

# Youtube Based Authentic English Content in Teaching Speaking: A Qualitative Study at Zainul Hasan Genggong Islamic University

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\* Dhini Sukma Aprilia, Muhammad Hifdil Islam, Zainuddin<sup>abc</sup> 

<sup>123</sup>Universitas Islam Zainul Hasan, Kraksaan, Probolinggo

Corresponding Author: [dhinisukma913@gmail.com](mailto:dhinisukma913@gmail.com)

## A B S T R A C T

This study emphasizes how crucial speaking abilities are to EFL instruction, especially when it comes to helping students become more proficient communicators in everyday situations. This study involved one English lecturer and 15 EFL students from the English Education Department of Zainul Hasan Genggong Islamic University. But there is still a disconnect between theoretical methods like Communicative Language Teaching and their actual use, particularly when it comes to using real digital media. The purpose of this project is to investigate how authentic English content from YouTube can be used to teach speaking and to analyze students' reactions. Unlike previous studies that primarily focused on students' achievement or general perceptions, this study specifically explores the implementation of authentic YouTube content in an Islamic higher education context and explores how classroom interaction and speaking task design influence students' speaking development. Through observations, interviews, and documentation, a qualitative approach was used. Although there are some drawbacks such a lack of engagement and technical difficulties, the results show that YouTube improves students' motivation, vocabulary, pronunciation, and confidence. The conclusion is that YouTube works well when paired with interactive exercises and suitable teaching techniques.

**Keywords:** *Youtube-Based Authentic Content, Teaching Speaking, Students' Responses*

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## INTRODUCTION

Speaking is widely acknowledged as a key component of learning English as a foreign language (EFL) since it allows students to communicate their thoughts, feelings, and ideas in everyday situations (Sharma 2024). English serves as the major language for worldwide communication in today's globalized world, making speaking proficiency a crucial need for students. However, despite its significance, a lack of communicative practice and little exposure to real-world language use continue to make it difficult for many EFL learners to speak effectively. Students who understand English conceptually but are unable to utilize it smoothly are the outcome of classroom environments that frequently place more emphasis on grammar and written skills than oral communication (Tiana, Jimmi, and Lestari 2023). This disparity emphasizes the need for more practice-based and communicative training methods for speaking. As a result, improving pupils' speaking skills necessitates both linguistic understanding and relevant chances for authentic communication. Innovative teaching techniques are required in this situation to establish stimulating and productive speaking learning environments.

Students encounter a variety of obstacles when trying to improve their speaking abilities in numerous EFL contexts, such as poor confidence, limited vocabulary, nervousness, and fear of making mistakes (Yang, Chen, and Hung 2022). Students' motivation to engage in speaking activities is greatly impacted by these affective barriers, which frequently result in

passive classroom behaviour. Foreign language anxiety can have a detrimental impact on learners' oral performance and communicative confidence, according to Horwitz (1986). Furthermore, Thornbury (2005) asserts that meaningful engagement and regular practice both of which are frequently absent in conventional classrooms are the only ways to improve fluency. Additionally, students have trouble with tone and pronunciation, which can lead to miscommunication and less intelligibility (Ekaeba and Enyene 2024). Because of this, a lot of students are reluctant to speak during conversations and instead use their mother tongue. These difficulties show that both linguistic and psychological aspects of learning must be addressed in effective speaking education (Ali and Ali 2025).

Speaking abilities are crucial in academic and professional settings in addition to the classroom. Fluent English speakers can take an active part in debates, presentations, and group learning exercises (Khan and Saddam Hussain 2025). Because it allows people to participate in international communication and professional contacts, speaking proficiency is also crucial for future career development. Speaking is seen as a crucial sign of language proficiency in many educational contexts since it demonstrates the capacity to utilize language in authentic contexts (Di Blas 2022). Additionally, improving speaking abilities helps pupils successfully convey their opinions and critical thinking. As a result, enhancing speaking skills is both a practical requirement for students' future success and an academic objective. This emphasizes how vital it is to put into practice efficient teaching techniques that promote communicative competence (Kanwit and Solon 2022).

