

Students' Perception on Using YouTube Channel "Learn English with Jessica" in Learning Speaking

Anastasya Wilujeng Hayuningsari¹, Sri Surachmi W², Rusiana³

Universitas Muria Kudus, Indonesia

[*anastasyawilujeng@gmail.com*](mailto:anastasyawilujeng@gmail.com)¹, [*sri.surachmi@umk.ac.id*](mailto:sri.surachmi@umk.ac.id)², [*rusiana@umk.ac.id*](mailto:rusiana@umk.ac.id)³

Abstract: In language learning, students need to acquire four language skills including reading, writing, listening, and speaking. Among the four skills, speaking is one of the crucial aspect in language learning especially English. This study aimed to find out the students' perception on using YouTube Channel "Learn English with Jessica" in learning speaking. The researcher used qualitative method. Thus, the researcher used questionnaire and focus group discussion to collect the data. The researchers chose questionnaire to get the information about students' perceptions and chose focus group discussion to get deeper information. The students asked several questions related to the related questions. The participant were 29 eleventh-grade students from the Beauty and Spa class at SMK PGRI 1 Mejobo, Kudus. The researchers presented the data by simplifying the data by using original text in the form of narrative text. As a results, students have their perceptions about using YouTube channel "Learn English with Jessica" in learning speaking. Students have a positive attitude toward the YouTube channel "Learn English with Jessica," as it helps their speaking skills. The findings show that YouTube enhances pronunciation, fluency, and confidence. Students also rely on the channel for homework and exam preparation. For beauty and spa students, the content is particularly valuable in helping them explain treatments and communicate with customers effectively, supporting studies on multimedia's benefits for learning. The channel is also a helpful tool for self-study, with students watching videos both in and outside the classroom. This flexibility allows them to review lessons and practice speaking skills at their own pace. Furthermore, it supports homework by providing extra explanations and examples to compliment classroom learning.

Keywords: Students' Perception, YouTube Channel, Learning Speaking

INTRODUCTION

Language is one important aspect of communication in the world. As an international language, English has many interrelationships with various aspects of life owned by a human being. According to research by Rao (2019), English is widely used in many different industries, including commerce, banking, technology, education, entertainment, engineering, media, medicine, scientific research, travel and tourism, and software. Students need to enhance their English, especially in speaking skills. Speaking is an important ability that students must learn to communicate effectively in modern times. Richards (2008), as cited in Yoestara & Putri (2019), states that people who speak English well are those who can use English to communicate in their daily lives. On the other hand, speaking is one of the more challenging abilities for students. Speaking difficulties are typically caused by several factors, including lack of language exposure, low motivation, students' lack of confidence and nervousness, their low English language skills, and ineffective teaching methods Saeed Al-Sobhi & Preece (2018).

A student might be good at vocabulary mastery and grammar, but they cannot pronounce each word correctly. Then some of students might be good at pronouncing, but they have less comprehension in speaking. In short, since we are not native speaker, then problem cannot be avoided. According to Nuryana (2020) showed that students had problems in speaking English such as shyness, grammar, vocabulary and meaning, pronunciation, lack of confidence, fear of making mistakes, and anxiety. And we can make use of internet technology to address some of

these issues with English speaking. Therefore, teachers should provide interesting educational tasks to their speaking students to keep them engaged and excited about the material. Technology should be used in the activity to gain students' interest. A study by Shadiev et al. (2018) found that using technology in learning activities positively impacted participants' perceptions. The study examined how using a mobile multimedia learning system might improve autonomous EFL learning in real situations.

