



The Students' Perception of YouTube in Learning English to Improve Speaking Skills on Senior High School in Eleven Grade

Ahmad Farhan^{*1}, Zuhad Ahmad²

^{1,2}Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia

E-mail: ahmadfarhan918@gmail.com

Article Info	Abstract
Article History Received: 2024-06-23 Revised: 2024-07-21 Published: 2024-08-05 Keywords: <i>YouTube;</i> <i>English Learning;</i> <i>Speaking Skills;</i> <i>Student Perceptions;</i> <i>Qualitative Method.</i>	This study explores the perceptions of 11th-grade students at SMAIT Annur Bekasi regarding the use of YouTube in learning English to improve speaking skills. This research employs a descriptive qualitative method with a narrative approach to collect data from 10 purposively selected students. Data were gathered through semi-structured interviews in the participants' natural environment. The findings indicate that YouTube can be an effective tool for enhancing students' English speaking skills through diverse and engaging content, providing opportunities for practice and feedback. Students reported that watching YouTube videos helped them understand more natural pronunciation, intonation, and expressions in English. Additionally, the use of subtitles and participation in discussions in the comment sections also contributed to their skill improvement. This study highlights the importance of integrating digital platforms like YouTube in language learning to create a more enjoyable and effective learning experience for students.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-06-23 Direvisi: 2024-07-21 Dipublikasi: 2024-08-05 Kata kunci: <i>YouTube;</i> <i>Pembelajaran Bahasa Inggris;</i> <i>Keterampilan Berbicara;</i> <i>Persepsi Siswa;</i> <i>Metode Kualitatif.</i>	Penelitian ini mengeksplorasi persepsi siswa kelas XI di SMAIT Annur Bekasi terhadap penggunaan YouTube dalam pembelajaran bahasa Inggris untuk meningkatkan keterampilan berbicara. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan naratif untuk mengumpulkan data dari 10 siswa yang dipilih secara purposif. Data dikumpulkan melalui wawancara semi-terstruktur di lingkungan alami peserta. Temuan penelitian menunjukkan bahwa YouTube dapat menjadi alat yang efektif dalam meningkatkan keterampilan berbicara bahasa Inggris siswa melalui konten yang beragam dan menarik, serta memberikan kesempatan untuk praktik dan umpan balik. Siswa melaporkan bahwa menonton video YouTube membantu mereka dalam memahami pengucapan, intonasi, dan ekspresi yang lebih alami dalam bahasa Inggris. Selain itu, penggunaan subtitle dan partisipasi dalam diskusi di kolom komentar juga berkontribusi pada peningkatan keterampilan mereka. Hasil penelitian ini menyoroti pentingnya integrasi platform digital seperti YouTube dalam pembelajaran bahasa untuk menciptakan pengalaman belajar yang lebih menyenangkan dan efektif bagi siswa.

I. INTRODUCTION

English speaking skills are very important to learn in the current period of globalization because English is a general language used in various fields, both in the world of education, business and technology. The ability to speak English is also a requirement for anyone facing globalization. In several studies, it was found that the ability to speak English is still a difficulty for some people, including students and masters. Therefore, English language training and education is important to improve the ability to speak English in various groups, such as students, masters, and the general public. Learning English certainly cannot be separated from the term "speaking". (Maaliah et al., 2017) stated that speaking is an active language action that users use to express themselves orally, this

is very important for students to master, especially young learners who are learning English.

In Indonesia, English is used as a foreign language. However, it is very rare for people to use it in daily life. They only use it to fulfill some special requirements in proficiency tests. English is a required subject in junior high school and senior high school. The students have to master English skills in order. As stated earlier, one of the students' goals is to master the four English skills: listening, speaking, reading and writing. This is due to the fact that speaking has a very important role in formal communication, teaching students how to communicate well in real life. Speaking is a very important language skill in formal communication. According to (Aprilia, 2019) there is a close relationship

between learning and English proficiency. This shows that people strive to learn English. Skills cannot be acquired without the learning process. Speaking English can be learned anywhere, not just at school. Students' behavior can also help them learn English, especially speaking (Parmawati Asep, 2019). Speaking strategies are very important for beginners, according to (Zuhriyah, 2017). This is because speaking often frustrates them. Speaking is an important skill that everyone who learns another language or a foreign language should develop.

