

**THE USE OF YOUTUBE TO ENCHACE ENGLISH
SPEAKING SKILLS FOR UNIVERSITIY STUDENTS
THESIS**

Submitted in Partial Fulfillment of the Requirement
for The Degree of Bachelor of Education
in English Language Education Department



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A handwritten signature in black ink, appearing to read 'Ilmadina Azza Falasifa', with a stylized flourish at the end.

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MOTTO

“Allah does not burden a person beyond his capacity.”

(Al Baqarah 286)

“Never compare your life with others or anything you see on social media that appears to be successful. They only show what they want to show, they will never show their breakdowns or failures.

Because everyone has their own path.”

(Iqbaal Ramadhan)

ABSTRACT

Title : The Use of Youtube to Enhance English Speaking Skills for University Students

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YouTube improves English speaking skills through authentic, engaging, and flexible content. The platform supports fluency, confidence, and collaboration, and encourages independent and contextual learning beyond traditional classroom methods. This study aims to evaluate the effectiveness of YouTube in improving English speaking skills, identify the most effective types of content, and explore students' perceptions of its use as a learning medium. Using a descriptive qualitative approach, data was collected through semi-structured interviews with ten sixth-semester students to explore their experiences using YouTube. The results indicate that YouTube is effective in improving speaking skills, particularly in terms of pronunciation, vocabulary, fluency, and confidence, through its audio-visual features and shadowing techniques. Students have a positive perception of YouTube due to its flexibility, enjoyable learning environment, and encouragement for self-directed learning driven by both intrinsic and extrinsic motivation. However, they also faced challenges such as limited internet access, distractions from other content, and a lack of direct feedback. Therefore, YouTube needs to be combined with direct interaction to optimize learning outcomes. Overall, YouTube remains an effective and flexible medium for supporting the independent improvement of English speaking skills.

Keywords: *YouTube, Speaking Skills, EFL Student's Preseption*

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CHAPTER I

INTODUCTIONS

A. Background

The ability to speak English is essential for achieving success in academic, professional, and social settings. They act as an essential measure of language proficiency, including fluency, coherence, pronunciation, and vocabulary usage. Nonetheless, numerous learners of English as a Foreign Language (EFL) and English as a Second Language (ESL) face challenges with their speaking abilities because of various obstacles. Included in this list are elevated anxiety levels, restricted opportunities for conversational practice, and insufficient exposure to genuine language usage. Classroom settings, although organized, frequently offer few chances for students to participate in impromptu and significant conversations. Conventional techniques like memorization and pre-prepared dialogues often do not provide students with the assurance and flexibility required for authentic conversations (Mainike Silvi Rety Badian, 2023).

Technological progress has created new opportunities for tackling these issues. Among these, YouTube has become a significant resource in education, especially in language acquisition. The platform provides various content types like tutorials, interviews, and vlogs that mimic real conversations and introduce learners to multiple accents, intonations, and cultural nuances. Research conducted by Saed et al. (2021) indicates that learners who engage with YouTube videos show

notable advancements in fluency, pronunciation, and general speaking proficiency compared to those instructed via conventional methods (Saed et al., 2021b)

A major advantage of YouTube as an educational resource is its accessibility, rendering it an essential tool for learners from diverse backgrounds and age groups. In contrast to conventional classroom environments, YouTube allows students to learn at their own speed, offering the opportunity to review material repeatedly until they grasp the concepts completely. This function is especially advantageous for language students, enabling them to replay videos for practicing challenging pronunciations or intonation patterns, thereby minimizing frustration and improving proficiency. Research by Khoirina et al. (2023) shows that this platform promotes self-directed learning by motivating students to take charge of their educational experience, consequently enhancing their engagement and motivation. Additionally, YouTube fosters a more approachable environment than in-person situations, where students frequently feel nervous about erring. By frequently watching videos tailored to different skill levels, students noted considerable increases in confidence along with enhancements in grammar, vocabulary, and pronunciation, underscoring the utility of YouTube as a language-learning resource (Khoirina et al., 2023).

Additionally, YouTube's audio-visual elements stimulate various senses, improving memory retention and creating a more lively and pleasurable learning experience. The integration of visual

and auditory components aids learners in understanding information more efficiently than text-only materials, fostering a more enriching and engaging learning atmosphere. Sholikhi (2023) observed that these characteristics not only support vocabulary learning but also enhance learners' proficiency in using language contextually, an essential aspect of successful communication. Through watching native speakers in actual situations, learners can imitate speech patterns, intonation, and gestures, thus improving their pronunciation and fluency. Moreover, the captivating quality of YouTube videos maintains the focus of learners, encouraging them to practice consistently and engage more assertively in English. These benefits position YouTube as an essential resource for encouraging active and practical language learning, vital for developing both skills and self-assurance. Consequently, the platform serves not only as an additional resource but also as a transformative tool for enhancing practical communication skills (Sholikhi, 2023).

Besides personal learning advantages, YouTube greatly enhances collaborative learning, providing chances for students to connect with peers in interactive and impactful ways. The platform's various formats, including challenges, role-playing, group discussions, and video replies, promote collaboration among learners while also mimicking real-world communication situations. These activities cultivate a feeling of community among students and enhance confidence as they work together to navigate language application in real-world situations. For instance, challenges may have

students striving to produce the most effective spoken reply to a video prompt, while role-play exercises could ask groups to imitate the conversational styles seen in YouTube clips, aiding them in internalizing vocabulary, intonation, and cultural subtleties.

In addition to individual learning benefits, YouTube significantly facilitates collaborative learning, creating opportunities for students to interact with peers in engaging and meaningful ways. The platform's diverse formats, such as challenges, role-play activities, group discussions, and video responses, not only encourage learners to work together but also simulate real-world communication scenarios. These activities foster a sense of community among learners and build confidence as they collaboratively navigate language use in practical contexts. For example, challenges can involve students competing to create the best spoken response to a video prompt, while role-play activities might require groups to mimic conversational patterns observed in YouTube videos, helping them internalize vocabulary, intonation, and cultural nuances.

Furthermore, video replies or collaborative projects enable students to produce their own content, combining creativity with language use. This method not only strengthens language frameworks but also boosts critical thinking, as students are required to evaluate and integrate information from the videos they view. Educators are crucial in utilizing these collaborative elements by incorporating YouTube-related activities into their teaching plans. For example, teachers may create tasks that ask students to analyze a video, imitate

particular speech styles, or participate in conversations regarding the themes introduced in the videos. These tasks promote peer-to-peer feedback, creating a nurturing environment where students benefit from each other's strengths and pinpoint areas needing improvement.

Moreover, the cooperative aspect of these activities corresponds with contemporary teaching methods that highlight active learning and involvement. Through group work, students enhance their speaking skills while also cultivating teamwork, problem-solving, and interpersonal communication skills. Binmahboob (2020) emphasized that these collaborative activities utilizing YouTube can change conventional language classrooms into engaging, student-focused settings where students feel encouraged to articulate their thoughts and take charge of their language growth. This comprehensive method guarantees that education reaches beyond the individual, fostering a vibrant and inclusive space that equips students for proficient communication in practical scenarios (Binmahboob, 2020).

In recent years, several studies have demonstrated that YouTube plays an important role in improving English language abilities, notably for EFL (English as a Foreign Language) and ESL (English as a Second Language) students. According to (Mahmudah, 2022), YouTube channels dedicated to English learning offer legitimate tools that help students develop their skills. This is corroborated by Mulyo, Rokhayati, and Setiyono's (2024) research, which discovered that systematic use of YouTube videos improves speaking fluency, motivation, and student engagement during the

learning process. Students who consistently practice imitating native speakers through videos show considerable increases in intonation, pronunciation, and general fluency (Mulyo et al., 2024).

Furthermore, (Setiawan & Novita, 2024) stated that YouTube improves not just speaking skills, but also vocabulary, grammar, and listening comprehension. YouTube's key advantage as a learning medium is its capacity to provide compelling and adaptable content, allowing students to learn at their own pace. Furthermore, Tahmina's (2023) research found that the majority of university students see YouTube as a beneficial medium for enhancing their English knowledge, particularly vocabulary and speaking skills. Students who view educational YouTube videos on a regular basis display improved comprehension and use of natural language in ordinary conversations (Tahmina, 2023).

Beyond academic benefits, YouTube has been shown to promote independent learning habits. Research discovered a link between watching English YouTube channels and improving speaking skills. Students gain confidence in communication as they watch more English-language content on YouTube (Khairul & Aulia Putri, 2022). This is backed further by Pavlova (2023), who claims that YouTube provides a diverse selection of video content adapted to language learning needs, including tutorials, interviews, and vlogs. This diversity allows students to gain a better grasp of various dialects,

intonations, and cultural expressions in English (Stoyanova Pavlova, 2023).

In the context of digitalized learning, Aziz, Ali, Kamaruzaman, and Adnan (2022) found that YouTube is an innovative platform that is particularly relevant to digital-native learners. Today's pupils prefer technology-based learning methods to traditional approaches. YouTube's flexible access and interactive capabilities allow students to learn in a more pleasurable environment without being limited by traditional classroom settings. As a result, YouTube is more than simply another learning tool; it can also be used as a key platform for developing speaking skills in an independent and sustainable manner (Abdul Aziz et al., 2022).

Overall, several studies show that YouTube helps people improve their English skills. In addition to delivering valuable authentic content, the platform promotes more flexible, self-directed, and engaging learning experiences. As a result, incorporating YouTube into English language learning, both in classrooms and as an additional resource, is strongly advised for students and instructors seeking to optimize language learning outcomes efficiently.

B. Research Questions

In this study, the researcher wanted to find out how EFL students experience learning English using YouTube and what internal impact it has on improving their English language skills. Therefore, the researcher wanted to investigate the experiences of

EFL students in learning English using YouTube to improve their English language skills. The research questions were as follows:

1. How effective is the use of YouTube in improving English speaking skills, specifically in terms of fluency, vocabulary acquisition, pronunciation, and overall speaking performance?
2. Which types of YouTube content are most effective in enhancing specific aspects of English speaking skills, such as fluency, vocabulary, and pronunciation?
3. What are the perceptions of students regarding the use of YouTube as a supplementary tool in learning English speaking skills?

C. Research Objectives

Based on the research statement, this research aims to:

1. To evaluate the effectiveness of using YouTube as a tool to enhance English speaking skills, focusing on fluency, vocabulary acquisition, pronunciation, and overall speaking performance.
2. To identify the types of YouTube content (e.g., vlogs, tutorials, interviews) that are most effective in improving specific aspects of English speaking skills.
3. To explore the perceptions of students regarding the use of YouTube as a supplementary tool in learning English speaking skills.

D. Significance of the study

There are theoretical and practical benefits from this study as follows:

1. Theoretical benefits

The theoretical benefits of this study are expected to contribute to enriching insights related to the development of learning through the effectiveness of online media, such as YouTube, to improve English speaking skills for current EFL students.

2. Practical benefits

a. Teacher

The researcher hopes that this study will be able to provide new knowledge or ideas about how to learn methods for EFL students so that students can learn English with new techniques and not boring. And researchers hope that teachers can be helped by this method in effective learning.

b. Students

This research is expected to give students new insights into the utilization of advanced technology in education. Researchers also hope that students can better understand and optimize the use of technology for a more effective, innovative learning process, and in accordance with the needs of students in the digital era.

c. Researcher

It is hoped that the results of this study can be used as a basis for further research, especially regarding improving students' English language skills through YouTube.

E. Limitations of the Research

In this study, the researcher limits further problems to make it easier for researchers to get accurate, precise, and correct results. Therefore, the author limits the research by focusing the research only on the effectiveness of using YouTube and students' perceptions of the use of YouTube in improving English speaking skills through YouTube.

F. Significant of the study

The importance of this study lies in its potential to impact the development of English language education by investigating how YouTube can be used as an effective tool to improve speaking skills. As technology becomes increasingly integrated into education, understanding the role of digital platforms like YouTube is essential for educators and institutions to make well-informed decisions about incorporating multimedia tools into language teaching. This research is particularly valuable as it addresses multiple aspects of speaking skills, including fluency,

vocabulary, pronunciation, and overall performance, providing a thorough assessment of how YouTube can assist language learners.

Furthermore, by determining the types of YouTube content that are most effective (such as vlogs, tutorials, and interviews), this study offers important insights into which formats work best for improving specific aspects of speaking. This knowledge is crucial for both learners and instructors, as it helps in selecting content that will most effectively enhance learning outcomes. Additionally, the study examines the views of both students and teachers, shedding light on the practical implications of using YouTube in language learning, while highlighting both the benefits and challenges from diverse perspectives.

Ultimately, the findings from this research could influence future teaching practices by fostering more interactive and engaging language learning environments, providing students with increased access to authentic language exposure, and allowing educators to incorporate more innovative teaching strategies. By adding to the ongoing discussions about technology in language education, this study could pave the way for further research on the role of digital tools in enhancing speaking and communication skills in education

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research and theoretical review relevant to this present research:

A. Previous Research

The first study was written by Khan, Aleena Farhat, Perveen Akhter Ali, and Shahid (2023) titled "A Study on Students' Perception: Enhancing Speaking Skills for ESL Learners Through YouTube" used a cross-sectional survey by adopting both qualitative and quantitative procedures. The population of this study consisted of ESL students studying at the Virtual University of Lahore, with 10 ESL students selected as the sample. Data were collected through closed ended questionnaires, then comprehensively analyzed and presented in tables and figures. The findings of this study indicate that ESL students have shown a positive tendency towards using vlogs, tutorials, and lectures on YouTube to enhance their speaking skills.

The second journal was conducted by Mainike Silvi Rety Badian in 2023. This research discusses the role of YouTube as a language learning medium and the impact of this platform on students' ability to improve their English skills. Educators must face this challenge and choose the best method to engage students in the teaching and learning process, especially in speaking, while

considering these circumstances and settings. To determine how YouTube can help students improve their speaking, YouTube was chosen as one of the possible methods for teaching speaking in this article. To examine the use of YouTube videos in improving students' speaking, a qualitative approach was used in this study. Qualitative research was used to conduct this study. To collect data for this study, a questionnaire using Google Forms with closed-ended questions was used.

The third journal was conducted by Anggrain in 2021. This study is an action research that aims to improve students' speaking skills by using YouTube as a learning medium. Data was collected through speaking assessments and interviews in a classroom action research setting. The author used YouTube videos, and students watched and practiced them. Each class consisted of 7 to 10 students, and the author conducted three cycles, giving grades for each cycle based on speaking proficiency criteria. The results showed that students could improve their speaking skills by using YouTube videos. In the first cycle, the students' average score was 65 points, in the second cycle, 75 points, and in the last cycle, the score increased to 85 points.

The fourth journal was written by (Melisa et al., 2023). This study aims to explore how students utilize YouTube as a virtual platform to develop English language skills. A qualitative approach was used to capture the experiences of three participants in the

English Department who discussed how YouTube improved their English language skills. To analyze the data, a thematic analysis was used. The findings revealed three main themes, namely using a self-directed learning approach, engaging with videos for active learning, and receiving diverse content. Exposure to diverse content for language enrichment. This explains the various ways YouTube helps students improve their English proficiency and advances our understanding of how students use the platform for foreign language learning.