To make the learning process successful, students must have an effective medium or tool for achieving those goals. In our technology era, several online or offline applications, such as YouTube, may improve speaking skills. YouTube is a popular internet platform, especially for users who intend to watch, upload, or download videos. Along with entertainment-related videos (music, movies, sports, and others), the platform also offers videos for learning English. It is believed that almost every student has a YouTube account. When watching YouTube content, students can follow or repeat the native speakers' pronunciation, intonation, accurateness, etc., allowing them to learn how to speak well. To assist them in practicing speaking English, students often use YouTube channels like "Learn English with Jessica." Research by Burges & Green. J. (2018) indicates that YouTube is one of the platforms designed to reduce technological challenges in sharing videos online. As a result, teachers have a fantastic opportunity to use this information to help students improve their speaking skills. According to (Riswandi, 2016), YouTube can help students improve their speaking skills, as using it for language instruction enhances comprehension and overall skills. However, YouTube has some disadvantages, such as reliance on connectivity signals and data plan capabilities.

There are five programs at SMK PGRI 1 Mejobo, Kudus: Online Business & Marketing, Office Automation & Governance, Institutional Accounting & Finance, Hospitality Accommodation, and Beauty & Spa. For Beauty and Spa students at SMK PGRI 1 Mejobo, Kudus, foreign languages, especially English, are important because students must engage in beauty-related practices such as massage, make-up, and skin and hair care using English. This requires students to practice speaking, highlighting the importance of speaking skills. Researchers found that students typically access and utilize English media from the internet, such as YouTube, to aid their learning and address speaking difficulties. YouTube has many positive impacts on the learners; e.g., they participate in classes enthusiastically, engage in social activities, think critically, comprehend the subject matter effectively, and learn in an independent way. Students can learn English significantly by watching YouTube. There are many YouTube channel shows the similar topic for their contents. So, the students can choose to watch the video based on their interest when the material was delivered. Students might have positive and negative perceptions when using some of YouTube channel to help them in learning, especially learning speaking English in the form of Beauty and Spa.

However, there is limited research exploring the perceptions of vocational high school students, particularly those in the Beauty and Spa program, regarding the use of YouTube for improving speaking skills. While several studies (Alawiyah & Santosa, 2022; Hamdani et al., 2023; Kurniawan, 2019; & Saraswati et al., 2021) have examined the use of YouTube in language learning, they lack a focus on the effectiveness of specific YouTube channels like "Learn English with Jessica" for vocational education. Furthermore, there is little exploration of how animated content impacts vocational students' engagement or how technological limitations influence the learning experience. This gap highlights the need for a tailored investigation into how "Learn English with Jessica" supports speaking skill development in this unique context.

Based on the background above, the researchers are interested in examining students' perceptions of using the YouTube channel "Learn English with Jessica" for learning speaking at SMK PGRI 1 Mejobo, Kudus. This research will focus on understanding the perceptions of Beauty and Spa students in the eleventh grade, aiming to provide insights into the channel's role in enhancing speaking skills while considering the specific needs and challenges of vocational education. This research is expected to provide information to readers, especially students or those who want to learn English that there are many ways to make learning English easier, one of which is by using YouTube learning media especially by using YouTube channel "Learn English with Jessica" and also make lecturers believe that YouTube learning media has a great impact in learning to speak English.

RESEARCH METHOD

In this study the researchers used qualitative method. According to (Aspers & Corte, 2019), qualitative study is described as an important method of comprehending something derived from the thing being studied. Research includes a number of processes including defining the research problem, assessing the literature, establishing a goal, gathering data, processing and interpreting data, and evaluating and assessing the findings. The researchers used a qualitative case study which focus on exploration about the phenomenon not only for one lens but also another lens. The participants in this study were 29 students from XI grade of beauty and spa at SMK N 1 PGRI Mejobo Kudus.

