakers and practice their language abilities in real conversations (Indriani, 2024).

Some researcher was conducted research on the use of Zoom application as a video conference media on students EFL to learn English (A'isy et al., 2023; Fitria, 2020; Ramadhani & Machmud, 2021; Shodik, 2021). Study by (Ramadhani & Machmud, 2021) used quantitative research, a combination of open-ended and close-ended questionnaires administered online to a sample of 379 junior and senior high school students in Indonesia, selected through simple random sampling. However, Shodik (2021) used a classroom action research method, involving a cyclical process of planning, action, observation, and reflection. Moreover (A'isy et al., 2023; Fitria, 2020) use qualitative research method. Semi-structured interviews with open-ended questions, with a pilot interview including data reduction, identification of themes and patterns, and data display.

However, other studies conducted by (Aini et al., 2021; Lisa, 2021; Rosalina et al., 2021) provide findings on the use of the Google Meet application as a video conferencing medium for EFL students learning English. These studies employed qualitative research methods, with data collected through interviews, including in-depth interviews with selected students, classroom observations, and documentation of learning activities. The data were analyzed using systematic procedures consisting of data reduction, data display, and conclusion drawing to ensure the credibility of the findings. Moreover, these studies examined both the effectiveness and the challenges of using Google Meet in improving students' English-

speaking skills, particularly in terms of interaction, motivation, and classroom engagement. The results indicate that while Google Meet can facilitate meaningful communication and support speaking practice, its success largely depends on instructional strategies and technological readiness.

Moreover, some study by (Indriani, 2024; Jalil et al., 2024; Landa, 2022; Ratnawati et al., 2023; Suryanto & Fitrawan, 2023; Swondo & Haya, 2022; Taufik et al., 2022; Ulya et al., 2019) find the use of Ome Tv application as a video conference media for EFL students in Indonesia learn English. Study by (Indriani, 2024; Landa, 2022; Ratnawati et al., 2023; Ulya et al., 2019) use quantitative research method, through online questionnaire administered to participants. However, (Jalil et al., 2024; Suryanto & Fitrawan, 2023; Taufik et al., 2022) used a qualitative research method, and the data was collected through observation and interview with participant. Moreover, study by (Swondo & Haya, 2022) use classroom action research (CAR) as the research design and the participants were 20 fourth-semester students of the English Education study program at the University of Potensi Utama Medan.

Previous studies have investigated the use of various video conferencing applications in EFL learning contexts. The studies discussed above have identified the impacts, influences, benefits, and challenges of using video conference applications as media for learning English among EFL students. These findings demonstrate that video conferencing can support language learning by facilitating interaction, increasing motivation, and providing access to authentic communication opportunities, while also presenting technical and pedagogical challenges. However, these studies also identified several challenges, including technical issues, internet connectivity problems, and limitations in maintaining effective interaction during online learning. Although many empirical studies have explored the implementation of video conferencing tools in EFL contexts, there is still limited research that systematically reviews and synthesizes these findings, particularly in the Indonesian context. Therefore, this study aims to review previous journal articles that focus on the use of video conference applications as learning media for EFL students in Indonesia. By systematically examining the available literature, this research seeks to provide a clearer understanding of the overall impact of video conference applications on English learning. Accordingly, the research question guiding this study is: *Does the use of video conference applications have an impact on EFL students in Indonesia as a medium for learning English?*

METHOD

This study employed a Systematic Literature Review (SLR) design to identify, evaluate, and synthesize previous studies related to the use of video conferencing applications in English as a Foreign Language (EFL) learning in Indonesia. A systematic literature review was chosen because it enables researchers to collect and analyze relevant studies in a structured, transparent, and comprehensive manner in order to address the research objectives.

The data sources in this study consisted of journal articles and conference proceedings published between 2019 and 2024. The studies were collected primarily from Google Scholar as the main online database. To identify relevant studies, several keywords were used during the searching process, including "video conference," "video conferencing in English learning," "EFL students," "Zoom for EFL learning," "Google Meet in English learning," and "OmeTV for speaking practice."