Apart from its scholastic and professional significance, Islamic teachings also place a strong emphasis on excellent communication, as meaningful speech and clarity are indicative of wisdom and good character (Lian et al. 2023). The objectives of speaking teaching in EFL situations are in line with the Qur'an's emphasis on the significance of communicating ideas clearly so that others can understand them. Language instruction in Islamic educational institutions emphasizes ethical and communicative qualities in addition to cognitive development (Mujahidah and Yusdiana 2023). Therefore, methods that combine language proficiency with moral and social awareness are necessary for teaching speaking in such situations. This viewpoint adds a special element to speech instruction, especially in Islamic higher education environments. Additionally, it bolsters the claim that social and personal development depend on effective communication (Zega 2025). Speaking teaching should therefore be created to promote both positive character and successful communication.

The use of real materials has been frequently advised in language instruction to solve the difficulties in spoken instruction. Resources that were first developed for real-life communication as opposed to educational goals are referred to as authentic materials (Di Blas 2022). Authentic resources are crucial because they expose students to natural language expressions, genuine pronunciation patterns, cultural contexts, and spontaneous communication methods that are uncommon in textbooks. Authentic resources can help students improve their communicative skills and get more familiar with how English is used in real-life settings. Learners are exposed to real terminology, phrases, and conversation patterns via authentic sources, according to Richards (2001). In a similar vein, Nunan (1999) contends that authentic input aids students in comprehending language use in real-world social situations. Realistic models of pronunciation, intonation, and conversational techniques are provided via actual materials used in speaking teaching (Manzini 2023). By bridging the gap between classroom instruction and practical language usage, they also assist students in developing communicative competence. As a result, including real materials into speaking exercises can improve students' capacity for more confident and natural communication.

According to this viewpoint, the core theoretical foundation for teaching speaking is Communicative Language Teaching (CLT). CLT, which was put forth by Canale and Swain in 1980, places a strong emphasis on the value of meaningful communication and the growth of communicative competence, which encompasses discourse, grammar, sociolinguistic, and strategic competence (Putri 2025). Speaking exercises in CLT are intended to encourage communication, meaning negotiation, and impromptu language use. CLT classrooms encourage students to actively participate in communication activities such as conversations,

role-playing, presentations, and problem-solving exercises (Qasserras 2023). The teacher serves as a facilitator, providing useful information while encouraging students to use language genuinely rather than simply memorising linguistic patterns. As a result, real digital materials, such as YouTube videos, are seen as extremely valuable in supporting communicative learning situations. This method is supported by authentic materials, such as YouTube videos, which offer actual instances of language in context. Students can see how language is used organically in a variety of communicative contexts by being exposed to actual information (Fitria 2022). This aids in the development of their speaking accuracy, fluency, and appropriateness. Thus, including real digital content to improve speaking is consistent with CLT's tenets (Annisa and Wariyati 2023).

Krashen's (1985) Affective Filter Hypothesis, which emphasizes the significance of emotional elements in language acquisition, is another pertinent theoretical viewpoint (Ali and Ali 2025). This idea states that when learners have strong levels of motivation and confidence and low levels of worry, they learn language more successfully. High levels of nervousness frequently make it difficult for kids to actively participate in speaking situations (Bhutto, Jokhio, and Ahmad 2023). YouTube videos and other relatable and interesting learning resources can help lower anxiety and foster a more encouraging learning atmosphere (Asici and Sari 2022). Students can see and mimic language use in a less stressful setting with authentic video content, which can boost their confidence. Additionally, students' motivation and interest in learning can be increased by visually rich and context-based resources. Consequently, including real content from YouTube can help students improve their speaking skills and reduce the emotional filter (Pratiwi, Siswono, and Mariana 2022).

The use of YouTube into speaking training is also linked to Mobile-Assisted Language Learning (MALL), which emphasises the use of mobile technologies and digital platforms to enable flexible and independent language learning. MALL enables students to access learning materials at any time and from any location, using cellphones or digital devices (Sari and Sulisty 2022). In the context of speaking learning, YouTube allows for repeated exposure to authentic pronunciation, vocabulary, and conversational expressions, which can help students improve their speaking performance on their own.

While many studies have examined the use of YouTube and real-world resources in EFL speaking training, the majority of them are mainly concerned with learning outcomes, such as improvements in students' views, motivation, or speaking performance (Mthembu and Khoza 2024). YouTube has been shown to be a good learning tool in earlier studies, but its application in the classroom has received less attention. Research on how instructors choose, create, and incorporate real video from YouTube into speaking exercises is particularly lacking (DANNY 2025). Furthermore, there are very few research on Islamic higher education, particularly when it comes to integrating digital media with institutional principles (Adu-Marfo et al. 2026). By examining the implementation procedure and students' reactions in a particular institutional setting, this study seeks to close this gap. It is anticipated that this research will offer a more comprehensive and contextualized understanding of teaching speaking using YouTube-based authentic English content by concentrating on classroom interaction and speaking task design (Adu-Marfo et al. 2026).

