

## **The Utilization of Using YouTube Videos to Improve Students Speaking Skills During Online Learning at Ban Kaengsrphoom School, Thailand**

**Yunita Kurnia Aliffia\*<sup>1</sup>, Yudhi Arifani<sup>2</sup>**

<sup>1</sup>Faculty of Teacher Training Education, English Education Department, Universitas Muhammadiyah Gresik, East Java, Indonesia

<sup>2</sup>Faculty of Teacher Training Education, English Education Department, Universitas Muhammadiyah Gresik, East Java, Indonesia

e-mail: \*<sup>1</sup>[yunitaaliffia20@gmail.com](mailto:yunitaaliffia20@gmail.com), <sup>2</sup>[yudhi\\_arif@umg.ac.id](mailto:yudhi_arif@umg.ac.id)

### **Abstract**

*This study aims to analyze the utilization of using YouTube video media to improve the English speaking ability of Grade 6 students at Ban Kaengsrphoom school, Thailand. The method used in this study is mixed method research with explanatory design type. The researcher collected quantitative data by distributing questionnaires to 20 students first and then implemented qualitative data by conducting interviews with 3 students to add more in-depth results. Researchers analyzed the data obtained from the questionnaire analyzed using Likert scale calculations with the frequency of answers given by students expressed in percentage form and then conducted interviews. From the results of quantitative and qualitative analysis, it is known that most students feel happy using YouTube media in learning English. YouTube videos can improve students' speaking skills. Furthermore, students gave positive responses during data collection. Choosing interesting learning media can facilitate students in learning and increase student motivation because YouTube presents a combination of images, animations, text, and sound making students enthusiastic in learning English, especially in speaking skills.*

**Keywords :** *YouTube Video, Speaking skills, Online learning*

## **1. INTRODUCTION**

The YouTube website began as a video-sharing platform for disseminating various forms of information and entertainment, quickly becoming to be the biggest and most well-known on the internet. Currently, YouTube is experiencing an extraordinary spread throughout the world. People of various ages, ranging from children to adults, can access YouTube. YouTube can be seen as a new form of media, with the internet serving as its entry point. YouTube's popularity has been increasing in recent years. This video application owned by Google continues to record an increase in the number of active users on its platform. Based on Business of Apps data, the number of active YouTube users in the world will reach 2.68 billion in 2023. Some of the activities that can be done on YouTube include uploading videos, searching for

videos, watching videos, discussing questions and answers about videos, and at the same time sharing videos for free.

YouTube is a website that shares several types of videos, including video clips, TV clips, music videos, movie trailers, and other content like video blogging, brief original videos, and instructive videos, according to (Jalaluddin, 2016). YouTube videos in education mean that the contents of the video are about the material you want to convey and can certainly make students more interested in learning. YouTube is also one of the learning media that suits the learning style of today's young people, who use the internet in their daily lives. There are millions of educational videos uploaded daily to YouTube, which makes it easy for students and teachers to find video references that can be used in the learning process according to the topics studied. This indicates that YouTube has great potential to be used as a learning medium, especially for learning English.

For students learning English, YouTube has been a major help and advantage (Watkins & Wilkins, 2011). Many videos discussing grammar, vocabulary, pronunciation, reading, listening, speaking, and writing are available from native speakers. These movies can be used as resources to help them visualize concepts and gain a deeper understanding. Several previous research studies investigated the use of YouTube media in teaching English. The research study by (Kamelia, 2019) shows that the use of videos in English lessons can improve children's language skills. This encourages students to imitate the videos to learn English. YouTube allows for the creation of an interactive classroom atmosphere between teachers and students. Through YouTube, students can actively and spontaneously speak English with a good vocabulary. (Anggraini, 2021) has attracted attention for using YouTube in learning speaking skills, with research results suggesting that YouTube can improve motivation in learning as well as allowing them to practice their pronunciation, enrich their vocabulary, find ideas to generate sentences, and even improve their grammar while speaking automatically. (Meinawati et al., 2020) concluded from their research that YouTube can enable students to speak with more confidence and expression because of the authentic learning materials provided by the platform. They can immediately see and learn how native English speakers speak and behave through various videos, thus reducing anxiety about using the proper phrases as they have a native as an example. Through YouTube videos, students can understand material faster than learning from textbooks because the learning media are usually interesting, practical, informative, and fun. They are also more flexible in terms of time so that students do not feel bored. This was allegedly able to increase student interest and motivation. That's why the researcher chose YouTube videos as an alternative medium to help students improve their speaking skills.