Kristiani, Putu Enik Pradnyadewi, and Diah Ayu Manik conducted further research in 2021. Their study on language learning highlights that speaking serves as an indicator of students' proficiency in the language they are acquiring. However, several challenges can hinder students' speaking abilities, including low self-confidence, limited vocabulary and grammar knowledge, and ineffective teaching strategies. In the modern era, advancements in information and technology (IT) offer potential solutions to these issues. Technology has brought numerous benefits to education by providing engaging learning media for students. One such technological tool is YouTube, which offers a wide range of educational videos. In the context of English language learning, EFL learners can access various videos that facilitate their learning process. As a result, YouTube can be an effective medium for enhancing students' speaking skills. This paper aims to explore the

effectiveness of YouTube as a learning tool for improving learners' speaking abilities.

Based on the results, there are several similarities and differences between previous research and this study. In terms of similarities, all studies examine the role of YouTube as a learning medium to enhance students' speaking skills. Many previous studies, such as those conducted by Khan et al. (2023), Mainike Silvi Rety Badian (2023), and Anggrain (2021), highlight the effectiveness of YouTube videos in the form of vlogs, tutorials, lectures, or structured classroom activities in improving students' speaking fluency. Similarly, Kristiani et al. (2021) emphasize that technology, including YouTube, can provide an engaging learning experience for EFL learners. Additionally, qualitative approaches are commonly used in several studies, such as those by Melisa et al. (2023) and Mainike Silvi Rety Badian (2023), to capture students' experiences and perceptions of using YouTube for language learning.

However, there are several differences. While some studies, such as Khan et al. (2023), employed a mixed-method approach with quantitative data from surveys and statistical analysis, this thesis focuses entirely on a qualitative descriptive approach to analyze the experiences of English education students. Additionally, Anggrain's (2021) study utilized classroom action

research, measuring students' improvement over multiple learning cycles, whereas this thesis examines the learning experiences of English education students without structured interventions. Furthermore, while previous research explored ESL and EFL learners from various institutions, this study specifically investigates English education students, providing a more focused perspective on how future educators can optimize their speaking skills through YouTube.

B. Theoretical Review

Various studies have demonstrated that using YouTube as a language learning tool has a significant positive impact on improving English speaking skills. One of the primary advantages of YouTube is its ability to enhance fluency. Learners who frequently watch English-language videos become more familiar with the rhythm, intonation, and speech patterns of native speakers. This constant exposure allows them to develop a better understanding of how expressions and phrases are naturally used in different communicative situations. By mimicking native speakers' pronunciation, sentence structures, and intonations, learners gradually build their confidence in speaking English. Additionally, the communicative and interactive nature of YouTube videos helps learners grasp pragmatic aspects of conversation, such as when to emphasize certain words and how to convey their thoughts clearly (Saed et al., 2021a).

Aside from language learning, YouTube is essential for vocabulary development. One of the most difficult aspects of language learning is understanding how to utilize words in the proper context, rather than simply memorizing them. Traditional learning approaches frequently emphasize rote memorizing of terminology without displaying real-life application. YouTube, on the other hand, exposes learners to words and phrases in real-world circumstances, allowing them to better understand and apply new terminology. Vlogs, real-life discussions, and educational videos allow learners to watch how native speakers utilize idiomatic expressions, slang, and formal or informal language structures, making the learning process more dynamic and practical (Pujangga, 2021).

YouTube provides a significant edge in terms of pronunciation by offering specialized films that concentrate on phonology and phonetics. Since pronunciation has a direct impact on intelligibility, it is an essential part of spoken communication. Shadowing, in which students listen to a native speaker and instantly mimic what they hear, is one of the best learning strategies on YouTube. This technique enhances intonation, stress patterns, and articulation. Additionally, YouTube lets users slow down, rewind, and pause speech, which helps individuals concentrate on subtle phonetic characteristics like vocalization and tongue placement. Well-known instructional channels, like Rachel's English, offer comprehensive lessons on how to make difficult

sounds, including the /θ/ in "think" or the /ð/ in "this." These tools greatly improve students' pronunciation accuracy, making them sound more confident and natural (Saed et al., 2021a).

Through interactive exercises, YouTube also promotes interactive speaking practice. Call-and-response methods are used in some educational channels, asking students to repeat words or answer questions in real time. This active participation enhances students' capacity to spontaneously construct spoken responses and helps them acquire a quicker response time in conversations. According to studies, students who actively engage in speaking activities based on YouTube significantly improve their spoken fluency more than those who merely watch the videos (Truong & Le, 2022).

In addition to improving fluency and pronunciation, YouTube helps people create efficient communication techniques. Many students find it difficult to logically arrange their ideas when speaking. Students can learn how to create compelling arguments, highlight important points, and modify their speaking style for various situations by watching structured content like TED Talks, debate debates, and public speaking lessons. Strong rhetorical abilities, such as employing persuasive strategies in conversations, utilizing tone to emphasize points, and organizing ideas coherently, can be developed by students exposed to a variety of speaking styles (Melisa et al., 2023).

The range of English accents that are available in various videos on YouTube is another important advantage. Despite the fact that English is spoken with a broad variety of accents around the world, traditional English language courses sometimes only cover American or British English. Students can listen to English-speaking speakers from Australia, Canada, India, South Africa, and other nations on YouTube. They can acquire listening comprehension abilities, which are essential for international communication, thanks to this experience. Learners become more adaptive and able to comprehend different English speakers in social and professional contexts by becoming familiar with diverse pronunciations and speech patterns (Farhan & Ahmad, 2024).

YouTube also encourages self-directed learning, which lets students manage their own language acquisition. On YouTube, students can customize their learning experiences to meet their unique needs, in contrast to traditional schools where classes are organized according to a set curriculum. Learners can access pronunciation drills if they have trouble pronouncing words correctly, and they can watch recordings of practice conversations if they need help with fluency. Because of its adaptability, YouTube is a very useful addition to language learning resources (Alawiyah & Santosa, 2022).

Even while YouTube offers a lot of advantages for language learners, there are certain issues that must be resolved. The caliber and legitimacy of the content are among the primary problems.

With millions of videos available, it can be challenging for students to choose trustworthy and accurate sources. It's possible that some YouTube channels use poor teaching methods, misrepresented grammar explanations, or improper pronunciation. Therefore, when choosing top-notch instructional materials, students should consult with teachers or language specialists for advice. Another drawback is the absence of structured feedback, as students do not always get straight corrections for their errors. To get around this, YouTube can be made even more effective by mixing it with interactive learning strategies like practicing with native speakers or joining online speaking groups (Dinh, 2021).

CHAPTER III

METHOD

This chapter covers research design, setting, participants, data sources, focus, data collecting, and analysis methods.

A. Research design

In this research, investigators selected a qualitative descriptive approach as their research method. This approach is utilized to detail phenomena that happen in reality and grounded in factual evidence. Qualitative research focuses on comprehending to thoroughly and deeply explain a phenomenon and its facts. Creswell (1994) characterizes qualitative research as a method focused on comprehending human or social issues through an accurate and thorough depiction of the context in which they occur (Creswell, 2014). Qualitative techniques are employed to respond to research inquiries precisely. This research utilized qualitative methods to describe the experiences of UIN Walisongo Semarang students in English Language Education regarding their use of YouTube as a means to enhance their English speaking abilities. In conclusion, qualitative research is a method that aims to elucidate a phenomenon or event encountered by the research subject by articulating it through descriptive language. The primary aim of the primary aim of qualitative research is to depict and address research inquiries.

B. Participants

The participants in this study consisted of ten sixth-semester students from the English Education Study Program at UIN Walisongo Semarang, aged between 20 and 22 years old. Participants were selected using purposive sampling, which is the deliberate selection of subjects based on specific criteria relevant to the focus of the study. In this case, the main criterion was students who had active experience using YouTube as a learning medium to improve their English speaking skills. This approach was chosen to ensure that the data obtained came from individuals who truly understood and were directly involved with the phenomenon being studied.

The participants showed variations in the intensity of their YouTube use, ranging from those who accessed it almost every day to those who only did so occasionally once a week or month. Most of them actively use YouTube as part of their independent learning activities, whether to expand their vocabulary, improve pronunciation, or enhance fluency and confidence in speaking English. The diversity in usage patterns and objectives enriches the data obtained, as it reflects the varied digital learning strategies and experiences of the students.

During the research process, all participants voluntarily gave their consent and agreed to the principles of research ethics, including the confidentiality of their identities. Interactions between researchers and participants were conducted directly in a

conducive atmosphere, allowing for optimal information gathering. Through their active participation, this study was able to thoroughly record the dynamics of technology-based English language learning among students.

Interviewees' Profil Data

Participant	Age	Educational level	Frequently
Student 1	20	6 th semester	Not too often, maybe 2-3 times a week.
Student 2	20	6 th semester	Quite often, maybe about five times a week.
Student 3	20	6 th semester	Quite often, maybe once a week.
Student 4	20	6 th semester	Not too often, just sometimes when I follow someone's vlog and they update it, I watch it.
Student 5	21	6 th semester	Quite often, ma'am. About three times a week.
Student 6	20	6 th semester	Often, I think almost every day.
Student 7	21	6 th semester	Rarely, because there is no time.
Student 8	20	6 th semester	I use YouTube almost every day. Whenever I have free time, I always look for videos that can help me learn English.
Student 9	20	6 th semester	I use YouTube to practice my English speaking skills about once a month.

Student 10	21	6 th semester	Quite often.
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C. Instruments

The principal instrument used in this study was a semi-structured interview guide, which was meant to collect detailed information about students' experiences, perceptions, and methods for using YouTube as a medium for learning English, particularly speaking abilities. Semi-structured interviews enable researchers to ask preset questions while yet allowing participants to freely share their opinions and experiences. The interview guide's questions addressed topics such as YouTube usage frequency, material genres, perceived benefits, learning tactics used, and problems faced during the learning process.

In addition to the interview guide, supporting equipment includes an audio recorder, which was utilized to capture the full conversation during the interviews. This guaranteed that no vital information was overlooked and contributed to the proper transcription of the data.

Using this mix of instruments, the researcher was able to collect extensive, in depth, and academically accountable data. The use of diverse tools provided for greater flexibility in the data analysis process, as the acquired information reflected the participants' opinions both verbally and contextually.

D. Data Collection

The data for this study was gathered through semi-structured interviews with 10 sixth-semester students from the English Education Department at UIN Walisongo Semarang. The interviews took place on campus during a two-month period from April to May 2025, allowing for more natural contact and richer responses. The semi-structured method allowed the researcher to investigate pre-determined subjects while also following up on intriguing or unexpected responses offered by participants.

Each interview session lasted about 30 to 45 minutes, and the participants were asked about their experiences using YouTube to improve their English speaking abilities. Topics covered were frequency of use, preferred types of videos, reported improvements in speaking (e.g., pronunciation, vocabulary, fluency, and confidence), and any difficulties encountered during the learning process. The use of a voice recorder guaranteed that all discussions were accurately recorded for future transcription and analysis.

All interviews were done consistently, with participants answering a set of guided questions while also having the opportunity to expound on their personal experiences. The mix of recorded interviews, field notes, and visual documentation allowed the researcher to guarantee that the data obtained was thorough, culturally grounded, and fit with the study's aims.

E. Data Analysis

In this study, the researcher used thematic analysis techniques to analyze the data obtained through semi-structured interviews. Thematic analysis was chosen because this technique allows researchers to identify, analyze, and interpret patterns or themes that appear in qualitative data. This approach is very much in line with the purpose of the study, which is to explore the experiences and perceptions of sixth-semester English Language Education students at UIN Walisongo Semarang towards the use of YouTube as a medium to improve English speaking skills.

The process of thematic analysis in this study followed the six stages suggested by (Braun & and Clarke, 2006). The first stage was data familiarization, in which the researcher read and reviewed all interview transcripts repeatedly to understand the overall meaning. Furthermore, in the second stage, the researcher conducted preliminary coding by labeling important parts of the transcripts relevant to the focus of the study, such as fluency improvement, native imitation strategies, confidence improvement, as well as the most frequently used content types.

In the third stage, the researcher grouped the codes into main themes that represented patterns in the data, such as the effectiveness of YouTube in improving speaking skills, the types of content preferred, and students' general perceptions of YouTube

as a learning medium. The fourth stage is theme review, where the themes formed are re-evaluated to ensure that the data contained in the themes are interrelated and support the focus of the study.

The fifth stage was theme definition and naming, where the researcher compiled in-depth descriptions for each theme and gave a clear name that represented the content of the theme, such as “YouTube as a Self-Learning Media”, “Increasing Confidence through Repetitive Practice”, and “Preference for Daily Life Content”. Finally, in the sixth stage, the researcher compiled the results of the analysis in the form of an in-depth descriptive narrative, complete with direct quotes from participants as evidence of data that supports interpretations and conclusions.

Through this thematic analysis, it is hoped that the research results can provide a clear picture of how university students utilize YouTube to develop their speaking skills in English, the types of content they find most helpful, and their views on the advantages and challenges of using YouTube as a learning medium.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

This study aims to examine the effectiveness of using YouTube in improving students' English speaking skills, the types of content that are most effective, and students' perceptions of using YouTube as a learning tool. Findings from interviews with five respondents showed that YouTube plays a significant role in improving aspects of speaking skills.

1. Speaking Skills Improvement

Results from interviews conducted with students show that the use of YouTube has significantly contributed to the improvement of their English speaking skills. YouTube is not only a means of entertainment, but has also been actively used as an effective learning medium in helping students to develop various important aspects of speaking skills, such as pronunciation, mastery and use of new vocabulary, fluency, and increased self-confidence when using English in daily communication. This is supported by the real-life experiences of participants who consistently felt improvements after utilizing the various types of learning content available on the YouTube platform.

One of the most frequently mentioned aspects by the participants was the significant improvement in their ability to pronounce English words correctly. In the traditional classroom learning process, pronunciation is often the part that lacks in-depth attention, mainly due to the limited time and opportunity to listen to the native pronunciation of English speakers. However, through YouTube, students have wider and more flexible access to a variety of videos that listen to accurate and clear pronunciation of words from native speakers, whether in the form of tutorials, vlogs, podcasts, or other videos containing real conversations in English. As explained by student 1, he often experienced errors in pronouncing the word “event”, which he initially pronounced as “ə'vent”. However, after watching YouTube videos that show the correct pronunciation, she began to realize her mistake and tried to correct it:

S1:”Yes. For example, words that are often mispronounced, such as the word “event.” I usually mispronounce it as “ə'vent,” but after watching YouTube, I learned the correct pronunciation”.

Similarly, student 5 revealed that he gained a better understanding of how to pronounce the words “chaos” and “event” correctly. She stated that:

S5:” *Yes, for example, the words ‘chaos’ and ‘event’, which I used to mispronounce. The word ‘chaos’—at first, I didn’t know how to pronounce it, but I heard it often on YouTube, and it turns out it’s pronounced ‘kā,äs.’ I used to pronounce it ‘caos’, if I’m not mistaken”.*

This experience demonstrates that by listening directly to how the native speaker pronounces the words, students can improve their previously inaccurate pronunciation. This improvement process was gradual but continuous, with students able to watch the film as many times as necessary until they were confident in their own pronunciation.

In addition to the pronunciation aspect, students also felt a positive development in terms of vocabulary acquisition. YouTube, with its visual and audio power, provides a much more dynamic learning experience than conventional methods such as reading books or memorizing word lists. Through videos that show real-life contexts, such as daily vlogs, interviews, or even short films, students can see how vocabulary is used naturally in conversation. This greatly helps them in understanding the meaning of words as well as how to use them in appropriate sentences. Student 8, for example, explained that she learned new phrases such as “to break the ice”, which has a specific meaning of starting a conversation in an awkward or quiet situation. Student 8 said:

S8: *“I just learned the phrase “to break the ice,” which means to start a conversation in an awkward situation. It's very useful for me”.*

Meanwhile, student 2 mentioned that he learned the word “elicit” from one of the videos he watched, which he had never encountered in formal learning. Through YouTube viewing, students not only learn the meaning of words, but also the social and cultural context in which they are used. This certainly provides added value in the process of vocabulary acquisition that is more meaningful and not just memorizing.