Previous research has extensively examined the efficacy of YouTube and real resources in enhancing speaking skills, motivation, and student perceptions in EFL classrooms. However, most studies concentrated on learning outcomes rather than investigating how actual YouTube video is employed in classroom engagement and speaking task design. Furthermore, few research has investigated the integration of real YouTube-based learning in Islamic higher education contexts where communication competence coexists with institutional and moral standards. As a result, this study seeks to fill this gap by looking into both the implementation process and students' reactions to the use of authentic YouTube content in speaking instruction at an Islamic university.

## METHOD

This study used a qualitative research methodology at the English Education Department of Zainul Hasan Genggong Islamic University to examine how authentic English content from YouTube is used to teach speaking and to examine students' reactions in a typical classroom setting (Almusaed, Almssad, and Yitmen 2025). One speaking instructor and a group of students who were specifically chosen because they were actively involved in the learning process made up the responders. This study's participants included one English professor and 15 sixth-semester students from the English Education Department who were chosen on purpose because they actively participated in speaking courses utilising actual YouTube content.

Three primary tools were used to gather data: a semi-structured interview guide to examine the lecturer's tactics and students' responses (including motivation, confidence, engagement, and challenges); an observation checklist to methodically record classroom practices and interaction patterns; and documentation, such as lesson plans and instructional materials, to corroborate and validate the data (Chand 2025). The interviews were semi-structured to allow participants to express their experiences and perceptions in detail. Classroom observations were conducted during many speaking sessions to identify students' interaction patterns, involvement, and responses to learning activities. Documentation such as class plans, screenshots of YouTube videos, and students' speaking activities were also examined to ensure the findings' validity. In-depth interviews with the lecturer and students, non-participant classroom observation, and the gathering of pertinent documents were all part of the data collection methods.

The interactive model of Miles, Huberman, and Saldaña was used to evaluate the data, including data condensation, data display, and conclusion drafting and verification. In order to make sure that the results were reliable, consistent, and supported by the data, triangulation of data sources and methods was used in addition to consideration of credibility, transferability, dependability, and confirmability (Anim-Wright 2024). To establish trustworthiness, the researcher used triangulation to compare interview results, observation findings, and documentation data; member checking was also done to confirm the accuracy of participants' claims and interpretations. Member checking was also carried out to ensure the accuracy of participants' statements and interpretations.

## FINDINGS AND DISCUSSION

### Implementation of YouTube-Based Authentic English Content

According to the findings of the interviews, YouTube has been used as a supporting medium in speaking instruction to offer instances of real-world English usage. Students reported using videos of everyday conversations, practice pronouncing words correctly, public speaking, and information from Kampung Inggris Pare. This demonstrates how instructors use a variety of movies to enhance language input and give students authentic communication models. Accordingly, one student said, *"I usually watch daily conversation videos, pronunciation practice, English vlogs, and videos for learning English expressions"* (Jinani), demonstrating the variety of learning content kinds.

Additionally, it is thought that using YouTube might assist students comprehend phrases, pronunciation, and communication patterns in a more natural setting. Another student's comment, *"YouTube is quite effective because we can directly see real examples of English usage, which are easier to understand,"* supports this (Jinani). This implementation isn't quite ideal yet, though. Some students claimed that because there is less direct connection throughout the learning process, using YouTube can occasionally be less successful. This is evident from Ali's statement, *"Less effective because of the lack of direct interaction in the practice process,"* which suggests that the interactive component is still the primary flaw.

Technical implementation hurdles include limited data limitations and internet connectivity issues in addition to interface barriers. One student's comment, *"When the Wi-Fi is having trouble or I don't have any data"* (Habibah), suggests that technological issues also have

an impact on how well students learn from YouTube. Therefore, it can be said that the use of YouTube for speaking instruction has been implemented and is beneficial as a source of real input; nevertheless, in order to be more effective, technical assistance and reinforcement in interaction aspects are still needed.

