



Students' Perceptions on the Effectiveness of YouTube in Improving Their English-Speaking Skill in English Education Students

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Article Info	Abstract
Article History Received: 2025-08-05 Revised: 2025-09-12 Published: 2025-10-15 Keywords: <i>Artificial Intelligence; Students' Perceptions; Youtube; English Speaking Skills; Language Learning; Sriwijaya University.</i>	This study aims to investigate students' perceptions of YouTube as a learning tool for enhancing their speaking ability. This research employed a descriptive quantitative method with a survey design. Data were collected from 127 students of the English Education Study Program at Sriwijaya University using a Likert-scale questionnaire distributed both online and offline. The validity and reliability of the instrument were tested through expert judgment and statistical analysis, resulting in a Cronbach's Alpha score of 0.766, indicating good reliability. The data were analyzed using descriptive statistics through SPSS to identify trends in students' perceptions. The findings revealed that most students strongly agreed that YouTube supports improvements in pronunciation, fluency, vocabulary enrichment, intonation, and natural expression. Furthermore, students perceived YouTube as enjoyable, motivating, flexible, and easily accessible for independent practice beyond the classroom. These results demonstrate that YouTube plays a significant role in fostering confidence, engagement, and continuous improvement in English-speaking skills. In conclusion, YouTube is perceived as an effective and valuable supplementary tool for learning English speaking, providing both accessibility and flexibility. The study suggests that integrating YouTube into formal language instruction can enhance student motivation and support more effective speaking practice.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-08-05 Direvisi: 2025-09-12 Dipublikasi: 2025-10-15 Kata kunci: <i>Kecerdasan Buatan; Persepsi Mahasiswa, YouTube; Keterampilan Berbicara Bahasa Inggris; Pembelajaran Bahasa; Universitas Sriwijaya.</i>	Penelitian ini bertujuan untuk menyelidiki persepsi mahasiswa terhadap YouTube sebagai alat pembelajaran untuk meningkatkan kemampuan berbicara mereka. Penelitian ini menggunakan metode kuantitatif deskriptif dengan desain survei. Data dikumpulkan dari 127 mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Sriwijaya menggunakan kuesioner skala Likert yang didistribusikan secara daring dan luring. Validitas dan reliabilitas instrumen diuji melalui penilaian ahli dan analisis statistik, menghasilkan skor Cronbach's Alpha sebesar 0,766, yang menunjukkan reliabilitas yang baik. Data dianalisis menggunakan statistik deskriptif melalui SPSS untuk mengidentifikasi tren dalam persepsi mahasiswa. Temuan penelitian menunjukkan bahwa sebagian besar siswa sangat setuju bahwa YouTube mendukung peningkatan pelafalan, kelancaran, pengayaan kosakata, intonasi, dan ekspresi alami. Lebih lanjut, siswa menganggap YouTube menyenangkan, memotivasi, fleksibel, dan mudah diakses untuk latihan mandiri di luar kelas. Hasil ini menunjukkan bahwa YouTube memainkan peran penting dalam menumbuhkan kepercayaan diri, keterlibatan, dan peningkatan berkelanjutan dalam keterampilan berbicara bahasa Inggris. Kesimpulannya, YouTube dianggap sebagai alat bantu tambahan yang efektif dan berharga untuk belajar berbicara bahasa Inggris, karena menyediakan aksesibilitas dan fleksibilitas. Studi ini menunjukkan bahwa mengintegrasikan YouTube ke dalam pengajaran bahasa formal dapat meningkatkan motivasi siswa dan mendukung latihan berbicara yang lebih efektif.

I. INTRODUCTION

Language is the most effective communication tool in conveying messages, thoughts, feelings, and goals to others and allows for creating cooperation between humans (Mailani, et al., 2022). Wiratno and Santosa (2017) add that Language is defined as a means of communication organized in the form of units, such as groups of words, clauses, and sentences

that are expressed both orally and in writing. There are many definitions of language, and the definition is only one of them. In conclusion, language is a necessary part of communication. There are many languages in the world, one of them is English. English is one of the many languages spoken worldwide, and its global presence makes it an international language. When learning English, four skills must be

learned and understood: listening, reading, writing, and speaking. This study will focus on speaking skills.