The selection of studies followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. The PRISMA method was used to ensure a systematic and transparent process in identifying, screening, assessing, and selecting relevant studies. Initially, 198 studies were identified through database searching. After removing irrelevant and duplicate studies, the remaining articles were screened based on their titles, abstracts, and full-text content.

The inclusion criteria for this study were as follows:

The studies focused on the use of video conferencing applications in EFL learning contexts.

The participants of the studies were Indonesian EFL students.

The studies discussed applications such as Zoom, Google Meet, or OmeTV.

The studies were published between 2019 and 2024.

The studies were accessible in full-text form.

Meanwhile, the exclusion criteria included:

Studies unrelated to English language learning.

Articles that did not focus on video conferencing applications.

Incomplete or inaccessible articles.

Non-academic publications such as blogs or opinion articles.

After the screening and eligibility assessment process, 15 studies were selected for the final review. The selected studies were then analyzed and categorized based on several aspects, including research objectives, research methods, participants, types of video conferencing applications used, and research findings. The results of the selection process are presented in Figure 1 using the PRISMA flow diagram.

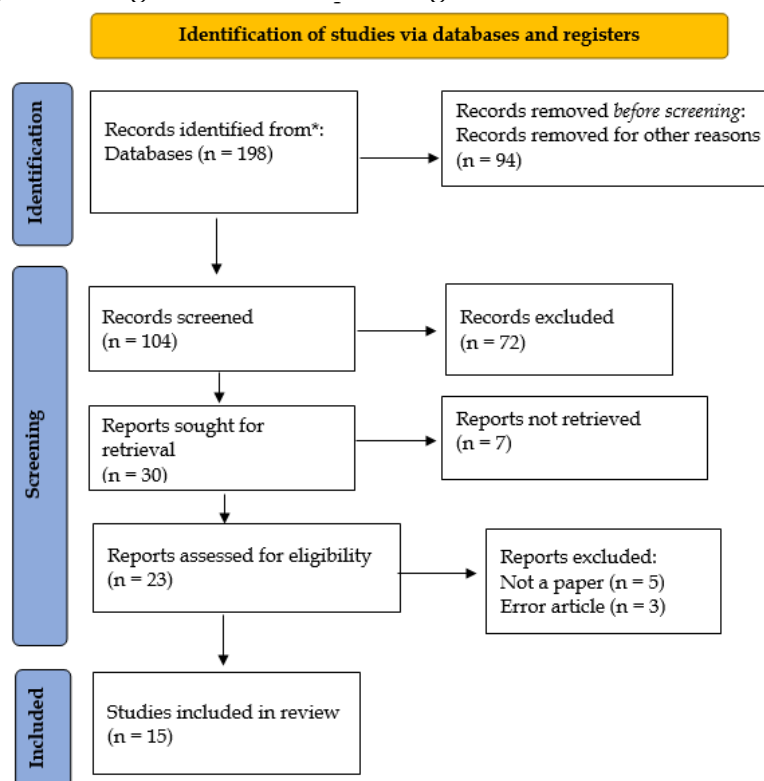


Figure 1. The PRISMA Model

FINDINGS AND DISCUSSION

The article chosen are find about the use of several kind video conference application as a media for EFL students learn English. The kind of the video conference uses such as Zoom, Google Meet, and Ome Tv. There are several studies that find uses of video conference can impact for students learning English. However, there also several studies that find the challenge on the use of video conference application for students. Some study also finds the use of video conference apps can increase students' motivation in learning English. Moreover, several studies used to find on students speaking skills, specified on students' pronunciation ability. More detail towards the explanation will be shown in the Table 1.