To collect the data researcher used two instruments, which are questionnaire and focus group discussion. The questionnaire used Robins and Judge's (2013) framework which highlights three essential aspects that impacts the students' perceptions: the perceiver, the target and the situation. The questionnaire consists of 20 closed-ended questionnaires. There were 2 questions to know the students' perception on using YouTube channel "Learn English with Jessica" in learning speaking based on attitude aspect, 2 questions based on motivation aspect, 2 based on interest aspect, 2 questions based on implementation aspect, 4 questions based on novelty aspect, 2 questions based on similarity aspect, 2 questions based on work setting aspect, 2 based on time setting aspect, and 2 questions based on social setting aspect. The questionnaire used to get the information about the students' perceptions of using YouTube channel "Learn English with Jessica". To get deeper information and to clarify the data, the researchers have conducted focus group discussion to support and strengthen the data from the questionnaire. The participants for the focus group discussion were 29 students who were divided into 4 groups. In analyzing the data, the researchers presented the data by simplifying the data in the form of text of narrative text.

RESULTS AND DISCUSSION

The findings of the information gathered through questionnaires and responses during focus group discussion about students' perception on using YouTube channel "Learn English with Jessica" in learning speaking. For the questionnaire the researcher used closed-ended question to answer the statement of the problem, the total number of closed-ended questionnaire were 20 questions with 5 choices of answer (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) as follows below:

Table 1
Attitude Aspect

Statement	Frequency				
	SA	A	N	D	SD
1. I have positive feedback about the YouTube channel "Learn English with Jessica" in learning speaking.	(3) 10.3%	(24) 82.8%	(2) 6.9%	-	-
2. I found that the YouTube channel "Learn English with Jessica" help me to improve my speaking skills.	(5) 17.2%	(20) 69%	(4) 13.8%	-	-
	27.5%	151.8%	20.7%	-	-
Total:2	=89.65%		=10.35%	-	-

The table above shows the students' perception on using YouTube channel "Learn English with Jessica" in learning speaking. Based on the results from attitude aspect, there are 89.65% positive perception about the statements. It means that students have positive feedback about the YouTube channel "Learn English with Jessica" in learning speaking and help them to improve speaking skills. Which is focuses on the requirements of beauty and spa students by improving their communication skills, which are an important aspect of interacting with customers in their work space. This aligns with research by Meinawati et al. (2020), which highlights that students show improved speaking abilities when learning through YouTube videos. Therefore, the use of YouTube channel "Learn English with Jessica" for learning speaking English has a positive impact because it can help make it easier to understand English material, especially in learning speaking English. The delivery style in the video is quite precise so it is easy to understand. It can be concluded that digital media is very useful for students as a tool for learning English because digital media has many benefits and by using digital media learning will be more exciting and interesting such as being able to see interesting learning videos.

Table 2
Motivation Aspect

Statement	Frequency				
	SA	A	N	D	SD
3. It is my teacher who motivated me to use the YouTube channel	(6) 20.7%	(17) 58.6%	(6) 20.7%	-	-

“Learn English with Jessica”.					
4. I feel motivated to use the YouTube channel “Learn English with Jessica” in learning speaking.	(5) 17.2%	(18) 62.1%	(6) 20.7%	-	-
	37.9%	118.7%	41.4%	-	-
Total:2	=78.3%		=20.7%	-	-

From the motivation aspect, there are 78.3% positive perception about the statements. It means that students agree about their teacher who motivated them to use the YouTube channel “Learn English with Jessica” and students feel motivated to use the YouTube channel “Learn English with Jessica” in learning speaking. Because the channel's accessible and interesting programming motivates students to make more effort in improving their speaking abilities. This supports findings by Hamdani et al. (2023), which underline the motivational benefits of using interactive platforms in learning a language. The use of YouTube helps to improve speaking skills, to develop fluency and coherence, to improve pronunciation, to choose the right words and to structure the language in such a way as to produce a coherent and meaningful conversation.

