



# The Effect of English Authentic Youtube Videos on Students' Speaking Skills in Rural School

Asnawi Muslem<sup>1</sup>, Ika Apriani Fata<sup>2\*</sup>, Windy Ilan Saputri<sup>3</sup> 

<sup>1,3</sup> English Education Department, Universitas Syiah Kuala, Banda Aceh, Indonesia

<sup>2</sup> Universiti Sains Malaysia, Gelugor, Pulau Pinang, Malaysia

## ARTICLE INFO

### Article history:

Received March 09, 2022

Revised April 11, 2022

Accepted June 12, 2022

Available online August 25, 2022

### Kata Kunci:

Keterampilan Berbicara, Media dalam Pembelajaran Bahasa, Video YouTube, Akurasi

### Keywords:

Speaking skill, YouTube Videos, Language Learning Media, Accuracy

### DOI:

<https://doi.org/10.23887/jet.v6i3.45412>

## ABSTRAK

Teknologi memperluas kesempatan siswa untuk interaksi otentik dengan penutur asli dan pelajar bahasa lainnya di berbagai tingkatan, baik di dalam maupun di luar kelas. Tujuan dari penelitian ini adalah untuk menguji peningkatan keterampilan berbicara siswa dalam hal kefasihan, kosa kata, tata bahasa, pengucapan, dan akurasi dengan menggunakan video YouTube bahasa Inggris, serta dampaknya terhadap keterampilan berbicara siswa dengan latar belakang keluarga PNS (Pegawai Negeri Sipil) dan Non PNS pelayan di sekolah pedesaan. Dalam penelitian ini, metode kuantitatif dengan desain eksperimen sejati digunakan, dan total =90 siswa berpartisipasi, dengan =50 siswa dipilih menggunakan purposive sampling dari dua kelas yang berbeda untuk dijadikan sampel. Instrumen penelitian ini meliputi tes, pre-test, dan post-test. Data tersebut kemudian dianalisis secara statistik untuk mengetahui hasil pre-test dan post-test yang diberikan. Skor rata-rata meningkat setelah post-test dalam hal menerima hasil dalam hal peningkatan berbicara bahasa Inggris siswa. Akurasi ternyata menjadi salah satu aspek terpenting dalam berbicara yang meningkat tajam. Artinya, siswa belajar dari penutur asli melalui video YouTube berbahasa Inggris, dan sebagai hasilnya akurasi mereka meningkat pesat. Sementara itu, siswa dari keluarga PNS mendapat nilai 95 pada post-test, sedangkan siswa dari keluarga non-PNS mendapat nilai 92.5. Ditemukan bahwa hanya ada sedikit perbedaan peningkatan antara latar belakang siswa PNS dan non-PNS. Guru disarankan menggunakan video YouTube bahasa Inggris di kelas untuk memberdayakan siswa dalam meningkatkan keterampilan berbicara bahasa Inggris mereka.

## ABSTRACT

Technology expands students' opportunities for authentic interaction with native speakers and other language learners at various levels, both inside and outside of the classroom. The purpose of this research is to examine an improvement in students' speaking skills in terms of fluency, vocabulary, grammar, pronunciation, and accuracy by using English YouTube videos, as well as the impact on students' speaking skills with a civil and non civil servant's family background in rural school. In this study, a quantitative method with a true experimental design was used, and a total of N=90 students participated, with N=50 students chosen using purposive sampling from two different classes to serve as samples. The instrument for the study included tests, a pre-test, and a post-test. The data was then analysed statistically to determine the results of the given pre-test and post-test. The average score increased after the post-test in terms of receiving results in terms of improving students' English speaking. Accuracy turned out to be one of the most important aspects of speaking that improved markedly. It means that students learned from native speakers through English YouTube videos, and their accuracy has enormously improved as a result. Meanwhile, students from civil servant families scored 95 on the post-test, while students from non-civil servant families scored 92.5. It was discovered that there is only a minor difference in improvement between civil and non-civil servant students' backgrounds. Teachers should consider using authentic English YouTube videos in the classroom to assist children of their English speaking skills.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.  
Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.