When learning English is a foreign or second language, speaking is the most important skill to learn. Of the four language skills that are considered the most important, speaking is considered the most important. In addition, one of the components of language that supports human life as a social being is speaking. If people cannot communicate well, they will not be able to achieve their aims, goals and objectives. As a result, language is necessary to communicate with people all over the world. We will find it difficult to communicate in a social environment if we do not have this ability.

An important aspect of English speaking is one of the skills taught in schools. Many students face difficulties in the actual educational environment. Even if you have enough vocabulary to express your thoughts, you cannot express them. In addition, students are usually asked to express their ideas without correcting or revising. Students usually have more time to understand the points before submitting the assignment compared to essays. As Sayuri (2016) stated, most students have difficulties when they want to speak. She had one of those problems. During learning, students have difficulties in English pronunciation, fluency, grammar, and vocabulary. In addition, students also face other obstacles that come from within such as: For example: personal information, lack of confidence, fear of making mistakes, embarrassment to others, fear of not practicing, not knowing what to say.

Students have difficulty speaking in public. They hesitate, lack courage, and are afraid of making mistakes. They lack vocabulary and lack practice, so it is difficult for students to find foreign words that are difficult to pronounce when speaking English fluently. As stated by (Meinawati et al., 2020), even if they have ideas, they remain unsure because they are afraid of making grammatical mistakes and worry that other students will laugh at them if they do.

Teachers must be prepared to handle situations like this. Teachers are also required to create a positive learning atmosphere that encourages and motivates students to learn English.

In recent years, the use of digital platforms in education has increased, and YouTube has become one of the most widely used. Many studies have shown that YouTube can be a useful tool for improving language learning outcomes, especially speaking skills. Research has shown that student motivation, engagement, and learning outcomes can improve with the use of technology in language learning. Additionally, YouTube's user friendly interface, accessibility, and multimodal features, such as visual and audio cues, can enhance learners' language learning experiences (Kukulska-Hulme & Shield, 2008; Wang et al., 2016). Using the YouTube platform, students can see how native speakers speak in YouTube videos. They can also practice mimicry, expression, intonation, and accurate vocabulary with pleasure and confidence, which makes watching videos more interesting than watching them (Mohammadian et al., 2018).

Brook (2011) states that YouTube is a tool that increases student participation, boosts confidence, aids language learning and teaching, and provides original materials. Watching various short videos on different English dialects on YouTube is thought to inspire students to improve their English language skills. This can help students speak more easily with native speakers. YouTube offers many guides for teaching and learning, making it the reason researchers have chosen it as a teaching platform. Learning English through YouTube is considered more fun, engaging and flexible than formal classroom learning. According (Harahab Putri, 2019).

Teachers continue to assist in the teaching and learning process even when students are watching videos on YouTube. This is useful for making the content that students access from YouTube clearer. Previous research has shown that watching YouTube videos can help students improve their speaking skills, such as fluency, vocabulary, pronunciation, and grammar, as YouTube videos are an engaging medium that teaches students various speaking skills (I Wayan, 2020). Hearing and vision are engaged simultaneously when watching a video. Students also enjoy learning about "real things" and hearing, which generates interest in the meaning of words. Students also enjoy learning about

"real things", such as speaking, as the original content is motivating.

YouTube is a great platform to teach speaking and help students understand the material as well while learning online. Therefore, YouTube can be a great way to help students overcome problems and difficulties in understanding English, especially English speaking, along with virtual classes (Syafiq et al., 2021). As previous researchers have pointed out, the students face speaking difficulties. For example, their grammar, vocabulary and pronunciation are very poor. To solve this problem, teachers can use YouTube as an IT-based medium to improve students' speaking skills. She states that this is due to the fact that YouTube videos give students a better understanding of speaking features such as pronunciation, structure, vocabulary, and intonation. After that, other speaking features, such as comprehension and fluency, as well as overall speaking skills, improve.