Table 1. The Overview of Related Study

No	Author	Location	Kind of Apps	Findings
1	Aini et al. (2021)	Serang, Indonesia	Google Meet	Positive perceptions and high motivation among students using Google Meet for learning English during the Covid-19 period.
2	Shodik (2019)	Jombang,	Zoom	Improvement in students' speaking ability after

Video Conference Application as a Media for EFL Students in Indonesia to Learn English: A Systematic Literature Review

		Indonesia		implementing Zoom as an alternative media, showing successful enhancement of speaking skills during the research cycles
3	Yuriatson et al. (2023)	Makassar, Indonesia	Ome Tv	The study's findings show that, while most students saw an improvement in their tuning in abilities as a result of 'Ome TV', there were some challenges, such as occasional use, limited advancement in understanding words with similar sounds, security concerns, and arrange quality issues.
4	Ramadhani & Machmud (2020)	Random Junior & Senior School, Indonesia	Zoom	Students had positive responses to zoom apps as one of the video conferencing for learning but found it lacking in providing better understanding with technical issues being a major obstacle.
5	Jasman Landa (2022)	Sulawesi Selatan, Indonesia	Ome Tv	The paper's most important findings are that using Ometv to teach articulation can significantly improve students' ability to speak and that understudies responded well to the idea of using Ometv to teach articulation.
6	Indriani et al. (2024)	Bengkulu, Indonesia	Ome Tv	The research got the results that the use of Ome TV had a significant positive impact on improving students' listening skills compared to traditional teaching methods.
7	Suryanto & Fitrawan (2023)	Yogyakarta, Indonesia	Ome Tv	The paper emphasizes the app's usefulness for language practice as well as the difficulties that come with using it.
8	A'isy et al. (2023)	Jember, Indonesia	Zoom	The main findings include the utilization of relevant videos and engagement in speaking practice, challenges related to using Zoom for teaching speaking, and insights into the advantages and challenges of Zoom Video Conferencing
9	Fitria (2020)	Surakarta, Indonesia	Zoom	The main findings include positive institution support for online learning, English lecturers' overall positive opinion towards the online learning system, and the predominant use of video conference apps
10	Ulya et al. (2019)	Bojonegoro, Indonesia	Ome Tv	The result of the study is the use of Ome TV has a positive influence on improving students' speaking skills as shown by an average speaking test score of 83.8 and positive student responses
11	Mona Lisa (2021)	Banda Aceh, Indonesia	Google Meet	The main findings highlight the challenges of using Google Meet for speaking skills, the preference for face-to-face learning, and the recommendation for a mixed method approach.
12	Jalil et al. (2024)	Probolinggo, Indonesia	Ome Tv	Ome Tv is considered an effective tool by students to improve their English-speaking skill, especially in terms of fluency, pronunciation, vocabulary, and communication skills, through interaction with foreigners and native speakers
13	Ashari & Fadilla (2022)	Medan, Indonesia	Ome Tv	The use of the Ome TV application provides a significant improvement in students' speaking abilities, shown by an increase in the average score from the orientation test to the second test in cycle
14	Rosalina et al. (2021)	Bojonegoro, Indonesia	Google Meet	The main findings of the study are that the implementation of e-learning through Google Meet for English subjects at SMPN 1 Jepon was successful and effective, running smoothly with inhibiting factors potentially affecting the learning process.
15	Taufik et al. (2022)	Banten, Indonesia	Ome Tv	The results obtained were that there was a significant influence of using the Ome TV application technique on students' speaking skills, as evidenced by data analysis and comparison of pre-test and post-test mean scores.