Speaking is one of the English language abilities that allows us to express our thoughts, make comments, reject the viewpoints of others if they differ from

our own, and ask and respond to these inquiries. Speaking is regarded as the most challenging of the four language learning skills because it needs a demanding process of meaning communication (Celce-Murcia & Olshtain, 2000). Because speaking abilities are necessary for expressing one's views and thoughts when connecting with someone internationally, teachers should teach speaking skills to their students. Speaking abilities are a constant difficulty for EFL students in the environment. Traditional language teaching techniques are frequently used with EFL students, allowing them to converse, interact, and communicate in the target language while avoiding exposure to the target language or the means of transportation (Zeng and Takatsuka, 2009). Speaking is a challenging talent since it calls for a variety of other abilities, including grammar, vocabulary, and comprehension. In this case, it relates to what the researcher felt when teaching English in Thailand. Thailand is a country that places English as a foreign language (EFL), which means English is only used as a language of communication with foreigners and for international activities and not in everyday life. Most English classes use Thai as the language of instruction. This causes the teaching and learning process to be unsatisfactory, as students find it difficult to speak English. (Hayikaleng et al., 2016) Although English lessons have been taught in Thailand for a long time, teaching and learning English in Thailand are still often constrained by problems. One of them is that students lack confidence in speaking English with teachers and classmates, and they will also feel anxious when they make speech mistakes (Akkakoson, 2016). Not only that, (Punthumasen, 2007) found that most students did not want to learn English because they felt the material being taught was boring and the teaching methods in class were not interesting, so they did not want to learn English. It is the responsibility of a teacher as an educator to encourage students' motivation in learning English, especially in speaking. Another problem that researchers found while teaching online in Ban Kaengsriphoom School, Thailand in grade 6 is that students still have difficulty speaking English. During the question and answer session in class, they tend to be silent, and then their English class teacher translates what the researcher is talking about into Thai. In addition, there are several problems faced by students in the process of learning English, such as: 1) a lack of English vocabulary; 2) mispronouncing English vocabulary; and 3) They lack self-confidence when speaking in English in class. Due to the complications of the language, students may have trouble establishing their English language proficiency (Nunan, 1999). Students find it challenging to converse with others because of the differences between their mother tongue and English. However, students must be required to speak English when in English class.

The students of Ban Kaengsriphoom School demonstrated that they still had limited proficiency in speaking English. Students need to have a solid understanding of speaking, including how to pronounce words clearly, speak naturally, and other skills. It takes more work to enhance students' speaking

abilities than simply teaching them to talk. Of course, coming up with engaging teaching strategies for English in elementary schools is a huge issue. Using technology as a familiar tool is one way to encourage students to take an active interest in learning English. When using media to teach EFL lessons, teachers of today must be wise. Seeing the student problems that occur at Ban Kaengsriphoom School, researchers use YouTube as a very important medium to improve students' speaking skills. As stated by (Kristiani & Pradnyadewi, 2021), YouTube is a learning resource that has a positive impact because it provides a lot of information and interesting videos. So, the researcher took the initiative to analyze the utilization of YouTube applications in improving students' speaking skills. Therefore, the researcher conducted a study with the title "The Utilization of Using YouTube Videos to Improve Students Speaking Skills During Online Learning at Ban Kaengsriphoom School, Thailand."

