

Received: 8 February 2025
Revised: 23 May 2025
Accepted: 27 May 2025
Published: 20 June 2025

Students' Perceptions of Youtube as A Learning Medium for Enhancing Speaking Skills in English Language Acquisition at Universitas Muhammadiyah Mataram

Muhammad Hudri

Universitas Muhammadiyah Mataram, Indonesia
Email: Mchudory@gmail.com

Nadya Hayatul Iman

(Corresponding Author)
Universitas Muhammadiyah Mataram, Indonesia
Email: nadyahytlman@gmail.com

Ilham

Universitas Muhammadiyah Mataram, Indonesia
Email: ilham.ummataram@gmail.com

ABSTRACT

This study investigates students' perceptions of YouTube as a learning medium to improve English speaking skills, particularly pronunciation and confidence, among English Language Education students at Mataram Muhammadiyah University. In the era of Industry 4.0, YouTube offers accessible and flexible learning opportunities that support autonomous language learning through interactive digital content. Using a qualitative descriptive method, data were collected from 29 fifth-semester students through a Likert scale questionnaire and in-depth interviews. Results showed that YouTube positively impacted speaking skills, with 47.8% of students reporting improved fluency, 56.5% enhanced overall speaking ability, and 52.2% better speech organization. Confidence increased for 47.8%, while 63.6% used YouTube to learn pronunciation, grammar, and reading strategies. Additionally, 60.9% viewed YouTube as an effective learning tool. Vlogs and role plays were found helpful for creativity by 43.5% of respondents. Nearly half (47.8%) perceived greater progress compared to traditional methods, though 30.4% remained neutral, indicating diverse learner preferences. Interviews revealed YouTube's benefits in accent acquisition, vocabulary enrichment, and confidence building, but also highlighted challenges in selecting suitable content and understanding varied accents. The study recommends combining YouTube with other teaching methods to maximize learning outcomes and stresses the need for guided practice to address digital learning barriers.

Keywords: YouTube, English Speaking Skills, Language Learning, Students' Perceptions, Creativity

INTRODUCTION

Advances in digital technology have significantly impacted education, creating new opportunities for students and educators to access more flexible and innovative learning resources (Fricticarani et al., 2023). One important platform in this is YouTube, which is now a popular learning medium for many. With millions of videos covering various topics, YouTube provides easy access to interactive and varied learning materials, ranging from tutorials to practical simulations. In English language learning, this platform provides excellent potential for improving students' speaking skills through learning videos, pronunciation exercises, and

communication simulations that resemble real situations. YouTube has become a learning tool that is relevant and effective in supporting the modern education process.

Speaking skills are one of the important aspects of learning English, especially in the era of globalization, which demands communication skills across cultures and languages (Handayani, 2016). This ability enables students to convey ideas, opinions, and information clearly and effectively in academic and professional settings. In addition, speaking skills also help to increase self-confidence so that students are better prepared for various situations, such as presentations, job interviews, or discussions. However, despite its importance, many students still experience difficulties mastering this skill, such as limited vocabulary, lack of practice, or fear of making mistakes. Creative and supportive learning methods are needed to help students overcome these challenges and improve their speaking skills to the maximum (Wahyuni & Nasution, 2017).

Developing students' speaking skills is crucial since speaking is a productive skill that requires extensive practice beyond theory (Sari & Margana, 2019). Advances in information and communication technology have transformed education, with YouTube emerging as a prominent video-sharing platform widely used in English language learning (Balbay & Kilis, 2017). YouTube offers advantages such as easy accessibility, diverse multimedia content, and opportunities for flexible, autonomous learning that caters to various learner styles. However, challenges exist, including inconsistent content quality, difficulty selecting appropriate videos, and comprehension issues due to varied accents or fast speech (Saed et al., 2021). This study investigates the effectiveness of YouTube videos in teaching speaking skills and explores students' perceptions of its usability and impact on their confidence in speaking English (Saed et al., 2021; Musdayanti et al., 2024), providing a theoretical basis for the discussion section (Musdayanti et al., 2024).

