

**TEACHERS' STRATEGIES IN PROMOTING STUDENTS' SPEAKING SKILL
THROUGH YOUTUBE INTEGRATED ENGLISH TEACHING AT UPTD SMP
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ABSTRAK

Kesulitan siswa untuk terlibat secara aktif dalam komunikasi lisan menjadi persoalan tersendiri dalam pembelajaran bahasa Inggris, terutama ketika paparan media digital belum diikuti kesempatan berbicara yang cukup. Kajian ini menelusuri cara YouTube ditempatkan dalam proses pembelajaran serta bagaimana guru mengarahkan penggunaannya untuk membangun keterampilan berbicara siswa. Penelitian dilakukan dengan pendekatan kualitatif dan melibatkan satu guru bahasa Inggris yang dipilih melalui teknik *purposive sampling* karena memiliki tanggung jawab langsung dalam penggunaan YouTube dan kegiatan berbicara di kelas. Informasi penelitian diperoleh melalui wawancara semi-terstruktur, observasi kelas, dan dokumentasi, kemudian ditelaah menggunakan *open coding*, *axial coding*, dan *selective coding* dengan bantuan NVivo 12 Pro. Data memperlihatkan bahwa penggunaan YouTube diawali dengan pemilihan video yang sesuai, penyiapan perangkat, dan pemanfaatan video sebagai stimulus pembelajaran. Praktik pengajaran yang teridentifikasi meliputi tanya jawab, pertanyaan pengarah, *storytelling*, motivasi berbicara, dan dukungan kosakata. Di sisi lain, observasi memperlihatkan bahwa *retelling*, berbagi pendapat, *storytelling*, serta pertanyaan individual belum diterapkan secara konsisten sebagaimana dilaporkan dalam wawancara. Temuan ini memperlihatkan bahwa keberadaan YouTube bukan penentu utama terbentuknya praktik berbicara, melainkan bagaimana guru menghubungkan materi audiovisual dengan aktivitas komunikasi yang terarah dan konsisten. Dengan demikian, YouTube lebih bermakna ketika digunakan sebagai bagian dari strategi pedagogis yang mengantarkan siswa dari menyimak menuju praktik berbicara yang bermakna.

Kata Kunci: *Pembelajaran Bahasa Inggris, Keterampilan Berbicara, Strategi Pengajaran, Integrasi YouTube, Studi Kualitatif*

ABSTRACT

Students' difficulties in actively engaging in oral communication remain a particular concern in English language learning, especially when exposure to digital media is not accompanied by sufficient opportunities for speaking. This study explores how YouTube is incorporated into the learning process and how the teacher directs its use to develop students' speaking skills. The study employed a qualitative approach and involved one English teacher selected through *purposive sampling* because of the teacher's direct responsibility for using YouTube and conducting speaking activities in the classroom. Data were obtained through semi-structured interviews, classroom observations, and documentation, and were subsequently analyzed using *open coding*, *axial coding*, and *selective coding* with the assistance of NVivo 12 Pro. The data revealed that YouTube use began with the selection of appropriate videos,

preparation of technological equipment, and the use of videos as learning stimuli. The instructional practices identified included question-and-answer activities, guiding questions, *storytelling*, speaking motivation, and vocabulary support. However, classroom observations indicated that *retelling*, opinion sharing, *storytelling*, and individual questioning were not implemented consistently as reported in the interview. These findings indicate that the presence of YouTube is not the primary determinant of speaking practice; rather, its contribution depends on how the teacher connects audiovisual materials with purposeful and consistent communication activities. Thus, YouTube becomes more meaningful when positioned as part of a pedagogical strategy that guides students from viewing toward meaningful speaking practice.