#### ***Previous Research Teaching English Using YouTube Video :***

With hundreds of millions of videos from contributors around the world, YouTube is a video streaming site that makes learning English easy. The use of YouTube as a multimedia tool is familiar to today's society, and students can learn English actively and effectively. On YouTube, students can watch native speakers speak in videos. Students can also practice facial expressions, intonation, and vocabulary as they wish and feel confident. At the same time, this study focuses on the effectiveness of using YouTube videos so that students can speak fluently, master grammar and vocabulary, and use English in daily life.

There are several previous studies that relate the use of YouTube videos as an affective and successful medium in the teaching and learning process. (Sunisah, 2019) reported that high school students at SMKS Tunas Harapan Rimbo Bujang used YouTube video quizzes to learn English. The results of her study stated that the majority of students gave positive rather than negative feedback during the learning process through YouTube videos, also high school students were interested in improving their English learning through YouTube videos. It shows that students' positive responses in terms of attitude, motivation and interest increased during the learning process. Meanwhile, (Prasetianing Jati et al., 2019) with the title research "Teaching Using Youtube Tutorial Video To Improve Students' Speaking Skills." The research adapted the research design of class action from Kemmis and Taggart, which included 1) planning, 2) implementation, 3) observation, 4) reflection. This study involved the First High school in Jombang, East Java. The study examined how teaching with YouTube video lessons might help students' spoken communication skills. The study's goal is to determine how YouTube video tutorials can assist students in developing their performance in using their speech abilities to complete text procedures. The study's findings demonstrated that when students were taught via YouTube video tutorials, their speaking abilities

increased. Some aspects of increased student speech skills are Accuracy, Fluency, and Appearance. 1) The aspect of accuracy increases as tutorial videos from YouTube become a source for adding vocabulary and showing good speech models. 2) The aspect of fluency increases as the videos provide pronunciation that pronounces to students and also more vocabulary that can be learned at the time that makes them more confident in presenting their procedure text. 3) The aspect of appearance increases because video tutorials from YouTube are a model of how to perform in public. While presenting something, students can also learn about eye contact and body language.

Next is a study by (Meinawati et al., 2020) with the title "Increasing English Speaking Skills Through Youtube." The method used is qualitative descriptive. The aim of this study was to investigate the use of YouTube in improving student speech skills. The subject of the study is a student of the 10th grade of the High School of IT Rahmadiyah. Research results show that YouTube is a good alternative teaching medium, especially in language teaching. By using YouTube media, students learn how to speak correctly as native speakers of English as well as YouTube media can enhance student speaking skills that include pronunciation, grammar, word choice, understanding, and organization of ideas. The effectiveness of using YouTube in speaking teaching can be seen by increasing the average test scores on the first meeting, and the last meeting (first meeting = 60, last meeting = 80). The researchers also found that students were able to speak expressively and confidently. It can be concluded that there is an improvement in their ability to speak using YouTube media.

In addition, research conducted by (Saed et al., 2021) with the research title "The use of YouTube in developing the speaking skills of Jordanian EFL university students." The study used quantitative methods by comparing the experimental group and the control group, where the experimental group used Youtube media and the control group used conventional methods. The results showed that the performance of both groups improved. However, compared to the control group, the experimental group showed a relative improvement, where the t-value was less than -2, and the p-value was less than 0.001. The results also showed significant progress in students' speaking performance that occurred in the experimental group by using youtube. Another study was conducted by (Khoiroh, 2021) with the title "Using Youtube For Speaking In Online Learning: EFL Students' Perception And Difficulties." The purpose of this study was to find out students' perceptions of using YouTube in EFL language skills during online learning, as well as students' difficulties and how they solve them. The study involved 32 participants from non-English courses, 4 males and 28 females. The study was a descriptive qualitative type of research. The researchers used an open-ended questionnaire to collect data. When analyzing the data, the researchers used three steps: learning and organizing information, coding and reduction, and interpretation and



presentation. The findings demonstrated that most participants had a good attitude toward utilizing YouTube for speaking, as they found it to be a practical, economical, and entertaining platform that aided them in many speaking-related areas. Internal and external challenges are some of the issues that students run with when using YouTube. Students use the internet to browse, utilize YouTube features, and have discussions with peers and lecturers to get around these issues.