College students often face challenges related to motivation, confidence, interest, environment, use of mother tongue, and teaching methods. This study investigates the impact of using YouTube as a learning medium to improve speaking skills in university students (Khasanah & Lestiyawati, 2024). There are many learning methods and applications or tools to improve speaking ability. One is using YouTube videos, which have been proven to affect college students' abilities significantly. This research study aims to investigate the use of YouTube as a learning medium for university students (Zaitun & Salsabila, 2022). Students perceive YouTube as a practical learning medium that improves their speaking skills by providing engaging content, facilitating vocabulary improvement, and fostering confidence in language use, as evidenced by positive feedback from participants in various studies on language learning to access speaking videos (Firdaus & Setiana, 2022).

University students perceived YouTube positively as a learning medium, improving their speaking skills by increasing vocabulary fluency and motivation. This research facilitates organizational ideas and peer collaboration and reduces shyness, making it a practical supplementary resource for college students (Fawaid & Damayanti, 2024). The students still face several problems that make them unmotivated and hinder the learning process, specifically speaking. As a result, YouTube has been chosen as one of the options for teaching speaking (Kusuma & Syam, 2022).

Previous research has explored YouTube's effectiveness as a learning medium, but there is still limited understanding of university students' perceptions regarding its specific role in improving their speaking skills. Therefore, this study aims to answer the following research problem: What are the perceptions of university students toward the use of YouTube as a learning medium in enhancing their English speaking skills? More specifically, this research seeks to investigate students' views on the accessibility, usability, and practical benefits of YouTube for speaking skill development, as well as any challenges they encounter. By

addressing this problem, the study intends to fill the gap in the literature and provide valuable insights into the role of YouTube in English language learning (Khairuddin, 2022).

This research aims to contribute to the field of language learning by investigating in depth the potential of YouTube in developing students' speaking skills. Through an in-depth analysis of students' perceptions and experiences, this study will uncover the factors that influence the effectiveness of YouTube as a learning medium, including the characteristics of the most relevant content and the challenges faced. The results are expected to provide comprehensive recommendations for stakeholders in designing effective and efficient learning strategies by utilizing YouTube's potential as a rich and diverse learning resource.

METHOD

This study evaluates the effectiveness of YouTube as a learning medium for improving the English speaking skills of all students majoring in English education at Muhammadiyah University of Mataram. To get more specific data, they have taken speaking courses. This study focuses on evaluating the effectiveness of YouTube in improving specific aspects of English speaking skills, namely pronunciation and student confidence. It aims to find out directly the effect of YouTube media on the speaking ability of students who already have a basic understanding of this competency.

This study uses a descriptive qualitative approach to understand students' perceptions of YouTube as a learning medium for improving their English speaking skills (Suwanto et al., 2021). This approach explores students' views, experiences, and opinions in depth through data collected from the distribution of questionnaires. This research focuses on how students interpret the use of YouTube in English language learning and its impact on their speaking skills.

The research data was collected through an open-ended questionnaire and interview to explore students' perceptions of using YouTube as a learning medium (Novalia et al., 2023). The questionnaire contained exploratory questions focusing on students' experiences, content preferences, benefits, and challenges in utilizing the platform. The flexibility of the open format allows students to provide varied and in-depth responses, resulting in rich qualitative data.

RESULTS AND DISCUSSION

Results

The following data is the result of respondents' collection from a Likert scale questionnaire distributed to 29 5th-semester English students to analyze students' perception of YouTube as a learning media to improve speaking skills in English language learning. The questionnaire consisted of 10 statements. Respondents gave responses by choosing five categories, namely 5 for strongly agree (SA), 4 for agree (A), 3 for neutral (N), 2 for disagree (D), and 1 for strongly disagree (SD). The results are presented in percentage form. The following data regarding the analysis of the use of YouTube as a learning media to improve students' English speaking skills is shown in table 1.

Table.1 The use of YouTube as a Learning Media to Improve English Speaking Skills

No.	Statement	Responses				
		SA	A	N	D	SD
1.	I am fluent in English-speaking through YouTube.	8,7%	47,8%	30,4%	8,7%	4,3%
2.	YouTube helps me to improve my speaking skills.	8,7%	56,5%	26,1%	8,7%	0%