Keywords: *YouTube Integration, Speaking Skills, English Language Learning, Teaching Strategies, Qualitative Study*

INTRODUCTION

Speaking skill is a central component of English language learning because it enables learners to communicate ideas, exchange information, and participate in interpersonal interaction. Nevertheless, developing this competence remains challenging for many *English as a Foreign Language* (EFL) learners. Difficulties may arise from limited vocabulary and grammatical knowledge, insufficient exposure to authentic spoken English, low confidence, and restricted opportunities to practice oral communication. Psychological factors, including fear of making mistakes and anxiety when speaking, may further limit learners' willingness to participate actively in English-speaking activities (Akhter, 2021; Sha'Ar & Boonsuk, 2021). These conditions indicate that speaking development requires learning experiences that provide not only linguistic input but also meaningful opportunities for learners to produce and use English in classroom interaction.

The development of speaking competence consequently places a substantial pedagogical responsibility on English teachers. Teachers are required to select learning activities and resources that correspond to learners' needs while creating classroom situations in which students can communicate rather than merely receive information. Purnamawati and Abbas (2024) emphasize the role of teachers in supporting students' English speaking development through instructional guidance and opportunities for oral participation. Similarly, Karmila (2023) demonstrates that instructional approaches involving active participation, such as *role play*, can provide students with opportunities to practice speaking in classroom situations. These perspectives suggest that speaking development is closely connected to teachers' pedagogical decisions, particularly in determining how learning resources are transformed into activities that encourage students to express ideas orally.

The expansion of digital learning resources has provided teachers with additional possibilities for creating richer English-learning experiences. Among the available platforms, YouTube offers audiovisual materials that can expose learners to spoken English, pronunciation, expressions, interactional patterns, and contextualized language use. Colás-Bravo and Quintero-Rodríguez (2023) identify YouTube as a flexible digital resource that can support educational activities through its diverse and accessible content. More specifically, Heriadi (2026) highlights the potential of YouTube as a medium for English learning, while Wahidah et al. (2026) demonstrate the pedagogical relevance of authentic spoken English from YouTube *vlogs* for EFL learners' listening experiences. However, the availability of authentic audiovisual input does not by itself ensure that learners will obtain sufficient

opportunities to speak, because the pedagogical value of the material remains dependent on how teachers incorporate it into classroom activities.

Recent studies have increasingly explored ways of connecting YouTube with English-speaking instruction. Pramuditya et al. (2026), for example, examine EFL pre-service teachers' perceptions of integrating YouTube into speaking classes and highlight the importance of teachers' pedagogical considerations when using the platform. Ariandi et al. (2026) investigate YouTube-based animation storytelling videos as a resource for improving the speaking of seventh-grade students, demonstrating the relevance of video-based storytelling to oral language learning. Anwar et al. (2026) further integrate YouTube and TikTok into *task-based speaking instruction*, illustrating how digital platforms can be incorporated into activities designed to stimulate oral participation. In addition, Anggrianingsih and Andriani (2026) emphasize that technology integration in English teaching needs to be accompanied by appropriate pedagogical planning, while Yeh et al. (2026) show that technology integration is closely associated with teachers' pedagogical competencies and classroom practices. Taken together, these studies demonstrate the growing use of digital resources in English instruction, but they also reinforce the need to examine how teachers actually organize and enact technology-supported learning in specific classroom contexts.

The issue becomes more complex when the teacher's intended instructional practices are compared with what actually occurs during classroom interaction. Wahyudin et al. (2026) examine the relationship between English language teachers' beliefs and classroom practices in Indonesia, providing a relevant perspective on the connection between teachers' pedagogical orientations and their enacted practices. Similarly, the integration of technology requires teachers to make continuous decisions concerning learning objectives, material selection, classroom activities, and student participation. Suriyadi (2026) argues for technology-based English pedagogy that is responsive to changing learning environments, whereas Kania et al. (2026) draw attention to the influence of exposure to digital video content on children's language development, indicating that digital content should be considered within an appropriate pedagogical context. Thus, the question is not simply whether YouTube is used in an English classroom, but how teachers direct students from watching and understanding audiovisual material toward using English through purposeful speaking activities.

