

**AN ANALYSIS OF USING YOUTUBE VIDEOS IN TEACHING SPEAKING AT THE ELEVENTH GRADE LEVEL****Tri Mulia Damai Hulu<sup>1</sup>, Hidayati Daeli<sup>2</sup>, Adieli Laoli<sup>3</sup>, Yaredi Waruwu<sup>4</sup>**Universitas Nias<sup>1,2,3,4</sup>e-mail: [trimuliadamaihulu@gmail.com](mailto:trimuliadamaihulu@gmail.com)

Diterima: 8/3/2026; Direvisi: 13/3/2026; Diterbitkan: 23/3/2026

**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis pemanfaatan video YouTube dalam pembelajaran bahasa Inggris serta dampaknya terhadap pengembangan keterampilan berbicara siswa di tengah meningkatnya penggunaan media digital sebagai sumber belajar. Integrasi teknologi dalam pembelajaran bahasa menjadi strategi penting untuk menghadirkan materi yang autentik dan meningkatkan keterlibatan siswa dalam proses belajar. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui observasi pembelajaran, wawancara dengan guru dan siswa, serta analisis dokumen pembelajaran. Data dianalisis secara deskriptif untuk memperoleh gambaran komprehensif mengenai praktik penggunaan video YouTube dalam pembelajaran. Hasil penelitian menunjukkan bahwa pemanfaatan video YouTube meningkatkan motivasi belajar serta memberikan paparan bahasa yang lebih autentik melalui contoh pelafalan, intonasi, dan ekspresi dalam konteks komunikasi nyata. Selain itu, penggunaan video membuka peluang bagi siswa untuk berlatih berbicara secara aktif melalui diskusi, imitasi, dan presentasi berbasis konten. Namun, penelitian ini juga mengidentifikasi kendala berupa keterbatasan akses internet, variasi kualitas konten, dan potensi distraksi dari fitur lain pada platform digital. Secara sintesis, temuan ini menegaskan bahwa video YouTube efektif dalam mendukung pengembangan keterampilan berbicara apabila diintegrasikan secara terencana, selektif, dan pedagogis dalam strategi pembelajaran bahasa Inggris.

**Kata Kunci:** *Keterampilan Berbicara, Video YouTube, Media Pembelajaran, Pembelajaran Bahasa Inggris*

**ABSTRACT**

This study aims to analyze the utilization of YouTube videos in English language learning and their impact on the development of students' speaking skills amid the increasing use of digital media as learning resources. The integration of technology in language learning has become an important strategy to provide authentic materials and enhance students' engagement in the learning process. This study employed a qualitative approach, with data collected through classroom observations, interviews with teachers and students, and analysis of instructional documents. The data were analyzed descriptively to obtain a comprehensive understanding of the practice of using YouTube videos in English language instruction. The findings indicate that the use of YouTube videos enhances students' learning motivation and provides more authentic language exposure through examples of pronunciation, intonation, and expressions in real communication contexts. In addition, video-based learning creates greater opportunities for students to actively practice speaking through discussions, imitation activities, and content-based presentations. However, the study also identified several challenges, including limited internet access, variations in content quality, and potential distractions from other features on the digital platform. In synthesis, these findings confirm that YouTube videos are effective in supporting the development of speaking skills when they are integrated in a planned, selective, and pedagogically sound manner within English language teaching strategies.

**Keywords:** *Speaking Skills, YouTube Videos, Learning Media, English Language Learning*

**INTRODUCTION**

The rapid advancement of digital technology has significantly influenced educational practices, particularly in language learning. In today's digital era, students are highly familiar with audiovisual content accessed through social media platforms, which shapes their learning

preferences and communication patterns. The integration of technology into classroom instruction has therefore become essential to create learning experiences that are aligned with students' daily digital interactions. Social media platforms such as YouTube have developed beyond entertainment purposes and now function as spaces for information exchange and communication in modern society (Azzahra et al., 2025; Madakam & Tripathi, 2021). However, many English classrooms still rely predominantly on conventional teaching approaches that offer limited authentic language exposure, especially in speaking instruction. This condition reveals a gap between students' digital engagement outside the classroom and the instructional practices implemented within schools.