Table 3
Interest Aspect

Statement	Frequency				
	SA	A	N	D	SD
5. I feel more interested in exploring the YouTube channel “Learn English with Jessica” in learning speaking than using a book.	(2) 6.9%	(16) 55.2%	(11) 37.9%	-	-
6. I am more interested in learning speaking by the use of YouTube channel “Learn English with Jessica” than before.	(3) 10.3%	(12) 41.4%	(14) 48.3%	-	-
	17.2%	96,6%	86.2%	-	-
Total:2	=56.9%		=43.1%	-	-

From the interest aspect, there are 56.9% positive perception about the statements. It means that students feel more interested in exploring the YouTube channel “Learn English with Jessica” in learning speaking than using a book and students are more interested in learning

speaking by the use of YouTube channel “Learn English with Jessica” than before. Because this technique helps beauty and spa students improve their speaking skills in an engaging way, essential for demonstrating treatments and interacting with customers. This supports Shadiev et al. (2018), who argue that technology-based tools sustain learners' interest and foster active engagement. YouTube offers an opportunity to communicate with both native and nonnative English speakers, as well as to learn about the various dialects and variations of English spoken around the world. When watching videos, there is the presence of two main senses at the same time watching and hearing-and it can increase interest in the interpretation of terms.

Table 4
 Implementation Aspect

Statement	Frequency				
	SA	A	N	D	SD
7. I think that YouTube channel “Learn English with Jessica” is a good resource.	(6) 20.7%	(14) 48.3%	(9) 31%	-	-
8. I use YouTube channel “Learn English with Jessica” when I did not understand the explanation by the teacher in class.	(6) 20.7%	(14) 48.3%	(9) 31%	-	-
	41.4%	96.6%	62%	-	-
Total:2	=69%		=31%	-	-

From the implementation aspect, there are 69% positive perception about the statements. It means that students think that YouTube channel “Learn English with Jessica” is a good resource and students use it when they did not understand the explanation by the teacher in class. Because this helps beauty and spa students develop the language skills needed to confidently communicate with customers during treatments. This outcome is consistent with Jalaluddin, (2016), perspective on the importance of multimedia in creating authentic and contextually appropriate learning experiences. YouTube is available everywhere and every time. The students can re-watch the video and access it easily everywhere. YouTube is also perceived to reduce education costs in terms of connection, although it does not guarantee those who had no Wi-Fi access and stayed at the remote area.

Table 5
Novelty Aspect

Statement	Frequency				
	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>
9. I think that YouTube channel “Learn English with Jessica” is a good resource.	(1) 3.4%	(21) 72.4%	(7) 24.1%	-	-
10. I use YouTube channel “Learn English with Jessica” when I did not understand the explanation by the teacher in class.	(6) 20.7%	(20) 69%	(3) 10.3%	-	-
11. I found that YouTube channel “Learn English with Jessica” different from others channel to help me speak fluently	(4) 13.8%	(15) 51.7%	(10) 34.5%	-	-
12. I found that that YouTube channel “Learn English with Jessica” help my pronunciation in unique way.	(2) 6.9%	(18) 62.1%	(9) 31%	-	-
	44.8%	255.2%	99.9%	-	-
Total:4	=75%		=24.99%	-	-

From the novelty aspect, there are 75% positive perception about the statements. It means that students found that YouTube channel “Learn English with Jessica delivers the material in a unique way, help them learn grammar, fluency, pronunciation than from the other channel. Because this helps them learn to explain beauty treatments and communicate well with customers. This aligns with Nasution (2019), who recognizes YouTube as an effective tool for learning, offering resources that enhance students’ speaking skills. However, the researchers found that some of the students still unsure that they will get more easily understand feedback after using YouTube channel "Learn English with Jesicca" in learning speaking.

Table 6

Similarity Aspect

Statement	Frequency				
	SA	A	N	D	SD
1. I think that the YouTube channel “Learn English with Jessica” seems similar to the other YouTube channel about learning speaking.	(4) 13.8%	(13) 44.8%	(12) 41.4%	-	-
2. I found that YouTube channel “Learn English with Jessica” increases the number of new words I learn.	(4) 13.8%	(17) 58.6%	(8) 27.6%	-	-
	27.6%	103.4%	69%	-	-
Total:2	=65.5%		=34.5%	-	-

From the similarity aspect, there are 65.5% positive perception about the statements. It means that students think the YouTube channel “Learn English with Jessica” seems similar to other channel about speaking and students found this channel increases the number of new words they learn. Which are necessary for teamwork and dealing with customers in students practice workplace. This aligns with research by Meinawati et al. (2020), who highlight YouTube supports language learning and enhances speaking skills, including fostering collaboration and improving communication for real-world contexts.

