

## **IMPROVING STUDENTS' SPEAKING SKILLS THROUGH YOUTUBE VIDEOS AT THE SEVENTH GRADE OF MTS N 02 KOTA BENGKULU**

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*Submit, 27-01-2023*

*Accepted, 29-06-2023*

*Publish, 30-06-2023*

### **ABSTRACT**

Speaking is a skill that deserves attention every bit as much as literary skills in both first and second languages. The aims of this study were to discover (1) improving students' Speaking skills through YouTube Digital Videos for seventh-grade students of MTsN 02 Kota Bengkulu, (2) Some factors influence how students' Speaking skills change after using YouTube digital videos for seventh-grade students of MTsN 02 Kota Bengkulu. This Classroom Action Research (CAR) project included 36 students of seventh-grade students of MTsN 02 Kota Bengkulu. The researcher investigated the enhancement of students' speaking skills and the factors that influence the change in students' speaking skills using quantitative and qualitative data. This study's instruments included a speaking test, an observation checklist, field notes, and an interview. The results of the research were described as follows: (1) the improvement of students' speaking skills through YouTube digital videos was based on the test results. The research was declared successful the mean score on the students' speaking test was 77. The aforementioned statistics allowed us to determine that the mean speaking score for students was 77, meaning that eighty-five percents of students were good and very good. In this study, 42% of students, or 15 students, were good speakers, whereas 45% of students, or 16 students, were very good speakers, (2) factors that influence how students' speaking skills change after using YouTube digital videos were motivation and students' activeness in following the learning process by viewing the YouTube digital videos. The results of the research can be concluded that YouTube digital videos can improve students' speaking skills, and it was affected by motivation, the students' factors, and the teacher's cooperation in applying YouTube digital media.

Keywords: Classroom Action Research (CAR), Speaking skills, YouTube Digital Videos

## INTRODUCTION

Knowing English entails utilizing it appropriately for specific reasons and speaking it correctly. When people employ language, frequently, they accomplish three items: they express something, make it clear how they want the listener to interpret what they said, and have a tangible impact on the listener's outcomes. The language here refers to spoken words. People typically use it to communicate or express their opinions. In the very competitive world today, and with the use of English in numerous fields such as education, and business science, proficiency in the language is essential for global survival. As a result, numerous jobs and professions seek qualified applicants fluent in written and spoken English.

In the classroom, speaking skills are emphasized when teaching English, specifically to students. Nowadays, many digital media can be used to assist English teachers. One of the most popular digital media that can be used is YouTube. Researchers have demonstrated the positive impact of YouTube on students' speaking, reading, writing, and listening abilities. According to previous research, incorporating YouTube into language teaching and learning can help students rapidly improve their comprehension. The first study was conducted by Ruslan (2021) in Palopo. He was engaged in experimental research. The data explains why post-test values (7,61) are more significant than pre-test values (4,74). He discovered that YouTube digital videos were efficient to be used to teach speaking skills. It demonstrates that using YouTube videos to teach speaking skills at SMK Negeri 1 Palopo in the 11th grade is effective.

The second is based on Meilinda's (2018) research. Based on the findings, she concluded that YouTube videos and the technique of throwing a snowball are effective for enhancing students' speaking ability in class XI at Senior High School Muhammadiyah 6 in Palembang in the academic year 2017/2018. The third study was conducted by Rahmayanti (2021). She drew a conclusion based on the qualitative descriptive analysis of the displayed data. This study demonstrates that YouTube has a positive impact on students' speaking abilities, as students can improve their speaking skills by using YouTube.

Using YouTube videos as supplementary material in English classes will enhance students' comprehension and knowledge of the subject. Furthermore, it may enhance the harmony and significance of the learning process. Additionally, it facilitates students' easier memorization of lessons. On the other hand, speaking practice is emphasized in the teaching and learning process at MTsN02 Kota Bengkulu. The seventh-grade students at MTsN 02 Kota Bengkulu have seven classes. Furthermore, the VII-A students have the lowest speaking skills. Based on the score of the most recent examination in the last semester. Their average

speaking ability is inferior to that of KKM. KKM equals 77.