3.	YouTube videos allow me to organize ideas while speaking in English.	13%	52,2%	30,4%	0%	0%
4.	I use YouTube as a learning medium for speaking skill.	8,7%	60,9%	21,7%	8,7%	0%
5.	My speaking skills are better after I learn speaking English on YouTube.	8,7%	47,8%	34,8%	0%	4,3%
6.	I feel that YouTube can help me increase my confidence in speaking through the videos I watch.	8,7%	47,8%	30,4%	13%	0%
7.	I access YouTube to study English in terms of speaking, grammar, pronunciation, and reading strategy.	4,5%	63,6%	22,7%	4,5%	4,5%
8.	The application of YouTube videos in role-play dapat improves students' speaking skill.	13%	43,5%	34,8%	8,7%	0%
9.	I think practicing speaking by using a vlog increases creativity in learning.	17,4%	43,5%	30,4%	8,7%	0%
10.	Students taught on YouTube showed more significant improvement in speaking than those taught using the traditional method.	13%	47,8%	30,4%	8,7%	0%

The results show that YouTube is important in improving English speaking skills. Most respondents felt that YouTube helped them improve their English speaking fluency and skills. 47.8% of respondents agreed they gained speaking fluency through YouTube, and 56.5% felt YouTube helped improve speaking skills. Additionally, 52.2% agreed that YouTube videos helped organize ideas while speaking, and 47.8% felt an increase in confidence in speaking after watching YouTube videos. Nonetheless, about 30.4% of respondents were neutral to some of the statements, suggesting that all respondents did not feel this experience equally.

63.6% of respondents admitted using YouTube to learn various aspects of English, such as speaking, grammar, pronunciation, and reading strategies. In addition, 60.9% stated that YouTube is an effective learning medium to improve speaking skills. In the context of creative learning, 43.5% agreed that the application of vlogs helps enhance creativity in learning, and 43.5% felt that using YouTube videos in role plays can improve students' speaking skills. This shows that YouTube supports technical learning and motivates students to learn more interactively.

A total of 47.8% of respondents agreed that students taught using YouTube showed more significant improvement in speaking skills than traditional methods, although 30.4% were neutral to this statement. Respondents also stated that learning through YouTube helped them feel more confident and inspired to learn more creatively. However, to ensure optimal results, YouTube should be combined with other learning methods that suit students' needs and learning styles. This approach can support more effective and holistic English learning. The following interview data on the use of YouTube as a learning media to improve students' English speaking skills is shown in table 2.

Table. 2 Students' Perceptions of the Use of YouTube as a Learning Medium to Improve English Speaking Skills

Central Theme	Students' Perceptions
Effectiveness	<ol style="list-style-type: none"> 1. Watching English content on YouTube helps to practice speaking fluency, especially in pronunciation. 2. YouTube is instrumental in improving speaking skills as there is a lot of content that motivates the use of English.
Support for Learning Objectives	<ol style="list-style-type: none"> 1. YouTube helps improve pronunciation and vocabulary, especially in understanding phrases and slang or contemporary language.

	2. YouTube provides many ideas and topics for speaking in English through materials such as descriptive and narrative texts.
YouTube Features	<ol style="list-style-type: none"> 1. The variety of content available allows for a thorough learning of English, including the speaking aspect. 2. YouTube provides various elements of English learning, including pronunciation, accent and dialects such as British English or Australian English.
Confidence Building	<ol style="list-style-type: none"> 1. After learning to use YouTube, students feel more confident speaking in English because they have many ideas and topics to develop. 2. YouTube helps improve understanding and application of various English dialects, thus increasing confidence in communication.
Challenges	<ol style="list-style-type: none"> 1. Students need to select content that suits their ability level and learning needs. 2. Some students may have difficulty in understanding certain accents without repeated listening practice.

Effectiveness

The first theme is students' perception of the effectiveness of YouTube in improving English speaking fluency. Based on the interview results, students gave positive responses to the use of YouTube as a learning medium. They revealed that watching English content on YouTube helps them practice fluency, especially in the aspect of pronunciation. In addition, students also realized an improvement in their speaking skills after regularly learning through the platform. These positive responses suggest that YouTube can be an effective tool in supporting the development of speaking skills in English.

“Yes, I have noticed a change in my speaking skills after learning English using YouTube.”
 (Student 1 interview)

“Yes, watching English content on YouTube can help practice fluency in English, including pronunciation.” (Student 2 interview)

The interview results show that YouTube plays an important role in improving students' English speaking skills, especially in terms of fluency and pronunciation. Through the variety of content available, students can imitate more natural intonation and pronunciation, and are motivated to practice speaking more actively, both independently and in interactions with others. Exposure to formal, informal and slang language through varied content helps students understand the context in which it is used, allowing them to communicate more effectively with native speakers. Thus, YouTube is not only a flexible learning resource but also enriches students' linguistic and cultural insights.