Table 1. Implementation Aspects of YouTube-Based Authentic English Content in Teaching Speaking

No	Aspect	Finding Category	Interpretation
1.	Type of Content	<ul style="list-style-type: none"> <li>Authentic input</li> <li>Contextual learning</li> <li>Academic speaking</li> </ul>	<p>Content variation supports exposure to natural language</p> <p>Local content helps contextual understanding</p> <p>Focus on formal communication</p>
2.	Implementation	<ul style="list-style-type: none"> <li>Positive implementation</li> <li>Limitation</li> <li>Supporting media</li> </ul>	<p>YouTube as a real language model</p> <p>Lack of interaction is the main weakness</p> <p>Digital media supports learning</p>
3.	Obstacle	<ul style="list-style-type: none"> <li>Technical issue</li> <li>Content limitation</li> </ul>	<p>Technical factors affect implementation</p> <p>The variation of content needs to be increased</p>

The table in this section indicates that using YouTube for speaking instruction involves three main aspects: content kind, implementation, and difficulty. Various content, including as daily activities, contextual learning, and academic speaking, provide more authentic language instruction to help students understand how to use the language. According to the implementation strategy, YouTube functions as educational media that provides a language model and enhances learning input. However, the primary focus is on language interaction, therefore learning is a passive process if it is not accompanied by communicative activities. In addition, technological factors such as internet connectivity and content variety can also be obstacles that reduce learning effectiveness.



Figure 1. Implementation of YouTube-Based Media in Teaching Speaking in the Classroom

This picture illustrates the speaking instruction process in schools that use YouTube as a teaching tool. The students sat quietly and attentively, focusing on the material being

presented; one of them could be seen showing a video via a projector at the front of the classroom. YouTube videos are used as authentic sources to provide examples of how to use English in everyday situations, such as daily conversations, conversations, or communication.

Through the use of this media, students can observe how language is used in an authentic context, which helps them better understand pronunciation, intonation, and expression. In addition, interactive classrooms demonstrate that learning is not limited to memorization but may also involve activities such as discussion or hands-on practice. As a result, using YouTube for speaking instruction in this picture makes it possible to create learning activities that are more engaging, contextual, and increase students' confidence in their ability to speak English.

### **Students Responses Toward the Use of YouTube**

#### **Increased Motivation**

The majority of pupils responded well to the usage of YouTube for speaking education. Students reported that the films were more entertaining, participatory, and easy to understand than traditional classroom instruction. Observation results also revealed that students were more attentive and engaged during video-based speaking activities. A pupil explained

*"Yes, because the videos are more interesting, not boring, and the explanations are usually more relaxed so they are easy to follow"* (Jinani).

This research suggests that authentic audiovisual elements can boost students' enthusiasm while decreasing boredom during speaking practice. Furthermore, students were more enthusiastic since YouTube provided contextual learning experiences using authentic communication models. During classroom observations, students appeared more engaged when discussing or responding to video content. This outcome lends support to the premise that authentic digital media might foster a more communicative and engaging learning environment for EFL students.

#### **Vocabulary Development**

Students were exposed to contextual vocabulary directly from authentic communication when they watched videos containing daily conversations, English expressions, and public speaking practices on YouTube. One participant stated, Students were exposed to contextual vocabulary through videos of daily conversations, English expressions, and public speaking practices. One participant stated:

*"I learn many new words and expressions from the videos, especially daily English expressions"* (Habibah).

Following the videos, students began using a wider range of vocabulary during classroom speaking activities, according to the observations. Subtitles, frequent exposure, and contextual examples all contributed to students' better understanding of language usage. As a result, YouTube served not just as an entertainment medium, but also as a valuable source of linguistic input that aided students' lexical development.

#### **Pronunciation Improvement**

Another notable response from students was related to pronunciation improvement. Students indicated that authentic YouTube videos helped them better emulate native speakers' pronunciation, intonation, and speaking cadence. Students reported that authentic YouTube videos helped them better emulate native speakers' pronunciation, intonation, and speaking cadence. One student explained:

*"I often repeat the videos to practice pronunciation and speaking fluency"* (Putri).

Classroom observations also revealed that pupils gained confidence in pronouncing English words following repeated exposure to realistic audiovisual resources. Students preferred to mimic pronunciation patterns directly from the films, particularly when performing conversations or role-playing exercises. This finding suggests that YouTube provides authentic pronunciation models to help students improve their speaking fluency and intelligibility.

## Confidence Building

Aside from linguistic progress, YouTube-based learning enabled pupils to gain confidence in speaking English. Students reported feeling less worried as the learning environment grew more relaxing and pleasurable. One participant stated:

*"I become more confident because I can practice first by following the videos before speaking in class"* (Jinani).