Speaking is widely recognized as one of the most challenging skills in English language learning because it requires not only linguistic knowledge but also confidence, fluency, and communicative competence. In many instructional contexts, speaking activities are often limited to textbook-based dialogues that do not fully represent real-life communication. Such practices may reduce students' opportunities to observe authentic pronunciation, intonation, and expressions used in natural interactions. The use of social media in education has been acknowledged as an effective tool to enhance learning interaction and support instructional processes in the digital literacy era (Purwanto et al., 2023; Udam & Mohammed, 2023). In addition, video-based resources can help teachers present complex language concepts in a more structured and understandable way (Mediantari, 2024). Recent studies also highlight that learners' experiences in selecting YouTube videos influence their engagement and understanding in English learning contexts (Nur et al., 2025).

YouTube, as one of the most widely accessed digital platforms, provides abundant audiovisual materials that expose learners to authentic language use in various communicative contexts. Previous studies have indicated that YouTube can function as an effective medium for developing speaking skills by offering authentic examples and interactive learning opportunities (Badian, 2023; Wahyudin, 2024). Through exposure to real-life communication contexts, students can better understand how language is applied in everyday interactions. Furthermore, research shows that YouTube-based learning may enhance learners' confidence and encourage active participation in classroom discussions (Musdayanti et al., 2024; Concesal & Roslaini, 2024). Continuous exposure to English video content can also improve fluency and pronunciation through repeated listening and imitation (Asary et al., 2024). Other studies further confirm that YouTube videos contribute to improving students' speaking skills in formal learning contexts when used as structured instructional media (Aziz et al., 2025). Moreover, YouTube-based learning offers both pedagogical benefits and practical challenges, particularly in EFL classrooms, including issues related to content selection and classroom implementation (Purwanti et al., 2022).

Despite these promising findings, limited research has specifically examined how YouTube videos are pedagogically integrated in vocational high school settings and how such integration supports structured speaking instruction. Many previous studies emphasize general effectiveness but provide less attention to contextual implementation within particular school environments. This indicates a research gap concerning the systematic use of YouTube as an instructional medium in speaking classes at the vocational secondary level. Addressing this gap is important to understand how digital platforms can be meaningfully adapted to specific institutional contexts.

Based on this identified gap, the present study focuses on analyzing the utilization of YouTube videos in teaching speaking to eleventh-grade students at SMK Negeri 1 Tugalaoyo. The novelty of this research lies in its emphasis on examining both the pedagogical integration process and its contribution to students' speaking development within a specific vocational school context. By exploring how YouTube is incorporated into classroom activities and how it supports communicative competence, this study offers contextual and practice-based insights that extend previous research on technology-enhanced language learning. Therefore, this study is expected to contribute to the development of more innovative and contextually responsive strategies for teaching speaking in the digital era.

## RESEARCH METHODOLOGY

This study employed a qualitative research approach to investigate the implementation of YouTube videos in teaching speaking. The qualitative design was chosen to enable an in-depth

exploration of classroom practices and participants' experiences within their natural learning environment. The research was conducted at SMK Negeri 1 Tugalaoyo, located in Teolo Village, Tugalaoyo Subdistrict, North Nias, from July to August 2024. The participants consisted of one English teacher and 28 eleventh-grade students who were actively involved in speaking lessons integrating YouTube videos as a learning medium. The participants were selected using purposive sampling because they had direct experience with video-based speaking instruction, allowing the researcher to obtain contextual and relevant data regarding the implementation process.