Confidence is an important component of speaking skills, and in this case, YouTube proved to be an effective medium in building students' confidence when speaking in English. Many participants admitted that before getting used to using YouTube as a learning medium, they felt awkward or afraid to speak for fear of making mistakes in pronunciation or sentence structure. But after regularly watching and imitating the way native speakers speak on YouTube, their confidence slowly increased. They began to be more courageous to try speaking, both in the lecture environment and in daily conversations. Student 3 and student 8 said that:

S3: *“After watching YouTube, I feel more confident when talking to friends, my pronunciation has improved, and my vocabulary has expanded”.*

S8: *“Yes, I feel more confident. Seeing and hearing other people speak English makes me feel more comfortable trying to speak English myself”.*

The statement illustrates that confidence does not only grow because of theoretical understanding, but rather because students are accustomed to hearing, imitating, and internalizing the correct way of speaking from authentic sources on YouTube. This motivates students to continue practicing and developing their speaking skills.

YouTube also provides ample opportunities for students to practice independently to improve their English language skills, especially through imitation. In the interviews, some participants revealed that they often watch English videos, then pause or stop the video for a while in order to try to rephrase the sentence they just heard. They try to imitate the intonation, accent and speaking style of native speakers as closely as possible. This activity is known as the shadowing technique, which is a learning method that emphasizes direct imitation of native speakers' speech with the aim of improving important aspects of speaking, such as intonation, rhythm, articulation, and clarity of pronunciation. Through consistent practice, this technique is proven to help

students become more confident and fluent in speaking, as well as being able to adjust to the speech patterns commonly used in everyday English communication. In addition, shadowing also trains active listening skills as students are required to understand and process information in a short period of time before mimicking it. Student 6 and student 8 said that:

S6: *“Yes, by following the ‘speak fast’ content”.*

S8: *“Of course, I often imitate the way they speak. I usually pause the video and try to repeat what they say with the same intonation”.*

Student 1 added that imitating the speech in the video has become part of his routine:

S1: *“How to follow the correct pronunciation in YouTube videos is like this: you watch the example in the YouTube video, then follow it and try it out, practicing daily”.*

From this, it can be concluded that YouTube is not only a passive medium to watch, but also an active medium that encourages students to independently practice speaking, imitating speech, and finally applying it in real life. Students are no longer just consumers of content, but become active participants in their own learning process. Through repeated exposure and self-paced practice, they gain confidence in using the language in various real-life contexts. Therefore,

YouTube serves as a valuable tool in supporting language acquisition and fostering autonomous learning.

In general, many students claimed that after making YouTube part of their learning process, there was a noticeable change in their speaking ability. This can be seen in increased fluency in responding to conversations, better command of sentence structure, and the ability to express thoughts spontaneously in English. They feel that learning through YouTube provides flexibility and convenience, so they can learn at any time, according to their individual needs and interests. As stated by student 2 and student 5:

S2 : *“So it's better, because... I feel more confident because my knowledge has increased, that's why I'm more confident when speaking”.*

S5 : *“The change is for the better, because from YouTube I learned more grammar and how to pronounce words, and I became more confident”.*

From these overall findings, it can be concluded that YouTube is an effective learning medium in improving students' overall speaking skills. Not only does it help them with technical aspects such as pronunciation and vocabulary, but it also has a positive impact in terms of motivation, confidence and active engagement in the English learning process.

2. The Role and Effectiveness of YouTube as a Learning Media

In today's digital era, the role of online media such as YouTube has expanded far beyond mere entertainment. The findings in this study show that YouTube has become one of the learning media that students consider effective and flexible in developing their English speaking skills. Through interviews with participants, it was found that YouTube not only provides diverse and authentic content, but also allows students to learn according to their own pace, needs and preferences. With various supporting features and varied content, YouTube is able to create a learning environment that is more interesting, interactive and efficient than conventional learning methods.

Many participants reported that they feel more comfortable and interested in learning through YouTube because it is more modern, practical and less boring. Students liked the attractive visual display and the more relaxed and flexible learning flow. The absence of pressure or standard rules like in class makes them more free in accessing material and repeating parts that are difficult to understand. As expressed by student 1 and student 6:

S1 : *“Yes, because it's more interesting. The content is made more appealing, concise, and eye-catching, so it's not boring”.*

S6 : *“Yes, it's convenient. Because it's clearer and easier to access”.*

This statement demonstrates how YouTube enables easy access and user-friendly content display, preventing students from feeling rushed or bored while learning. The platform's user-friendly layout enables students to easily access numerous instructive films, making the learning experience more engaging. Furthermore, the diverse material types, such as animations, tutorials, and interactive courses, cater to a variety of learning methods. As a result, students are more likely to remain interested and motivated throughout their education.

Students also feel that YouTube allows them to learn independently, without having to always rely on lecturers or the classroom environment. The freedom to choose content according to their individual needs is considered very helpful in the learning process. They can adjust the time, choose the type of video they are interested in, and replay certain parts indefinitely. Student 8 revealed that:

S8 : *“I feel like my vocabulary is growing faster. On YouTube, I can find a lot of relevant and interesting content, so I am more motivated to learn.”*

Student 3 also stated that watching YouTube gives the experience of learning directly from native speakers, which makes the learning process more natural:

S3 : *“Yes, because YouTube is like being taught directly by a teacher. When you watch it, you immediately understand what it means, so you grasp it more quickly.”*

This statement demonstrates that YouTube fosters a more active and responsive learning process by allowing students to personalize the information to their own needs. This flexibility enables students to return materials, pause, and replay areas that they find challenging, thereby improving their understanding. Furthermore, the platform's interactive nature encourages students to research related topics, resulting in deeper engagement and self-directed learning.

YouTube is considered to be very helpful for students in understanding sentence structure in English, especially in the context of speaking. The platform provides unlimited access to various types of English content, ranging from tutorials, podcasts, to vlogs and variety shows. Videos featuring everyday conversations, such as vlogs or variety

shows, provide real examples of how sentences are naturally constructed by native speakers. Students not only hear the vocabulary used, but can also see the facial expressions, intonation, and body language that accompany the speech. This provides a deeper contextual understanding, making it easier for them to absorb how sentence structures are used flexibly in real situations. In addition, through repeated exposure to different types of videos, students can identify word order patterns, the use of common idiomatic expressions, as well as the difference between informal sentence structures often used in casual conversations and formal structures that commonly appear in official situations. Thus, YouTube is not only an entertainment medium, but also an interactive and relevant learning resource for students who want to improve their speaking skills and understanding of sentence structure in English. Student 2 explained that:

S2 : “Yes, because I sometimes learn grammar on YouTube, so my words are more organized because I already know how to read correctly, and speaking is also related to grammar.”

Student 5 also revealed that through YouTube, he found it easier to compose sentences because he could hear the usage directly from native speakers:

S5 : *“I am interested in that, so I remember it better when I use YouTube because I can listen to it, which makes it easier for me to remember and helps me to construct better sentences.”*

This finding suggests that YouTube plays a role not only in improving confidence and vocabulary, but also in helping students understand proper sentence structure when speaking.

The types of videos considered most effective by the participants were vlogs, variety shows, podcasts, English learning videos, and other interactive videos that present language in the context of real conversations. Such videos allow students not only to learn the language, but also to understand cultural expressions, intonation, and speaking styles in informal and formal situations. Data can be displayed by Student 2 and student 4:

S2 : *“Variety shows, because they are more natural and feature a lot of real conversation.”*

S4 : *“It's a vlog, because at that time I was watching travel videos from foreigners, and their words were good, well-organized, and easy to learn.”*

Through these types of videos, students gain extensive exposure to the varieties of English used in real life, making learning more contextual and practical. They not only learn language structures, but also understand how language is used

in various real situations. For example, they get to hear different accents, formal and informal speech styles, as well as idiomatic expressions commonly used by native speakers. This helps students develop a better understanding of the nuances of language and culture. Thus, learning becomes more relevant and increases students' confidence in using English in everyday life.

The subtitle feature is also one aspect that increases the effectiveness of YouTube as a learning medium. By turning on the subtitles, students can see the spoken text directly, thus helping them understand words that are difficult or fast to pronounce. This feature also supports the simultaneous development of reading and listening skills. As expressed by student 1:

S1 : “Yes, I use subtitles. So sometimes when I watch vlogs, I look at the English subtitles to understand the meaning of the words.”

In addition, some students stated that the duration of the videos also affects their learning effectiveness. Videos that are too long can cause boredom, while short videos with concise content are considered more ideal as they are easy to follow and do not drain concentration. Student 6, for example, said:

S6 : *“Yes, I think ideally 15–20 minutes.”*

As such, features such as subtitles and duration settings are important supports in the process of optimal learning through YouTube.

3. YouTube Learning Strategy

In the process of learning English through YouTube media, the learning strategies applied by each student are very diverse, depending on their needs, learning styles, and comfort level with technology and available content. Based on the interview results, it was found that students use various learning strategies when accessing YouTube, ranging from choosing certain types of videos, setting the duration of learning, using additional features such as subtitles, to practicing directly what they have watched. These strategies show that YouTube has encouraged more individualized, flexible and practice-oriented learning.

Students tend to use YouTube regularly as part of their learning activities, although the intensity varies between individuals. Some watch every day, while others watch only a few times a week. However, what is interesting is that this frequency depends not only on academic schedules, but also

on personal interests and availability of free time. Data can be displayed by student 2:

S2: *“Very often, maybe about five times a week.”*

Meanwhile, student 1 said that although not very often, he still watches YouTube several times a week as part of his habit:

S1: *“Not too often, maybe two or three times a week.”*

This pattern shows that students tend to adjust the frequency of learning to the rhythm of their lives and their own needs, which is a real form of self-directed learning.

Another important strategy is the selection of the type of video content watched. Students choose videos based on their learning goals, whether it is to improve speaking fluency, enrich vocabulary, improve pronunciation, or understand sentence structure. Videos that are often mentioned include vlogs, podcasts, music videos, storytelling, variety shows, and short films. Each type of video has different characteristics and benefits, and students seem to be quite selective in determining which one best suits their learning style. Student 5 revealed that he likes music videos because they are more fun and help in remembering vocabulary:

S5: *“If it's music, because it's fun and I like music, it's more enjoyable and easier to remember.”*

Meanwhile, student 3 prefers vlogs and variety shows because he thinks they present real conversations and everyday situations:

S3: *“In my opinion, vlogs are more effective because they are like real life; they show daily activities.”*

Through this wide selection of content, students not only learn English in terms of grammar and vocabulary, but also understand how the language is used naturally in various social and cultural situations. They can see real examples of language use in everyday contexts, such as in conversations, stories or real-life situations. This helps students develop communication skills that are more authentic and relevant to their lives. Thus, English learning becomes more meaningful and contextualized for the students.

The use of additional features such as subtitles has become one of the most popular strategies among students. By turning on English subtitles while watching a video, they can easily understand words or sentences that previously sounded unclear. Subtitles also help in improving reading and listening skills simultaneously, which ultimately strengthens

their understanding of the content. As explained by student 2 and student 4:

S2: *“Yes, use English subtitles because I'm not fluent yet and sometimes I'm still confused about what they're saying.”*

S4: *“Yes, sometimes there are meanings that you don't know, so using subtitles can help you learn new vocabulary.”*

In addition to subtitles, some students also mentioned that they liked videos with interactive elements, such as prompts to repeat after me, live speaking exercises, or simulated conversations. While not all videos are interactive, these elements are helpful in practicing oral response and spontaneity.

Another strategy that many students apply is direct practice after watching videos. This is done by imitating the way native speakers speak, repeating certain sentences, or even doing monologues in front of a mirror. This technique is part of the shadowing strategy, which has proven effective in practicing intonation, articulation, and speaking speed. Student 2 admitted that although it sounded strange, she often practiced speaking to herself after watching:

S2: *“Yes, maybe it might seem crazy because sometimes I talk to myself.”*

Student 6 also admitted that he often rehearsed himself spontaneously while watching:

S6: “Yes, quite often. Sometimes I do it spontaneously while watching videos or afterwards.”

This shows that students are not only passive spectators, but also play an active role in internalizing and applying the material they learn through YouTube. They engage with the content by reflecting on the information presented and connecting it with their prior knowledge. Additionally, students often demonstrate their understanding by practicing or discussing the material further, either individually or collaboratively. This active involvement enhances their learning experience and helps solidify their comprehension of the subject matter.

Students also realized that the duration of the videos had an influence on their concentration and learning effectiveness. Most students stated that short videos, between 5 to 20 minutes, are preferable as they are information-dense and do not bore them quickly. The short duration also allows them to watch several videos at once without getting tired, which in turn increases study intensity and continuity. Data can be displayed by student 5 and student 6:

S5: *“I think the ideal duration is 5 minutes but it should be frequent, because it gets boring quickly if it's too long.”*

S6: *“Yes, I think ideally 15-20 minutes.”*

Students demonstrate their awareness of organizing learning tactics that best suit their focus capacity and personal demands by controlling the duration and frequency of study. This self-regulation demonstrates a better awareness of how their mental endurance and specific learning rhythms affect academic success. Students actively contribute to the development of an effective and individualized learning environment by proactively modifying their study habits.

4. Motivation and Learning Preferences

Motivation and learning preferences are important aspects that influence how students utilize YouTube as a medium to improve their English speaking skills. Based on the findings from the in-depth interviews with the participants, it appears that motivation to learn through YouTube arises from various internal and external factors. In addition, preferences for the type of content, the duration of the videos, and the method of presenting the material greatly influence the effectiveness of using YouTube as a learning tool. In other words, students' success in learning English

through YouTube is greatly influenced by how motivated they are and how they select and adapt materials to their personal needs.

One of the main forms of motivation that drives students to learn through YouTube is intrinsic motivation, which is a drive from within that arises from a desire to improve, master a language, or fulfill academic and professional goals. Students feel that the ability to speak English is a very important skill for the future, both in the context of lectures, work, and cross-cultural communication. Student 8 said that he felt very motivated to learn through YouTube because he wanted to be able to speak English fluently:

S8: "I was very motivated. I want to be able to speak English fluently, and YouTube makes learning fun and not boring."

Student 2 also expressed strong motivation to learn in order to appear confident in speaking:

S2: "Yes, because I want to be confident when speaking English. When I watch YouTube, I feel like I can practice on my own and not be embarrassed."

This kind of motivation is long-term, and is very important because it creates a commitment to learning

consistently. When someone is driven by long-term motivation, they are more likely to stay focused and dedicated, even when challenges arise. It helps individuals build strong learning habits and develop a deeper understanding over time. As a result, their progress becomes more sustainable and meaningful in the long run.

In addition to motivation that comes from within, there is also extrinsic motivation that arises due to the influence of the surrounding environment or academic demands. Some participants felt motivated because they saw their friends also learning through YouTube, or because their lecture assignments required them to improve their speaking skills. Student 1 revealed that she felt helped by seeing her friends using YouTube as a learning tool:

S1: "My friend often speaks English because he also watches videos on YouTube. So I'm motivated to practice so I can be like him."

Meanwhile, student 3 explained that he felt encouraged to learn from YouTube because of assignments that required presentation or speaking:

S3: "I had a speaking assignment in class, so I used YouTube to find examples of how to speak well."