During covid-19 the most challenging factor that need to be solve is how to teach students during this condition. This condition led educational sector to adapting the situation make sure that the teaching and learning process can be carried out properly (Suwastini et al., 2024). Therefore, the technological development has created a wide range of opportunities for teachers to vary and innovate their teaching practices in order to enhance student learning experiences (Wiranatha & Santosa, 2024). One form of technology that has been widely adopted by Indonesian teachers is video conference applications, which function as interactive media for delivering instruction and facilitating communication between teachers and students (Indriani, 2024). The rapid spread of COVID-19 significantly accelerated the use of video conferencing, as face-to-face learning was suspended and replaced by fully online learning environments (Kusuma, 2022). In this context, video conference platforms played a crucial role in ensuring the continuity of education during the pandemic. Previous studies indicate that the use of video conferencing in online learning can enhance student satisfaction, increase interaction, and improve learning motivation, thereby contributing to better learning quality in schools (Aini et al., 2021).

The rapid spread of COVID-19 significantly accelerated the use of video conferencing, as face-to-face learning was suspended and replaced by fully online learning environments (Kusuma, 2022). However, even after the COVID-19 pandemic has subsided, video conference applications continue to be used to support distance learning and blended learning models (Setyawati & Adnyayanti, 2022). This continued use is driven by the flexibility, accessibility, and effectiveness of video conferencing in enabling real-time interaction without the constraints of physical presence (Kusuma et al., 2021). Several researchers have conducted studies across various regions in Indonesia to examine the effectiveness, challenges, and impacts of video conference-based learning, highlighting its growing importance in the Indonesian educational context. As a result, video conference-based learning is no longer viewed as a temporary response to a crisis but as a sustainable approach that contributes to the modernization and digital transformation of education in Indonesia.

The findings of this systematic literature review indicate that video conferencing applications such as Zoom, Google Meet, and OmeTV have both positive impacts and several challenges in English as a Foreign Language (EFL) learning in Indonesia. Based on the analysis of the selected studies, the findings were categorized into four major themes: speaking skills improvement, pronunciation development, learning motivation, and challenges in using video conferencing applications.

Speaking Skills Improvement

One of the most frequently reported findings among the reviewed studies is the improvement of students' speaking skills through the use of video conferencing applications. Several studies found that applications such as Zoom, Google Meet, and OmeTV provided students with more opportunities to practice spoken English in real-time communication settings. Shodik (2021), (Ulya et al., 2019), Ashari and Fadilla (2022), and (Taufik et al., 2022) reported significant improvements in students' speaking performance after the implementation of video conferencing applications in English learning activities.

The improvement in speaking skills was mainly influenced by the interactive nature of video conferencing platforms. Through synchronous communication, students were able to participate in discussions, presentations, and speaking practices more actively compared to conventional classroom instruction. In particular, OmeTV was considered highly beneficial because it allowed students to communicate directly with foreigners and native speakers, creating authentic communication experiences that increased students' confidence and fluency. This finding indicates that real-time interaction plays an important role in supporting communicative language learning.

Moreover, Zoom and Google Meet were commonly used in formal classroom settings to facilitate speaking activities between teachers and students. Features such as live video communication, breakout rooms, and screen sharing enabled collaborative learning and

increased students' participation during English learning sessions. These findings suggest that video conferencing applications can support speaking skill development by providing interactive and flexible learning environments.

Pronunciation Development

Another important theme identified in the reviewed studies is the improvement of students' pronunciation ability. Several studies focusing on OmeTV found that students experienced better pronunciation accuracy after engaging in direct conversations with foreign speakers. (Landa, 2022) reported that the use of OmeTV significantly improved students' pronunciation skills because students were exposed to authentic English pronunciation in real-time communication.

Similarly, (Jalil et al., 2024) found that students perceived OmeTV as an effective platform for improving fluency, pronunciation, vocabulary, and communication skills. The opportunity to listen to different accents and speech patterns helped students become more familiar with natural English pronunciation. This exposure also encouraged students to imitate pronunciation patterns used by native speakers, which contributed to better speaking performance. The findings indicate that pronunciation development is strongly supported by authentic communication exposure. Unlike traditional classroom learning, video conferencing applications allow students to interact directly with speakers from different linguistic backgrounds, which enhances listening and pronunciation awareness simultaneously.