Observation evidence revealed that students were more willing to participate in speaking exercises after watching YouTube videos. They appeared more comfortable expressing their thoughts, responding questions, and doing speaking activities in front of the class. This research lends support to Krashen's Affective Filter Hypothesis, which claims that decreased anxiety and increased motivation can improve language acquisition.

## Challenges in Using YouTube-Based Learning

Despite the good reactions, many issues were observed throughout the deployment of YouTube-based speaking education. Some students had difficulties comprehending videos because the presenters talked too quickly or used foreign jargon. One student commented, some students had difficulty comprehending the films because the speakers spoke too quickly or used foreign jargon. One student said:

*"Sometimes it's difficult to understand if the speaker is too fast"* (Jinani).

Unstable internet connections and limited data availability occasionally disrupted the learning process, as reported by one of the participants. Unstable internet connections and restricted data access periodically hampered the learning process. A participant explained:

*"When the Wi-Fi is having trouble or I don't have any data"* (Habibah).

Furthermore, observation data showed that several students lost focus due to distraction by unrelated YouTube content. Another participant noted, another person commented:

*"The monotonous conversation model makes me bored"* (Ali).

These findings show that, while YouTube has a high potential for supporting speaking education, effective implementation still requires suitable teacher leadership, careful video selection, and engaging classroom activities. Students also proposed combining YouTube videos with conversations, role-playing exercises, and communicative speaking assignments to improve learning effectiveness.

Table 2. Students' Responses and Perceived Effects of YouTube in Speaking Learning

No	Aspect	Finding category	Interpretation
1.	Motivation and Engagement	Increased interest and participation	Authentic videos improve classroom engagement
2.	Vocabulary Development	Contextual vocabulary acquisition	Students learn expressions and daily language use
3.	Pronunciation Improvement	Pronunciation and intonation practice	Authentic input supports speaking fluency
4.	Confidence Building	Increased self-confidence	Relaxed learning atmosphere reduces anxiety
5.	Challenges and Obstacles	Technical and comprehension issues	Teacher guidance and scaffolding are needed
6.	Pedagogical Suggestions	Interactive activities integration	Discussions and role-plays improve effectiveness

The table above reveals that students' reactions to using YouTube-based authentic English content in speaking learning were generally favourable, particularly in terms of motivation, engagement, vocabulary knowledge, pronunciation, and self-confidence. Authentic movies helped students grasp language more contextually by providing real-world communication models, and frequent exposure to native speakers improved pronunciation and speaking fluency. Furthermore, the flexible and engaging learning environment enabled students to engage more actively in speaking exercises. However, other issues were observed, including an inconsistent internet connection, distracting from unrelated information, and difficulty understanding fast-spoken movies. To maximise students' speaking growth, effective YouTube-based learning implementation requires competent teacher leadership,

appropriate video selection, and interactive speaking activities such as discussions and role-playing.

## DISCUSSION

### Implementation of YouTube-Based Authentic English Content

The results show that authentic English content from YouTube has been used as a supplementary teaching tool for speaking, especially when it comes to exposing pupils to language use in everyday situations (Di Blas 2022). Vlogs, public speaking videos, everyday conversations, pronunciation drills, and other types of content show that the instructor makes an effort to provide relevant and significant information. This is consistent with Richards' (2001) theory of authentic materials, which highlights how exposure to real language helps learners comprehend how English is organically used in communication. Students can see real pronunciation, intonation, and discourse patterns through YouTube videos, all of which are crucial for improving speaking abilities (Fyfield 2022).

Additionally, the ideas of Canale and Swain's (1980) Communicative Language Teaching (CLT) are reflected in the use of YouTube in the classroom, especially in terms of meaningful input for communicative competence. Students can relate what they learn in the classroom to communication in the real world because to the availability of authentic content (Zega 2025). The results, however, also show that the interactive dimension highlighted in CLT has not been fully accomplished by the implementation. Because there was less face-to-face interaction during speaking exercises, several students thought using YouTube was less beneficial (MANEL, n.d.). This implies that while CLT necessitates active participation, meaning bargaining, and two-way communication, the existing implementation still prioritizes input over interaction (Putri 2025).

Technical and contextual issues were also noted, including erratic internet connections, restricted data access, and repetitive content. These problems show that infrastructure support is just as important to the success of digital media integration as pedagogical design (Adu-Marfo et al. 2026). The existence of repetitive content further implies that choosing the right information is essential to keeping students' attention and involvement. Consequently, one may contend that although YouTube is a useful source of genuine material, its educational effectiveness is contingent upon how it is incorporated into engaging and organized classroom activities (Abdulhadi 2025). In order to ensure that students actively utilize the language rather than passively consume it, lecturers must integrate YouTube videos with communicative tasks like discussions, role-plays, and presentations.