Data were collected through classroom observations, semi-structured interviews, and student questionnaires. Observation was conducted during speaking sessions to examine instructional procedures and student engagement, while interviews with the English teacher focused on instructional planning, objectives, and perceived benefits of using YouTube. Questionnaires were distributed to all participating students to capture their perceptions, participation levels, and responses toward video-based learning. The data collection was carried out sequentially, beginning with observation, followed by interviews, and concluding with questionnaire distribution. The collected data were analyzed using qualitative procedures consisting of data reduction, data display, and conclusion drawing. To enhance credibility, triangulation was applied by comparing findings from different data sources. For methodological transparency, a grid of research instruments outlining observation indicators, interview guiding questions, and questionnaire dimensions was developed and is provided in the appendix to clarify the alignment between research objectives and data collection tools.

## RESULT AND DISCUSSION

### Result

#### The Result of Observation

Classroom observation was conducted to explore how YouTube videos were pedagogically integrated into speaking instruction. The observation focused on instructional preparation, video presentation strategies, and follow-up learning activities designed to support students' speaking development. Particular attention was given to how the teacher structured pre-viewing, while-viewing, and post-viewing stages to ensure that the video content was aligned with learning objectives. Students' engagement and responsiveness during the lesson were also examined to understand how audiovisual media influenced classroom dynamics. The summary of the observation findings is presented in Table 1.

**Table 1. Observation Checklist of Using YouTube in Teaching Learning English**

No	The Use of YouTube in Teaching Learning English	Done	Undone
1	The teacher chooses a particular video to illustrate the learning concept.	√	
2	The teacher prepares specific guidelines or discussion questions.	√	
3	The teacher introduces the video briefly before playing it.	√	
4	The teacher plays the video during the lesson.	√	
5	The teacher stops or replays the video to emphasize certain points.		√
6	The teacher provides time for reflection on the video content.	√	
7	The teacher allows students to ask questions related to the video.	√	
8	The teacher divides students into groups to discuss the questions.		√
9	Students understand the material presented in the video.	√	
10	Students show motivation when learning through YouTube.	√	

The findings in Table 1 indicate that YouTube was generally implemented in a structured manner, particularly in terms of video selection, introduction of material, and reflective questioning. These practices demonstrate that the teacher did not merely play videos but attempted to connect the content with speaking objectives. However, certain interactive strategies such as pausing the video for emphasis and organizing structured group discussions were not consistently applied. From a pedagogical perspective, this suggests that while the integration of YouTube was effective in attracting students' attention and facilitating comprehension, its potential to maximize collaborative speaking practice could be further optimized. Thus, the observation results highlight both the strengths and areas for improvement in implementing video-based speaking instruction.

### The Result of Questionnaire

To explore students' views on the integration of YouTube in English learning, a questionnaire containing ten statements was distributed to the participants. The statements were designed to examine instructional practices, the suitability of selected videos, teacher guidance, and the perceived impact of YouTube on students' engagement and comprehension. Students responded based on their real experiences during classroom instruction. The summary of their responses is presented in Table 2 to provide a structured overview of their perceptions toward the use of YouTube as a learning medium.

**Table 2. Students' Responses Toward the Use of YouTube in Learning English**

No	Statement	Yes (f)	Yes (%)	No (f)	No (%)
1	My teacher often uses Youtube videos in the learning process in class	15	100	0	0
2	Youtube videos is used by teachers in almost every subject	15	100	0	0
3	The videos selected by the teacher from Youtube videos are in accordance with the material being studied	15	100	0	0
4	The teacher always explains the contents of the video first before playing it in class	15	100	0	0
5	Youtube videos videos help me understand the learning material more easily	10	66.7	5	33.3
6	The explanations in Youtube videos videos are clearer than in textbooks	15	100	0	0
7	I feel more motivated to learn when the teacher uses Youtube videos in learning	15	100	0	0
8	Youtube videos makes learning more fun than conventional methods	15	100	0	0
9	The use of Youtube videos by teachers helps me focus more on understanding the material	15	100	0	0
10	I am more active in discussing and asking questions when the teacher uses Youtube videos videos in learning	15	100	0	0

