

YOUTUBE AS A SPEAKING TOOL: A CASE STUDY OF UNDERGRADUATE STUDENTS

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ABSTRACT

The purpose of this study was to explore how YouTube videos can help students improve their speaking skills at the University level. This study also explored how YouTube videos can improve the accuracy, grammar and pronunciation of the students. Based on the study questions and goals, the research design was created, which was an experimental study. The participants of the study consisted of 15 undergraduate students both male and female. There were pre-test and post-test design groups along with treatment & intervention in it. Additionally, the study combined qualitative and quantitative methods to provide the data descriptively and numerically. The research findings were divided into two sections that covered the research process, covering the situation before the research and the implementation of the research. The results of this study suggested that watching YouTube in class can enhance the learning experience. Conclusion Based on the research findings showed that using YouTube videos can help students improve their speaking skills. The findings of the research confirmed the improvement in speaking skills. Fluency, vocabulary, grammar, and pronunciation all have seen gains in scores, as did other speaking-related categories. Based on the statements, it is concluded that YouTube videos improved student's speaking skills during the learning process. This study also offered suggestions based on the justification and analysis for future research.

Keywords: YouTube, Language, Learning, Social Media, Speaking Skills.

INTRODUCTION

Since language serves as a means of interaction in human life, it cannot be replaced. YouTube is an online platform that allows users to search through several videos, leave comments on those films, submit their videos, and subscribe to other users (Srinivasacharlu, 2020). YouTube was developed as a video-sharing website with the potential to be used for education. YouTube aids students in English learning and improves their pronunciation, which encourages them to continue their English studies outside of the classroom (Snelson, 2011). The use of YouTube can also improve students' English abilities. The majority of international communication takes place in English. In many crucial areas, it is utilized to communicate with others and exchange information. English plays a

significant role in our country by becoming a second language. English is only taught in schools or other educational institutions, such as English classes, and because it is still a second language, it is still quite uncommon for the population to utilize it in daily life. One of the four fundamental language abilities necessary for responding to and interacting with other people, speaking enables clear oral interaction. Comprehending, pronouncing, using grammar and vocabulary, speaking fluently, and using intonation or expression all contribute to or are related to speaking skills. However, speaking is sometimes considered as being very difficult in the context of learning a second language due to the complex collection of skills that students must apply when

speaking in English. According to (Brown, 1983), teaching pupils to speak in foreign language is often considered one of the most difficult aspects of language learning. The challenge for the teachers is to come up with different teaching strategies to motivate their students to learn English. The variety of teaching methods will also encourage students to study English. According to (William & Burden, 1997), motivation has the greatest impact on language learning. The four skills of language are speaking, listening, reading, and writing. They are necessary for teaching English as a second language. All of those skills are important for everyone who wants to master English (Harmer & Khan, 2007). Speaking is one of the language learning skills. Speaking is a talent that needs to be regularly practiced. Speaking is necessary for understanding one another and interacting with others. Speaking can help us communicate with one another, thus we must learn to speak. The existing environment in the speaking class at the Easy English course shows some issues they experience. First of all, when responding to a teacher's question, the students pay little attention and still struggle with feelings of insecurity, shyness, and nervousness. As a result, they are unable to effectively express their thoughts through the use of a suitable lexicon and proper syntactic construction. The students barely pronounce two or three words in English before they become completely stuck and return to speaking in their native tongue. Even though larger words could be more descriptive, Johnes (2008) argues that fluency is the use of the simplest words to express meaning. The second problem is that the environment in the classroom is repetitive. The teacher still instructs from a textbook, which makes the students unhappy because it is an outdated way of instruction. Because there is still no use in splitting teaching and learning tools that can inspire children to learn, teachers continue to use a boring method of instruction (Gunada et al, 2021). Because they are fearful and scared to speak in front of others, students usually lack the confidence to express themselves, especially when asked for personal information or thoughts. A common concern is that they may talk poorly and embarrass themselves in front of their classmates. YouTube was the first piece of educational material to fix this issue (Khalid & Muhammad, 2012). Additionally, (Watkins & Wilkins, 2011) argued that students