Speaking skill is the ability to communicate and convey information effectively to oneself and others. Through speaking, we can communicate with one another, share our ideas, thoughts, and everything that comes to mind (Putrawansyah, et al., 2020). Effective English speaking is a complex process that demands consistent practice and the application of strategic learning methods. Mastery in spoken English involves not only clear pronunciation and smooth articulation, but also appropriate vocabulary usage and the ability to engage in coherent, meaningful conversations. These competencies are essential for communicating effectively in various settings, including social interactions, academic discussions, and professional environments. Many students find it difficult to reach advanced speaking proficiency. According to Kristiani and Pradnyadewi (2021), these difficulties often arise due to a lack of confidence, limited vocabulary, grammatical weaknesses, and monotonous teaching strategies that fail to actively engage students in speaking activities. Therefore, people believe that speaking is the most crucial of the four English language skills, such as reading, writing, speaking, and listening, that students should possess.

One of the many strategies to improve students' speaking abilities is using technology as the media (Inderawati, 2017; Septiyanti, et al., 2020; Sofendi, et al., 2021; Inderawati, et al., 2021). In education, technology offers advantages for both students and teachers. It makes the learning process more efficient by giving students easy access to a wealth of educational resources. Additionally, technology enhances learning by providing fun and engaging methods through various interactive media (Kristiani & Pradnyadewi, 2021). The widespread growth of online learning platforms, with YouTube as a prime example, provides a powerful alternative for improving English language skills. YouTube's vast collection of educational content, ranging from structured instructional videos to casual conversational discussions, serves as a valuable resource for learners aiming to enhance their English-speaking abilities. Its accessibility and diverse content selection make it an appealing supplementary learning tool.

YouTube serves as a powerful educational tool for developing spoken English skills, primarily

due to its ability to expose learners to authentic language use by native speakers. This includes a wide range of accents and communication styles, allowing students to engage in focused listening practice. Through this exposure, learners can enhance their pronunciation, master intonation patterns, and develop natural fluency (Kristiani & Pradnyadewi, 2021). Additionally, YouTube's flexible nature enables students to choose content that aligns with their individual learning preferences, interests, and proficiency levels (Wahyuni & Utami, 2021).

The objective of this research is to address the lack of studies on how Indonesian students, particularly those in the English Education Study Program at Sriwijaya University, perceive the effectiveness of YouTube in enhancing their English-speaking skills. This study aims to explore students' perceptions and experiences regarding the practical role of YouTube in language learning, focusing on its contribution to improving vocabulary, pronunciation, and speaking confidence (Putrawansyah et al., 2020). The findings are expected to provide a deeper understanding of the role of technology in English language education, support the development of more innovative and effective teaching strategies for both lecturers and students, and help students analyze their strengths, weaknesses, and progress in speaking skills.

II. METHOD

The research employed a descriptive quantitative design, which is considered appropriate for measuring students' perceptions using numerical data and statistical analysis. This design enabled the researcher to describe and interpret students' views on the effectiveness of YouTube in enhancing their English-speaking skills. A survey method was used, and data were gathered through a structured Likert-scale questionnaire distributed both online via Google Forms and offline in the classroom. The dual approach was intended to maximize participation and ensure inclusivity, especially for students with limited internet access. The participants of this study were active students of the English Education Study Program at Sriwijaya University, specifically those in the second and fourth semesters during the 2024/2025 academic year. Using Slovin's formula, the sample size was determined to be 127 students, proportionally distributed across both semesters to guarantee balanced

representation. A stratified random sampling technique was employed to ensure fairness and minimize bias in the selection process.

The primary instrument of data collection was a questionnaire designed to measure students' perceptions of YouTube's role in improving their English-speaking skills. The questionnaire consisted of demographic information and perception-based items, all assessed using a five-point Likert scale ranging from "strongly disagree" to "strongly agree." The items focused on aspects such as vocabulary enrichment, pronunciation, speaking fluency, motivation, and accessibility of YouTube as a learning tool. To maintain validity, the questionnaire was reviewed by experts in the English Education Program to ensure alignment with research objectives, and a pilot test was conducted with 51 students. The validity test using corrected item-total correlation confirmed that all 18 items were valid, while the reliability test using Cronbach's Alpha produced a coefficient of 0.766, indicating good internal consistency and dependable results.

