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The Use of YouTube as a Supplementary Resource for Informatic Engineering Students in Speaking Skills

Fu'ad Sholikhi[1*], Yusniarsi Primasari[2], Fany Octa Briliani Primasari[3]

[1*, 2,3] *Islamic University of Balitar, Indonesia.*

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ABSTRACT

The integration of audio-visual elements in educational resources has garnered significant interest, given their potential to enhance language learning efficiency. This study delves into the innovative use of such audio-visual tools, specifically YouTube, in speaking classes for students from non-English departments. The shift from conventional in-class language learning to online platforms, a change accelerated by the global Covid-19 pandemic, has revolutionized learning methodologies. This research offers a glimpse into the perspectives of ten Informatics Engineering students on utilizing YouTube videos for English language learning outside the traditional classroom setting. Employing a qualitative research methodology, the investigators conducted comprehensive interviews and classroom observations. The initial phase of data analysis involved data reduction, which was subsequently followed by further data condensation and conclusion derivation. The findings suggest that the majority of participants agreed on the significant influence of YouTube on their speaking class. Despite a handful of students facing network-related challenges, the study underscored that this web-based platform served as a valuable, cost-free supplementary resource for the speaking class.

INTRODUCTION

Digital learning has revolutionized higher education, transcending traditional classroom boundaries. Students now engage with course materials, collaborate, and participate in discussions through digital platforms. This shift offers personalized learning experiences, allowing students to access resources at their own pace. Language teachers have also embraced this approach, integrating various technological devices into their teaching methodologies. From language apps to multimedia presentations, these tools enhance language acquisition and foster interactive learning experiences. YouTube, as a valuable educational resource, provides numerous videos for learners at different proficiency levels (Nasution, 2019).

YouTube has emerged as a powerful educational tool, transcending its role as a mere entertainment platform. For language learners, it offers a multitude of benefits. This web-based application serves Informatic Engineering Students with accessible Language resources. It means that YouTube provides a vast repository of language-related content, including grammar tutorials, vocabulary lessons, and authentic conversations.

Learners can access these resources anytime, anywhere, enhancing their language proficiency. In a study conducted by Sakkir, Dollah, and Ahmad (2020), learners' perspectives on using YouTube for language proficiency are explored. Specifically, the researchers focused on English students at the English Education Department. The findings revealed that YouTube plays a crucial role in aiding students with their assignments. For example, YouTube provides access to authentic language content, such as interviews and documentaries. Students can analyze these materials and incorporate relevant insights into Informatic Engineering Students' assignments.

Students pursuing a major in Informatics Engineering often find mastering English to be a formidable challenge. Despite this, they recognize the importance of English proficiency for their future careers and are committed to transforming these language learning hurdles into personal responsibilities. In addition to their linguistic endeavors, they bear the responsibility of laptop maintenance, which includes tasks such as updating the BIOS. They understand the significance of keeping the BIOS up-to-date, as it introduces the latest security patches, enhancing the overall system security. In the event of encountering issues, they must communicate with the BIOS vendor, often explaining the problem in a computer machine language, which predominantly uses English. This underscores the importance of their English language skills, not only for their immediate academic needs but also for their long-term professional requirements. According to Wibowo's (2022) study, flashing a bios is part of laptop's maintenance and it need to be done to make sure there is no laptop malfunction. Wibowo (2022) adds that the user needs to update it regularly to make sure they have the latest update from motherboard vendors. They can ask for help the Informatic Engineering Students because this is part of their curriculum (Wibowo, 2022).