This kind of extrinsic motivation can be the initial trigger that later develops into a self-learning habit. At first, one may be driven by rewards or recognition from others, such as teachers, parents or peers. Over time, as they feel the benefits and satisfaction of acquiring new knowledge, their motivation may gradually shift from external to internal. Eventually, learning becomes a personal goal and an enjoyable process that they pursue independently.

Many students feel that their learning style is better suited to visual and auditory-based learning, such as that provided by online video platforms like YouTube. In today's digital age, where technology has become an indispensable part of everyday life, students tend to look for learning resources that are not only informative, but also visually and auditory engaging. They feel that the process of understanding and remembering material becomes much easier when it is delivered through videos that feature clear and lively facial expressions, gestures, and voice intonations. Visualizing abstract concepts in the form of animations or live demonstrations can provide a more concrete picture than simply reading a textbook or listening to a dry, monotonous voice recording. In addition, features such as pause, rewind and subtitles also allow students to learn at their own pace, deepening understanding according to individual needs. Thus,

YouTube and similar media are not just a means of entertainment, but have also evolved into effective learning aids, supporting a more interactive, dynamic and contextualized learning style for today's students. Student 4 and student 6 stated that:

S4: "I prefer to learn from videos because I can see and hear directly. So it's faster to understand and easier to remember."

S6: "The video has pictures, so it's like talking to someone directly. It doesn't make you bored either."

Some participants also revealed that they are more comfortable learning through YouTube because they don't feel pressured like when learning in class. They can study anytime, anywhere, and at their own pace. This flexibility provides space for students to manage their time and learning materials more personally. As stated by student 5 and student 7:

S5: "I can learn by myself without fear of being wrong. In class, I'm sometimes embarrassed to talk, afraid of being laughed at. But on YouTube, I can try myself first."

S7: "The good thing about YouTube is that it can be repeated. If you don't understand, just rewind the video. So it's not stressful to learn."

Interest in certain types of content is also a very strong motivational driver. Some students admitted that they are more interested in learning through YouTube because the content matches their personal interests, such as music, movies, traveling, or popular culture. When learning material is presented through topics they enjoy, students become more emotionally engaged, and learning feels more natural. Student 5, for example, mentioned that:

S5: “I like watching music videos and learning English from song lyrics. So learning while singing is more fun.”

Student 4 also added that she likes traveling content because it combines culture and English:

S4: “Traveling vlogs are really interesting, because the language is also more natural and we can know their culture.”

While YouTube is generally recognized as a useful and flexible learning medium, the participants in this study also revealed a number of challenges and limitations they faced while using the platform as a means to improve their English speaking skills. These challenges are not only related to technical aspects such as internet connection or video quality, but also include psychological factors, content limitations, and lack of direct assistance or feedback from teachers or

tutors. Understanding these challenges is important to provide a full picture of the effectiveness of YouTube as a learning medium, as well as to reflect on the development of more effective and inclusive technology-based learning strategies in the future.

One of the main obstacles faced by some students in using YouTube is technical issues, especially related to internet access that is not always stable. For some participants who live in areas with weak internet signal or have limited data quota, accessing videos in high resolution is a challenge. This causes the learning process to be disrupted, especially when the video takes a long time to buffer or cannot be played smoothly. Data can be displayed by student 3:

S3: “Sometimes the internet connection at home is bad, so if you want to watch YouTube videos it likes buffering and eventually makes you lazy to study.”

This condition makes some students have to find a special time and place with a better connection just to be able to access learning videos. This technical challenge, while seemingly simple, has a direct impact on the consistency and effectiveness of their learning process.

YouTube as an open and multimodal platform also has a negative side, namely the easy access to various types of

entertainment content that can distract students from their main purpose of learning. Some participants admitted that although they initially intended to watch learning videos, they were often tempted by other entertainment video recommendations, such as music, vlogs, or games, which distracted their focus on learning. This was recognized by student 1 and student 5:

S1: *“Like being distracted by other videos. I intend to study, but instead I end up watching random videos like games or funny vlogs.”*

S5: *“YouTube has so many videos, so sometimes it's hard to focus. Just look at the thumbnails that are a little interesting and click right away.”*

This trend shows that while YouTube offers flexibility, a lack of self-control in using the platform can be an obstacle to consistent and continuous learning. Many users initially intend to access educational content but often get distracted by entertainment videos. This lack of discipline can result in fragmented learning experiences and reduced knowledge retention. Therefore, although the platform has great potential as a learning tool, its effectiveness greatly depends on the user's ability to manage their focus and time.

Another challenge felt by students was the lack of a clear learning structure and the absence of direct feedback

from teachers or mentors. Although YouTube gives students flexibility in choosing materials, it also makes them confused in determining the right learning sequence. They feel that without guidance, they often just watch videos randomly without a clear strategy, resulting in less than optimal learning outcomes. As expressed by student 4:

S4:” The disadvantages are that you can't ask the person directly what the broader meaning is and there is a comment column but not necessarily replied to.”

In addition, students also find it difficult because there is no direct correction of the mistakes they make. When they imitate the speech from the video, they do not know whether their pronunciation or intonation is correct or not because there is no one to give feedback. This can lead to unconscious mistakes becoming a habit. Data can be displayed by student 2:

S2: “Sometimes I say I look alike but I don't know if it's true or not. No one corrects.”

From this it can be concluded that although YouTube facilitates self-directed learning, the absence of two-way interaction is one of the main weaknesses that can affect the process of evaluating and improving students' speaking skills.

One of the biggest challenges or barriers faced by students when using YouTube to learn to speak English is the difficulty in finding content that suits their specific needs. While YouTube provides a wide variety of learning videos, not all content addresses the topics or skills desired by users. This could be due to unclear video titles, lack of a detailed categorization system, or due to YouTube's algorithm that places more emphasis on video popularity than relevance to learning needs. As a result, time that should be spent on learning is wasted searching for the right material, and the learning process becomes less efficient and purposeful. This difficulty can also demotivate and frustrate learners who don't get the results they expect. As student 10 said:

S10: *“I often don't find the content that I want, so I feel like I'm wasting my time.”*

One other challenge is that YouTube learning tends to be one-way. Students are just spectators without the involvement of direct interaction, which in the context of speaking skills should require real practice with others. Some participants felt that although they often watched and mimicked speech from the videos, it did not fully train their speaking skills in actual conversational situations. Student 8 conveyed:

S8: *“Learning from YouTube is good, but sometimes I’m still confused when I have to talk directly to people. So I don’t think it’s enough if it’s just from videos.”*

This suggests that YouTube learning should be combined with other interactive activities, such as group discussions or direct oral practice, to make the acquisition of speaking skills more thorough and contextualized. While YouTube provides rich audiovisual input and exposure to authentic language use, it often lacks the interactive element necessary for developing spontaneous speaking ability. By integrating YouTube-based learning with active engagement in group discussions, learners can practice using the vocabulary, expressions, and pronunciation they observe in real-life contexts. Similarly, direct oral practice allows students to receive immediate feedback, refine their articulation, and build confidence in their speaking abilities. Such a blended approach not only enhances language retention but also helps learners to internalize communicative strategies more effectively, making the learning process both dynamic and meaningful.

B. Discussion

This chapter discusses the research findings by linking them to the theory and previous research described in Chapter II. The discussion is organized based on the five main themes resulting from

the thematic analysis, namely: (1) Speaking Skills Improvement, (2) The Role and Effectiveness of YouTube as a Learning Media, (3) YouTube Learning Strategy, (4) Motivation and Learning Preferences, and (5) Challenges and Limitations of Using YouTube. The discussion aims to explain the meaning of the findings, highlight their contribution to the existing literature, and identify their strengths and limitations in the context of English language learning using YouTube.

1. Speaking Skills Improvement

The results of this study show that the use of YouTube significantly contributes to the improvement of students' English speaking skills, especially in the aspects of pronunciation, fluency, vocabulary acquisition, and confidence. The participants in this study revealed that they experienced noticeable improvements in their speaking skills after consistently using YouTube as a self-study tool. This improvement was attributed not only to the visual and audio content presented, but also to the students' active imitation, repetition, and application of what they learned in real-life contexts.

The aspect of pronunciation was one of the most prominent indicators of improved speaking skills. Participants stated that they were able to correct pronunciation errors after watching videos on YouTube, especially since the platform allows them to listen to the

native pronunciation of native English speakers. They were also helped by features such as subtitles that made it easier to understand the pronunciation of unfamiliar words. This finding supports the results of (Saed et al., 2021c), which showed that YouTube is able to improve pronunciation skills because it provides authentic pronunciation models that can be accessed repeatedly. In addition, this finding is also in line with Anggraini's (2021) study, where the use of YouTube in classroom action learning resulted in an increase in students' pronunciation scores from cycle to cycle.

However, unlike previous studies that tend to rely on structured learning methods and are guided by teachers or lecturers, this study emphasizes students' self-learning experiences. For example, participants not only watch videos, but also apply shadowing techniques. imitating pronunciation and intonation directly and repeatedly after hearing speech from videos. This practice makes students not only passive recipients, but active actors in the learning process. This is an added value of this study compared to the study of Khan et al. (2023), which focused more on students' perceptions of YouTube without reviewing concrete speaking practice strategies.

In terms of vocabulary, participants stated that they learned new terms, idiomatic phrases and informal expressions that are

rarely found in conventional textbooks. They felt that through YouTube, the vocabulary they learned became more contextual and memorable because it was accompanied by visualizations and examples of use in real conversations. This reinforces the findings of Pujangga (2021) and Mahmudah (2022), who stated that YouTube helps learners understand how vocabulary is used in real-life contexts, not just in memorized form. However, this study extends those findings by presenting students' direct experience in recognizing and applying vocabulary through situations relevant to daily life, such as traveling vlogs or casual chats.

Furthermore, this study underscores the importance of YouTube in building students' confidence in speaking. Before using YouTube, some participants were hesitant, shy, and even afraid to speak for fear of making mistakes. But after getting used to hearing and imitating native speakers, as well as gaining an understanding of proper sentence structure and intonation, they became more courageous and confident to try speaking. This finding corroborates the results of Melisa et al. (2023) who stated that active engagement with YouTube encourages increased self-confidence in the use of English. However, this study makes a deeper contribution by showing that students' self-confidence is not only formed from exposure to content, but also from the process of internalization and habits of practice that are carried out repeatedly and consistently.

In addition, improved speaking fluency was also one of the important aspects expressed by the participants. Through the habit of watching videos containing real conversations, such as vlogs or variety shows, they were able to capture the rhythm, speaking style, as well as sentence structure used by native speakers. This helps them to construct more natural and spontaneous sentences when speaking in English. This finding is in line with the findings of Khoirina et al. (2023), which showed that YouTube encourages active and contextualized learning, thus improving fluency significantly. However, this study shows that fluency is not only due to the frequency of viewing, but also to hands-on practice, such as imitating speech and practicing speaking alone, which are important strategies in the fluency acquisition process.

One interesting thing that sets this research apart from many previous studies is its focus on in-depth individualized learning experiences. While studies such as Kristiani et al. (2021) and Mainike (2023) highlight the role of YouTube from the perspective of the teacher and the classroom learning process, this study emphasizes how students as independent learners actively utilize YouTube to develop their speaking skills. In this context, YouTube is not just an auxiliary medium, but a learning companion that accompanies and facilitates more personalized, flexible, and contextualized learning.

Thus, it can be concluded that the findings of this study support and extend the results of previous studies. YouTube proves to be not only a useful source of authentic linguistic input, but also a tool that facilitates active, reflective and independent learning. Aspects such as pronunciation, vocabulary, confidence and fluency are not acquired instantly, but through a consistent, purposeful and personalized process. Therefore, YouTube can be positioned as one of the main media in modern English learning, especially to improve speaking skills holistically.

2. The Role and Effectiveness of YouTube as a Learning Media

In the rapidly growing digital era, YouTube has transformed from an entertainment platform to an effective, flexible and engaging learning medium, especially in the context of English language learning. The findings of this study clearly reveal that students perceive significant benefits from using YouTube as a supporting tool in improving speaking skills. The use of YouTube as a learning medium is considered more interesting, accessible, and provides a more personalized and contextualized learning experience than conventional methods. This finding reinforces various results of previous studies as stated by Khoirina et al. (2023), Sholikhhi (2023), and Abdul Aziz et al. (2022), which emphasize that YouTube plays an important role in supporting

technology-based learning and the learning style of today's digital generation.

One of the key points of this finding is students' perception of the convenience of learning through YouTube. Many of them feel that YouTube provides a more relaxed and less pressurized learning environment, in contrast to the formal classroom atmosphere that often leads to fear or embarrassment when speaking. Students feel more free to experiment, try speaking, and learn from mistakes without fear of being judged by others. In this context, YouTube not only acts as a source of information, but also as a psychologically friendly learning medium. This finding shows that there is an affective dimension in the effectiveness of YouTube as a learning medium that has not been highlighted in studies such as Setiawan & Novita (2024), which emphasize more on the content and features aspects, without exploring the emotional comfort factor experienced by learners.

Furthermore, YouTube's flexibility is a significant plus for students. They can set their own study time, choose the type of video that suits their needs, and repeat the material as many times as they need until they fully understand the content. The ability to access material anytime and anywhere gives students the opportunity to learn independently and according to their own learning style. This supports Tahmina's (2023) findings that

YouTube's flexibility and accessibility allows students to learn at their own pace and time, which ultimately increases motivation and learning effectiveness.

The uniqueness of this study is the emphasis on students' experiences in choosing the type of YouTube content that is most relevant to their learning needs. The participants stated that videos such as vlogs, variety shows, podcasts, and learning videos with everyday conversations were most effective in improving their understanding of sentence structure, idiomatic expressions, and natural speaking styles. This extends the findings from the studies of Mahmudah (2022) and Melisa et al. (2023), which generally mentioned that YouTube content was useful, but did not specifically compare the effectiveness of different types of video formats. This research shows that the context of language use in real situations is helpful in forming a more authentic understanding of English usage.

Another important aspect is how YouTube helps in understanding sentence structure and grammar in a practical way. Students revealed that they found it easier to construct sentences when speaking because they were used to hearing and seeing examples of correct sentence usage from native speakers. This is an advantage of YouTube that textbooks do not have, namely the presentation of grammar in a real context. Thus, students not only

memorize the rules, but also understand how the rules are applied in daily communication. This finding is in line with Sholikhi's (2023) statement that YouTube supports pragmatic understanding and contextual language use.

The technical features of YouTube also proved to support learning effectiveness, especially the subtitles feature. Students stated that with English subtitles, they can easily match the sound they hear with the written word, thus strengthening their listening and reading skills simultaneously. In addition, subtitles also help in recognizing new vocabulary and proper pronunciation. This finding reinforces the opinions of Saed et al. (2021) and Truong & Le (2022), who mentioned that the use of subtitles can accelerate the process of comprehension and acquisition of a new language. However, this study goes a step further by showing that the subtitle feature is not only linguistically beneficial, but also motivational, as it gives students a sense of confidence when they can follow the content of the video more easily.

In addition to subtitles, video duration is also an important factor that affects learning comfort. Students tend to prefer videos with short durations (5–20 minutes), as they are considered more focused, less boring, and easier to maintain concentration. This finding is important because it shows that the effectiveness of learning through YouTube is also greatly influenced by how the

content is structured and presented. This provides valuable insights for educational content creators on YouTube, enabling them to adapt their presentation style to the preferences of younger audiences. Although the results of this study align with many previous studies, there are several aspects that expand upon the existing literature.