Table 7
Work Setting Aspect

Statement	Frequency				
	SA	A	N	D	SD
1. The YouTube channel “Learn English with Jessica” help me with my homework.	(4) 13.8%	(16) 55.2%	(9) 31%	-	-
2. I also use the YouTube channel “Learn English with Jessica” during the class to	(4) 13.8%	(12) 41.4%	(13) 44.8%	-	-

support the material from the teacher.					
	27.6%	96.6%	75.8%	-	-
Total:2	=62.1%		=37.9%	-	-

From the work setting aspect, there are 62.1% positive perception about the statements. It means students agree that YouTube channel “Learn English with Jessica” help them with homework and students also use the channel during class to support the material from teacher. Which are required to deliver clear and fluent explanations in the areas they practice in. This finding aligns with Jalaluddin (2016), who highlights the flexibility of YouTube, allowing students to access learning materials anytime and anywhere. In addition, using YouTube channel "Learning English with Jessica" as a media in learning speaking independently is very effective because it can be done anytime and anywhere. Therefore, the students can easily access it to help them to finish their homework and can be a great reference.

Table 8
Time Setting Aspect

Statement	Frequency				
	SA	A	N	D	SD
1. I access the YouTube channel “Learn English with Jessica” outside the classroom or when I am at home.	(2) 6.9%	(15) 51.7%	(12) 41.4%	-	-
2. The YouTube channel “Learn English with Jessica” help me to learning speaking when I am outside the classroom.	(2) 6.9%	(21) 72.4%	(6) 20.7%	-	-
	13.8%	124.1%	62.1%	-	-
Total:2	=68.95%		=31.05%	-	-

From the time setting aspect, there are 68.95% positive perception about the statements. It means that students agree about they access YouTube channel “Learn English with Jessica” outside the classroom or home and they agree that YouTube channel “Learn English with Jessica” help them learn speaking outside the classroom. Students use it at home to prepare for presentations or review class material, helping beauty students gain confidence and improve their speaking skills. This aligns with Meinawati et al. (2020), who find that students rely on YouTube for homework and improving specific speaking skills like fluency. It means that the

use of YouTube channel as a media can be used by themselves no need for the teachers to guide them every time.

Table 9
 Social Setting Aspect

Statement	Frequency				
	SA	A	N	D	SD
1. I collaborate with my peers or teachers when using the YouTube channel "Learn English with Jessica".	(4) 13.8%	(16) 55.2%	(9) 31%	-	-
2. I will recommend the YouTube channel "Learn English with Jessica" to others.	(5) 17.2%	(15) 51.7%	(9) 31%	-	-
Total:2	31% =69%	106.9%	62% =31%	-	-

From the social setting aspect, there are 69% positive perception about the statements. It means that students collaborate with peers or teachers when using YouTube channel "Learn English with Jessica" and they will recommend the channel to others. Which are valuable for beauty students to confidently explain treatments and interact with customers. It also supports the idea of diversifying instructional tools to cater to different learning preferences, as suggested by Saraswati et al., (2021). It can be said that the use of YouTube channel "Learn English with Jessica" make the students feel more comfortable to interact with others including their teacher when learning speaking. The students can share their opinion if they find some difficult words when watching the videos. It is very good idea if they have collaboration with their friends or teachers.

However, the researchers found that most of the students still said neutral about several aspects of using YouTube channel "Learn English with Jessica" in learning speaking. It indicated that they are not completely sure if the use of YouTube as a learning media is always good. So, they not fully get the feedback when they use YouTube channel rather than learn English directly based on the material.

