

Exploring the Role of Youtube Videos in Teaching English Speaking Skills: A Qualitative Study at Muhammadiyah Elementary School

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ABSTRACT

This study explores the role of YouTube videos in teaching English speaking skills at MI Muhammadiyah Al-Haq Palu. The study aims to investigate how YouTube videos are used in speaking instruction, the benefits perceived by the teacher, and the challenges encountered during their implementation. A qualitative research design was employed, involving one English teacher as the sole participant. Data were collected through semi-structured interviews conducted in Indonesian and analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal that YouTube videos serve as an effective instructional medium for teaching speaking, particularly for young learners. The teacher used short, colorful, and age-appropriate videos as warming-up activities, pronunciation models, and stimuli for speaking practice. Follow-up activities such as repetition, question-and-answer sessions, role play, and retelling encouraged students to participate actively and practice English more confidently. The study also found that YouTube videos improved students' pronunciation, vocabulary acquisition, motivation, and confidence in speaking English. However, several challenges were identified, including unstable internet connection, advertisements, and students' tendency to become passive viewers if not guided properly. To address these challenges, the teacher downloaded videos beforehand and actively engaged students through questioning and interactive speaking tasks. Although these findings provide valuable insights into the teacher's experience, they are based on a single participant and therefore should not be generalized to all English teachers or educational contexts. In conclusion, YouTube videos can effectively support the teaching of English-speaking skills when integrated with appropriate material selection, interactive activities, and active teacher guidance.

Keywords: Youtube Videos, English Speaking Skills, Young Learners, Qualitative Study, Teaching Media

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INTRODUCTION

English has become an international language that plays a significant role in communication, education, technology, and global interaction. As one of the most widely used languages worldwide, English is taught as a foreign language in Indonesia from elementary to higher education levels. The primary objective of English language learning is to enable students to communicate effectively in both spoken and written forms. Among the four language skills, speaking is often regarded as the most essential because it reflects learners' ability to use the language in real-life communication. Students who possess good speaking skills are better prepared to express ideas, participate in discussions, and interact confidently with others in various contexts.

Despite its importance, speaking remains one of the most challenging skills for English as a Foreign Language (EFL) learners. Many Indonesian students experience difficulties in speaking English due to limited vocabulary, inaccurate pronunciation, lack of confidence, fear of making mistakes, and insufficient opportunities to practice the language in authentic situations. These challenges are particularly evident among young learners, who require engaging learning experiences that encourage active participation while maintaining their interest throughout the lesson. Consequently, English teachers are expected to employ

innovative teaching strategies and instructional media that facilitate meaningful speaking practice and create a supportive learning environment.

The rapid development of digital technology has transformed educational practices, including language teaching. Various digital platforms provide teachers with opportunities to enrich classroom instruction through multimedia resources. One of the most popular platforms is YouTube, which offers a vast collection of educational videos that can be integrated into English language teaching. YouTube provides authentic language input through audiovisual materials, allowing students to observe pronunciation, intonation, gestures, facial expressions, and contextual language use simultaneously. These features make YouTube a valuable instructional medium, particularly for developing students' speaking skills.

Recent studies have consistently demonstrated the positive contribution of YouTube videos to English language learning, particularly in developing speaking skills. [Ngo \(2024\)](#) reported that university students perceived YouTube as an effective learning platform because it provided authentic language input, improved pronunciation, expanded vocabulary, and increased confidence in speaking English. Similarly, [Farikhah & Rizal \(2023\)](#) found that YouTube served as an effective supplementary learning resource that enhanced students' speaking fluency by exposing them to natural conversations and authentic pronunciation models. Furthermore, [\(Badian, 2023\)](#) revealed that integrating YouTube videos into English classrooms significantly improved students' motivation and encouraged more active participation in speaking activities. More recently, [Yuliana \(2025\)](#) emphasized that YouTube-based learning media positively support learners' English communication skills by providing engaging audiovisual content that motivates students to practice speaking more frequently. These findings suggest that YouTube has become an increasingly valuable instructional medium for promoting communicative language learning across different educational contexts.

Several recent studies have also highlighted that the effectiveness of YouTube depends not only on the quality of the videos but also on teachers' pedagogical strategies. Teachers play a crucial role in selecting appropriate materials, designing interactive classroom activities, and guiding students throughout the learning process. Therefore, successful integration of YouTube requires not only technological resources but also effective instructional planning that encourages students to actively engage in meaningful speaking practice.