Based on Table 2, students show overwhelmingly positive attitudes toward the incorporation of YouTube videos in English lessons. The findings suggest that YouTube has been consistently integrated into classroom instruction and is supported by appropriate teacher guidance. Students perceive that video-based learning contributes to a more engaging, interactive, and enjoyable classroom atmosphere, encouraging greater participation and focus. Although most

students feel that YouTube supports their understanding of the material, a few indicate that its effectiveness may vary depending on individual learning preferences. Overall, the data imply that YouTube is viewed as an effective and motivating instructional tool in the English learning context.

### The Result of Interview

An interview with the English teacher was conducted to gain deeper insights into the rationale behind using YouTube and its perceived impact on speaking instruction. The discussion explored instructional planning, classroom implementation, perceived advantages, and challenges encountered during the integration process. The interview also aimed to understand how the teacher evaluated the effectiveness of YouTube in supporting communicative competence. A summary of the interview findings is presented in Table 3.

**Table 3. Interview Results on the Use of YouTube in Teaching English**

No	Question	Teacher's Response
1	Do you use YouTube in teaching English?	The teacher uses YouTube as a supplementary learning medium to provide authentic materials.
2	Do you use it for teaching speaking?	YouTube videos are used to demonstrate pronunciation, intonation, and real-life conversations.
3	How do you implement YouTube in class?	The teacher plays relevant videos, asks students to summarize them, and sometimes assigns video-based tasks.
4	What are the advantages?	YouTube provides authentic content, improves pronunciation practice, and increases student engagement.
5	What are the disadvantages?	Possible distractions, internet connection problems, and the need for careful video selection.
6	What is the influence on learning?	Students become more motivated and exposed to different accents and real-life communication.

The interview findings presented in Table 3 that YouTube was intentionally used as a supplementary instructional medium to provide authentic language exposure. According to the teacher, video content enables students to observe real-life communication models that can be imitated and practiced during speaking activities. The teacher also acknowledged increased student engagement and motivation when audiovisual materials were incorporated into lessons. Nevertheless, challenges such as internet connectivity issues and the need for careful content selection were identified as practical considerations in classroom implementation. When viewed collectively with the observation and questionnaire data, the interview results strengthen the conclusion that YouTube has meaningful pedagogical value in supporting speaking instruction, provided that it is integrated strategically and supported by structured classroom activities.

### Discussion

The findings of this study demonstrate that the integration of YouTube videos in English learning meaningfully supports the development of students' speaking skills. Classroom observations indicate that audiovisual materials create a more dynamic learning atmosphere in which students can observe authentic pronunciation, expressions, and conversational structures. This exposure enables learners to connect linguistic forms with real communicative contexts, thereby facilitating more contextualized speaking practice. The combination of visual and auditory input strengthens comprehension and encourages imitation as a strategy for language production. These findings reinforce the view that digital platforms can foster interactive and student-centered learning environments, particularly when supported by structured pedagogical guidance (Jailani, 2024; Deb & Ghosh, 2025). This result is also consistent with Aleksius et al. (2026), who found that the use of YouTube videos significantly contributes to improving EFL students' speaking skills

through authentic and engaging learning experiences. By synthesizing these perspectives, the present study affirms that YouTube not only delivers authentic input but also operationalizes communicative language teaching principles through multimodal engagement.

Students' positive perceptions further highlight the motivational dimension of video-based learning. The questionnaire results suggest that learners feel more confident and enthusiastic when speaking activities are supported by authentic audiovisual models. This increased engagement occurs because YouTube provides exposure to meaningful language use beyond textbook dialogues. Similar conclusions were reported by Fachrurazy et al. (2025), Hudri et al. (2025), and Jailani (2024), who emphasize that digital media enhance learners' confidence and participation in English classrooms. Taken together, these studies suggest that the motivational impact of YouTube is not incidental but stems from its ability to bridge formal instruction with real-world communication, thereby strengthening learners' communicative competence and self-efficacy. Practically, this implies that integrating carefully selected videos can serve as a catalyst for increasing classroom interaction and reducing students' anxiety in speaking tasks.

