

**STUDENTS' PERCEPTIONS ON THE ROLES OF YOUTUBE IN
IMPROVING ENGLISH SPEAKING SKILLS: A CASE STUDY AT THE
ENGLISH DEPARTMENT OF IAIN KERINCI ACADEMIC YEAR
2025/2026**

THESIS



HUSNI HIDAYANTI

NIM: 2210203025

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2025/2026**

**STUDENTS' PERCEPTIONS ON THE ROLES OF YOUTUBE
IN IMPROVING ENGLISH SPEAKING SKILLS: A CASE STUDY AT
THE ENGLISH DEPARTMENT OF IAIN KERINCI ACADEMIC YEAR
2025/2026**

A THESIS

*Submitted as Part of the Requirements To Obtain an Undergraduated Degree In
English Education Program at the Faculty of Education and Teacher Training,
State Islamic Institute of Kerinci*

By :

HUSNI HIDAYANTI

NIM: 2210203025

**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2025/2026**

YELNI ERNIYATI, M.Pd
LECTURER OF IAIN KERINCI

Sungai penuh, April 2026
To :
The Rector of IAIN kerinci
At-
Sungai penuh

OFFICIAL NOTE

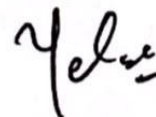
Assalamu'alaikum Warahmatullahi Wabarakatuh,

After guiding, analyzing, briefing and correcting the writing of Husni hidayanti thesis (the student number 2210203025) entitled; **"Students' Perceptions on The Roles of Youtube in Improving English Speaking Skills: A Case Study at the English Departement of IAIN Kerinci Academic Year 2025/2026 "**. I am the opinion that thesis has met the qualification as on partial fulfilment of requirements for the undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute Of Kerinci.

Thus, I procced with thesis to the faculty for the immediate administrative process for the final examination.

Wassalamualaikum Warahmatullahi Wabarakatuh.

ADVISOR



Yelni Erniyati, M.Pd
NIP.198402112019032006

CERTIFICATE OF ORIGINALITY

The researcher hereby declares that this thesis entitled *"Students' Perceptions on the Roles of Youtube in Improving Speaking Skills: A Case Study at the English Departement of IAIN Kerinci"* is the researcher's own work and that, to the best of the researcher's knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the award of any other educational institution, except where due acknowledgement is made in the thesis. Any contributions made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere, are fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's own work, except to the extent that assistance from others in the project's design and conception or in style, presentation, and linguistic expression is acknowledged.

Sungai Penuh, April 2026

Researcher



00000
METERAI
TEMPEL
B79F6ANX125774635

HUSNI HIDAYANTI
NIM.2210203025



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS

Jln. Kapten Muradi Sungai Penuh telp. 0748-21065 fax. 0748-22114
Kode pos. 37112 Website: www.iainkerinci.ac.id email: info@iainkerinci.ac.id

APPROVAL AND ACCEPTANCE

This thesis which entitled of Students Perceptions on the roles youtube in improving English speaking skills: A case study at the English departement of IAIN kerinci academic year 2025/2026 by Husni hidayanti with students' number 2210203025 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 2026. This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Sungai Penuh, April 2026

The viva voce

Yelni

Yelni Etniyati, M.Pd
NIP.198402112019032006

The chairman

[Signature]

Prof. Heri Mudra, M.pd
NIP.19831216201101008

Examiner 1

[Signature]

Herawati, M.Pd
NIP.198903292020122018

Examiner 2

Yelni

Yelni Etniyati, M.Pd
NIP.198402112019032006

Advisor

Approved by
The dean of education and teacher training faculty



Accepted by
Head of English education Program



ABSTRACT

Husni Hidayanti : **Students' Perceptions on the Roles of Youtube in Improving English Speaking Skills: A Case Study at The English Department Of Iain Kerinci Academic Year 2025/2026**

Advisors : **Yelni Erniyati, M.Pd**

Key words : *students perceptions, youtube for EFL learning, English speaking skills.*

This study aimed to investigate students' perceptions and utilization of YouTube as a learning media in improving their English speaking skills. The research was conducted at the English Department of State Islamic Institute of Kerinci. This study used an explanatory mixed-method design combining quantitative and qualitative approaches. The population consisted of students in the sixth semester, with 21 students participating in the questionnaire and 5 students selected as interview informants. The data were collected through questionnaires and interviews and analyzed using descriptive statistics and thematic analysis. The findings revealed that students had positive responses toward the use of YouTube in learning English speaking skills. YouTube provided various authentic and engaging video contents that helped students improve their pronunciation, fluency, vocabulary, and confidence. The platform also allowed students to repeatedly watch videos, imitate native speakers, and select materials based on their learning needs and proficiency levels. In addition, YouTube increased students' motivation and encouraged active engagement in learning. Students frequently accessed YouTube both inside and outside the classroom, making it a flexible and accessible learning tool. In conclusion, YouTube is an effective and practical platform for supporting the development of students' English speaking skills, enhancing motivation, and promoting more flexible and self-directed learning experiences.

ABSTRAK

Husni Hidayanti

: Persepsi Mahasiswa Terhadap Peran YouTube dalam Meningkatkan Kemampuan Berbahasa Inggris: Studi Kasus di Jurusan Bahasa Inggris IAIN Kerinci Tahun Akademik 2025/2026

Advisors

: Yelni Erniyati, M.Pd

Key words

: Keterampilan berbicara, pe siswa, YouTube untuk pembelajaran bahasa Inggris sebagai bahasa asing

Penelitian ini bertujuan untuk menyelidiki persepsi dan pemanfaatan YouTube oleh mahasiswa sebagai media pembelajaran dalam meningkatkan kemampuan berbicara bahasa Inggris mereka. Penelitian ini dilakukan di Jurusan Bahasa Inggris Institut Agama Islam Negeri Kerinci. Penelitian ini menggunakan desain metode campuran eksploratif yang menggabungkan pendekatan kuantitatif dan kualitatif. Populasi terdiri dari mahasiswa semester enam, dengan 21 mahasiswa berpartisipasi dalam kuesioner dan 5 mahasiswa dipilih sebagai informan wawancara. Data dikumpulkan melalui kuesioner dan wawancara dan dianalisis menggunakan statistik deskriptif dan analisis tematik. Hasil penelitian menunjukkan bahwa mahasiswa memiliki respons positif terhadap penggunaan YouTube dalam pembelajaran kemampuan berbicara bahasa Inggris. YouTube menyediakan berbagai konten video otentik dan menarik yang membantu mahasiswa meningkatkan pengucapan, kelancaran, kosakata, dan kepercayaan diri mereka. Platform ini juga memungkinkan mahasiswa untuk menonton video berulang kali, meniru penutur asli, dan memilih materi berdasarkan kebutuhan belajar dan tingkat kemampuan mereka. Selain itu, YouTube meningkatkan motivasi mahasiswa dan mendorong keterlibatan aktif dalam pembelajaran. Mahasiswa sering mengakses YouTube baik di dalam maupun di luar kelas, menjadikannya alat pembelajaran yang fleksibel dan mudah diakses. Kesimpulannya, YouTube adalah platform yang efektif dan praktis untuk mendukung pengembangan kemampuan berbicara bahasa Inggris siswa, meningkatkan motivasi, dan mendorong pengalaman belajar yang lebih fleksibel dan mandiri.

DEDICATION AND MOTTO

DEDICATION

First of all, I would like to express my deepest gratitude to Allah SWT and Prophet Muhammad SAW , the Most Gracious and the Most Merciful, for Allah SWT endless blessings, guidance, and strength that have enabled me to complete this thesis. This work would not have been possible without their support, love, and encouragement. Therefore, I would like to dedicate this thesis to:

- ❖ My beloved mother Loli Maya Nora, who always give me endless love, prayers, and support in every step of my life. I am truly grateful for everything she has done for me. May Allah SWT always bless her with good health, happiness, and a long life. (Aamiin)
- ❖ My beloved family, who always support and pray for me throughout my academic journey. I am deeply grateful for their constant motivation, understanding, and trust, which have inspired me to keep moving forward and complete this thesis successfully.
- ❖ My friends English departement class of 2022 , for the shared struggles, support, and unforgettable memories throughout this journey.
- ❖ Last but not least, I would like to thank to myself Husni Hidayanti for staying strong, being patient, and never giving up throughout this journey. No effort is ever wasted, Every small step I take brings me closer to the dream I have always believed in. Despite all the challenges and difficulties, I chose to keep going, giving my best even in the hardest moments, until I finally reached this point.”

MOTTO

وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلٌ بَلِيغٌ

Meaning:

“Good speaking is not only about words, but about delivering meaning that touches others.”

(Holy QS An-Nisa: 63)

ACKNOWLEDMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

The researcher would like to express the deepest gratitude to Allah SWT, who has given blessings, strength, and good health. Blessings and greetings are always sent to our beloved Prophet Muhammad SAW, the last prophet and messenger of Allah, who has brought mercy to the whole universe, guided humanity from darkness to light, and became the best role model in every aspect of life, especially in faith, knowledge, and good character. Additionally, while completing this thesis Entitled “Students’ Perceptions on The Roles of Youtube in Improving English Speaking Skills: A Case Study at the English Department of IAIN Kerinci academic Year 2025/2026” the researcher got difficulties but guidance, advice and encouragment from other parties, the researcher could finish this thesis.

Therefore, the researcher expresses her gratitude and highest appreciation, especially to the honorable:

1. Dr. Jafar Ahmad, M.Si., Rector of the State Institute for Islamic Studies (IAIN) Kerinci.
2. Dr. Faizin, S.Ag., M.Ag., Vice Rector I; Prof. Dr. Ahmad Jamin, S.Ag., S.IP., M.Ag., Vice Rector II; and Dr. Halil Khusairi, M.Ag., Vice Rector III of the State Institute for Islamic Studies (IAIN) Kerinci.
3. Dr. Eva Ardinal, M.A., Dean of the Faculty of Tarbiyah and Teacher Training at the State Institute for Islamic Studies (IAIN) Kerinci.
4. Dr. Eko Sujadi, M.Pd., Kons., Vice Dean I; Dr. Rimin, S.Ag., M.Pd.I, Vice Dean II; and Dr. Rodi Hartono, M.Pd., Vice Dean III of the Faculty of

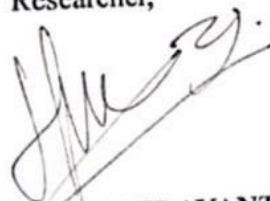
Tarbiyah and Teacher Training at the State Institute for Islamic Studies (IAIN) Kerinci.

5. Musdizal, M.Pd., Head of the English Education Department at the State Institute for Islamic Studies (IAIN) Kerinci.
6. Yelni Erniyati, M.Pd., as Her advisor, who has patiently guided, supported, and given valuable suggestions, corrections, and encouragement during the process of writing this thesis.
7. Prof. Heri Mudra, M.Pd., and Herayati, M.Pd., as first and second examiners, who have given valuable feedback, constructive criticism, and important suggestions during the examination process of this thesis.
8. All lectures of the state Islamic institute kerinci especially at the English departement, who have provided knowledge, guidance, motivation, and valuable learning experiences during the researcher's study.
9. The library staff and all academic staff at the state institute for Islamic studies (IAIN) Kerinci who have assisted in the thesis writing process.

The researcher realizes that this thesis is still far from perfect; therefore, suggestions and feedback are highly appreciated. Hopefully, this thesis will be useful, especially for the English Department.

Sungai penuh, April 2026

Researcher,



HUSNI HIDAYANTI
NIM. 2210203025

TABLE OF CONTENTS

Pages

PAGE OF TITLE	i
OFFICIAL NOTE	ii
CERTIFICATE OF ORIGINALITY	iii
APPROVAL AND ACCEPTANCE	iv
ABSTRACT	v
ABSTRAK	vi
DEDICATION AND MOTTO	vii
ACKNOWLEDMENT	viii
TABLE OF CONTENTS	x
CHAPTER 1 INTRODUCTION.....	1
A. Background of the problem.....	1
B. Identifications of the problem	7
C. Limitions of research.....	8
D. Research question.....	8
E. Purpose of the research.....	8
F. Significance of research	8
G. Definition of key term	9
CHAPTER II REVIEW OF RELATED LITERATURE	11
A. Theoretical Framework	11
B. Previous studies	29
C. Conceptual Framework	31
CHAPTER III METHODOLOGY OF RESEARCH.....	34
A. Research design.....	34
B. Population and sample	35
C. Instrument of the research	35

D. Data collection.....	37
E. Technique of data analysis	39
F. Trustworthiness	43
CHAPTER IV FINDINGS AND DISCUSSION.....	45
A. FINDINGS	45
B. DISCUSSION	57
CHAPTER V CONCLUSION AND SUGGESTION	64
A. CONCLUSION	64
B. SUGGESTION	65
REFERENCES	67
CURRICULUM VITAE	102



LIST OF APPENDICES

	Pages
Appendix 1 Questionnaire (Quantitative Phase)	73
Appendix 2 Interview Guide (Qualitative Phase).....	75
Appendix 3 Interview transkrip.....	77
Appendix 4 Mean Scores	87
Appendix 5 Test Validity	88
Appendix 6: Documentation Of Research.....	103



LIST OF TABLES

	Pages
Table 4.1 Perceived improvement in speaking skilss.....	47
Table 4.2 learning motivation and engagement.....	50
Table 4.3 use and exposure youtube.....	53
Table 4.4 independent learning and accessibility	56



CHAPTER 1

INTRODUCTION

A. Background of the problem

Language is a fundamental medium of human interaction. It allows individuals to convey thoughts, share information, and build social relationships. Among the four major skills in English listening, speaking, reading, and writing, speaking is often considered the most important because it represents a productive skill that directly reflects communicative competence. According to Chou (2024), speaking is the process of building and sharing meaning through verbal and non-verbal communication in various contexts. This suggests that speaking is more than just the ability to produce words; it also involves the ability to use them appropriately, fluently, and effectively in communication.