communication and pronunciation can be upgraded by using videos on YouTube both within and outside of the classroom. YouTube also encourages the growth of real vocabulary. Additionally, they claim that by using videos on YouTube in the classroom, learners are exposed to real English and given autonomy over their learning (student-centred). Additionally, studies' findings indicate that viewing YouTube videos might enhance students' speaking abilities in terms of pronunciation, grammar, vocabulary, and fluency. Because YouTube offers a wide variety of entertaining videos and students prefer audio-visual presentations when learning, it is used as a teaching tool for English, particularly to help students improve their speaking skills. Furthermore, because YouTube videos can be made available at any time from any location, it is simpler for students to use them in their studies. By watching English videos with interesting themes on YouTube, students can improve their speaking skills. Students can practice new vocabulary and speak English fluently from the videos. The researcher then tries to use a YouTube video as a medium to enhance the speaking skills of students based on the discussion from above. English speaking skills can be taught on YouTube. The earlier studies demonstrated the value of YouTube for education. (Koo, Kim & Jun, 2021) Concluded that utilizing multimedia technology can increase students' interest in learning while using practical and additional teaching tools making teachers' jobs much easier and helping them remember their love of teaching. Other research showed that using YouTube-based films to teach speaking can enhance students' motivation and communication skills (Riswandi, 2016). To prevent students from dozing off during class, professors must also make the material entertaining.

Research Objectives

- To explain how using YouTube videos can improve the speaking skills of students.
- To describe how YouTube videos can improve the fluency, lexical resources and pronunciation of the students.

Research Questions

- What is the impact of using YouTube videos on the enhancement of students' speaking skills?
- How YouTube videos can improve the fluency, lexical resources and pronunciation of the students?

Significance

Technological improvements nowadays reveal that teaching and learning English is now needed for all students, and there are a variety of media that may be used to provide it. Because YouTube is the social media platform that all students enjoy using the most, it is one of the most commonly used media. To address these needs in teaching speaking, the researcher in this classroom action research selects a YouTube video. Because of its numerous improvements to the teaching and learning process, YouTube was chosen as the medium. It offers a wealth of video material that we may utilize in our English classes.

LITERATURE

The language of the modern world is technology. The success of mankind has been greatly influenced by technical advancements. The globe, the volume of knowledge acquired, and the way information is processed are all changing as a result of computers. A lot of the barriers to quick and simple communication and learning have also been removed by technology. In other words, people can now obtain the information they need quickly and with the help of the resources they think are more relevant. Understanding specific elements of language like structure, vocabulary, and pronunciation alone is not enough to gain the ability to communicate, which is necessary for daily communication. Knowing how to communicate ideas through language is a necessary component of communicative competence (Ilyas & Putri, 2020). Only a small percentage of students who had attended public speaking classes thought speaking was easy, according to an initial survey conducted among them (Nuha & Saputri, 2021). Most students thought speaking was challenging. A large amount of research has been done on the use of YouTube videos as a teaching tool for speaking skills, with

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multiple studies investigating this subject matter (Saed, Haider, Salaman & Hussein, 2021).

Speaking, according to the Advanced Oxford Encyclopedia, means "to represent or communicate thoughts, feelings, ideas, etc., by or as talking, and it involves activities on the part of the speaker as psychological (articulator) and physical (acoustic) stage." Speaking is "the production of audio data to produce different verbal responses in listeners." It is thought to be "systematically combining sounds to form meaningful sentences. According to (Eckard & Kearny, 1981) "speaking is a two-way process involving true communication of thoughts, information, or emotions." This best perspective on spoken communication is the result of a joint effort between two or more persons in a common space and time. According to our research, speaking ability is regarded as the heart of communication; people speak to express everything that is in their minds and express their thoughts." Learners must learn several important skills for oral production to communicate the words with confidence and fluency. According to (Harmer & Khan, 2001), there are two fundamental elements: "language features that learners must be aware of and the language mental/social process."