This issue was particularly relevant to the context of the present study. A preliminary observation conducted on November 21, 2025, at SMP Negeri 1 Gunungsitoli Barat showed that the English teacher had already incorporated YouTube videos into classroom instruction, but their use was not consistently followed by speaking activities requiring students to communicate in English. During the observation, students showed hesitation when expressing ideas, limited vocabulary, and difficulties with pronunciation, suggesting that access to audiovisual material did not automatically result in sustained oral participation. This condition creates a specific research problem concerning the pedagogical process through which a teacher selects, introduces, and follows up YouTube materials with speaking-oriented activities. Rather than assuming that YouTube directly improves speaking skill, the present study therefore examines the teacher's instructional practices and the extent to which planned speaking strategies are reflected in actual classroom implementation.

Based on this context, the present study focuses on teachers' strategies in promoting students' speaking skill through *YouTube-integrated English teaching* at UPTD SMP Negeri 1 Gunungsitoli Barat. The study is guided by two objectives: to describe how the English



teacher integrates YouTube into English language teaching and to identify and analyze the instructional strategies applied when using YouTube to promote students' speaking skill. The distinctive contribution of this study lies in examining the pedagogical process surrounding YouTube use, particularly the relationship between the teacher's reported or intended strategies and the strategies observable during classroom instruction, rather than focusing solely on students' achievement outcomes or the general effectiveness of YouTube as a learning medium. This focus is relevant because previous research has largely emphasized perceptions, learning outcomes, digital-resource potential, or specific video-based interventions, whereas closer attention to the interaction between teacher intention, instructional planning, and enacted classroom practice can provide a more contextual understanding of technology-integrated speaking instruction. Accordingly, this study seeks to contribute empirical insight into how YouTube is transformed from an audiovisual learning resource into a pedagogical instrument for creating opportunities for students to use English orally in a junior secondary school context.

RESEARCH METHOD

This study employed a qualitative research design to examine teachers' strategies for promoting students' speaking skill through YouTube-integrated English teaching at UPTD SMP Negeri 1 Gunungsitoli Barat. The study involved one English teacher as the research participant, who was purposively selected because the teacher was directly responsible for integrating YouTube into English instruction and conducting speaking-related classroom activities. The research was conducted on April 15, 2026, at UPTD SMP Negeri 1 Gunungsitoli Barat. Data were obtained from three sources, namely semi-structured interviews, classroom observations, and documentation, to capture both the teacher's reported instructional practices and the activities occurring during classroom implementation. The interview was used to obtain information about the teacher's experiences, instructional considerations, strategies, and use of YouTube in promoting students' speaking skill. Classroom observation was directed toward recording the implementation of YouTube-integrated instruction, including learning activities, teacher-student interaction, and students' participation in speaking activities. Documentation provided supplementary evidence in the form of lesson plans, teaching materials, YouTube videos used during instruction, and other relevant classroom documents. This combination of data sources was used to obtain a contextual description of the teacher's strategies rather than to measure the effectiveness of YouTube quantitatively.

The research instruments consisted of semi-structured interview and classroom observation instruments that were prepared according to the objectives of the study. Before data collection, the instruments were reviewed and validated by two experts with relevant expertise. The first validator was an English education lecturer with expertise related to the research focus, while the second was an English teacher with professional experience in English language teaching and instructional strategies for promoting speaking skill. The validation focused on the relevance, clarity, and appropriateness of the instruments for obtaining information corresponding to the research objectives, and the validators' suggestions were incorporated before the instruments were used. Data collection subsequently involved conducting the interview with the participating teacher, observing the implementation of YouTube-integrated English teaching, and collecting relevant classroom documentation. The interview data represented the teacher's descriptions of instructional intentions and strategies, whereas the observation data documented classroom activities as

they occurred during the lesson. The documents were examined as supporting material for the interview and observation data. This procedure enabled the researcher to compare information across the three sources while maintaining the qualitative character of the investigation.

