

**INVESTIGATING THE LEARNING ENGLISH SPEAKING USING A  
YOUTUBE CHANNEL: A STUDY AT A PRIVATE HIGH SCHOOL IN  
INDONESIA**

**A Thesis**

Submitted as Partial Fulfillment of the Requirements  
for Getting *Sarjana Pendidikan* Degree of English Language Education Study  
Program



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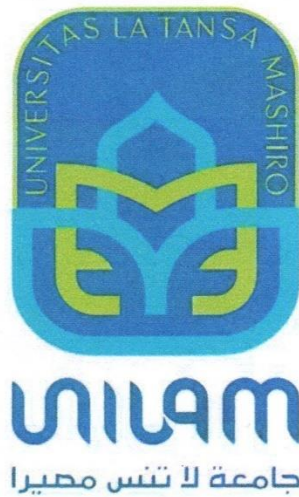
**APPROVAL SHEET**

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## STATEMENT OF WORK'S ORIGINALITY

I Honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

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## **MOTTO**

“Your life’s trials are not to test your strength. But to measure how serious you are in asking Allah for help and Success is a long journey from one failure to the next without losing enthusiasm.”

-Ibnu Qoyyim & Winston Churchill-

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all this greatness.
2. My beloved parents, my father Jaeni and my mother Romlani, thanks for your advice, love, prayer, support, and always encourage me in finishing my study.
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Rangkasbitung, 13<sup>th</sup> of September 2025

Tati Nurholis

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**ABSTRACT**

This study investigated how YouTube can be utilized as a tool for learning English speaking skills. Using a qualitative case study design, data were collected from six high school students in Indonesia through semi-structured interviews and focus group discussions. The data were analyzed following Miles, Huberman, and Saldana's (2014) stages of condensation, display, and drawing conclusions. The findings revealed that YouTube provides authentic language input that supports students' motivation and encourages autonomous learning. Students reported that watching videos helped them imitate native speakers, expand vocabulary, practice pronunciation, and build confidence in communication. These benefits contributed to their improvement in speaking proficiency. However, the study also identified several challenges. Beginners or students who needed more structured teacher guidance often found it difficult to follow fast-paced or complex video content. In addition, external factors such as unstable internet connections, the high cost of data packages and device upgrades, and the lack of interactivity or real-time feedback limited the effectiveness of digital learning. Despite these limitations, YouTube was considered a valuable platform that promotes active engagement and supports speaking development when integrated with appropriate teaching strategies. Therefore, combining video-based learning with interactive or face-to-face activities is recommended to address diverse learner needs and maximize learning outcomes.

*Keyword: Digital Media, Students' Experience, English Speaking skills, qualitative case study design.*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is an important part that people use to express everything, face-to-face communication, scientific research and many other purposes. English, an international language plays an important role in connecting people. Likewise, one of the English skills often used for communicating with people is speaking. Speaking English is very useful since speaking is one of fundamental components of language proficiency. Speaking conveys thoughts that are constructed and developed according to the needs of the listener, and it is often used for daily interaction. According to Richards (2008, p. 21), there are several functions in human interaction has several functions. For example, interaction in speech plays a role in establishing and maintaining social relationships, as well as functioning as a means of exchanging information. Therefore, understanding the function of interaction in speaking is very important to improve social relations and effective communication.

Furthermore, speaking not only involves the ability to convey ideas or information, but it is also an interactive process. In the interactive process, the speaker and listener are mutually involved in constructing an understanding that is influenced by context, purpose, and the response received. As mentioned by Torkey (2014) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is also defined as the ability to express ideas orally, coherently, fluently and appropriately in given a meaningful context to serve both transactional and interactional purpose.

Accordingly, the meaningful interaction process while speaking is using correct pronunciation, grammar, and vocabulary, as well as adopting the pragmatic and discourse rules of the spoken language. In other words, speaking is interactive and requires the ability to collaborate in managing conversations. Therefore, speaking is a central part of foreign language learning that students must master in order to communicate with others. Furthermore, Leong & Ahmadi (2017) emphasized that speaking is the foremost skill for the effectiveness of communication. Hence, to sharpen students' speaking skill, the amount of speaking practice should be facilitated by the teacher.

Referring to the importance of speaking, teaching speaking in the high school context is a must but is a must not an easy task. To speak English well, a student must learn other sub-skills such as pronunciation, vocabulary and grammar. In addition, motivation is very important for learning to speak. If students do not realize the importance of learning to speak, they will not pay deep attention to it and this will affect learning. Likewise, in order to improve students' speaking skills, regular English practice is necessary and requires high motivation from students in order to improve students' speaking skill. Correspondingly, English teachers also play an important role in supporting and helping students practice English. According to Adem and Berkessa (2022), foreign language teaching should aim to enhance students' speaking abilities by focusing not only on linguistic competence but also on communicative confidence. Therefore, English teachers need to be creative in designing appropriate and engaging activities that foster students' oral production. Moreover, teachers should consider students' interests and learning preferences. One of the effective ways to boost

learners' motivation in speaking is by incorporating various media into the teaching process.

Learning media plays an important role in the educational process, especially in language learning, because learning media helps facilitating the delivery of material and enrich students' learning experiences. The use of appropriate learning media enables teachers to convey complex language concepts in simpler, more engaging ways. According to Arsyad (2011), learning media is very effective to help students learn to speak in English. Not only does it make learning more interesting, but it also helps students understand pronunciation, vocabulary, and conversation structures more easily, especially if they are having difficulties. Thus, the use of innovative and relevant learning media can be an effective solution in improving students' English language skills optimally.

However, based initial observation did by the researcher, it was found that students faced several problems in terms of speaking, such as students' lack of pronunciation, students' poor vocabulary mastery, inability of using grammar correctly, and students' boredom in class. Another factor that causes students' speaking problems is the teachers' difficulty in teaching speaking. Students need learning media and strategies that can motivate them during the teaching and learning process and prevent boredom. In this case, teachers still use monotonous methods in speaking activity. Specifically, the teacher relies on traditional techniques, such as lecturing or repetitive drills, which may not fully engage students or enhance their speaking skills effectively. In the meantime, the teacher takes the initiative to help students learn to speak using YouTube channels. The teachers have implemented

YouTube videos during speaking learning and activity using the YouTube channel for one semester. Based on the data obtained from pre observation, hence the researcher wants to know students' experience in learning speaking through YouTube channel.

YouTube channels can serve as a valuable tool for learning English, particularly in enhancing students' speaking skills. YouTube is very popular among students and is considered as a source of online materials that can be important in teaching and learning. YouTube is used as a learning tool because YouTube provides many reference videos and the audio-visual displays make students interested in the learning process. Furthermore, several studies highlighted the importance of YouTube video as a learning media. First, study by Meinawati et al., (2020) pointed out that YouTube was very effective because it allowed students to speak more confidently and expressively. Second, Watkins & Wilkins (2011) asserted that YouTube both inside and outside the classroom can improve student speech and pronunciation skills. Moreover, Kristiani and Pradnyadewi (2021); Qomaria and Zaim (2021); Toleuzhan et al. (2023); Feng and Guo (2025) also have the similar purposes research, most of their findings provided that using YouTube channel can improve students English speaking skills, and YouTube is significantly effective for English learning effective for English learning, motivating students in learning, having a positive impact on students in their speaking performance. Therefore, the researcher proposed a research study entitled "Investigating the Learning of English Speaking Using a YouTube Channel: A Study at a Private High School".

## **1.2. Identification of the Problems**

Based on the background of the study, the researcher identified several problems, as follows:

1. The students do not have any ideas or initiative to speak in English, it is caused by the lack of vocabulary, grammatical patterns, and Students feel bored in class.
2. Teachers' difficulty in teaching speaking.
3. Students need learning media and strategies that can motivate them during the teaching and learning process and prevent boredom
4. The teachers' teaching strategy is monotonous.

## **1.3. Limitation of the Problems**

To limit the context of this research, the researcher focused on investigating students' speaking learning activities using one of the YouTube channels.

## **1.4. Formulation of the Problems**

The formulation of the study as follows:

1. How do the students learn speaking using YouTube channel?
2. What are the challenges of learning speaking using a YouTube Channel?

## **1.5. Objectives of the Study**

The objectives of the study to be achieved from this research are:

1. To investigate the process of the students in learning speaking using YouTube channel
2. To know the challenges of learning speaking using a YouTube Channel.

## **1.6. Significance of the Study**

### **1. For the teachers**

This research will be useful in improving the quality of teachers in choosing learning media and learning resources. In addition, the finding of this study can make teachers more creative in using learning media in the classroom.

### **2. For the students**

This research will make students easier for finding speaking learning material that appropriates for speaking learning and activity. In addition, the finding of this study.

### **3. For future researchers**

This research is expected to serve as a reference for future researchers who are interested in exploring the use of YouTube as a medium for learning speaking skills. It is hoped that future studies will delve deeper into various aspects of YouTube-based speaking learning, including different types of content, learner engagement, and the effectiveness of specific video genres in enhancing speaking proficiency.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Speaking Skill**

##### **2.1.1. Concept of Speaking**

Speaking is a form of language skills that demands spontaneity and responsiveness. In oral communication, one must be able to respond and convey information directly according to the situation and conditions. According to Brown (2004, p. 154), speaking is a productive ability that can be observed directly and practically. When people have a conversation, they will generate a word at the time, and the other person will respond immediately. While speaking, people cannot justify what they have already said. This illustrates that speaking directly is speaking the language. In speaking, when carrying out transactions, students are required to be able to communicate and express the meaning of interpersonal language and spoken texts to connect with the world.

Speaking is a tool of communication that aims to communicate with others. Speaking is a process of interpreting and giving meaning through verbal and nonverbal symbols, in various situations. Zain (2008) stated that language is a communication system which consists of a collection of sounds and written symbols used by people from certain countries to speak. Furthermore, speaking involves two or more people interacting, which means that speakers must communicate with each other. Based on the discussion above, it can be concluded that speaking is an expression or way of communicating verbally that a person uses. When someone speaks, there is a meaning that makes others understand what they say.