Meinawati (2020) According to the results of several earlier research, the usage of YouTube digital media had a positive influence on students' speaking abilities. Finally, to address these issues and find out the research differences from the previous studies, it is necessary to research the use of YouTube digital media to increase students' speaking skills.

Therefore, in light of the preceding issue, the researcher conducted a study titled "Improving Students' Speaking Skills through YouTube Digital Media at the seventh-grade students of Madrasah Tsanawiyah Negeri 02 Kota Bengkulu". Based on the above points, the following research questions could be made: (1) To what extent can YouTube videos improve students' speaking skills in the seventh grade (VIIA) of MTsN 02 Kota Bengkulu? (2) What factors influence the change in students Speaking skills by using YouTube digital videos in the Seventh Grade of MTsN 02 Kota Bengkulu?

## **LITERATURE REVIEW**

Speaking is an essential component of verbal communication; therefore, it should predominate in the language-learning process. In spite of its significance, speaking has been deemed unimportant for decades. Based on preliminary observations of language teaching practices in schools, English teachers speak English only as a repetition of exercises or memorization of dialogue, and students should be able to speak English correctly, fluently, and precisely when interacting with others. It falls far short of the communication proficiency required in real life. This disparity must be closed by enhancing the teaching and learning process.

Daily communication requires communicative competence, which cannot be acquired through mastery of discrete language elements such as structure, vocabulary, and pronunciation (Ilyas, 2020). Communicative competence is the ability to use language for communicative purposes, including comprehension and expression (Ilyas, 2020). The preliminary survey of students who have taken classes in public speaking revealed that the majority of students believed speaking to be difficult, while only a few found it simple (Putrawangsyah, 2020).

YouTube is the largest and most popular online video platform in the globe. Recently, YouTube consumers of all ages, from children to adults, have spread across the globe. Users can transfer videos, search for videos, view videos, discuss videos, and share video snippets for free. YouTube is another method identified by researchers for enhancing the speaking skills of students. When viewing videos on YouTube, students are required to glean speech ideas from the speaker's demeanor so that they can attempt creative, intensive, reactive, active, interactive, and comprehensive speech performances. If the environment or authentic content encourages it as schemas for the students, then their speaking ability will be

enhanced. The implementation of this strategy includes the frequently component-based pre-work, the work process, and the language-focused portion. This strategy is intended to aid students in problem-solving and improve their performance in speech. (Riswandi, 2016).

Djahida (2017) investigated the role of educational YouTube videos in enhancing the speaking skills of EFL students enrolled in the second semester at Biskra University as evidence of the success of implementing audio-visual materials to enhance speaking skills. In addition to promoting students' communicative competence, the outcome demonstrated its efficacy in boosting students' self-confidence, contextual language exposure, and vocabulary enrichment. This use of audio-visual materials, such as educational YouTube videos, is intended not only to accelerate students' English speaking skills but also to improve their vocabulary, self-confidence, and English context, which are the issues with which the students in the study struggle. Nonetheless, her research investigated the role of educational YouTube videos in enhancing speaking skills and the development of audio-visual speaking materials that are believed to be effective in advancing students' speaking ability.

During the teaching process, Meinawati (2020) asserts that YouTube has both advantages and disadvantages for teaching speaking in the classroom. The students are more attentive to YouTube content because they find it engaging to learn by viewing. The students are laughing while viewing the video because the creators of YouTube videos strive to make them as entertaining as possible. During the implementation of YouTube in the classroom, the researcher discovered that students are easily distracted; whenever they see popular videos on YouTube's homepage, they want to view them and make noise.

Therefore, YouTube videos are a useful tool for enhancing communication skills. In addition, this media will make the classroom environment more active and engaging. This study aims to describe the effect of using YouTube videos to improve students' speaking skills and to gather information from 10 sources about using YouTube videos. Additionally, it is applicable to all levels of education.