## **2. RESEARCH METHODOLOGY**

### **2.1 Research Design**

A mixed-methods study was used in this study. Researchers conducted the descriptive study for this study using a mixed approach. In explanatory design, quantitative data are collected first, and then qualitative data are collected to explain the quantitative results.

### **2.2 Participant and Setting**

The participants of this study were 6th-grade 2022–2023 academic year students of Ban Kaengsriphoom School, Phuluang Districts, Loei Province, Thailand. The participants consisted of 12 males and 8 females, for a total of 20 students aged 11–12 years. Sixth-grade students were chosen because the researcher was assigned to teach in that class. They had relevant information about their experience using YouTube videos to improve student speaking skills during online learning.

### **2.3 Data Collection**

To collect the data, the researcher first collected quantitative data using a questionnaire consisting of 10 statements according to students' experiences using YouTube media to improve speaking skills distributed through Google Form and then implemented qualitative data with interviews using Google Meet to get more reliable results. This research was conducted at Ban Kaengsriphoom School, Loei Province, Thailand.

### **2.4 Research Instrument**

In conducting the research, the researcher used two instruments: a questionnaire for quantitative data and a semi-structured interview to explore students' opinions and obtain qualitative data. The researcher got the references questionnaire from (Sakkir et al., 2020) and improved the questionnaire based on the topic related to this study. Because all research was done online, researchers used Google Forms to send questionnaires to students. To allow participants to rapidly respond, the questionnaire's statements are offered in both Thai and English. Using a questionnaire that 20 students completed, three students were chosen to participate in interviews using the Google Meet application to gather more in-depth information. Because the students did not speak English well, a Thai language teacher assisted in translating the research

questions into Thai. The researcher recorded the interview, then used it to write down the data. Researcher also took notes while the subjects responded.

### 2.5 Data Analysis

The researcher analyzed the data obtained from several students were chosen to participate in more in-depth interviews after the questionnaire was examined using a Likert scale calculation and the frequency of replies provided by students expressed in percentages.

## 3. RESULT AND DISCUSSION

The After distributing the questionnaires to students, the researcher examined the findings of the questionnaire and obtained the following results :

NO	STATEMENT	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%	f	%
1	I enjoy learning English using YouTube					2	10	3	15	15	75
2	I like learning english using YouTube because it is easy to understand					1	5	7	35	12	60
3	I am more motivated to learn english by using YouTube					1	5	6	30	13	65
4	I like learning using YouTube because there are many picture and animations					2	10	6	30	12	60
5	I like learning YouTube because it does benefit					2	10	4	20	14	70
6	Through YouTube there are many words that I can know					5	25	7	35	8	40
7	I do understand the meaning of the words without translation using YouTube			1	5	5	25	5	25	9	45
8	I am making progress in learning english because YouTube improves			1	5	2	10	11	55	6	30

	my speaking skills							
9	Through Youtube I can learn how to pronounce the words well		3	15	9	45	8	40
10	Through YouTube videos I feel braver to increase my speaking skills		2	10	10	50	8	40

Based on the results of the table above, question number 1-5 is about YouTube media. For the first question obtained positive results from students with 75% of students strongly agree, 15% agree and 10% are neutral. This means that students are very enjoy when learning English using YouTube media. Then for the second question, students answered with 60% of students choosing to strongly agree, 35% agree, and 5% neutral. This means that learning using YouTube media can help students easily understand the material presented by the teacher. Next is question number three, getting answers from students 65% strongly agree, 30% agree, and 5% are neutral. from these answers, it can be said that students feel more motivated to learn English when using YouTube video. The fourth question results in 60% of students strongly agree, 30% agree, and 10% are neutral. This means that some students like learning using YouTube media because of the pictures and animations that make students interested. Then the fifth question, students answered 70% strongly agree, 20% agree, and 10% are neutral. This means that many students can feel the benefits they get when learning to use YouTube.

