

THE EFFECTIVENESS OF USING YOUTUBE VIDEOS OF PROCEDURE TEXT TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstract

This study aimed to determine the effectiveness of using YouTube videos of procedure text to improve students' speaking skills in the tenth grade of SMAN 5 Enrekang. This research is pre-experimental research involving one class that is given a treatment. The population of this research is the tenth-grade students of SMAN 5 Enrekang. The sample was obtained from the population using the cluster random sampling method where one class, class X KM 8, which consists of 33 students, was selected randomly. The data collection process involved the administration of a speaking pre-test and post-test. The data collected from the speaking oral test was analyzed quantitatively using the IMB SPSS application and was used to compare the pre-test and post-test using the Paired Sample T-test. The analysis results show that the mean pre-test score is 34.36 with a "very poor" classification, and the mean score of the post-test is 60.45 in the "fair" classification. Based on the hypothesis of this study, there is a significant effect of using YouTube videos of procedure text in improving the students' speaking skills in the tenth grade of SMAN 5 Enrekang. Therefore, it can be concluded that the use of YouTube videos of procedure text improves the speaking skills of the students in the tenth grade of SMAN 5 Enrekang.

Keywords — YouTube videos, speaking skills, procedure text.

INTRODUCTION

Language plays an essential role in human existence as it serves as a crucial tool for both interpersonal communication and expressive capabilities. Mastery of the English language involves proficiency in the four essential skills of English: the ability to listen, speak, read, and write (Sari & Wahyudin, 2019). Speaking is when people talk to each other, and it involves one person talking and another person listening and understanding (Mandasari & Aminatun, 2020a; Oktaviani, n.d.). Students need to have the ability to talk because their proficiency in speaking can be measured by how well they can express their thoughts through speech. Mandasari and Aminatun (2020) provide a definition of speaking as the ability to articulate distinct sounds or words to communicate one's thoughts, concepts, and emotions. On the other hand, Pratiwi

and Ayu (2020) and Suprayogi and Pranoto (2020) present a more comprehensive perspective, defining speaking as the act of transmitting an individual's intentions, encompassing ideas, thoughts, and emotions, to others through spoken language.

Speaking English is often the most challenging part of language learning for many individuals. Several factors contribute to these challenges, including students becoming disinterested in the educational process, prompting them to search for more captivating and user-friendly tools to enhance their speaking abilities. (Mandasari & Aminatun, 2020; Sinaga & Oktaviani, 2020). Additionally, many students frequently face challenges in the learning process, often attributed to a deficiency in focus, self-assurance, and a comprehensive command of vocabulary. This lack of confidence and proficiency is also observed in some schools, where students find it hard to express their thoughts verbally and lack confidence in using English (Wahyuni & Utami, 2021).

YouTube videos are recognized as a valuable tool that can enhance the educational process. As stated by Wahyuni & Utami (2021), learning resources encompass anything that can facilitate the teaching and learning journey. Within YouTube videos, various types of English materials can be found, including procedure text. Understanding procedure text is crucial since it's used daily for tasks like providing instructions on cooking, operating equipment, and more.

Based on the researchers' observations, the population of this study is at the Beginner level: CEFR Level A1, who only know approximately 500 words in English. Through observations, it has been determined that the chosen population falls into the Beginner category, specifically at CEFR Level A1, possessing a limited English vocabulary of approximately 500 words. This choice aligns well with the research's primary goal, which is to evaluate how effective it is to utilize YouTube videos of procedure text.

LITERATURE REVIEW

1. The Concept of Speaking

In accordance with Brown's findings in 2004, it is crucial to acknowledge that verbal communication involves a skill that can be observed directly through practical experience. It is imperative to recognize that these observations are intrinsically intertwined with the precision and validity of the listening participants' abilities, thereby significantly impacting the dependability and soundness of oral production evaluations. Proficiency in speaking is a crucial

aspect in the realm of effective communication, facilitating the expression of one's ideas while ensuring comprehension by the listener.

According to Richards (2008), the components of speaking that must be assessed in speaking are accent, grammar, vocabulary, fluency, and comprehension. Similarly, Harris (1975) posits that speaking skill revolves around four essential components, specifically vocabulary, grammar, pronunciation, and fluency.