In order to clarify and support the information from the questionnaire, the researchers conducted focus group discussions with students from XI grade of Beauty and Spa at SMK PGRI 1 Mejubo, Kudus. The findings show that students have a positive attitude toward using "Learn English with Jessica," which makes learning speaking more engaging and effective. The channel increases motivation, especially when combined with classroom assignments, encouraging active participation and improving language skills. This is particularly helpful for beauty and spa students, as it helps them develop the communication skills needed for client interactions during internships. These results align with research by Binmahboob (2020) and Kurniawan (2019), which found that YouTube helps students learn English faster and improves

speaking skills in language classes. The channel's videos are engaging, easy to understand, and provide clear examples of grammar, pronunciation, and fluency, making learning more enjoyable and practical than traditional textbooks. Saraswati et al. (2021) also highlighted YouTube's value as an accessible, motivating, and effective tool for improving speaking skills. The channel complements classroom teaching, supports homework, and helps students better understand difficult concepts while promoting self-directed learning.

The researcher can conclude that “Learn English with Jessica” is a valuable tool for enhancing students’ speaking skills, particularly for vocational high school, beauty and spa students. Its engaging format, practical examples, and alignment with classroom instruction provide an effective way to support learning, boost confidence, and prepare students for professional communication. The researcher found the channel helpful for homework, as it supports classroom learning and helps students understand difficult concepts. While previous studies focused on YouTube improving speaking skills, this study also shows it aids with homework.

CONCLUSION

The researchers conclude that the YouTube channel “Learn English with Jessica” is an effective tool for improving students’ speaking skills. Students gave positive feedback, praising its engaging and easy-to-use format. It motivates them to improve their speaking skills, with teachers encouraging its use. The channel is especially useful for beauty and spa students, who need strong communication skills for their careers. It helps them learn grammar, pronunciation, and fluency, expand their vocabulary, and supports both homework and classroom learning. Students use it outside class, recommend it to peers, and find it valuable for collaborative and independent learning. Overall, the channel boosts confidence, enhances speaking abilities, and prepares students for professional communication. This study focuses only on beauty and spa students, so the results may not apply to students in other fields. It also relies on student feedback, which could be biased, and does not evaluate how well skills are retained over time or compare the channel to other learning tools. The researcher also put forward some suggestions from this research. The researchers suggests that future research should dig deeper into the use of YouTube as one of the media for learning speaking English. The researchers can pay attention to the faithfulness of the aspects needed. In addition, future research should focus more on identifying and overcoming potential challenges that may arise from the use of YouTube channel. Therefore, researchers can explore and develop other learning strategies.

REFERENCES

- Alawiyah, S., & Santosa, I. (2022). Students’ Perceptions on the Roles of YouTube in Improving English Speaking Skill. *IJLECR - International Journal of Language Education and Culture Review*, 8, 99–116. <https://repository.bsi.ac.id/repo/files/382194/download/32135-Article%20Text-89103-1-10-20230102.pdf>
- Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42(2), 139–160. <https://doi.org/10.1007/s11133-019-9413-7>
- Balbay, S., & Kilis S. (2017) Students’ Perceptions on the Use of a YouTube Channel Specifically Designed for an Academic Presentations Skills Course. *Eurasian Journal of Applied Linguistics*, 3(2):235-251 <https://doi.org/10.32601/ejal.461003>