In the context of English as a Foreign Language (EFL), speaking has long been regarded as one of the most challenging skills to master. Although students may successfully acquire grammar and vocabulary knowledge in classroom settings, many still experience difficulties in expressing their ideas orally with confidence and fluency. According to Sun (2023), speaking requires learners to process ideas in real time while simultaneously managing vocabulary retrieval, pronunciation accuracy, grammatical organization, and fluency. These complex cognitive and linguistic demands often create difficulties for EFL learners, particularly

in Indonesia, where opportunities for authentic English interaction remain limited.

Moreover, in many classrooms in Indonesia, including at IAIN Kerinci, speaking activities are usually limited to structured tasks such as role-playing, short presentations, or answering teachers' questions. Although these activities are useful, they may not provide students with enough experience in using English naturally because the interactions are generally structured and lack authentic communication contexts. This condition was also found during the researcher's preliminary observation and informal interviews with several English Department students at IAIN Kerinci on September 28, 2025. The students mentioned that most of the speaking practices in class focused on memorizing dialogues or performing prepared tasks, while spontaneous speaking activities were rare. As a result, many students felt nervous and lacked confidence when they were asked to speak without preparation. This finding supports Toyama and Yamazaki's (2021) explanation that EFL learners often experience speaking anxiety, fear of making mistakes, and lack of self-confidence during oral communication activities. Consequently, despite years of English instruction, many university students still find it difficult to communicate fluently in English.

In addition, there are several specific issues related to speaking skills. The first is limited vocabulary, which restricts students' ability to express their ideas. Without adequate vocabulary mastery, students may

experience difficulties in constructing meaningful and coherent sentences. According to Susanto and Fazlinda (2023), vocabulary mastery plays an important role in helping learners communicate their ideas effectively. Second, fluency is often hindered because students pause frequently, repeat words, or use fillers excessively. Third, grammatical inaccuracy is a common issue, as learners frequently produce structurally incorrect sentences that reduce the clarity of communication. Sari and Aminatun (2021) state that grammar competence significantly influences the clarity and effectiveness of oral communication. Lastly, pronunciation difficulties, such as incorrect pronunciation, stress, and intonation, can make students' speech less comprehensible. According to Fitria (2022), pronunciation is an essential aspect of speaking because it affects listeners' understanding of spoken messages. These four aspects vocabulary, fluency, grammar, and pronunciation are considered major challenges in speaking skills and require continuous practice as well as exposure to authentic language use.

However, in the digital era, technological advances have offered new ways to overcome the challenges of learning speaking skills. Unlike traditional methods that rely heavily on textbooks and classroom instruction, digital platforms are able to provide authentic, interactive, and engaging learning materials. One of the most influential platforms is YouTube, which has become widely used as an educational medium worldwide. According to Nasution and Fatimah (2023), YouTube

provides abundant authentic materials that can support learners' vocabulary development, pronunciation, listening comprehension, and speaking ability. In addition, YouTube offers several advantages for language learning, such as providing authentic input through real-life conversations, supporting independent learning through pause and replay features, accommodating visual and auditory learning styles, and increasing students' motivation because of its engaging content (Safitri, 2022; Anggraeni & Nurhayati, 2023)

In the Indonesia context, YouTube has proven to be useful in improving speaking skills. Alwehaibi (2015) emphasizing its role in training pronunciation, while Syafiq et al. (2021) demonstrated its effectiveness in online learning during the pandemic. Based on the researcher's preliminary observation and informal discussions with several English Department students at IAIN Kerinci, many of them frequently use YouTube in their daily lives. Although YouTube is frequently used, many students tend to use it mainly for entertainment purposes. They often watch English videos without being fully aware that such activities can be utilized intentionally to improve their English skills, particularly speaking skills. Students usually enjoy the content but do not consciously reflect on how pronunciation, expressions, and speaking styles presented in the videos can support their speaking development.

This situation indicates that there is a gap between the frequent use of YouTube and students' awareness of its potential role in enhancing speaking skills. Therefore, this study was conducted to investigate students' perceptions of the role of YouTube in improving speaking skills, making the topic important to be explored.

Moreover, YouTube also supports autonomous learning, which encourages students to take responsibility for managing and developing their own learning process. According to Alamri and Tyler-Wood (2023), autonomous learning enables learners to independently determine learning strategies, materials, and pace according to their individual needs. In addition, the integration of YouTube in language learning reflects the transition from teacher-centered approaches to learner-centered learning environments that promote active participation and independent exploration (Sulastri & Wahyudin, 2024). Through YouTube, students are able to select learning content based on their interests, control their learning pace through pause and replay features, and engage in more interactive speaking practice.

Nevertheless, the effectiveness of YouTube greatly depends on students' perceptions and utilization. If it is considered merely entertainment, its educational impact will be limited. Therefore, this study was important to determine how English Department students at IAIN Kerinci perceive the role of YouTube in improving speaking skills.

A myriad of recent studies on speaking skills through technology have been conducted, including research focusing on the use of YouTube as a learning platform in English language learning. Ahmad and Safitri (2022) found that Indonesian EFL students experienced improvements in pronunciation and vocabulary through regular exposure to educational YouTube content. Similarly, Akmal and Hassan (2021) reported that YouTube use positively affected students' psychological aspects, particularly by increasing speaking confidence and reducing anxiety during classroom presentations.

Other studies also support the positive role of YouTube in speaking instruction. Fadhilah and Rahman (2023) revealed that the integration of YouTube into speaking tasks significantly increased students' motivation and active participation. In line with this, Wulandari (2020) showed that students involved in YouTube-based discussions achieved higher fluency and grammatical accuracy compared to those taught using conventional methods.

International research further strengthens these findings. Zeng and Wang (2021) concluded that exposure to YouTube content enriched learners' linguistic input and improved their communicative competence. Likewise, Alqahtani (2021) emphasized that YouTube videos provide authentic models of pronunciation and appropriate language use in various contexts.

Hence , this research was chosen because speaking is still a major problem among English Department students at IAIN Kerinci, even though most of them actively use YouTube in their daily lives. While many previous studies have investigated the effectiveness of YouTube for improving English speaking skills in general, few have focused on students' perceptions, especially in the context of Islamic higher education in Indonesia. This situation presents a research gap that needs to be explored further. The novelty of this study is reflected in its focus on understanding how students at IAIN Kerinci perceive YouTube not only as an entertainment platform but also as a tool for autonomous and communicative language learning. By exploring this perspective, the study contributes to a deeper understanding of how digital platforms can support speaking skill development in EFL contexts.

B. Identifications of the problem

Based on the background, several problems could be identified:

1. Many students still encounter difficulties in speaking English, such as limited vocabulary, inaccurate pronunciation, lack of fluency, and low confidence.
2. Not all students utilize YouTube effectively for learning purposes; some may use it mainly for entertainment rather than for language development.
3. The role of YouTube in enhancing speaking skills may vary depending on students' attitudes, motivation, and perception.

C. Limitations of research

To make the research more focused, this study was limited to investigating the perceptions of English Department students at IAIN Kerinci toward YouTube as a platform for enhancing their speaking skills.

D. Research question

Based on the background explanation above, the researcher formulated the research question as follow:

1. How do EFL students perceived the roles of youtube in improving English speaking skills ?

E. Purpose of the research

Based on the research question above, the purpose in this research were :

1. To investigate EFL students' perceptions of the roles of YouTube in improving English speaking skills.

F. Significance of research

This research was anticipated to hold both theoretical and practical significance. Theoretically, this study contributes to a deeper understanding of how digital platforms especially YouTube can enhance speaking skills in English as a Foreign Language (EFL) learning. It aims to fill the gap in existing research by focusing on students at IAIN Kerinci, an Islamic higher education institution where the use of technology in language learning is still developing. By examining students' perceptions, this study provides insights into how YouTube promoted authentic

exposure to real-life English use and supported learner autonomy. Practically, this research provided several benefits. For students, it encouraged them to see YouTube as more than just an entertainment platform, but also as a valuable learning tool to improve pronunciation, expand vocabulary, and increase confidence in speaking English. For lecturers, it can served as a reference to design more interactive and engaging speaking activities by using YouTube videos as learning materials.

Ultimately, this research aims not only to contributed to academic knowledge but also to provided practical implications for English teaching and learning. By exploring students' perceptions, it showed how YouTube could be effectively utilized as a medium to support autonomous and communicative language learning in Indonesian higher education.

G. Definition of key term

1. Students' Perception

In this study, students' perception referred to students' thoughts, attitudes, and opinions toward the use of YouTube as a learning platform for enhancing English speaking skills. According to Robbins and Judge (2017), perception is the process by which individuals organize and interpret sensory impressions to give meaning to their surroundings.

2. Youtube

YouTube is an online video-sharing platform that enables users to upload, watch, and share videos. In the field of education, YouTube

provides authentic audio-visual content that can support language learning. Kelsen (2009) states that YouTube exposes EFL learners to real-life language use, allowing them to observe pronunciation, vocabulary, and communication in context.

3. English speaking skills

English speaking skills refer to the ability to communicate orally in English accurately, fluently, and appropriately, as well as confidently. Brown (2007) explains that speaking is a complex skill requiring mastery of vocabulary, grammar, pronunciation, and the ability to use language in context

4. English Department of IAIN Kerinci

The English Department of IAIN Kerinci was the academic setting of this research. It focused on English language education. The students in this department learned English as a foreign language, and YouTube was utilized as a supplementary learning medium to support speaking practice.

INSTITUT AGAMA ISLAM NEGERI
KERINCI

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Cognitive theory of multimedia Learning

Mayer (2021) explains that the Cognitive Theory of Multimedia Learning (CTML) emphasizes that learning becomes more effective when information is presented through multiple modes, such as text, audio, images, and video. The theory proposes that learners process information through two separate channels, namely visual and auditory channels, and meaningful learning occurs when learners actively organize and integrate information from both channels. In language learning contexts, multimedia platforms such as YouTube support learners in understanding pronunciation, vocabulary, intonation, and real communication more effectively through audiovisual exposure. Therefore, CTML provides a strong theoretical foundation for understanding how YouTube can enhance students' English speaking skills.

Moreover YouTube effectively aids language learning by using audiovisual content to link audible pronunciation with visible lip movements and gestures, thereby enhancing comprehension and memory. Brame (2016), notes that the effectiveness of educational videos is tied to good design, meaning clear narration, brevity, and relevant visuals. Supporting this, recent studies Azevedo (2025),

indicate that segmenting videos and adding interactive elements can further boost learner engagement and understanding. Ultimately, YouTube provides a practical environment for improving pronunciation, intonation, and speaking fluency.

2. Learning English Through Technology

Learning English through technology refers to the integration of digital tools, online platforms, and multimedia resources into the process of English language learning. The rapid development of information and communication technology has transformed traditional language learning into more interactive, flexible, and learner-centered approaches. Technology enables learners to access learning materials anytime and anywhere, supporting autonomous learning and continuous language practice beyond the classroom. According to Dudeney and Hockly (2016), technology plays an important role in language learning by increasing learners' exposure to the target language and providing opportunities for meaningful interaction. Through digital platforms, learners can engage with authentic materials such as videos, podcasts, and online communication that reflect real-life language use. This exposure is particularly important in English as a Foreign Language (EFL) contexts, where students often have limited opportunities to use English in everyday communication.

Furthermore, Lai and Li (2018) emphasize that technology-enhanced language learning increases learners' motivation and

engagement through the use of multimedia input and interactive activities. Audio-visual elements help learners understand language use more effectively, especially in developing listening and speaking skills. Technology also accommodates different learning styles, allowing students to learn through visual, auditory, and kinesthetic modes.

In addition, technology supports learner autonomy in English learning. According to Alamri and Tyler-Wood (2023), digital learning environments support learner autonomy by allowing students to independently select learning materials, control their learning pace, and access resources that match their individual needs and interests. The flexibility provided by digital platforms encourages learners to become more responsible and actively engaged in their own learning process. The ability to pause, repeat, and review learning content also helps learners build confidence and reduce anxiety when practicing English. Therefore, technology not only supports linguistic development but also contributes to affective factors such as motivation and confidence. In the EFL context, the use of technology is essential in overcoming limitations of time, space, and language exposure. Digital platforms provide opportunities for students to practice English more frequently, interact with authentic language input, and develop communicative competence in a supportive and flexible learning environment.

3. Speaking skills

a. Definiton of speaking

Speaking is one of the most important productive skills in language learning, because this skill enables learners to convey ideas, feelings, and opinions effectively in real communication. According to Brown (2007) speaking is defined as an interactive process of constructing meaning, which includes the activities of producing, receiving, and processing information. Similarly, Goh and Burns (2012) define speaking as a social process of constructing and sharing meaning through verbal and nonverbal resources in various contexts.

Goh and Burns (2012), emphasize that speaking is the ability to use language appropriately in various communicative situations. This skill involves not only linguistic knowledge (such as grammar and vocabulary), but also fluency, accuracy, and pragmatic competence that enable effective interaction. Richards (2008), explains that speaking is a complex skill that requires the integration of various subskills. These subskills include pronunciation, intonation, and discourse management, all of which must work together to achieve successful oral communication.

In addition, according to Thornbury (2005), speaking can be viewed as a skill that is learned and developed through practice, not just through theoretical knowledge. Learners need opportunities to communicate authentically in order to build confidence and fluency. Therefore, speaking is not merely the production of sounds or words, but a comprehensive process that integrates linguistic, cognitive, and social aspects to convey meaning effectively.

b. The importance of speaking skills

Speaking is broadly accepted as a crucial element in acquiring a second language, as it serves as a direct indicator of a learner's ability to communicate successfully in real-world contexts. Recent studies highlight that speaking skill encompasses more than just linguistic knowledge; it also involves emotional, cognitive, and social aspects. For instance, Wang (2024) suggests that a learner's emotional intelligence and affective engagement significantly impact their speaking fluency and accuracy, demonstrating that speaking is an integrated skill beyond mere grammar. Furthermore, Qiao and Zhao (2023) observed that using technology and AI for instruction can substantially boost students' speaking performance by fostering self-regulation and greater learner autonomy during practice.

In this increasingly globalized world, speaking skills are becoming increasingly important in various fields, including academic, professional, and social. Salih et al. (2024) highlight that involving students in situation-based speaking activities—complete with scaffolding, feedback, and reflection—greatly helps them build confidence and communicative competence. Furthermore, Kayhan (2025) found through meta-analysis that targeted interventions are effective in reducing anxiety about speaking a foreign language, which in turn leads to increased participation and performance in classroom interactions.