Speaking is a dynamic activity that is essential throughout the educational process. The origin of the speaking process is guided by the learning of grammar and vocabulary, with a little pronunciation thrown in. "He suggests that "speaking is a complex skill that requires real practice to improve because it is more than just a communicative skill." According to (Richards & Rodgers, 2001), "reading and writing are the essential skills to be focused on; however, little or no attention is paid to the skill of speaking and listening. "The communicative approach emphasized speaking since oral communication requires speech and students are expected to communicate with one another verbally. Moreover, teachers' discussion will be reduced, which means that students will be encouraged to speak more in the classroom. Further, he added that "of the four language skills known as listening, speaking, reading, and writing, speaking is the most important and essential for effective communication." Due to advances in technology, teachers can now offer speaking lessons in different languages. The quick development of

Internet technology and better global access have given students more options for studying English. The majority of students need to be taught English in the classroom (Lescano, 2019). Although students get introduced to English outside of the classroom, primarily through the media, the classroom remains their primary environment for using the language. According to (Angrarini, Wati & Devi, 2022), learning effective communication is a skill that should be achieved in higher education. It is expected of the students to demonstrate their speaking skills in a variety of settings, such as speeches, conversations, storytelling, and presentations. Nevertheless, they still aspire to be able to travel the world and speak good English. According to (Jamshidnejad, 2020), learning a new language fluently is the primary goal that drives a significant portion of students to enrol in language classes. Fluency is affected by several variables, including temporal ones like speech pace, pause duration, and run length, as well as hesitation phenomena like repetitions, filled pauses, and self-corrections. To speak English fluently, both professors and students must consider these things.

On the other hand, spoken, perceived, and cognitive fluency make up the components of fluency. Speaking is the process of making systematic verbal utterances to transmit meaning and oral skills, according to (Pratiwi, Suardi & Acvfira, 2021). Real-time speech is the norm. Over time, oral communications are not remembered. Teaching speaking is a challenging skill while teaching English. For communication to be productive, it is necessary to learn extra skills and skills. To teach speaking to students, lecturers might employ effective teaching strategies. "Learners' activities should be designed based on an equality between fluency and accuracy achievement," writes Mazouzi (2013). Accuracy and fluency are essential parts of a communicative strategy. Classroom practice can help students improve their communication skills. As a result, they ought to comprehend how well the language process works correctly." "The first characteristic of speaking performance is fluency, which is the primary goal of teachers in teaching speaking skills." (Hughes & Bryan, 2002) stated, "Fluency is the learners' ability to speak in an understanding way so that communication does not break down because listeners lose all interest." According to

Hedge (2001), "fluency is the skill to respond coherently by connecting words and phrases, clearly pronouncing sounds, and using stress and intonation."

Accuracy is the second characteristic of speaking performance. Students must be fluent in the language they are learning. As a result, teachers should place a strong focus on accuracy in their lessons. (Mazouzi, 2013) stated that when speaking, students must pay special attention to the accuracy and correctness of the language form, focusing particularly on linguistic constructions, lexicon, and sound. Vocabulary is also a characteristic of speaking skills. Our vocabulary is the collection of words that we must know to communicate effectively. Vocabulary in speaking is made up of the phrases we use when we talk. Pronunciation refers to how a language or word is said. This may refer to widely accepted sound sequences used in speaking a given word or speech in a specific sound or simply how a specific individual chooses to speak a word or language. The next step is to carefully consider and take into account all factors of speaking ability. As a result, learning outcomes are developed to help students become successful communicators in a variety of real-world settings. These aspects create some challenges and highlight some rules for mastering this talent.

Since most interactions take place face-to-face, participants can receive quick feedback, such as "Do listeners understand?" or "Are they in contact?" Exactly how sympathetic are people? (Cornbleet & Carter, 2001). As a result, speaking is a very effective form of communication over other methods including body language and facial expressions. In circumstances with participants or debaters present, speaking happens most frequently. These variables allow for interaction (Widdowson, 1998). Whether we are communicating face-to-face or through the phone, to one individual or a smaller group, the wheels of communication usually turn smoothly, with respondents providing commitments at specific moments, no gaps, and no one talking over each other (Bygate, 1998). Turn speaking, a crucial component of communication occurs consciously or subconsciously in everyday conversation. Turn-taking is managed and signifies differently in different cultures, which can result in communication problems in discussions between