Learning Motivation

The reviewed studies also revealed that video conferencing applications positively influence students' motivation in learning English. (Aini et al., 2021) and (Rosalina et al., 2021) found that students showed positive perceptions and high motivation when learning English through Google Meet during online learning implementation. Students considered video conferencing platforms more flexible, accessible, and engaging compared to traditional learning approaches.

Similarly, studies on Zoom conducted by (Fitria, 2020; Ramadhani & Machmud, 2021) reported that students enjoyed the online learning experience because video conferencing applications allowed easier access to learning materials and interactive classroom activities. The use of multimedia features, live interaction, and collaborative discussions created a more enjoyable learning atmosphere that increased student participation.

In addition, OmeTV increased students' motivation by providing opportunities for authentic communication with international users. Students became more motivated to practice English because they could use the language in real communication contexts rather than only for classroom assignments. This finding suggests that meaningful interaction and authentic communication can enhance students' engagement and willingness to learn English.

Challenges in Using Video Conferencing Applications

Despite the positive impacts, the reviewed studies also identified several challenges in using video conferencing applications for EFL learning. One of the most commonly reported challenges was technical problems, including unstable internet connections, audio disruptions, poor video quality, and limited access to technological devices. (Ramadhani & Machmud, 2021) found that technical issues became major obstacles that affected students' understanding and participation during online learning activities.

In addition, some students experienced difficulties maintaining focus and engagement during virtual learning sessions. (Lisa, 2021) reported that students preferred face-to-face learning because online interaction through Google Meet reduced classroom interaction quality and interpersonal communication. Similarly, Murphy (2020) argued that video conferencing may reduce trust and communication effectiveness due to the absence of direct eye contact and physical presence.

Challenges were also found in the use of OmeTV. Although the platform supported authentic speaking practice, several studies identified risks such as exposure to inappropriate content, security concerns, and unpredictable interactions with strangers. These issues indicate that while video conferencing applications provide valuable learning opportunities, teachers and students still require proper guidance, technological support, and appropriate learning strategies to maximize their effectiveness in EFL learning contexts.

CONCLUSIONS

This systematic literature review examined the use of video conferencing applications, including Zoom, Google Meet, and OmeTV, in English as a Foreign Language (EFL) learning contexts in Indonesia. The findings indicate that these applications generally have a positive impact on students' English learning by enhancing speaking skills, pronunciation, fluency, motivation, and classroom engagement. Through real-time interaction and synchronous communication, students are provided with meaningful opportunities to practice English and receive immediate feedback from teachers, peers, and, in some cases, native speakers. Among the reviewed platforms, OmeTV was identified as particularly beneficial for authentic speaking practice because it enables direct communication with people from diverse linguistic and cultural backgrounds. Despite these advantages, several challenges were reported, including unstable internet connections, limited access to technological devices, technical disruptions, and difficulties maintaining student engagement during online learning. Concerns related to inappropriate content and unpredictable interactions on open platforms such as OmeTV were also highlighted. Overall, the effectiveness of video conferencing applications depends not only on technological features but also on appropriate pedagogical strategies and classroom management. This review suggests that video conferencing applications can support more interactive and communicative EFL learning environments when implemented effectively. Future studies are encouraged to examine their long-term impact on various language skills and across different educational settings.