Support for Learning Objectives

The next theme is the role of YouTube in improving students' speaking skills in English. Based on the interview results, students considered that YouTube has a great contribution in the development of their speaking skills. Students revealed that the abundance of content available on YouTube not only motivates them to speak in English more often, but also helps in mastering pronunciation. In addition, students gained a better understanding of pronunciation, phrasing, as well as slang or contemporary language that is often used in daily conversations. This shows that YouTube can be an effective learning media in supporting students' speaking skills.

“YouTube has been very helpful, especially in pronunciation, intonation and the use of phrases that are often used in everyday conversation. I also have a better understanding of how to speak more naturally..” (Student 3 interview)

“YouTube helps, but it's not very significant for me because I watch more for entertainment than actually learning to speak.” (Student 4 interview)

The interview results show that YouTube has an important role in improving students' speaking skills in English, especially in terms of pronunciation, intonation, and the use of phrases that are often used in daily conversations. Students feel that by watching various content on YouTube, they can understand how to speak more naturally and confidently. However, there are also students who think that the impact of YouTube on their speaking skills is not very significant, as they use it more for entertainment than actively learning to speak. This suggests that the effectiveness of YouTube as a learning medium depends on how students utilize it in their learning process.

YouTube Features

Youtube plays a very big role in my ability to speak English because there is a lot of content that motivates me to speak English, Youtube has helped me a lot in improving my speaking skills, especially in my pronunciation, because with YouTube I learn more about how to pronounce, and I learn a lot on YouTube about phrases and slang language or current language so that it has greatly helped me in improving my speaking skills.

“I can say that, I understand the use of formal, informal or slang words better. And it definitely helps me when I want to have a conversation with a tourist.” (Student 1 interview)

“Yes, I often see how speakers in videos organize their ideas before speaking, so I learned how to speak more structurally.” (Student 3 interview)

Based on the interviews show that YouTube plays a big role in improving students' speaking skills in English, especially in terms of pronunciation, phrase usage, as well as understanding formal, informal and slang language. By watching various content, students feel more motivated to speak in English and are able to use more natural language in conversation, including when interacting with native speakers. In addition, YouTube also helps students in organizing ideas before speaking, so that they can speak more structured and confidently. This suggests that YouTube can be an effective learning medium in supporting the development of students' speaking skills.

Confidence Building

The next interview show that students actively use YouTube as a learning medium to improve their English speaking skills. Students revealed that they are interested in learning through YouTube because this platform provides very diverse content, covering all elements of English learning, especially in the aspect of speaking. YouTube offers a variety of videos that include daily conversations, interviews, discussions, and vlogs, which allow students to enrich their speaking skills. By utilizing such content regularly, students find it more helpful in developing their speaking skills in English.

“Yes, I always use YouTube as a learning media in improving my speaking skills, why am I interested in learning using YouTube because YouTube prepares very diverse content all elements of English learning are provided all the more learning about speaking.” (Student 2 interview)

“Sometimes, but I mostly watch videos with subtitles without really trying to speak for myself.” (Student 4 interview)

The interview results show that students actively use YouTube as a learning medium to improve speaking skills in English. They are interested in learning through this platform because YouTube provides a variety of content covering different aspects of English learning, especially in speaking skills. Videos such as daily conversations, interviews, discussions and vlogs help students enrich their vocabulary and understand how to speak more naturally. However, there are also students who mostly watch videos with subtitles without actually trying to speak themselves, so the effectiveness of learning through YouTube depends on how students utilize it in speaking practice.

Challenges

The last theme there are some challenges that students face in using YouTube as an English learning medium related to content selection and difficulty in understanding accents. Students need to choose content that suits their ability level, as too many options can make them confused. If the content chosen is too difficult or not suitable for their level, students will have difficulty in understanding the material and making progress. In addition, students also revealed that they sometimes struggle to understand certain accents, such as British or Australian accents, which are different from the accents they are used to hearing. This is an additional challenge, as they need to listen and practice more often to get used to the accent variations.