From a pedagogical standpoint, the teacher's role remains central in ensuring the effective use of YouTube in speaking instruction. The findings indicate that careful video selection, guided viewing activities, and structured follow-up discussions are essential components of successful implementation. Without pedagogical mediation, digital media risk becoming passive entertainment rather than meaningful instructional tools. This perspective aligns with Deb and Ghosh (2025) and Siswanti (2026), who argue that technology integration requires deliberate instructional planning to maximize its educational value. By integrating these insights, the study highlights that the effectiveness of YouTube depends not solely on the platform itself but on the teacher's capacity to design scaffolded learning experiences that transform audiovisual input into productive speaking practice. Theoretically, this supports the notion that technology-enhanced language learning must be grounded in sound pedagogical frameworks rather than technological novelty alone.

Another significant aspect of the findings relates to the contribution of multimodal learning environments to second language acquisition. YouTube videos simultaneously present visual cues, spoken language, and contextual information, enabling learners to process input through multiple cognitive channels. Bian et al. (2025) emphasize that multimodal approaches enhance language acquisition because learners receive integrated stimuli that support comprehension and retention. Similarly, Fitriyani (2025) notes that video-based materials make abstract linguistic concepts more concrete and accessible. By synthesizing these arguments, the present study suggests that YouTube functions as a multimodal scaffold that strengthens pronunciation accuracy, vocabulary acquisition, and contextual language awareness. This theoretical implication positions YouTube within broader multimodal learning theory, demonstrating its relevance for developing communicative competence in contemporary classrooms.

Despite these advantages, several implementation challenges were identified. Some learners experienced difficulty understanding certain accents or rapid speech in authentic videos, indicating that input level must be carefully matched to students' proficiency. Furthermore, the open-access nature of YouTube requires teachers to exercise critical judgment in selecting content aligned with instructional objectives. Julianto and Qamariah (2023) similarly caution that exposure to informal or non-standard language forms may lead to confusion if not properly guided. This finding underscores the practical necessity of content curation and adaptive scaffolding to ensure that authentic input remains pedagogically appropriate. Therefore, the study contributes to the growing discourse on digital media integration by emphasizing that successful implementation depends on strategic planning, contextual sensitivity, and continuous evaluation of learning outcomes.

Overall, the findings confirm that YouTube can serve as a valuable resource for enhancing speaking skills when integrated systematically into classroom instruction. The platform provides authentic input, multimodal engagement, and motivational support that collectively enrich language learning experiences. Consistent with Aziz et al. (2025), Aliffia and Arifani (2024), and Isnaiyah et al. (2025), this study demonstrates that video-based digital media significantly improve pronunciation, vocabulary development, and communicative confidence. Beyond confirming

previous research, this study contributes a contextualized perspective by illustrating how structured pedagogical integration within a vocational school setting can optimize the benefits of YouTube for speaking development. Consequently, the integration of YouTube should be viewed as a strategic instructional approach grounded in pedagogical design, rather than merely as a supplementary technological tool.

## CONCLUSION

Based on the results and discussion, this study concludes that the integration of YouTube as a learning medium meaningfully enhances students' speaking development when implemented through structured pedagogical design. The use of authentic audiovisual materials supports pronunciation accuracy, vocabulary enrichment, and speaking fluency while fostering greater classroom engagement. Students' active participation indicates that multimodal exposure facilitates more contextualized language use. Rather than merely serving as supplementary media, YouTube functions as a pedagogically mediated tool that strengthens communicative competence through guided interaction and authentic input. This conceptual contribution positions digital video integration not only as a technological innovation but as a strategic instructional approach grounded in communicative and multimodal learning principles.