For example, previous studies have emphasized formal content such as tutorial videos and online lectures. However, in this study, non-formal content such as vlogs and variety shows were more frequently cited as effective learning sources. This suggests that learning does not always have to occur through traditional educational content but can also take place through entertaining and authentic content. This further strengthens the argument that effective language learning often occurs in contexts that are less rigid and more natural.

Overall, the results of this study confirm that YouTube plays a very strategic role as a medium for learning English that is not only effective from an academic perspective, but also appealing from an affective and practical perspective. Students not only gain linguistic benefits but also feel more motivated, confident, and active in their learning process. YouTube not only enriches instructional materials but also breaks down traditional boundaries between learning and entertainment. Therefore, it can be concluded

that YouTube is no longer merely a supplementary medium but has become an integral part of an adaptive, relevant, and student-centered English language learning ecosystem.

3. YouTube Learning Strategy

Learning strategies are a key element in the effectiveness of the learning process, including in the use of digital media such as YouTube. The results of this study reveal that students develop various individual and flexible learning strategies when using YouTube to improve their English speaking skills. These strategies reflect a self-directed learning approach, in which students actively adapt the material, methods, and intensity of learning to suit their individual needs and learning styles. These findings reinforce previous research, such as that conducted by Melisa et al. (2023), which shows that YouTube promotes active and personalized learning approaches through the exploration of diverse and interactive content.

One of the main strategies widely used by participants in this study was selecting video types that suited their learning objectives. Students tended to choose content such as vlogs, podcasts, music videos, storytelling, variety shows, and short films to hone specific aspects of their speaking skills, such as fluency, pronunciation, and vocabulary. They not only watch videos but also evaluate the suitability of the content to their personal needs.

This indicates that students have developed metacognitive awareness in determining relevant learning materials. Unlike the study by Khan et al. (2023), which focused more on general video types (tutorials or lectures), this study highlights how students strategically select content based on perceived linguistic benefits.

These findings also show that the frequency of using YouTube as a learning medium varies greatly among individuals, depending on their free time, personal interests, and academic pressures. Some students watch almost every day, while others only watch a few times a week. Nevertheless, all participants showed regular and continuous learning patterns. This strategy is in line with the findings of Khoirina et al. (2023), who state that one of the advantages of YouTube as a learning medium is its flexibility, which allows students to adjust their learning frequency without pressure. However, this study contributes further by showing that flexibility does not reduce consistency. Instead, students use this flexibility to create a learning schedule that is not rigid but remains productive.

In addition to content selection and learning frequency settings, another important strategy is the use of additional features on YouTube, particularly subtitles. Most participants stated that they enable English subtitles when watching videos to help understand fast speech or unfamiliar vocabulary. The use of

subtitles helps students synchronize between sound and text, thereby strengthening their simultaneous listening and reading skills. This reinforces the findings of Saed et al. (2021) and Truong & Le (2022), which emphasize the benefits of subtitles in improving overall language comprehension. However, the findings in this study also reveal that subtitles not only function as a linguistic aid but also as a means to build confidence. With the text available, students feel more prepared and less anxious when facing content in a foreign language.

The shadowing strategy, or directly imitating the pronunciation from the video, is also a technique frequently used by participants. Students pause the video briefly to repeat the sentence they have just heard, attempting to mimic the intonation, accent, and speaking rhythm of the native speaker. This technique has proven to be highly effective in improving pronunciation, fluency, and confidence in speaking. The independent use of shadowing by students demonstrates a high level of learning awareness, indicating that they are not merely passive observers but active participants in the learning process. This finding is consistent with Dinh's (2021) study, which states that YouTube provides opportunities for interactive speaking practice despite its one-way format. However, this research adds a new dimension by describing how shadowing has become a routine part of students' learning strategies, not just an occasional technique.

In addition, some students also stated that they often talk to themselves after watching videos, either by imitating sentences, re-enacting narratives, or responding as if they were having a dialogue with the video. This is a form of private speech or self-dialogue, which in Vygotsky's theory is considered the initial stage of developing more complex communication skills. This strategy demonstrates that students are able to explore the authentic use of language within contexts they create themselves. This approach has not been extensively discussed in previous research, making it an original contribution of this study in understanding learning strategies through digital media.

Video duration is also part of the strategy considered by students. Most participants feel that short videos (5–20 minutes) are more effective because they are easy to follow and not boring. This is in line with cognitive load theory, which states that learning material that is too long can interfere with the information processing process. Therefore, students strategically choose videos with an ideal duration or break up viewing time into several sessions. This strategy has not been explicitly discussed in studies such as Mainike (2023) or Mahmudah (2022), which tend to focus on content types and general perceptions. In this study, duration is part of systematic learning planning.

Overall, the findings in this theme indicate that students do not use YouTube carelessly or merely for entertainment, but have developed mature and focused learning strategies. They carefully select content, maximize the use of technological features, and actively and consistently apply speaking practice techniques. This study confirms that the success of English language learning through YouTube does not solely depend on the content itself, but on the strategies employed by the learners themselves. Therefore, the use of YouTube as a learning medium should be accompanied by training or guidance on effective learning strategies to optimize learning outcomes.

Dengan demikian, strategi belajar mahasiswa melalui YouTube mencerminkan pola pembelajaran yang adaptif, reflektif, dan mandiri. Mereka tidak hanya belajar bahasa, tetapi juga belajar bagaimana belajar. Hal ini menempatkan YouTube bukan hanya sebagai platform pembelajaran pasif, melainkan sebagai alat yang mendorong pembelajar menjadi lebih strategis dan sadar proses dalam mengembangkan keterampilan berbicara bahasa Inggris.

4. Motivation and Learning Preferences

Learning motivation and learning style preferences are two fundamental factors that greatly influence the success of the learning process, especially in the context of foreign language learning, which requires active and sustained involvement from

learners. In this study, it was found that students' motivation in using YouTube as a medium for learning to speak English is greatly influenced by internal and external factors, as well as their preferences for more interactive and contextual visual-auditory learning styles.

Most participants demonstrated strong intrinsic motivation in learning English through YouTube. They are driven by a personal desire to speak English fluently, confidently, and naturally. This motivation is not only short-term for completing academic assignments but more focused on long-term goals, such as improving communication skills for future academic, professional, or social purposes. This study also supports Tahmina's (2023) findings, which indicate that students who feel internally motivated are more likely to consistently use YouTube as a learning tool.

In addition to intrinsic motivation, some students also showed extrinsic motivation, such as academic pressure, presentation requirements, and peer influence. In this context, YouTube was often chosen because of its flexibility and ability to provide material that meets practical needs. Students find it helpful in completing speaking assignments because they can see real-life examples through relevant videos, such as how to express opinions, introduce themselves, or explain a concept verbally. This finding

is consistent with the results of a study by Mahmudah (2022), which states that academic and social demands can encourage students to seek alternative learning resources that are more practical and relevant to their needs.

Interestingly, motivation arising from the social environment, such as seeing peers who are proficient in English because they regularly watch YouTube, also serves as a positive trigger for other students to do the same. In this context, YouTube becomes part of the collective learning culture among students who positively influence one another.

In terms of learning preferences, the majority of participants showed a tendency toward visual-auditory learning styles. They felt that learning through videos was more effective because they could see facial expressions, body movements, and hear intonation and pronunciation directly. This visualization provides a more concrete and memorable learning experience compared to reading books or listening to audio alone. This finding reinforces the results of a study by Alawiyah & Santosa (2022), which states that YouTube supports auditory and visual learning styles through rich and engaging audiovisual content.

Flexibility in terms of time and location is also a key preference for students in choosing YouTube as a learning medium. They feel more comfortable learning without time

pressure, can rewatch videos if they don't understand, and can adjust their learning pace according to their physical and mental condition. In this context, YouTube provides learners with the space to become active agents in their own learning process. This supports the concept of learner autonomy, where the ability to manage and take responsibility for one's own learning is key to long-term learning success.

What is also interesting about this finding is how personal interest in certain content also drives learning motivation. Some students mentioned that they enjoy learning from videos related to music, movies, traveling, or popular culture. When learning materials are presented in a context that aligns with their interests, the learning process becomes more enjoyable and does not feel like a burden. This indicates that emotional aspects of learning, such as enjoyment, interest, and entertainment, play a crucial role in maintaining motivation and focus. This finding adds a new dimension to previous research, such as that by Kristiani et al. (2021), which focused more on challenges in spoken language learning without exploring the relationship between personal interests and learning success through digital media.

On the other hand, participants' experiences show that YouTube can also reduce psychological barriers such as shyness, fear of criticism, or worry about making mistakes when speaking.

In a classroom setting, social pressure and fear of judgment often become major obstacles for students to speak. However, through YouTube, they can learn and practice in a safer and more comfortable environment, without the fear of being judged. This reinforces the findings of Binmahboob (2020), which show that YouTube can create a more inclusive and empowering learning space, especially for students who tend to be quiet or anxious about speaking in public.

However, some participants also expressed challenges in maintaining motivation when using YouTube. Content that is too varied and recommendation algorithms that display entertainment videos can distract from learning. This indicates that although preferences for digital learning styles are very high, learners still need self-discipline and time management skills to be able to optimally utilize YouTube for educational purposes. Therefore, while YouTube significantly supports learning preferences and motivation, its success ultimately depends on the self-awareness and self-management of each learner.

Overall, the discussion on this topic shows that the success of using YouTube in English language learning does not only depend on the quality of content or technological features but is also greatly influenced by personal motivation and the suitability of the medium to individual learning styles. YouTube successfully

meets the needs of digital learners who require flexible, visual, interactive, and meaningful learning experiences. By utilizing this medium, students can learn at their own pace, overcome barriers,

5. Challenges and Limitations of Using YouTube

Although YouTube offers many benefits in English language learning, including the development of speaking skills, the findings of this study show that its use is not without various challenges and limitations. These challenges arise from technical, psychological, and pedagogical aspects. Understanding these limitations is important so that learning strategies using YouTube can be optimized realistically and combined with other more structured and interactive learning approaches.

One of the most frequently mentioned obstacles by participants is technical issues, particularly related to unstable internet connections. Students living in areas with poor network coverage reported difficulties accessing videos smoothly, especially long-duration and high-quality videos. Long buffering times or even failed video playback often dampen students' enthusiasm for learning. This finding aligns with Dinh's (2021) study, which highlights that digital infrastructure limitations are the primary barrier to using online platforms like YouTube, especially in developing countries. This underscores that while YouTube is

open and easily accessible, adequate infrastructure support is still necessary for effective learning processes.

In addition to technical challenges, distractions caused by non-educational content appearing as recommendations also pose a significant challenge. Some participants admitted that their initial intention to learn was often disrupted by entertaining videos such as funny vlogs, music videos, or games. YouTube's algorithm, which tailors recommendations based on user interests, does not always prioritize educational content. As a result, students must struggle to remain focused and disciplined when using this platform as a learning tool. These findings expand on the research of Mahmudah (2022) and Sholikhi (2023), which acknowledge YouTube's strength as a learning resource but fail to highlight the risk of distraction as a downside of the platform. In this context, self-regulation skills are essential for learners to avoid getting trapped in the consumption of purely entertaining content.

Another limitation that was also frequently mentioned by participants was the lack of a clear learning structure. Unlike formal classroom learning, where there is a curriculum, sequence of material, and direct feedback from lecturers, learning through YouTube tends to be random and unorganized. Students often feel confused about which videos to watch first and have difficulty assessing whether the material they are learning is appropriate for

their skill level. Some even feel that they waste a lot of time searching for suitable videos rather than actually learning. This supports the findings of Kristiani et al. (2021), who noted that while YouTube can provide an engaging learning experience, the uncertainty in the learning process can be a barrier for students who need systematic guidance.

The absence of direct feedback is also a significant challenge in learning to speak through YouTube. Students feel that even though they have imitated the pronunciation or constructed sentences as in the video, they do not know whether their results are correct or not because there is no one to correct them. This is certainly a major shortcoming in mastering speaking skills, which inherently require interactive practice and real-time correction. The absence of an assessment or validation mechanism makes the learning process one-sided and subjective. This indicates that learning through YouTube tends to be effective in providing input, but lacks in providing output evaluation or formative feedback. This finding aligns with the views of Truong & Le (2022), who emphasize the importance of interactivity in language learning and suggest combining YouTube use with direct speaking activities, whether in person or online.

In addition to technological and pedagogical limitations, there are also psychological challenges. Some participants stated

that even though they had watched videos and imitated native speakers' pronunciation many times, they still found it difficult to speak directly in real-life contexts. This shows a gap between receptive skills (listening and understanding) and productive skills (speaking). Although YouTube helps build confidence passively, the experience of speaking directly with a conversation partner is still necessary to build active fluency. In this context, the findings of this study expand on the results of Binmahboob (2020), who stated that the use of YouTube needs to be balanced with real communication practice in order for speaking skills to truly develop holistically.

Another equally important aspect is the difficulty in finding content that truly aligns with learning needs. Some students mentioned that while YouTube offers millions of videos, only a small fraction are suitable for their specific needs, whether in terms of topic, difficulty level, or presentation style. Additionally, many videos lack in-depth explanations, are not interactive, or use terminology that is too difficult for intermediate learners to understand. This highlights the importance of better curation of educational content, as well as the need for training students on how to search for and evaluate high-quality content. These findings complement Pavlova's (2023) study, which notes that while content diversity is a strength of YouTube, it can also be a trap if users lack sufficient digital literacy skills to filter out relevant information.

Overall, the challenges and limitations identified in this study confirm that YouTube, although effective as a medium for learning to speak, cannot stand alone as the sole source of learning. This platform has great potential in providing authentic and interesting language exposure, but it also requires guidance, structure, and interaction that cannot be provided automatically by the platform itself. Therefore, the use of YouTube should be complemented by other learning strategies, such as group discussions, direct speaking practice, and guidance from teachers or tutors. In this way, the shortcomings of one-way learning can be addressed through more collaborative and interactive learning methods.

By deeply understanding these challenges, both educators and learners can be more prudent in integrating YouTube into the learning process. A hybrid (blended learning) approach will be far more effective than single-use. Educators also play a crucial role in helping students develop learning awareness, digital literacy, and self-discipline so that the maximum potential of learning through YouTube can be achieved optimally.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

This study sought to investigate university students' experiences using YouTube as a learning medium to improve their English speaking skills. According to in-depth interviews with ten sixth-semester students from the English Education Department at UIN Walisongo Semarang, YouTube plays a critical role in helping students develop their speaking skills. YouTube has been shown to not only provide access to a diverse range of authentic English-language content, but also to encourage students to engage in independent and active learning through techniques such as shadowing (direct imitation of native speakers), repetition, and the application of vocabulary and sentence structures learned from videos to real- life communication. Students' pronunciation, fluency, vocabulary acquisition, and self-confidence in speaking improved significantly when they were exposed to English content on a consistent basis.

Furthermore, students viewed YouTube as a more adaptable, dynamic, and fun learning experience than traditional classroom-based methods. They loved the ability to choose video kinds that matched their own interests and learning needs, such as vlogs, variety shows, podcasts, and

educational videos on English speaking. Furthermore, features like subtitles, playback controls, and different video lengths allowed students to learn at their own pace and depth. YouTube has evolved from a passive source of learning to an active tool that allows learners to take charge of their educational journey and engage meaningfully in their own language development process.