## **METHOD**

This study is categorized as action research. The objective of this action research is to discover problematic situations that participants feel should be studied more extensively and methodically (Burns, 2010). Henning, Stone, and Kelly (2009) explain that action research is conducted in a local context to introduce more effective teaching techniques. According to Burns (2010), the central concept of the active component of action research in the field of education is to proactively intervene in a problematic situation to effect changes and improvements in practice. Improvements in action research are based on the information or data collected

systematically by the researcher during the process. This study was conducted in class VII A for the first-year seventh-grade students of MTsN 02 Kota Bengkulu in the Academic Year 2022/2023, consisting of 36 students. The researcher chose this class because of the poor speaking ability of the students and the English instruction and learning in this classroom.

This study was conducted in a single cycle using Kemmis Mc Taggart Model. If the cycle were unsuccessful, the researcher would continue with a second cycle. Based on preliminary research, the researcher began by identifying a problem in the teaching-learning process, wherein he or she discovered that students' speaking ability had improved. Before utilizing YouTube digital media as the teaching technique for English teaching and learning in the classroom, the researcher prepared for the first cycle. Planning is a phase in developing the classroom instructional approach produced in the research to solve instructional challenges. During the planning phase, the researcher would utilize the video media teaching technique to address students' issues with the English language. The researcher also prepares lesson plans, English instruments, and media for use in the classroom during the implementation of video media teaching. Moreover, the researcher would determine the success criteria. The research procedure of this study consists of a plan, action, observation, and reflection. The research produced both qualitative and quantitative data. Observation, interviews, and documentation were utilized to collect qualitative data pertaining to the teaching and learning process of speaking in the classroom, including the tactics employed by the instructor, the learning medium, and the classroom speaking activities. The students' Speaking Test is applied to gather the quantitative data. The test was created using the school's curriculum. The test consists of ten questions on it, which ask the learners to comprehend the material of Speaking Skills. Using YouTube Digital Videos, it is determined whether the learners' Speaking Skills have improved.

## **FINDING**

Based on the description of the data analysis above, the researcher concluded that the result of this research questions as follows:

The extent to which YouTube digital videos improved the student's students' speaking skills at the seventh grade (VIIA) of MTsN 02 Kota Bengkulu.

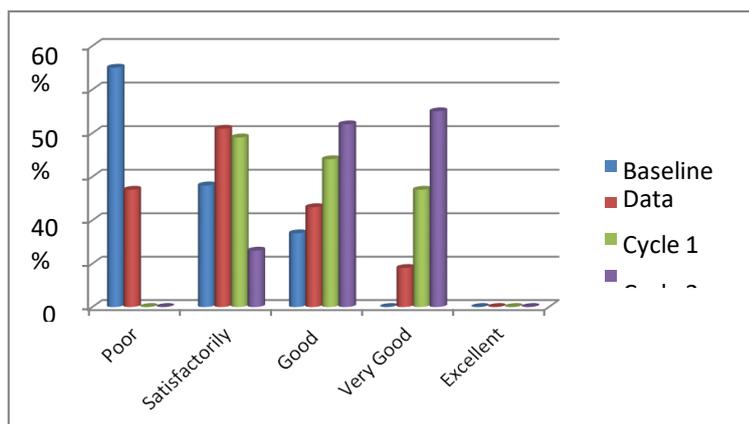
This research was analyzed by observing and evaluating the speaking performance of students in each cycle, including baseline data and all cycles. Using each cycle, it was evident that students had worked diligently to develop their speaking skills through YouTube digital videos; they attempted to demonstrate their best speaking performances when the English teaching and learning process was undertaken in the classroom. The findings of each cycle demonstrated that video media was highly effective at enhancing the speaking skills of MTsN 02 students in Kota Bengkulu. It might be noticed in the results of each cycle's speaking skills assessment. The full outcome is displayed and compared in the table below:

**Table 4.5 The Percentages of Students' Speaking Skills in All Cycle**

THE QUALIFICATION OF STUDENTS SPEAKING SKILL					
Data	CATEGORIES				
	Poor	Satisfactorily	Good	Very Good	Excellent
Baseline data	55%	28%	17%	0%	0%
Cycle 1	27%	41%	23%	9%	0%
Cycle 2	0%	39%	34%	27%	0%
Cycle 3	0%	13%	42%	45%	0%

According to the table above, the percentages of students' speaking skills improved with each cycle. The result of students' speaking was always positive and increased well; the improvement of students speaking skills occurred from baseline data until cycle 3. It indicated that YouTube video media was effective in improving students' speaking skills at MTsN 02 Kota Bengkulu and decreasing their problems. To get clear information about the improvement of students' speaking ability. We can see the following chart.