Despite its benefits, the implementation of YouTube-based learning requires adaptive instructional planning to address challenges such as reliance on subtitles, limited spontaneous speaking confidence, and technological constraints. These findings emphasize that the effectiveness of digital media depends on teacher scaffolding, task design, and contextual readiness. Therefore, the study contributes theoretically by reaffirming the importance of pedagogically structured technology integration, and practically by underscoring the need for reflective classroom management and sustainable digital access. Future research is encouraged to examine comparative digital platforms and broader educational contexts to further validate and expand the application of technology-enhanced speaking instruction.

## REFERENCES

- Aleksius, M., Muer, F., & Siwa, Y. N. (2026). The Use of Youtube Videos as a Learning Media to Improve EFL Students' Speaking Skill. *Journal of English Language and Education*, 11(1), 857-864. <https://mail.jele.or.id/index.php/jele/article/view/2029>
- Aliffia, Y., & Arifani, Y. (2024). The Utilization of Using Youtube Videos to Improve Students Speaking Skills During Online Learning at Ban Kaengsriphoom School, Thailand: English. *Journal of English Development*, 4(01), 1-14. <https://journal.iaimnumetrolampung.ac.id/index.php/jed/article/view/3766>
- Asary, M., Nadri, H. N., & Hassim, N. (2024). The Use of Youtube English Videos in Enhancing Fluency and Pronunciation in Speaking Skills. *International Journal of Research and Innovation in Social Science*, 8, 5104-5111. <https://dx.doi.org/10.47772/IJRIS.2024.803379S>
- Aziz, A. A., Ali, A., Kamaruzaman, N., & Adnan, W. H. (2022). Acceptance of YouTube channel for English language learning among digital native learners. *Educatum Journal of Social Sciences*, 8(2), 14-22. <https://doi.org/10.37134/ejoss.vol8.2.2.2022>
- Aziz, M., Widodo, Y. H., Palupi, D., Mudofir, I., Wisudawati, A. F., Wulandari, R. M., et al. (2025). Improving the students' speaking skills in formal contexts using YouTube videos. *International Journal of Multilingual Education and Applied Linguistics*, 2(4), 53-65. <https://doi.org/10.61132/ijmeal.v2i4.403>
- Azzahra, K., Triyanti, A., & Desi, Y. (2025). Media sosial dan tantangan di era digital: penelitian. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 4(1), 1625-1629. <https://doi.org/10.31004/jerkin.v4i1.1793>
- Badian, M. S. R. (2023). YouTube to improve student's speaking english skill. *EDUJ: English Education Journal*, 1(1), 99-105. <https://doi.org/10.59966/eduj.v1i1.498>
- Bian, Z., Lu, H., & Wan, J. (2025). Multimodal Approaches to Second Language Acquisition in the Digital Age. In *SHS Web of Conferences*, 220, 04025. <https://doi.org/10.1051/shsconf/202522004025>