individuals from various cultures and language groups (Mc Donough & Mackey, 2000). During discussions, answers are unplanned and spontaneous, and speakers assume on their feet, trying to produce language that reflects it (Foster, Tonkyn & Wigglesworth, 2000). These lot of parameters inhibit the capacity of a speaker to prepare, arrange the idea, and control the language used. Speakers frequently begin to say something but then change their minds, which is known as a false start. The speaker's phrases cannot be as lengthy or as complicated as in writing. Similarly, speakers generally forget what they want to say; or they may sometimes ignore what they have previously said and thus repeat themselves (Allen & Miller, 2001). Exposing students to these verbal aspects of language helps them improve their language abilities and accommodate for the difficulties they face. It also makes them sound more natural when speaking a foreign language. Speaking ability is regarded as one of the most important components of EFL instruction. Since most of their students struggle with speaking practice, EFL teachers' primary objective is to improve their students' communicative proficiency. Parrott (1993) stated that for students to speak English well, "teachers must carry out tasks that aim at offering learners confidence." "Students' failure to express themselves or not getting a chance to speak in the language classroom may create refusal and de-motivation in learning," according to Alam (2016). The capacity of students to talk without hesitating or pausing excessively is a key indicator of their performance. Since practising a language is different from simply comprehending it. "There are four main problems with getting students to speak English in the classroom: limitation, nothing to say, low or uneven participation, and mother-tongue use". Several studies have been conducted in the area of using technology to enhance EFL learning and teaching. "Adding technology into the classroom helps both instructors and students to create an optimal atmosphere for learning to enhance the teaching and learning processes," according to Hismanoglu (2012). "Teachers can use videos to facilitate an on-the-internet mode of instruction and give students the chance to use videos for self-learning," according to (Whithaus & Neff, 2006). More significantly, numerous scholars have attempted to emphasize YouTube's significant

contribution to EFL classroom instruction and learning. "Teachers are using YouTube increasingly to teach the English language because it provides quick and enjoyable access to instruction, culture-based videos, and languages from all over the world," according to Duffy (2008).

Students can practice what they learn and post the videos to their YouTube channel in addition to watching or downloading them (Kardiansyah & Qodriani, 2018). The YouTube videos provide a simple way to practice the material being learned directly (Puspaningtyas & Ulfa, 2020). Enhancing English speaking abilities is one of the various domains in which YouTube can be used as a teaching tool (Afrianto & Gulö, 2019). Students can learn how to be effective speakers by following the numerous tutorials and content available on YouTube. Students can learn how to argue effectively, for instance, by examining debating films. The upload ability on YouTube allows students to conveniently practice tutorials directly (Wahyudin, 2018). Students can use YouTube to post English-speaking videos that they have recorded.

RESEARCH METHODOLOGY

Design

This study's design was an experimental study. In this experimental study, there was treatment or intervention. There were pre-test and post-test design groups in it. There is a control group in the study that does not get the intervention (YouTube videos) and an experimental group that does. The current study detailed and examined how YouTube is used to improve speaking abilities. Based on the study's questions and goals, the research design was created. Additionally, the study will combine qualitative and quantitative methods to provide the data descriptively and numerically. Because of this design, it is possible to compare the two groups' results and gain an understanding of how successful the intervention was.

Participants

The subjects of the study consisted of 30 students consisting of both male and female students from the university. The control group and the experimental group had the same 15 students each. All participants were university students. The selection of university students was made because,

in contrast to school students, they were more likely to use YouTube to improve their speaking skills, including grammar, fluency, pronunciation, and accuracy. The topic of the study was the impacts of YouTube videos on students' verbal language skills. The participants were both male and female. They are from different departments of the university. They are in the 20–23 age range, roughly. Everyone who took part gave their permission after being told about the study.

Data Collecting Techniques

Test

The researcher gave undergraduate students from the University a test to measure their speaking abilities, particularly when it comes to their studies,

Treatment

For the experimental group, therapy is provided. YouTube videos for treatment. Using YouTube videos for instruction is managed as follows:

No.	Meetings	Dates	Materials	Group
1	I	22 Aug 2022	Pre-Test	Experimental
2	II	24 Aug 2022	Treatment 1	Experimental
3	III	25 Aug 2022	Treatment 2	Experimental
4	IV	26 Aug 2022	Treatment 3	Experimental
5	V	1 st Sep 2022	Treatment 4	Experimental
6	VI	5 Sep 2022	Post-Test	Experimental

Control Group

The control group did not use YouTube as an intervention; instead, they proceeded with their usual English language system.