“Yes of course, besides improving I can also understand and even use some English dialects such as British or Australian English.” (Student 1 interview)

“Yes, I feel more confident and used to different accents and a more natural way of speaking.” (Student 3 interview)

The interview results show that despite YouTube being an effective learning medium, students face some challenges, especially in content selection and accent understanding. The large selection of videos can make students confused in determining the material that suits their ability level, so if the content is too difficult, they have difficulty in understanding and developing speaking skills. In addition, different accents, such as British or Australian, are a challenge for some students because they are different from the accents they are used to hearing. However, there were also students who felt that by frequently listening and practicing through YouTube, they became more confident and accustomed to different accents and a more natural way of speaking.

Discussion

This study confirms the significant role of YouTube in enhancing students' English speaking proficiency, particularly in areas such as fluency, pronunciation, and confidence, supporting prior research by Listiani et al. (2021) and Alharbi et al. (2024), which demonstrated the platform's pedagogical relevance in language learning. The data from this study reinforce those findings, with 56.5% of participants affirming YouTube's positive effect on speaking abilities and 63.6% utilizing it for grammar, pronunciation, and reading strategies. These outcomes align with Vygotsky's (1978) socio-cultural theory, which emphasizes the importance of social interaction and authentic input in language development both of which are facilitated by YouTube's interactive and contextualized content.

However, this study provides a novel contribution by highlighting students' cognitive engagement, such as their ability to organize ideas while speaking, supported by 52.2% of respondents. This dimension of structured thinking is underexplored in previous studies and suggests that YouTube's sequential and thematic video formats may aid in developing not only language performance but also higher-order thinking, a claim rarely emphasized in earlier literature. Furthermore, while prior studies (Binmahboob, 2020) praised YouTube's content

variety, this study identifies specific learner challenges such as selecting appropriate content and understanding unfamiliar accents particularly British or Australian English adding depth to the discussion of YouTube's limitations.

These findings contribute a nuanced perspective by proposing that YouTube is not merely a passive source of exposure, but also an active learning space that supports creativity and self-directed learning, evidenced by the positive impact of vlogs and role-playing tasks. While studies like De Felice et al. (2023) caution about content credibility, this research stresses the importance of guided integration, showing that YouTube, when combined with structured classroom practice, fosters more sustainable language development. This integration supports Bandura's (1997) self-efficacy theory, as learners reported increased confidence after repeated exposure to successful communication models in videos.

The positive student feedback regarding YouTube's efficacy in enhancing English speaking skills, notably pronunciation, corroborates existing research highlighting the role of digital platforms in language acquisition (Tahmina, 2023). Studies have demonstrated YouTube's effectiveness in improving speaking proficiency by providing exposure to authentic materials, facilitating fluency practice, and refining pronunciation. The platform also introduces common phrases, slang, and vocabulary, supporting learning objectives such as mastering practical language use and broadening cultural awareness. Furthermore, students' ability to learn diverse accents, including British and Australian English, aligns with research emphasizing the importance of varied linguistic input for developing a comprehensive understanding of English as a global language (Sańczyk-Cruz, 2023).

The platform's diverse content significantly contributes to these learning objectives. Research consistently indicates that multimedia resources, such as YouTube, provide learners with opportunities to engage with various content types that promote language acquisition, encompassing listening comprehension, vocabulary development, and pronunciation mastery. Through video content, students access diverse forms of language input, enhancing their capacity for effective communication in varied contexts (Yulianti & Dewi, 2024).

YouTube also fosters confidence in spoken English, as evidenced by student engagement with content like interviews, discussions, and vlogs (Sari, 2018). Prior research has highlighted how exposure to authentic, real-world conversations bolsters learners' self-efficacy, increasing their confidence in language use. This aligns with Bandura's theory of self-efficacy, which posits that learners' confidence in their abilities increases through exposure to successful models (Hakim et al., 2023). However, the interview data reveals challenges in content selection and accent comprehension, particularly with British or Australian English. Prior studies have identified similar obstacles, with learners struggling to select appropriate materials and encountering difficulties understanding diverse accents. To mitigate these challenges, consistent exposure and repeated listening practice are recommended, enabling learners to adapt to accent variations and develop a deeper understanding of the language (Słowik, 2017).