## 1. INTRODUCTION

Technology in the classroom, such as videos, images, and software solutions, enables teachers to bring the outside world into the classroom. Putting theories into practise motivates students to practise and become fully immersed in language learning. In recent years, there has been a huge attention in researching the use of YouTube in educational field, particularly in English language learning (Bakar et al., 2019; Miller, 2017; H. C. Wang & Chen, 2020). Teachers and educators used YouTube as a platform for sharing and watching to teach their students (Hussaeni et al., 2020; Yacoob & Saad, 2020). This platform provides a diverse range of authentic

and instructional language learning materials, as well as re-constructs and improves students' learning experiences (Hendriwanto et al., 2021; Miller, 2017; Nasution, 2019). Aside from that, YouTube plays an important role as a medium for developing students' speaking skills to a higher and more relevant level, It has a positive impact as it provides a wealth of information and entertaining videos that are freely accessible (Kristiani & Pradnyadewi, 2021; Syafiq et al., 2021). By emulating English language videos on the site, YouTube can also be used as a reference and alternative media to help students improve their English speaking skills. YouTube video, on the other hand, is one of the most advanced media methods for increasing student interest in English learning (Anggraini, 2021; Khalid & Muhammad, 2012).

As students transition from passive recipients to active learners, they may become very excited about language learning and motivated to practise more, using devices that allow them to practise a language through features such as voice recognition and interactive multimedia exercises, among other things. Attempting to put theories into practise encourages students to practise and become completely immersed in language learning. Speaking is one of the language learning skills. Speaking is an important skill to learn if you want to communicate effectively in a foreign language because communication is impossible without speech (Feng & Liu, 2021; Liyana & Kurniawan, 2019). A lack of vocabulary is also an impediment for students in conveying conversation in English and other students sometimes mock other students when they try to speak in English causing students not to dare to practise speaking English in class (Meinawati et al., 2020; Muslem et al., 2019). As a result, these factors have a significant impact on students' importance in improving their ability to speak English at school.

Previous researches indicated that there are several issues with improving students' speaking ability in junior high schools, including a lack of fluency, a lack of vocabulary, incorrect grammar use, difficulty pronouncing English sentences correctly, and a lack of accuracy (Yudar et al., 2020; Yukselir & Komur, 2017). There have been numerous studies in improving speaking skill by using YouTube video tutorials, many researchers have researched the use of YouTube videos to improve students' speaking skills (Meinawati et al., 2020; Saed et al., 2021). For example, focusing on research related to students' speaking ability as English as a foreign language. Admittedly, using YouTube videos as a medium for developing and improving students' speaking skills has proven to be a wise decision. It is demonstrated by the findings, that by learning while practising and seeing material such as interesting learning, students are much more active than previously (Abdulrahman Almurashi, 2016; Ariyanto et al., 2018; Hamad et al., 2019; Nofrika, 2019). YouTube can create an interactive environment in the classroom between the teacher and the students. Students can communicate actively and impulsively in English through YouTube, although they have lack of the vocabulary to represent their ideas and feelings. This has a significant impact on improving student learning processes and is an effective medium for teachers to teach students to speak English (Anrasiyana et al., 2022; Kamelia, 2019; Pinandhita et al., 2022; Pratama, 2018).