FINDINGS & DISCUSSION

This chapter presented the research findings dealing with data analyzed and interpreted from the students' given Pre- Test and Post-Test. The students' scores increased from the Pre-test to the Post-test of the sample to determine whether there is a significant effect on students' speaking skills by Videos of YouTube at university.

to determine the impact of using YouTube videos on their communication skills. The test is applicable in two steps. The first step is a pre-test before starting treatment. After therapy, a second test is conducted as a post-test.

Pre-Test

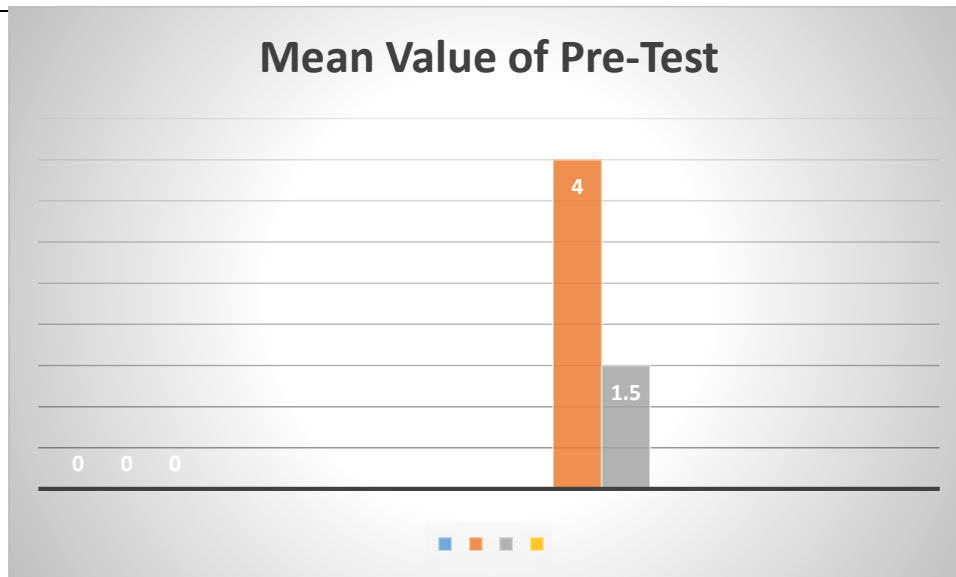
The students are chosen as a sample for a pre-test that measures their early background skills. Before using a new strategy, it is held to determine the proficiency of the experimental group and control group. It is a test of the material. Before the intervention, speaking skills were assessed for both groups. The British Council's modified grading guidelines were used to assess the pre-test, with an emphasis on pronunciation, grammatical range, vocabulary, coherence, and fluency.

Data Presentation

The purpose of this study was to determine the impact of YouTube videos on the speaking skills of students at the University. A set of tests to determine the level of achievement of students in speaking skills. The research was divided into two categories: experimental research and quantitative research. As a result of the study data, there are pre-test and post-test results.