### **2.1.2. The Types of Speaking**

Speaking is one of the important skills in communication, especially in the context of language education. It encompasses a variety of different forms and purposes according to the situation and communication needs. Understanding the different types of speaking can help us be more effective in conveying messages appropriately and in context. According to Brown (2004, p. 141), the five types of speaking are:

#### **1. Imitative**

Imitative speaking refers to the ability to repeat or imitate words, phrases, or even sentences. It represents one end of the continuum of speaking performance types. Although it primarily involves phonetic aspects of oral production, it also incorporates prosodic features such as intonation and stress. Additionally, lexical and grammatical elements of language can be included in the performance criteria. This type of speaking serves as a foundation for developing more complex language skills.

#### **2. Intensive**

Intensive speaking is a commonly used type of oral communication that focuses on short conversations. It aims to demonstrate strategic abilities within a limited range of phrases, grammatical structures, lexical choices, or phonological elements like intonation, stress, rhythm, and timing. To participate effectively, the speaker needs to understand the semantic features of the language. However, interaction with the administrator or interlocutor is kept to a minimum during

testing. This type of speaking is designed to assess specific aspects of language use in a controlled context.

### 3. Responsive

Responsive assessment tasks focus on brief interactions that test both comprehension and conversational abilities. These tasks typically involve simple requests, comments, and standard greetings. They also include short exchanges such as casual chats or routine social interactions. The emphasis is on quick and clear responses that demonstrate understanding. Such tasks are useful for assessing basic communication skills in a limited conversational context.

### 4. Interactive

Interactive speech involves direct interaction that is often long and complex, sometimes including multiple exchanges and participants. These interactions can take two forms: transactional, which focuses on exchanging information, and interpersonal, which aims to maintain social relationships. The transactional form prioritizes clarity and efficiency in communication. In contrast, the interpersonal form emphasizes building connections and fostering social bonds. Both forms are essential for effective communication in different contexts.

### 5. Extensive (monologue)

Extensive speaking encompasses oral production tasks such as speeches, presentations, and storytelling, where the listener has limited range of oral interaction, often only through nonverbal responses or even no response at all. In these contexts, the language style used tends to be more formal and deliberative. This type of communication usually requires careful planning to ensure the

message is conveyed clearly. In addition, conveying ideas in extensive tasks requires speakers to carefully consider structure and word choice. Therefore, extensive speaking not only demands speaking ability, but also skills in designing effective communication.

In the types of speaking, speaking skills is not only about the ability to produce utterances, but also about the context and purpose of communication. They range from imitative, which emphasizes repetition, to practice phonetic aspects, to extensive, which demands structured oral production in the form of monologues. In between, there are forms such as intensive and responsive, which focus on comprehension and limited responses, and interactive, which demands complex interactions for the purpose of exchanging information or maintaining social relationships. By understanding each of these types of speaking, we can develop communication skills more appropriately according to the context and needs at hand.

The theory of the five types of speaking skills is relevant to this study because it provides a basis for examining students' speaking abilities that can be developed through YouTube. YouTube videos enable students to imitate pronunciation (imitative), practice phrases and language structures (intensive), provide brief responses (responsive), engage in dialogue or discussion (interactive), and deliver lengthy presentations or narratives (extensive). Therefore, this theory is included as a framework for understanding and evaluating improvements in students' speaking skills through digital media.

### **2.1.3. The Problems of Speaking**

Speaking is one of the most challenging skills for students to master in language learning. Many students face difficulties in expressing themselves clearly and fluently, which can be caused by various factors such as anxiety, lack of confidence, and lack of practice. These barriers often hinder their language development and overall academic performance. As Zhang (2022) stated that there are three problem factors that affect student speaking, including:

#### **1. Motivation**

Motivation plays a crucial role in explaining why people behave and think in specific ways and what drives them to initiate, sustain, and complete activities. In learning, motivation is closely linked to student achievement and learning outcomes. High motivation levels often lead to better academic performance and persistence in studies. Conversely, low motivation can hinder progress and engagement in learning activities. Therefore, creating a well-designed learning environment is essential to enhance motivation and improve academic outcomes.

#### **2. Unwillingness to Speak**

Unwillingness to speak is a common challenge in language learning. Where students despite their internal willingness to engage in conversations, often hesitate to speak English due to fear of making mistakes. This reluctance is closely linked to Foreign Language Anxiety and influenced by factors such as low self-assessed English proficiency and limited exposure to the language. Students with higher proficiency and greater access to English are generally less affected by this anxiety. Furthermore, a lack of self-confidence significantly hampers their speaking ability,

highlighting how negative emotions can impede effective language acquisition. Addressing these emotional and experiential barriers is crucial for improving students' speaking skills.

### 3. Foreign Language Enjoyment (FLE)

Foreign Language Enjoyment (FLE) is an important factor in speaking, referring to the positive emotions learners experience after overcoming challenges, completing tasks, and fulfilling psychological needs during language learning. FLE plays a significant role in the study of positive emotions in language acquisition. Research has shown that experiencing enjoyment in the learning process can motivate students to engage more deeply and persistently in their studies. This positive emotional experience has been found to enhance language acquisition and overall proficiency. Therefore, fostering FLE in language learners is crucial for improving their speaking abilities and overall success in language learning.

Thus, theory is highly relevant to this study, as it can be applied to English language learning. YouTube, as a learning medium, can be a very effective tool for fostering Foreign Language Enjoyment. By providing engaging, interactive, and flexible learning experiences, YouTube supports the development of positive emotions, which in turn strengthen motivation, engagement, and progress in students' speaking abilities. Therefore, integrating YouTube into language learning strategies is not only innovative but also aligned with FLE theory, which emphasizes the crucial role of positive emotions in language learning success.

#### **2.1.4. Teaching Speaking**

The most important thing to remember when learning English as a second language is to practice speaking. Speaking is the process of transmitting information or ideas from the speaker to the listener. According to Thornbury (2005), the ability to speak fluently follows naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. However, speaking is actually a much more complex activity as it involves a wide range of basic skills as well as different types of interrelated knowledge. Through speaking, students become active participants in the learning process because they engage in quiet conversations with teachers or mentors. One important aspect of teaching English as a second language is teaching speaking. Therefore, the teacher must assist students in accurately capturing new vocabulary in a hands-on learning environment. The importance of providing environment to support students speaking practice and acquire new vocabulary. Teaching speaking is a transactional process to improve students' ability on aspects of speaking. Based on Thornbury (2005, p. 2) a teacher should be aware of some following aspects:

- a. Use an approach that should be intrinsically motivating.
- b. Help students acquire language by letting them talk a lot and by providing information, input, and encouragement.
- c. Refrain from talking about the language.
- d. Take advantage of students' good knowledge and help them become active.
- e. Maintaining control over the practice subconsciously

Teaching speaking skill to the students should be based on the aspects discussed above. Additionally, speaking instruction needs to be focused on helping students communicate English in a variety of contexts and genres. For guidelines were put up for educators who plan to teach speaking skills. Firstly, the chosen activity should encourage student to speak a lot. Teachers ought to choose speaking exercises that require students to speak extensively. Besides, all of the students should be able to participate in the activity. It benefits more than just the top students in the class. In addition, the activity should be able to motivate students to participate.

#### **2.1.5. Student's Experience in Speaking**

Students' experiences in learning speaking are an important aspect that influences the development of their speaking skills, both individually and in a group context. The process of learning speaking involves various interactions, both with oneself through reflection and practice, as well as with others through conversations, discussions and presentations. Students often face challenges such as low self-confidence, limited vocabulary, or difficulty understanding the cultural context of the language being learned. These experiences form the basis for understanding how students make meaning of the speaking learning process and how they build speaking skills in the target language. According to Paulsen (2020) experiences are manifested in intrapersonal interactions and Intrapersonal interactions occur within the human body and mind and Interpersonal interactions occur between people in relationships with others, embedded in social, natural, cultural, and pragmatic environments. In addition, experiences are recognized in

human consciousness as conceptions about objects and events in the real world or imaginary world.

## **2.2. Learning Digital Media**

### **2.2.1. Digital Media**

In this modern era, technological development has brought significant changes in various aspects of life, including in the world of education. One of the most prominent changes is the use of digital media as a learning tool. Martin & Betrus (2019, p. 3), defined digital media as a combination of different types, like text, pictures, sound, and video used to convey message or information to the audience into an integrated multi-sensory interactive application or presentation. Besides, according to Milyane et al., (2023, p. 40), digital media is a digital tool delivered through electronic platforms such as the internet, and includes various forms of media such as text, images, audio, and video that can be accessed and shared digitally. The development of digital media has had a major impact on various fields, including education.

The existence of digital media is very helpful for students' learning, where students are expected to understand the various technologies available and use school media tools, such as tablets, laptops, desktops, cell phones, mp3 players, DVDs, radio game systems, and televisions are examples of modern electronic media. Additional media tools, such as visual boards and projectors, can enhance teaching and learning (Akrim, 2018). Accordingly, digital media is a tool that is quite helpful for learning where the development of digital media has a huge impact. Starting from various fields and especially for education (teaching).

### **2.2.2. Digital Classroom**

The development of digital technology has had a huge impact in various sectors, including education. Traditional learning methods are beginning to shift as the use of technology in the classroom becomes more wide spread. According to Haleem et al., (2022) digital classrooms are defined by using electronic devices or platforms forms such as social media, multimedia, and mobile phones to teach students. The world of education today has changed the use of digital technology. Digital learning is an approach to learning that uses technology to complement and allows students to learn quickly and rapidly in a fully digital classroom focused on teaching.

In terms of digital classroom, students use technological or internet-connected devices, such as top-tier laptops, tablets, Chrome books and more. Much of the curriculum is delivered directly to students rather than recorded and taught by teachers. The way through the platform is engaging and full of interactive features. Education is essentially a type of communication, although there are many aspects to it. Digital classroom features apps and websites. In this matter, learning using digital learning as stated by Zou et al (2025) can be affordable, which means learning that is easy to use, collaboratively, flexible time, then easily accessible to students, interactive, innovative content, improving the experience of learning for students.