REFERENCES

- Aini, Q., Anita, & Kheryadi. (2021). Students' Perception and Motivation of Online Google-Meet App on Learning English during Covid-19 Period. *Elite Journal*, 3(2), 129-140. <https://www.elitejournal.org/index.php/ELITE>
- A'isy, Q., Mufaridah, F., & Nurkamilah. (2023). The Challenges of Teaching Speaking to High School Students through Zoom Video Conference Application. *Pubmedia Jurnal Pendidikan Bahasa Inggris*, 1(2), 8. <https://doi.org/10.47134/jpbi.v1i2.49>
- Augestad, K. M., & Lindsetmo, R. O. (2009). Overcoming Distance: Video-Conferencing as A Clinical and Educational Tool Among Surgeons. *World Journal of Surgery*, 33(7), 1356-1365. <https://doi.org/10.1007/s00268-009-0036-0>
- Do'smurod Qizi, E. M., Zamira, S., & Qizi, N. (2023). The Importance of Learning English as a Foreign Language Nowadays. In *AMERICAN Journal of Language, Literacy and Learning in STEM Education* www.grnjournal.us AMERICAN Journal of Language, Literacy and Learning in STEM Education (Vol. 01).
- Aryanti, R. D., & Santosa, M. H. (2024). A Systematic Review on Artificial Intelligence Applications for Enhancing EFL Students' Pronunciation Skill. *TATEFL*, 5(1), 102-113. <https://doi.org/10.36663/tatefl.v5i1.718>
- Fitria, T. N. (2020). Teaching English through Online Learning System During Covid 19..., Tira Nur Fitria. *Pedagogy: Journal of English Language Teaching*, 8(2), 138-148. <https://doi.org/10.32332/pedagogy.v8i2>
- Gladović, P., Deretić, N., & Drašković, D. (2020). Video Conferencing And Its Application in Education. *JTTTP - JOURNAL OF TRAFFIC AND TRANSPORT THEORY AND PRACTICE*, 5(1). <https://doi.org/10.7251/jtttp2001045g>

- Indriani, R. (2024). The Effect of Using Ome TV in Explicit Instruction Learning Model on Students' Listening Skill.
- Jalil, H., Islam, M. H., & Hamdany, B. (2024). Undergraduate Students' Perception on Using Ome tv as a Tool in Improving English Speaking Skill. *Journey: Journal of English Language and Pedagogy*, 7(1), 86–94. <https://doi.org/10.33503/journey.v7i1.4017>
- Jasman Landa. (2022). The Use of Ome TV Application to Increase English Pronunciation of Fifth Semester Students of Muhammadiyah Sidenreng Rappang University.
- Kusuma, I. P. I. (2022a). EFL Preservice Teachers' Technology Integration in Managing and Teaching Speaking Skills During Emergency Remote Teaching. *Profile: Issues in Teachers' Professional Development*, 24(2), 149–165. <https://doi.org/10.15446/profile.v24n2.97497>
- Kusuma, I. P. I. (2022b). EFL Teachers' Online Teaching in Rural Schools during the COVID-19 Pandemic: Stories from Indonesia. *Studies in English Language and Education*, 9(1), 203–221. <https://doi.org/10.24815/siele.v9i1.21239>
- Kusuma, I. P. I., Mahayanti, N. W. S., Gunawan, M. H., Rachman, D., & Pratiwi, N. P. A. (2021). How Well Do E-portfolios Facilitate Students' Learning Engagement in Speaking Courses during the COVID-19 Pandemic? *Indonesian Journal of Applied Linguistics*, 11(2), 351–363. <https://doi.org/10.17509/ijal.v11i2.30583>
- Lisa, M. (2021). Using Google Meet in Learning English Speaking.
- Mahu, D. P. (2012). Why is Learning English So Beneficial Nowadays?
- Murphy, K. (2020). Why Zoom Is Terrible. <https://www.nytimes.com/2020/04/29/sunday-review/zoom-video-conference.html>
- Putra, E., Teknologi, I., & Nopember, S. (2020). The Importance Of Learning English Nowadays. <https://www.researchgate.net/publication/346400434>
- Ramadhani, N. R., & Machmud, M. T. (2021). Students' Perspective and Attitude towards Video Conferencing Learning Platform during Covid-19 Pandemic in Indonesia. *Journal of Education Khon Kaen University*, 44(2), 41–56. <https://doi.org/10.14456/edkkuj.2020>
- Ratnawati, R., Rosmiaty, R., Angraeni, L., Fikri, A. M., & Yuriatson, Y. (2023). The Influence of "Ome TV": Exploring The Impact on Students' Listening Skills Through Video Live Streaming. *Tamaddun*, 22(1), 75–84. <https://doi.org/10.33096/tamaddun.v22i1.310>
- Rosalina, D., Ita Purnama, Y., & Ratih Tirtanawati, M. (2021). Analysis of English Online Learning During Covid-19 Pandemic Through Google Meet. In *Jurnal Pendidikan Edutama*.
- Santosa, M. H., Harismayanti, I., & Jaya Putra, I. N. A. (2022). Technology in Action: Developing Gamification Handbook in English Teaching and Learning for the 21st Century Learners. *TESL-EJ*, 26(1). <https://doi.org/10.55593/EJ.26101A2>
- Santosa, M. H., Ratminingsih, N. M., & Adnyani, L. D. S. (2021). Students' Learning Approaches In the Efl Emergency Online Learning Context. In *JEELS (Journal of English Education and Linsguistics Studies)* (Vol. 8, Number 2).
- Setyawati, K. A., & Adnyayanti, N. L. P. E. (2022). The Implementation of Learning Medium: Google Meet Application for ELE Students in EFL Distance Learning. In *Jurnal Sinestesia* (Vol. 12, Number 1). <https://sinestesia.pustaka.my.id/journal/article/view/75>
- Shodik, F. (2019). *The Use of Conference Video Application Media "Zoom" As Alternative Media to Improve Student's Speaking Ability Of Some Students at Senior High School Two Jombang*.
- Suryanto, S., & Fitrawan, M. Y. (2023). The Use of Ome-TV Application As A Technological Medium to Practice English Speaking Skills. *E3S Web of Conferences*, 440. <https://doi.org/10.1051/e3sconf/202344005002>
- Suwastini, N. K. A., Purwanti, N. K. R., Dantes, K. F., & Mahayanti, N. W. S. (2024). Online Learning Amidst Covid-19: Its Challenges on Higher Education in Indonesia. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 21(2).
- Swondo, A. P., & Haya, F. (2022). Improving The Speaking Ability of The Fourth Semester Students of English Education Study Program, University of Potensi Utama Using