Pre-test in Experimental class

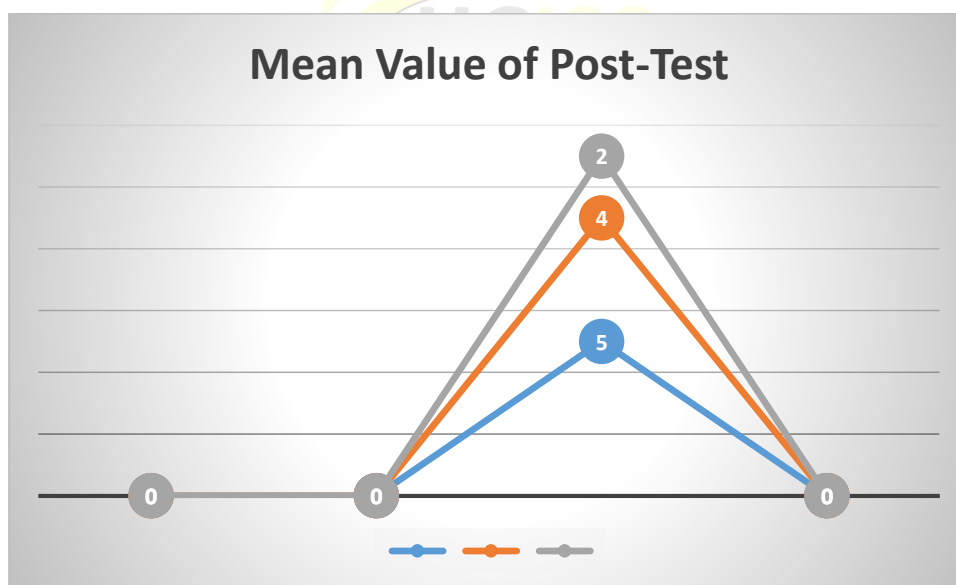
The researcher had given the Experiment class a Pre-Test before giving treatments. It was done to evaluate the student's ability to speak. The following is how the researcher presented the students speaking on the Pre-test: The highest average score was 0 while the lowest was 1.5. Furthermore, the average score was 4.



Post-test in Experimental class

Following treatment, the researcher administers a Post-Test to evaluate the students' scores using Videos on YouTube. The students' results in conversational skills, particularly in speaking in the

Post-Test were as follows: the highest average score was 93, and the lowest average score was 78. Furthermore, the total score of the 20 students in the control class was 1.684, and the average score was 84,20 points.



Increasing students' pre-test and post-test mean scores in an experimental class

The researcher obtained the mean score of the Pre-test and Post-test in the experiment class using the calculation above. Furthermore, the diagram below depicts the increase in students' scores in the experiment class.

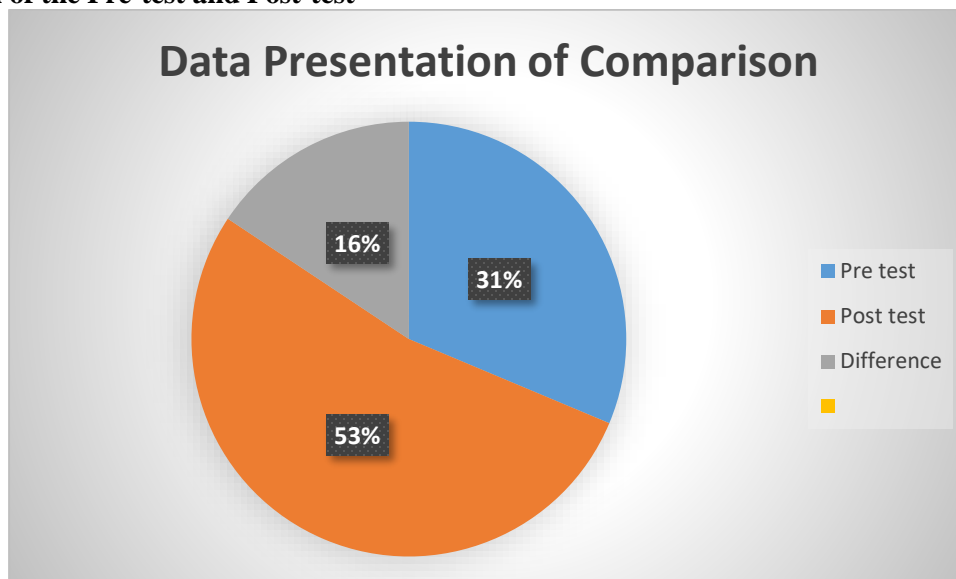
Comparison of Pre-Test and Post-Test

Respondents No	Pre-Test	Post-test	Difference
1	4	5	1
2	4	5	1
3	3	4	1
4	3	5	2

5	2	4	2
6	3	5	2
7	3	4	1
8	3	5	2
9	3	5	2
10	3	4	1

11	2	4	2
12	3	4	1
13	4	5	1
14	4	5	1
15	1.5	2	0.5

Comparison of the Pre-test and Post-test



According to the histogram above, the mean score of the pre-test in the experimental class was 2.6, and after the students were given the treatment using YouTube videos, the mean of the post-test experiment was 4.4. It can be concluded that YouTube videos had a significant impact on students' speaking at the University.