Data analysis followed an interactive qualitative process involving data reduction, data display, and conclusion drawing and verification. Interview transcripts, observation notes, and supporting documents were organized and imported into NVivo 12 Pro to facilitate systematic data management and coding. The analysis proceeded through *open coding*, *axial coding*, and *selective coding*, in which meaningful data units were first identified, related codes were subsequently grouped into analytical categories, and the categories were then integrated into themes corresponding to the research questions. The coding process produced 95 initial codes and 15 analytical categories, which were organized into two main themes: (1) Integration of YouTube into English Teaching and (2) Teaching Strategies Applied in Using YouTube. The credibility of the findings was strengthened through triangulation by comparing information from interviews, classroom observations, and documentation. *Member checking* was also conducted by sharing the interview transcripts and preliminary interpretations with the participating teacher to verify the accuracy of the information. In addition, records of the research procedures, interview transcripts, observation notes, coding activities, and theme development were maintained to support the dependability and confirmability of the findings.

RESULT AND DISCUSSION

Result

Integration of YouTube into English Language Teaching

The findings were obtained from classroom observation, semi-structured interviews, and documentation of the English teaching activities. The analysis focused on the teacher's preparation, selection and use of YouTube videos, as well as the learning activities conducted before, during, and after video viewing. The interview data provided information about the teacher's planned procedures and instructional strategies, while classroom observation recorded the activities that occurred during the observed lesson. Documentation was used to support the description of the learning materials and YouTube-based instructional activities.

Preparation and Selection of YouTube Videos

The first set of findings concerns the preparation conducted before YouTube was used in the classroom. Based on the interview and classroom observation, the teacher prepared the equipment and learning facilities and selected videos that were considered appropriate for the students' level. The selected videos were relatively short and contained language and content that the students could understand. The observed preparation and the teacher's statements during the interview are presented in Table 1.

Table 1. Preparation and Selection of YouTube Videos

No.	Aspect	Classroom Observation	Teacher Interview
1	Equipment and facilities	Equipment and facilities for presenting the video were prepared before the learning activity.	The teacher stated that preparation involved setting up the equipment and facilities and informing students about the planned activities.
2	Video duration	The video used during the lesson was relatively short.	The teacher stated that short videos were selected.
3	Language suitability	The video contained language that was appropriate for the	The teacher explained that videos were selected based on understandable language

		students' level of understanding.	and content.
4	Content suitability	The video was related to the lesson being taught.	The teacher stated that video content was selected according to the learning material.

Table 1 shows that preparation involved both technical arrangements and the selection of video materials. The teacher reported considering the duration, language, and content of the video before using it in the lesson. The classroom observation also recorded the preparation of equipment and the use of a relatively short video related to the lesson. These findings provide the descriptive basis for the subsequent presentation of how the selected video was used during classroom instruction.

Classroom Implementation of YouTube

The second finding concerns the implementation of YouTube during the observed English lesson. The teacher used the YouTube video during the main part of the lesson and instructed students to pay attention to the material presented. The interview also indicated that the teacher intended students to prepare writing materials and identify vocabulary from the video. However, the observation record did not consistently document all of these planned activities. The observed and reported implementation is summarized in Table 2.

Table 2. Classroom Implementation of YouTube

No.	Activity	Observation	Interview
1	Use of YouTube	YouTube was used during most of the observed lesson.	The teacher stated that videos were usually presented during the main activity.
2	Student attention	Students were instructed to pay attention to the video.	The teacher stated that students were instructed to pay attention to the video.
3	Preparation of writing materials	This activity was not consistently observed.	The teacher stated that students were asked to have writing materials ready.
4	Vocabulary identification	Students were not consistently observed identifying vocabulary while watching.	The teacher stated that students could obtain vocabulary from the video.
5	Leading questions	Leading questions related to the video topic were observed only to a limited extent.	The teacher stated that leading questions were used to connect the video content with the lesson topic.
6	Post-viewing activity	A brief question-and-answer activity was conducted after the video.	The teacher reported using question-and-answer activities after viewing.