For data analysis, both descriptive and inferential statistics were applied using SPSS software. Descriptive statistics, including mean, standard deviation, and percentage distribution, were used to provide a comprehensive overview of students' responses. The data were categorized into interval scales to interpret the level of students' perceptions, ranging from very low to very high. This analytical framework ensured clarity in presenting the findings and allowed the researcher to capture the nuances of students' perceptions toward YouTube as a learning medium. By systematically following these procedures, the research guaranteed the accuracy, reliability, and accountability of the results.

III. RESULT AND DISCUSSION

A. Result

The collected data is subsequently processed through an examination that leads to meaningful conclusions, employing various analytical methods referred to as data interpretation. During the data analysis process, the researcher categorizes, manipulates, and summarizes the gathered data. The researcher derived findings following the collection of data from the questionnaire. This data interpretation explained the five major parts of the questionnaire; Use and Exposure to YouTube,

Perceived Improvement in Speaking Skills, Learning Motivation and Engagement, Independent Learning and Accessibility and Overall Perception. The table below, the researcher clearly describes the data from each statement in each category.

Table 1. Use and Exposure to YouTube

Question	SD	D	N	A	SA	TOTAL
I frequently watch YouTube videos related to English language learning.	Frequency distribution					129
	1	4	28	51	45	
	Percentage distribution					100 %
	0,8	3,1	21,7	39,5	34,9	
I use YouTube as a regular part of my English-speaking practice.	Frequency distribution					129
	2	6	18	70	33	
	Percentage distribution					100 %
	1,6	4,7	14,0	54,3	25,6	
I often replay YouTube videos to understand how words are pronounced.	Frequency distribution					129
	1	5	22	44	57	
	Percentage distribution					100 %
	0,8	3,9	17,1	34,1	44,2	

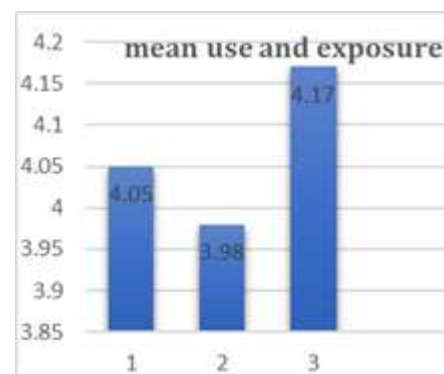


Diagram 1. Mean use and exposure to YouTube

Based on the results of the questionnaire above, the First statement presents values to determine whether students frequently watch YouTube videos related to English Language learning. The data presented that 34.9% (45 students) strongly agreed and 39.5% (51 students) agreed, meaning that 74.4% (96 students) responded positively. Meanwhile, 21.7% (28 students) were neutral, and only 3.1% (4 students) disagreed, while 0.8% (1 student) strongly disagreed, resulting in 3.9% (5 students) providing negative responses (disagree or strongly disagree). Based on

Diagram 1, Statement 1 presents that the mean value of this statement is 4.05, which means that the interval score falls within the Very High/Positive category. Therefore, it can be concluded that almost all students have a positive perception indicating that most students frequently watch YouTube videos as part of their English learning.

Based on the results of the questionnaire, the second statement indicates that 25.6% (33 students) strongly agreed and 54.3% (70 students) agreed, resulting in a positive response from 79.9% (103 students). Meanwhile, 14.0% (18 students) were neutral, and only 4.7% (6 students) disagreed and 1.6% (2 students) strongly disagreed, resulting in 6.3% (8 students) giving negative responses. Based on Diagram 1, Statement 2 presents that the mean value of this statement is 3.98, which indicates that the interval score falls within the High/Positive category. Therefore, it can be concluded that most students use YouTube as a regular part of their English-speaking practice.

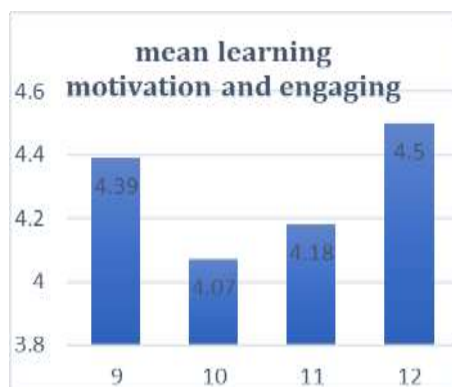


Diagram 2. Mean learning motivation and engaging

The third statement shows that 44.2% (57 students) strongly agreed and 34.1% (44 students) agreed, meaning that 78.3% (101 students) responded positively. Meanwhile, 17.1% (22 students) chose neutral, and only 3.9% (5 students) disagreed, and 0.8% (1 student) strongly disagreed, resulting in 4.7% (6 students) providing negative responses. Based on Diagram 3, Statement 3 shows that the mean value of this statement is 4.17, which indicates that the interval score falls within the High/Positive category. Therefore, it can be concluded that most students often replay YouTube videos to better understand the pronunciation of words.