Nonetheless, this study identified some obstacles and limitations when using YouTube as a learning tool. Some students had technological challenges, such as inconsistent internet connections or low data availability, limiting their ability to view high-quality information. YouTube's open and diversified character also made it simple for learners to become distracted by unrelated entertainment videos, thus diverting their attention away from academic aims. Furthermore, the lack of a defined learning structure, as well as the absence of fast feedback from teachers or native speakers, made it impossible for pupils to determine whether their pronunciation and intonation were correct. Despite these constraints, the majority of students concluded that the benefits of utilizing YouTube surpassed the challenges.

In conclusion, our study confirms that YouTube has considerable promise as an alternative learning medium that is both relevant and successful in today's digital age, particularly for improving English speaking skills among EFL (English as a

Foreign Language) students. YouTube is more than just a repository of learning materials; it also facilitates individualized, contextualized, and continuous language learning. The success of using YouTube for language development is primarily determined by how strategically, regularly, and meaningfully students interact with the platform to achieve their unique learning objectives. As a result, YouTube can be viewed as a powerful and transformative educational tool that promotes independent learning, adaptable study habits, and greater integration of language learning into students' daily digital lives.

B. Sugestion

Based on the findings, several suggestions are offered for various stakeholders:

1. Students

Students are encouraged to use YouTube consistently and selectively. To maximize learning, they should combine passive watching with active practices, such as mimicking, shadowing, and applying what they learn in real conversations. Organizing study plans and limiting distractions can improve focus and outcomes.

2. Teachers and Educators

Teachers should consider integrating YouTube-based activities into their teaching practices. Providing curated

content, structured tasks (e.g., speaking simulations), and guided reflections can help students use YouTube more effectively. Teachers can also help students critically assess the accuracy and reliability of online content.

3. Educational Institutions

Institutions can support technology-based learning by offering training workshops on how to use digital tools like YouTube effectively. They may also develop digital learning modules that blend YouTube with formal curriculum objectives, enabling a blended learning environment that enhances both engagement and skill development.

4. Future Researchers

Future studies are encouraged to explore the quantitative impact of YouTube use on measurable speaking performance, or to compare YouTube with other digital platforms such as TikTok, podcasts, or language learning apps. It would also be valuable to investigate the long-term impact of self-directed digital learning on language proficiency.

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APPENDIX

Appendix 1

Respondent information

1. Name :
2. Age :
3. Educational Level :

Variables, Indicators, and Interview Questions

Effectiveness of YouTube in Improving English Speaking Skills Fluency

1. How often do you use YouTube to learn English speaking skills?
2. In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
3. Do you feel more confident speaking English after using YouTube? Why?

Vocabulary Acquisition

1. Can you provide examples of new words or phrases you have learned from YouTube?
2. Do you feel that your vocabulary has improved faster with YouTube compared to other methods? Why?

Pronunciation

1. Have you noticed improvements in your pronunciation after watching YouTube videos? Can you give examples?
2. Do you try to imitate the way native speakers speak in YouTube videos? If so, how?

Overall Speaking Performance

1. Does YouTube help you structure sentences better when speaking?
2. How has your speaking ability changed after regularly watching YouTube?

Types of YouTube Content Most Effective in Enhancing Speaking Skills

Type of Content (Tutorials, vlogs, dramas, podcasts, etc.)

1. What types of YouTube videos do you watch most frequently to improve your speaking skills?
2. In your opinion, which type of video is most effective in improving fluency? Why?

Learning Focus (Vocabulary, pronunciation, fluency, etc.)

1. Are there specific types of videos that are more helpful in improving pronunciation or enriching your vocabulary? If so, which ones?

Interactivity (Subtitles, interactive exercises, etc.)

1. Do you use additional features such as subtitles or interactive exercises while watching? If so, how does it impact your learning?

Duration and Consistency of Usage

1. Does the length of a video affect its effectiveness in your learning? If so, what is the ideal duration for you?
2. How often do you watch YouTube to practice English speaking?

Students' Perceptions of YouTube as a Supplementary Learning Tool**Comfort and Motivation**

1. Do you feel more comfortable learning English speaking skills through YouTube compared to traditional methods? Why?
2. Do you feel more motivated to learn with YouTube compared to other learning methods?

Effectiveness Compared to Other Methods

1. Do you think YouTube can replace conventional learning methods in improving English speaking skills? Why?

Ease of Access and Engagement

1. Does YouTube make you feel more engaged in the learning process?
2. Do you often practice speaking on your own after watching YouTube videos?

Challenges or Obstacles

1. What are the biggest challenges or obstacles you face when learning English speaking skills through YouTube?
2. If you could change or add something to your YouTube-based learning approach, what would it be?

Appendix 2: Transcript of Interview

Theme:

1. Speaking Skills Improvement (SSI)
2. The Role and Effectiveness of YouTube as a Learning Media (REYLM)
3. YouTube Learning Strategy (YLS)
4. Motivation and Learning Preferences (MLP)
5. Challenges and Limitations of Using YouTube (CLUY)

Student 1

Date : 13 March 2025

Time : 14.22-14.32

Interviewee : EFL Student (English departement student)

Location : Beringin, Ngaliyan

Partisipant	Speaker	Interview Transcription
Student 1	R	How often do you use YouTube to learn English speaking skills?
	YLS	Not too often, like 2-3 times a week.
Student 1	R	In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
	SSI-YLS	Pronunciation and vocabulary.
Student 1	R	Do you feel more confident speaking English after using YouTube? Why?
	SSI	Yes, a little more confident. Because on YouTube we can see what good and correct pronunciation looks like, so we're more confident.

Student 1	R	Can you provide examples of new words or phrases you have learned from YouTube?
	SSI	Yes, for example like “Once in a blue moon”, like slang.
Student 1	R	Do you feel that your vocabulary has improved faster with YouTube compared to other methods? Why?
	SSI	I think so, because there are a lot of new vocab and on YouTube because it's modeled so we can use it in everyday life, it's more useful and easier to remember.
Student 1	R	Have you noticed improvements in your pronunciation after watching YouTube videos? Can you give examples?
	SSI	Yes. For example, words that are often mispronounced like the word “event”, I usually mispronounce it as “ə'vent”, but after seeing it on YouTube, I know the correct pronunciation.
Student 1	R	Do you try to imitate the way native speakers speak in YouTube videos? If so, how?
	SSI	Yes, trying but still not perfect. How to follow the correct pronunciation in YouTube videos is like what, right, it is exemplified in YouTube videos and then followed and tried, applied daily.

Student 1	R	Does YouTube help you structure sentences better when speaking?
	SSI-REYLM-YLS	Yes, because sometimes I'm still upside down, especially since the English language is structured differently from Indonesian, so because I often see words on YouTube also using English, so I learn more often like trial and error oh it turns out this is wrong.
Student 1	R	How has your speaking ability changed after regularly watching YouTube?
	SSI	Yes, nothing too significant, but there are some that are still mispronounced and pronounced more correctly after watching YouTube.
Student 1	R	What types of YouTube videos do you watch most frequently to improve your speaking skills?
	SSI-YLS	Podcasts and then there are also vlogs, pronunciation, and speaking videos.
Student 1	R	In your opinion, which type of video is most effective in improving fluency? Why?
	YLS-REYLM	In my opinion vlogs, because the language is more familiar and often used daily, because if the vlogs are words that can often be used daily so it is easy to remember and can be applied directly to ourselves.
Student 1	R	Are there specific types of videos that are more helpful in improving

		pronunciation or enriching your vocabulary? If so, which ones?
	YLS	Yes, as mentioned earlier, podcasts and vlogs.
Student 1	R	Do you use additional features such as subtitles or interactive exercises while watching? If so, how does it impact your learning?
	YLS-REYLM	Yes, using subtitles. So the effect is that sometimes I watch K-vlogs like Korean mba but with English subtitles, so seeing them use gestures and use English subtitles so that those who didn't know what English was but because they saw the gesture, for example, like taking things means, for example, “take the things” so they know oh this means taking things.
Student 1	R	Does the length of a video affect its effectiveness in your learning? If so, what is the ideal duration for you?
	REYLM	It depends on whether the content is interesting or not.
Student 1	R	How often do you watch YouTube to practice English speaking?
	YSL	2-3 times a week.
Student 1	R	Do you feel more comfortable learning English speaking skills through YouTube compared to traditional methods? Why?
	REYLM	Yes, because it's more interesting, the content is made more interesting, it's

		short and eye-catching, so it's not boring.
Student 1	R	Do you feel more motivated to learn with YouTube compared to other learning methods?
	MLP	Yes, it could be. Actually, there are many other methods that are interesting too, but when compared to the convention and traditional ones, I prefer YouTube.
Student 1	R	Do you think YouTube can replace conventional learning methods in improving English speaking skills? Why?
	SSI-CLUY	Yes you can, but the instructions should be clear. Because sometimes if you're just told to watch a video without a goal, you won't achieve that goal.
Student 1	R	Does YouTube make you feel more engaged in the learning process?
	REYLM	Yes, because it's less boring. If it's already boring, I usually get lazy first.
Student 1	R	Do you often practice speaking on your own after watching YouTube videos?
	SSI	Yes, because usually the vocab is often used, so it is directly applied to everyday life.
Student 1	R	What are the biggest challenges or obstacles you face when learning English speaking skills through YouTube?

	CLUY	YouTube is a digital technology so I'm often distracted by notifications, or the content isn't interesting enough so I change content frequently and inconsistently.
Student 1	R	If you could change or add something to your YouTube-based learning approach, what would it be?
	CLUY	Maybe add instructions first before watching, like giving LK or guidelines, so students are more focused and know what to look for in the video.

Student 2

Date : 13 March 2025
 Time : 14.33-15.00
 Interviewee : EFL Student (English departement student)
 Location : Beringin, Ngaliyan

Partisipant	Speaker	Interview Transcription
Student 2	R	How often do you use YouTube to learn English speaking skills?
	YLS	Very often, maybe about 5 times a week.
Student 2	R	In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
	SSI	Speaking and pronunciation.
Student 2	R	In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
	SSI-REYLM	Yes, because on YouTube we can know how to pronounce things correctly and we can be more confident in our speech because we already know what the correct pronunciation is.
Student 2	R	Can you provide examples of new words or phrases you have learned from YouTube?
	SSI	The word “elicit” perhaps.

Student 2	R	Do you feel that your vocabulary has improved faster with YouTube compared to other methods? Why?
	SSI-REYLM	Yes, because it's easier and maybe because it's a video, sometimes we also find people who explain it well so it's easier to understand.
Student 2	R	Have you noticed improvements in your pronunciation after watching YouTube videos? Can you give examples?
	SSI	Yes. For example, the pronunciation of the word “human” but the reading becomes “(h)yoomən” sometimes it is confused why it can be read “(h)yoomən” or “human” is read how from there we can know from the person in the YouTube video.
Student 2	R	Do you try to imitate the way native speakers speak in YouTube videos? If so, how?
	SSI	If I imitate a native speaker, I don't
Student 2	R	Does YouTube help you structure sentences better when speaking?
	SSI	Yes, because on YouTube sometimes I learn grammar too, so sometimes I don't know the grammar and because I learn from YouTube so the words are more organized because I already know how to read correctly and speaking is also related to grammar so if the grammar is good the speaking is insyallah good too.

Student 2	R	How has your speaking ability changed after regularly watching YouTube?
	SSI-MLP	So it's better, because it's not as far away as before because I probably feel more confident because my knowledge has increased, that is why I feel more confident talking because I'm sure that this is true more after watching YouTube.
Student 2	R	What types of YouTube videos do you watch most frequently to improve your speaking skills?
	YLS	For example, vlogs, variety shows, and interviews.
Student 2	R	In your opinion, which type of video is most effective in improving fluency? Why?
	REYLM	Variety show, because it's more natural and there's a lot of real conversation.
Student 2	R	Are there specific types of videos that are more helpful in improving pronunciation or enriching your vocabulary? If so, which ones?
	REYLM	Suitable video type Variety show too.
Student 2	R	Do you use additional features such as subtitles or interactive exercises while watching? If so, how does it impact your learning?
	YLS	Yes, I use English subtitles because I'm not fluent and sometimes I'm still

		confused about what they're saying, so sometimes I still use subtitles but only in English.
Student 2	R	Does the length of a video affect its effectiveness in your learning? If so, what is the ideal duration for you?
	YLS	The duration doesn't really matter, as long as the video makes me understand it doesn't need to be long or doesn't need a minute I can immediately understand so it has nothing to do with duration.
Student 2	R	How often do you watch YouTube to practice English speaking?
	YLS	Maybe once a week.
Student 2	R	Do you feel more comfortable learning English speaking skills through YouTube compared to traditional methods? Why?
	MLP	Yes, because listening to YouTube can immediately cover two things such as listening and speaking for practice.
Student 2	R	Do you feel more motivated to learn with YouTube compared to other learning methods?
	MLP-REYLM	Yes, I am motivated, because I am more enthusiastic maybe because the videos are more varied and I can choose according to my interests. So because learning with willingness is faster to understand.

Student 2	R	Do you think YouTube can replace conventional learning methods in improving English speaking skills? Why?
	MLP	I will say yes, because most of the time I watch YouTube to the people directly, so I know that when they say this word, it's like this.
Student 2	R	Does YouTube make you feel more engaged in the learning process?
	REYLM	Yes quite often
Student 2	R	Do you often practice speaking on your own after watching YouTube videos?
	YLS	Yes, maybe it might seem crazy because sometimes I talk to myself.
Student 2	R	What are the biggest challenges or obstacles you face when learning English speaking skills through YouTube?
	CLUY	So the challenge is that you can't ask directly, that's the biggest challenge, if there is something confused, for example one material, one pronunciation, or something that is really confused, I can't ask.
Student 2	R	If you could change or add something to your YouTube-based learning approach, what would it be?
	CLUY	Nothing. Because YouTube is just a video and as I said earlier, you can't ask directly so I don't think anything

		can be changed because it's just like that on YouTube so that's it.
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Student 3

Date : 13 March 2025
 Time : 15.25-15.40
 Interviewee : EFL Student (English departement student)
 Location : Kampus 2 UIN Walisongo Semarang

Partisipant	Speaker	Interview Transcription
Student 3	R	How often do you use YouTube to learn English speaking skills?
	YLS	Quite often, probably once a week.
Student 3	R	In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
	SSI	Pronunciation, because we listen and then can imitate the pronunciation and can repeat it.
Student 3	R	Do you feel more confident speaking English after using YouTube? Why?
	SSI-YLS	Yes, I am more confident, because after watching YouTube, I sometimes imitate, then practice to friends or usually in daily conversation.
Student 3	R	Can you provide examples of new words or phrases you have learned from YouTube?
	SSI	I don't think anyone remembers this time.
Student 3	R	Do you feel that your vocabulary has improved faster with YouTube compared to other methods? Why?

	REYLM	Yes, because YouTube is like being taught directly by the teacher, when watching it, you immediately know what it means so you understand faster.
Student 3	R	Have you noticed improvements in your pronunciation after watching YouTube videos? Can you give examples?
	SSI	Yes, like I said, for example if we watch English YouTube videos, the native speaker is directly speaking so I imitate and then oh the correct pronunciation is like this so it's better.
Student 3	R	Do you try to imitate the way native speakers speak in YouTube videos? If so, how?
	SSI-YLS	Yes, usually when I watch and hear a new word, I imitate it immediately, follow it spontaneously and repeat it.
Student 3	R	Does YouTube help you structure sentences better when speaking?
	REYLM	Yes, I feel better.
Student 3	R	How has your speaking ability changed after regularly watching YouTube?
	SSI	After watching YouTube, I'm more confident, I'm more confident when talking to friends, I have better pronunciation, and I have more vocabulary.