To clarify, a rural area is assumed that the parents with low income budget may effect children language learning and the rural economic background is based on agriculture, so the majority of their products rely on the fertility of the land and animal care. Furthermore, some rural areas do not have an electricity network to develop technology and ICT programmes, and in some of those that do, electricity is not stable, and internet access is limited (Fikri et al., 2021; Primasari & , Zulela, 2019). On the other hand, there is a huge gap between urban and rural areas when it comes to education because in underdeveloped countries, children have to move around to be at school's places for more than three hours by walking, riding bicycles, riding horses and boats without an excellent vial structure that allows them to go comfortably. Kutacane district however considered as one of rural areas in Aceh Province, Indonesia which has a numerous agriculture family background ([www.bps.statistik.go.id](http://www.bps.statistik.go.id)). This study differs from previous research in several ways. This study examined the students' speaking skill ability through English YouTube videos in rural area as well as students' impacts on speaking skill with a family civil and non civil servant family background. In addition, this study conducted in rural school where assuming the internet and electricity access becoming an issue, therefore the technology in English speaking skill of ELT classroom was under-researched, thus this study would fill in the void. The purpose of this research is to examine an improvement in students' speaking skills in terms of fluency, vocabulary, grammar, pronunciation, and accuracy by using English YouTube videos, as well as the impact on students' speaking skills with a civil and non civil servant's family background in rural school.

## 2. METHOD

The quantitative method was used in this study, along with an experimental design. Experimental design is a type of research that aims to investigate a change that occurs in each variable that must be studied strictly and properly (Ahmad, 2017). The researchers employed the quantitative method, as well as speaking abilities. This study population is seventh-grade students at junior high school 1 Kutacane in Aceh, Indonesia, in 2020/2021. Kutacane district, on the other hand, is considered a rural area in Aceh Province, Indonesia, with a

large agricultural family background ([www.bps.statistik.go.id](http://www.bps.statistik.go.id)). The student population totaled N=90 students, all of whom were in seventh grade. The researchers employed stratified random sampling procedures (Ary et al, 2010), which enable them to select a sample based on two or more variables. This method involved selecting sampling that divides the population into smaller sub-groups known as strata. The sample size was N=50 students, with the researchers selecting N=30 for the experimental class and N=20 for the control class. Prior to treatment, the researchers gave students in this study a descriptive test to assess their speaking ability. The instrument for the study included tests, a pre-test, and a post-test.

The data was then analysed statistically to determine the results of the given pre-test and post-test. The average score increased after the post-test in terms of receiving results in terms of improving students' English speaking. In terms of validation, the researchers evaluated the speaking score using Brown's (2001) framework. The researchers used (1) a pre-test, (2) treatment (s), and (3) a post-test. The goal of this pre-test is to determine the students' ability to communicate in English. As the post test, The researcher used puppet play media related to the same material about descriptive texts of people, animals, and objects for the control class. The researcher administered a post-test to students in which the teacher asked students to describe anything in front of the class, such as pets, people, or things, one by one. The teacher allotted each student 15 minutes to speak. The researchers used English Youtube Videos related to the same material about descriptive texts of people, animals, and objects for the experimental class. The students were given a test in which the teacher asked them, one by one, to describe anything in front of the class, such as pets, people, or things. Each student was given 15 minutes to complete the task.

### 3. RESULT AND DISCUSSION

#### Result

In the result of study, researchers identified there is a significant effect in terms of students' speaking skills in fluency, vocabulary, grammar, pronunciation, and accuracy after they are taught by using YouTube videos and there is a significant effect difference in terms of students' speaking skills who have a family background as a civil servant and non-civil servant. While there is no significant effect in terms of students' speaking skills in fluency, vocabulary, grammar, pronunciation, and accuracy after they are taught by using YouTube videos. The results of this study indicated that the conditions of the research from the beginning to the end of the research regarding the use of YouTube videos towards students' speaking skills. The results of this study consisted of testing students' speaking skills through pre-test and post-test in experimental class and control class showed in [Table 1](#).

**Table 1.** Result of Pre-Test And Post-Test

Class	Number	Minimum	Maximum	Mean	Std. Deviation
<b>Experimental Class</b>					
Pre-Test	30	50	75	62.75	8.49
Post test	30	75	95	83.83	6.93
Valid N (listwise)	30				
<b>Control Class</b>					
Pre-Test	20	50	75	55.5	7.37
Post test	20	50	85	71.12	11.34
Valid N (listwise)	20				

Based on the [Table 1](#), the results of the tests in the experimental class in the pre-test and post-test have different results. The results of the post-test in the experimental class get a higher score where the mean score is 83.83 while the score obtained by the pre-test in the experimental class is only 62.75 lower than the post-test value, so it can be seen that the test results in the experimental class have improved in the post-test. The data from the results of the pre-test and post-test as in [Table 1](#), the control class had a good increase, it can be seen in the pre-test score the mean obtained was only 55.50 while the post-test score had a good increase compared to the pre-test, which the mean in the post-test is 71.12. This shows that the control class also experienced differences in the test results obtained.