A group of dedicated researchers has been investigating the use of YouTube, a web-based application, for language learning. This platform offers significant benefits, as it allows students to customize their learning experience by easily accessing specific information during their free time. Additionally, the vast array of language-related content available on YouTube contributes to a rich and dynamic learning environment. Moreover, YouTube is incredibly useful for teaching English, according to Qomaria and Zaim (2021). It helps students learn by providing easy access to language content. Their research focuses on using YouTube videos to enhance speaking skills in Senior High School. Similarly, Mutiarani et al. (2022) studied the impact of the "English with Lucy" YouTube channel on speaking skills. They have found that their students have improved significantly. Additionally, Wahyuningsih and Ni'mah (2023) highlight YouTube's role in building self-confidence for English public speaking. Their research shows that YouTube not only helps students understand better but also keeps them motivated. They recommend integrating YouTube into education to boost learning success.

While many studies have investigated YouTube's impact, there is a scarcity of research specifically examining how Informatic engineering students (English for Specific Purposes students) utilize YouTube for

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language learning. This study aims to delve into students' perceptions of YouTube videos, with a particular emphasis on enhancing English speaking skills at the Islamic University of Balitar. The present study aims to bridge the gap in previous research by employing a conceptual gap between this study and other studies above. This research focus on non-English department students, specifically informatics engineering students, while the other studies concentrate on English language learning and public speaking confidence. The identified gap will lead the researcher to investigate students' perceptions and to answer, "How does YouTube help Informatic Engineering students at Islamic University of Balitar in developing their speaking skill?"

METHODS

Research design

The research design for this study was meticulously crafted using a qualitative approach, specifically employing a case study design. The best approach for descriptive research was utilized case study model (Ghauri et al., 2020). In this investigation, the researchers delved into the intricate perspectives of informatics engineering students regarding web-based applications, with a particular focus on YouTube. By gathering and interpreting their insights, the study aimed to uncover deeper layers of understanding. The qualitative research design encompassed various categories, including opinions and perceptions. As Rahmiaty et al. (2022) aptly noted, this approach allowed for a nuanced exploration of the subject matter, providing valuable insights into the experiences and viewpoints of the participants. Ghauri et al. (2020) added that case study model would be was the best choice, if the type of research was in-depth understanding about YouTube in ESP class.

Participants of the Study

In this study, a total of ten carefully selected participants were involved. The researchers employed a purposive sampling technique, prioritizing participant quality over sheer quantity. Following Raco's (2010) perspective, the researchers deliberately limited the number of participants. These selected participants were actively engaged students who followed the entire research process. Their willingness to share valuable insights related to using YouTube in speaking classes made them ideal contributors. Furthermore, their knowledge directly aligned with the chosen topic in the speaking class.

Research Setting

The research was conducted at the Islamic University of Balitar, strategically chosen as the primary site for data collection. By adopting a single-site setting, the researchers aimed to foster strong relationships with the ten informatics engineering students while maximizing data quality. The unanimous agreement among participants regarding this location ensured their active participation. Notably, the research site plays a pivotal role in shaping research outcomes (Rahmiaty et al., 2022). It serves as a critical indicator aligning with the underlying research objectives (Ratnaningtyas et al., 2023).

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Research Instrument

In a qualitative approach, researchers themselves serve as the tools or the primary instrument, which is unlike the quantitative method. Human instruments were the best tool in qualitative approach (Sugiyono, 2013). This means that the researchers themselves are the key part of the process. They had to talk to an informatics engineering class to find out if they were telling the truth about using YouTube for speaking. This direct interaction helped ensure the accuracy of the research findings. Their presence enriches our understanding, making qualitative research a dynamic and insightful endeavor. To maintain the validity of the data collection, the researchers acted as research instrument (Leavy, 2014). To assess the reality in the field, researchers as research instruments are the right step (Ratnaningtyas et al., 2023).