For the question number 6-10 is about improving students' English skills. The sixth question showed that 40% of students strongly agreed, 35% of students agreed, and 25% were neutral. This means that through learning using YouTube, students can learn a lot of vocabulary that they have never known before. Then for the seventh question, students answered 45% strongly agree, 25% agreed, 25% neutral, and 5% disagreed. It can be said that when using YouTube media, one student felt less understanding of vocabulary but most students can know some of the meanings of vocabulary in English without using translation. Furthermore, for the eighth question, the results are 30% strongly agree, 55% agree, 10% neutral, and 5% disagree. This means that many students make progress in learning English because YouTube improves their speaking skills. Then to the ninth question the students answered 40% strongly agree, 45% agree, and 15% are neutral. From these results it can be said that through Youtube students can learn to pronounce words properly and correctly. For the last question is the tenth question to get the results 40% of students answered strongly agree, 50% of students answered agree, and 10% answered neutral. From these results, it means that learning English using YouTube videos students feel brave to improve their speaking skills.



From the results obtained based on the experience of Grade 6 students at Ban Kaengsriphoom School who learned to use YouTube, it can be said that students really like learning to use YouTube videos in practicing speaking English properly and correctly. Another results is that YouTube can attract and motivate most students in general and also for introverted students. Introverted students can study and practice privately so they can focus on learning and practicing without worrying about being laughed at by friends, when they feel confident enough they can practice with friends. From these findings, it can clarify the findings (Zaidi et al., 2018) which show that YouTube can be interesting to motivate students and improve students' pronunciation.

To get more detailed information from this qualitative section, the researcher developed one-on-one interview questions with three randomly selected students. These questions consisted of only one to three questions through meetings via Google Meet. These questions are used to reveal students' perceptions about the effectiveness of using YouTube media to improve their speaking skills. The following is the result of the interview :

The first question is: *Do you like learning English using YouTube videos, why?*

Student 1 : *Yes teacher, because this is very fun, I can easily understand the material presented.*

Student 2 : *Yes, because the YouTube video displays very funny pictures and animations so it makes me interested, teacher.*

Student 3 : *Yes teacher, because YouTube videos are very good, I can imitate some English words easily.*

From the results of the interviews it was stated that most of the students stated that they enjoyed learning English using YouTube video media because when showing YouTube videos they did not feel bored and were very enthusiastic about seeing interesting pictures and animations, reading texts, and listening to audio from native speakers then they imitated some English vocabulary with correct pronunciation. This makes it easier for them to learn English, especially to improve students' speaking skills. Not only that, when watching YouTube videos students become motivated and more confident to speak English.

Next is the second question, *Do you think learning English using YouTube videos can improve your ability to speak English?*

Student 1 : *Yes, YouTube videos make it easier for me to understand English words, and I can apply the sentences in exercises in everyday life.*

Student 2 : *I like singing, YouTube videos that the teacher shows in class I watch again at home this makes it easier for me to practice speaking English.*

Student 3 : *Yes teacher, I am braver to speak English after watching YouTube videos.*

From the results of these interviews it can be concluded that by watching YouTube videos while learning English students can easily learn English and

improve their speaking skills so that they can be applied in everyday life and are not afraid of mispronunciation

The third and final question is *Are there any difficulties that you experience when learning English using YouTube videos?*

Student 1 : *No, because learning to use Youtube makes me happy.*

Student 2: *Yes, teacher. Sometimes I find it difficult to understand the meaning of the words conveyed because the video is too fast for me.*

Student 3 : *Yes, an unstable internet connection makes the video and sound not the same.*

From these results it can be said that some students feel there are no problems or difficulties encountered because they enjoy learning English using YouTube media, but some students also feel there are difficulties one of which is not understanding the word because the video is too fast, to overcome this problem the teacher has used how to stop the video then the teacher gives examples of pronunciation to students then students imitate and spell words one by one together.