**Chart 6. The Percentages of Students' Speaking Skills in All Cycles**



According to Chapter III's indicator of success, the research was declared successful if the mean score on the students' speaking test was 77. The aforementioned statistics allowed us to determine that the mean speaking score for students was 77, meaning that eighty-five percents of students were good and very good. In this study, 42% of students, or 15 students, were good speakers, whereas 45% of students, or 16 students, were very good speakers, as evidenced by the figures presented above.

**The factors improved the students' speaking skills by using YouTube digital videos in the Seventh Grade of MTsN 02 Kota Bengkulu.**

After applying YouTube digital videos to improve students' speaking skills, seventh-grade students at MTsN 02 Kota Bengkulu. The researcher also noticed that the enhancement of the student's speaking skills from the result of the student's observation checklist and field notes and in cycle I, cycle II, cycle III, and from interviews had been done after cycle III. There was a significant enhancement in students' speaking skills after applying YouTube digital videos. The factors of the improvement of students' speaking skills by using YouTube digital videos were motivation and the activeness of the students. All the factors were described as follows;

### Motivation

The motivation factor is suitable for the advantages of YouTube digital videos. It stated that YouTube digital videos can increase motivation. Many written reviews on the assignment state that students like to work past the deadline and strive to complete the project. Teachers also reported increased attendance and decreased tardiness. Students felt that YouTube digital videos were more fun than other aspects of the curriculum in teaching and learning activities.

It can be measured by the result of interviews have been done after doing cycle I, cycle II, and cycle III. The results of the interviews were as follows; the result of interviews showed that implementing YouTube digital videos as the main media could stimulate the students to be more motivated in the teaching and learning process. Therefore, when the researcher asked the students about their problems with speaking skills, student 18 said:

“sering merasa sangat takut untuk berbicara Bahasa Inggris karena dalam proses pembelajarannya biasanya tidak ada media pembelajaran yang menarik yang bisa dijadikan contoh untuk memulai berbicara dalam Bahasa Inggris”.

**"Often feel very afraid to speak English because in the learning process usually there are no interesting learning media that can be used as an example to start speaking in English."**

According to the result of the interview questions about the differences between learning English in the classroom before and after applying for YouTube digital video shows, students had been enthusiastic during the learning process. The response of the students can be seen in the following explanation, and student 31 said:

“dulu biasanya kalo belajar ya disuruh baca dan hafal kata yang ada dibuku dan dipraktekkan bersama cara bacanya. Setelah ada video-video pembelajaran dari YouTube yang ditampilakn dikelas. Kegiatan belajarnya.

“Jadi menyenangkan karena bisa langsung mencontoh dari orang Inggrisnya langsung dari video YouTubnya dan juga kegiatan belajarnya jadi lebih menarik karena bisa sekalian nonton video”

**("In the past, when I was studying, I was told to read and memorize the words in the book and practice reading them together. After that, there are learning**

**videos from YouTube that are displayed in class. The learning activities are fun because you can directly imitate English people directly from the YouTube videos, and the learning activities are also more interesting because you can watch videos at the same time"). Student 31**

The students were not interested in learning to speak, but when they have shown YouTube digital videos to comprehend the way to speak, which made the student tried to comprehend the way to pronounce the vocabularies by the clear steps.

Furthermore, as long as the interview was done, the researcher also asked the students whether YouTube digital videos made them easier to comprehend the way to speak in English and influenced their feeling towards the learning process by YouTube digital videos.

“Waktu belajar bahasa Inggris tentang materi berbicara dalam bahasa Inggris. Kalau belum kenal sama kata yang mau diucapkan sebelumnya. Kami sering takut untuk mencoba. Tapi, waktu video-video YouTube ditampilkan dikelas. Jadi semangat untuk mencoba mengucapkan kata-kata dalam Bahasa Inggris. Meskipun belum pernah dengar kata itu sebelumnya”.