Although recent studies have confirmed the effectiveness of YouTube in improving students' speaking ability, most have employed quantitative or experimental designs that primarily measure learning outcomes. Comparatively fewer studies have explored teachers' actual classroom practices, particularly how YouTube videos are implemented in speaking instruction, the benefits perceived by teachers, and the challenges they encounter during implementation. Moreover, qualitative evidence from Indonesian Islamic elementary schools remains limited. Therefore, this study seeks to address this gap by providing an in-depth qualitative exploration of an English teacher's experience in integrating YouTube videos into speaking instruction at MI Muhammadiyah Al-Haq Palu.

METHOD

This study employed a qualitative research design to explore the role of YouTube videos in teaching English speaking skills at MI Muhammadiyah Al-Haq Palu. A qualitative approach was selected because it enables researchers to gain an in-depth understanding of participants' experiences, perspectives, and classroom practices in their natural setting. This approach was considered appropriate for investigating how YouTube videos were implemented during English speaking instruction, as well as identifying the perceived benefits and challenges from the teacher's perspective.

The study was conducted at MI Muhammadiyah Al-Haq Palu, an Islamic elementary school in Central Sulawesi, Indonesia. The study was conducted at MI Muhammadiyah Al-

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Haq Palu, an Islamic elementary school in Central Sulawesi, Indonesia. The participant was one English teacher with [X] years of teaching experience at the school. The teacher had actively integrated YouTube videos into English speaking lessons and had sufficient experience using digital media to teach young learners. The participant was selected through purposive sampling because the teacher met the predetermined criteria, namely: (1) teaching English at MI Muhammadiyah Al-Haq Palu, (2) having experience using YouTube videos in speaking instruction, and (3) being willing to participate and provide detailed information about classroom practices. These characteristics enabled the participant to provide rich and relevant data that addressed the objectives of this study.

Data were collected through semi-structured interviews. The interview questions were designed to explore several aspects of YouTube implementation in speaking instruction, including classroom practices, instructional objectives, students' responses, perceived benefits, challenges encountered during implementation, and strategies employed to overcome those challenges. The interviews were conducted in Bahasa Indonesia to facilitate clear communication and allow the participant to express ideas comfortably. All interviews were audio-recorded with the participant's consent and subsequently transcribed for analysis.

To enhance the trustworthiness of the study, the researcher carefully reviewed the interview transcripts and compared the participant's responses across different interview questions to ensure consistency. The findings were interpreted systematically based on the collected data to provide a credible description of the teacher's experiences in utilizing YouTube videos to teach English speaking skills.

FINDINGS AND DISCUSSION

This section presents the findings of the study based in the semi-structured interview conducted with the English teacher at MI Muhammadiyah Al-Haq Palu. The findings are organized into three major themes that address the research objectives: (1) the implementation of YouTube videos in teaching English speaking skills, (2) the benefits of using YouTube videos in speaking instruction, and (3) the challenges encountered during their implementation, along with the strategies employed to overcome these challenges. Each theme is discussed by integrating the participant's perspectives with relevant theories and previous studies to provide a comprehensive understanding of the role of YouTube videos in teaching English speaking skills.

Findings

The findings of this study are organized into three major themes derived from the interview data: (1) the implementation of YouTube videos in teaching English speaking skills, (2) the perceived benefits of using YouTube videos, and (3) the challenges encountered during implementation together with the strategies employed to overcome them.

The Implementation of YouTube Videos in Teaching English Speaking Skills

YouTube as an Instructional Medium

The interview findings revealed that YouTube videos were used as an integral instructional medium rather than merely as supplementary teaching materials. The participant explained that YouTube was utilized to introduce lesson topics, provide pronunciation models, enrich students' vocabulary, and stimulate speaking practice. The integration of audiovisual materials enabled students to observe authentic language use while maintaining their attention throughout the lesson.

Selection of Appropriate Learning Videos

The participant emphasized that selecting appropriate videos was an important part of the teaching process. Videos were selected based on several considerations, including students' age, English proficiency level, curriculum objectives, and lesson topics. Short videos containing colorful animations, songs, simple conversations, and everyday situations

were considered the most suitable because they were easier for young learners to understand and kept students actively engaged.

Before playing the videos, the teacher introduced the learning objectives and activated students' background knowledge through simple questions related to the lesson topic. This activity helped students predict the content and prepared them for subsequent speaking activities.