- Binmahboob, T. (2020). YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School. *International Journal of Applied Linguistics and English Literature*. https://www.researchgate.net/publication/348770153_YouTube_as_a_Learning_Tool_to_Improve_Students'_Speaking_Skills_as_Perceived_by_EFL_Teachers_in_Secondary_School
- Burges, J., & Green. J. (2018). *YouTube: Online Video and Participatory Culture*. Polity Press.
- Hamdani, H., Bhayangkara, U., & Raya, J. (2023). *THE USE OF YOUTUBE CHANNEL "LINGUA MARINA" IN ENHANCING STUDENTS' PERFORMANCE OF SPEAKING* Ferawaty Puspitorini. <https://doi.org/10.32493/ljla.v5i2.30282>
- Jailani, A. Q, Wahab, Abdul Azis, & Ferdiyanto, Feri. (2024). Students Perception on Using YouTube as a Tool in Learning Speaking English. *IJoEEL: International Journal of English Education Linguistics*, 6(1),11-21
<https://ejournal.unuja.ac.id/index.php/ijoeel/article/download/8213/pdf>
- Jalaluddin, M. (2016). Using YouTube to Enhance Speaking Skills in ESL Classroom. *English for Specific Purposes World*.
- Kurniawan, I. (2019). Student's Perception on the Use of YouTube as a Learning Media to Improve Their Speaking Skill. *International Seminar and Annual Meeting BKS-PTN Wilayah Barat*.
<https://conference.unsri.ac.id/index.php/semirata/article/download/1130/504>
- Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N. (2020). Increasing English Speaking Skills Through YouTube. *Polyglot: Jurnal Ilmiah*, 16(1), 1–13.
<https://ojs.uph.edu/index.php/PJI/article/view/1954>
- Miles, M. B., Huberman, A. M., Saldana. J. (2014) *Qualitative Data Analysis*. London. SAGE
- Nasution, S. (2019). YouTube as an effective tool for learning English and enhancing speaking skills. *Journal of Ultimate Research and Trends in Education UTAMAX*, 1(1), 1–12.
<https://pustaka-psm.unilak.ac.id/index.php/UTAMAX/article/view/2788>
- Rao, P. S. (2019). *The Importance of Speaking Skills in English Classrooms*. www.acielj.com
- Riswandi, D. (2016). *Use of YouTube-Based Videos to Improve Student... Diki Riswandi Proceeding The 2 nd International Conference on Teacher Training and Education Sebelas Maret University Use of YouTube-Based Videos to Improve Students' Speaking Skill* (Vol. 2). www.YouTube.com.
- Saeed Al-Sobhi, B. M., & Preece, A. S. (2018). Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions. *International Journal of Education and Literacy Studies*, 6(1), 1.
<https://doi.org/10.7575/aiac.ijels.v.6n.1p.1>
- Sakkir, G. (2020). Students' Perception Toward Using YouTube in EFL Classrooms. *Journal of Applied Science Engineering Technology and Education*, 2 (1), 1-10.
<https://doi.org/10.35877/454RI.asci2125>

- Saraswati, S., Yaniafari, R. P., & El Khoiri, N. (2021). Students Perception' toward The Role of YouTube Video in Improving Their Speaking Skills. *JoLLA: Journal of Language, Literature, and Arts*, 1(12), 1765–1774. <https://doi.org/10.17977/um064v1i122021p1765-1774>
- Shadiev, R., Hwang, W.-Y., & Tzu-Yu. (2018). Investigating the effectiveness of a learning activity supported by a mobile multimedia learning system to enhance autonomous EFL learning in authentic contexts. *Educational Technology Research and Development*, 66. <https://www.jstor.org/stable/45018736>
- Situmorang, E., Tamela, E., & Chotimah, C. (2024). Students' Perception of the Use of YouTube Channel "Learn English with TV Series& Quote" to Improve Vocabulary Knowledge. *Akademika*, 13(02), 117-129. <https://doi.org/10.34005/ak.v13i02.4241>
- Tahmina, T. (2023). Students' Perception of The Use of YouTube in English Language Learning, *Journal of Languages and Languages Learning*, 11 (1), 151-159. <https://doi.org/10.33394/jolt.v11i1.6883>
- Yoestara, M., & Putri, Z. (2019). PODCAST: An alternative way to improve EFL students' listening and speaking performance. *Englisia Journal*, 6(1), 15. <https://doi.org/10.22373/ej.v6i1.3805>