In this regard, outside the classroom, speaking proficiency is fundamental for both personal and professional growth.

Ismayilli et al. (2025) suggest that leveraging educational games in the language learning context boosts student motivation and improves oral expression interactively and enjoyably. Furthermore, a meta-synthesis conducted by SCIRP (2023), indicates that achieving English fluency is not merely a linguistic milestone but also a key element for effective intercultural communication and global job market competitiveness. Hence, speaking skills are vital in language education because they close the gap between language knowledge and authentic communication. The development of this competence contributes not only to academic achievement

but also to students' emotional self-assurance, social participation, and overall readiness for an increasingly globalized society.

c. Component of speaking

Speaking is recognized as a complex skill requiring more than just language production. according to Brown (2007), it fundamentally involves the ability to convey meaning effectively during social interactions. Overall speaking performance depends on mastering several key, intertwined elements, which typically include pronunciation, grammar, vocabulary, fluency, and comprehension (Harmer, 2015).

Specifically, Pronunciation is an accurate method for producing the sounds needed to convey meaning. Students with poor pronunciation risk being misunderstood, even if their grammar structure and word choice are correct. According to Gilakjani (2021), proper pronunciation is very important because it not only ensures intelligible communication, but also significantly increases learners' confidence in verbal interaction.

Moreover, Grammar in speaking is the ability to use correct sentence structures while maintaining spontaneous and meaningful communication. It ensures clarity and coherence in expressing ideas and helps speakers convey messages more accurately. Recent studies highlight that grammatical

competence remains a crucial factor influencing oral fluency and communicative success. As noted by Rahmadani and Fitri (2025), there is a positive correlation between EFL learners' grammatical knowledge and their speaking performance, emphasizing that grammar supports both accuracy and intelligibility. However, in authentic communication, grammatical accuracy is often balanced with fluency to achieve effective interaction.

In addition, Vocabulary is another essential component because it allows speakers to express their ideas precisely. Without sufficient vocabulary, speakers cannot participate effectively in conversations (Nation, 2013). Thus, vocabulary knowledge directly influences fluency and communicative competence. And, Vocabulary mastery is one of the important aspects that support students' speaking ability. Students who have sufficient vocabulary tend to express their ideas more confidently and communicate more effectively in English. In addition, the development of technology has provided various learning media that can help students improve their vocabulary mastery. Ferdiansah, Indrayadi, and Musdizal (2025) stated that technology-assisted learning through Mobile Assisted Language Learning (MALL) gives positive contributions to students' vocabulary mastery and English learning process. Therefore,

vocabulary mastery and the use of technology are closely related to the improvement of students' speaking skills because students need adequate vocabulary to speak fluently and confidently

Furthermore, Fluency refers to the ability to speak smoothly and naturally without undue pauses or hesitation. According to Thornbury (2005), fluency is achieved when learners focus on conveying meaning rather than form. It indicates their automaticity and confidence in using the target language.

In terms of affective factors, confidence is an important component of speaking skills, especially in EFL contexts. It refers to learners' belief in their ability to express ideas orally without excessive fear of making mistakes. According to MacIntyre, Burns, and Jessome (2011), learners' confidence and willingness to communicate play a significant role in successful oral interaction, as confident learners tend to participate more actively in speaking activities.

Finally, comprehension involves understanding both what is said by others and how to respond appropriately. Goh and Burns (2012), emphasize that comprehension is essential for maintaining interaction and ensuring mutual understanding in communication.

In conclusion, speaking is the most crucial skill in language learning, representing an individual's ability to effectively

convey thoughts, feelings, and ideas. This skill requires the integration of several components—including pronunciation, grammar, vocabulary, confidence, fluency all of which collaborate to produce clear and meaningful speech. Mastering speaking skills empowers learners to participate actively, express themselves confidently, and interact naturally in various social and academic settings. Therefore, the development of speaking skills must go beyond mere linguistic accuracy, focusing also on fluency, confidence, and the appropriate use of language in real-life contexts.

4. Youtube as a learning Platform

a. Online Learning Platform

An online learning platform, according to Galyen, (2011), is a digital space designed to give learners control over their education through flexibility, accessibility, and interaction. YouTube is a prime example of this model. The platform reflects these traits by enabling users to self-select content, rewatch material for mastery, and interact in the comment threads, thereby reinforcing the principle of learner autonomy the idea that students should assume responsibility for their learning.

Furthermore, YouTube provides a variety of authentic materials that are difficult to find in textbooks, such as real-life conversations, interviews, and speeches, which is consistent with

Alex Gilmore (2007) theory of authentic materials. Such exposure helps students develop not only linguistic competence but also pragmatic understanding knowing when and how to use language appropriately in real communication. Thus, YouTube serves as an effective online learning platform that combines flexibility, authenticity, and interactivity in one environment.

Recent research also supports the use of YouTube as an effective learning platform. According to Duffy (2008), YouTube enables participatory learning because students actively engage with multimedia materials and interact with peers in online environments. Similarly, Greenhow and Robelia (2009) argue that social media platforms including YouTube enhance informal learning by providing authentic, user-generated content that supports identity exploration and real-world language use. These interactive environments allow learners to connect classroom knowledge with practical communication.

From a multimedia perspective, Gua Kim and Rubin (2014) found that video-based learning increases student engagement when videos are concise, visually clear, and conversational. YouTube naturally accommodates these principles through its multimodal format, making it a supportive tool for improving comprehension and retention.

In addition, Snelson (2011) highlights that YouTube functions as an educational repository where teachers and learners can access a wide range of high-quality instructional videos across various disciplines, thereby reinforcing flexible and self-regulated learning.

Finally, Burke and Snyder (2008) emphasize that web-based videos help students develop listening, critical thinking, and analytical skills by exposing them to authentic communication patterns, accents, expressions, and real-world contexts. Through this exposure, learners can strengthen both linguistic and cognitive abilities, making YouTube a valuable platform that integrates authenticity, interactivity, and multimodal learning into one accessible environment.

5. Cognitive Theory of Multimedia Learning

Mayer (2009), Cognitive Theory of Multimedia Learning (CTML) highlights a key principle for optimizing instruction: learning is significantly more effective when material is distributed across several formats, such as text, images, and sound. This theory is built on the understanding that people learn most efficiently when they can process information using both their eyes and their ears, rather than solely through reading. By engaging both the visual and auditory pathways simultaneously, multimedia presentations help manage the learner's cognitive load. This means that when a concept

is visually represented and simultaneously explained verbally, the brain can organize and connect the information more easily, which results in a more robust and lasting comprehension than can be achieved by reading static text alone.

Moreover YouTube effectively aids language learning by using audiovisual content to link audible pronunciation with visible lip movements and gestures, thereby enhancing comprehension and memory. Brame (2016), notes that the effectiveness of educational videos is tied to good design, meaning clear narration, brevity, and relevant visuals. Supporting this, recent studies Azevedo (2025), indicate that segmenting videos and adding interactive elements can further boost learner engagement and understanding. Ultimately, YouTube provides a practical environment for improving pronunciation, intonation, and speaking fluency.

6. The role of Youtube in Enhancing English Speaking skills

YouTube is widely used as a digital platform in language learning, particularly for improving English speaking skills. Almurashi (2016) states that YouTube provides authentic exposure to real-life language use, while Gilakjani (2021) emphasizes its role in developing pronunciation and fluency. In addition, Nassaji (2019) highlights that digital media such as YouTube can enhance learners' motivation and confidence. Therefore, this section discusses the role of YouTube in enhancing English speaking skills in terms of

authentic exposure, pronunciation and fluency development, and motivation and confidence building.

a. Authentic Exposure

Many studies confirm that YouTube has the potential to improve English language skills (Almurashi, 2016). Almurashi (2016) notes that this platform exposes students to real-life communication contexts, helping them understand the pragmatic use of English. Most importantly, students can observe important non-verbal elements such as intonation, body language, and facial expressions, which are not usually found in traditional textbook instructions. YouTube supports self-paced learning by allowing students to pause, replay, and repeat videos until they have fully grasped the material (Rahmah, S., & Izzati, 2023). Furthermore, the platform offers authentic language input, encouraging learners to imitate the pronunciation and intonation patterns of native speakers. This regular exposure naturally facilitates the development of both fluency and accuracy.

b. Pronunciation and Fluency Development

YouTube offers valuable opportunities for learners to hone their pronunciation and fluency through exposure to authentic spoken English (Gilakjani, 2021; Sari & Wahyuni, 2022) by watching native speakers, learners can observe accurate articulation, word stress patterns, and intonation, then internalize the natural

rhythm through repetition and imitation (Gilakjani, 2021; Sari & Wahyuni, 2022) and channels that provide pronunciation tutorials or everyday conversations also allow students to practice at their own pace, encouraging gradual fluency improvement. Therefore, consistent listening and speaking practice on YouTube has proven to be very helpful. Research support shows that the use of YouTube videos in speaking classes can improve students' pronunciation and confidence (Hidayati, T., & Diana, 2019) while regular exposure helps learners acquire accurate pronunciation and smoother fluency in real communication (Alwehaibi, 2015). Thus, this medium helps students sound more natural and confident when communicating in English.

c. Motivation and confidence building

Additionally, YouTube supports collaborative learning. Teachers can design activities where students create video responses, discussions, or presentations that foster creativity and confidence. As a result, YouTube promotes learner autonomy and motivation essential elements for improving speaking skills (Nassaji, 2019).

In conclusion, YouTube plays an important role in developing students' English speaking skills. It provides authentic exposure, improves pronunciation and fluency, and builds learners' confidence and motivation. With its flexible and engaging features,

YouTube enables students to practice independently and communicate more effectively in real situations.

7. Advantages and challenges of using youtube

The use of YouTube in language learning offers both advantages and challenges in improving English speaking skills. YouTube provides flexible access to learning materials that support speaking practice, but learners may also face challenges when using it as a learning medium. Therefore, this section focuses on discussing the advantages and challenges of using YouTube in improving students' English speaking skills.

a. Advantages

YouTube's use in education offers several advantages. It provides authentic language input, increases student engagement, and enhances learning motivation (Sukmawati, 2022). The platform also supports various learning styles through audiovisual media, making it inclusive and dynamic. For instance, visual learners benefit from watching gestures, while auditory learners focus on pronunciation and intonation.

Moreover, the advantages of using YouTube in education are also supported theoretically. Anderson (2008) explains that digital platforms like YouTube enhance flexible and self-paced learning, allowing students to revisit materials as needed. This aligns with Bandura (2001), which states that learners acquire knowledge

through observing models something YouTube provides through real-life demonstrations and authentic communication.

Additionally, Keller (2010) supports the idea that engaging and visually rich media, such as YouTube videos, can increase attention and motivation.

Furthermore, Siemens (2005) emphasizes that learning in the digital age occurs through networks and online resources, positioning YouTube as a powerful platform where learners can connect, access, and process abundant information.

Based on these theories, it can be concluded that YouTube offers significant advantages in supporting English speaking development through authentic input, flexible learning, and increased motivation. These advantages are relevant to this study because they influence how students perceive the use of YouTube as a learning medium. Therefore, the theories above provide a theoretical foundation for examining students' perceptions toward the use of YouTube in improving English speaking skills.

b. Challenges

However, there are also challenges. Some students may become distracted by unrelated content, or they may rely excessively on subtitles, reducing speaking practice (Teng, 2020). Moreover, internet connectivity and limited digital literacy remain obstacles, particularly in rural or low-resource settings (Huda, 2021).

Therefore, while YouTube can be highly beneficial, its integration should be guided by proper pedagogical planning

In addition, the quality and relevance of YouTube content can vary significantly, with some videos not fully aligned with learning objectives or containing inaccuracies. Students may also have difficulty selecting appropriate videos, and without proper guidance, they may experience information overload or a lack of structured learning (Makransky, G., & Petersen, 2024) In addition, some students may have difficulty maintaining motivation and consistency when learning independently through YouTube (Zhu, X., Wang, Q., & Li, 2024) These challenges are consistent with Cognitive Load Theory, which explains that excessive or irrelevant information can overload learners' cognitive capacity, reducing learning effectiveness (Sweller, J., Ayres, P., & Kalyuga, 2011).

Furthermore, Cultural or language differences in videos can also lead to misunderstandings or reduce the applicability of certain content. Another challenge is the potential for passive learning, where students watch videos without actively practicing speaking, which limits skill development. In addition, excessive screen time can cause fatigue or decreased concentration, while dependence on YouTube can reduce participation in class or engagement in other learning activities. According to Mayer (2009) the Cognitive Theory of Multimedia Learning explains that learners must actively process

information from multimedia sources, and excessive or irrelevant content can overload cognitive capacity, reducing learning effectiveness. Therefore, although YouTube can be very useful, its integration must be based on proper pedagogical planning, teacher guidance, and continuous monitoring to ensure effective learning outcomes and minimize potential drawbacks.

The discussion of challenges indicates that the use of YouTube in learning English speaking is not without limitations. Issues such as distraction, limited interaction, and learners' difficulty in maintaining focus may influence the effectiveness of YouTube as a learning medium. In relation to this study, these challenges may affect students' perceptions toward the use of YouTube in improving their speaking skills. Therefore, understanding these challenges is important to provide a balanced perspective on students' perceptions of YouTube in English speaking learning.

B. Previous studies

Research consistently highlights YouTube's effectiveness in developing English speaking proficiency. For example, a study by Ahmad & Safitri (2022) revealed specific positive outcomes for Indonesian EFL students, who demonstrated marked improvements in both pronunciation and vocabulary acquisition through the regular viewing of educational content on the platform. Corroborating this, Akmal & Hassan (2021) found that using YouTube had a significant

psychological benefit, notably boosting students' confidence in speaking while also helping to alleviate performance anxiety during classroom presentations.

Several studies affirm the positive impact of incorporating YouTube into language instruction. For instance, Fadhilah & Rahman (2023) conducted research showing that when YouTube was used in speaking tasks, it led to a significant boost in student motivation and active participation. Complementing this finding, Wulandari, (2020) demonstrated tangible skill improvements, observing that learners who participated in YouTube-based discussions achieved higher levels of fluency and grammatical accuracy compared to students using conventional teaching approaches.