### 2.2.3. Principle to Use Digital Learning Media

In this context, digital media is guided by established theoretical principles. According to Ross (2018, p. 3-6) there are seven principles in digital learning, including:

1. Digital resources promote achievement for all students
  - a. Digital resources only work well when used appropriately. The use of technology alone is ineffective unless aided by qualified educators. Technology cannot replace the influence of a qualified educator.
  - b. In general, technology will not replace teachers; however, it can be a catalyst for learning that can help students gain basic knowledge and fundamental skills and replace rudimentary or low-level teaching activities.
  - c. Especially historically underserved students, perform better when it is used to encourage deeper learning through tasks that require them to generate new information and perform content.
  - d. Technology is not culturally neutral. A person's cultural experiences and background affect how they view or accept technology in their culture, when used well by culturally responsive teachers, the technology can help students achieve foundational knowledge related to their reliance on deeper environmental learning.
2. Digital resources help teachers develop authentic learning opportunities
  - a. The best learning happens when it is authentic. This means that learning should be related to life outside of school, not just careers and life after

school, but also students' current lives outside of school. Authentic intellectual work allows students to build knowledge in valuable disciplines outside of school.

- b. The ultimate goal of learning is to acquire new knowledge and skills in a new or different environment, preferably in the real world. Mastering core material is important, but often insufficient for transfer. Instead, deep learning tasks help students learn, create and apply what they learn.
3. Digital resources have changed the meaning of “literacy” to “being literate”
    - a. “Being literate” has always depended on today's technology. Digital technologies are expanding the definition of “being literate” through the generation of New Literacy. Those who have little opportunity to interact with online resources and learn new literacy are found to have lower literacy levels than students in their classrooms. Schools and districts that do not provide their students to face those New Literacy will not produce “literate” students.
    - b. To be considered literate, students must not only be able to find and assess information, but must also be able to create reliable information using appropriate media. They must also adhere to accepted standards and practices.
  4. Digital resources can be helpful, but they are not enough on their own to help students engage authentically in learning.

- a. While technology may engage students, genuine instruction more often results in genuine instruction in learning. So, technology alone is not enough to engage students in authentic learning; what matters is how technology is used. Technology can also lead to retrearism, ritual compliance, and even rebellion if there are no real learning opportunities.
  - b. Students report a range of outcomes relating to the highest levels of participation. This goes beyond simply using technology and includes signs such as being real, being respected and influencing the world. This is in line with research showing that successful, student-engaged classrooms incorporate relevant, real-world situations or constructs, rich technology environments, and environments where teachers and students work well together.
5. Digital resources allow students and teachers to connect and collaborate with other students, teachers and other influential adults, and with the content.
  - a. Strong interpersonal and intrapersonal communication skills and the ability to collaborate are essential for students embarking on education and careers. In most education context, digital technologies aid communication and collaboration.
  - b. Various media have enabled students and adults to connect. Schools can see it as their duty to facilitate the best ways to communicate and

collaborate. Synchronous and asynchronous with others through digital technology.

6. Digital resources provide opportunities for students to demonstrate mastery of learning goals in a variety of ways.
  - a. Using digital tools and resources to support a balanced approach to assessment that includes formative, interim, and summative assessment opportunities can improve the efficiency in which students and teachers engage in assessment of and for learning.
  - b. Without digital technologies, it is difficult to manage all of the data that is currently available through a coherent, comprehensive, and continuous assessment system. However, digital technologies make it easy to track individual and group students and how they perform on assessments that can be linked to content standards or other desired learning outcomes, either individual or group.
7. Digital resources allow teachers and students to monitor progress towards learning goals.
  - a. Students entering college and careers require strong inter and intrapersonal communication skills and the ability to collaborate effectively and intrapersonal communication skills and the ability to collaborate effectively. communication and collaboration are facilitated by or supported by the new digital technologies
  - b. Students (and adults) are already connected through various media. Schools may see schools can see it as an obligation to support the right

means to communicate and collaborate with others using digital technologies, both with others using digital technologies, both synchronously and asynchronously.

- c. Teachers can prepare for formative assessment based on what they know about learning progressions for different content standards or learning outcomes.
- d. Evaluation education strategies can collect a lot of data for each student. Digitizing resources is a more efficient way to collect and disseminate this information than using ink.

Another theory suggests that learning is more effective when students receive information through two main channels: visual channels (images, videos, animations) and auditory channels (narratives, sounds). As stated by Mayer (2014, p. 41-62), there are three principles in digital learning, as follows:

#### 1. Dual-Channel Assumption

The human brain has two separate channels for processing information: the visual channel (for images, animations, written text) and the auditory/verbal channel (for sounds, narration, music). When learners receive information simultaneously through visual and auditory channels, they process the information in two different ways. Using both channels simultaneously with the right design can improve learning efficiency.

#### 2. Limited Capacity Assumption (Limited Capacity Assumption)

There is a limited capacity to process information within a certain time frame. If too much information is introduced into one channel at once, this can

lead to cognitive overload (excessive cognitive load). Therefore, it is important for educators or educational media designers to simplify the material, avoid irrelevant information, and use only essential elements.

### 3. Active Processing Assumption

This principle emphasizes that learning occurs effectively when students are actively involved in the learning process, namely:

- a. Selecting important information from the material presented
- b. Organizing information into a coherent structure
- c. Integrating new information with prior knowledge

Students are not merely passive recipients of information but must cognitively process it to form meaningful understanding. Therefore, digital media should be designed to encourage active interaction, such as answering questions, completing short exercises, or reflecting on the video watched.

Based on these three principles, teachers can design digital learning materials such as YouTube videos, interactive presentations, or applications that optimize students' cognitive functions, avoid information overload, and encourage active student engagement in the learning process.

#### **2.2.4. Difficulties of Using Digital Media in Learning**

In terms of difficulties, the use digital media also has its challenges for the students in learning, as elaborated to Martin & Betrus (2019, p. 12):

##### 1. Lack of interactivity

The lack of interactivity in some digital media projects, such as "page-turners", hinders effective learning.

## 2. Expense

Expense can be a barrier, because while some digital media can be cost-effective, there are also digital media solutions that are very expensive to develop.

## 3. Costs to Update

Cost to update can be a barrier because when digital media is not online, it is expensive to update and share it with learners. For example, digital media that are still distributed via CDs are costly to update.

## 4. Decay

Decay inhibits digital media because it stops functioning after the twilight of technology, but video, audio, and text persist and are translated across time and famous.

Based on Martin and Betrus (2019, p. 10), the use of digital media in learning is not without challenges that can affect its effectiveness. Some of the obstacles identified include a lack of interactivity in some types of digital media, high development costs, and the high cost of updating, especially for media that is not integrated online. In addition, digital media also has technological decay, where certain media lose their functionality over time and with the development of new technologies. Thus, in the context of implementing digital media as a learning tool, careful planning is needed so that these challenges can be minimized and do not hinder the overall learning process of students.

There are also other theories about the challenges of digital media in learning by Cornelia & Sulistyaningrum (2023), the integration of digital literacy has emerged as a necessity to be incorporated into educational practices, that it equips students with the necessary skills to communicate in an increasingly connected. In further, the challenges include, as follows:

1. Limited Access to Computers and Internet

Limited use of ICT applications as tools for language learning of students and not all students have a device (Cellphone) that supports it, even the constraints of the network that is difficult to access the internet because the network is only available at certain points, this is the main problem in digital learning.

2. Operational Skill

Operational skills in digital media is a big challenge for educators and students in integrating digital literacy into English learning. The operational skills in question are how to organize and utilize digital tools into learning.

3. The lack of coverage of media literacy in learning material

The lack of coverage of media literacy in learning material where many existing curricula and learning resources may not adequately, meaning critically between language proficiency and literacy skills that are essential for the digital age. Therefore, hindering students from developing their digital literacy skills.

The use of digital media in English language learning has great potential, but still faces significant challenges. Limited access to devices and the

internet, low digital operational skills, and a lack of media literacy integration in the curriculum are the main obstacles. Therefore, a well-planned and sustainable strategy is needed so that digital media can be optimally utilized to improve the quality of English language learning.

#### **2.2.5. YouTube Video as Learning Media**

YouTube videos provide a concrete example of how to speak English. According Brook (2011) stated that YouTube is a tool that aids language learning and teaching by increasing confidence, providing authentic materials, and enhancing student participation. YouTube is a video sharing service provided by Google that allows users to download, watch and share video clips for free. YouTube is one part of the transition of Internet (World Wide Web) technology from a "read-only Web" to a "readable Web" resulting from a situation where the Internet provides reading offers users the possibility to create reading resources and to distribute. YouTube is one of the most practical and easily accessible social media.

YouTube is now the most popular website which is viewed by thousands of people every day. In the current teaching process, many teachers use YouTube videos as a tool to make it easier for students to understand the material. Videos can inspire and activate students when integrated into student learning, which means increasing motivation, enriching communication skills, and increasing grade point averages. This agrees with Nasution's (2019) perspective, which highlights that YouTube can be effectively used in the context of English Language Teaching (ELT), as it exposes students to authentic language and provides opportunities to practice language skills through engaging and relevant content. Resources like

YouTube have made this possible only you can do using a camera and computer to create and share videos.

It can be concluded from various sources of statements regarding YouTube that YouTube has a significant influence in especially learning English where there are many educational videos that help those who want to learn the language better and correctly. And also like this video diary, stimulation and sequence learning. Video has many uses that can be easily brought into the classroom through technology, so that video is no longer just for presentations, but also for networking. Utilizing YouTube videos as a tool or strategy is one form of development in the world of education.

### **2.3. Linguamarina YouTube Channel**

Linguamarina is a YouTube from Saint Petersburg, Russia. Ridanti (2022) says that she moved to England when received a scholarship in America and now lives in California. Marina mogilko or also known as Linguamarina is an entrepreneur who is also a YouTuber. Considering she has lived in England for a long time since his youth. Linguamarinajoined YouTube in 2015, and her first video was uploaded to his YouTube page, where she shared tips for dealing with TOEFL questions, and was uploaded on March 11 2016.



**Figure 2.1. Linguamarina channel display**

The Linguamarina channel is one of the recommendations for learning English on the Campus pedia website. With a different Linguamarina video concept, the channel continues to grow and has been watched 182,384,463 times. Linguamarina not only provides tips and tricks for completing the TOEFL, but also teaches new vocabulary and phrases commonly used in America. She also shares the correct pronunciation and how to improve speaking skills, and simple tips for memorizing vocabulary using idioms. Here are some videos used for speaking lessons.



**Figure 2.2. English conversation patient & doctor**

The image above is a screenshot from one of the videos on the Linguamarina YouTube channel entitled English Conversation Practice Improving Speaking Skills At the Doctor's. The inclusion of this image is intended to provide a visual representation of the type and format of content presented by YouTuber Marina Mogilko as a medium for learning English, particularly in the development of speaking skills.