**"Time to learn English about speaking material in English. Suppose you don't know the words you want to say beforehand. We are often afraid to try, however, when YouTube videos are shown in class. So excited to try to pronounce the words in English. Even though I've never heard that word before". Students 20**

It can be said that the students felt so confused with English. Moreover, the complex way to speak made the student not have the desire to know more about the way to speak in English. However, when the student was introduced to YouTube digital videos, it made the students motivated by getting interested, and enthusiastic to learn. Starting from the essential questions given, by applying this, the students could understand the whole way to speak like a native speaker of English.

### **The activeness of students in participating in the use of YouTube digital videos**

The factor of activeness of students proved that YouTube digital videos have an advantage. YouTube digital videos can improve collaborative skills. Due to the necessity of group cooperation in projects, students must learn and practice skills. Collaborative features of a project include cooperative working groups, student evaluations, and online information exchange. According to new and constructivist cognitive theories, learning is a social phenomenon, and students learn more in a collaborative atmosphere.

YouTube digital videos also can improve the student problem- solving abilities. The research on the development of students' higher-ordercognitive skills emphasizes the need to include students in problem-solving tasks as well as particular learning on how to locate and solve challenges. Many sources describe YouTube digital videos as encouraging students to be more active and effective in the completion of complex activities.

In conclusion, the result of the observation checklist, field notes, and interview showed that the students' speaking skills improved by using YouTube digital videos influenced by the factors of motivation and student activeness.

## **DISCUSSION**

Based on the results found by the researcher in each cycle of this research, we could see that most students were interested in learning English through YouTube digital videos. They had good self-confidence to express their ideas in classroom speaking activities; most of them were able to minimize their fears and were shy to speak; the frequency and percentage of students speaking abilities increased significantly in each cycle. Furthermore, YouTube digital videos could motivate students to be active and engaged in speaking activities during the teaching and learning process in the classroom.

Another aspect discovered by the researcher in this study was that YouTube digital videos could motivate and minimize students' problems with speaking English, such as low motivation to speak, lack of vocabulary to express their ideas, feeling shy when speaking in front of their friends, being rigid to express their ideas through oral communication, being unfamiliar with good techniques to speak easily, being unable to speak well, and so on, during the teaching and learning process.

There were some problems with the English teaching and learning process in the class before the implementation of the actions. Most students found it difficult to engage in speaking activities effectively, and their speaking skills were still low. They lacked the confidence to speak English because they were always afraid of making mistakes. The media and materials used in the teaching and learning process were also less varied. It made the students get bored and lose attention easily. Therefore, it was necessary to implement some actions to solve those problems.

The researcher then proposed to use of YouTube digital videos as the main medium to improve the students' speaking skills. The use of YouTube digital videos, coupled with other interesting activities, was expected to help the students improve their speaking abilities. The students would have more opportunities to practice speaking.

YouTube digital videos have the advantage of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and increasing students' awareness of particular language points or other aspects of communication. In line with this, Harmer (2001: 284) mentions that there are many advantages to using videos in the teaching and learning process, such as seeing language in use. It means that the students do not just hear the language. But they can also see it. They can understand the general meaning of the language used as conveyed through expressions, gestures, and other visual clues.

The second advantage is motivation. The students will be interested when they have a chance to see language in use as well as hear it, and it will be better if this is combined with communicative tasks.

Generally, there are three main steps to integrating YouTube digital videos into classroom instruction for learning to speak effectively. They are pre-viewing, viewing, and post-viewing (Stoller, 1988: 9). Those techniques were used in the implementation of the actions, and some activities were designed for each stage.

In the pre-viewing activity, vocabulary practice and pronunciation practice were applied. Pre-teaching any unusual vocabulary contained in the video was needed and aimed at helping the students enrich their vocabulary. So, when they watched the video, they could understand the content of the video. The pronunciation practice was the follow-up activity to the vocabulary practice. Brown (2001: 271-274) says that by using drilling, students will get the opportunity to listen and orally repeat some words. To make it more interesting, pronunciation practice was also done through the video. The students listened to the speaker's utterances in the video and repeated them afterward. The use of both actions successfully helped the students improve their pronunciation and vocabulary mastery.