CONCLUSION

The study reveals that YouTube significantly enhances university students' English-speaking skills, with 56.5% of respondents reporting improvements in speaking abilities and 47.8% noting increased fluency. Additionally, 52.2% found that YouTube videos aided in organizing ideas during speech, and 47.8% experienced heightened confidence. A substantial 63.6% utilized YouTube for learning grammar, pronunciation, and reading strategies, with 60.9% affirming its effectiveness as a learning medium. Creative activities like vlogs and role-plays were beneficial for 43.5% of participants. However, 30.4% remained neutral, indicating that YouTube's effectiveness may vary based on individual learning styles and motivation. Interview insights highlighted YouTube's role in providing authentic language exposure and aiding in accent acquisition, while also pointing out challenges in content selection and

comprehension. These findings suggest that integrating YouTube with other instructional strategies can offer a more comprehensive and effective approach to developing English-speaking skills.

Based on the results of the interviews, YouTube proved to be an effective learning medium in improving students' English speaking skills, particularly in terms of fluency, pronunciation, and language use in various contexts. In addition to assisting in mastering accents, vocabulary and colloquial phrases, YouTube also plays a role in building students' confidence through interactive content such as interviews and vlogs. Nonetheless, the challenge of selecting appropriate content and understanding specific accents remains an obstacle. Therefore, the use of YouTube as a learning media needs to be adjusted to the needs and abilities of students so that it can be optimized to the fullest.

REFERENCES

- Alharbi, B. S., Alharbi, M. A., & Alharbi, A. S. (2024). Unveiling the pedagogical potential: An in-depth analysis of EFL instructors' perspectives on YouTube for speaking skill enhancement. *Forum for Linguistic Studies*, 6(5), 698–711. <https://doi.org/10.30564/fls.v6i5.7119>
- Balbay, S., & Kilis, S. (2017). Students' perceptions of the use of a Youtube channel specifically designed for an academic speaking skills course. *Eurasian Journal of Applied Linguistics*, 3(2), 235–251. <https://doi.org/10.32601/ejal.461003>
- Binmahboob, T. (2020). YouTube as a learning tool to improve students' speaking skills as perceived by EFL teachers in secondary school. *International Journal of Applied Linguistics and English Literature*, 9(6), 13. <https://doi.org/10.7575/aiac.ijalel.v.9n.6p.13>
- De Felice, S., Hamilton, A. F. D. C., Ponari, M., & Vigliocco, G. (2023). Learning from others is good, with others is better: The role of social interaction in human acquisition of new knowledge. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 378(1870). <https://doi.org/10.1098/rstb.2021.0357>
- Fawaid, A., & Damayanti, A. D. (2024). Pendekatan pengajaran bahasa komunikatif untuk meningkatkan keterampilan berbicara siswa pada materi bahasa Indonesia di sekolah dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 8(1), 145. <https://doi.org/10.35931/am.v8i1.2914>
- Firdaus, A. S. N. P., & Setiana, S. M. (2022). Pengaruh Youtube Johnnys' Jr. Channel terhadap minat belajar bahasa jepang pada Komunitas Junior-Tan. *MAHADAYA: Jurnal Bahasa, Sastra, Dan Budaya*, 2(2), 175–186. <https://doi.org/10.34010/mhd.v2i2.8253>
- Fricitarani, A., Hayati, A., R, R., Hoirunisa, I., & Rosdalina, G. M. (2023). Strategi pendidikan untuk sukses di era teknologi 5.0. *Jurnal Inovasi Pendidikan Dan Teknologi Informasi (JIPTI)*, 4(1), 56–68. <https://doi.org/10.52060/pti.v4i1.1173>
- Hakim, H., Hasmyati, H., Zulfikar, M., Anwar, N. I. A., Dos Santos, H. A., & Hamzah, A. (2023). Improving student's self-efficacy through inquiry learning model and modeling in physical education. *Cakrawala Pendidikan*, 42(2), 483–492. <https://doi.org/10.21831/cp.v42i2.57759>
- Handayani, S. (2016). Pentingnya kemampuan berbahasa Inggris sebagai dalam menyongsong asean community 2015. *Jurnal Profesi Pendidik*, 3(1), 102–106.
- Khairuddin, K. (2022). Vlog task accompanied with individualized pronunciation and grammar feedbacks improve speaking ability. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 4994–5000. <https://doi.org/10.31004/edukatif.v4i3.3061>
- Khasanah, M., & Lestyanawati, R. (2024). The influence of digital literacy by utilizing Youtube toward students' speaking ability. *Journal of Language Intelligence and Culture*, 6(2), 153–164. <https://doi.org/10.35719/jlic.v6i2.136>