### **Discussion**

According to the research's findings, using YouTube videos to teach English to students can help them with pronunciation, vocabulary, grammar, understanding, and clarity. (Almurashi, 2016) added that YouTube can be a useful resource for incorporating English lessons, enhancing performance, playing a crucial part in aiding students in understanding their English classes, and advancing their comprehension of English. The majority of students are also more inspired to learn English after watching YouTube videos. Later, YouTube videos can enhance academic achievement, encourage an enthusiasm of learning and a confidence in one's ability to communicate in English. A claim (Saud Albahlal, 2019) that YouTube videos assist students estimate the meaning of foreign words and enhance their speaking skills, as well as lessen student anxiety, help students learn more quickly, and keep student attention during class, can be used to support this.

The results of the interviews found that students learning to speak English using interactive media such as YouTube videos. Watching YouTube videos with interesting pictures and animations and listening to accompanying audio such as videos on the lucymaxenglish YouTube channel can improve students' ability to understand and pronounce vocabulary correctly. This can help in developing their speaking skills, which is an important aspect of language learning. In addition, YouTube can help students develop their creativity and make learning English more interesting and enjoyable. With the use of exciting animation and visual, students become less easily bored and more likely to actively participate in the learning process. Choosing YouTube videos with clear pronunciation and accent accents can also help students practice

pronouncing their own words and phrases. By imitating the sounds they hear, students can improve their own pronunciation and speech skills.

However, the findings also indicate that some students find virtual learning to be challenging. Some of them struggle with weak internet signals and limited linguistic knowledge. Low vocabulary mastery students struggle to comprehend the information in YouTube videos. Meanwhile, unstable internet connections result in subpar video quality. They assert that audio and video move more slowly or differently. This is in line with earlier research by (Atmojo, 2021), which found that student issues include internet network instability, poor language proficiency, and a lack of understanding. However, the researcher hopes that this problem can be overcome by taking a deeper approach to students who are less able to master vocabulary so that they all have the same understanding and ability. And it is also hoped that students will not lose their motivation in learning English and be more courageous to speak English and be able to apply it in everyday life.

#### 4. CONCLUSION

Based on the results of the study, it can be concluded that using YouTube video media has a positive effect on students' English learning especially in improving students' speaking ability at Ban Kaengsrithoom school, Thailand. In addition, YouTube videos can attract students' interest and increase their motivation to learn English. Students are able to understand, memorize, and pronounce vocabulary/sentences properly and correctly.

Most students are enthusiastic and active in participating in learning, but there are some students who still have not mastered some unusual words so the teacher has to explain in detail until they understand. Another problem encountered was the unstable internet connection that disrupted the learning but the problem was solved. The use of YouTube Videos is highly recommended for online learning as students can easily understand the material presented.

#### ACKNOWLEDGEMENT

I would like to thank all the people who have supported and advised me so that I could complete this article especially to my supervisor, the English teacher of Ban Kaengsrithoom school, Thailand. As well as the 6th grade students who have participated in this article, my family, and my friends. Therefore, the researcher is honored for the appreciation of this article. This article is far from perfect but hopefully it can be useful for readers. For that constructive criticism and suggestions are very welcome and necessary, also thank for the Editor of Journal of English Development that **Accept my Manuscript at 19 July 2023 and publish it at 25 July 2023.**