Through this image, the researcher aims to show that Linguamarina presents learning materials in the form of contextual conversations in this case, a dialogue between a patient and a doctor that are highly relevant to real-life situations. Such content is considered effective in improving students' speaking abilities as it presents thematic vocabulary, functional expressions, and role-playing exercises that learners can emulate. By including this image, the researcher also aims to strengthen readers' understanding of the analyzed object and support the validity of visual data in research on the use of digital media as a tool for English language learning.



**Figure 2.3. Daily English conversation practice**

The Linguamarina channel has been running for approximately six years and already has 4.55 million subscribers. Started her career as a hobby and now uses this platform (YouTube) to teach and entertain. This is a popular YouTube channel with more than 1 million subscribers and is also recommended for learning English, so it is good to watch this channel on YouTube and use it as a medium for learning English to improve the quality of their speaking.

#### **2.4. Review of Relevants studies**

There are some relevant studies that have been done previously related to this research. The first is conducted by Meinawati et al. (2020) with research entitled “*Increasing English Speaking skills Through YouTube*”. The purpose of this study was to find out if the ability to speak English effectively by 10th graders at SMA IT Rahmaniya was improved by using YouTube. This paper uses a descriptive qualitative method with the participants of grade 10 students. Data collection techniques included observation, interviews, and documentation. Observation was conducted to observe student activities during the learning process, interviews were used to find out students' opinions about the use of YouTube, and documentation in the form of activity notes and video recordings was used to support the data obtained. The data was analyzed through the stages of data reduction, data presentation, and conclusion drawing. The result of using YouTube is very effective because it allows students to speak with more confidence and expression. They also do not need to worry when speaking because they see and know how foreigners speak English well and correctly.

The second previous study was carried out by Qomaria & Zaim (2021) with research entitled "*Using YouTube videos to improve students' speaking skills in high school*". This research aims to find out the use of YouTube video in enhancing students' speaking skill in Senior High School. The research method used in this study is qualitative with a library research design. The participants were senior high school students. Then, researchers collected data from various articles and previous research results discussing similar topics. Data analysis was carried out by examining and comparing findings from various sources related to the effectiveness of using YouTube videos on students' speaking skills. Based on the results of the analysis, YouTube helps students improve their skills and interest in learning English because students can use YouTube videos anywhere and not only in the classroom.

The third study carried out by Kristiani & Pradnyadewi (2021) with the title "*The Effectiveness of YouTube as a Learning Media in Improving learners' Speaking Skills*". The purpose of this study was to explain the effectiveness of using YouTube as a learning medium in improving students' speaking skills. This study used a qualitative method with a literature study design. The research participants were middle school students. Data collection was conducted through various relevant articles and journals from previous studies. The researchers analyzed the data by examining the content of these sources to see how YouTube was used in the context of language learning and its impact on students' speaking skills. The results of this study indicate that YouTube is useful as a learning medium in improving students' English skills, especially speaking skills. YouTube is able to

help introverted students practice and demonstrate their speaking skills by uploading video recordings and getting the opportunity to receive feedback not only from teachers and friends, but also from other people.

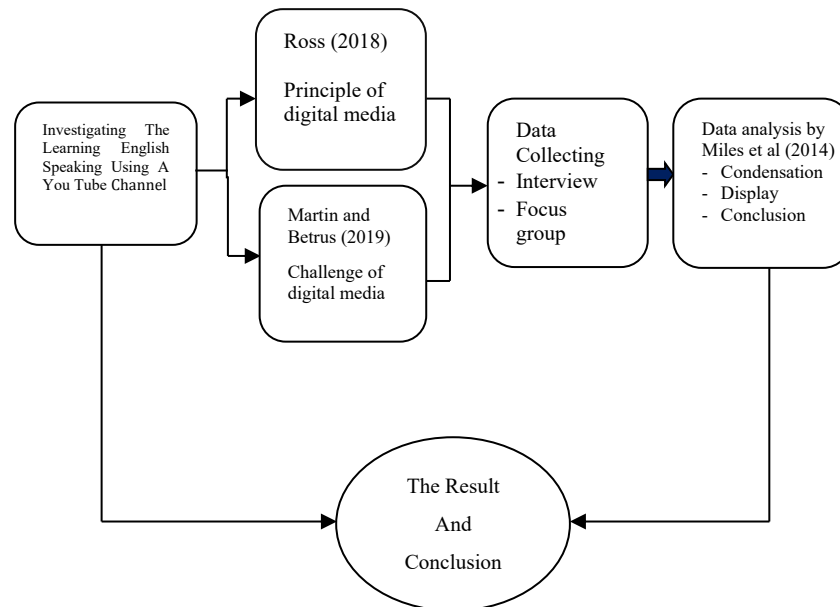
The fourth study was conducted by Toleuzhan et al. (2023) with research entitled “*The Educational Use of Youtube videos in communication fluency development in English: digital learning and oral skills in secondary education*”. This study explores the types of EFL YouTube videos most watched by secondary school students to improve speaking skills in schools for gifted students in Kazakhstan. The researcher used qualitative and quantitative mixed methods through an explanatory sequential design with 288 secondary education students. Data collection was done through questionnaires. The results of the questionnaire were analyzed descriptively. Furthermore, the findings of the study showed that Secondary Education students have a positive attitude towards the use of YouTube Videos to learn English speaking skills. In addition, participants' responses indicated that the most used categories were found to be regarding English movies, songs and vlogs. The researchers also identified that the most preferred types of YouTube videos helped learners to be motivated and confident throughout the trial learning.

The last previous study is by Feng & Guo (2025) with research entitled “*A Case Study: Investigating High School English Student Engagement in Language Learning Through YouTube Music Videos*”. Their research aimed to investigate high school students' engagement in English language learning through YouTube music videos. The method used qualitative with design case study. The study involved one high school student from China over a 10-week period, using data

collection techniques such as classroom observation, semi-structured interviews, and classroom artifacts like lyric notes. Data analysis employed a thematic approach covering behavioral, emotional, social, and cognitive dimensions. The results of the analysis showed that YouTube music videos increased students' active participation in speaking and singing, motivated social and emotional engagement, and helped with pronunciation and vocabulary memorization through lyric repetition. The study concluded that the use of YouTube music videos is effective in enhancing students' multidimensional engagement in English language learning.

The five relevant research studies mentioned earlier are all relevant to this research because they all focus on students in learning speaking with YouTube in class, most of the finding from previous studies claimed that YouTube as a learning media used by the teacher can improve their English's speaking skills, and also YouTube is very effective for English learning, motivating students in learning. In contrast to the previous five studies, this research aims to investigate how students learn speaking through YouTube and whether they found challenges while learning speaking through YouTube. In addition, the difference between this research this research qualitative with a case study design. Two studies are mixed methods, and the third is library research.

## 2.5 Theoretical Framework



**Figure 2.4. Theoretical Framework**

The figure above shows the theoretical framework of the study with the concept of using YouTube channels for speaking skills. This research concentrates on student implementation in using YouTube for speaking learning. The theory used in this study is the theory of digital media principles proposed by Ross (2018, p. 24) and the theory of digital media problems Martin & Betrus (2019). Through interviews and focus group discussions, students were asked about the implementation of YouTube channel in learning speaking skill. The data collected is analyzed based on the results of both the interviews and the focus group discussions. As stated by Miles et al (2014) the data analysis technique consists of three components of the analysis process, namely data condensation, data display, and conclusion drawing. Miles et al (2014) also stated that this analysis can describe the data in detail and interpret various aspects of the research topic.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research Design

This research used qualitative methods. According to Miles et al (2014, p. 28), qualitative research is a type of research that investigates everyday life, between relationships and a situation. Qualitative research also aims to see a comprehensive understanding of a particular phenomenon. In addition, Yin (2016, p. 3) pointed out that qualitative research design perspective focuses on the contextual, social, family, religious and environmental conditions in which society lives in general. This research uses a case study which is a research design that focuses more on explored the process of events or activities in depth. Furthermore, Creswell (Creswell, 2013) defined a case study where the investigator explored the real life of a person, a finite case over time. Case studies allow investigators to take a closer look at information in a specific situation (Zainal, 2007). The researcher will take a case study as a research design because it is the most appropriate design to find out how students learn English through the YouTube application and their challenges in using YouTube in English learning.

#### 3.2. Setting and Participants

This research was conducted at a private high school in Indonesia, focusing on eleventh-grade students as participants. A total of six students were recruited for this study, with an average age of 17-18 years. selected based on their active participation in classroom activities.

These students are expected to provide valuable insights into the learning process due to their engagement in the classroom. To ensure privacy and confidentiality, all participants' identities will be anonymized using pseudonyms. This approach aims to create a safe environment for participants to share their thoughts and experiences openly.

### **3.3. Data Collection Techniques**

In collecting data, researchers will use two techniques, namely interviews and focus group discussions:

#### **3.3.1. Interviews**

The first instrument was the interview. According to Gill & Baillie (2018), Interviews were a fundamental qualification in research methods and are used throughout methodological approaches. Interviews allow researchers to learn in depth about the perspectives, experiences, beliefs and motivations of participants. When conducting interviews, researchers can use tools such as audio to assist in the interview process in order to obtain accurate transcriptions. This transcript is data that is analyzed by researcher according to the chosen approach. Meanwhile, according to Hadisaputra (2020) an interview was a series of questions and answers with the interviews that have been determined by the researcher.

The interview was structured, meaning the questions had been planned in advance and could not be added during the interview. Interviews were conducted face-to-face (in person), not online or in writing. During the interviews, data were collected by recording the students' voices as they answer questions. Four students participated in the interviews, and each session or the entire interview lasted 45

minutes. In this research, the interview contained several questions related to how students learn to speak using YouTube and what challenges they face when learning to speak using YouTube in learning English for eleventh grade students at A private school.

### **3.3.2. Focus Group Discussion**

The second instrument in a focus group discussion, a focus group is a group discussion session on a topic that has been previously determined by the researcher. Focus groups can be used alone or combined with other methods, such as interviews and they can broaden understanding and provide alternative insights. The lively interaction between discussion participants greatly facilitates the collection of useful, diverse and meaningful information as stated by Gill & Baillie (2018). Therefore, focus group discussions are an effective method for gathering rich and comprehensive data that enhances the depth of research findings. In this group discussion, the researcher gathered eight students who would then be formed into two groups containing four students per group. This group discussion is conducted face to face through data capture with a 30-minute sound recording. The discussion focused on the research problem, how students learn to speak using YouTube and their challenges in learning to speak English with YouTube. The discussion were occurred during direct interaction between participants. The researcher will record some important things during the discussion.