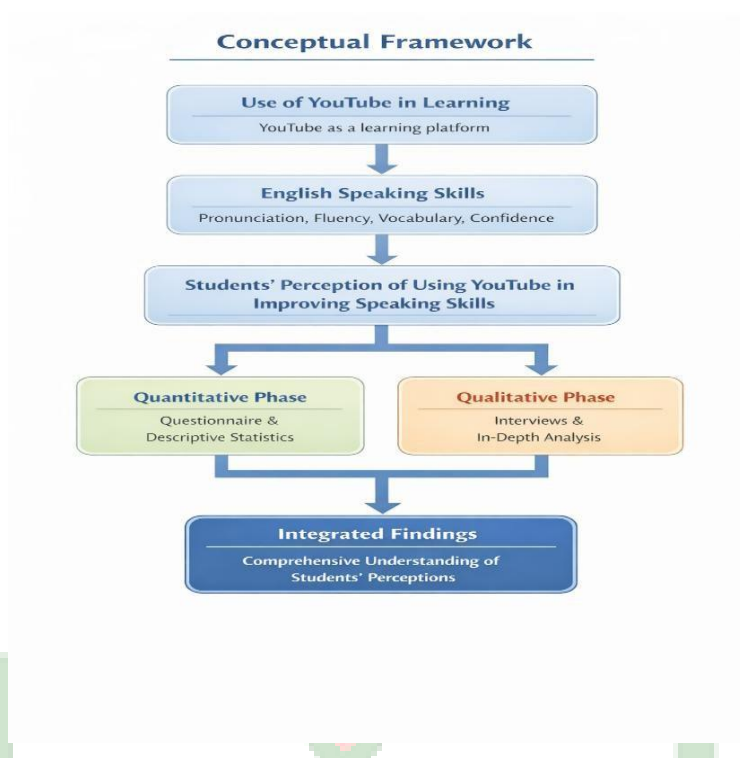
International studies further reinforce these positive findings. Research by Zeng & Wang (2021) concluded that providing learners with exposure to YouTube content effectively enriched their linguistic input, leading to significant improvements in their overall communicative competence. Similarly, Alqahtani (2021) pointed out that these videos offer essential models for authentic pronunciation and demonstrate how to use expressions appropriately within various contexts. Taken together, this body of research strongly suggests that YouTube is a powerful medium capable of boosting both speaking proficiency and learner engagement.

The reviewed studies share several similarities with the present research. All of them highlight YouTube's potential to enhance learners' speaking proficiency, motivation, and confidence by providing authentic input and meaningful exposure to real communication. Like these studies, the present research also focuses on the effectiveness of YouTube in developing English speaking skills among EFL students.

However, the present study differs in its specific context and scope. While most previous studies investigated general improvements or psychological effects, this research focuses on students at *IAIN Kerinci* and explored how they utilized YouTube as a supplementary learning platform in speaking activities. It also examined students' perceptions and experienced within a more recent and localized educational setting, offering updated insights into the practical used of YouTube in supporting speaking skill development.

C. Conceptual Framework

This research was grounded in the understanding that students' perceptions toward the use of YouTube as a learning platform were shaped by its influence on their English speaking skills. The conceptual framework illustrated the relationship between the use of YouTube in learning, students' English speaking skills, and students' perceptions within a mixed-method design:



This study used a mixed-method design to explore the relationship between YouTube use and students' English speaking skills. In this research, the use of YouTube in learning served as the independent variable (X), representing how students utilized YouTube as a learning platform, such as watching videos for pronunciation, vocabulary, and conversation practice. English speaking skills were the dependent variable (Y), measured through indicators including pronunciation, fluency, vocabulary, and confidence. Additionally, students' perceptions of using YouTube were explored to provide qualitative insights into their experiences, attitudes, and motivations, which helped explain the findings from the quantitative phase. The quantitative phase employed questionnaires and descriptive statistics to examine the relationship between YouTube use and speaking skills, while the qualitative phase used interviews and in-depth analysis to gain a deeper

understanding of students' perceptions. By integrating both phases, this study aimed to provide a comprehensive understanding of how YouTube contributed to students' English speaking development.



CHAPTER III

METHODOLOGY OF RESEARCH

A. Research design

This research used an explanatory mixed-method design, which combined both quantitative and qualitative approaches to provide a comprehensive understanding of students' perceptions. The quantitative component measured students' perceptions in numerical form and analyzed the results using statistical procedures, identifying general trends regarding YouTube's role in improving their English speaking skills. The qualitative component complemented this by exploring the reasons behind students' perceptions, such as their personal experiences, challenges, and attitudes toward using YouTube for speaking practice, through interviews or open-ended questionnaires. This allowed the researcher to gain deeper insights and explanations that could not be captured through quantitative data alone.

To strengthen the basis of this research, it refers to the perception theory proposed by Robbins and Judge (2017), which states that perception is a process in which individuals interpret information based on their experiences, expectations, and impressions. In this context, students' previous experiences with YouTube influence how they evaluate its usefulness in learning speaking skills. By applying this theory within an explanatory mixed-method framework, researchers can systematically

measure perceptions quantitatively while also understanding the underlying motivations and explanations qualitatively.

B. Population and sample

1. Quantitative

The population of this research consisted of all sixth-semester students of the English Department at IAIN Kerinci in the academic year 2025/2026, which included two classes with a total of approximately 21 students. Because the population was relatively small, total sampling was used in the quantitative phase, meaning that all students participated by completing the questionnaire.

2. Qualitative

In qualitative phase, five students were selected purposively as informants based on their willingness to share experiences and their active engagement with YouTube for learning English speaking skills. This smaller number allowed the researcher to focus on obtaining detailed, rich, and meaningful data, while both phases involved students from the same population to ensure consistency in the study.

C. Instrument of the research

The main tool used in this quantitative study was a structured questionnaire, which was developed to obtain numerical data on students' perceptions of YouTube's role as a platform for improving their English speaking skills. A questionnaire was chosen because it was an efficient tool for collecting data from a large group of

respondents and allowed researchers to measure perceptions objectively through standardized answer options.

The questionnaire collected student demographic information, including the frequency of YouTube use for learning English. This section helped the researcher understand the participants' backgrounds and provided supporting information for interpreting the results. The questionnaire also contained Likert scale statements designed to measure students' perceptions. Each statement used a four-point Likert scale to avoid neutral responses, with the following options: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. This scaling allowed the researcher to quantify students' perceptions and analyze them statistically.

Before the questionnaire was distributed, it was reviewed by expert assessment by lecturers in the Department of English Education to ensure its validity in terms of content, clarity, and relevance to the research variables. The questionnaire contains a total of 16 items and is adapted from Sorga and Zuraida (2025) in the article entitled "Students' Perceptions on the Effectiveness of YouTube in Improving Their English-Speaking Skill in English Education Students". consisting of four main indicators. Improvements were made based on feedback to improve the wording and structure of the questionnaire items. A small pilot test was also be conducted to ensure that respondents understand all

statements clearly and that the questionnaire functions properly. Detailed explanations of Indicator 1: Use and Exposure to YouTube, indicator 2: perceived Improvement in Speaking Skills, indicator 3: Learning Motivation and Engagement, indicator 4: Independent Learning and Accessibility, are provided in Appendix 1.

The final version of the questionnaire was distributed to all sixth-semester students of the English Department at IAIN Kerinci, who completed it voluntarily. Their responses served as the source of data for the quantitative phase of the study. In addition, the qualitative data were collected using semi-structured interviews, designed to explore students' perceptions of YouTube as a learning platform based on the same indicators used in the questionnaire. This ensured that the qualitative findings could complement and explain the quantitative results. The instrument for the qualitative phase consisted of interview questions developed to obtain in-depth information on students' experiences, motivations, engagement, and independent learning using YouTube. A detailed list of the interview questions provided in Appendix 2.

D. Data collection

The data collection process in this research was carried out through several systematic steps to ensure that accurate and reliable information was obtained from respondents. In the quantitative phase, the main technique involved distribution of structured

questionnaires to all fifth-semester students of the English Study Program at IAIN Kerinci in the 2025/2026 academic year.

1. Questionnaire

First the researcher prepared the final version of the questionnaire based on expert validation and previous revisions. The questionnaire consisted of Likert scale items designed to measure students' perceptions of YouTube's role in improving their English speaking skills. the researcher explained the purpose of the study, ensured confidentiality, and informed students that their participation was voluntary.

The questionnaire was then distributed directly to all sixth-semester students during scheduled class meetings to ensure full participation. The researcher provided clear instructions on how to fill out the questionnaire and allowed sufficient time for students to read and answer each item carefully. For additional accessibility, a digital version of the questionnaire was also prepared in case any students preferred or required an online format.

After the questionnaire was completed, the researcher collected all responses on the same day to prevent data loss and ensure accuracy. The completed questionnaires were then checked for completeness, organized, and coded for further statistical analysis. This systematic procedure ensured that the data collected accurately

represented the perceptions of the entire population of fifth-semester students.

2. Interview

In the qualitative phase, data were collected through individual interviews with five selected informants from the sixth-semester students of the English Study Program at IAIN Kerinci in the academic year 2025/2026. The informants were chosen using purposive sampling based on their willingness to participate and their active engagement in using YouTube for learning English speaking skills. They were selected because they were considered able to provide rich and relevant information related to the research topic. The researcher explained the purpose of the study, ensured confidentiality, and obtained informed consent before starting the interview. During the interview, the researcher recorded the responses (with permission) and took notes on key points. Each interview was expected to last approximately 5-10 minutes, allowing sufficient time for detailed responses. After completing all interviews, the researcher transcribed the recordings and organized the data systematically for analysis.

E. Technique of data analysis

The data collected from the research were analyzed using an integrated approach for both quantitative and qualitative phases. In the quantitative phase, The data collected from the questionnaire

were analyzed using descriptive statistical techniques to determine the overall level of student perception and to answer Research Questions. Each response on the Likert scale was converted into numerical values and then was tabulated to calculate the frequency, percentage, and average score for each item. These statistical results were used to describe general perception trends among fifth-semester students. The results were also categorized into levels such as high, medium, or low perception, and were presented in tables and figures to systematically show patterns and trends, providing answers for each research question.

To support the analysis, this research would refer to the descriptive statistical theory proposed by Gay, Mills, and Airasian (2012), which explains that descriptive statistics are used to summarize, organize, and interpret numerical data so that patterns and trends can be clearly identified. Based on this theory, the researcher categorized the average scores into levels such as high, medium, or low perception, allowing for a clearer interpretation of how students viewed the role of YouTube in enhancing their English speaking skills. This approach will ensured that the data was presented objectively and accurately.

In the qualitative phase, the data were analyzed using thematic analysis with coding, which involved identifying and

categorizing patterns or themes that emerge from the interview data.

The steps include:

a. Transcribing the interview recordings accurately

The researcher transcribed all interview recordings word-for-word to capture every response. During transcription, the researcher identified meaningful statements that related to the research focus and begins assigning initial codes to these statements. This step ensured that no important information is lost and provides a foundation for systematic data analysis.

b. Reading and reviewing the transcripts

The researcher carefully read and reviewed the transcripts multiple times to understand the data in depth. Important statements and recurring ideas are highlighted, and codes were refined or added to capture nuances in students' perceptions. This step allows the researcher to become familiar with the data and identify preliminary patterns before grouping them into themes

c. Grouping similar ideas into themes

Related codes are compared and grouped together to form broader themes, such as benefits, challenges, motivation, engagement, and confidence. During this step, the researcher ensured that each theme accurately

represents the underlying codes and that all significant data are included. This process helps in organizing complex qualitative data into meaningful categories that are easier to interpret.

d. Interpreting the themes

The researcher interpreted each theme to explain the students' perceptions, motivations, and experiences regarding YouTube as a learning platform. This includes analyzing relationships between themes, comparing patterns across informants, and providing insights that complement the quantitative findings

e. Coding

Throughout the qualitative analysis, coding is applied systematically to label all meaningful statements, categorize ideas, and facilitate the identification of themes. Coding allows the researcher to track patterns across different informants and ensures that the interpretation is grounded in the data.

This approach allowed the researcher to understand not only what students perceived about YouTube but also why they hold those perceptions. The qualitative results will provided rich, descriptive insights to explain the trends identified in the quantitative data, giving a comprehensive understanding of the students' experiences and attitudes.

F. Trustworthiness

To ensure the trustworthiness of the data, the researcher applied several criteria in qualitative research, namely credibility, transferability, dependability, and confirmability.

1. Credibility

Credibility was maintained by having the interview questions reviewed and validated by lecturers in the English Department to ensure they are clear, relevant, and aligned with the research objectives. The researcher also provided clear explanations to the informants about the purpose of the study and recorded their responses accurately to reflect their true opinions.

2. Reliability

Reliability was ensured by conducting the interviews systematically with all five informants following the same guidelines. The transcripts were carefully reviewed to make sure that the data collected was consistent and accurately represents the informants' responses.

3. Confirmability

Confirmability was ensured by keeping accurate records of the interview data, including audio recordings and written transcripts. The findings were based on the informants' statements rather than the researcher's personal interpretations or

assumptions. This helped ensure that the results truly represent the participants' perspectives.

4. Transferability

Transferability was addressed by providing a clear and detailed description of the research context, participants, and procedures. By describing the setting of the study and the characteristics of the participants, other researchers were able to determine the applicability of the findings to similar contexts.



CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This section presents the findings of the study on students' perceptions and use of YouTube in improving their English-speaking skills. The data were collected through questionnaires and supported by interviews to provide a more comprehensive understanding. The questionnaire results show general trends, while the interviews offer deeper insights into students' experiences. The findings are presented in tables for each indicator, followed by brief explanations and supported by selected interview excerpts. This organization aims to provide a clear overview of the data before moving to the discussion section. Overall, this section aims to clearly describe the research findings before they are further discussed and interpreted in relation to relevant theories and previous studies in the discussion section.

This section presented the findings related to students' perceptions of using YouTube in improving their speaking skills. The data were organized into several indicators, including perceived improvement in speaking ability, motivation, confidence, pronunciation, vocabulary, and fluency. The findings were presented in several tables and were further explained through qualitative interview results to provide a deeper understanding of the data.