Video Conference Application as a Media for EFL Students in Indonesia to Learn English: A Systematic Literature Review

- Ome Tv Application. In *Proceedings of the International Conference on Sustainable Innovation on Humanities, Education, and Social Sciences (ICOSI-HESS 2022)* (pp. 464–476). Atlantis Press SARL. https://doi.org/10.2991/978-2-494069-65-7_39
- Taufik, I., Gumelar, R. E., & Munawaroh, T. (2022). The Effect of Using Ome TV Application Technique Towards Students' Speaking Skill at The Eighth Grade Student of Mts Fathul Adzmi Cikedal Pandeglang (Vol. 7, Number 1). <https://jurnal.untirta.ac.id/index.php/aiselt>
- Thanh Khuong, N., Thi Hong Tham, N., & Chi Minh, H. (2021). Acceptance and Use of Video Conferencing for Teaching in Covid-19 Pandemic: An Empirical Study in Vietnam. In *AsiaCALL Online Journal* (Vol. 12, Number 5). <https://asiacall.info/acoj>
- Ulya, H., Nurdianingsih, F., & Matin, M. F. (2019). The Influence of Ome Tv Toward Students Speaking Skill. <https://sumsel.tribunnews.com/2>
- Urbach, N., Ahlemann, F., Böhmman, T., Drews, P., Brenner, W., Schaudel, F., & Schütte, R. (n.d.). The Impact of Digitalization on the IT Department. Retrieved www.fim-rc.de
- Wiranatha, P. A., & Santosa, M. H. (2024). Systematic Literature Review on Students' Reading Habits in Indonesia in the Era of Technology. 5(1). <https://doi.org/10.30870/gpi.v5i1.26677>