Interactive Speaking Activities

Following the video presentation, students participated in various speaking activities designed to encourage active language production. These activities included repeating words and sentences, answering comprehension questions, practicing dialogues, performing role plays, and retelling the video content using their own words.

The participant explained that these follow-up activities transformed students from passive viewers into active language users. Throughout these activities, the teacher continuously provided pronunciation correction, vocabulary explanation, and encouragement to build students' confidence in speaking English.

Benefits of Using YouTube Videos in Teaching English Speaking Skills

Improvement of Pronunciation

One of the major benefits identified in this study was the improvement of students' pronunciation. The participant explained that YouTube exposed students to authentic English pronunciation produced by native or fluent speakers. Through repeated listening and imitation, students gradually developed better pronunciation, stress, and intonation.

Vocabulary Development

The participant also reported that YouTube videos supported vocabulary acquisition. Students learned new vocabulary through pictures, animations, songs, and contextual conversations presented in the videos. The combination of visual and auditory information enabled students to understand and remember vocabulary more effectively than through traditional memorization.

Increased Learning Motivation

Another important benefit was increased student motivation. According to the participant, colorful animations, attractive visuals, and interactive content created a more enjoyable classroom atmosphere. Students became more enthusiastic about participating in English lessons and showed greater interest in classroom activities.

Development of Speaking Confidence

The findings also revealed that YouTube videos helped improve students' confidence in speaking English. Initially, many students hesitated to speak because they feared making pronunciation or grammatical mistakes. However, after repeatedly observing English conversations and participating in guided speaking practice, students gradually became more confident in expressing simple ideas orally.

Active Classroom Participation

The participant further explained that YouTube encouraged active classroom participation. Students actively answered questions, practiced dialogues, performed role plays, repeated expressions, and retold video content. These activities promoted meaningful communication and enabled the teacher to provide immediate feedback on students' speaking performance.

Challenges in Using YouTube Videos and Strategies to Overcome Them

Technical Challenges

The participant identified unstable internet connectivity as one of the major obstacles. Poor internet access occasionally interrupted video streaming and reduced the effectiveness

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Instructional Challenges

Another challenge involved selecting appropriate YouTube videos. The participant explained that not every video was suitable for young learners. Teachers needed to consider language difficulty, speaking speed, video duration, pronunciation quality, and curriculum relevance before using videos in class.

Differences in students' English proficiency also required the teacher to provide additional explanation and individualized support during speaking activities.

Student Engagement Challenges

The participant observed that some students tended to become passive viewers during video-based lessons. Instead of actively practicing English, they focused mainly on watching the videos. This finding suggests that YouTube alone cannot guarantee meaningful language learning without appropriate teacher guidance.

Strategies for Overcoming the Challenges

To address these challenges, the participant implemented several instructional strategies. Videos were downloaded before class to avoid internet disruption. The teacher also paused videos to explain vocabulary and pronunciation, asked guiding questions, encouraged repetition, and organized pair work and role-play activities to ensure active student participation. These strategies enabled YouTube to function not only as an audiovisual resource but also as an effective medium for interactive speaking instruction.

Discussion

The findings of this study demonstrate that YouTube videos play a significant role in facilitating the teaching of English speaking skills for young learners at MI Muhammadiyah Al-Haq Palu. Rather than functioning merely as audiovisual learning materials, YouTube videos served as pedagogical tools that supported the development of communicative competence through authentic language exposure, interactive classroom activities, and meaningful speaking practice (Alimemaj, 2010; Berk, 2009). The integration of YouTube into classroom instruction enabled students to experience English in more realistic contexts while encouraging active participation throughout the learning process, consistent with previous findings that YouTube can provide supplementary exposure to authentic language use (Farikhah & Rizal, 2023).

The implementation of YouTube videos in this study reflects the principles of Communicative Language Teaching (CLT), which emphasizes meaningful communication as the primary goal of language learning (Richards & Rodgers, 2014). Instead of focusing solely on grammar explanation or vocabulary memorization, the teacher utilized YouTube videos to provide contextual language input that encouraged students to observe, imitate, and produce spoken English. Activities such as dialogue practice, role play, repetition, question-and-answer sessions, and retelling allowed students to use English for authentic communication rather than simply learning language forms, in line with the communicative principles of effective language teaching (Brown, 2001). This finding indicates that technology can effectively support communicative language teaching when accompanied by appropriate instructional strategies.