## REFERENCES

- Akkakoson, S. (2016). Speaking anxiety in english conversation classrooms among Thai students. *Malaysian Journal of Learning and Instruction*, 13(1), 63–82. <https://doi.org/10.32890/mjli2016.13.1.4>
- Almurashi, W. A. (2016). the Effective Use of Youtube Videos for Teaching English Language in Classrooms As Supplementary Material At Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32–47. <https://www.youtube.com/watch?v=ssuiqtreiBg>.
- Anggraini, A. (2021). Improving Student's Speaking Skill Using Youtube Video as Media: An Action Research. *Scope : Journal of English Language Teaching*, 5(2), 57. <https://doi.org/10.30998/scope.v5i2.8406>
- Atmojo, A. E. P. (2021). Teacher-Made YouTube Videos in Online EFL Classes: Non-English Department Students' Perceptions and Practices. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 7(1), 51–64. <https://doi.org/10.35974/acuity.v7i2.2531>
- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse And Context In Language Teaching: A Guide For Language Teachers*. Cambridge University Press.
- Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2016). Thai Students' Motivation on English Reading Comprehension. *International Journal of Education and Research*, 4(6), 477–486. [www.ijern.com](http://www.ijern.com)
- 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>
- Kamelia, K. (2019). Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes. *Utamax : Journal of Ultimate Research and Trends in Education*, 1(1), 34–38. <https://doi.org/10.31849/utamax.v1i1.2742>
- Khoiroh, S. A. (2021). Using Youtube for Speaking in Online Learning : Efl Students ' Perception and Difficulties. *Retain*, 09(02), 202–211. <https://ejournal.unesa.ac.id/index.php/retain/article/view/41836/36682>
- Kristiani, P. E., & Pradnyadewi, D. A. M. (2021). Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills. *The Art of Teaching English as a Foreign Language*, 2(1), 7–11. <https://doi.org/10.36663/tatefl.v2i1.97>
- 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>

- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers, 7625 Empire Dr., Florence, KY 41042-2978.
- Punthumasen, P. (2007, December). International Program For Teacher Education: An Approach To Tackling Problems Of English Education In Thailand. In *The 11th UNESCO-APEID International Conference Reinventing Higher Education: Toward Participatory And Sustainable Development* (Pp. 12-14).
- Prasetianing Jati, I., Saukah, A., Suryati, N., & YBPK Ngoro-Jombang, S. (2019). Suryati-Teaching Using YouTube Tutorial Video to. *Jurnal Pendidikan Humaniora*, 7(3), 101–116. <http://journal.um.ac.id/index.php/jph>ISSN:2338-8110
- Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, 7(7), e07543. <https://doi.org/10.1016/j.heliyon.2021.e07543>
- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Students' Perceptions toward Using YouTube in EFL Classrooms. *Journal of Applied Science, Engineering, Technology, and Education*, 2(1), 1–10. <https://doi.org/10.35877/454ri.asci2125>
- Saud Albahlal, F. (2019). The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives. *Journal of Applied Linguistics and Language Research*, 6(2), 1–17. [www.jallr.com](http://www.jallr.com)
- Sunisah, F. (2019). *Perceptions of the use of youtube videos for learning*.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL Classroom. *Language Education in Asia*, 2(1), 113–119. [https://doi.org/10.5746/leia/11/v2/i1/a09/watkins\\_wilkins](https://doi.org/10.5746/leia/11/v2/i1/a09/watkins_wilkins)
- Zeng, G., & Takatsuka, S. (2009). Text-Based Peer–Peer Collaborative Dialogue In A Computer-Mediated Learning Environment In The EFL Context. *System*, 37(3), 434-446.
- Zaidi, A., Awaludin, F. A., Karim, R. A., Ghani, N. F. C., Rani, M. S. A., & Ibrahim, N. (2018). University Students's Perceptions of YouTube Usage in (ESL) Classrooms. *International Journal of Academic Research in Business and Social Sciences*, 8(1). <https://doi.org/10.6007/ijarbss/v8-i1/3826>



**Copyright Holder :**

© **Yunita Kurnia Aliffia.** (2023).

**First Publication Right :**

© Journal of English Development (JED)

**This article is under:**