Data Collection

Qualitative research findings are not derived from statistical methods or other forms of quantification. Instead, they are obtained through in-depth analysis of non-numerical data, for example interviews. The procedure of data collection was the different between qualitative and quantitative approach (Ghauri et al., 2020). This approach allows researchers to capture the richness and complexity of human informatics engineering students' experiences as well as their perspectives using YouTube in Speaking class.

he researchers collected the primary data derived from interviews result using semi-structured interviews. Semi-structured interviews are a recommendation from Sugiyono's (2013) study when using research that relies on descriptions. This research utilized personal interview according to three types of interview models proposed by Ghauri et al.'s (2020) perspective. In doing interview, the researchers modified Zulkflee et al.'s (2022) interview questions in this study because it was in line with current research and they had detailed information about the role of YouTube in speaking class and students' perceptions while using this web-based application. To support interview data, class observation was utilized in this research and acted as secondary data. The researchers utilized Sugiyono's (2013) study to maintain the quality of the observation. In doing class observation, Saginor's (2008) perspective to scoring class observations was used to improve the study's quality.

Data analysis

The accuracy of our understanding hinges on how well researchers described the observed events. Their narratives provide insights into the English-speaking dynamics within the informatics engineering class. To achieve this, they drew inspiration from Miles et al.'s (2014) comprehensive data analysis framework, which encompassed data condensation, data display, and result verification. The journey began with the creation of two tables—aptly named the "before" and "after" tables—crafted within Microsoft Word. These tables meticulously cataloged interview results, distinguishing between raw interview transcripts and curated

: https://doi.org/10.47766/jetlee.v4i2.2738

insights. Following Sugiyono's guidance (2013) and Ghauri et al.'s (2020) suggestion, the researchers meticulously maintained the quality of these tables, ensuring that each cell held the essence of their findings.

The data display, a part of analysis, served as a crucial stage in the analytical process, allowing researchers to visually represent and interpret the collected data effectively. In this stage, the researchers generated more categories that would support the first stage of data analysis. Categorization would determine the meaningful information and the unhelpful parts. When the researchers finished with the first two procedure from Miles et al.'s (2014) study, they kept the record of analysis and drew conclusions based on the verified data. To provide a comprehensive overview, the following was one of the illustrations in data analysis.

Table 1. The Illustration of Informatics Engineering Students' Data Analysis

No	Students	Note	The transcript	Coding	Data display
1	Name A	1. 2.	Hmm, I think It help me when …	It helps me when ...	The advantage of
2	Name B	1. 2.	Wait wait, It just waste my money because ..	It just wastes my money …	The disadvantage of

The table above was one of the pieces of evidence to maintain descriptive validity, and interpretative validity according to Ghauri et al.'s (2020) theory because the researchers minimized potential distortion from selective use of primary data. Based on the table above, note column could be an indicator of selected participant based on Raco's (2010) perspective. The selected participant could be indicator to do extended observation or not based on Sugiyono's (2013) perspective. In addition, to maintain the validity and reliability according to Sugiyono's (2013) perspective, this research utilized technic triangulation, extended observation for credibility testing, and using two colleges to review the whole process of the research.

RESULTS AND DISCUSSION

This research highlights YouTube's role as a learning tool for Informatic Engineering students at the Islamic University of Balitar, with its diverse English-language computer troubleshooting content. However, the study also acknowledges the difficulties encountered in the learning process. In an effort to provide a comprehensive understanding of the findings, the researchers have compiled a visual aid as follows.

According to the figure, the most prominent aspect is the role of speaking, followed by its advantages and disadvantages. This category emphasizes language acquisition and specific strategies for enhancing spoken English. Based on interview data, students employ a strategy of exploring diverse content at home or on campus. The first category, based on Muzdalifah et al.'s (2023) study, focuses on speaking performance. The results indicate that two students found the application helpful for grammar, while eight students agreed

: https://doi.org/10.47766/jetlee.v4i2.2738

that this web-based application simultaneously boosts their vocabulary and fluency in speaking. All students reported that this application aids in improving students' pronunciation through lecturer's guidance and native speaker videos.