Student 3	R	What types of YouTube videos do you watch most frequently to improve your speaking skills?
	REYLM	Vlogs anyway and usually variety shows.
Student 3	R	In your opinion, which type of video is most effective in improving fluency? Why?
	REYLM-YLS	I think vlogs are more effective because vlogs are like real life, they reflect daily life.
Student 3	R	Are there specific types of videos that are more helpful in improving pronunciation or enriching your vocabulary? If so, which ones?
	YLS	Seems more helpful for podcasts that's all
Student 3	R	Do you use additional features such as subtitles or interactive exercises while watching? If so, how does it impact your learning?
	YLS	Yes, I usually use subtitles, the effect of the subtitles is that usually when I'm listening to what this person is saying, if I see the subtitles, I know what the correct writing is and it's clearer.
Student 3	R	Does the length of a video affect its effectiveness in your learning? If so, what is the ideal duration for you?

	YLS	Yes, it has an impact, the longest duration is probably 30 minutes to 1 hour.
Student 3	R	How often do you watch YouTube to practice English speaking?
	YLS	Once a week.
Student 3	R	Do you feel more comfortable learning English speaking skills through YouTube compared to traditional methods? Why?
	MLP-CLUY	Yes, it helps, but actually when it comes to speaking I think traditional is better, because if YouTube is practicing talking by yourself while if it's traditional we can directly practice with people so we can answer them immediately.
Student 3	R	Do you feel more motivated to learn with YouTube compared to other learning methods?
	MLP	Yes, it may help but it doesn't make me more motivated, because it doesn't affect me.
Student 3	R	Do you think YouTube can replace conventional learning methods in improving English speaking skills? Why?
	CLUY	No, because everyone has a different learning style, because if YouTube means the type of person who can learn by themselves and those who can't learn by themselves will have

		difficulty with YouTube, I don't think so.
Student 3	R	Does YouTube make you feel more engaged in the learning process?
	REYLM-CLUY	Yes, but you still need to study in class too.
Student 3	R	Do you often practice speaking on your own after watching YouTube videos?
	YLS	Yes, sometimes they are practiced. After watching it, I sometimes look at it and practice it.
Student 3	R	What are the biggest challenges or obstacles you face when learning English speaking skills through YouTube?
	CLUY	The challenge is because I'm the type of person who can't learn on my own, so someone has to teach me. So I think it's a bit difficult to use YouTube because you can't ask questions or you can't practice directly like that.
Student 3	R	If you could change or add something to your YouTube-based learning approach, what would it be?
	CLUY	Perhaps a hands-on section could be added, such as a simulated conversation.

Student 4

Date : 13 March 2025
 Time : 15.45-16.00
 Interviewee : EFL Student (English departement student)
 Location : Kampus 2 UIN Walisongo Semarang

Partisipant	Speaker	Interview Transcription
Student 4	R	How often do you use YouTube to learn English speaking skills?
	YLS	Not too often, sometimes just because I follow people's vlogs if the person is updated I watch it.
Student 4	R	In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
	SSI	What helps the most is pronunciation.
Student 4	R	Do you feel more confident speaking English after using YouTube? Why?
	SSI-YLS	It's not bad, because you can mimic what's being said on YouTube.
Student 4	R	Can you provide examples of new words or phrases you have learned from YouTube?
	SSI	For example, the correct pronunciation of "human" is "(h)yoomən" and the clock says 'hour' but reads "ou(ə)r".
Student 4	R	Do you feel that your vocabulary has improved faster with YouTube compared to other methods? Why?

	SSI	Not bad, because I don't watch YouTube too often, but YouTube helps me with pronunciation for daily conversation.
Student 4	R	Have you noticed improvements in your pronunciation after watching YouTube videos? Can you give examples?
	SSI	Yes, I know the correct pronunciation. Because I often mispronounce it after watching YouTube, I know the correct pronunciation.
Student 4	R	Do you try to imitate the way native speakers speak in YouTube videos? If so, how?
	SSI	I'm not mimicking a native speaker.
Student 4	R	Does YouTube help you structure sentences better when speaking?
	REYLM	Yes, very helpful.
Student 4	R	How has your speaking ability changed after regularly watching YouTube?
	SSI	Yes, the words become more correct and confident when speaking.
Student 4	R	What types of YouTube videos do you watch most frequently to improve your speaking skills?
	YLS	Vlogs but have watched variety shows a few times.

Student 4	R	In your opinion, which type of video is most effective in improving fluency? Why?
	REYLM-YLS	Vlog anyway sis, because at that time I watched a traveling video from a foreigner, he had good words, was organized and easy to learn.
Student 4	R	Are there specific types of videos that are more helpful in improving pronunciation or enriching your vocabulary? If so, which ones?
	YLS	The type of video podcast if not storytelling.
Student 4	R	Do you use additional features such as subtitles or interactive exercises while watching? If so, how does it impact your learning?
	YLS	Yes, sometimes there are meanings I don't know so using subtitles can help add new vocabulary.
Student 4	R	Does the length of a video affect its effectiveness in your learning? If so, what is the ideal duration for you?
	YLS	For me, the ideal is 20-30 minutes. Because sometimes if it's longer than that, I get bored easily.
Student 4	R	How often do you watch YouTube to practice English speaking?
	YLS	Rarely, once a week at most.
Student 4	R	Do you feel more comfortable learning English speaking skills

		through YouTube compared to traditional methods? Why?
	MLP-CLUY	In terms of using YouTube itself, there is no opponent if traditional can have an opponent but YouTube is quite helpful, maybe I'm in the middle.
Student 4	R	Do you feel more motivated to learn with YouTube compared to other learning methods?
	MLP	Yes, I am motivated.
Student 4	R	Do you think YouTube can replace conventional learning methods in improving English speaking skills? Why?
	MLP	No, because YouTube is probably just to help, it can help learning in the classroom as one of the digital media.
Student 4	R	Does YouTube make you feel more engaged in the learning process?
	REYLM	Yes, because YouTube can be used to find references for assignments that are sometimes on YouTube.
Student 4	R	Do you often practice speaking on your own after watching YouTube videos?
	SSI-YLS	Yes, after imitating I came to know and follow along and I often practiced.
Student 4	R	What are the biggest challenges or obstacles you face when learning English speaking skills through YouTube?

	CLUY	The downside is that you can't ask the person directly what the broader meaning is and there is a comment section but it may not be replied to.
Student 4	R	If you could change or add something to your YouTube-based learning approach, what would it be?
	CLUY	I don't think there is one.

Student 5

Date : 13 March 2025
 Time : 16.05-16.30
 Interviewee : EFL Student (English departement student)
 Location : Kampus 2 UIN Walisongo Semarang

Partisipant	Speaker	Interview Transcription
Student 5	R	How often do you use YouTube to learn English speaking skills?
	YLS	Quite often sis approximately 3 times a week.
Student 5	R	In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
	SSI-YLS	For me, it's usually more about pronunciation and grammar, but pronunciation is more prominent because I usually learn accents and how to pronounce them correctly.
Student 5	R	Do you feel more confident speaking English after using YouTube? Why?
	SSI	Yes, I am quite confident, because if we learn from YouTube I can know like the pronunciation and accent and also I know how to speak correctly. So from YouTube, I am more confident after watching videos from YouTube.
Student 5	R	Can you provide examples of new words or phrases you have learned from YouTube?

	SSI	The word “chaos” because at first I didn't know how to read it, but because I often heard it from YouTube, oh it turns out this is ‘kā, äs’, because I used to read it “caos” if I'm not mistaken.
Student 5	R	Do you feel that your vocabulary has improved faster with YouTube compared to other methods? Why?
	SSI-REYLM	Yes, it is more developed, because YouTube is in the form of videos and I am the type of person who prefers to watch rather than read. And if on YouTube it's watching and listening, in my opinion, it's more effective than other things, just writing makes it boring.
Student 5	R	Have you noticed improvements in your pronunciation after watching YouTube videos? Can you give examples?
	SSI	Yes, for example, the words “chaos” and “event” were mispronounced in the past.
Student 5	R	Do you try to imitate the way native speakers speak in YouTube videos? If so, how?
	SSI	Yes, sometimes I imitate their easy way of speaking, because there are shows where the accent is difficult, like the British accent is difficult, usually I don't imitate it because it's difficult, but if it's easy I usually imitate it like the American accent.

Student 5	R	Does YouTube help you structure sentences better when speaking?
	REYLM	Yes, it helps, because I am interested in it so I remember more when using YouTube because I listen too so I remember easily and it can help me to compose better sentences. And grammar is sometimes better even though it's not very good, the point is better.
Student 5	R	How has your speaking ability changed after regularly watching YouTube?
	SSI	The changes are better, because from YouTube I learned more grammar and learned a lot of how to pronounce too and more confident.
Student 5	R	What types of YouTube videos do you watch most frequently to improve your speaking skills?
	REYLM-YLS	Usually vlogs and music, most often music.
Student 5	R	In your opinion, which type of video is most effective in improving fluency? Why?
	YLS	For me, it's music, because it's fun and I like music so I enjoy it more and it's easier to remember.
Student 5	R	Are there specific types of videos that are more helpful in improving pronunciation or enriching your vocabulary? If so, which ones?

	REYLM	Other types of videos, usually vlogs or short movies, are more helpful because they are more interesting.
Student 5	R	Do you use additional features such as subtitles or interactive exercises while watching? If so, how does it impact your learning?
	YLS	Yes, I definitely use subtitles because it's easier, sometimes I don't know what they're talking about, so if I use subtitles, it makes it easier and I know what they're talking about better.
Student 5	R	Does the length of a video affect its effectiveness in your learning? If so, what is the ideal duration for you?
	YLS	Yes, it affects, in my opinion, the ideal duration is 5 minutes but it must be frequent, so I can't watch videos that are 30 minutes long or up to 55 minutes long, because I get bored quickly unless I use 5 minutes but regularly, for example, for how many hours and how many days.
Student 5	R	How often do you watch YouTube to practice English speaking?
	YLS	It's usually three times a week.
Student 5	R	Do you feel more comfortable learning English speaking skills through YouTube compared to traditional methods? Why?

	MLP-REYLM	Yes, because in my opinion traditional methods are less interesting to me and get boring quickly so I am more interested in digital such as YouTube or videos, audio sounds too.
Student 5	R	Do you feel more motivated to learn with YouTube compared to other learning methods?
	MLP	Yes, I am quite motivated.
Student 5	R	Do you think YouTube can replace conventional learning methods in improving English speaking skills? Why?
	MLP	I think it can, because the bias is seen from today's children who usually prefer modern and digital, the proof is that now they get bored quickly if they only use conventional ones, so they prefer digital ones.
Student 5	R	Does YouTube make you feel more engaged in the learning process?
	MLP	Yes, more involved in real life.
Student 5	R	Do you often practice speaking on your own after watching YouTube videos?
	SSI-YLS	Yes, usually after watching videos from YouTube, I usually practice myself like a monologue.
Student 5	R	What are the biggest challenges or obstacles you face when learning

		English speaking skills through YouTube?
	CLUY	So for me, the first challenge is usually connection problems, the second is that we can't interact directly with the teacher. For example, I can't ask what is wrong and what is right so I don't know, but now there is YouTube content that teaches what is right and what is wrong. So the obstacle is not being able to interact directly.
Student 5	R	If you could change or add something to your YouTube-based learning approach, what would it be?
	CLUY	Most of what I want to change is the direct interaction, because usually with direct interaction it is quick to understand. YouTube can interact with comments but comments are not necessarily replied to and usually the reply takes so long that I forget.

Student 6

Date : 28 May 2025
 Time : 09.00-09.35
 Interviewee : EFL Student (English departement student)
 Location : Kampus 3 UIN Walisongo Semarang

Partisipant	Speaker	Interview Transcription
Student 6	R	How often do you use YouTube to learn English speaking skills?
	SSI	Often, I think almost every day.
Student 6	R	In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
	SSI-YLS	Pronunciation and Fluency
Student 6	R	Do you feel more confident speaking English after using YouTube? Why?
	SSI	Yes, quite confident. Because I minimized my mistakes by learning from YouTube first.
Student 6	R	Can you provide examples of new words or phrases you have learned from YouTube?
	SSI	Many phrase for example "Practice what you preach and Break a leg"
Student 6	R	Do you feel that your vocabulary has improved faster with YouTube compared to other methods? Why?

	SSI-REYLM	Not in the context of Vocabulary, I develop more on YouTube in the aspect of pronunciation or fluency.
Student 6	R	Have you noticed improvements in your pronunciation after watching YouTube videos? Can you give examples?
	SSI-YLS	Yes, I have improved by following the speak a fast content.
Student 6	R	Do you try to imitate the way native speakers speak in YouTube videos? If so, how?
	SSI	Yes, by following the speak a fast content
Student 6	R	Does YouTube help you structure sentences better when speaking?
	REYLM	Yes, for me YouTube is quite helpful.
Student 6	R	How has your speaking ability changed after regularly watching YouTube?
	REYLM	Quite significant in the speaking aspect.
Student 6	R	What types of YouTube videos do you watch most frequently to improve your speaking skills?
	YLS	I often watch videos about speak a fast.
Student 6	R	In your opinion, which type of video is most effective in improving fluency? Why?

	REYLM	Speak a Fast, as it improves and supports fluency in speaking.
Student 6	R	Are there specific types of videos that are more helpful in improving pronunciation or enriching your vocabulary? If so, which ones?
	YLS	No, in vocabulary I focus more on learning in Duolingo.
Student 6	R	Do you use additional features such as subtitles or interactive exercises while watching? If so, how does it impact your learning?
	YLS	Sometimes yes, it's quite helpful if I'm having difficulties.
Student 6	R	Does the length of a video affect its effectiveness in your learning? If so, what is the ideal duration for you?
	YLS	Yes, I think 15-20 minutes is ideal.
Student 6	R	How often do you watch YouTube to practice English speaking?
	YLS	Often enough.
Student 6	R	Do you feel more comfortable learning English speaking skills through YouTube compared to traditional methods? Why?
	REYLM	Yes, it is convenient. Because it is more clear and easy access
Student 6	R	Do you feel more motivated to learn with YouTube compared to other learning methods?

	MLP	Yes, quite motivated compared to other methods.
Student 6	R	Do you think YouTube can replace conventional learning methods in improving English speaking skills? Why?
	MLP	Yes, because of easy access while utilizing technology.
Student 6	R	Does YouTube make you feel more engaged in the learning process?
	MLP	Yes, I think I was involved.
Student 6	R	Do you often practice speaking on your own after watching YouTube videos?
	YLS	Yes, quite often. Sometimes I do it spontaneously while watching a video or afterward.
Student 6	R	What are the biggest challenges or obstacles you face when learning English speaking skills through YouTube?
	CLUY	The obstacle is that it is difficult to be consistent and is often distracted by other entertainment content.
Student 6	R	If you could change or add something to your YouTube-based learning approach, what would it be?
	CLUY	Adapting the method used in Duolingo.

Student 7

Date : 28 May 2025
 Time : 10.05-10.40
 Interviewee : EFL Student (English departement student)
 Location : Kampus 3 UIN Walisongo Semarang

Partisipant	Speaker	Interview Transcription
Student 7	R	How often do you use YouTube to learn English speaking skills?
	YLS	It's rare because there's no time.
Student 7	R	In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
	SSI	Pronunciation, because that's important.
Student 7	R	Do you feel more confident speaking English after using YouTube? Why?
	SSI	Yes, because the pronunciation is clearer.
Student 7	R	Can you provide examples of new words or phrases you have learned from YouTube?
	SSI	I learned the word "awesome" which means great or cool, I use that word a lot now.
Student 7	R	Do you feel that your vocabulary has improved faster with YouTube compared to other methods? Why?
	SSI-REYLM	Yes, because it is clearer in terms of vocabulary and pronunciation.