According to Benjamine (2021), the Common European Framework of Reference for Languages (CEFR) is recognized as an international standard for assessing language proficiency and comprehension. This framework delineates six distinct levels of English proficiency, denoted as A1, A2, B1, B2, C1, and C2.

2. Media

Utilizing educational media in the teaching process facilitates students' ability to concentrate on the instructor, leading to a teacher-centered classroom environment. As Suyanto said in Suharsih (2007), the media used should be effective and engaging. Proponents argue that integrating engaging and effective media in the classroom enhances students' comprehension of the material. These media come in three forms: audio, visual, and audio-visual, as indicated by Pakpahan et al. (2020). According to Oktaviani (2012), the benefits of incorporating media into the educational experience include elevating the overall engagement of instruction, shortening the time in delivering the lesson content, and enhancing the roles of teachers towards a more positive change.

3. YouTube Video

YouTube is an internet platform that can be employed as an instructional tool for enhancing speaking abilities (Maskar and Dewi, 2020). According to Putri and Sari (2020), YouTube is a platform for sharing and watching videos. YouTube enables users to upload, distribute, and watch videos. According to studies in various references, YouTube is a platform widely recognized as one of the largest websites globally, drawing a substantial number of visitors. Educational videos on YouTube may be utilized for collaborative learning in the classroom, online presentations, or offline learning for students. YouTube as an educational video means easily accessible video content about English material. YouTube videos encompass a range of English content, including procedure text. Proficiency in procedure text is crucial, as

it is widely used in everyday life for tasks like offering instructions on crafting or operating various objects.

4. HYPOTHESIS

- a. H0: There is no significant effect of using YouTube videos of procedure text in improving the students' speaking skills (null hypothesis).
- b. H1: There is a significant effect of using YouTube videos of procedure text in improving the students' speaking skills (alternative hypothesis).

METHODS

1. Research Design

This study used a quantitative research approach, specifically employing a pre-experimental design that includes a single group and pre-test and post-test evaluations. This research technique is known as hypothesis testing or deductive research (Bowman, 2018).

2. Research Variable

The research encompasses two variables: the independent variable, which refers to the use of YouTube videos of procedure text, and the dependent variable, which pertains to the students' speaking skills.

3. Time and Place of the Research

This research was conducted in 4 meetings with a schedule of 6 meetings. The research started after the semester break. The research was conducted for approximately one month. This research was conducted at SMAN 5 Enrekang. Jl. Kemakmuran No.1, Baraka, Enrekang Regency, South Sulawesi 91753.

4. Population and Sample

This study's population was class X students of SMAN 5 Enrekang, totaling approximately 200 students. In this study, the sample was chosen using the cluster random sampling method, where one class was selected randomly, namely the tenth class (X KM 8), which consists of about 33 students.

5. Research Instrument

The research employed a speaking test as the assessment instrument, comprising both a pre-test and a post-test. In these tests, the students were presented with an image of an omelet and were required to verbally explain the steps for preparing an omelet in the presence of the class.

6. Technique of Data Collection

The data collection technique employed in this research is based on a testing method. A test comprises a series of tasks assigned to students for the purpose of analysis and evaluation. The data collection process involves three stages: pre-test, treatment, and post-test.

7. Technique of Data Analysis

In this research, the data analysis was conducted through the application of inferential statistics, specifically using IBM SPSS version 29. The analysis involved comparing the pre-test and post-test results through Paired Sample T-test. Additionally, speaking scores were determined using a scoring scale that encompassed vocabulary, grammar, fluency, and pronunciation in the students' speaking.

RESULTS

The study's results comprise an evaluation of students' speaking skills before and after their exposure to YouTube videos of procedure text. This assessment involved both descriptive and inferential statistical analyses, employing IBM SPSS version 29 to compare pre-test and post-test scores through the Paired Sample T-Test. The main goal was to address the research question: "Does the use of YouTube videos of procedure text improve the students' speaking skill?". The evaluation involved a pre-test and post-test, where students were required to verbally explain the steps for making an omelet in the presence of the class. The description of the findings is displayed as follows.