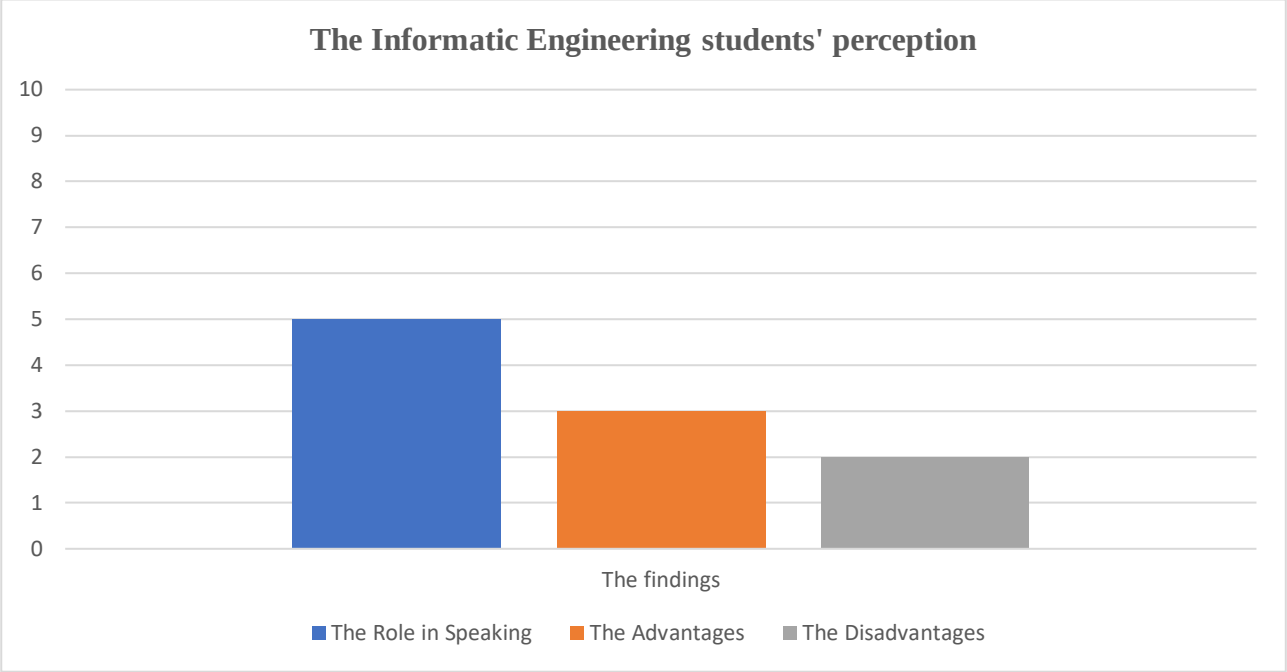

Figure 1. Students' perception using YouTube for Informatic Engineering Students

The second finding centers on the broad utility and user-friendliness of the application, which impacts the confidence of Informatics Engineering students. The researcher utilized a modified interview question from Zulkflee et al.'s (2022) study about the "YouTube Use in English Language Learning" category. Interview data revealed that one student disagreed that this web-based application reduces speaking anxiety due to internet connection issues. Another student did not find YouTube interesting due to the abundance of distracting videos, such as news and entertainment videos. However, the majority of the students believe that the accessibility of YouTube and native speaker videos assist them in improving their speaking skills for their future careers. Despite this, they acknowledged language barriers when using the application, such as the presence of interesting videos that can distract them from language learning. When two students experienced internet connectivity issues, the lecturer suggested downloading the video for class discussion.

Moreover, this study explores YouTube's impact on English speaking skills among informatics engineering students through interviews with ten participants. Qomaria and Zaim's (2021) focused on how YouTube enhances speaking skills in high school students, drawing from literature. Mutiarani et al.'s (2022) used the "English with Lucy" channel to improve speaking skills in vocational school students, showing significant progress. Ni'mah's (2023) found positive responses to YouTube's role in building

: https://doi.org/10.47766/jetlee.v4i2.2738

confidence in English public speaking among university students. Moreover, this study and Ni'mah's (2023) study utilized qualitative approaches, while Mutiarani et al.'s (2022) study employed a quantitative approach. Qomaria and Zaim's (2021) study used a qualitative approach with library research. These studies highlight YouTube's diverse benefits in language learning. However, they differ in methodologies and the participants.