### **3.4. Data Analysis Techniques**

In this study, researcher used Miles et al. (2014, p. 32) data analysis techniques. According to Miles et al. (2014, p. 32) data analysis consists of three streams of

activities simultaneously including: data condensation, data display, and conclusion/image verification.

#### **3.4.1. Data Condensation**

The first step is the data condensation process. Data condensation refers to the process of analyzing and summarizing large amounts of data collected during the research process. Miles, et al. (2014, p. 32) stated that data condensation of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. The purpose of data condensation is to facilitate data management and understanding so that researchers can draw conclusions and recommendations based on the results. This process often involves coding and categorizing data as well as summarizing and synthesizing data into themes or concepts that can be easily communicated to readers. By condensation data in this way, researchers can identify key findings and research implications and draw meaningful conclusions that add to overall knowledge of the field. This research collects all the information that correlates with students' using YouTube learning in speaking English.

#### **3.4.2. Data Display**

The second step is to display the data. Displaying data means presenting and organizing data collected during the research process in a way that facilitates analysis and interpretation by the researcher. Miles et al. (2014, p. 32) define data visualization as the process of organizing, summarizing and transforming data into a format that allows researchers to draw conclusions and make recommendations

based on the findings. In this process, research captures and displays information that considers students' internal and external factors in speaking.

### **3.4.3. Drawing Conclusion**

The final step in the analysis technique is drawing conclusions. The stage of drawing conclusions means the process of synthesizing and interpreting data collected and analyzed during the research process. Miles et al. (2014, p. 32) stated that making conclusions requires understanding the data and identifying emerging patterns and themes, and then using the data. Develop clear and convincing arguments. Researchers found other factors that hinder the use of YouTube media in students' English learning. The following is discussed based on data from analysis of students' answers in interviews. The researchers draw conclusions about the impact of YouTube on students' speaking learning.

### **3.5. Trustworthiness**

Every study contains guidelines to assess the veracity or credibility of the findings. This standard is sometimes referred to as data validity (trustworthiness) in qualitative research. This is done in an effort to lessen errors that happen when gathering research data, which naturally affects the validity of the study's findings. Researchers verify the validity (trustworthiness) of data in order to produce knowledge that can be relied upon that is both credible and scientifically accounted for. Testing the validity of the data using the four criteria as follows proposed by Sugiyono (2018, P. 184) there are: Credibility, Transferability, and Confirmability.

### **3.5.1 Credibility**

Credibility in this criterion is used to conduct investigations so that researchers can achieve a high level of confidence in the results of their research and show the level of trust that can be given to researchers to prove that what they do is true. To obtain valid data in this study, researchers extended observation, increased research persistence, used triangulation techniques, conducted negative case analysis, used reference materials, and used member checks, which is the process of checking the data provided by researchers to data givers. According to Sugiyono (2018, P. 185) triangulation in this credibility test means evaluating data from various sources using various methods and different times. At this stage, the researcher used triangulation: at this stage the researcher engaged in continuous interviews and focus group discussions. The process will continue to ensure that data conclusions are drawn accurately, so this step helps to ensure that the research findings are credible.

### **3.5.2. Transferability**

External validity is used in qualitative research. In transferability, researchers must provide a complete and in-depth explanation of the context and results of the research. Transferability is intended to help other people understand the researcher's research findings. Therefore, researchers must describe it in detail, clearly, systematically and reliably (Sugiyono, 2018, P. 194). Furthermore, at this stage of transferability, researchers will provide a thick description: which is detailed and clear. Researchers will describe the physical conditions, participants, and interactions that occurred during the research. Explaining their role in detail in the

research, helps readers understand the research and why their perspectives are important.

### **3.5.3. Confirmability**

Confirmability testing in qualitative research is known as the Objectivity Test. In this test, the researcher processes all research data. If many people agree with the results of the research, then the research can be considered objective (Sugiyono, 2018, P. 194). At this stage the researcher will use focus group discussions as one of the ways to increase confirmation.

In this last stage of member checking: researchers review or ensure the accuracy of their findings. The data taken by the researcher can be honest about how their feelings or assumptions may affect the results of the study. Each time the researcher interacts with the data or participants, the researcher will make notes about how the use of media and media challenges in learning affect the data, during the research process, the researcher collects changes in their views and notes. The researcher also notes any changes in interpretation of the data and ensures any changes are truly based on the data, not personal views. At the end of the study, the researcher conducted a whole group discussion on how they dealt with the challenges of subjectivity and maintained objectivity throughout the study.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents research findings and discussion. That is the result of research that deals with students in using youtube to improve speaking skill. The result is the answer to the formulation of the problem to find out what factors encourage students to use youtube in improving the speaking skills used when learning to speak extensively. The students eleven grade are asked to participate in this study.

#### **4.1 Research Findings**

This chapter highlights some of the data that the researcher obtained through interviews and focus group discussions (FGD). In the interview, researchers record student information regarding the experience of students while using youtube to learn speaking. In this research the teory from Ross (2014) was used to explore students' experiences during the speaking learning process. The aspects explored include: Student achievement, authentic learning, acquiring literacy and becoming literate through digital resources, engagement in learning, digital resources that facilitate collaboration between students and teachers, digital resources that provide learning objectives for students, and digital resources that monitor progress toward learning objectives and to explore students' challenges while learning through it. The results of the interview and Focus Group Discussion describe as follow:

##### **4.1.1 Student Promote Achievement**

Student achievement in speaking skill is strongly related to the use of learning strategies and media that support the development of this skill. The use of

YouTube as a medium for learning to speak provides exposure to authentic and contextualized language, thus encouraging students to become more active, confident and proficient in speaking English. In this aspect, the researcher explore the students' experience relate to the appropriateness of digital learning resources (You Tube) and how the teacher guide the students to use it effectively. The description based on the results of interviews and focus group discussions (FGDs) as follow.

**a. Digital resource (You Tube) use appropriately**

The appropriateness of selecting the digital resources plays a crucial role in supporting students' language development, particularly in speaking skill. In this study, YouTube was utilized as a digital platform that provides access to authentic English content, which allows students to observe, imitate, and internalize proper speaking techniques. When used appropriately, such resource (You Tube) can greatly enhance students' learning experiences by making language input more engaging, relevant, and easy to access. Of the six students three (S1, S2, and S4) of them stated that YouTube is an appropriate and effective medium for improving their English speaking skills. They consider YouTube to provide authentic language exposure, useful vocabulary, and practical speaking techniques. As it was testified by S1, S2, S4:

*"Yes, of course it helps my goal of learning to speak, especially since my vocabulary is limited. I can expand it and also learn pronunciation, and I'm learning how to speak English better."  
(F/S1,S2,S4-LA)*

And this focus group discussion also supported by their interview, they said:

***“Yes, because Linguamarina's YouTube content really appropriate to my learning speaking goals, as well as grow my confidence. With the content, I can learn more vocabulary and pronunciation better ways of speaking.” (I/S1-LA)***

***“Yes, I think using YouTube is very appropriate for learning my speaking skill. By watching various videos, we can hear how people speak in a more relaxed and natural context. In addition, I feel that using YouTube content such as Lingua marina is also very helpful for adding new vocabulary. It gives me the opportunity to learn vocabulary that is more varied and appropriate to different situations. All of this helps me feel more confident when speaking in English or other languages.” (I/S2-LA)***

***“Yes, because using YouTube Linguamarina helps me speak English better. The videos provide useful tips and explanations to learning my speaking skills.” (I/S4-LA)***

However, not all students shared the same perspective. While some found YouTube channel to be highly effective, other students expressed reservations about its appropriateness as a speaking practice tool. For example, they mentioned issues such as difficulty understanding native speakers. These concerns were reflected in the responses from students like S3, S5, and S6, who felt that YouTube channel it self was not sufficient or suitable for improving their speaking skills. As stated by S3, S5, and S6:

***“ not achieve my learning goals for speaking. Although it is good for expanding vocabulary and learning how native speakers speak, Linguamarina is not appropriate for active speaking practice. I sometimes have difficulty understanding explanation and fast accents. I need to learn basic, the channel is more appropriate for the beginner level, and If you want to speak better, it is better to join a class or use an app.” (F/S3,S5,S6-LA)***

And this focus group discussion also supported by their interview, they said:

***“No, in my opinion the linguamarina channel is not appropriate for speaking learning, I sometimes have difficulty understanding explanation and fast accents. I as a student still need to learn the basics. So it’s better to find a channel that is more appropriate for the beginner level.” (I/S3-LA)***

***“No, because linguamarina is more appropriate for people who already have middle and upper English skills. I still need guidance from scratch, such as basic words and basic exercises that are more appropriate for beginners.” (I/S5-LA)***

***“In my opinion, linguamarina is good to add vocabulary and understand how to talk native people, but it is not appropriate if we want to really practice speaking actively. If you want to be good at talking, in my opinion it’s better to find a tutor, join in class, or use an application that can invite us to chat directly.” (I/S6-LA)***

Based on the results of focus group discussions and interview revealed two different perspectives on the use of youtube linguamarina for speaking practice. Some students (S1, S2, S4) considered it appropriate and effective because it provided authentic exposure, vocabulary enrichment, pronunciation practice, and confidence building. On the other hand, other students (S3, S5, S6) felt it was unsuitable because the fast accent and advanced content did not match their beginner level needs, and they preferred basic vocabulary and structured exercises. These findings are in line with ismail and widyastuti (2023) that youtube can help vocabulary, pronunciation, and learning motivation is better. But its effectiveness depends on the students' proficiency level and the availability of adequate scaffolding.