1. The Rate Frequency and Percentage of Students' Pre-test and Post-test Scores

The data analysis revealed a significant improvement in the students' speaking skills when they utilized YouTube videos of procedure text as a learning media. The enhancement of

students' speaking skills, encompassing vocabulary, grammar, pronunciation, and fluency, can be observed in the following table.

Table 1. The Rate Frequency and Percentage of Pre-test and Post-test

| Components | Pre-Test | | Post-Test | |
|---------------|----------------------------|----------------|----------------------------|----------------|
| | Frequency & Classification | Percentage (%) | Frequency & Classification | Percentage (%) |
| Vocabulary | 29 very poor | 87.88 | 9 poor | 27.27 |
| | 4 poor | 12.12 | 19 fair | 57.58 |
| | | | 5 good | 15.15 |
| Grammar | 30 very poor | 90.91 | 3 very poor | 9.09 |
| | 3 poor | 9.09 | 23 poor | 69.70 |
| | | | 7 fair | 21.21 |
| Pronunciation | 20 very poor | 60.61 | 10 poor | 30.30 |
| | 13 poor | 39.39 | 16 fair | 48.48 |
| | | | 7 good | 21.21 |
| Fluency | 29 very poor | 87.88 | 1 very poor | 3.03 |
| | | | 13 poor | 39.39 |
| | 4 poor | 12.12 | 16 fair | 48.48 |
| | | | 3 good | 9.09 |
| Final Score | 28 very poor | 84.85 | 11 poor | 33.33 |
| | 5 poor | 15.15 | 15 fair | 45.45 |
| | | | 7 good | 21.21 |
| Mean | 34.36 | | 60.45 | |

It can be seen in Table 1 that in the pre-test results on vocabulary, there were 29 students (87.88%) achieved very poor scores, four students (12.12%) achieved poor scores, and not a single student received a score categorized as fair, good, and excellent. The table indicated that almost all students achieved very poor on their pre-test with a percentage of 87.88%. During the post-test, the table showed that nine students (27.27%) achieved poor, 19 students achieved fair (57.58%), and five students (15.15%) achieved good scores, and no students were categorized as having very poor or excellent scores.

Based on the pre-test results on grammar, 30 students (90.91%) achieved very poor scores, three students (9.09%) achieved poor scores, and not a single student achieved a score categorized as fair, good, and excellent. The table indicated that almost all students achieved very poor on their pre-test with a percentage of 90.91%. On the post-test, the table showed that three students (9.09%) achieved very poor, 23 students achieved poor (69.70%), and seven students (21.21%) achieved fair scores, and no students were categorized as having good and excellent scores.

Based on the pre-test results on pronunciation, 20 students (60.61%) achieved very poor scores, 13 students (39.39%) achieved poor scores, and not a single student received a score categorized as fair, good, or excellent score. The table indicated that almost half of the students scored very poorly on their pre-test, with a percentage of 60.61%. During the post-test, the table showed that ten students (30.30%) achieved poor, 16 students (48.48%) achieved fair, and seven students (21.21%) achieved good scores and no students were categorized as having very poor or excellent scores.

Based on the pre-test results on fluency, 29 students (87.88%) achieved very poor scores, four students (12.12%) achieved poor scores and not a single student received a score categorized fair, good, or excellent. The table indicated that almost all students achieved very poor on their pre-test with a percentage of 87.88%. On the post-test, the table showed that one student (3.03) achieved very poor, 13 students (39.39) achieved poor, 16 students (48.48%) achieved fair, and three students (9.09%) achieved good scores, and no students were categorized as having excellent scores.

According to the outcomes of the final pre-test, 28 students (84.85%) obtained scores categorized as very poor, five students (15.15%) achieved poor scores, and not a single student received a score categorized fair, good, and excellent. The table shows that almost all students achieved very poor on their pre-test, with a percentage of 84.85%. Based on the data from the final post-test, Table 1 shows that 11 students (33.33%) achieved poor, 15 students (45.45%) achieved fair, and seven students (21.21%) achieved good scores, and no students were categorized as having very poor or excellent scores. Following the implementation of the treatment, there was a noticeable improvement in the students' speaking skills.