Student 7	R	Have you noticed improvements in your pronunciation after watching YouTube videos? Can you give examples?
	SSI	Yes, I learned to pronounce the word “vegetables” correctly because I used to say it wrong.
Student 7	R	Do you try to imitate the way native speakers speak in YouTube videos? If so, how?
	SSI	No, because I can't get there.
Student 7	R	Does YouTube help you structure sentences better when speaking?
	REYLM	Yes, because YouTube is clearer and easier to understand.
Student 7	R	How has your speaking ability changed after regularly watching YouTube?
	SSI-REYLM	More fluent, because the pronunciation is clearer.
Student 7	R	What types of YouTube videos do you watch most frequently to improve your speaking skills?
	YLS	Movies, because you can learn firsthand how to use verbs and their correct pronunciation.
Student 7	R	In your opinion, which type of video is most effective in improving fluency? Why?

	REYLM-YLS	Movie, because the translation and pronunciation are clear.
Student 7	R	Are there specific types of videos that are more helpful in improving pronunciation or enriching your vocabulary? If so, which ones?
	YLS	There is, yes, the movie type because the use of verbs is clearer.
Student 7	R	Do you use additional features such as subtitles or interactive exercises while watching? If so, how does it impact your learning?
	YLS	Yes, I know the meaning and where to place the vocabulary.
Student 7	R	Does the length of a video affect its effectiveness in your learning? If so, what is the ideal duration for you?
	YLS	Yes, 30 minutes because below that I think it's still not enough.
Student 7	R	How often do you watch YouTube to practice English speaking?
	YLS	Once a day, due to lack of time.
Student 7	R	Do you feel more comfortable learning English speaking skills through YouTube compared to traditional methods? Why?
	MLP	Yes, because the pronounce is clearer.

Student 7	R	Do you feel more motivated to learn with YouTube compared to other learning methods?
	MLP	Yes, because you can learn more efficiently from YouTube.
Student 7	R	Do you think YouTube can replace conventional learning methods in improving English speaking skills? Why?
	MLP	Yes, because we don't know whether the pronunciation is correct or not.
Student 7	R	Does YouTube make you feel more engaged in the learning process?
	REYLM	Yes, because YouTube can be efficient anywhere.
Student 7	R	Do you often practice speaking on your own after watching YouTube videos?
	SSI	No, because I think you need an interlocutor to talk to.
Student 7	R	What are the biggest challenges or obstacles you face when learning English speaking skills through YouTube?
	CLUY	The challenge is that sometimes the videos don't have translations, so I have trouble understanding the sentences.
Student 7	R	If you could change or add something to your YouTube-based learning approach, what would it be?

	CLUY	Pronounce it because that's what's important to me.
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Student 8

Date : 29 May 2025
 Time : 13.10-13.50
 Interviewee : EFL Student (English departement student)
 Location : Kampus 2 UIN Walisongo Semarang

Partisipant	Speaker	Interview Transcription
Student 8	R	How often do you use YouTube to learn English speaking skills?
	YLS	I use YouTube almost every day. Whenever I have free time, I always look for videos that can help me learn English.
Student 8	R	In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
	SSI	YouTube helped me the most with pronunciation and vocabulary. I can hear first-hand how native speakers pronounce words and phrases.
Student 8	R	Do you feel more confident speaking English after using YouTube? Why?
	SSI	Yes, I feel more confident. Seeing and hearing other people speak English makes me feel more comfortable to try to speak English myself.
Student 8	R	Can you provide examples of new words or phrases you have learned from YouTube?

	SSI	I just learned the phrase “to break the ice” which means to start a conversation in an awkward situation. It was very useful for me.
Student 8	R	Do you feel that your vocabulary has improved faster with YouTube compared to other methods? Why?
	REYLM-MLP	Yes, because I feel like my vocabulary is growing faster. On YouTube, I can find a lot of relevant and interesting content, so I'm more motivated to learn.
Student 8	R	Have you noticed improvements in your pronunciation after watching YouTube videos? Can you give examples?
	SSI	Yes, I feel that my pronunciation has improved. For example, I learned how to pronounce the word “comfortable” correctly after watching a video on pronunciation.
Student 8	R	Do you try to imitate the way native speakers speak in YouTube videos? If so, how?
	SSI-YLS	Of course, I often imitate the way they speak. I usually pause the video and try to repeat what they say with the same intonation.
Student 8	R	Does YouTube help you structure sentences better when speaking?
	REYLM	Yes, by seeing how they construct sentences, I have a better

		understanding of good sentence structure in English.
Student 8	R	How has your speaking ability changed after regularly watching YouTube?
	SSI-REYLM	I feel more fluent and faster in responding when speaking. I used to get confused a lot, now I'm more confident.
Student 8	R	What types of YouTube videos do you watch most frequently to improve your speaking skills?
	YLS	I often watch English tutorial videos and vlogs from native speakers. It helps me hear English in everyday contexts.
Student 8	R	In your opinion, which type of video is most effective in improving fluency? Why?
	REYLM	Conversation or dialog videos are very effective because I can hear live interactions and learn from real situations.
Student 8	R	Are there specific types of videos that are more helpful in improving pronunciation or enriching your vocabulary? If so, which ones?
	YLS	Videos that focus on pronunciation and new vocabulary, such as English learning videos, are very helpful.
Student 8	R	Do you use additional features such as subtitles or interactive exercises

		while watching? If so, how does it impact your learning?
	YLS	Yes, I often use subtitles. It helps me understand difficult words and improve my pronunciation.
Student 8	R	Does the length of a video affect its effectiveness in your learning? If so, what is the ideal duration for you?
	YLS	Yes, video duration matters. Videos that are 10-15 minutes long are usually ideal, as they are long enough to study without making me lose focus.
Student 8	R	How often do you watch YouTube to practice English speaking?
	YLS	I watch YouTube almost every day, especially when I want to learn something new.
Student 8	R	Do you feel more comfortable learning English speaking skills through YouTube compared to traditional methods? Why?
	MLP	Yes, I feel more comfortable. YouTube gives me the freedom to learn in a more relaxed and fun way.
Student 8	R	Do you feel more motivated to learn with YouTube compared to other learning methods?
	MLP	Yes, I am very motivated, because the varied and interesting content on YouTube makes me more eager to learn.

Student 8	R	Do you think YouTube can replace conventional learning methods in improving English speaking skills? Why?
	MLP	I think it can, especially for the speaking aspect. YouTube offers many interactive and engaging resources.
Student 8	R	Does YouTube make you feel more engaged in the learning process?
	YLS	Yes, I feel more engaged because I can choose the content I like and learn in a more active way.
Student 8	R	Do you often practice speaking on your own after watching YouTube videos?
	SSI-YLS	Yes, I do that a lot. I try to repeat what I hear and practice talking to myself.
Student 8	R	What are the biggest challenges or obstacles you face when learning English speaking skills through YouTube?
	CLUY	The biggest challenge is that sometimes I have trouble understanding certain accents or very new vocabulary.
Student 8	R	If you could change or add something to your YouTube-based learning approach, what would it be?

	CLUY	I wish there were more interactive videos that allow me to practice speaking directly after watching.
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Student 9

Date : 29 May 2025
 Time : 14.00-14.30
 Interviewee : EFL Student (English departement student)
 Location : Kampus 2 UIN Walisongo Semarang

Partisipant	Speaker	Interview Transcription
Student 9	R	How often do you use YouTube to learn English speaking skills?
	YLS	I use the YouTube platform to learn English speaking about once a month.
Student 9	R	In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
	SSI	In this topic I'm leaning towards pronunciation.
Student 9	R	Do you feel more confident speaking English after using YouTube? Why?
	SSI	Feeling more relieved but still nervous about speaking English.
Student 9	R	Can you provide examples of new words or phrases you have learned from YouTube?
	SSI	The word "iota" in English that I just heard on youtube and I am confused about how to pronounce the word.
Student 9	R	Do you feel that your vocabulary has improved faster with YouTube compared to other methods? Why?

	SSI-YLS	It's growing fast, because YouTube's algorithm recommends channels that cover one topic accurately.
Student 9	R	Have you noticed improvements in your pronunciation after watching YouTube videos? Can you give examples?
	SSI	I have improved a little, for example, the pronunciation of the word iota in movie subtitles on YouTube is pronounced quickly and tends to change to iyota which means something very small.
Student 9	R	Do you try to imitate the way native speakers speak in YouTube videos? If so, how?
	SSI	Yes, sometimes I imitate the native speaker by reciting what he said.
Student 9	R	Does YouTube help you structure sentences better when speaking?
	REYLM	Sometimes, because I watch YouTube videos, I just recite words that are unfamiliar and difficult to my ears.
Student 9	R	How has your speaking ability changed after regularly watching YouTube?
	SSI	Reduce nervousness in English pronunciation.
Student 9	R	What types of YouTube videos do you watch most frequently to improve your speaking skills?

	YLS	Sometimes the videos are vertical and take the form of shorts.
Student 9	R	In your opinion, which type of video is most effective in improving fluency? Why?
	REYLM-YLS	This type of video is movie trailer and subtitled, as it is short and to the point.
Student 9	R	Are there specific types of videos that are more helpful in improving pronunciation or enriching your vocabulary? If so, which ones?
	YLS	This type of video shorts and short content is like a movie clip and has subtitles in it.
Student 9	R	Do you use additional features such as subtitles or interactive exercises while watching? If so, how does it impact your learning?
	YLS	Yes, I activated CC in watching the YouTube video, so I could understand what the native speaker was saying.
Student 9	R	Does the length of a video affect its effectiveness in your learning? If so, what is the ideal duration for you?
	YLS	Yes, it is very influential, between 8 and 9 minutes.
Student 9	R	How often do you watch YouTube to practice English speaking?

	YLS	Sometimes once a month for long-form videos, sometimes 4 or 5 days for shorts videos.
Student 9	R	Do you feel more comfortable learning English speaking skills through YouTube compared to traditional methods? Why?
	REYLM	It is more convenient because there are more video resources on YouTube and you can be more selective about which material you want to learn.
Student 9	R	Do you feel more motivated to learn with YouTube compared to other learning methods?
	MLP	Yes, I am more motivated.
Student 9	R	Do you think YouTube can replace conventional learning methods in improving English speaking skills? Why?
	MLP	It can replace but only in the realm of introduction, but for more advanced levels, it is not sure because it needs interactive sessions to improve speaking skills.
Student 9	R	Does YouTube make you feel more engaged in the learning process?
	SSI	Yes, that's right, it makes me feel involved in the process of learning English independently.
Student 9	R	Do you often practice speaking on your own after watching YouTube videos?

	SSI-YLS	Sometimes I talk to myself and recite what the native speaker says.
Student 9	R	What are the biggest challenges or obstacles you face when learning English speaking skills through YouTube?
	CLUY	The challenge is that I feel distracted of course.
Student 9	R	If you could change or add something to your YouTube-based learning approach, what would it be?
	CLUY	Maybe note taking after watching YouTube and learning from the platform.

Student 10

Date : 30 May 2025
 Time : 15.00-15.35
 Interviewee : EFL Student (English departement student)
 Location : Kampus 3 UIN Walisongo Semarang

Partisipant	Speaker	Interview Transcription
Student 10	R	How often do you use YouTube to learn English speaking skills?
	YLS	Not often enough.
Student 10	R	In which aspect does YouTube help you the most in speaking English (fluency, vocabulary, pronunciation, or others)?
	SSI-YLS	Fluency and vocabulary acquisition.
Student 10	R	Do you feel more confident speaking English after using YouTube? Why?
	SSI	Yes, because I already know how to pronounce correctly.
Student 10	R	Can you provide examples of new words or phrases you have learned from YouTube?
	SSI	Lugubrious which means moody/angry.
Student 10	R	Do you feel that your vocabulary has improved faster with YouTube compared to other methods? Why?
	SSI-REYLM-YLS	Yes, more precisely from videos, because I watch various kinds of content such as daily life of outsiders,

		education, cooking etc. so I get a lot of new vocabulary.
Student 10	R	Have you noticed improvements in your pronunciation after watching YouTube videos? Can you give examples?
	SSI	Yes, like the word fingerprint that we often think the pronunciation is “finjerprint” is wrong the correct “fingerprint” uses g.
Student 10	R	Do you try to imitate the way native speakers speak in YouTube videos? If so, how?
	SSI-YLS	It's more about understanding how to pronounce it per sentence by emphasizing the main word in the sentence.
Student 10	R	Does YouTube help you structure sentences better when speaking?
	SSI	Yes, I find it very helpful after watching YouTube, my sentences are no longer messy.
Student 10	R	How has your speaking ability changed after regularly watching YouTube?
	REYLM	I can string words together easily and make no mistakes when speaking, because I already know what is right and what is wrong.
Student 10	R	What types of YouTube videos do you watch most frequently to improve your speaking skills?

	YLS	Podcast, daily activity, student college, and cooking.
Student 10	R	In your opinion, which type of video is most effective in improving fluency? Why?
	REYLM-YLS	Daily life/vlog, because the language used is one that is used everyday just like us so it is easier to understand and practice.
Student 10	R	Are there specific types of videos that are more helpful in improving pronunciation or enriching your vocabulary? If so, which ones?
	YLS	For me, daily life videos are the most helpful because they can be applied to everyday life and are easier to remember.
Student 10	R	Do you use additional features such as subtitles or interactive exercises while watching? If so, how does it impact your learning?
	YLS	I sometimes use subtitles and transcripts if the person in the video is speaking quickly and with a complicated accent to help me understand what they are saying.
Student 10	R	Does the length of a video affect its effectiveness in your learning? If so, what is the ideal duration for you?
	YLS	Yes, just enough for about 20-30 minutes per video.

Student 10	R	How often do you watch YouTube to practice English speaking?
	REYLM- YLS	Not too often at most in a week watch 2/3 podcasts or other videos.
Student 10	R	Do you feel more comfortable learning English speaking skills through YouTube compared to traditional methods? Why?
	MLP	Youtube is usually only to find ways to pronounce things that are not yet understood, for practice, more often talking in front of the glass / on record.
Student 10	R	Do you feel more motivated to learn with YouTube compared to other learning methods?
	MLP	Less motivated than reading or writing.
Student 10	R	Do you think YouTube can replace conventional learning methods in improving English speaking skills? Why?
	MLP	No, because by watching alone we might be able to understand how to speak well, but when we practice we need feedback from the teacher/tutor to improve what is lacking in our speaking.
Student 10	R	Does YouTube make you feel more engaged in the learning process?
	REYLM	Yes, I am quite involved, learning English using YouTube makes it

		easier for me to compose correct sentences and there are many video variations so that it is not boring, as I mentioned earlier there are vlogs, cooking, podcasts and many more.
Student 10	R	Do you often practice speaking on your own after watching YouTube videos?
	SSI	Yes, especially when there will be presentation or speaking assignments in front of the class I often look for tips on Youtube.
Student 10	R	What are the biggest challenges or obstacles you face when learning English speaking skills through YouTube?
	CLUY	I often don't find the content that I want, so I feel like I'm wasting my time.
Student 10	R	If you could change or add something to your YouTube-based learning approach, what would it be?
	CLUY	There is no idea for that yet.

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Semarang, 17 June 2025

Regard Writer,



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