As presented in Table 2, YouTube was incorporated into the main learning activity and was accompanied by instructions for students to pay attention to the video. The interview data additionally recorded activities involving writing materials, vocabulary identification, and leading questions. The classroom observation, however, recorded these activities only partially, while a brief question-and-answer session was observed after the video. The table therefore documents the activities reported by the teacher and those recorded during the observed lesson without extending the findings beyond the observed classroom events.

Speaking Strategies Applied After YouTube Viewing

The third set of findings concerns the instructional strategies related to students'

speaking activities after watching the video. The interview identified several strategies described by the teacher, including question-and-answer activities, opinion sharing, retelling, storytelling, individual questioning, and motivational support. Classroom observation recorded only some of these activities during the observed lesson. The comparison between the interview and observation data is presented in Table 3.

Table 3. Teacher's Speaking Strategies: Interview and Classroom Observation

No.	Speaking Strategy	Interview Finding	Observation Finding
1	Question and answer	The teacher stated that Q&A was conducted after watching the video.	A brief Q&A session was observed.
2	Sharing opinions	The teacher stated that students were given opportunities to express their opinions.	Opportunities to express opinions were limited during the observed lesson.
3	Retelling	The teacher stated that students were asked to retell video content in their own words.	Retelling the video content was not observed.
4	Storytelling	The teacher stated that storytelling was often used to practice speaking through retelling information.	Storytelling was not observed during the lesson.
5	Individual questioning	The teacher stated that questions were presented gradually and students were called individually to answer.	Individual questioning was not consistently observed.
6	Motivation to speak	The teacher stated that students were encouraged to speak without fear of making mistakes.	Efforts specifically directed at encouraging students to speak confidently were not consistently observed.
7	Vocabulary support	The teacher stated that students could identify and learn vocabulary from the video.	Vocabulary identification was not consistently observed as a structured activity.

Table 3 records a range of *speaking* strategies described by the teacher and the activities documented during classroom observation. The observed lesson included a brief Q&A activity, whereas several other activities reported in the interview were not recorded consistently in the observation. The differences concern activities involving retelling, storytelling, opinion sharing, individual questioning, motivational support, and structured vocabulary identification. These findings represent the documented classroom practices and teacher accounts and are presented without further interpretation of the reasons for the differences.

Overall, the results show that the teacher incorporated YouTube into the English lesson through preparation, video selection, presentation, and post-viewing activities. The data from the interview documented a broader range of planned or reported instructional strategies than those recorded during the classroom observation. The observation specifically documented the use of YouTube, students' attention to the video, and a brief Q&A activity following the viewing session. The documentation and observation data therefore provide a description of the YouTube-integrated teaching process, while the interview data provide additional information about the strategies reported by the teacher.

Discussion

The findings reveal that the teacher's integration of YouTube began with pedagogical preparation, particularly through the provision of supporting facilities and the selection of videos according to students' proficiency levels, language abilities, and lesson topics. The teacher also considered the duration and linguistic accessibility of the selected videos so that students could follow the content before engaging in subsequent learning activities. This practice is consistent with Al-Jarf (2022), who highlights the potential of YouTube videos as resources for English language practice when audiovisual materials are incorporated into purposeful learning activities. Maulida (2026) similarly demonstrates that YouTube can be integrated into *English for Academic Purposes (EAP)* pedagogy to support students' academic speaking competence. In the present study, however, the emphasis is not on measuring improvement in speaking performance but on examining the pedagogical decisions that preceded the use of YouTube. This finding indicates that the instructional contribution of YouTube begins with teachers' decisions regarding the suitability of digital content for the learners and learning objectives.