### Students' Responses Toward the Use of YouTube

The results show that students' reactions to using YouTube to practice speaking are generally favourable (Dabamona and Yunus 2022). When learning through video-based content, the majority of students reported higher levels of motivation, interest, and engagement. This lends credence to Krashen's (1985) Affective Filter Hypothesis, which holds that students learn language more well when they are emotionally invested and have minimal anxiety (Aini<sup>1</sup> and Lubis 2023). Students can observe and practice language more comfortably when using YouTube, which fosters a more laid-back and entertaining learning environment. Students consequently gain more self-assurance when trying to speak English (Bhutto, Jokhio, and Ahmad 2023).

Students indicated gains in confidence, vocabulary, and pronunciation when it came to skill development (Axrorova 2024). This suggests that YouTube offers chances for incidental learning through imitation and observation in addition to input. Students can practice outside of the classroom thanks to the ability to replay videos and access a variety of content, which also supports autonomous learning. These results support Nunan's (1999) claim that by exposing students to actual language use in context, authentic input improves their communicative skills (Jannah, Sudana, and Hilman 2025). As a result, YouTube can be seen as a useful resource for assisting with the language and affective components of speaking development.

The study did, however, also note a number of unfavourable reactions and difficulties. While some students reported being distracted and losing focus owing to irrelevant content, others found it difficult to comprehend films because of their rapid speaking and foreign vocabulary (Ali and Ali 2025). Furthermore, engagement was thought to be hampered by the absence of interaction during the learning process. These results imply that while YouTube is helpful, its efficacy is not guaranteed and necessitates appropriate teaching assistance. Without assistance, students can find it difficult to comprehend the information or be unable to communicate in a meaningful way.

These results suggest that the lecturer's involvement in offering scaffolding and creating suitable exercises is crucial to the effectiveness of YouTube-based learning. To optimize learning outcomes, strategies like using subtitles progressively, choosing films according to students' ability level, and incorporating speaking exercises like role-playing and conversation are crucial (Ishak and Aziz 2022). In this sense, YouTube should be viewed as part of a larger pedagogical framework that prioritizes interaction, practice, and student participation rather than just as a means of delivering content. Therefore, there is a lot of promise for integrating YouTube into speaking education as long as it is backed by efficient teaching techniques and contextual modification (Hamdani 2024).

## CONCLUSIONS

This study demonstrates how YouTube based authentic content has been used in speaking instruction as a helpful tool that can give students genuine exposure to English. Students can comprehend language use contextually, including features of pronunciation, intonation, and expression, through a variety of videos, including everyday conversations, vlogs, and public speaking. This is consistent with the Communicative Language Teaching (CLT) methodology, which highlights the value of exposure to real-world languages in order to improve communicative competence. Analytically, the findings show that authentic YouTube content promotes both linguistic and affective aspects of speaking development. Students' linguistic abilities increased as a result of regular exposure to actual language input. Students felt more motivated, interested, and confident when participating in speaking exercises. However, the effectiveness of YouTube-based learning relies heavily on how lecturers integrate videos with communicative and interactive classroom activities. Additionally, students' reactions to using YouTube are typically favorable. It is thought that this medium might boost enthusiasm, drive, and self-assurance when speaking English. Additionally, students see gains in language skills including pronunciation and vocabulary. Students can learn on their own and review material as needed because to the variety of content and accessibility, which promotes a more efficient and customized learning process. Nevertheless, this study also discovered a number of practical challenges. The primary disadvantage of using YouTube was the lack of direct engagement, which made learning more passive. The effectiveness of learning was also impacted by technological obstacles like data limitations and restricted internet connections, as well as challenges with fast-paced or repetitive films. Thus, it can be said that using YouTube to enhance speaking abilities has a lot of potential, but it must be backed with suitable teaching techniques. In addition to choosing information that corresponds with the students' skill levels, lecturers must incorporate videos with interactive exercises including conversations, role-plays, and presentations. As a result, using YouTube can promote meaningful and active communication practices in addition to serving as a source of input. As a consequence, YouTube should not only serve as an authentic input source, but also as part of an interactive instructional strategy that stimulates meaningful communication, active involvement, and collaborative speaking practice.

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