Using YouTube in Improving Speaking Skill

During the course of an ESP class, the lecturer has the ability to incorporate YouTube into their teaching. This implies that students have the opportunity to view supplementary material via a projector, broadening their understanding of the subject matter. The integration of YouTube not only enriches the learning experience but also provides a dynamic and interactive platform for education. YouTube provide visual and kinesthetic process in leaning (Maharani & Fithriani, 2023). Furthermore, it allows students to explore a variety of perspectives, fostering a more comprehensive understanding of the topic at hand. The interview transcriptions below comes from the speaking skill column about Informatics Engineering students' strategy exploring the variety of content.

"watching YouTube in a class is refreshing" S8
"I have no pressure while watching it at home or in classroom" S9

S8 said that he had trouble remembering the handout when he was studying at home. This was even harder when he was learning a third language. He needed to use this new language to fix a problem with a motherboard's BIOS update. He claimed that this was not just about learning a new language, but also about using it to solve a tricky problem. So, it was important for him to find a good way to learn that worked for him. This would help him remember things better and use them in different situations. The target of the lecturer was students' comprehension, so the lecturer needed to find a new way to achieve it (Nasution, 2019).

It happened because S8 claimed that the handout contained complex information. He added that the handout was text-heavy information. It was proof that the students might struggle in leaning a handout from the lecturer. He needed to have a clear organization to aid the students. Using YouTube for learning makes understanding things faster and more fun than reading books, and it fits each student's own way of learning better (Wahyuningsih & Ni'mah, 2023).

To overcome the obstacles mentioned above, the educator used an efficient language learning technique based on audiovisual methods. Audio-visual approach in educational materials has gained substantial recognition (Maharani & Fithriani, 2023). The use of audiovisual elements not only has the

: https://doi.org/10.47766/jetlee.v4i2.2738

potential to improve language acquisition, but it also creates a more engaging and participatory educational atmosphere. This multi-sensory technique can dramatically improve comprehension and memory, allowing for a more immersive learning experience. For educators, adopting a flexible and diverse approach was indispensable (Novitri et al., 2023).

Based on the observation result, most Informatic Engineering students could share a joke with their classmates and discuss topics like "pen drives" in their speaking class. 80% of the students stated that their vocabulary mastering improved during speaking class and all students also stated that this application improved their pronunciation. This shows their active participation in speaking activities, which positively influences their speaking skills. This application promoted World English's and vocabulary development (Maharani & Fithriani, 2023).

Students' perception of the use of YouTube in Speaking

The advantages of YouTube

YouTube is a cost-effective tool for classrooms. It's free, can be used anywhere, anytime, and has lots of content for different subjects and learning styles. This makes learning more engaging and improves education quality. This application is transforming the way the students or the lecturers access information (Saed et al., 2021). The following transcripts comes from the advantages column using YouTube about a powerful learning tool.

"I practice speaking like the native speakers for free" S1

"I can watch the videos as many times as I want" S3

Based on the interview data, S1 had expressed her fear of making mistakes in spoken English due to the abundance of technical terms involved in studying computer troubleshooting. S1, along with five of her friends, felt uneasy explaining technical terms in English, such as "mobo", "dart basic", and "bug". Consequently, they avoided discussions and social gatherings that involved these words. They contended that they required guidance from a lecturer and examples from native speakers to enhance their confidence in speaking. They held the belief that YouTube could provide them with effective learning opportunities because they could observe how native speakers discussed computer troubleshooting from free source. Free source was a great advantage for the students around the world (Nacak et al., 2020). The integration of YouTube in EFL classrooms has proven to be both effective and beneficial, with students eagerly engaging with a variety of videos and actively practicing spoken language to emulate the proficiency of native speakers (Toleuzhan et al., 2023). Ünal's (2022) study revealed that videos, especially those available on YouTube,

: https://doi.org/10.47766/jetlee.v4i2.2738

are significantly effective in enhancing the speaking skills of learners. And Novitri et al.'s (2023) study added that 72% of the participants prefered using native English instruction.