The mean score obtained in the pre-test and post-test of the experimental class experienced an increase in all indicators. The mean score on fluency increased from 23.33 to 33.50; vocabulary from 27.00 to 32.16; grammar from 24.50 to 32.66; pronunciation from 26.33 to 34.66; accuracy from 24.33 to 36.00; The lowest score on the pre-test indicator is on fluency and the highest on vocabulary, while the mean post-test has the lowest value on vocabulary and the highest on accuracy. The results of the mean score on all indicators in speaking can be seen that it has a good increase in each indicator. The first indicator increased from 21.50 to 27 ;

the second indicator increased from 23 to 31.25; the third indicator increased from 21 to 28 ; the fourth indicator increased from 22.25 to 28.25, and the last indicator increased from 23.25 to 27. Besides that, we can also see that the lowest score in the pre-test of the control class is on grammar and the highest score is on the accuracy, and the post-test has the highest score on pronunciation and the lowest on fluency showed in [Table 2](#).

**Table 3. Result Score of Civil and Non Civil Servant in Experimental Class**

Class	Number	Minimum	Maximum	Mean	Std. Deviation
<b>Civil Servant</b>					
Pre-Test	16	50	75	64.21	9.16
Post test	16	75	95	86.09	7.74
<b>Non Civil Servant</b>					
Pre test	14	50	75	61.07	7.64
Post test	14	75	92.5	81.25	4.97
<b>Total</b>	30				

Students who are not have civil servants parents' status, have a significant difference in the experimental class. The results of the pre-test scores for students whose family background as civil servants increased by 64.21 while the results of the pre-test speaking of students who did not have parental backgrounds as civil servants were only 61.07. In addition, the post-test scores also experienced differences where students who were civil servants got a post-test score of 86.09, which was higher than students from non-civil servant parents who only got a post-test score of 81.25. Student Background Civil Servant and Non Civil Servant in Control Class showed in [Table 4](#).

**Table 4. Student Background Civil Servant and Non Civil Servant in Control Class**

Class	Number	Minimum	Maximum	Mean	Std. Deviation
<b>Civil Servant</b>					
Pre-Test	11	50	75	57.50	9.08
Post test	11	50	85	72.50	12.39
<b>Non Civil Servant</b>					
Pre-Test	9	50	60	53.05	3.70
Post test	9	55	82.5	69.44	10.36
<b>Total</b>	20				

Students who have family backgrounds as civil servants in the table above in the control class have increased more than students whose parents are not civil servants. Civil servant students get a pre-test score of 57.50 while non-civil servant students get a pre-test of only 53.05. and the post-test results also experienced very different differences, civil servant students got a post-test score on speaking as much as 72.05, and non-civil servant students on the post-test score got 69.44, much lower than civil servant students.

## Discussion

The findings of the post-test demonstrated that the students' speaking skills improved based on the presentation and data analysis accordingly. The application of English YouTube video media has resulted in a considerable improvement in both students' speaking skills class. Many students get low scores below 60 from all speaking components such as fluency, vocabulary, grammar, pronunciation, and accuracy. After the treatment was given to the students, the researchers found that many students scored above 60 in speaking English, and overall there were no students who scored below 60 in the post-test. There are a few parallels that can be recognized. Previous studies have also conducted the same research related to the use of YouTube videos to improve speaking skills, but most of the previous studies based on aspects of speaking assessment increased more in grammar, vocabulary, and fluency, whereas the research that was conducted in this study increased which greatly improved was in the pronunciation and accuracy of students' English skills with excellent post-test results.