Table 2. Perceived Improvement in Speaking Skills

Question	SD	D	N	A	SA	TOTAL
Watching YouTube videos helps me improve my English pronunciation.	Frequency distribution					129
	2	1	14	51	61	
	Percentage distribution					100 %
	1,6	0,8	10,9	39,5	47,3	
YouTube helps me speak more fluently in English.	Frequency distribution					129
	2	1	24	50	52	
	Percentage distribution					100 %
	1,6	0,8	18,6	38,8	40,3	
I have learned new vocabulary from YouTube that I now use when speaking.	Frequency distribution					129
	1	5	16	49	58	
	Percentage distribution					100 %
	0,8	3,9	12,4	38,0	45,0	
YouTube videos have helped me understand intonation and stress patterns in English.	Frequency distribution					129
	1	2	23	40	63	
	Percentage distribution					100 %
	0,8	1,6	17,8	31,0	48,8	
Watching English speakers on YouTube gives me ideas for how to express myself naturally.	Frequency distribution					129
	2	4	15	57	51	
	Percentage distribution					100 %
	1,6	3,1	11,6	44,2	39,5	

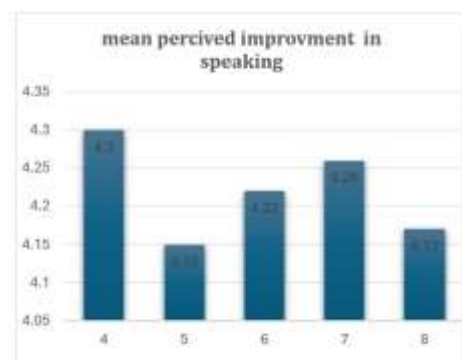


Diagram 3. Mean perceived improvement in speaking

The findings from this section of the questionnaire indicate that students hold strongly positive perceptions of YouTube's role in enhancing their speaking skills. For pronunciation, 86.8% of respondents agreed that YouTube helps them improve, with a mean score of 4.30 categorized as Very High/Positive. Similarly, 79.1% believed it

improves their fluency, reflected in a High/Positive mean score of 4.15. In terms of vocabulary acquisition, 83% of students acknowledged learning and applying new vocabulary from YouTube, with a mean score of 4.22, also within the High/Positive category. Furthermore, 79.8% agreed that YouTube helps them understand English intonation and stress patterns, with a Very High/Positive mean of 4.26. Lastly, 83.7% reported that watching English speakers on YouTube gives them ideas for expressing themselves more naturally, supported by a High/Positive mean score of 4.17. Overall, the results demonstrate that YouTube significantly supports students in developing pronunciation, fluency, vocabulary, and natural expression in English speaking.

Table 3. Learning Motivation and Engagement

Question	SD	D	N	A	SA	TOTAL
YouTube makes learning English more enjoyable and engaging.	Frequency distribution					129
	2	1	13	42	71	
	Percentage distribution					100 %
	1,6	0,8	10,1	32,6	55,0	
I feel more confident to speak English after watching YouTube videos.	Frequency distribution					129
	1	4	27	50	47	
	Percentage distribution					100 %
	0,8	3,1	20,9	38,8	36,4	
YouTube increases my interest in improving my English-speaking skills.	Frequency distribution					129
	2	1	20	55	51	
	Percentage distribution					100 %
	1,6	0,8	15,5	42,6	39,5	
I am more motivated to speak English because of the content I watch on YouTube.	Frequency distribution					129
	2	4	19	51	53	
	Percentage distribution					100 %
	1,6	3,1	14,7	39,5	41,1	

The results of the third section show that students generally perceive YouTube as highly engaging and motivating in their English-learning process. A large majority (87.6%) agreed that YouTube makes learning more enjoyable, with a Very High/Positive mean score of 4.39. Confidence in speaking also

improved, as 75.2% felt more confident after watching YouTube, reflected in a High/Positive mean of 4.07. Furthermore, 82.1% stated that YouTube increased their interest in improving speaking skills, with a High/Positive mean score of 4.18. Finally, motivation was notably strong, as 80.6% agreed they were more motivated to speak English because of YouTube content, supported by a Very High/Positive mean score of 4.50. Overall, these findings highlight YouTube's strong role in boosting enjoyment, confidence, interest, and motivation in English speaking.