- Concesal, Y., & Roslaini, R. (2024). Learning Speaking English on YouTube Videos: A Study on Students' Perception. *JELITA*, 5(1), 214-225. <https://doi.org/10.56185/jelita.v5i1.655>
- Deb, K., & Ghosh, P. S. (2025). "A study on the Impact of Social Media and Online Collaboration Tools on Student Learning." *International Journal For Multidisciplinary Research*, 7(1), 1–9. <https://doi.org/10.36948/ijfmr.2025.v07i01.37235>
- Fachrurrazy, D., Muhassin, M., & Nawawi, M. (2025). Students' Perception of Using YouTube Application in The Context of English Language Learning. *IJLHE: International Journal of Language, Humanities, and Education*, 8(1), 45-58. <https://doi.org/10.52217/ijlhe.v8i1.1741>
- Fitriyani, R. R. (2025). Pengembangan Video Tutorial Mendesain Busana Berbasis Aplikasi Ibis Paint X di Fase F SMKN 1 Jabon. *Jurnal Online Tata Busana*, 14(1), 24-31. <https://ejournal.unesa.ac.id/index.php/jurnal-tata-busana/article/view/71347>
- Hudri, M., Iman, N. H., & Ilham, I. (2025). Students' Perceptions of Youtube as A Learning Medium for Enhancing Speaking Skills in English Language Acquisition at Universitas Muhammadiyah Mataram. *IJLECR (International Journal of Language Education and Cultural Review)*, 11(1), 79–88. <https://doi.org/10.21009/ijlecr.v11i1.53584>
- Isnaiyah, N., Apriliandini, R., & Tarihoran, N. (2025). The Role Of Vlogs Integration Enhancing English Language Skills: A Systematic Literature Review. *Integrative Perspectives of Social and Science Journal*, 2, 4484-4499. <https://ipssj.com/index.php/ojs/article/view/592>
- Jailani, A. (2024). Teaching English using social media: Pre-service English teachers' perceptions. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 29(2). <https://doi.org/10.24090/insania.v29i2.8865>
- Julianto, A., & Qamariah, Z. (2023). A literature study on the negative impact of youtube as an english language learning media. *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora*, 1(3), 182-93. <https://doi.org/10.59024/atmosfer.v1i3.232>
- Madakam, S., & Tripathi, S. (2021). Social media/networking: applications, technologies, theories. *JISTEM-Journal of Information Systems and Technology Management*, 18, e202118007. <https://doi.org/10.4301/S1807-1775202118007>
- Medianta, I. I. (2024). Pengembangan Media Pembelajaran Video Tutorial Pembuatan Pola Gamis di Kelas XII SMKN 1 Jabon Sidoarjo. *Indonesian Journal on Education and Learning*, 1(2), 14-20. <https://journal.myrepublikcorp.com/index.php/IJEN/article/view/64>
- Musdayanti, Sudewi, P. W., & Nurhaeni. (2024). YouTube for EFL Students: Perceptions on Building Speaking Confidence. *GLENS: Global English Insights Journal*, 1(2), 89-97. <https://doi.org/10.61220/glens.v1i2.350>
- Nur, I. Y., Susilawati, E., & Bunau, E. (2025). English Language Learning Experiences in Selecting Youtube Video. *Acitya: Journal of Teaching and Education*, 7(1), 1-18. <https://doi.org/10.30650/ajte.v7i1.4117>
- Purwanti, N. K. R., Suwastini, N. K. A., Adnyani, N. L. P. S., & Kultsum, U. (2022). Youtube videos for improving speaking skills: The benefits and challenges according to recent research in EFL context. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 19(1), 66-75. <https://doi.org/10.23887/jptk-undiksha.v19i1.41108>
- Purwanto, A., Fahmi, K., & Cahyono, Y. (2023). The benefits of using social media in the learning process of students in the digital literacy era and the education 4.0 era. *Journal of Information Systems and Management (JISMA)*, 2(2), 1-7. <https://jisma.org/index.php/jisma/article/view/296>
- Siswanti, D. (2026). Students' perception On The Use Of Social Media In Learning English. *JPG: Jurnal Pendidikan Guru*, 7(1), 1-8. <https://doi.org/10.32832/jpg.v7i1.22533>
- Udam, M. U., & Mohammed, L. A. (2023). Impact of Social Media on Science Teacher's Effectiveness in Secondary Schools in Cross River State. *International Journal of Emerging Issues in Social Science, Arts and Humanities (JEISSAH)*, 2(1), 89-100. <https://ejournal.lucp.net/index.php/ijeissah/article/view/2313>
- Wahyudin, W. (2024). The Use of English Native Speaker YouTube Videos in Improving Students' Speaking Abilities: An Interactive Learning Approach. *International Journal of English Language and Pedagogy*, 2(2), 77-86. <https://doi.org/10.33830/ijelp.v2i2.10401>