Studies on students' fluency in speaking English increased significantly by using YouTube videos, rising from a mean score of 21.50 to 27.00 ([Karimy & Pishkar, 2017](#); [Muslem et al., 2019](#)). The language utilized is also very simple to acquire and grasp rapidly. The vocabulary score went up from 23 to 31.25. Furthermore, this finding, which claim that YouTube videos help students in improving the English skills, improving pronunciation, unfamiliar words, also students may select English learning items based on their needs as well as obtaining a lot of knowledge ([Hendriwanto et al., 2021](#); [Meinawati et al., 2020](#)). It is suprisingly

found that the students' pronunciation skill is also increased by listening the native YouTube videos. The YouTube videos can increase students' accuracy in speaking English by imitating every accuracy spoken by native speakers in the YouTube videos shown (Cahyana, 2020; Khalid & Muhammad, 2012). Another statement that says that class control does not have an increase in students' speaking ability is (Arif, 2020).

Another previous stated that the use of YouTube for students is very effective and attracts students' interest in learning to speak English (Meinawati et al., 2020; Sari et al., 2020). The same research regarding the implementation of youtube videos to improve students' English speaking skills, the results of this research that has been done show the value of each indicator in speaking (Bakar et al., 2019; Rachmijati, 2019). Based on data analysis, we can see that the use of authentic English YouTube videos gets much better results than using puppet play media in teaching students' speaking. Besides that, students who have parental work backgrounds as civil servants increase their speaking skills, and the value obtained is much higher than students who have non-civil servant parents' work backgrounds.

Other research stated that the presence and attention of parents had a major impact on improving student learning and also shaping the character of students in a social and learning environment (Ayu et al., 2020; Saed et al., 2021). The background is very influential on improving student learning outcomes, where the attention of parents and adequate facilities are very much on learning achievement so that students who have a background of civil servant parents have more learning facilities (Arib, 2017; Bunujevac & Durisic, 2017). Adequate and encouraging learning support from authoritarian parents for students, while students with non-civil servant parents have limitations in completing student learning facilities and tend to be pessimistic in terms of support and encouragement provided by parents to students, assumes that the low level of parents' work background and education has a big influence on students' learning motivation, with parents lacking knowledge and it is difficult to help students in learning so it is undeniable that this have an impact on improving learning student (Jackman, 2019; Maziriri et al., 2020).

Foreign language centers in rural areas are rare, so students from this localities in need of learning resources and interactive environment for language practice beyond the school context. The limitation in facilities, language resources, and social support for learning English are major threats to the teaching and learning quality in rural area. Beside, urban students may have various access to learn language outside the classroom. His result study indicated ELT in rural Vietnam is typically characterized as disadvantaged due to its constraints in terms of infrastructure, financial funding, and resources for learning and teaching process, also the limitations of the operation of language program, the quality of language teaching, and attitudes toward language education.. The finding was dissimilar with this research, while this study confirmed the use of YouTube as a source in learning English at rural area help the students to improve their English speaking skill.

Media is very effective of communication and its use in teaching can generate interest (Kurniawati, 2016; Syafiq et al., 2021). It is in line with this study when the teacher selected YouTube as communicative media to learn English in the classroom. Therefore, the application of technology in rural areas plays a major role in teaching learning process. It aids teachers in improving classroom efficiency while also increasing students' interest in learning. The application of technology to rural areas can positively affect and ensure the smooth development of teaching work, as well as compensate for a lack of teachers' teaching level (Zhao, 2021). To support this, the findings mentioned that it seems crucial for teacher training particularly for new teacher to focus more on having teachers master technological pedagogical content knowledge as to increase teachers' skills and knowledge (J. Wang, 2019).