- Kusuma, L., & Syam, Z. B. (2022). Using YouTube to improve students' speaking skill in teaching procedure text. *Proceedings Series on Physical & Formal Sciences*, 3(2009), 5–11. <https://doi.org/10.30595/pspfs.v3i.257>
- Listiani, N. K. M., Suwastini, N. K. A., Dantes, G. R., Adnyani, N. L. P. S., & Jayantin, I. G. A. S. R. (2021). YouTube as digital learning resources for teaching bilingual young learners. *Proceedings of the 2nd International Conference on Technology and Educational Science (ICTES 2020)*, 540(Ictes 2020), 156–162. <https://doi.org/10.2991/assehr.k.210407.230>
- Musdayanti, Sudewi, P. W., & Nurhaeni. (2024). YouTube for EFL students: Perceptions on building speaking confidence. *GLENS: Global English Insights Journal*, 1(2), 89–97. <https://doi.org/10.61220/glens.v1i2.350>
- Novalia, G., Suharsih, S., & Rahmawati, E. (2023). Students' perception on using English Swara YouTube as a learning media of speaking skill at the 12 th grade at SMAN 1 Cikande. *Journal of Linguistics, Literacy, and Pedagogy*, 2(1), 82–92. <https://jurnal.untirta.ac.id/index.php/JLLP>
- 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>
- Sańczyk-Cruz, A. (2023). Global Englishes in language teaching: A reflection on current trends in higher education. *Linguodidactica*, 27, 211–230. <https://doi.org/10.15290/lingdid.2023.27.15>
- Sari, P. (2018). Using Vlog in the Youtube channel as a means To improve students' Motivation and confidence to speak English in intermediate 1 level of LB-LIA Jambi. *International Journal of Language Teaching and Education*, 1(1), 38–44. <https://doi.org/10.22437/ijolte.v1i1.4596>
- Sari, Y. N. & Margana, M. (2019). YouTube as a learning media to improve the student's speaking ability in 21st century. *Journal of English Language Teaching and Linguistics*, 4(2), 263–273. <https://www.jeltl.org/index.php/jeltl/article/view/296/0>
- Słowik, A. (2017). Teaching listening skills to older second language learners: The students' perspective. *Anglica Wratislaviensia*, 55(3786), 139–154. <https://doi.org/10.19195/0301-7966.55.10>
- Suwarto, S., Muzaki, A., & Muhtarom, M. (2021). Pemanfaatan media YouTube sebagai Media pembelajaran pada siswa kelas xii mipa di SMA Negeri 1 Tawang Sari. *Media Penelitian Pendidikan : Jurnal Penelitian dalam Bidang Pendidikan dan Pengajaran*, 15(1), 26–30. <https://doi.org/10.26877/mpp.v15i1.7531>
- Tahmina, T. (2023). Penelitian ini mengisi kekosongan yang ada dalam literatur mengenai pemahaman yang lebih mendalam tentang persepsi mahasiswa terhadap YouTube sebagai alat pembelajaran bahasa Inggris. *Journal of Languages and Language Teaching*, 11(1), 151. <https://doi.org/10.33394/jollt.v11i1.6883>
- Wahyuni, S., & Nasution, R. N. B. (2017). Upaya meningkatkan kepercayaan diri anak usia dini melalui metode bercerita di Kelompok B RA An-Nida Sri. *Raudhah*, 5(2), 1–19. <https://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah/article/view/177>
- Yulianti, N. K. D., & Dewi, N. L. A. C. (2024). Pengajaran bahasa Inggris dengan media drama tari. *Prosiding Seminar Nasional Riset Bahasa dan Pengajaran Bahasa*, 6(1), 34–43. <https://doi.org/10.31940/senarilip.v6i1.34-43>
- Zaitun, Z., & Salsabila, R. (2022). Promoting students' speaking skill in virtual learning: Utilizing Youtube as media and video posting. *English Community Journal*, 6(1), 23. <https://doi.org/10.32502/ecj.v6i1.4339>