**b. The teacher guiding the use of digital**

Teachers play an important role in guiding the use of digital resources by helping students select videos that are appropriate for their learning objectives and skill levels. Teachers also provide additional explanations, clarify difficult material, and facilitate discussions so that students can better understand the content of the videos. In addition, teachers encourage students to actively practice speaking skills based on the video content, making the learning process more effective and meaningful. As the researcher found that there were three students (S1, S2, S4) stated the teacher always guide student, explain the content, and learning is smoothly. As stated by S1, S2, S4:

*"My teacher helped my speaking skills by using linguamarina's YouTube videos featuring various speaking techniques. He guided us to watch and analyze the way native speakers communicate, which gave me a clearer understanding of how to speak effectively. This really supported my learning goals." (F/S1-GG)*

*"My teacher always guides me when using YouTube by choosing videos that have clear examples like linguamarina's video on good speaking practices. She explains the content, helps us understand pronunciation and grammar, and provides useful feedback. This really helped me and achieve my goals." (F/S2-GG)*

*"My teacher guided me by giving me YouTube videos on correct speaking techniques and pronunciation. And achieve my learning goals." (F/S4-GG)*

And this focus group discussion also supported by their interview, they said:

*"My teacher usually shows me YouTube videos and explains how they are explained, as well as giving me a clearer understanding of the material. In addition, the teacher also directs me to choose*

*videos that are suitable for the material being studied, so I can focus and learn more effectively.” (I/S1-GG)*

*“Yes, my teacher guides us in using YouTube videos during speaking lessons in a way that is quite fun and effective. She usually chooses videos that are relevant to the topic of the lesson, such as everyday conversations, or English Vlogs. After watching the video, we were asked to note down important expressions or new vocabulary used in the video.” (I/S2-GG)*

*“Teachers guide students by asking questions that are relevant to the content being studied, then hold discussions to deepen understanding. In addition, the teacher also invites students to practice what they have learned so that their speaking skills are further honed.” (I/S4-GG)*

On the other hand, three students (S3, S5, and S6) expressed that the teacher’s guidance was still not sufficient for their needs. They felt that although the teacher provided explanations, they still struggled with complex material from the videos. As a result, they preferred more basic guidance and simpler exercises to match their beginner level. As stated by S3, S5, S6:

*“My teacher uses YouTube in class to show examples of how to speak, but honestly, it doesn’t help me much. Even though I learn about sentence structure and see people speaking confidently, but I still have difficulty speaking in public and teacher only give us a little explanation.” (F/S3,S5,S6-BG)*

And this focus group discussion also supported by their interview, they said:

*“No, the teacher rarely gives directions after watching the video. We are often confused about what to practice because the structure or example sentences from the video are not explained.” (I/S3-BG)*

***“The teacher only asked us to watch a video, then gave us a little explanation. So I still don't understand how to use the sentences from the video in speaking.” (I/S5-BG)***

***“The teacher didn't give a detailed explanation.” (I/S6-BG)***

Based on the results of the focus group discussions (FGD) and interview, it can be concluded that teacher guidance played an important role in supporting students' speaking development through the use of YouTube videos. Three students (S1, S2, S4) stated that the teacher consistently guided them by explaining the video content, asking relevant questions, providing suitable video selections, and encouraging active practice. These efforts made the learning process more effective and meaningful, as students felt more confident in speaking and were able to focus on vocabulary, pronunciation, and communication strategies. On the other hand, three other students (S3, S5, S6) expressed that the guidance was still insufficient for their needs. They felt the explanations were too limited, making it difficult for them to fully understand and apply the material from the videos, especially for those at beginner level. Therefore, the findings indicate that while teacher guidance through digital media can enhance speaking skills, the level of support must be adjusted according to students' proficiency levels. This aligns with Harmer (2007), who emphasizes that teacher guidance and scaffolding are essential in helping learners effectively process authentic materials to achieve better learning outcomes.

#### 4.1.2. Authentic Learning

Authentic learning involves engaging learners in real-life tasks using genuine materials, which enhances practical understanding and skills. In language learning, it helps students develop effective communication by exposing them to real language use.

##### a. Connection to student real life

Connecting learning to real life means students relate what they learn in class to everyday situations. By watching Linguamarina's YouTube videos, students can see how English is used naturally, helping them apply the language in real-world contexts more confidently and effectively. All students (S1, S2, S3, S4, S5, S6) were able to connect the language learned to real-life situations effectively. As it was testified by S2, S5 and S6:

*"Using YouTube content greatly helps me in understanding the material in the speaking section. By watching various videos, patient and doctor. This makes it much easier for me to better understand and master the material." (F/S2,S5,S6-CRL)*

And this focus group discussion also supported by their interview, they said:

*"Actually, the videos from Linguamarina are quite helpful, but sometimes it's a bit difficult to understand because the explanations are fast and all in English. But it's still useful because I know examples of real sentences like "Let me check your temperature." Although I'm not very fluent, I know how a doctor and patient conversation should sound." (I/S2-CRL)*

*"Learning using Linguamarina Videos helped me understand how to speak in real situations, such as when I was sick. I learned sentences like "I have a sore throat" and the correct pronunciation. This made me more confident when practicing speaking in class." (I/S5-CRL)*

*“Linguamarina many loves examples and expression that are often used in the real world, not just taught in books. For example, I came to know how to talk politely but still relax when asking or asking for help. This is very important if later I go to college or work abroad.” (I/S6-CRL)*

Based on the result of FGD and interview Results, the use of *Linguamarina* videos on YouTube helps students understand English in real-life contexts, such as common expressions, correct grammar usage, and proper sentence structure. Students feel more confident in speaking because the material is relevant and easy to grasp. The use of authentic video content also makes learning more engaging and practical. According to Almurashi (2016, p. 35) YouTube can be considered as a rich source for learning English and help the language skills of students in an interesting and enjoyable way. This shows that YouTube can be an effective tool to support students' speaking development in a meaningful context.

#### **b. Acquiring new knowledge and skill through real environments**

In regard with acquiring new knowledge, all students (S1, S2, S3, S4, S5, S6) mentioned that they acquire new knowledge and skills through real environments, it also shows that all students gained valuable insights. They enriched their vocabulary, pronunciation, and became more aware of grammar while engaging in meaningful communication. Beyond language skills, students developed greater confidence, motivation, and practical skills essential for effective communication, such as critical thinking and adaptability. As stated by S1, S3, S4:

***"Learning YouTube Linguamarina is very helpful in my English skills, especially in addition of new vocabulary, accents, understanding grammar, the use of tenses in everyday conversation and then pronunciation " (F/S1,S3,S4-VAGP)***

And this focus group discussion also supported by their interview, they said:

***"The aspects that I feel have literated after watching Linguamarina YouTube are the addition of new vocabulary and also my pronunciation getting better." (I/S1-VP)***

***"I can discover new vocabulary and also learn the accents from the people I watch in YouTube content." (I/S3-VA)***

***"My grammar and pronunciation is better, when Im learning to speak English use youtube linguamarina." (I/S4-GP)***

Based on the FGD and interview, it can be concluded that watching Linguamarina videos on YouTube has beneficial effect on speaking skills, especially in vocabulary learning and pronunciation. The student experienced an increase in new vocabulary, better pronunciation and accent, which directly supports more fluent English speaking. With a stronger vocabulary, the student feels more confident and skilled in communication. According Nunan (2003, p. 133), the use of multimedia resources can effectively enhance vocabulary learning and oral proficiency. In conclusion, integrating real-life resources like Linguamarina on YouTube has proven to be a valuable tool for advancing English speaking skills, particularly in vocabulary acquisition and pronunciation. Students feel more competent and confident in their ability to engage in meaningful communication, supported by their expanded vocabulary and better pronunciation.

### 4.1.3 Getting literals an being literate by digital resource

#### a. Being literate through get new information

Based on the data all students (S1, S2, S3, S4, S5, S6) gained more literated in speaking. This is reflected in the students' experience of learning through YouTube, where they not only learned new vocabulary and expressions, but also gained a better understanding of grammar, pronunciation, intonation and fluency. As testified to by S1, S3, S4:

*"I get more literate about pronunciation and articulation" (F/S1-PA)*

*"I get literate new vocabulary and accent" (F/S3-VA)*

*"Yes, linguamarina help my speaking skill for understand correct my pronunciation and Intonation" (F/S4-PI)*

And this focus group discussion also supported by their interview, they said:

*"I feel that it has help my English speaking skills, especially in terms of pronunciation and articulation, such as pronouncing words slowly and clearly. This exercise has helped me pronounce words more clearly, especially when speaking quickly." (I/S1-PA)*

*"I can found a new vocabulary and also the accent I can learn from the people I watch on the content YouTube" (I/S3-VA)*

*"After watching YouTube content from Lingua Marina helps me better understand how to speak in English, especially in the correct pronunciation and Intonation." (I/S4-PI)*

Based on the results of focus group discussions (FGDs) and interview, it can be concluded that the use of YouTube content, particularly from channels like Linguamarina, has significantly contributed to the development of participants' English-speaking skills. They reported progress especially in pronunciation, articulation and Intonation becoming clearer and more confident

in pronouncing words, even when speaking quickly. In addition, participants acquired new vocabulary and gained a better understanding of various English accents from the video content. Some also noted a clearer grasp of correct grammar usage in spoken English. Overall, digital media like YouTube has proven to be an effective learning resource for enhancing English-speaking abilities through listening practice and mimicking native speakers.

**b. Being literate to create reliable information**

Based on the data all students (S1, S2, S3, S4, S5, S6) created more literated in speaking. This is reflected in the students' experience of learning through YouTube, where they not only learned new vocabulary and expressions, but also created a better understanding of grammar, pronunciation, intonation and fluency. As testified to by S2, S5, S6:

*“Through content on YouTube, I get pronunciation, fluency, intonation which greatly helps in my speaking skills.” (F/S2-PFI)*

*“after watching linguamarina the videos, I create my pronunciation and accent is better like native speaker” (F/S5-PA)*

*“I create my vocabulary and Intonation it better” (F/S6-VI)*

And focus group discussion also supported by their interview, they said:

*“Vocabulary, I try to enrich my vocabulary. And than fluency, pronunciation, I often imitate the pronunciation of native speakers in videos to my pronunciation. Intonation and Expression, I also learn to use appropriate intonation and expression to make the conversation sound more natural and not monotonous. I learned this by watching native conversations on YouTube.” (I/S2-PFI)*

*“My Pronunciation and accent. I still need to practice for better.” (I/S5-PA)*

***“I still create the way my current vocabulary and Intonation.”  
(I/S6-VI)***

Based on the results of focus group discussions (FGDs) and interview, it can be concluded that YouTube content greatly supports the development of learners' English-speaking skills. Participants reported that it helps them expand their vocabulary, improve pronunciation, and better understand natural intonation and expression. They also gained a clearer understanding of grammar and sentence structure, which they could immediately apply in daily conversations. Overall, YouTube serves as an effective and practical learning tool that enhances fluency and builds confidence in speaking.