Based on the score calculations, it can be seen that the students' speaking skills have improved significantly (75.93%), with a noticeable increase from a mean score of 34.36 in the pre-test to 60.45 in the post-test. The post-test scores were indicated to have been exceeded by those of the pre-tests in the results of each test. As detailed in the preceding section, the data gathered through the oral speaking test demonstrated a substantial improvement in students' speaking skills, amounting to 75.93%. In the pre-test, the mean score of students was 34.36, classified as very poor, which was notably elevated in the post-test with a mean score of 60.45, classifying as fair. In essence, the mean score in the pre-test is lower than in the post-test.

2. Mean Score and Standard Deviation

This research utilized a pre-experimental approach, where a single class served as the sample. Consequently, the data analysis involved the application of a paired sample test.

Table 2. Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-----------|-------|----|----------------|-----------------|
| Pair 1 | Pre-Test | 34.36 | 33 | 5.098 | .887 |
| | Post-Test | 60.45 | 33 | 9.196 | 1.601 |

The table reveals that the students' pre-test mean score was 34.36, falling into the "very poor" category. This indicates that the students' pre-test scores were quite low before the use of YouTube videos of procedure text.

In contrast, the post-test mean score for students was 60.45, categorized as "fair," indicating an improvement from the pre-test. The pre-test standard deviation was 5.098, and the post-test standard deviation was 9.196. This suggests that the pre-test standard deviation is slightly lower than the post-test standard deviation, this signifies that the scores on the post-test exceed those of the pre-test. The descriptive analysis of post-test results for students who participated in English lessons using YouTube videos of procedural text, as elucidated in the preceding section that the mean post-test score achieved by students is 60.45.

3. Normality Test

The normality test was conducted utilizing the one-sample Kolmogorov-Smirnov test method, where the decision is based on the significant probability number. The normality test results on the family income level variable can be shown in Table 3 below.

Table 3. Test of Normality

| One-Sample Kolmogorov-Smirnov Test | | | |
|---|-------------------------|-------------|-------------------------|
| | | | Unstandardized Residual |
| N | | | 33 |
| Normal Parameters^{a,b} | Mean | | .0000000 |
| | Std. Deviation | | 8.97696097 |
| Most Extreme Differences | Absolute | | .093 |
| | Positive | | .093 |
| | Negative | | -.052 |
| Test Statistic | | | .093 |
| Asymp. Sig. (2-tailed) ^c | | | .200 ^d |
| Monte Carlo Sig. (2-tailed) ^e | Sig. | | .654 |
| | 99% Confidence Interval | Lower Bound | .641 |
| | | Upper Bound | .666 |

The results of the one-sample Kolmogorov-Smirnov test on the variable showed a significance value (2-tailed) of 0.200. Because it has a probability value greater than 0.05 then it was affirmed that the data had a normal distribution, so further statistical tests can be carried out using the parametric t-test, namely the paired sample t-test.

4. The Inferential Analysis between Pre-test and Post-test

Table 4. Paired Samples Test

| | | Paired Differences | | | | | t | df | Significance | |
|---------------|----------------------|--------------------|----------------|-----------------|---|---------|---------|----|--------------|-------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | One-Sided p | Two-Sided P |
| | | | | | Lower | Upper | | | | |
| Pair 1 | Pre-Test – Post-Test | -26.091 | 9.498 | 1.653 | -29.459 | -22.723 | -15.780 | 32 | <.001 | <.001 |

The analysis in Table 4 was conducted using SPSS version 29 through the Paired Samples Test. If the significance level ($\alpha = 0.05$) is greater than the p-value (sig. 2-tailed), it indicates a lack of significant effect. Conversely, if the significance level " α " is lower than the p-value (sig. 2-tailed), it suggests a significant effect. In Table 4, the calculated significance value from this research is <.001, which is lower than the significance level of 0.05. This signifies that the use of YouTube videos of procedure text effectively enhanced the students' speaking skills in terms of vocabulary, grammar, pronunciation, and fluency.