The findings further indicate that YouTube served as an audiovisual stimulus within the English lesson rather than functioning solely as a source of entertainment or supplementary material. The teacher used relatively short videos and content related to the lesson, allowing students to observe English expressions and language use before participating in classroom activities. This pattern is comparable with Widyaningrum and Ma'mum (2026), who examine *YouTube-based digital storytelling* in relation to EFL speaking skills, and with Iryani (2022), who reports the use of digital video as a learning medium for developing English speaking ability. Busrial (2022) also emphasizes that learning resources need to be connected with structured instructional activities to encourage student participation in the learning process. From the perspective of the present findings, the selection of suitable digital material is therefore only an initial step in supporting speaking instruction. The pedagogical relevance of the video becomes more apparent when students are subsequently directed to process the content and use English through classroom interaction.

A more distinctive finding concerns the relationship between the teacher's stated instructional strategies and their implementation during the observed classroom session. During the interview, the teacher described several strategies, including question-and-answer activities, guiding questions, storytelling, opportunities to express opinions, motivational support, and vocabulary assistance, whereas only some of these strategies were clearly observed in classroom practice. This finding is relevant to Vu (2023), who examines *EFL* teachers' beliefs and practices in teaching English speaking skills and demonstrates the importance of examining teachers' pedagogical orientations in relation to their classroom practices. Sun and Zhang (2021) similarly explain that teachers' cognitions and pedagogical practices are shaped by the sociocultural and instructional contexts in which teaching occurs. Nassaji et al. (2023) provide further evidence concerning the relationship between teachers' stated cognition and their actual classroom practices, showing that what teachers report intending to do may not always correspond completely with what occurs during instruction. Li (2025), through a systematic review of *language teacher cognition* in *EFL* contexts, likewise positions teacher cognition as a multidimensional construct connected to teachers' knowledge, beliefs, decision-making, and classroom actions. In addition, Chen and Abdullah (2023) demonstrate that differences between teachers' cognition and classroom practices can be associated with contextual conditions. Accordingly, the difference identified in the present study should be interpreted as an indication that instructional strategies may be adapted

according to classroom circumstances rather than treated simply as a contradiction between the teacher's statements and actions.

The findings also reinforce the role of YouTube as a potential source of authentic and contextualized language input for speaking instruction. The teacher's use of video provided students with exposure to spoken English before they were expected to respond to questions or participate in oral activities. Misela and Aji (2023) similarly report the use of YouTube videos to support students' speaking development, while Kristiani and Pradnyadewi (2021) identify YouTube as a learning medium that can be incorporated into English speaking instruction. More specifically, Ariandi et al. (2026) investigate YouTube-based animation storytelling videos for seventh-grade students, while Widyaningrum and Ma'mum (2026) examine *digital storytelling* through YouTube in an EFL speaking context. These studies provide relevant support for the use of video-based materials as a stimulus for oral language learning. Nevertheless, the present study adds a different perspective because its primary concern is not whether YouTube produces a measurable increase in students' speaking scores, but how the teacher integrates the medium into instructional sequences and creates opportunities for students to speak. This distinction is important because the presence of audiovisual input and the occurrence of speaking practice represent related but different aspects of technology-integrated instruction.

The classroom findings further show that teacher mediation was necessary to connect video viewing with oral interaction. A question-and-answer activity was observed after students watched the video, but several other strategies reported during the interview, including storytelling, expressing opinions, extended discussion, and some forms of individual questioning, were not consistently evident in the observed lesson. This finding can be compared with Suciani et al. (2025), who integrate YouTube with *task-based learning* and peer evaluation to create a learning sequence involving active student participation and speaking performance. The comparison suggests that YouTube can provide useful language input, but the transition from receiving input to producing spoken language requires additional instructional organization. In the present study, the teacher had identified several strategies that could potentially encourage oral participation, yet their enactment varied during the observed lesson. Therefore, the findings draw attention to the importance of teacher mediation in determining whether digital content becomes a stimulus for sustained speaking interaction or remains primarily a viewing activity.