Perception is a stage that aims to obtain and process theoretical data. This stage includes the use of the five human senses to carry out a complex process of observation in response to things and information around them. This process is known as perception (Démuth in Simanjuntak, U. S., 2021). Perception is the process through which humans can relate to their surroundings through their senses, namely smell, touch, hearing, sight and taste. Perception is also an understanding of the human environment derived from information captured and digested by our senses. Perception will definitely help us realize many things in our environment that we may not be aware of from our perspective when responding or reacting to something happening around us. We have the ability to perceive things outside, become aware, and use perception to identify events happening around us (Simanjuntak et al., 2021)

Previous studies have shown that YouTube videos can be used to help students learn. The purpose of this study, according to (Riswandi, 2016), was to explain and measure how the use of YouTube-based videos can help students improve their speaking skills as they learn to teach in grade seven in one of the junior high schools in Surakarta. According to the research he conducted, students' fluency, vocabulary, pronunciation, grammar, and content improved as a result of the study. To collect information, the researcher used observation checklists, field notes, performance tests, questionnaires, and interviews. Her research used a sample of 28

third grade students. The research used a qualitative methodology based on action research.

Based on the previously given research background, the researcher defines the research challenge as follows:

1. To identify the perceptions of class XI students at SMAIT Annur towards the use of YouTube to develop English speaking skills.
2. To identify how does the use of YouTube contribute for student in class XI at SMAIT Annur to English speaking among senior high schools.

The main goal of this study is to ascertain how 10 SMAIT Annur Bekasi class XI students feel about utilizing YouTube as an extra resource for practicing speaking English. As a result, the researcher will use qualitative research to gather more precise resource data. Ten SMAIT Annur Bekasi Class XI students who were invited from the English educational program participated in this study. The study's subjects are still enrolled in their senior year of high school. The participants have used YouTube to support their speaking ability even if they are intensely engaged on their academic path.

II. METHOD

This study was carried out at SMAIT Annur, which located in Sertajaya, Cikarang Timur, Kec. Cikarang Tim., Kabupaten Bekasi, Jawa Barat 17530, at Jalan Raya Rawa Sentul RT. 02 / RW. 04, Sertajaya. This research is a qualitative descriptive one that describes a phenomena with the goal of examining and elucidating the event in the social environment (Nassaji 2015) (Nassaji 2017). The data in this study were analyzed using qualitative research methods. Qualitative data was utilized to investigate and elucidate "The Students Perceptions of YouTube in Learning English to Improve Speaking Skills on Senior High School in Eleven Grade." Semi-structured interviews were employed as qualitative data tools to gather data from participants in their natural setting.

The research methodology employed in this study is a narrative approach. Narratives that describe an individual's experience and talk about what that experience meant to them can be used to collect data. A unique subset of qualitative research known as narrative research usually centers on the examination of a single subject or person and how that subject or person interprets his or her experiences via stories

(Cresswell, 2012). (Abu Hamid B. & Enddang Werdiningsih, 2022)

To gather the research sample, the researcher used a purposive sample. One type of sampling that needs careful thought is purposeful sampling. This approach works best in qualitative research that avoids generalizations. Using a non-random selection technique called purposeful sampling, the researcher chooses samples according to specific criteria that support the objectives of the investigation and are likely to answer research questions. With the help of the English instructor from SMAIT Annur 11th grade, the researcher collected sample data from 24 students to 10 students for the research data. (Nur Fadilah Amin et al., 2023)

The collecting procedure makes use of both individual interviews and documentation. The individual interview is a useful method when the interviewer decides to delve further and ask follow-up questions to get more details. The interview guide utilized for the data gathering in this study was semi-structured interviews (Dengel et al., 2023). In order to get further information regarding a subject that is being assessed, open-ended explorations aim to address any problems that could come up throughout the previously outlined question-response procedure. In contrast to standard open-ended survey questions, which aim to evaluate respondents' knowledge, unaffected opinions, or an ill-defined frequency of possible answers, (Reja et al. 2003; Zu'll 2016; Geer 1991). As part of the interviewing process, open-ended questions were utilized to promote communication between the interviewer and the participants (Neuert et al., 2023).