Table 4. Independent Learning and Accessibility

Question	SD	D	N	A	SA	TOTAL
YouTube allows me to learn at my own pace.	Frequency distribution					129
	1	3	20	40	65	
	Percentage distribution					100 %
	0,8	2,3	15,5	31,0	50,4	
I can choose YouTube content that matches my English level.	Frequency distribution					129
	1	2	9	43	74	
	Percentage distribution					100 %
	0,8	1,6	7,0	33,3	57,4	
I find it easy to access YouTube for English speaking practice anytime and anywhere.	Frequency distribution					129
	2	1	10	54	62	
	Percentage distribution					100 %
	1,6	0,8	7,8	41,9	48,1	
YouTube is a helpful tool for practicing English speaking outside the classroom.	Frequency distribution					129
	1	4	15	49	60	
	Percentage distribution					100 %
	0,8	3,1	11,6	38,0	46,5	

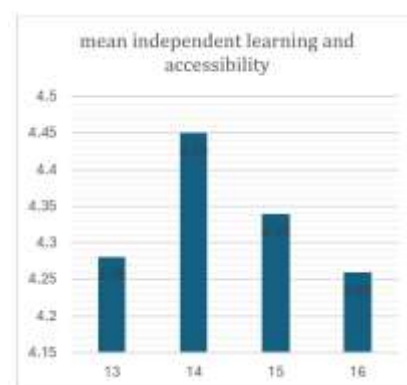


Diagram 4. Mean Independent Learning and Accessibility

The First Statement of the Fourth session is about "YouTube allows me to learn at my own pace." The data show that 50.4% (65 students) strongly agreed and 31.0% (40 students) agreed, meaning that 81.4% (105 students) responded positively. Meanwhile, 15.5% (20 students) chose neutral, and only 2.3% (3 students) disagreed and 0.8% (1 student) strongly disagreed, resulting in 3.1% (4 students) providing negative responses. Based on Diagram 4, Statement 13 shows that the mean value of this statement is 4.26, which indicates that the interval score falls within the Very High/Positive category. Therefore, it can be concluded that most students feel YouTube allows them to learn at their own pace.

The Second Statement is "I can choose YouTube content that matches my English level." The data show that 57.4% (74 students) strongly agreed and 33.3% (43 students) agreed, meaning that 90.7% (117 students) responded positively. Meanwhile, 7.0% (9 students) chose neutral, and only 1.6% (2 students) disagreed and 0.8% (1 student) strongly disagreed, resulting in 2.4% (3 students) providing negative responses. Based on Diagram 4, Statement 14 shows that the mean value of this statement is 4.45, which indicates that the interval score falls within the Very High/Positive category. Therefore, it can be concluded that most students can easily select YouTube content suited to their English proficiency level.

The Third Statement about "I find it easy to access YouTube for English speaking practice anytime and anywhere." The data show that 48.1% (62 students) strongly agreed and 41.9% (54 students) agreed, meaning that 90.0% (116 students) responded positively. Meanwhile, 7.8% (10 students) chose neutral, and only 0.8% (1 student) disagreed and 1.6% (2 students) strongly disagreed, resulting in 2.4% (3 students) providing negative responses. Based on Diagram 4, Statement 15 shows that the mean value of this statement is 4.34, which indicates that the interval score falls within the Very High/Positive category. Therefore, it can be concluded that most students find YouTube easily accessible for English-speaking practice anytime and anywhere.

The last Statement of the Fourth session is about "YouTube is a helpful tool for practicing English speaking outside the classroom." The

data show that 46.5% (60 students) strongly agreed and 38.0% (49 students) agreed, meaning that 84.5% (109 students) responded positively. Meanwhile, 11.6% (15 students) chose neutral, and only 3.1% (4 students) disagreed and 0.8% (1 student) strongly disagreed, resulting in 3.9% (5 students) providing negative responses. Based on Diagram 4, Statement 16 shows that the mean value of this statement is 4.26, which indicates that the interval score falls within the Very High/Positive category. Therefore, it can be concluded that most students perceive YouTube as a helpful tool for practicing English speaking outside the classroom.