The present findings can also be situated within the broader discussion of technology integration in English language education. Hambali et al. (2023) describe technology integration as an increasingly relevant component of English language learning, while Suriyadi (2026) emphasizes the need for technology-based English pedagogy to respond to contemporary changes in language education. Purnama et al. (2026), although focusing on artificial intelligence rather than YouTube, demonstrate that digital technologies can be connected with students' emotional engagement in EFL learning and therefore provide a broader perspective on the relationship between technology and learner participation. Yeh et al. (2026) further emphasize teachers' *Computer-Assisted Language Learning (CALL)* competencies and the importance of connecting technological resources with pedagogical practice. These perspectives are relevant to the present study because the findings demonstrate that the availability of YouTube alone does not determine how learning activities unfold. Instead, the teacher's preparation, material selection, classroom mediation, and follow-up activities collectively shape the way the technology is incorporated into English instruction. The findings therefore support a broader understanding of technology integration as a

pedagogical process rather than as the simple presence of a digital platform in the classroom.

Overall, the findings provide a more contextual explanation of how YouTube-integrated English teaching operates in an actual junior secondary classroom. The teacher demonstrated awareness of several strategies for promoting speaking, but the observation showed that their implementation was not equally visible across the observed lesson. This relationship between intended and enacted practice complements previous studies that have examined YouTube as a resource for speaking development (Al-Jarf, 2022; Ariandi et al., 2026; Kristiani & Pradnyadewi, 2021; Maulida, 2026; Misela & Aji, 2023) while also extending the discussion toward teacher cognition and classroom enactment (Chen & Abdullah, 2023; Li, 2025; Nassaji et al., 2023; Sun & Zhang, 2021; Vu, 2023). The study also connects with research emphasizing digital storytelling, digital learning resources, and technology-supported interaction (Busrial, 2022; Hambali et al., 2023; Iryani, 2022; Purnama et al., 2026; Suciani et al., 2025; Suriyadi, 2026; Widyaningrum & Ma'mum, 2026; Yeh et al., 2026). Its principal contribution lies in showing that understanding YouTube-integrated speaking instruction requires attention to the complete pedagogical chain from selecting appropriate audiovisual material, to mediating students' engagement with the content, to providing concrete opportunities for oral production, and finally to examining whether intended strategies are actually enacted in classroom practice. In this sense, the present study does not position YouTube as an autonomous solution for speaking development, but as a digital resource whose instructional meaning is shaped by teachers' pedagogical decisions and their implementation within particular classroom conditions.

CONCLUSION

This study concludes that the integration of YouTube into English language teaching is shaped by the teacher's pedagogical decisions rather than by the use of digital media alone. The teacher incorporated YouTube through lesson preparation, selection of videos that corresponded with students' language level and learning topics, and the use of video content as a stimulus for classroom activities. The findings also reveal a distinction between the instructional strategies described during the interview and those that were observable during classroom instruction, particularly in relation to storytelling, opinion sharing, discussion, and extended speaking activities. This distinction suggests that promoting students' *speaking skill* requires alignment between instructional planning and classroom enactment so that exposure to audiovisual input is followed by purposeful opportunities for students to produce language orally.

The study therefore highlights the teacher-mediated nature of YouTube-integrated English teaching, in which the pedagogical value of the platform emerges through the way teachers organize, guide, and follow up video-based learning activities. For classroom practice, teachers can strengthen the use of YouTube by selecting content that matches students' proficiency and learning objectives and by systematically connecting viewing activities with *question-and-answer*, storytelling, opinion sharing, vocabulary support, and other communicative tasks. The findings also provide a basis for schools and teachers to reflect on the consistency between planned instructional activities and their implementation in authentic classroom settings. Future research may broaden this perspective by involving more teachers, different school contexts, repeated classroom observations, and students' perspectives to examine how YouTube-integrated strategies are enacted across varied learning situations.

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