Additionally, the respondents were permitted to openly voice their thoughts on the pertinent subject. English and Indonesian were the two languages utilized to conduct this interview. This makes it easier for participants to comprehend the questions posed and to appropriately respond to them.

Table 1. Stages, Data Collection Methods and Instruments

Stages	Data Collection Methods	Instruments
Planning	-Interview -Documentation -Permission letter for data collection	-Interview guide -Notes
Execution	-Interview -Recording -Listing	-Recording
Reflection	-Documentation	-Notes

In table 1 showed the techniques for collecting data included interviewing students and teachers, gathering documentation regarding student performance, and observing student and teacher activities. The following table lists the devices and data gathering techniques use in this research. The data analysis used in this research is qualitative data analysis. (Wayan et al., 2016)

Table 2. Value of student Speaking Skill in First Semester

No.	Respondent Code's	Speaking skill score
1	R1	86/100
2	R2	86/100
3	R3	85/100
4	R4	85/100
5	R5	84/100
6	R6	83/100
7	R7	83/100
8	R8	83/100
9	R9	83/100
10	R10	82/100

In table 2 showed score form their English teaching in speaking skill English during the first semester of class 11 in SMAIT Annur. There were two languages spoken during this conversation: English and Indonesian. This is done in order to facilitate participants' understanding of the questions and provide them with the ability to accurately answer them. Differentiate between Guba and Lincoln's (2002) types of interview questions. As of 2020, Roberts

Table 3. Intrument of Interview

No.	The perceptions of YouTube in Learning English
1.	In your opinion, why do you use Youtube to learn English?
2.	How do you think Youtube can affect learning English?
3.	In your opinion, how do you use Youtube to help you learn English?
No.	The Perceptions of Youtube Contribute to English Speaking
1.	In your opinion, are there any contributions of youtube that can have an impact on improving English speaking skills? (if yes why & if not why)
2.	In your opinion, which things can improve your speaking skills after watching Youtube?
3.	Do you believe that Youtube can help to improve your speaking skills? (if yes why and if not why?

In table 3 showed the interview instrument was adapted from Dr Sugiyono's research book entitled "Quantitative and Qualitative Research Methods". (Prof. Dr. Sugiyono, 2016)

III. RESULT AND DISCUSSION

This study was carried out at SMAIT Annur, which is situated in Sertajaya, Cikarang Timur, Kec. Cikarang Tim., Kabupaten Bekasi, Jawa Barat 17530, at Jalan Raya Rawa Sentul RT. 02 / RW. 04, Sertajaya. The research was carried out at SMAIT Annur on April 25, 2024. Interviews and documentation with the research subjects were used to perform the study. In order to create a broad and thorough scenario, the researchers used the descriptive qualitative approach to analyze the study results. This involved describing and interpreting all of the data that was gathered.

Continuing the methodology research, the researchers produced paperwork and conducted interviews pertaining to the study's topic, "The Student's Perception of YouTube in Learning English to Improve Speaking Skills on Senior High School in Eleven Grade." The researchers' findings and discussions on "The Students Perceptions of YouTube in Learning English to Improve Speaking Skills" are presented in this part. Issue with Responding to "YouTube Perceptions in English Learning to Improve Speaking Skills" The researcher gave a quick summary of the study findings that she had conducted.

The research's findings indicate that students in class XI at SMAIT Annur, in particular, have used YouTube to improve their speaking abilities when learning English. However, not all students were able to participate in the interview process; only those who passed the selection process based on their semester report scores were allowed to do so. Thus, just 10 students out of 24 cleared the document selection process, according to the data the researchers discovered during their first investigation. The researcher discovered that this issue also surfaced when the ten students who served as the study's participants responded to the Instrument of Interview Perceptions of YouTube in Learning English to Improve Speaking Skills. The students' Perceptions of YouTube in Learning English to Improve Speaking Skills could be seen in the following table:

Table 4. Demographics of Respondents

Respondent Code's	Gender	Class
R1	Male	XI
R2	Female	XI
R3	Male	XI
R4	Female	XI
R5	Male	XI

R6	Female	XI
R7	Female	XI
R8	Male	XI
R9	Female	XI
R10	Male	XI

Table 5. The Perceptions of YouTube in Learning English

In your opinion, why do you use Youtube to learn English?