Drawing from the above information, the educator had the opportunity to provide directions to Informatics Engineering students and curate a well-organized YouTube playlist. For example, made a playlist video from Aaron's English and Net Ninja channel. This guidance, coupled with the YouTube playlist, could facilitate the creation of interactive videos, thereby bolstering self-paced learning through YouTube. Interactive video holds a pivotal role in shaping a self-regulated learning environment, particularly in ESP classes. Interactive video provides a wealth of learning possibilities, such as problem-solving (Rotellar & Cain, 2016). The suggested self-paced learning setting, combined with interactive video, fostered positive perceptions regarding its efficiency and effectiveness (Palaigeorgiou & Papadopoulou, 2019). It empowers students of Informatics Engineering to dictate their learning rhythm through platforms like YouTube. This characteristic not only cultivates autonomy but also caters to a variety of learning styles and speeds, especially when dealing with computer troubleshooting material. As a result, it paves the way for a more tailored and efficient learning journey, thereby amplifying the overall academic results.

Moreover, S3 expressed that YouTube boasted an impressive array of educational videos, which were particularly beneficial for his speaking class. Provided that he and his peers had internet connectivity, they would be able to utilize these resources to bolster their careers in Information Engineering, a field closely tied to their studies. S3 had a belief that he could maximize the value of these videos by viewing them repeatedly at his convenience and keeping up with the newest comments provided additional insight. Nacak et al.'s (2020) study claimed that 43% of the participant take the advantage of YouTube video by Repeating the lesson subjects. This practice not only enhanced his learning experience but also kept him updated with the latest trends and discussions in his field. S3 mentioned that he, along with his classmates, frequently views the "Programming Knowledge" channel to enhance their individual abilities related to their academic pursuits.

Having considered this information, the lecturer firmly advocated for YouTube as an exceptional platform for English language learners, particularly within speaking classes. YouTube's extensive array of English content catered to learners across all proficiency levels and interests. YouTube videos provided significant advantages in terms of accessibility (Anggraini, 2021; Hanh, 2024). Its accessibility features, including closed captions and transcripts, amplified its utility for learners, ensuring accessibility for diverse needs. Students could readily select from a diverse pool of videos tailored to their proficiency levels and learning objectives, thereby enriching their vocabulary, pronunciation, and comprehension skills. YouTube's interactive nature also made learning more enjoyable and effective for these students. Pope and Creed-Dikeogu's (2022) study strengthen that "transcripts and close-caption increasing academic library accessibility for all students". Additionally, Google Translate served as another optional tool for taking personal notes about

: https://doi.org/10.47766/jetlee.v4i2.2738

the accessibility features of YouTube, allowing students to manually translate content if they were not satisfied with the closed caption feature.

The disadvantages of YouTube

The use of videos in teaching-learning is beneficial for the students and the lecturer because it can simplify the lesson and is a better way to enhance the students' comprehension. On the other hand, the lack of control over content can lead to exposure to inappropriate materials, which may not be suitable for all classroom environments. A source of distraction and may contain harmful or irrelevant discussions (AlHasan, 2023; Nacak et al., 2020).

> "I depend on technology and the internet connection is not good in my home" S10
> "I watch the video for education for 30 minutes and more than 1 hour for news and entertainment"S7

S7 said he got distracted by a YouTube video that was not about his studies. He watched a funny Indonesian comedian performed by PW in doing stand-up comedy. The videos made him happy because the comedian was funny. He got distracted because he thought his study material was too hard. The YouTuber explained things too quickly for him to follow. Maybe he could find other resources that go slower. There were many YouTuber upload interesting videos in this application that could get them off the topic (Qomaria & Zaim, 2021).