5. Hypothesis Testing

The hypothesis in this study is that there is a significant effect of using YouTube videos of procedure text in improving the students' speaking skills (H1), and there is no significant effect of using YouTube videos of procedure text in improving the students' speaking skill (H0). The significant effect of using YouTube videos of procedure text can be ascertained by examining the variations between pre-test and post-test scores, using data analysis through a t-test.

Table 5 The Results of the T-Test

| Data | t-table | Df | P | Note |
|------------------------|---------|----|-------|--------------------|
| Pre-test and Post-test | 2.0369 | 32 | <.001 | P<0.05=Significant |

The students' speaking skill pre-test and post-test results obtained t-table 2.0369, df: 32, and significant value (p) <.001. If the significance value (2-tailed) is greater than 0.05, then the null hypothesis (H0) is rejected, while the alternative hypothesis (H1) is accepted.

Accordingly, one can deduce that using YouTube videos of procedure text, it means it can significantly improve the students' speaking skills in the tenth grade of SMAN 5 Enrekang. The result of hypothesis testing is as follows.

H1: There is a significant effect of using YouTube videos of procedure text in improving the students' speaking skills in the tenth grade of SMAN 5 Enrekang, accepted.

DISCUSSIONS

This section interprets the findings related to the students' speaking skills, specifically in terms of vocabulary, grammar, pronunciation, and fluency. These findings are based on the pre-test and post-test results, which reflect the students' performance in the teaching and learning process involving YouTube videos of procedure text as a teaching tool.

The Students' Speaking Skills Improvement After Using YouTube Videos of Procedure Text at The Tenth-Grade of SMAN 5 Enrekang

The examination of the students' pretest results conducted before the implementation of YouTube videos of procedure text, as outlined in the preceding section, reveals two noteworthy observations: (1) the mean pre-test score attained by the students stands at 34.36, and (2) none of the students achieved an "Excellent" classification in the pre-test. Hence, it can be inferred that the students' performance in their learning endeavors before the introduction of YouTube videos of procedure text is characterized as "Very Poor." These findings are consistent with the findings presented by Putrawansyah in 2020, which also highlighted a substantial disparity in speaking proficiency between the pre-test and post-test for students who underwent treatment involving the incorporation of YouTube videos.

Putrawansyah (2020) emphasized in his research that the application of YouTube videos through questions and answers has more influence on students' speaking skills. The research findings indicate that the mean score of the pre-test is lower than the mean score of the post-test. These results suggest that there is a notable difference in the speaking skills of students who use YouTube videos of procedure text. The difference between this research and Putrawansyah (2020) is that this research used YouTube videos of procedure text, while Putrawansyah's research used YouTube videos using questions and answers.

In accordance with the data gathered from the tests as outlined in the preceding findings section, the use of YouTube videos of procedure text led to a significant improvement in students' speaking vocabulary. The results are the same as the results of Amalia and Mesalina (2022), their research demonstrated that YouTube as a medium could effectively enhance students' speaking skills, especially with regards to vocabulary and pronunciation. In the initial assessment (pre-test), the students' mean score was very poor due to the lack of vocabulary so they didn't know what to say even though they had composed texts in Indonesian and English. The students spent a lot of time on the test thinking about the words they aimed to use, and a majority of them were reticent and apprehensive about speaking English. Meanwhile, the post-test data shows that there is progress. After receiving the treatment, the students' learning outcomes are improved. This was due to the fact that students had a better grasp of vocabulary and the ability to articulate their thoughts and opinions effectively when speaking about a given topic.

Based on the findings, the data shows that grammar scores increased. In the initial assessment (pre-test), the students' mean scores were quite poor because they found it difficult and did not even know how to arrange words correctly because they did not know grammar in English and pronounced them directly. An example of a grammar error that often occurs in this research is the word "two eggs"; most students only say "two egg"; they don't pronounce -s. Another mistake is on the use of "to be". The sentence they say is "an omelet ready to serve," and the correct one is to add "to be", to become "an omelet is ready to serve". Meanwhile, the post-test data shows that there is progress. After being given treatment, the students' learning achievement is increased. This is because in speaking, the students have begun to know good grammar and know what they want to say to express their arguments about a topic. Improving the students' grammar in this research is the same as Riswandi (2016) who concluded that YouTube can assist students in enhancing their speaking skills, with a particular focus on improving their English vocabulary, grammar, and pronunciation by utilizing the available video resources.