Table 4.1 Perceived Improvement in English Speaking Skills Through YouTube

Item	Statement	Strongly Disaggre		Disaggre		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F
1.	Watching YouTube videos helps me improve my English pronunciation.	5%	1	5%	1	62%	13	28%	6
2.	YouTube helps me speak more fluently in English.	5%	1	5%	1	67%	14	23%	5
3.	I have learned new vocabulary from YouTube that I now use when speaking.	0	0	19%	4	62%	13	19%	4
4.	YouTube videos have helped me understand intonation and stress patterns in English.	0	0	14%	3	67%	14	19%	4
5.	Watching English speakers on YouTube gives me ideas for how to express myself naturally.	5%	1	10%	2	71%	15	14%	3
6.	Watching YouTube videos increases my confidence in speaking English.	5%	1	24%	5	47%	10	24%	5

The findings in Table 4.1 show that the majority of students have positive responses of YouTube in improving their speaking skills. Most of the responses are dominated by “Agree” and “Strongly Agree” across all items.

Based on the questionnaire results, for Item 1, “*Watching YouTube*

videos helps me improve my English pronunciation,” shows that 62% (13) of students selected “Agree” and 28% (6) selected “Strongly Agree”, indicating that students believe YouTube helps improve their pronunciation. Similarly, item 2, *“YouTube helps me speak more fluently in English,”* reveals that 67% (14) of students chose “Agree” and 23% (5) chose “Strongly Agree”, showing that YouTube contributes to improving students’ fluency.

In addition, for Item 3, *“I have learned new vocabulary from YouTube that I now use when speaking,”* indicates that 62% (13) of students selected “Agree” and 19% (4) selected “Strongly Agree”, suggesting that students gain vocabulary from YouTube and apply it in speaking. Likewise, item 4, *“YouTube videos have helped me understand intonation and stress patterns in English,”* shows that 67% (14) of students agreed and 19% (4) strongly agree, indicating that YouTube helps students understand pronunciation features.

Furthermore, for item 5, *“Watching English speakers on YouTube gives me ideas for how to express myself naturally,”* shows the highest agreement, with 71% (15) of students choosing “Agree” and 14% (3) “Strongly Agree”, indicating that YouTube helps students express themselves more naturally. Meanwhile, item 6, *“Watching YouTube videos increases my confidence in speaking English,”* shows that although 24% (5) of students selected “Disagree”, most still chose “Agree” 47% (10) and “Strongly Agree” 24% (5), suggesting that YouTube increases students’

confidence in speaking.

Overall, these findings indicate that YouTube is perceived as an effective tool in improving various aspects of speaking skills, including pronunciation, fluency, vocabulary, and confidence. Therefore, it can be concluded that students have positive perceptions of YouTube in enhancing their speaking ability.

To support and deepen the quantitative findings, qualitative data were collected through interviews with several participants. The interview results provide more detailed explanations regarding students' perceptions of using YouTube to improve their speaking skills. The qualitative findings confirm and strengthen the quantitative data, particularly in aspects such as pronunciation, fluency, vocabulary development, and self-confidence.

“It is very helpful because YouTube provides real examples of spoken English. Unlike classroom learning, where pronunciation may differ depending on the lecturer, YouTube allows me to hear more authentic pronunciation directly from speakers”. (R3)

“YouTube helps me understand how native speakers speak and pronounce words, especially through podcasts. It also helps improve my listening skills, for example, when I try to watch videos without subtitles”. (R4)

The interview results indicate that students perceive YouTube as a highly beneficial platform for improving their pronunciation. Participants highlighted that YouTube provides clear examples of spoken English, allowing them to observe how native speakers pronounce words in real communication.

One participant stated that YouTube offers more consistent pronunciation models compared to classroom learning, where pronunciation may vary depending on the lecturer. This suggests that YouTube can serve as a useful reference for learning correct pronunciation. Another participant also mentioned that watching YouTube videos, particularly podcasts, helps them better understand how words are pronounced by native speakers. These findings show that YouTube plays a significant role in helping students develop better pronunciation through continuous exposure to spoken English examples.

Table 4.2 presents the data related to students' learning motivation and engagement in using YouTube as a learning medium. This indicator is included as part of students' perceptions, focusing on how YouTube influences their motivation to learn and their level of engagement during the learning process. The table shows students' responses regarding their interest, participation, and involvement in learning English, particularly in improving their speaking skills.

Table 4.2 Learning Motivation and Engagement in Improving English Speaking Skills Through YouTube

Item	Statement	Strongly Disaggre		Disaggre		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F
1.	YouTube makes learning English more enjoyable and engaging.	5%	1	10 %	2	67 %	14	19%	4
2.	I feel more confident to speak English after watching YouTube videos.	5%	1	24 %	5	67 %	14	5%	1
3.	YouTube increases my	5%	1	14	3	71	15	10%	2

	interest in improving my English-speaking skills.			%		%			
4.	I am more motivated to speak English because of the content I watch on YouTube.	5%	1	10 %	2	71 %	15	14%	3

Based on the questionnaire results, For item 1 , *“YouTube makes learning English more enjoyable and engaging,”* 67% (14) of students selected “Agree” and 19% (4) selected “Strongly Agree”, while only a small percentage expressed disagreement. This indicates that students find YouTube to be an interesting and enjoyable learning medium. And in item 2, *“I feel more confident to speak English after watching YouTube videos,”* 67% (14) of students chose “Agree”, although there is a relatively higher percentage of disagreement 24% (5) and only 5% (1) selected “Strongly Agree”. This suggests that while YouTube helps improve confidence for many students, some students still feel less confident in speaking.

Moreover, for item 3, *“YouTube increases my interest in improving my English-speaking skills,”* 71% (15) of students selected “Agree” and 10% (2) selected “Strongly Agree”, indicating that YouTube successfully increases students’ interest in learning and improving their speaking ability. Similarly, for item 4, *“I am more motivated to speak English because of the content I watch on YouTube,”* 71% (15) of students chose “Agree” and 14% (3) chose “Strongly Agree”. This indicates that YouTube content plays a significant role in motivating students to practice speaking English more actively. these findings demonstrate that YouTube not only supports

students' speaking skills but also enhances their motivation and engagement in learning English. Therefore, it can be concluded that YouTube serves as an effective tool in encouraging students to become more interested, motivated, and actively involved in their learning process.

To gain a deeper understanding of students' motivation and interest in learning English through YouTube, interviews were conducted with several participants. The interview results reveal that students enjoy learning through YouTube because the platform provides entertaining, interesting, and personalized content that makes the learning process more engaging.

“For example, when I watch daily conversation videos with animations, I find them more enjoyable and less boring”. (R4)

“It is enjoyable because I can search for content based on my interests. For example, when I like playing Roblox, I watch YouTube videos of people playing Roblox in English, which makes learning more fun” (R5)

This statement illustrates that YouTube contributes to enhancing students' enjoyment in learning English. The participants indicated that the availability of diverse and visually engaging content, such as animated daily conversation videos and interest-based materials, helps reduce boredom during the learning process. One participant reported that watching animated daily conversation videos made the learning experience more enjoyable and less monotonous. In addition, another participant stated that the ability to select content based on personal interests, such as watching gaming videos in English, increased their level of enjoyment while learning. These findings suggest that YouTube facilitates a more engaging learning

environment by allowing students to access content that aligns with their individual preferences, thereby supporting a more enjoyable learning experience.

Table 4.3 presents the data on students' utilization of YouTube in improving their English-speaking skills. The table shows how students use YouTube as a learning tool, including their frequency of use and the activities they engage in during the learning process. These results provide an overview of students' learning practices when using YouTube.

Table 4.3 Students' Use and Exposure to YouTube in Improving English Speaking Skills

Item	Statement	Strongly Disaggre		Disaggre		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F
1.	I frequently watch YouTube videos related to English language learning	0		0		100 %		0	
2.	I use YouTube as a regular part of my English-speaking practice.	5%	1	14%	3	67%	14	14%	3
3.	I often replay YouTube videos to understand how words are pronounced.	5%	1	19%	4	52%	11	24%	5

The findings in Table 4.3 show that students actively utilize YouTube as a learning tool to improve their speaking skills. The majority of responses are dominated by “Agree”, indicating that students frequently use YouTube and are highly exposed to English content in their learning activities. For Item 1, *“I frequently watch YouTube videos related to English language learning,”* shows that 100% (21) of students selected “Agree”, with no responses in “Disagree”, “strongly disagree” or “Strongly Agree”. This indicates that all students consistently watch YouTube videos related to English learning, showing a very high level of exposure to English content. For Item 2, *“I use YouTube as a regular part of my English-speaking practice,”* shows that 67% (14) of students selected “Agree” and 14% (3) selected “Strongly Agree”, while 14% (3) selected “Disagree” and 5% (1) selected “Strongly Disagree”. This suggests that most students regularly use YouTube as part of their speaking practice, although a small number of students do not use it consistently.

for item 3, *“I often replay YouTube videos to understand how words are pronounced,”* shows that 52% (11) of students selected “Agree” and 24% (5) selected “Strongly Agree”, while 19% (4) selected “Disagree” and 5% (1) selected “Strongly Disagree”. This indicates that many students actively use repetition as a strategy to improve their pronunciation, although some students do not frequently apply this method. these findings indicate that students utilize YouTube both frequently and purposefully in improving their speaking skills. They are not only exposed to English content but also

use YouTube as part of their learning practice, including replaying videos to better understand pronunciation.

”It is very helpful. From YouTube, I can learn how to speak properly and observe how native speakers pronounce words. It also serves as a direct learning source where correct pronunciation is demonstrated.” (R4)

“Watching YouTube helps me speak more fluently because I learn new vocabulary and become more aware of correct pronunciation. Sometimes I realize that I have been pronouncing certain words incorrectly, and YouTube helps me correct that.” (R2)

The interview results indicate that students perceive YouTube as a beneficial platform for improving their pronunciation and speaking fluency. The participants explained that YouTube provides direct examples of how native speakers pronounce words and express ideas naturally in real communication. One participant stated that YouTube helps them observe correct pronunciation and serves as a direct learning source for speaking practice. Another participant mentioned that watching YouTube videos helps them improve fluency, learn new vocabulary, and recognize pronunciation mistakes that they previously made. These findings imply that YouTube supports students in developing speaking skills through authentic language exposure and self-correction. By listening to native speakers and repeatedly watching videos, students become more aware of accurate pronunciation, enrich their vocabulary, and improve their fluency independently. Therefore, YouTube can be considered an effective medium for enhancing students’ speaking ability and promoting autonomous

learning outside the classroom.

Table 4.4 presents the data on independent learning and accessibility in using YouTube as a learning medium. The table shows how students are able to learn independently and access learning materials anytime and anywhere through YouTube.

Table 4.4 Independent Learning and Accessibility in Improving English Speaking Skills Through YouTube

Item	Statement	Strongly Disaggre		Disaggre		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F
1.	YouTube allows me to learn at my own pace.	0	0	10%	2	67%	14	24%	5
2.	I can choose YouTube content that matches my English level.	0	0	5%	1	76%	16	19%	6
3.	I find it easy to access YouTube for English-speaking practice anytime and anywhere.	5%	1	5%	1	62%	13	29%	6
4.	YouTube is a helpful tool for practicing English outside the classroom.	5%	1	5%	1	67%	14	24%	5

The findings presented in Table 4.4 highlight the significant role of YouTube in supporting independent learning and accessibility among students in learning English. Overall, the data indicate a strong positive respons of YouTube as a flexible and accessible learning tool. For item 1 “*YouTube allows me to learn at my own pace*”, the majority of respondents agreed 67% (14) and strongly agreed 24% (5) that YouTube allows them to learn at their own pace. This suggests that learners benefit from the self-directed nature of YouTube, where they can pause, replay, and review content according to their individual learning needs. This flexibility is an

essential component of independent learning, as it enables students to take control of their learning process. For item 2 *“I can choose YouTube content that matches my English level”*, The findings reveal that 76% (16) of respondents agree and 19% (6) strongly agree that they can choose YouTube content that matches their English proficiency level. This result indicates that YouTube provides a wide variety of materials, ranging from beginner to advanced levels, allowing learners to select content that suits their abilities. Such autonomy in selecting learning materials enhances learner motivation and engagement.

Furthermore, For item 3 *“I find it easy to access YouTube for English-speaking practice anytime and anywhere, in terms of accessibility”*, most respondents agree 62% (13) and strongly agree 29% (6) that YouTube is easy to access anytime and anywhere for practicing English-speaking skills. This demonstrates that YouTube overcomes traditional limitations of time and place in learning, making it a highly convenient platform for continuous practice outside formal classroom settings. And for the item 4 *“YouTube is a helpful tool for practicing English outside the classroom”*, the majority of participants 67% (14) agree and 24% (5) strongly agree perceived YouTube as a helpful tool for practicing English outside the classroom. This finding reinforces the idea that YouTube serves as an effective supplementary learning resource, supporting formal education and encouraging learners to practice more independently. the results suggest that YouTube plays a crucial role in promoting independent learning and

providing accessible opportunities for students to improve their English skills. Its flexibility, variety of content, and ease of access make it a valuable tool in modern language learning.

In addition, To support the quantitative findings, interviews were conducted with several participants regarding the use of YouTube in learning English. The interview results show that most participants have positive respons toward the use of YouTube. In line with the questionnaire results, participants stated that YouTube allows them to learn at their own pace.

"YouTube is easy to access anytime and anywhere, which makes it convenient for me to practice English whenever I have free time, especially at home where I feel comfortable and focused." (R1)

The interviwer said the accessibility of YouTube as a convenient resource that can be used anytime and anywhere, particularly at home where they feel comfortable and focused. This accessibility allows for consistent practice outside formal classroom settings, increasing exposure to authentic language input and providing opportunities for repetition, which further supports learner autonomy, motivation, and engagement in developing practical English-speaking skills.

B. DISCUSSION

This research aims to analyze students' perceptions and utilization of YouTube in improving their English-speaking skills. Specifically, this research explores several key indicators, including perceived improvement

in speaking skills, learning motivation and engagement, students' utilization of YouTube, and independent learning supported by accessibility. The discussion is presented based on each of these research indicators and is supported by relevant theories and previous studies to provide a deeper understanding of the findings. In addition, qualitative data obtained from interviews are incorporated to support and enrich the quantitative results.