Diverse social class among the students may influence them to learn language in the classroom, underprivileged learners commonly have some problems in learning English, such as fear of English language, load and poor reading skills, inappropriate teaching procedure, method of teaching, and evaluation process (Sharma, 2020). She added also that evaluation stage which is based on privileged learners should be changed. Bias can be removed by training underprivileged students in test-taking skill. Bias should be removed from all the aspects of test – content, language, test – taking, time, and competition involved. As a standard medium of communication, good proficiency in English is required to face the challenge in global economic development. However, the motivation and expectation for students in rural area is the most important thing to possess during learning English. So after on which, the researchers would like to make some recommendations for the advancement of education in the teaching and learning process. Before using English YouTube video material to teach students to speak English, the English teacher must thoroughly evaluate it. It is preferable to first determine whether the English YouTube videos have met the students' needs for improving their speaking skills. Although it is commonly assumed that students in rural areas with a large agricultural family background have poor learning outcomes, this study contradicts this assumption. Students with low income budgets, as well as students with civil servant parental background, received high scores, according to the data. As a result, future studies may select a different variable to investigate students' factors in language learning.

#### 4. CONCLUSION

It has essentially been discovered that teaching students to speak English through authentic English YouTube video media improves their communication skills. One indicator has seen the most growth through English YouTube videos, out of all areas of speaking skills: the students' accuracy speaking component. Students from the civil servant and non civil servant parental background outperformed students from other backgrounds in the experimental class. As a result, it is possible to assert that teaching speaking through authentic English media, such as YouTube videos, can help students improve their English speaking skills. Furthermore, this research is limited to the use of authentic English YouTube videos to improve students' speaking skills, specifically fluency, vocabulary, grammar, pronunciation, and accuracy.

#### 5. REFERENCES

- Abdulrahman Almurashi, W. (2016). The Effective Use of Youtube Videos for Teaching English. *International Journal of English Language and Linguistics Research*, 4(3). <https://doi.org/10.5296/jsel.v4i1.9423>.
- Ahmad, J. (2017). Technology assisted language learning is a silver bullet for enhancing language competence and performance: A case study. *International Journal of Applied Linguistics and English Literature*, 5(7). <https://doi.org/10.29333/ijale.2017.13a>.
- Anggraini, A. (2021). Improving Student's Speaking Skill Using Youtube Video as Media: An Action Research. *Scope : Journal of English Language Teaching*, 5(2). <https://doi.org/10.30998/scope.v5i2.8406>.