The results of the fourth section indicate that students highly value YouTube for its flexibility and accessibility in supporting independent learning. Most respondents (81.4%) agreed that YouTube allows them to learn at their own pace, with a Very High/Positive mean score of 4.26. This shows that students feel more comfortable managing their own learning process outside the restrictions of classroom schedules. In addition, 90.7% of students reported that they can easily select content suited to their English proficiency level, which is reflected in a Very High/Positive mean of 4.45. This demonstrates YouTube's strength in offering diverse and adaptable learning resources that match learners' individual needs.

Accessibility was also highlighted as an important benefit. A total of 90% of students agreed that YouTube can be accessed anytime and anywhere for English-speaking practice, supported by a Very High/Positive mean score of 4.34. This suggests that students take advantage of YouTube's availability to practice English beyond traditional study environments. Finally, 84.5% of students acknowledged that YouTube is a helpful tool for practicing speaking outside the classroom, indicated by a mean of 4.26. Overall, these findings emphasize that YouTube not only provides flexible and level-appropriate content but also ensures easy access, making it a highly effective tool for continuous English-speaking practice.

Table 5. overall Perception

Question	SD	D	N	A	SA	TOTAL
YouTube should be integrated more in English language classes.	Frequency distribution					129
	1	1	28	52	47	
	Percentage distribution					100 %
	0,8	0,8	21,7	40,3	36,4	
YouTube is an effective tool for improving English speaking skills.	Frequency distribution					129
	1	1	11	47	69	
	Percentage distribution					100 %
	0,8	0,8	8,5	36,4	53,5	

For the Last session, the First Statement is about "YouTube should be integrated more in English language classes." The data show that 36.4% (47 students) strongly agreed and 40.3% (52 students) agreed, meaning that 76.7% (99 students) responded positively. Meanwhile, 21.7% (28 students) chose neutral, and only 0.8% (1 student) disagreed and 0.8% (1 student) strongly disagreed, resulting in 1.6% (2 students) providing negative responses. Based on Diagram 5, Statement 17 shows that the mean value of this statement is 4.11, which indicates that the interval score falls within the High/Positive category. Therefore, it can be concluded that most students believe YouTube should be more integrated into English language classes.

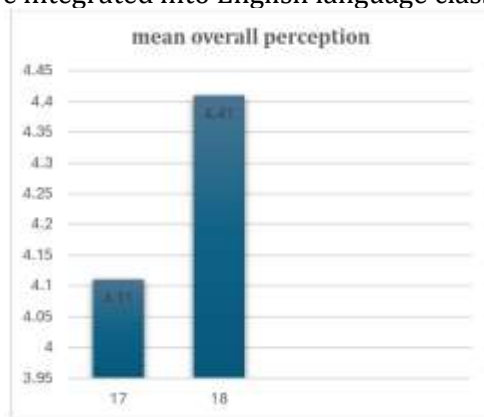


Diagram 5. Mean Overall Perception

The Last Statement of this session is "YouTube is an effective tool for improving English speaking skills." The data show that 53.5% (69 students) strongly agreed and 36.4% (47 students) agreed, meaning that 89.9% (116 students) responded positively. Meanwhile, 8.5% (11 students) chose neutral, and only 0.8% (1 student) disagreed and 0.8%

(1 student) strongly disagreed, resulting in 1.6% (2 students) providing negative responses. Based on Diagram 5, Statement 18 shows that the mean value of this statement is 4.41, which indicates that the interval score falls within the Very High/Positive category. Therefore, it can be concluded that most students regard YouTube as an effective tool for improving their English-speaking skills.

B. Discussion

In this section, the researcher will discuss the research findings. As described in Chapter One, this study aimed to find out students' perception on the effectiveness of YouTube in improving their English-speaking skill in English students at Sriwijaya University. As described in the finding above, students generally responded positively to all the questionnaire statements that the researcher gave. This indicates that YouTube plays a significant role in supporting students' speaking development.

The results showed that students frequently used YouTube as part of their English learning activities, and many reported replaying videos to improve pronunciation. This indicates that YouTube has become a regular learning tool. Similarly, Sulosoh & Sakina (2024) found that students viewed YouTube as an effective medium for developing speaking skills, showing consistent improvements after exposure to video content. The frequent exposure provided by YouTube also ensures that learners receive continuous input in English, which supports their speaking performance and helps when practicing.