In using the videos, the researcher decided to use various video teaching techniques. The first method was to improve listening comprehension. According to Davies (2002: 166), the most obvious use of video is for listening comprehension. The listening comprehension technique was designed to assist students in understanding the content of the video and identifying the language functions or expressions used by the speaker. In applying this technique, the video was played at normal speed with normal sound.

The second YouTube digital video teaching technique used was the viewing technique. Harmer (2001: 286) states that the purpose of the design of the viewing techniques is to awaken the students' curiosity through prediction activities. Therefore, when the students watch the video sequence in its entirety, they will have some expectations and considerations about it. There are many kinds of viewing techniques proposed by Harmer (2001: 286), and the researcher chose the silent viewing (for language) technique. In applying this technique, the researcher played the video at normal speed but without sound. Students should then guess what the characters are saying. When they had done this, the researcher played the video with sound so that they could check to see if they had guessed correctly.

Other activities, such as games and role play, also improved the students' speaking abilities. They were included in post-viewing activities. Through those activities, the students had more speaking practice. Harmer (2001: 271- 275) states that games are designed to give the students the opportunity to speak in English in an interesting way, and role play can be used to encourage students' oral fluency in

a specific situation. The use of videos combined with those speaking activities made the students speak more fluently and confidently. It could be seen from their participation, which has greatly increased from before.

The researcher noticed some factors (students' ability to apply YouTube digital videos and teacher's participation) that affected the improvement of students' Speaking Skills by using YouTube digital videos. The researcher also noticed that the students became more energetic and interested during the teaching and learning process through YouTube digital videos, which passed by combining and enriching some videos. The goal of using videos as the main medium to provide an English-speaking model was successfully achieved. The students could easily identify some expressions in the video and understand the content of the video. They could also use the expression in everyday situations. Moreover, they became more active in doing any activity. Some of them were very confident in presenting their answers and dialogues. They frequently raised their hands to complete their tasks. The students seemed to enjoy the lesson since they were always enthusiastic and excited about watching and listening to the video as the model spoke.

To overcome the problem with grammar, the researcher provided feedback on the students' speaking performances. Brown (2001: 271) suggests that in teaching oral communication, teachers need to show the details of how to convey and negotiate the ever-elusive meaning of language. He adds that students are totally dependent on the teacher for useful linguistic feedback. Giving feedback was effective in helping the students reduce their ungrammatical utterances. They were aware of their error in grammar after getting feedback from the researcher, and some students were successful in not producing the same error in the next task.

In general, the speaking, teaching, and learning processes conducted by the researcher were running well. The students could follow all the activities given, and they were very enthusiastic about joining the activities. In conclusion, the objective of this research was successfully achieved through the use of videos. Based on the explanation above, we could conclude that YouTube digital videos were really effective in improving students' speaking skills, especially in teaching and learning English and decreasing the students' problems. The use of YouTube digital videos in teaching and learning to speak could result in aspects or characteristics of successful speaking ability. According to Ur, successful speakers are those who talk a lot, participate evenly, are highly motivated, and have an acceptable language level. Most of the characteristics that were explained based on Ur above were achieved by the researcher in this research through video media.

## **CONCLUSION**

Based on the results of the students' speaking, as explained in the previous chapter, the researcher concluded that video was a good medium to teach speaking in order to improve students' speaking skills, particularly at MTsN 02 Kota Bengkulu, where students are required to speak English in their daily communication, particularly during classroom learning. This medium could help students with issues like low motivation to speak, a lack of vocabulary to express their ideas, feeling shy when speaking in front of their friends, being rigid about expressing their ideas through oral communication, being unfamiliar with good techniques to speak easily, being unable to speak well, having nothing to say, and so on. All students' improvement in speaking could be seen from their results in the baseline data until Cycle 3.

The researcher advises English teachers at MTsN 02 Kota Bengkulu to use video media, particularly in speaking activities, because it allows students to speak freely based on the material being taught. Then, the teacher who teaches English should know the students' problems in the teaching and learning process, especially in speaking activities, and try to solve those problems by seeking appropriate and interesting media or methods to be applied in the teaching and learning process in order to get the best result of teaching and learning itself and achieve the purpose of the study.

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