The findings indicate that YouTube contributes positively to students' speaking development, particularly in pronunciation, fluency, vocabulary acquisition, natural expression, and speaking confidence. This result is in line with the theory of multimedia learning proposed by Mayer (2021), which states that learners understand and retain information better when it is presented through both visual and auditory channels. YouTube, as a video-based platform, provides audio-visual input that helps students observe pronunciation, intonation, and natural expressions simultaneously. Harmer (2015) explains that exposure to authentic language is essential in developing speaking skills. YouTube provides authentic input from native speakers, which helps learners imitate real-life communication. This is supported by the interview data, where participants mentioned that they improve their pronunciation by listening and repeating native speakers. This process reflects the concept of imitation and repetition in language learning. Furthermore, the findings are consistent with a study by Kabooaha and Elyas (2018), which found that YouTube significantly improves students' pronunciation and vocabulary acquisition. Similarly, Alwehaibi (2020)

found that students who frequently use YouTube show better fluency and speaking performance.

From the interview results, it can be seen that YouTube plays an important role in improving students' pronunciation. This can be explained by the idea that frequent exposure to spoken English helps learners develop better pronunciation. According to Harmer (2007), learners can improve their pronunciation by listening to how English is used in communication, including its stress and intonation patterns. In this case, YouTube provides students with opportunities to hear clear examples of spoken English.

In addition, Richards (2015) explains that continuous exposure to spoken English supports learners in developing more accurate pronunciation over time. Through content such as podcasts, students are able to understand how words are pronounced in connected speech. Moreover, the improvement in pronunciation is closely related to listening practice. Brown (2007) states that listening plays a key role in helping learners recognize and produce sounds correctly. Therefore, YouTube can be considered a useful tool to support students in improving their pronunciation through regular listening activities.

The findings show that YouTube increases students' motivation and engagement in learning English because the platform provides enjoyable and relevant content. This finding supports Self-Determination Theory by Deci and Ryan (2017), which emphasizes that intrinsic motivation increases when learners find activities enjoyable and relevant, and YouTube content

such as vlogs and podcasts provides interesting and relatable topics that make students more engaged in learning.

In addition, From the interview results, it is evident that YouTube enhances students' enjoyment in learning English. This can be explained by the idea that learning becomes more effective when students feel interested and engaged in the process. According to Zoltán Dörnyei (2014), learners' motivation and enjoyment play an important role in supporting successful language learning. When students enjoy the learning activities, they are more likely to remain focused and actively participate. the ability to select content based on personal interests, such as games or daily conversations, supports more meaningful learning. Richard E. Mayer (2009) explains that visual and interactive materials can make learning more engaging and easier to understand. In this context, YouTube offers a variety of content, including animated videos and gaming content, which helps reduce boredom during the learning process. Therefore, YouTube can be considered an effective tool for creating a more enjoyable learning environment, as it allows students to learn English through content that aligns with their interests and preferences.

The findings indicate that students actively use YouTube as part of their English learning process through frequent exposure to English content and repeated listening practices. Furthermore, The results indicate that students have a high level of exposure to YouTube, as they frequently watch English-related videos and regularly use the platform to support their

speaking practice and pronunciation improvement. This reflects the concept of autonomous learning, where learners take responsibility for their own learning process (Little, 2017), as students not only watch videos but also replay them to understand pronunciation, indicating active learning strategies. From the interview results, the findings indicate that YouTube supports students' learning through regular exposure to English and flexible learning practices. This can be explained by the idea that frequent exposure to language input plays an important role in language development. According to Rod Ellis (2015), consistent exposure to language in meaningful contexts helps learners improve their overall language skills over time.

In addition, the way students replay videos and adjust the playback speed reflects elements of self-regulated learning. Zimmerman (2002) explains that learners who actively control their learning strategies, such as managing time and adjusting learning methods, tend to achieve better learning outcomes. In this context, YouTube allows students to control how they interact with the material based on their individual needs. the use of various types of content, such as podcasts and daily vlogs, provides students with opportunities to engage with English in different contexts. This supports more flexible and independent learning, as students can choose materials that match their level and learning goals. And, YouTube can be considered an effective platform for increasing students' exposure to English while also supporting independent and flexible learning.

In addition, repeated exposure to language input is essential in language acquisition, as Webb and Nation (2017) explain that repetition helps learners internalize vocabulary and pronunciation more effectively, and YouTube allows learners to replay videos multiple times, strengthening learning retention. This finding is also consistent with previous studies, such as Almurashi (2016) and more recent research by Rahmatika (2021), which show that frequent exposure to YouTube improves students' speaking ability and listening comprehension. Thus, YouTube is not only used passively but also actively as a learning tool, enabling students to practice speaking through imitation and repetition.

The findings reveal that YouTube supports autonomous learning by allowing students to learn at their own pace and access learning materials anytime and anywhere. The results indicate that YouTube strongly supports independent learning and provides high accessibility, allowing students to practice English beyond the classroom environment.

Most students agreed that they can learn at their own pace, choose content based on their level, and access YouTube anytime and anywhere. This supports the theory of learner autonomy by Benson (2013, updated perspectives 2020), which emphasizes that learners become more successful when they have control over their learning, as YouTube allows students to pause, replay, and select content, giving them full control over their learning process. The interview results strongly reinforce this finding, as participants stated that they rewatch videos multiple times and practice independently

without relying on others, which clearly reflects autonomous learning behavior. Moreover, the flexibility of YouTube aligns with mobile-assisted language learning (MALL), as explained by Kukulska-Hulme (2020), which highlights that digital platforms enable learning beyond the classroom, allowing students to learn anytime and anywhere in a more continuous and consistent way. Another important aspect is accessibility, as Gilakjani (2017) states that easy access to learning resources increases students' practice opportunities, and YouTube removes time and place limitations, enabling more frequent practice. This is also supported by recent research by Putri et al. (2022), which found that YouTube enhances independent learning and helps students practice English outside the classroom.

Overall, the findings of this study demonstrate that YouTube plays a significant role in improving students' speaking skills. It not only enhances pronunciation, fluency, and vocabulary but also increases motivation, engagement, and independent learning. The integration of questionnaire and interview results shows consistency, where students not only perceive YouTube positively but also actively use it in their learning process. This indicates that YouTube is both an effective and practical tool for language learning. However, some students still experience challenges in confidence, suggesting that YouTube should be combined with other learning methods, such as speaking practice with peers or teachers, to achieve better results.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings and discussion presented in Chapter IV, it can be concluded that First, in terms of perceived improvement in speaking skills, YouTube is considered effective in helping students improve their pronunciation, fluency, vocabulary, and confidence. Through audio-visual input, students are able to observe native speakers' pronunciation, intonation, and expressions, which helps them understand how English is used in real communication. The interview results further confirmed that students improve their pronunciation by listening and repeating videos, as well as expanding their vocabulary through subtitles and contextual usage. This indicates that YouTube provides meaningful and contextual learning experiences for students.

Second, YouTube plays an important role in supporting students' learning process in terms of motivation, engagement, use and exposure, as well as independent learning and accessibility. The availability of various types of content, such as vlogs, podcasts, and conversational videos, makes the learning process more enjoyable and increases students' interest and motivation to learn English. In addition, students actively use YouTube as part of their learning process by frequently watching English-related videos, replaying content, and practicing pronunciation. YouTube also supports independent learning by allowing students to learn at their own pace, choose

suitable content, and access materials anytime and anywhere. The interview results also support these findings, showing that students independently manage their learning and use YouTube consistently to improve their speaking skills.

Overall, YouTube is an effective learning tool for improving speaking skills and supporting students' motivation, engagement, and learner autonomy. However, some students still experience a lack of confidence in speaking due to anxiety and limited real communication practice. Therefore, YouTube is recommended to be used alongside interactive speaking activities to achieve more optimal learning outcomes.

B. SUGGESTION

Based on the conclusions above, several suggestions are proposed:

1. For students

Students are encouraged to use YouTube more actively and purposefully as a learning tool, not only for entertainment. They should apply effective learning strategies such as watching videos with subtitles, taking notes of new vocabulary, replaying videos to understand pronunciation, and practicing speaking by imitating native speakers. In addition, students are advised to combine YouTube-based learning with real speaking practice, such as communicating with peers or participating in discussions, to improve their confidence and speaking ability.

2. For teachers

Teachers are recommended to integrate YouTube into the teaching and learning process as a supplementary learning medium. They can select appropriate and level-based videos, design engaging classroom activities based on YouTube content, and encourage students to practice speaking both inside and outside the classroom. By doing so, teachers can create a more interactive and student-centered learning environment.

3. For future reserachers

Future researchers are suggested to explore the use of YouTube in improving other language skills, such as listening, reading, or writing. They may also investigate the effectiveness of specific types of YouTube content, such as educational channels, podcasts, or short-form videos. In addition, future studies can combine YouTube with other digital learning platforms or use different research methods to obtain more comprehensive and varied findings.

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

REFERENCES

- Ahmad, R., & Safitri, D. (2022). The use of YouTube videos to improve students' English speaking skills in EFL. *Journal of English Education Studies*, 9(3), 155–167.
- Akmal, R., & Hassan, N. (2021). YouTube as an instructional tool for enhancing students' oral communication. *Indonesian TESOL Journal*, 5(1), 25–40.
- Alamri, M., & Tyler-Wood, T. (2023). Learner autonomy in digital learning environments. *Journal of Educational Technology Research*, 18(2), 145–160.
- Alex Gilmore. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching Research*, 40(2), 97–118.
<https://doi.org/10.1017/S0261444807004144>
- Alhamami, M. (2019). Learners' perceptions of online language learning in blended environments. *International Journal of Applied Linguistics*, 32(3), 219–241.
- Ali, S. (2020). Students' perception toward using YouTube in English learning. *International Journal of Education and Learning*, 8(2), 31–41.
- 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.
- Alqahtani, M. (2021). The influence of YouTube on EFL learners' pronunciation and speaking confidence. *Journal of Language Teaching and Research*, 12(5), 780–789.
- Alwehaibi, H. O. (2015). The impact of using YouTube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching & Learning*, 12(2), 121–126.
- Anderson, T. (2008). *Towards a theory of online learning*. AU Press.
- Anggraeni, D., & Nurhayati, S. (2023). The role of YouTube in improving students' English learning motivation. *Journal of English Learning and Teaching*, 10(1), 45–57.
- Azevedo, R., et al. (2025). A closer look into recent video-based learning research: A comprehensive review. *Educational Technology Research and Development*, 73(2), 1–28.
- Bandura, A. (2001). *Social learning theory*. Prentice Hall.

- Benson, P. (2011). *Teaching and researching autonomy* (2nd ed.). Routledge.
- Benson, P. (2020). *Language learner autonomy: Theory, practice and research*. Multilingual Matters.
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1–21.
- Brame, C. J. (2016). Effective educational videos: Principles and guidelines for maximizing student learning. *CBE—Life Sciences Education*, 15(4).
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Burke, S. C., & Snyder, S. (2008). YouTube: An innovative learning resource for college education. *International Electronic Journal of Health Education*, 11, 39–46.
- Chou, M. H. (2024). Speaking as communicative competence in EFL learning. *Journal of Language and Communication Studies*, 14(1), 20–35.
- Deci, E. L., & Ryan, R. M. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Dörnyei, Z. (2019). *Motivation in language learning: Theory, research, and practice* (2nd ed.). Cambridge University Press.
- Dudeney, G., & Hockly, N. (2016). *How to teach English with technology*. Pearson Education.
- Duffy, P. (2008). Engaging the YouTube Google-eyed generation: Strategies for using Web 2.0 in teaching and learning. *Electronic Journal of E-Learning*, 6(2), 119–130.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Fadhilah, N., & Rahman, F. (2023). The impact of YouTube on students' speaking motivation and participation. *Journal of English Language Teaching Research*, 11(2), 78–91.
- Ferdiansah, R., Indrayadi, T., & Musdizal, M. (2025). Mobile Assisted Language Learning (MALL) and students' vocabulary mastery in EFL learning. *Journal of English Education and Technology*, 7(1), 55–68.
- Fitria, T. N. (2022). Pronunciation problems in EFL speaking performance. *Journal of English Language Studies*, 6(2), 112–124.

- Galyen, K. (2011). Online learning platforms and learner autonomy. *Educational Technology Review*, 9(1), 23–35.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson.
- Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, 1(1), 1–6.
- Gilakjani, A. P. (2021). A study of factors affecting EFL learners' English pronunciation learning. *International Journal of Instructional Technology and Language Studies*, 14(3), 379–394.
- Godwin-Jones, R. (2018). Using mobile devices in language learning and teaching. *Language Learning & Technology*, 22(3), 3–17.
- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Greenhow, C., & Robelia, B. (2009). Informal learning and identity formation in online environments. *Educational Researcher*, 38(4), 246–259.
- Guo, P. J., Kim, J., & Rubin, R. (2014). How video production affects student engagement. *Proceedings of the First ACM Conference on Learning at Scale*, 41–50.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education.
- Hidayati, T., & Diana, S. (2019). The use of YouTube videos in improving students' pronunciation and confidence. *Journal of English Teaching and Learning*, 8(1), 88–99.
- Huda, M. (2021). Challenges of digital learning implementation in rural education. *Indonesian Journal of Educational Technology*, 5(2), 99–110.
- Ismayilli, N., et al. (2025). Educational games and oral communication development in language learning. *International Journal of Language Education*, 12(1), 66–82.
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in enhancing EFL students' pronunciation and vocabulary acquisition. *Arab World English Journal*, 9(4), 351–362.
- Kayhan, F. (2025). Reducing foreign language speaking anxiety through targeted interventions: A meta-analysis. *Language Teaching Research Quarterly*, 18, 44–60.