The data indicated a significant improvement in the students' pronunciation when speaking. During the pre-test, the mean score of the students was very poor in the pre-test. This is because they read written words according to the letters in Indonesian. They don't pronounce words well, and most of them are shy and afraid of speaking English incorrectly. After being given treatment, the students' pronunciation achievements are increased, and the data

showed that students no longer made mistakes in pronouncing words. This improvement occurred because, during speaking practice, students had already developed the ability to pronounce words correctly and were more attentive to their articulation when addressing a specific topic. According to Amalia and Mesalina (2022), YouTube videos provide factual material with correct pronunciation and vocabulary, and the videos show the audience the actual situation of their pronunciation. Similar to this study, students were able to get more precise pronunciation and the correct speaker body language from YouTube videos.

According to the data in Table 1, it is clear that there was an improvement in fluency scores. According to previous research by Jati, Saukah, and Suryati (2019), YouTube videos enhance students' speaking skills in terms of accuracy, fluency, and overall performance by offering additional guidance on pronunciation and vocabulary. This increases students' fluency and confidence when presenting their work. The pre-test results revealed an increase in fluency. Before the treatment, the students had a low mean score in the pre-test, primarily because they lacked the confidence to speak in front of the class. This self-consciousness hindered their fluency and led to feelings of embarrassment and fear of ridicule from their peers. However, after the treatment, there was an improvement in the students' fluency. This was due to the fact that, during speaking practice, the students had the chance to repeat and practice more, which helped them speak more fluently.

The use of YouTube videos for teaching procedure texts made a positive impact. Before the treatment, the students were disinterested and unmotivated in their learning, which hindered their speaking skills improvement. This is the same as the research of Albahlal (2019). The assertion indicates that YouTube videos aid students in deducing the meanings of foreign vocabulary and contribute to improving their speaking skills. It also reduces student anxiety, speeds up learning, and helps keep students' attention during class. In addition, Harmer (2001) further supports these findings. Harmer's perspective suggests that using video media enhances speaking skills by offering additional dimensions to the learning experience. This implies that students cannot just listen to the words but also see gestures, expressions, and other visual cues. This visual aspect helps them understand the whole picture and makes learning more interesting.

Based on the findings, the post-test scores exceeded those of the pre-test in the areas of vocabulary, grammar, pronunciation, and fluency. In the pre-test, most students demonstrated a lack of proficiency in expressing their opinions or arguments about the topic. Their speaking

skills were subpar, and they felt hesitant to speak in front of their peers. Following the treatment, there was a substantial improvement in their skills. According to Nasution (2019), YouTube not only offers entertaining videos but can also be utilized as a learning tool to access a variety of educational films at various skill levels, including beginner, intermediate, and advanced. Furthermore, he claims that YouTube provides language learners with a wealth of resources that can aid in their progress with the target language. According to Sari and Margana (2019), YouTube serves as an educational platform that provides students with an expanded opportunity to enhance their public speaking skills and receive feedback from a more extensive audience.

Based on the discussion above, it can be inferred that there is a significant effect of using YouTube videos of procedure text in improving the students' speaking skills in the tenth grade of SMAN 5 Enrekang.

CONCLUSION

Based on the results and the preceding discussion of the findings, the researchers concluded that using YouTube videos of procedure text effectively improved the students' speaking skills, encompassing vocabulary, grammar, pronunciation, and fluency. All four components exhibited notable enhancements following the treatment, leading to an overall improvement in the students' speaking skills. This conclusion is supported by the fact that the mean score on the post-test of the students' speaking skills is higher than the mean score on the pre-test.

In conclusion, the students' vocabulary, grammar, pronunciation, and fluency in speaking in the tenth grade of SMAN 5 Enrekang improved notably after implementing YouTube videos of procedure text. The hypothesis testing results led to the rejection of the null hypothesis (H₀) and the embracing of the alternative hypothesis (H₁). This was supported by the research significance value, which was <0.001, considerably lower than the 0.05 significance level. In simpler terms, the use of YouTube videos of procedure text effectively improved the students' speaking skill.

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