The lecturer proposed a solution that involved using the pause and playback features in the application. The student had the option to halt the video at specific moments to jot down personal notes. The use of Google Translate could assist him in translating content. He also had the flexibility to adjust the video speed or skip to specific timestamps to fill in any gaps in his comprehension. For example, once the students understood about the type of pen drive format to update the bios, the students could jump into two operating environments to update BIOS because each vendor of motherboard has its own way to update it. On thing worth noting was by utilizing these the playback speed adjustment feature, students could transform YouTube into a custom-fit comprehension exercise tool, enhancing their learning and understanding. According to Nacak et al.'s (2020) study, 6 of 14 participants in study group had the advantage of using this application by repeating the lesson subjects. Informatic Engineering students might use variety of viewing strategies, for example scrolling forward feature (Costley et al., 2021).

Another student (S10) said that she uses this application a lot, and for that reason, she needed a good internet connection. She had the option to use her limited internet data to watch language learning videos, but it was expensive. She could also use Wi-Fi for faster internet, but she often had bad internet connection. She mentioned that downloading videos to watch later was an option, but she would miss any updates to the video.

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Plus, she would not be able to join or see the comments under the video, which could have extra information or answers to questions. Teachers often incorporated YouTube into their teaching methods, but they needed to be aware that this could lead to students becoming reliant on technology, as noted by Nacak et al., (2020). Occasionally, video descriptions were not comprehensive because uploaders were considering monetization of content. This focus on monetization inadvertently contributed to an increase in screen time, leading to potential issues such as digital addiction.

The lecturer suggested offline viewing method of YouTube in language learning because it was a valuable resource for learners, especially for Informatics Engineering student at Islamic University of Balitar. It could be a tool to teach World English's and exposing students to a diverse range of English dialects and foster the development of authentic vocabulary, especially in grasping specific materials. The downloaded video simplifies the process of acquiring new information that it could be a discussion in English for Specific class. Videos downloaded from YouTube provided a flexible learning environment where students could learn at their own pace and review the content as needed. This flexibility highlights its effectiveness as a formidable tool in today's educational landscape. According to Hanh's (2024) study, internet connectivity was dependable in some place and students were advised to be proactive by downloading necessary videos for offline viewing or ensuring access to a stable Wi-Fi connection. A YouTube clip in English brought about potential comprehension difficulties that should be examined based on students personal understanding (Erwin et al., 2022). YouTube's tendency to display commercials, which could be annoying or distracting, was also noted (Hanh, 2024). Students had the option to ignore, mute, or use ad-blocking software to eliminate these ads entirely, ensuring a smoother learning experience.

CONCLUSION

The integration of YouTube into ESP classes has proven beneficial, offering dynamic learning opportunities and enriching the educational process. Despite challenges like complex handouts, students find YouTube a faster and more enjoyable way to learn, fostering improved vocabulary and pronunciation. Its use promotes World English and vocabulary development, positively influencing students' speaking skills. This study concludes that all informatic Engineering students agree that this web-based application boots their pronunciation.

YouTube is cost-effective, accessible, and offers diverse content, enhancing education quality. It allows students to practice speaking like native speakers, replay videos for better understanding, and facilitates self-paced learning. Educators can curate playlists and create interactive videos, catering to diverse learning styles. YouTube's vast educational resources keep students engaged, making it a significant asset in improving speaking skills.

: https://doi.org/10.47766/jetlee.v4i2.2738

While beneficial, YouTube's lack of content control poses challenges, exposing students to distractions and potentially hindering learning. Concerns over technology dependency and internet reliability exist. Solutions like pause or playback features and offline viewing mitigate these issues. However, educators must manage screen time and dependency to maximize YouTube's benefits in language learning, particularly for Informatics Engineering students. Thus, it is recommended for future studies to explore the utilization of YouTube using diverse methodologies, including the application of a mixed-methods approach. It is anticipated that comparable research will be carried out with ESP students, especially those specializing in management.

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