Results Summary Table

Groups	Pre-test Average Score	Post-Test Average Score
Experimental Group	2.6	4.4
Control Group	2.6	2.8

The findings showed that after the treatment, both groups' speaking skills increased. When compared to the control group, the experimental group which used YouTube videos showed significant improvements in their speaking skills, even though upon closer examination.

Discussion

Question Nmb 1

The pre & post-test results analysis makes it abundantly evident that the usage of YouTube videos significantly improved the speaking abilities of the students. There are multiple reasons for this improvement (Lescano, 2019). First, students can see genuine speech patterns, pronunciation, and conversational flow by watching YouTube videos, which expose them to real-world language. Whether in the form of discussions, interviews, or educational videos, the availability of various content additionally supports various learning preferences.

Furthermore, students may interact with spoken English outside of the classroom due to YouTube's access, which promotes their learning at their own pace. The improved performance seen in the post-test findings is probably due to the more comprehensive learning experience that is made possible by continuous communication (Mazouzi, 2013). Because they are full of both visual and audible stimuli, the videos also help reduce fear and boost motivation in students, which optimizes

the atmosphere in which speaking skills can be learned.

Question Nmb 2

Fluency: Students learn linguistic patterns by watching and listening to natural speech on YouTube repeatedly, which makes their speech quicker and more fluent. Learners can understand the connections between concepts and how conversations flow by regularly listening to speeches and conversations in real-life situations (Cornbleet & Carter, 2001). This encourages faster speech output, as seen by the student's improved fluency in the post-test findings over the pre-test.

Lexical Resources: In contrast to traditional textbooks, YouTube videos frequently introduce students to a wider range of vocabulary. Videos include a wide range of matters from daily interactions to specialized professions, which helps students build their vocabulary. Furthermore, students get contextual knowledge of language, allowing them to apply words and phrases correctly Parrott (1993). The post-test findings demonstrated a substantial increase in lexical resources by demonstrating that students were not only using a wider range of vocabulary but also utilizing them in more contextually suitable ways.

Correct pronunciation as well as the subtle variations of intonation and pronunciation in a variety of accents and speech patterns are available for students to hear through authentic YouTube videos, which often include native speakers. Students' pronunciation becomes better as a result of this experience. As students gain experience, they become proficient at imitating the right language sounds and patterns (Hughes & Bryan, 2002). Pronunciation accuracy and prosodic elements, like stress and intonation patterns, were significantly improved, according to the post-test results.

CONCLUSION

The main objective of this study was to investigate how students may use YouTube videos to improve their English-speaking skills, given the importance of students having a solid command of the language. With an emphasis on vocabulary and pronunciation, the YouTube-based video classes aim to increase students' motivation to improve their speaking abilities. There were notable variations in the students' pretest and posttest

scores, according to the results of the pretest and posttest. Before using YouTube videos in the classroom, in particular, students' speaking abilities were not up to pace. However, following the course, students significantly outperformed on the pretest and posttest. As a result, it is argued that the method of using YouTube videos to teach students how to speak is absolutely helpful and efficient. Findings from the observation show that there have been some gains in the students' ability to speak in English; at this point, they are paying attention getting along with other friends, participating fully in discussions, trying to complete their work completely, and raising their hands when they have a question.

Lastly, a lot of focus has recently been placed on the benefits of using YouTube videos in language learning in educational settings. Speaking skills in the experimental group improved significantly than the control group suggesting that YouTube videos can be an effective tool for language learning. It is also concluded that using YouTube videos can help students improve their speaking skills. The findings of the research confirmed the improvement. Fluency, vocabulary, grammar, and pronunciation all have seen gains in scores, as did other speaking-related categories. The mean score improved when comparing the pre-test and post-test. Based on the statements, it is possible to conclude that YouTube videos can improve students' speaking skills during the learning process. The participants in this study agree, due to the researcher, that using YouTube as a medium can help English education students become more proficient speakers in speaking lessons. There are several benefits to using YouTube videos in the teaching of speaking. Because YouTube is such a flexible medium, students can use it outside of the classroom as well. Students' interest in studying English increases and the learning process becomes more enjoyable. Students' speaking abilities will increase if teachers manage to hold their attention during the learning process.

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