- Anrasiyana, A., Sulistyarningsih, S., & Syakur, A. (2022). Creating Vlog as Media in English Language Teaching (ELT): Teaching Speaking. *Journal Basicedu*, 6(2). <https://doi.org/10.31004/basicedu.v6i2.2575>.
- Arib, A. W. (2017). Do Family Backgrounds Control Students' Motivation and Achievement in Learning a Foreign Language? The Case of One Islamic Senior High School in Jambi. *Ta'dib*, 22(1). <https://doi.org/10.19109/td.v22i1.1622>.
- Arif, T. Z. Z. A. (2020). The Influences of Audio Visual Media and Vocabulary Mastery towards English Learning Achievement of EFL Students. *Journal of English for Academic Purposes*, 7(1). [https://doi.org/10.25299/jshmic.2020.vol7\(1\).3905](https://doi.org/10.25299/jshmic.2020.vol7(1).3905).
- Ariyanto, N., Rochsantiningsih, D., & Pudjobroto, H. (2018). Enhancing Students' Speaking Skill by Using Youtube Video. *English Education*, 6(3). <https://doi.org/10.20961/eed.v6i3.35883>.
- Ayu, D., Handayani, P., Gede, D., & Wirabrata, F. (2020). How Parents' Academic Background Can Affect Parental Involvement in Preschooler ' S Education. *Journal of Contemporary Research American international*, 8(1). <https://doi.org/10.23887/paud.v8i1.24560>.
- Bakar, S., Aminullah, R., & Sahidol, J. N. (2019). Using YouTube to Encourage English Learning in ESL Classrooms. *Springer Nature Singapore*. [https://doi.org/10.1007/978-981-13-0203-9\\_38](https://doi.org/10.1007/978-981-13-0203-9_38).
- Bunujevac, M., & Durisic, M. (2017). Parental Involvement as a Important Factor for Successful Education. *CEPS Journal*, 7(3). <https://doi.org/10.26529/cepsj.291>.
- Cahyana, A. A. C. (2020). The use of Youtube Video in Teaching English for Foreign Language at Vocational High School. *Jurnal Pendidikan Bahasa Inggris*, 8(2). <https://doi.org/10.23887/jpbi.v8i2.3399>.
- Feng, H., & Liu, H. (2021). International Perspectives on Teaching the Four Skills in ELT: Listening, Speaking, Reading, Writing, Anne Burns, Joseph Siegel, Palgrave Macmillan, Cham (2018), xiv + 260 pp. *System*, 98. <https://doi.org/10.1016/j.system.2021.102467>.
- Fikri, M., Ananda, M. Z., & Faizah, N. (2021). Kendala Dalam Pembelajaran Jarak Jauh di Masa Pandemi Covid-19: Sebuah Kajian Kritis. *Jurnal Education and development*, 9(1), 145–148. <https://doi.org/10.37081/ed.v9i1.2290>.
- Hamad, M. M., Metwally, A. A., & Alfaruque, S. Y. (2019). The Impact of Using YouTubes and Audio Tracks Imitation YATI on Improving Speaking Skills of EFL Learners. *English Language Teaching*, 12(6). <https://doi.org/10.5539/elt.v12n6p191>.
- Hendriwanto, Desela, T. D., & Sharda, R. S. (2021). Exploring the University Students' Experience in Learning English from Youtubers. *Academic Journal PERSPECTIVE: Language*, 9(2). <https://doi.org/10.33603/perspective.v9i2.6089>.
- Hussaeni, S., Pratama, H., Arifin, R. A., Winda, A., & Widianingsih, S. (2020). The Use of YouTube as a Learning Tool in Teaching Listening Skill. *International Journal of Global Operation Reserch*, 1(3), 123–129. <https://doi.org/10.47194/ijgor.v1i3.50>.
- Jackman, W. M. (2019). YouTube usage in the university classroom: An argument for its pedagogical benefits. *International Journal of Emerging Technologies in Learning*, 14(9). <https://doi.org/10.3991/IJET.V14I09.10475>.
- Kamelia, K. (2019). Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes. *Utamax : Journal of Ultimate Research and Trends in Education*, 1(1), 34–