- Keller, J. M. (2010). *Motivational design for learning and performance: The ARCS model approach*. Springer.
- Kelsen, B. (2009). Teaching EFL to the iGeneration: A survey of using YouTube as supplementary material. *CALL-EJ Online*, 10(2), 1–18.
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. Longman.
- Kukulska-Hulme, A. (2020). *Mobile-assisted language learning*. Routledge.
- Lai, C., & Li, G. (2018). Technology-enhanced language learning and student engagement. *Computer Assisted Language Learning*, 31(7), 733–752.
- MacIntyre, P. D., Burns, C., & Jessome, A. (2011). Ambivalence about communicating in a second language. *The Modern Language Journal*, 95(1), 81–96.
- Makransky, G., & Petersen, G. B. (2024). Cognitive overload and multimedia learning in digital education. *Educational Psychology Review*, 36(1), 1–20.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
- Mayer, R. E. (2021). *Cognitive theory of multimedia learning*. Cambridge University Press.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nassaji, H. (2019). Digital media and learner motivation in language learning. *Language Teaching Research*, 23(4), 451–467.
- Nasution, A., & Fatimah, S. (2023). The use of YouTube as authentic material in EFL classrooms. *Journal of English Language Education*, 9(2), 102–116.
- Putri, N. A., & Utami, A. D. (2022). Students' perception on the use of YouTube to improve English speaking skill. *Journal of English Language Teaching and Linguistics*, 7(2), 355–368.
- Qiao, X., & Zhao, Y. (2023). AI-supported speaking instruction and learner autonomy in EFL contexts. *Computer Assisted Language Learning*, 36(5), 577–596.
- Rahmadani, S., & Fitri, Y. (2025). Grammar competence and speaking performance among EFL learners. *Journal of Applied Linguistics Research*, 13(1), 87–101.
- Rahmah, S., & Izzati, N. (2023). Self-paced learning through YouTube in EFL classrooms. *Journal of Language Education Studies*, 8(3), 144–156.

- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson Education.
- Safitri, D. (2022). The effectiveness of YouTube videos in supporting English learning motivation. *Journal of English Education*, 11(2), 133–145.
- Salih, A., et al. (2024). Situation-based speaking activities and communicative competence in EFL classrooms. *TESOL International Journal*, 19(1), 59–74.
- Sari, D., & Aminatun, D. (2021). Grammar competence and oral communication effectiveness in EFL learning. *Journal of English Language Teaching*, 10(1), 77–88.
- Sari, P., & Wahyuni, T. (2022). The role of YouTube in improving pronunciation and speaking fluency. *Journal of English Language Studies*, 7(1), 21–34.
- SCIRP. (2023). English fluency and intercultural communication in the global era. *Scientific Research Publishing*, 15(2), 45–60.
- Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3–10.
- Snelson, C. (2011). YouTube across the disciplines: A review of the literature. *MERLOT Journal of Online Learning and Teaching*, 7(1), 159–169.
- Sorga, A., & Zuraida, N. (2025). Students' perceptions on the effectiveness of YouTube in improving their English-speaking skill in English education students. *Journal of English Education Research*, 12(1), 50–64.
- Sukmawati, E. (2022). The advantages of YouTube in English language learning. *Journal of Educational Media and Technology*, 6(2), 98–110.
- Sun, Y. (2023). Cognitive demands in EFL speaking performance. *International Journal of Applied Linguistics and Communication*, 11(2), 90–104.
- Susanto, A., & Fazlinda, R. (2023). Vocabulary mastery and students' speaking ability in EFL learning. *Journal of English Education and Linguistics*, 9(1), 67–79.
- Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive load theory*. Springer.
- Syafiq, M., Rahmawati, I., Ananda, R., Rofiuddin, M., & Fitriani, R. (2021). Students' perceptions toward the use of YouTube in online learning during COVID-19 pandemic. *Studies in English Language and Education*, 8(2), 491–

507.

Teng, M. F. (2020). Challenges in digital language learning and students' distractions. *Educational Technology and Society*, 23(4), 88–101.

Thornbury, S. (2005). *How to teach speaking*. Pearson Education.

Toyama, M., & Yamazaki, Y. (2021). Speaking anxiety and self-confidence in EFL communication. *Asian EFL Journal*, 28(3), 102–118.

Wang, L. (2024). Emotional intelligence and speaking fluency in second language learning. *Journal of Language Teaching and Research*, 15(1), 55–70.

Wulandari, R. (2020). Enhancing students' speaking ability through YouTube-based learning. *Journal of Language and Education Innovation*, 4(1), 58–72.

Zeng, X., & Wang, Y. (2021). YouTube as a multimodal resource for EFL learning. *Journal of Computer-Assisted Language Learning*, 34(3), 333–350.

Zhu, X., Wang, Q., & Li, H. (2024). Motivation and consistency in self-directed online learning. *International Journal of Educational Technology*, 21(2), 120–137.

Appendix 1 Questionnaire (Quantitative Phase)

Indicator 1 : Perceived Improvement in Speaking Skills

No	Item Statement
1	Watching YouTube videos helps me improve my English pronunciation.
2	YouTube helps me speak more fluently in English.
3	I have learned new vocabulary from YouTube that I now use when speaking.
4	YouTube videos have helped me understand intonation and stress patterns in English.
5	Watching English speakers on YouTube gives me ideas for how to express myself naturally.
6	Watching YouTube videos increases my confidence in speaking English.

Indicator 2: Learning Motivation and Engagement

No	Item Statement
1	YouTube makes learning English more enjoyable and engaging.
2	I feel more confident to speak English after watching YouTube videos.
3	YouTube increases my interest in improving my English-speaking skills.
4	I am more motivated to speak English because of the content I watch on YouTube.

Indicator 3: Use and Exposure to YouTube

No	Item Statement
1	I frequently watch YouTube videos related to English language learning.
2	I use YouTube as a regular part of my English-speaking practice.
3	I often replay YouTube videos to understand how words are pronounced.

Indicator 4: Independent Learning and Accessibility

No	Item Statement
1	YouTube allows me to learn at my own pace.
2	I can choose YouTube content that matches my English level.
3	I find it easy to access YouTube for English-speaking practice anytime and anywhere.
4	YouTube is a helpful tool for practicing English outside the classroom.



Appendix 2 Interview Guide (Qualitative Phase)

Indicator	Purpose	Interview Questions
Perceived Improvement in Speaking Skills	To understand whether students feel YouTube helps improve their speaking skills	1. How do you think watching YouTube videos helps you improve your English pronunciation? 2. Can you describe how YouTube has helped you speak more fluently? 3. Have you learned new vocabulary from YouTube that you now use when speaking? Can you give examples? 4. In your opinion, how do YouTube videos help you understand intonation and stress patterns in English? 5. Do you get ideas from watching English speakers on YouTube on how to express yourself naturally? Can you share an example? 6. How does watching YouTube videos affect your confidence in speaking English?
Learning Motivation and Engagement	To examine students' motivation and engagement while learning with YouTube	1. How does watching YouTube videos make learning English more enjoyable or interesting for you? 2. Do you feel more confident to speak English after watching YouTube? Why or why not? 3. How does YouTube affect your interest in improving your English-speaking skills? 4. Can you describe how YouTube motivates you to practice speaking English?
Learning Motivation and Engagement	To examine students' motivation and engagement while learning with YouTube	1. How does watching YouTube videos make learning English more enjoyable or interesting for you? 2. Do you feel more confident to speak English after watching YouTube? Why or why not? 3. How does YouTube affect your interest in improving your English-

		speaking skills? 4. Can you describe how YouTube motivates you to practice speaking English?
Use and Exposure to YouTube	To explore students' habits and experiences using YouTube for English learning	1. How often do you watch YouTube videos to learn English? Can you describe your routine? 2. Which types of YouTube videos do you usually watch for practicing speaking? 3. Do you usually re-watch videos to understand pronunciation or speaking patterns? Why or why not?
Independent Learning and Accessibility	To find out students' ability to learn independently using YouTube	1. How does YouTube help you learn at your own pace? 2. Can you choose YouTube content that matches your English level? How do you decide which videos to watch? 3. How easy is it for you to access YouTube anytime and anywhere for English practice? 4. In your opinion, how helpful is YouTube for practicing English outside the classroom?

Appendix 3 Interview transcript

No	Questions	Answer
1.	1. How often do you watch YouTube videos to learn English? Can you describe your routine?	R1: I do not watch YouTube very often now. However, about two years ago, I used to watch YouTube frequently to learn English. Recently, I rarely use YouTube for that purpose. R2: I usually watch YouTube videos about three times a week, especially when I need to deepen my understanding of materials learned in class. R3: It is not fixed, but I usually watch YouTube around three to four times per week to learn English. R4: I usually watch YouTube videos about three times a week. R5: I watch YouTube occasionally. My routine is usually in the morning; when I have free time, I take the opportunity to learn English using YouTube.
2.	2. Which types of YouTube videos do you usually watch for practicing speaking?	R1: I used to watch videos from Oxford, especially conversation-based content such as <i>Oxford Conversation</i>. The videos were quite old, around 20 years ago, and mainly focused on daily conversations. R2: I usually watch podcasts, daily vlogs (such as “<i>day in my life</i>” videos), and other conversational content that shows how English is used in real-life situations R3: I usually watch podcasts, general knowledge videos in English, and also sports matches where the commentators use English R4: I usually watch daily conversation videos or podcasts. R5: I sometimes learn from English podcasts, and sometimes I watch animated videos related to English learning..
3.	Do you usually re-watch videos to understand pronunciation or speaking patterns? Why or why not?	R1: Yes, I used to rewatch the videos almost every day because they were structured in episodes, like a series. I found them easy to understand, and the speakers talked slowly. Even though they used a British accent, I enjoyed it because I also like watching films with British accents. R2: Yes, I usually rewatch videos repeatedly until I fully understand the pronunciation and speaking patterns. R3: I do not usually rewatch videos, but sometimes I slow them down. I do this because I may not understand all the vocabulary or pronunciation, so slowing down helps me catch what is being said more clearly.

		R4: Yes, I do. When I watch podcasts, native speakers often speak too fast, so sometimes I cannot clearly catch what they are saying. Therefore, I usually replay the videos and reduce the speed to understand them better. R5: Yes, sometimes I replay the videos because some of them are at an advanced level, which makes them difficult for me to understand. Therefore, I need to watch them repeatedly until I fully understand.
4.	How do you think watching YouTube videos helps you improve your English pronunciation?	R1: "In my opinion, YouTube is very helpful for improving pronunciation. However, if it is not accompanied by practice, such as shadowing, the results will be minimal. Watching alone is not enough; we also need to practice producing the sounds correctly. R2: "Actually, I think it is very good. Watching YouTube is very helpful for improving pronunciation." R3: "It is very helpful because YouTube provides real examples of spoken English. Unlike classroom learning, where pronunciation may differ depending on the lecturer, YouTube allows me to hear more authentic pronunciation directly from speakers. R4: YouTube helps me understand how native speakers speak and pronounce words, especially through podcasts. It also helps improve my listening skills, for example, when I try to watch videos without subtitles. R5: It is very helpful. From YouTube, I can learn how to speak properly and observe how native speakers pronounce words. It also serves as a direct learning source where correct pronunciation is demonstrated.
5.	Can you describe how YouTube has helped you speak more fluently?	R1: I think YouTube does not significantly improve my speaking skill. I prefer practicing speaking directly and spontaneously. Relying too much on memorized expressions from videos can make speaking sound unnatural. Therefore, YouTube is not fully effective in improving my speaking ability. R2: Watching YouTube helps me speak more fluently because I learn new vocabulary and become more aware of correct pronunciation. Sometimes I realize that I have been pronouncing certain words incorrectly, and YouTube helps me correct that. R3: Besides what I learn in class, YouTube helps me gain new vocabulary that I can use in daily communication, which supports my speaking fluency

		R4: Actually, YouTube does not significantly help me become more fluent in speaking because the videos are often long, which can make me feel bored. However, it helps me observe how native speakers communicate in daily life R5: YouTube really helps with speaking because it provides examples of how to speak correctly. For instance, through podcasts, I can learn slang expressions. I can also learn different English accents, as YouTube offers a wide variety of content, including educational videos and podcasts that demonstrate pronunciation and speaking styles.
6.	Have you learned new vocabulary from YouTube that you now use when speaking? Can you give examples?	R1: Not really. I prefer learning vocabulary through categorized methods. From YouTube, I only get vocabulary incidentally. R2: Yes, especially slang and informal expressions. YouTube helps me learn more casual and commonly used vocabulary in daily conversations. R3: I Yes, I learn a lot of new vocabulary. In class, we mostly learn academic vocabulary, but on YouTube, I can learn more specific vocabulary based on my interests. For example, if I like chess, I can learn English terms related to chess. I also learn general conversational vocabulary used by influencers R4: Yes, I have learned basic vocabulary commonly used in daily conversations. R5: Not really. Most of the vocabulary in the videos is still familiar to me, and I rarely encounter difficult words. For example, one expression I learned is “<i>used to</i>,” which refers to something that happened regularly in the past.
7.	In your opinion, how do YouTube videos help you understand intonation and stress patterns in English?	R1: YouTube helps me understand intonation because I can hear how speakers emphasize certain words and how their tone changes in sentences. R2: By watching native speakers on YouTube, I can better understand intonation and stress patterns. It helps me recognize how words are naturally emphasized in spoken English. R3: YouTube helps me understand intonation and stress through context, especially when watching dramas. The actors’ expressions (such as anger or sadness) help me understand how intonation changes based on emotions. R4 They are very helpful because I can observe how native speakers speak, including how they use intonation and stress in their speech.