R3 "Because, YouTube offers a diverse range of engaging video content that makes learning English more dynamic and enjoyable compared to traditional methods. It includes tutorials, vlogs, short films, and discussions, all of which can help improve English language skills."

R7 "YouTube offers a wide variety of content, ranging from language tutorials and courses to vlogs and short films. This allows me to choose content that suits my interests and comprehension level, making learning more enjoyable and effective."

R4 "Because, most of the content on YouTube is available for free. This provides access to everyone, including those who may not have a budget for formal courses or paid materials."

How do you think Youtube can affect learning English?

R2 "Yes, because YouTube videos cover various topics that allow me to learn new vocabulary in different contexts. For example, watching travel vlogs can introduce me to words related to tourism, while cooking tutorials can expand my vocabulary about food and cooking."

R8 "YouTube provides material that might not be taught in formal classes, such as slang, idioms, and everyday expressions. This gives me access to more natural English, used in daily life by native speakers."

R5 "YouTube allows me to interact with native speakers or other learners through comments and discussions below videos. This provides an opportunity to practice writing in English and receive feedback."

how do you use Youtube to help you learn English?

R7 "I usually use English subtitles to help me understand the words being spoken; this helps improve my listening and speaking skills. I also sometimes use Indonesian subtitles if there are words I don't understand."

R1 "What I do is search for several channels that offer listening and speaking exercises in English that can be followed to improve communication skills."

Table 6. Perceptions of Youtube in Learning English to Improve Speaking Skills

Are there any contributions that can have an impact on improving speaking skills?

R5 "YouTube can significantly contribute to improving English speaking skills through its vast and varied content, interactive and engaging nature, and opportunities for practice and feedback. However, I should supplement YouTube learning with active speaking practice and seek additional feedback when necessary to maximize my progress."

R6 "Yes, because of YouTube, I can imitate the way of

speaking and intonation like a native speaker, and I also often discuss in the comments section after watching educational videos on YouTube”

Which things can improve your speaking skills after watching YouTube?

R9 “I usually mimic the pronunciation and intonation of native speakers in videos, focusing on the rhythm and accent. I also repeat certain difficult sentences until I can say them fluently.

R10 “What I do is record a video of myself after watching a video on YouTube and then listen to the recording again to identify which parts I need to improve, such as pronunciation, intonation, or speaking speed.”

R2 “I often sing English songs by listening to my favorite musicians while looking at the lyrics to improve my pronunciation, and I often do karaoke with my family singing English songs.”

R7 “As I mentioned earlier, I usually use English subtitles to help me understand videos and imitate pronunciation. I also practice writing my own transcripts of videos I watch on YouTube to improve my listening and speaking skills.”

Do you believe that YouTube can help to improve your speaking skills? (If yes why and if no why)

R3 “Yes, I believe because YouTube offers videos from native English speakers that can help me listen to the correct pronunciation, intonation, and various accents such as American, British, Australian, and others, which helps me understand different dialects.”

R8 “I strongly believe that YouTube videos are reflective of everyday life, such as casual conversations, interviews, and vlogs, which show how to speak English in daily life properly and correctly. Additionally, YouTube has many videos on various topics ranging from education to culture, which helps me expand my vocabulary and learn how to speak English in different situations.”

R7 “I believe, as I have explained earlier, that watching videos on YouTube can use subtitles which helps me understand the pronunciation in the videos, and YouTube also allows me to adjust the speed of the videos, enabling me to listen to conversations more slowly and more clearly.”

R1 “I believe that watching various videos on YouTube helps me learn new vocabulary that I didn’t find while studying in school. I also get to know how the vocabulary is used in different contexts, which helps me understand and remember its usage better.”