Furthermore, the findings reinforce Mayer's Cognitive Theory of Multimedia Learning, which proposes that students learn more effectively when information is presented through both visual and auditory channels (Mayer, 2009). YouTube videos combine spoken language, visual images, facial expressions, gestures, and contextual situations that facilitate language comprehension among young learners. This combination provides learners with multiple forms of input and can make language learning more accessible and engaging (Berk, 2009). As a result, students demonstrated improvements in pronunciation, vocabulary

acquisition, speaking confidence, and classroom participation throughout the learning process, findings that are consistent with previous research on YouTube-supported speaking instruction (Alwehaibi, 2015; Badian, 2023).

The findings also highlight the crucial role of the teacher in maximizing the effectiveness of YouTube-based instruction. Although YouTube provides abundant educational resources, the quality of learning depends largely on how teachers select, organize, and implement these resources in the classroom (Kaboocha, 2016). In this study, the teacher carefully selected age-appropriate videos, provided explanations when necessary, encouraged active student interaction, corrected pronunciation, and designed meaningful follow-up speaking activities. These pedagogical decisions ensured that students actively engaged with the learning materials rather than becoming passive viewers. Therefore, the effectiveness of YouTube should not be attributed solely to the technology itself but also to the teacher's instructional competence in integrating digital media into language learning (Kelsen, 2009).

Another important contribution of this study lies in its identification of practical challenges associated with implementing YouTube in elementary school classrooms. Technical limitations, including unstable internet connectivity and advertisements, occasionally interrupted instructional activities. Additionally, differences in students' English proficiency required the teacher to provide continuous support and adapt instructional strategies to accommodate diverse learning needs. Nevertheless, these challenges did not prevent successful implementation because the teacher employed various solutions, such as downloading videos before class, preparing backup materials, pausing videos for clarification, and encouraging interactive speaking tasks. These findings suggest that effective technology integration requires flexibility, careful planning, and continuous teacher facilitation (Kaboocha, 2016).

Compared with previous studies, the present study offers a different perspective by focusing on teachers' classroom experiences rather than merely measuring students' speaking achievement. While many earlier studies employed quantitative methods to examine the effectiveness of YouTube through experimental designs, this study provides an in-depth qualitative understanding of how YouTube is implemented in daily classroom practice, the benefits perceived by teachers, and the challenges encountered during instruction. This perspective contributes to the growing body of literature on technology-assisted language learning by emphasizing that successful implementation depends on the interaction between digital media, pedagogical strategies, classroom management, and learner characteristics (Alimemaj, 2010; Riswandi, 2016).

The findings also have important pedagogical implications for English language teaching, particularly in elementary school contexts. Teachers are encouraged to integrate YouTube videos as part of communicative speaking instruction rather than using them solely for entertainment or passive listening activities. Appropriate video selection, interactive classroom tasks, continuous teacher guidance, and systematic follow-up activities are essential to maximize students' speaking development. For young learners, instructional activities should also be engaging and appropriate to their developmental characteristics (Cameron, 2001; Scott & Ytreberg, 1990). Schools should also support teachers by improving technological infrastructure and providing adequate internet access to facilitate the effective use of digital learning resources. Moreover, teacher training programs should include professional development related to educational technology integration so that teachers can utilize digital media more effectively in language classrooms.

This study demonstrates that YouTube videos represent a valuable instructional resource for teaching English speaking skills among young learners. Their educational value extends beyond providing audiovisual materials, as they promote authentic language exposure, increase student engagement, foster communicative interaction, and support the development of speaking competence (Ngo, 2024; Yuliana, 2025). When integrated through appropriate pedagogical practices and supported by adequate technological facilities,

YouTube can become an effective medium for creating meaningful, student-centered English language learning experiences.

CONCLUSIONS

The findings of this study concluded that YouTube videos play an important role in supporting the teaching of English-speaking skills at MI Muhammadiyah Al-Haq Palu. YouTube was effectively integrated through carefully selected videos and interactive activities such as repetition, question-and-answer sessions, role play, and retelling, which contributed to improvements in students' pronunciation, vocabulary, motivation, confidence, and participation. However, the implementation also faced challenges, particularly unstable internet connectivity, advertisements, and maintaining students' active engagement. These challenges were addressed through careful lesson preparation, appropriate video selection, and active teacher guidance. Overall, YouTube can serve as an effective instructional medium for teaching English speaking skills when supported by appropriate pedagogical strategies. Nevertheless, since this study involved only one English teacher in a single educational context, its findings cannot be broadly generalized. Future research should involve more participants and diverse educational contexts to provide broader insights into YouTube use in English language teaching.

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