38. <https://doi.org/10.31849/utamax.v1i1.2742>.
- Karimy, S., & Pishkar, K. (2017). The Relationship among ELT Students' Speaking Accuracy and Fluency and Teachers' Oral Skill Class Presentation. *Journal of Applied Linguistics and Language Research*, 4(2). <https://doi.org/10.3991/JALLR.V14I09.47>.
- Khalid, A., & Muhammad, K. (2012). The Use of YouTube in Teaching English Literature The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study). *International Journal of Linguistics*, 4(4), 525–551. <https://doi.org/10.5296/ijl.v4i4.2930>.
- Kristiani, P. E., & Pradnyadewi, D. A. M. (2021). Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills. *The Art of Teaching English as a Foreign Language*, 1(2). <https://doi.org/10.36663/tatefl.v1i2.97>.
- Kurniawati, D. (2016). The Use of Video to Enhance the Teaching and Learning Process of Listening English for University Students. *English Education Journal*, 9(2), 276–289. <https://doi.org/10.24042/ee-jtbi.v9i2.373>.
- Liyana, A., & Kurniawan, M. (2019). Speaking Pyramid sebagai Media Pembelajaran Kosakata Bahasa Inggris Anak Usia 5-6 Tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1). <https://doi.org/10.31004/obsesi.v3i1.178>.
- Maziriri, E. T., Gapa, P., & Chuchu, T. (2020). Student perceptions towards the use of youtube as an educational tool for learning and tutorials. *International Journal of Instruction*, 13(2). <https://doi.org/10.29333/iji.2020.1329a>.
- Meinawati, E., Rahmah, N. A., & Harmoko, D. D. (2020). Increasing english speaking skills through youtube. *POLYGOT: Jurnal Ilmiah*, 16(1). <https://doi.org/10.19166/pji.v16i1.1954>.
- Miller, B. (2017). YouTube as Educator: A Content Analysis of Issues, Themes, and the Educational Values of Transgender-Created Online Videos. *Social Media and Society*, 3(2). <https://doi.org/10.1177/2056305117716271>.
- Muslem, A., Fata, I., & Inayatullah, I. (2019). Factors Affecting Internship Students' Speaking Anxiety. *Al-Talim Journal*, 26(2). <https://doi.org/10.15548/jt.v26i2.531>.
- Nasution, A. K. R. (2019). *YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text*. 1(1), 29–33.
- Nofrika, I. (2019). EFL Students' Voices: The Role of YouTube in Developing English Competences. *Journal of Foreign Language Teaching and Learning*, 4(1). <https://doi.org/10.18196/flt.4138>.
- Pinandhita, F., bin Mohd Yasin, M. H., & Yusuf, M. (2022). Underpinning EFL Students' Speaking Skill Through Affective and Social Language Learning Strategy at University in Indonesia. In *2nd International Conference on Education and Technology (ICETECH)*. <https://doi.org/10.2991/assehr.k.220103.022>.
- Pratama, E. (2018). Using video blogging as an appropriate media for teaching English: bring a live classroom. *English Journal*, 12(1). <https://doi.org/10.32832/english.v12i1.3770>.
- Primasari, I. F. N. D., & Zulela, F. (2019). Model Mathematics Realistic Education (RME) Pada Materi Pecahan di Sekolah Dasar. *Jurnal Basicedu*, 1(1), 1–9. <https://doi.org/10.31004/basicedu.v5i4.1115>.
- Rachmijati, C. (2019). Implementation of blended learning through youtube media to improve students' speaking skill. *Journal of Language studies*, 13(2). <https://doi.org/10.19105/ojbs.v13i2.2424>.
- Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, 7(7). <https://doi.org/10.1016/j.heliyon.2021.e07543>.
- Sari, A. B. P., Dardjito, H., & Azizah, D. M. (2020). EFL students' improvement through the reflective youtube video project. *International Journal of Instruction*, 13(4). <https://doi.org/10.29333/iji.2020.13425a>.
- Sharma, P. (2020). A Paper on teaching English to Underprivileged Learners. *International Journal of Interdisciplinary Research*, 18(1). <https://doi.org/10.13140/RG.2.2.26666.64965>.
- Syafiq, A. N., Rahmawati, A., Anwari, & Oktaviana, T. (2021). Increasing speaking skill through youtube video as English learning material during online learning in pandemic covid-19. *ELSYA: Journal of English Language Studies*, 3(1). <https://doi.org/10.31849/elsya.v3i1.6206>.
- Wang, H. C., & Chen, C. W. (2020). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 14(4). <https://doi.org/10.1080/17501229.2019.1607356>.
- Wang, J. (2019). Connecting rural schools to quality education: Rural teachers' use of digital educational resources. *Computers in Human Behaviour*, 101. <https://doi.org/10.1016/j.chb.2019.07.009>.
- Yacooob, Z., & Saad, N. H. (2020). Acceptance of youtube as a learning platform during the covid-19 pandemic: the moderating effect of subscription status. *TEM Journal*, 9(4). <https://doi.org/10.18421/TEM94-54>.
- Yudar, R. S., Aditomo, D. T., & Silahahi, N. S. (2020). The movie as a helper for students' pronunciation in speaking skill class. *ELSYA: Journal of English Language Studies*, 2(1).

<https://doi.org/10.31849/elsya.v2i1.3684>.

Yukselir, C., & Komur, S. (2017). Using online videos to improve speaking abilities of efl learners. *European Journal of Education Studies*, 3(5). <https://doi.org/10.5281/zenodo.495750>.

Zhao, Q. (2021). Research on the influence of Computer Information Technology on Rural Preschool Education. *Journal of Physics: Conference Series*. <https://doi.org/10.1088/1742-6596/1915/3/032066>.