Based on previous research data, the aim of this study is to examine the challenges or barriers faced by students when attempting to learn English using YouTube videos and enhance their speaking abilities. Semi-structured interviews served as the interview guide for the data collection for this project. Open-ended questions were used as part of the interview technique to encourage interaction between the interviewer and the respondents. The outcomes will be discussed in more detail in the section that follows:

1. The Benefits of Using YouTube for Learning English

The result showed YouTube is a valuable tool for learning English because it offers a diverse range of engaging and free content, making the learning process more dynamic, enjoyable, and accessible. Users can choose from tutorials, vlogs, short films, and discussions tailored to their interests and comprehension levels, enhancing both vocabulary and comprehension through context-specific material. Additionally, YouTube provides exposure to natural, everyday English, including slang and idioms, which may not be covered in formal classes. Interaction with native speakers and other learners in the comment sections further aids in practicing writing and receiving feedback. Using subtitles in both English and their native language also helps learners improve their listening and speaking skills.

2. YouTube as a Tool for Enhancing English Speaking Skills

YouTube is considered a valuable resource for improving English speaking skills due to its vast and varied content, interactive nature, and opportunities for practice and feedback. Many users benefit from imitating native speakers’ pronunciation, intonation, and rhythm in videos, often repeating difficult sentences until they achieve fluency. Recording oneself and reviewing the recordings to identify areas for improvement is also a common practice. Singing along to English songs and engaging in karaoke can enhance pronunciation. Additionally, using English subtitles, writing transcripts, and participating in discussions in the comments section further contribute to learning. Users appreciate YouTube’s reflection of everyday life, exposure to different accents and dialects, and the ability to expand vocabulary in various contexts, all of which make it an effective tool for enhancing speaking skills.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

1. YouTube as a Tool for Learning English:

YouTube has proven to be a valuable tool for learning English as it offers a variety of engaging and free content, making the learning process more dynamic, enjoyable, and accessible. The available content on YouTube includes tutorials, vlogs, short films, and discussions tailored

to the users' interests and comprehension levels, which can enhance vocabulary and understanding through context-specific material.

2. Improvement of English Speaking Skills:

YouTube is considered an excellent resource for improving English speaking skills due to its extensive and varied content, interactive nature, and opportunities for practice and feedback. Users can mimic the pronunciation, intonation, and rhythm of native speakers in videos, often repeating difficult sentences until fluency is achieved. Additionally, the use of subtitles, transcript writing, and participation in comment section discussions further support the learning process.

3. Students' Perception of YouTube as a Learning Tool:

Based on interviews with 11th-grade students at SMAIT Annur, most students use YouTube to learn English because it offers various interesting and free content. YouTube also provides exposure to everyday English, including slang and idioms, which might not be covered in formal classes.

4. Recommendations for Further Development:

The researcher recommend that the use of YouTube as an English learning tool be further enhanced, focusing on increasing interaction and feedback to maximize English learning outcomes, especially speaking skills.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about The Students' Perception of YouTube in Learning English to Improve Speaking Skills on Senior High School in Eleven Grade.