#### **4.1.4 Engagement in learning**

##### **1. The use engagement of digital resource**

The use of digital resources such as YouTube content provides convenience and interest in the learning process because the material presented is relevant to everyday life situations. This makes students more active and motivated in participating in learning because they feel that the material obtained is practical and can be applied immediately. In addition, the videos not only provide knowledge, but also increase students' confidence in communicating directly with others. Thus, students' engagement in the learning process becomes higher, and Their nervousness when speaking in public can be significantly reduced. From the research found that four students (S1, S2, S3, S4) felt engaged and active in the classroom, as stated by S2 and S3:

***“I became active and engage with learning youtube linguamarina because, through the images and visuals, I can more easily understand the material being taught. This makes the learning process clearer and easier to digest, especially when it comes to understanding difficult concepts.” (F/S2,S3-EA)***

And this focus group discussion also supported by their interview, they said:

***“I tend to be active in learning from YouTube content because it’s easy to understand and relates to real-life situations. It also teaches me how to boost my confidence when speaking directly with others. The videos offer practical tips, so I feel more engaged and prepared to speak in real-life situations, making me less nervous when talking to people face-to-face.” (I/S2-EA)***

***“I became more active in learning and interested in learning new interesting vocabulary. Thus, I can enrich my language skills and be more confident when speaking.” (I/S3-EA)***

Not all students stated that they were involved in the speaking learning process using the Linguamarina YouTube channel. Students S5 and S6 tended to be less active and not very engaged in the YouTube-based learning.

According to S5 and S6:

***“I rarely engaged in class, I only passive viewer. Sometimes I also confused how the content” (F/S5,S6-NEA)***

And this focus group discussion also supported by their interview, they said:

***“No, I feel less engaged in speaking activities when learning through YouTube. Even though I watched the videos, I was often just a passive viewer and didn’t really practice what I was learning. So I rarely speak or get corrected. Sometimes I’m also confused about how to practice my own speaking after watching.” (I/S5-NEA)***

***“Yes, I sometimes get engage in class.” (I/S6-NEA)***

Based on the focus group discussions (FGDs) and interview, YouTube content particularly from channels like Linguamarina generally encourages learners to be more active, engaged, and confident in developing their English-speaking skills. Many participants found the content easy to understand, relevant to real-life situations, and presented in a practical, visual way that increased their motivation and interest. However, not all learners experienced the same level of engagement; some remained passive viewers, struggled to apply what they watched, and needed more guidance to benefit fully from the learning. This indicates that while YouTube is a valuable and accessible tool for language learning, its effectiveness may vary depending on the learner's level of independence and support.

#### **4.1.5 Digital resource promote student and teacher collaboration**

##### **1. Teacher and student have strong interpersonal and intrapersonal communication skills**

Strong interpersonal and intrapersonal communication between teachers and students plays an important role in the speaking learning them to expand their vocabulary and understand the proper use of lang process. Through discussion and collaboration with teachers and classmates, three students S2, S3, S4, demonstrated strong interpersonal skills, enabling uage. In addition, three students S1, S5, S6 showed strong intrapersonal skills through personal reflection on learning new vocabulary especially rare or non-standard words which helpedt their speaking skills independently. As testified to by S1 and S4:

***“I practiced speaking with my teacher and classmates. Meanwhile I record my voice my speaking with the videos I watch. Which helped boost my confidence.” (F/S1-SINTRA)***

***“After watching the video,I recorded my voice to check my pronunciation and compared it to the original video. I also discussed the content with my teacher, who have examples and corrected me. This really helped make my learning more effective.” (F/S4-SINTER)***

And this focus group discussion also supported by their interview, they said:

***“Interpersonally, I learn speaking by watching youtube linguamarina, then I practice the sentences from the video with my teacher or friends. Because the videos use real situations, it’s easier for me to understand and dare to speak directly to others in English. Meanwhile, intrapersonal, I often watch YouTube by myself, record my voice, and compare my speaking with the videos I watch. This helps me to evaluate and improve my speaking to make it better.” (I/S1-SINTRA)***

***“In Intrapersonal communication helps my learning. By memorizing more new vocabulary, where I record myself and compare it with the videos I watch to improve my pronunciation. Meanwhile, in the interpersonal aspect, I discussed and communicated with the teacher, who ensured that I understood the content well. The teacher also provided examples that facilitated my understanding, making the learning process more effective.” (I/S4-SINTER)***

Based on the focus group discussion and interview findings, it can be concluded that students from both SINTRA and SINTER groups engaged in speaking activities through youtube linguamarina, but demonstrated different levels of involvement. sinter students generally showed stronger engagement in both intrapersonal and interpersonal communication. they not only practiced independently by recording and comparing their speech but also actively

interacted with teachers and peers to improve their pronunciation and understanding. In contrast, sintra students tended to rely more on intrapersonal strategies such as watching videos independently, taking notes, and practicing alone, with limited interaction or discussion with others. These differences indicate that sinter students experienced more comprehensive language development through the combination of self-reflection and collaborative learning, while sintra students may require additional support to enhance their interpersonal communication in the learning process. This finding aligns with maharsi's (2011) assertion that interaction with teachers and peers significantly facilitates second language acquisition by providing essential input and opportunities for meaningful output. Therefore, incorporating both intrapersonal and interpersonal learning strategies is crucial for optimizing speaking skill development.

#### **4.1.6 Digital resource provides student learning goals**

##### **1. Student efficiency in doing assessment to reach the learning goal.**

Student efficiency in completing assessments is an important indicator of how well they have achieved their learning goals. In language learning, especially speaking skills, efficiency depends not only on access to learning resources but also on how actively students engage with and practice the material. Digital resources like YouTube offer learners authentic input and examples of natural language use, which can support understanding and practical application. However, the level of student interaction and practice with these resources greatly affects their efficiency in reaching speaking

proficiency. Among them, four students (S1, S2, S3, and S4) expressed, YouTube is enough to achieve goal of learning speaking. Stating that the content helped them understand pronunciation, vocabulary, and grammar more effectively. As stated to by S1 and S2:

***“I understand the material better by seeing how language is used in real situation. So, Linguamarina is very helpful in achieving learning goals. (F/S1,S2-GEA)***

And this focus group discussion also supported their interview, they said:

***“Yes, it’s very helpful, sometimes class lessons focus too much on grammar and not enough on natural speaking. But when I watch YouTube, like the Linguamarina channel, I can learn more real and everyday ways of speaking. For example “I don’t know so I dunno”, “What do you want to do?” so “Whaddaya wanna do?.” That’s what I get after learning speaking from Linguamarina. So, yes, I think YouTube speaking activities really help me understand the material more deeply, because I can directly see and imitate how English is used in real life.” (I/S1-GEA)***

***“Yes, I feel like I understand more after watching the video about shopping at the supermarket. I learned how to speak when I want to buy something. For example: “Do we need anything else?” or “Let’s go to the checkout.” Those words I got from linguamarina” (I/S2-GEA)***

However, not all students share the same perspective. While some believe YouTube can achieve the goal of learning speaking, others express S5 and S6 doubts about its inadequacy as a speaking practice tool. As stated by S6:

***“Learning to speak using YouTube Lingua Marina alone isn’t enough because there’s little direct practice, so understanding and confidence in speaking are still lacking.” (F/S6-NEA)***

And this focus group discussion also supported her interview, she said:

***“In my opinion, learning to speak use youtube linguamarina is not enough to help achieve the goal of speaking, because I only watch without much direct exercise. So I have not really understood good way of speaking and I still doubtful when practicing.” (I/S6-NEA)***

Based on the focus group discussions and interview, YouTube content from the Lingua Marina channel generally helps students understand pronunciation, vocabulary, and grammar in real-life contexts, supporting their speaking learning goals. Many students feel that the videos make language use clearer and more relatable, increasing their motivation and understanding. However, some students find that simply watching videos without sufficient direct practice limits their ability to develop speaking skills and confidence. Therefore, while YouTube is a valuable digital resource for language input, its effectiveness in achieving learning goals depends largely on active engagement and opportunities for practical speaking exercises, highlighting the need for additional guidance or interactive support.

#### **4.1.7 Digital resource monitor progress of learning goals**

##### **1. Progress Monitor**

The teacher guides students to understand the video content from YouTube by explaining it using simple and easy-to-understand language. The teacher evaluates students' progress and provides appropriate support to improve their speaking performance effectively. of all students S1, S2, S3, S4, S5, S6 said that the teacher monitors consistently. As testified to by S2 and S3:

***“The teacher can monitor students’ progress by guiding them directly and asking questions to check their understanding. This***

***way, the teacher can ensure that the students truly understand the material and provide assistance if needed.” (F/S2-GM/PV)***

***“The teacher monitors students' speaking abilities by helping explain the content of the video they have studied. In this way, the teacher can ensure that students fully understand the material and help them improve their speaking skills effectively.” (F/S3-GM/VC)***

And this focus group discussion also supported their interview, they said:

***“My teacher checks my progress by listening to me speak in class. Sometimes I am told to explain the content of the YouTube video I watched, then the teacher tells me which parts are good and which parts need improvement. From there I can tell whether my skills have improved or not.” (I/S2-GM)***

***My teacher assessment my pronunciation and vocabulary.” (I/S2-PV)***

***“My teacher explained using easy-to-understand language to explain what the video was talking about, and we studied it together. In addition, there are also speaking practice sessions to see the extent of students' understanding and skills in speaking.” (I/S3-GM)***

***The assessment is done by paying attention to the use of language, the way speak, and also the variety of vocabulary used. This helps to my speaking ability and comprehension in speaking English.” (I/S3-VC)***

Based on the focus group discussions (FGDs) and interview, it can be concluded that teacher involvement plays a key role in supporting students' speaking skill development through YouTube-based learning. Teachers assess progress by listening to students speak, asking them to explain video content, and giving feedback on pronunciation, vocabulary, and overall language use. This process helps students recognize their strengths and areas for improvement, while also ensuring they truly understand the material. Teachers

also use guided discussions and speaking practices to monitor comprehension and provide individual support when needed.