The data further revealed that YouTube contributed to multiple dimensions of speaking. Students agreed that the platform helped them build vocabulary, improve pronunciation accuracy, and gain better control over stress and intonation patterns. These elements are essential for effective oral communication. The findings support the research of Syafiq et al. (2021), who demonstrated that YouTube provides authentic spoken models that allow learners to imitate and practice language use more naturally. Watching real-life conversations and authentic speakers on YouTube may also help learners acquire pragmatic competence, meaning they learn not only "what to say" but also "how to say it" in context. This suggests

that YouTube plays a role beyond traditional classroom activities by exposing students to real communication styles.

Another significant outcome of this study was that students expressed higher levels of enjoyment, motivation, and confidence in speaking English as a result of using YouTube. Many students stated that learning through YouTube was engaging and that they felt more motivated to try speaking English. Interestingly, the highest mean score ($M = 4.50$) was recorded for the statement on motivation, which highlights the strong influence of YouTube in encouraging learners to speak. This is in line with Sudrajat et al. (2022), who emphasized that YouTube increases students' learning motivation because it provides entertaining yet educational content. Confidence also appeared as a recurring theme: by observing real speakers and practicing repeatedly, students felt more confident and more willing to express themselves.

Students noted that they could select videos according to their language level, access the platform anytime and anywhere, and adjust their learning pace to their individual needs. This independence is one of the most important aspects of modern learning, as it empowers students to take responsibility for their progress. Nur et al. (2025) similarly reported that YouTube was highly valued as a learning source because it allows learners to select context-appropriate material and study independently according to their needs.

Lastly, students perceived YouTube as not only useful for independent practice but also effective enough to be integrated into classroom teaching. Many respondents believed that YouTube could complement traditional teaching materials and make lessons more engaging. This aligns with Sulosoh and Sakina (2024), who found that integrating YouTube into formal learning settings improved students' engagement and achievement. The students in this study also highlighted that YouTube could serve as a practical bridge between formal education and real-world language use, showing its dual role as both a classroom and self-learning tool.

From the discussion above, it can be concluded that most students give positive responses and perceptions to the effectiveness

of YouTube in improving English-speaking skill.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

From the result of the study, it was found that students of the English Education Study Program at Sriwijaya University second and fourth semesters have a positive perception of the effectiveness of YouTube in Improving Their English-speaking skill. In this case, students recognize that YouTube can increase students English-speaking skill such as pronunciation, vocabulary, and fluency, and boosts students' motivation and confidence to practice speaking. Moreover, it offers accessibility and flexibility, allowing students to control their own learning pace and materials. These findings reinforce the idea that YouTube has a crucial role in modern language learning, not only outside the classroom as a source of independent practice but also as a complementary resource that can be meaningfully integrated into formal education. YouTube positively supports the teaching and learning process of students, especially in improving English speaking skill.

B. Suggestion

From this research, the researcher found some suggestions:

1. For the Students

Students are encouraged to maximize YouTube as a supplementary learning tool to improve their English-speaking skills. They should carefully select content that matches their English proficiency level and actively use the platform not only for entertainment but also for practice. By imitating the pronunciation, intonation, and expressions from videos, and even creating their own speaking practices based on the content they watch, students can build confidence and fluency in speaking English.

2. For the Lecturers

Lecturers are suggested to integrate YouTube into classroom learning activities to make the learning process more engaging and relevant to students' real-life contexts. YouTube can be used not only as supplementary material but also as a medium for classroom discussions, pronunciation practice, vocabulary enrichment, and role-play activities. By incorporating YouTube, lecturers can encourage students

to engage more actively, increase their motivation, and provide more opportunities for authentic language exposure that cannot always be achieved with textbooks alone.

3. The Future Researcher

Future researchers are encouraged to conduct similar studies with a wider scope, involving students from different universities or different academic levels, to gain more comprehensive results. In addition, future studies could employ mixed methods by combining questionnaires with in-depth interviews or classroom observations to gain deeper insights into students' perceptions and actual speaking improvement. Exploring the impact of YouTube on other language skills such as listening, writing, or grammar could also broaden the understanding of its effectiveness in English language learning.

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