REFERENCES

- Abidin, Z., & Ngadiman, A. (2021). the Effect of Youtube on Speaking Ability. *Magister Scientiae*, 49(2), 146–155.
- Andi putrawansyah, Nunung Anugrahwati, E. (2020). Effectiveness of Using Youtube Video in Improving Students' Speaking Skill Through Asking and Answer Questions. *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP)*, 7(1), 93–103.
- Aprilia, F. (2019). Using News Videos To Improve the Speaking Skill of Efl Students in Palembang. *International Seminar and Annual Meeting BKS ...*, 2004, 265–271. <http://conference.unsri.ac.id/index.php/semirata/article/view/1004%0Ahttp://conference.unsri.ac.id/index.php/semirata/article/download/1004/494>
- Hussin, R. A., Gani, S. A., & Muslem, A. (2022). the Use of Youtube Media Through Group Discussion in Teaching Speaking. *English Education Journal*, 13(1), 33–45.
- Jalaluddin, M. (2016). Using YouTube to Enhance Speaking Skills in ESL Classroom Using YouTube to Enhance Speaking Skills in ESL Classroom. *English for Specific Purposes World*, ISSN 1682-3257, 17(50), 1–4. <https://www.youtube.com/user/TEDtalksDirector>
- Journal, I., Vol, L., Email, I., & English, L. (2016). English Speaking Problems of EFL Learners of Mulawarman University. *Indonesian Journal of EFL and Linguistics*, 1(1), 47–61. www.
- Liu, M. (2017). English Language Teaching Today : Linking Theory and Practice. In W. A. Renandya & H. Widodo (Eds.), *The Journal of AsiaTEFL* (Vol. 14, Issue 2). <https://doi.org/10.18823/asiatefl.2017.14.2.14.373>
- Liu, T. Y., & Chu, Y. L. (2010). Using ubiquitous games in an English listening and speaking course: Impact on learning outcomes and motivation. *Computers and Education*, 55(2), 630–643. <https://doi.org/10.1016/j.compedu.2010.02.023>
- Lousa, D. P., & Suryaman, M. (2022). Fun Learning To Improve Students' Speaking Skill Through Audio Lingual Method In The Eyl Classroom. *Jurnal Pendidikan Dan Konseling*, 4(4), 6466–6472.
- Maaliah, E., Harry Widodo, Y., & Aziz Politeknik Negeri Madiun, M. (2017). USING AUDIO-LINGUAL METHOD TO IMPROVE THE STUDENTS' SPEAKING SKILL (A Classroom Action Research at the Fifth Grade of

- Madigondo Elementary School in the Academic Year of 2015/2016). *Jurnal Bahasa Inggris Terapan*, 3, 46–47.
- Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N.-. (2020). Increasing English Speaking Skills Using Youtube. *Polyglot: Jurnal Ilmiah*, 16(1), 1. <https://doi.org/10.19166/pji.v16i1.1954>
- Parmawati Asep, R. I. (2019). Siliwangi, Ikip. *Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication*, 7/II(2018), 43–53.
- Purwanti, N. K. R., Suwastini, N. K. A., Adnyani, N. L. P. S., & Kultsum, U. (2022). Youtube Videos for Improving Speaking Skills : The Benefits and Challenges According to Recent Research in EFL Context. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 19(1), 66–75.
- Qomaria, D., & Zaim, M. (2021). The Use of YouTube Video to Enhance Students' Speaking Skill in Senior High School. *Proceedings of the Eighth International Conference on English Language and Teaching (ICOELT-8 2020)*, 579, 119–122. <https://doi.org/10.2991/assehr.k.210914.022>
- Riswandi, D. (2016). Use of YouTube-Based Videos to Improve Students' Speaking Skill. *Proceeding of the International Conference on Teacher Training and Education*, 2(1), 298–306. www.YouTube.com,
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19. *Elsya: Journal of English Language Studies*, 3(1), 50–55. <https://doi.org/10.31849/elsya.v3i1.6206>
- Tristiana, R., & P. Swondo, A. (2020). The Effect of Youtube Content Making on Students' Speaking Skill. *Jurnal FISK*, 1 No 1(1), 148–157. <https://e-journal.potensi-utama.ac.id/ojs/index.php/FISK/article/view/695>
- Zare-Behtash, E., & Sarlak, T. (2017). The Effect of Project Based Learning (PBL) on the Components of Speaking Ability of Iranian EFL Beginner Learners. *Journal of Applied Linguistics and Language Research*, 4(3), 119–130. www.jallr.com
- Zuhriyah, M. (2017). Storytelling to improve students' speaking skill. *Jurnal Tadris Bahasa Inggris*, 10(1), 119–134.
- Zulaefa, R. F., & Rizal, D. (2023). The Use of YouTube as a Supplementary Resource in Students' Speaking Skills. *Ahmad Dahlan Journal of English Studies*, 10(1), 29–41. <https://doi.org/10.26555/adjes.v10i1.302>