		R5: They are very helpful because the examples are already provided in the videos. I can learn how to use intonation and apply the correct stress patterns when speaking.
8.	Do you get ideas from watching English speakers on YouTube on how to express yourself naturally? Can you share an example?	R1: To some extent, yes. I sometimes imitate or do shadowing, but not completely. Native speakers are quite difficult to imitate perfectly. R2: Yes, I get many new ideas. By watching podcasts and daily vlogs, I learn how English is used naturally in everyday situations, which helps me develop my own speaking style.. R3: Yes, watching YouTube helps develop my ideas and even improves my critical thinking when learning English. R4: Yes, I do. By watching them, I can see their body language and facial expressions when they speak, especially how their expressions change with different intonation R5: I do not really get specific ideas, but it helps me express myself more naturally. Sometimes, after watching YouTube content such as podcasts or opinion videos, I feel influenced by the way they speak, and I try to express my thoughts in English, for example by posting stories on social media.
9.	How does watching YouTube videos affect your confidence in speaking English?	R1: Watching YouTube does not significantly affect my confidence. When practicing alone, anyone can feel confident because there is no audience. Real confidence comes from actual interaction and conversation with others, not just watching videos. R2 Watching YouTube can increase my confidence because I often imitate what the speakers say. By repeating and practicing, I feel that speaking English becomes easier and more natural. R3: Sometimes, when I learn unique or less common vocabulary from YouTube and use it in conversations, my friends find it interesting. This can boost my confidence. R4: It helps improve my confidence. I often imitate what I watch on YouTube when I speak with my friends, which makes me feel more confident speaking English, especially in informal situations. R5: It helps me, but my confidence still depends on how often I practice speaking
10.	How does watching YouTube videos make learning English more	R1: Previously, I enjoyed watching English movies. Later, I shifted to watching e-sports content as my level improved. This made learning feel more interesting and engaging.

	enjoyable or interesting for you?	R2: It depends on the content. If I am interested in the topic, learning becomes more enjoyable and engaging, and I do not feel bored. R3: It depends on the individual. If someone is not motivated to learn, no platform including YouTube will make it enjoyable. Motivation comes from within. R4: For example, when I watch daily conversation videos with animations, I find them more enjoyable and less boring. R5: It is enjoyable because I can search for content based on my interests. For example, when I like playing Roblox, I watch YouTube videos of people playing Roblox in English, which makes learning more fun
11.	Do you feel more confident to speak English after watching YouTube? Why or why not?	R1: I will try to practice after watching. Real improvement only happens when we practice, not just when we listen. It is impossible to suddenly become fluent just by watching videos. R2: Yes, I feel more confident. Before, I often doubted whether my pronunciation was correct. After watching YouTube, I can confirm what is correct and what is not, which makes me more confident when speaking.. R3: Not really, because I still feel shy and afraid of making mistakes when speaking English. R4: Yes, because I can see how English is used in real situations, which makes me feel more prepared to speak. R5: Yes, I feel more confident. After learning from YouTube, I feel more self-assured because everyone is still learning. Not everyone can speak like a native speaker, especially when it comes to intonation and other aspects.
12.	How does YouTube affect your interest in improving your English-speaking skills?	R1: Yes, it increases my interest and motivation. I have a role model, Tom Holland. I admire his confidence when speaking English. Even though he is sometimes joked about, he remains confident, which motivates me to improve my speaking skills. R2: YouTube strongly increases my motivation and interest because it offers a wide variety of topics. I can choose content based on my preferences, which makes learning more interesting, especially for beginners R3: Watching fluent English speakers on YouTube motivates me to improve because I want to be able to speak like them.

		R4: It greatly increases my interest because the content on YouTube is engaging, especially when it includes animations along with English language use. R5: It increases my interest, especially when I find videos that match my personal interests.
13.	Can you describe how YouTube motivates you to practice speaking English?	R1 I believe YouTube alone cannot significantly speed up speaking improvement. Only a few people may experience rapid improvement, possibly due to talent. In my case, I do not feel a drastic improvement just from watching. Practice with others is still necessary. R2: Watching daily vlogs motivates me because I see how people use English in their daily lives. It encourages me to become more fluent. I also feel motivated when I have someone I admire as a role model. R3: YouTube motivates me when I watch content related to my hobbies. Seeing influencers or content creators in those areas encourages me to learn English more actively. R4 When I watch podcasts and see speakers or translators who speak English fluently, I feel motivated to improve my own speaking skills so that I can speak as fluently as they do. R5: Watching content such as “a day in the life of students abroad” motivates me to improve my English so that I can sound fluent and possibly study abroad in the future.
14.	How does YouTube help you learn at your own pace?	R1: YouTube helps me learn at my own pace because I can pause, replay, and watch the videos as many times as I need. If I don’t understand something, I can repeat it until I understand. R2: YouTube is quite effective because it provides content for all levels, from beginner to advanced. I can choose videos that match my current English level, which helps me learn at my own pace. R3: I think it helps because I can learn slowly without pressure, especially when I don’t understand the material. R4: On YouTube, I can choose content that matches my current level of English proficiency R5: I can search for content that matches my level. For example, if I feel I am at an intermediate level, I look for videos with slower pronunciation and clearer intonation, so I can follow them more easily. It depends on the channel I choose.

15.	Can you choose YouTube content that matches your English level? How do you decide which videos to watch?	R1: Yes, I can. I started with simpler content like cartoons, then moved to real-life conversations, and now I watch podcasts and English news. This progression helps me improve my understanding. R2: I try to choose videos based on the title and difficulty. If it is too difficult, I look for another video that is easier. R3: Yes, I can. If a video feels too difficult or not relevant, I simply skip it and choose another one. R4: I choose videos that match my level by looking at the topic and the way the speaker talks. If it is clear, I continue watching. R5: Yes, I can choose videos that match my level, but sometimes I just watch random videos, even if they are difficult.
16.	How easy is it for you to access YouTube anytime and anywhere for English practice?	R1: It is very flexible. I usually watch it in my free time, mostly at home, because it feels more comfortable and relaxed. R2: It is quite easy, but sometimes I have problems with internet connection, which makes it difficult to watch videos. R3: It is very easy, especially in today's technological era. It is almost impossible to find difficulty accessing YouTube. R4: It is quite easy because I usually watch content from channels that I have previously followed. R5: It is very easy because YouTube is free and accessible anytime.
17.	In your opinion, how helpful is YouTube for practicing English outside the classroom?	R1: In my opinion, it is not very effective if it is not combined with direct practice. However, if it is accompanied by practice, it can become effective. R2: It is very useful because it exposes me to more natural and informal language. Unlike classroom learning, which is more formal, YouTube helps me learn slang and everyday expressions, making my English less rigid and more flexible. R3: In the classroom, we mostly learn basic and formal English. Outside the classroom, through YouTube, we can be more expressive and communicative. YouTube becomes a primary platform for learning beyond formal education. R4: It is very useful because I can practice speaking and listening outside the classroom environment. R5: It is very useful because YouTube provides comprehensive learning materials, including grammar and

		other skills, so everything I need to improve my English is available there.
--	--	--



**APPENDIX 4 : Mean Scores of Students' Perceptions on the Use of YouTube
in Improving English Speaking Skills**

No	Indicator	Items	Mean
1.	Perceived Improvement in Speaking Skills	Q1-Q6	3.02
2.	Learning Motivation and Engagement	Q1-Q4	2.95
3.	Use and exposure youtube	Q1-Q3	3.28
4.	Independent learning and accessibility	Q1-Q4	3.13

Highest and Lowest Indicator Scores

Category	Indicator	Mean
Highest Mean	Use and exposure youtube	3.28
Lowest Mean	Learning Motivation and Engagement	2.95

APPENDIX 5 TEST VALIDITY

Reliability

Indicator 1: perceived improvement in speaking skills

Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded ^a	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.898	6

Item Statistics

	Mean	Std. Deviation	N
Q1	3.1429	.72703	21
Q2	3.0952	.70034	21
Q3	3.0000	.63246	21
Q4	3.0476	.58959	21
Q5	2.9524	.66904	21
Q6	2.9048	.83095	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	15.0000	7.500	.879	.854
Q2	15.0476	7.948	.783	.870
Q3	15.1429	8.329	.767	.874
Q4	15.0952	8.790	.684	.886
Q5	15.1905	8.562	.643	.891
Q6	15.2381	7.890	.631	.899

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.1429	11.529	3.39538	6

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	21	1.00	4.00	3.1429	.72703
Q2	21	1.00	4.00	3.0952	.70034
Q3	21	2.00	4.00	3.0000	.63246
Q4	21	2.00	4.00	3.0476	.58959
Q5	21	1.00	4.00	2.9524	.66904
Q6	21	1.00	4.00	2.9048	.83095
Valid N (listwise)	21				

Frequencies

Statistics

		q04	q05	q06	q07	q08	q09
N	Valid	21	21	21	21	21	21
	Missing	0	0	0	0	0	0

Frequency Table

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.8	4.8	4.8
	2.00	1	4.8	4.8	9.5
	3.00	13	61.9	61.9	71.4
	4.00	6	28.6	28.6	100.0
	Total	21	100.0	100.0	

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.8	4.8	4.8
	2.00	1	4.8	4.8	9.5
	3.00	14	66.7	66.7	76.2
	4.00	5	23.8	23.8	100.0
	Total	21	100.0	100.0	

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	4	19.0	19.0	19.0
	3.00	13	61.9	61.9	81.0
	4.00	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	14.3	14.3	14.3
	3.00	14	66.7	66.7	81.0
	4.00	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

THE FIRST 25 ANSWERS ARE LISTED

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.8	4.8	4.8
	2.00	2	9.5	9.5	14.3
	3.00	15	71.4	71.4	85.7
	4.00	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.8	4.8	4.8
	2.00	5	23.8	23.8	28.6
	3.00	10	47.6	47.6	76.2
	4.00	5	23.8	23.8	100.0
	Total	21	100.0	100.0	

Indicator 2: learning motivation and engagement

Reliability

Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded ^a	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.913	4

Item Statistics

	Mean	Std. Deviation	N
Q1	3.0000	.70711	21
Q2	2.7143	.64365	21
Q3	2.9048	.62488	21
Q4	2.9524	.66904	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	8.5714	3.057	.809	.886
Q2	8.8571	3.329	.772	.897
Q3	8.6667	3.333	.803	.887
Q4	8.6190	3.148	.826	.878

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
11.5714	5.557	2.35736	4

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	21	1.00	4.00	3.0000	.70711
Q2	21	1.00	4.00	2.7143	.64365
Q3	21	1.00	4.00	2.9048	.62488

Q4	21	1.00	4.00	2.9524	.66904
Valid N (listwise)	21				

Frequencies

Statistics

		q10	q11	q12	q13
N	Valid	21	21	21	21
	Missing	0	0	0	0

Frequency Table

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.8	4.8	4.8
	2.00	2	9.5	9.5	14.3
	3.00	14	66.7	66.7	81.0
	4.00	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.8	4.8	4.8
	2.00	5	23.8	23.8	28.6

3.00	14	66.7	66.7	95.2
4.00	1	4.8	4.8	100.0
Total	21	100.0	100.0	

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.8	4.8	4.8
	2.00	2	9.5	9.5	14.3
	3.00	16	76.2	76.2	90.5
	4.00	2	9.5	9.5	100.0
	Total	21	100.0	100.0	

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.8	4.8	4.8
	2.00	2	9.5	9.5	14.3
	3.00	15	71.4	71.4	85.7
	4.00	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

Indicator 3 : Use and exposure youtube

Case Processing Summary

		N	%
Cases	Valid	21	100.0

Excluded^a	0	.0
Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.615	3

Item Statistics

	Mean	Std. Deviation	N
q01	3.0000	.00000	21
q02	2.9048	.70034	21
q03	2.9524	.80475	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q01	5.8571	1.929	.000	.820
q02	5.9524	.648	.701	6.661E-16
q03	5.9048	.490	.701	4.441E-16

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
8.8571	1.929	1.38873	3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
q01	21	3.00	3.00	3.0000	.00000
q02	21	1.00	4.00	2.9048	.70034
q03	21	1.00	4.00	2.9524	.80475
Valid N (listwise)	21				

Frequencies

Statistics

		q01	q02	q03
N	Valid	21	21	21
	Missing	0	0	0

Frequency Table

q01

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3.00	21	100.0	100.0	100.0

q02

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	4.8	4.8	4.8
2.00	3	14.3	14.3	19.0
3.00	14	66.7	66.7	85.7
4.00	3	14.3	14.3	100.0
Total	21	100.0	100.0	

q03

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	4.8	4.8	4.8
2.00	4	19.0	19.0	23.8
3.00	11	52.4	52.4	76.2
4.00	5	23.8	23.8	100.0
Total	21	100.0	100.0	

Indicator 4: independent learning and accessibility

Reliability

Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded^a	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.868	4

Item Statistics

	Mean	Std. Deviation	N
Q1	3.0952	.43644	21
Q2	3.2381	.70034	21
Q3	3.4286	.59761	21
Q4	3.2857	.71714	21

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	9.9524	3.648	.366	.940
Q2	9.8095	2.162	.872	.763
Q3	9.6190	2.548	.809	.796
Q4	9.7619	2.090	.889	.755

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.0476	4.448	2.10894	4

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	21	2.00	4.00	3.0952	.43644
Q2	21	1.00	4.00	3.2381	.70034
Q3	21	2.00	4.00	3.4286	.59761
Q4	21	1.00	4.00	3.2857	.71714
Valid N (listwise)	21				

Frequencies

Statistics

		Q1	Q2	Q3	Q4
N	Valid	21	21	21	21
	Missing	0	0	0	0

Frequency Table

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	4.8	4.8	4.8
	3.00	17	81.0	81.0	85.7
	4.00	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.8	4.8	4.8
	3.00	13	61.9	61.9	66.7
	4.00	7	33.3	33.3	100.0
	Total	21	100.0	100.0	

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	4.8	4.8	4.8
	3.00	10	47.6	47.6	52.4
	4.00	10	47.6	47.6	100.0

Total	21	100.0	100.0	
--------------	-----------	--------------	--------------	--

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.8	4.8	4.8
	3.00	12	57.1	57.1	61.9
	4.00	8	38.1	38.1	100.0
	Total	21	100.0	100.0	



APPENDIX 5: DOCUMENTATION OF RESEARCH

INSTITUT AGAMA ISLAM Negeri

K



CURRICULUM VITAE



A. Personal Data

Name : Husni Hidayanti
 Date of birth : Sungai Penuh, 29 September 2004
 Gender : Female
 Email : husnihidayanti657@gmail.com
 Major : English Department
 Faculty : Tarbiyah and Teacher Training

B. Education Background

2010 – 2016 : SD Negeri 005 / XI Kelurahan Sungai Penuh
 2016 – 2019 : SMPN 8 Sungai Penuh
 2019 – 2022 : SMAN 04 Sungai Penuh
 2022 – 2026 : Institut Agama Islam Negeri Kerinci