#### **4.1.8 The challenge of use digital media**

In regard with the challenge while using digital media, two students (S1, S4) faced challenges related to unstable internet connection. Limited or slow access often made it difficult for them to participate smoothly in learning activities, which reduced their effectiveness in understanding the material. Furthermore, one student (S3) urged that high cost of updating their devices and applications was one of the challenges faced by student. They reported that frequent updates required additional expenses, which became a burden, especially for those with limited financial resources. Lastly, three students experienced (S2, S5, S6) difficulties due to the lack of interactivity in digital media. They felt that learning through digital platforms sometimes lacked real-time feedback and meaningful interaction, which limited their engagement and motivation in the learning process. As stated by students S3 and S4:

*" I have the challenge is in cost to update, especially for internet quota and device. Sometimes my handphone or signal is slow, so it's not optimal learning speaking use youtube" (F/S3-CU)*

*Because youtube linguamarina is only one direction and I can't ask directly, and it's difficult for me to improve speaking skills." (F/S4-LI)*

And this focus group discussion also supported their interview, they said:

*"In my opinion, the challenge is in cost to update, especially for internet Quota and sometimes also device. The problem is that watching youtube videos requires a stable connection and quite a lot of quota. If the handphone or signal is slow, so it's not optimal*

*learning. For students like me, it could be a burden because I have to buy quota often.” (I/S3-CU)*

*“Yes, teacher help me about difficult in my handphone.” (I/S3-TH)*

*“One of the challenge I encounter when learning speaking through youtube is the lack of direct interaction. Since youtube is a one way platform, I unable to ask questions or engage in conversation, which makes it hard for me to develop my speaking skill.” (I/S4-LI)*

*“Yes, the teacher helps me when I have difficulties.” (I/S4-TH)*

Based on the results of focus group discussion (FGD) and interview, it can be concluded that the main challenges in learning through YouTube are limited access to internet data and adequate devices. Some students mentioned that they often struggle because they have to regularly buy internet data, while YouTube videos require a stable connection and consume a significant amount of data. In addition, slow smartphones or unstable signals also become obstacles, making the learning process especially in speaking skills less effective. Furthermore, the lack of interactivity in YouTube learning videos makes it difficult for students to practice actively and receive immediate feedback, which is important in language learning. Distractions when using YouTube, such as ads or the temptation to watch entertainment content, also reduce students' focus. This shows that while YouTube has potential as an engaging learning medium, there are still various challenges technical, economic, and pedagogical that need to be addressed to make its use more effective for student. These findings are supported by Greenhow et al. (2022), who emphasize that digital learning platforms often face challenges related to accessibility, learner engagement, and the need for interactive features to enhance

learning outcomes. Therefore, addressing these challenges is crucial to maximizing the benefits of YouTube as a learning tool.

#### **4.2 Discussion**

The results of this study show that YouTube Linguamarina provides both advantages and limitations in developing students' speaking skills. In general, the use of digital media in English language learning offered significant benefits, as it allowed students to learn anytime and anywhere, adapting the process to their own pace and style. One of the most effective forms of digital learning was through video and audio, which exposed learners to native conversations, correct pronunciation, and authentic intonation patterns. This aligns with Ross (2014) and Nunan (2003), who highlight that authentic digital resources can enhance oral proficiency when properly integrated. In this research, YouTube, particularly the Linguamarina channel, proved to be an effective tool by providing access to native speakers' content. Through these videos, students could imitate everyday conversations, practice specific expressions, and simultaneously improve listening and speaking skills. However, the findings also show that not all learners could benefit equally: students with stronger proficiency and higher motivation gained more advantages, while beginners often struggled with speed, accents, and complex vocabulary.

Another crucial aspect is the role of teacher scaffolding. Students who received support in the form of vocabulary explanation, pronunciation practice, and guidance in video selection reported more meaningful outcomes. Some channels even provided speaking challenges or exercises, where learners could record themselves and compare with the model, which further encouraged active practice. Yet without sufficient

guidance, many students tended to watch passively without significant improvement, confirming Harmer's (2007) argument that authentic materials must be accompanied by pedagogical support. Furthermore, student engagement was found to vary: those who actively imitated, repeated, and practiced showed noticeable progress in confidence and fluency, while those who only consumed content benefited less. This finding reinforces Ismail and Widyastuti's (2023) conclusion that YouTube can effectively enhance speaking skills, but only when learners are actively engaged and supported.

These findings lead to several implications. For teachers, YouTube can be a valuable supplementary tool in speaking classes, but it must be integrated with scaffolding and interactive follow-up activities to transform passive watching into active learning. For students, YouTube provides flexible opportunities to practice speaking, but its effectiveness depends on their motivation and willingness to practice independently. For schools, internet access and digital facilities need to be improved, while policymakers should provide training to help teachers optimize the use of digital media. Overall, this study concluded that YouTube Linguamarina is an effective resource to support the development of speaking skills, particularly in vocabulary, pronunciation, and learner confidence, but its success relies on the balance between appropriate content, teacher guidance, student engagement, and supporting learning conditions.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1. Conclusion

Based on the results of the discussion regarding the use of Linguamarina on YouTube in English language learning, it can be concluded that the use of this digital media tool in supporting students English speaking skill but its for students who already have a sufficient foundation in English, are highly motivated to learn, and are able to study independently. They can take advantage of videos that offer lessons on pronunciation, intonation, and everyday expressions, and imitate them to improve their speaking skills. The flexibility of learning anytime and anywhere is one of the great advantages of YouTube, which allows students to learn at their own pace.

The use of videos also gives students the opportunity to practice speaking and compare their pronunciation with native speakers, which boosts their confidence and communication skills. However, not all students can make good use of Linguamarina. Students who have poor English proficiency, especially those who are still at the beginner level, may find it difficult to follow the material presented, as the videos sometimes contain more complex and fast-paced language. In addition, students who need more direct guidance or more intensive interaction with teachers to understand certain concepts may not get the maximum benefit from this video-based learning. Thus, although Linguamarina provides great benefits for some students, there are also students who need a more direct and interactive learning approach in order to optimize their speaking skills development. Overall, the use of

Linguamarina on YouTube shows great potential in improving students' speaking skills, especially for those who are ready and organized in independent learning. However, for students who need more guidance and support, it is important for this video-based teaching to be supplemented with face-to-face sessions or other interactive learning activities in order to achieve maximum results.

## **5.2. Recommendation**

Based on the conclusion above, the researcher would give the suggestion for:

1. The English teacher it is advisable to use youtube channels such as a linguamarina as supporting media in learning to speak. The teacher needs to choose content that is in accordance with the level of students' abilities and integrate them with communicative activities, such as a group discussion, dialogue practices, or tasks to imitate the pronunciation. The teacher should also give a clear direction before students watch videos and guide them in identifying important points such as new vocabulary, sentence structure and daily expression. Integration between online and classical learning will strengthen student learning outcomes as a whole.
2. The students, it is recommended that they actively use youtube not only as entertainment, but also as a productive learning resource. Students who feel in accordance with channel content such as linguamarina should make a routine independent learning schedule, record important things from the video, and practice speaking skills by imitating the way the native speakers. Students also need to learn to record themselves when speaking to evaluate their own pronunciation and intonation. In addition, students who are still

experiencing difficulties should not hesitate to ask for teacher help or learn in groups so that learning feels lighter and more fun.

3. The researcher it is advisable to conduct a broader and in depth further study of the use of digital media in teaching English, both in speaking skills and other aspects such as listening, reading, writing. Research can also be focused on the comparison of the effectiveness between several English learning channels on youtube, or on other digital platform such as podcast, learning applications, social media. Longitudinal research that traces the long term effects of Youtube use of the student language competencies is also needed to provide a more comprehensive and valid picture of the effectiveness of digital media in learning.

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# APPENDICES

## APPENDICES

### Appendix 1. interview guideline

- a. To investigate the process of the students in learning speaking using YouTube channel

Theory	Aspect	Indikator	Question
(Ross, 2018)	Student promote achievement	1. Digital resource use appropriately  2. The teacher guiding the use of digital	1. Do you find the use of YouTube linguamarina appropriate for your speaking practice, why?  2. How did your teacher guide you in using YouTube videos while teach speaking?
	Authentic learning	3. Connection to students real life  4. Acquiring new knowledge and skill through real environments.	3. How does learning with YouTube help you understand things that you often encounter in your speaking practice in real life?  4. Which speaking aspects you found better while learning speaking through YouTube? (such as pronunciation, grammar)
	Getting literals an being literate by digital resource	5. Being literate through get new information.  6. Being literate to create reliable information.	5. Which aspects of speaking do you getting more literate while learning using You Tube?  6. Which speaking aspects literacy you create to improve your speaking skill?

	Engagement In Learning	7. The use engagement of digital resource	7. Do you get yourself more engage in speaking activities while learning speaking through You Tube?
	Digital resource promote student and teacher collaboration	8. Teacher and student have strong interpersonal and intrapersonal communication skills	8. How do you build the interpersonal and intrapersonal communication with teacher while learning speaking using You Tube channel?
	Digital resource provides student learning goals	9. Student efficiency in doing assessment to reach the learning goal.	9. How does speaking activities using YouTube help you reach you speaking goal, does it make you more comprehend the material?
	digital resource monitor progress of learning goals	10. Monitor progress	10. How does the teacher monitor your speaking progress while learning speaking using You Tube channel? 11. How the teacher gives the speaking assessment while learning speaking using You Tube channel?

b. To know the challenges of learning speaking using a YouTube Channel.

Theory	Aspect	Indicator	Question
(Martin and Betrus, 2019)	Challenge digital media in learning	<ul style="list-style-type: none"> <li>• Lack interactivity</li> <li>• Expense</li> <li>• Costs to update</li> </ul>	12. What are the challenges often faced by you while learning speaking using You Tube?

		<ul style="list-style-type: none"><li>• Decay</li></ul>	13. Does the teacher often help you while you found difficulties in learning speaking through You Tube?
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## Appendix 2.

### Thematizing and Coding of Student' Interview and Focus group discussion

#### Result

Aspect	Indicator	Sub indicator	Code	Total
Data source	Interview		I	
	FGD		F	
Student	Student 1	NM	S1	
	Student 2	PR	S2	
	Student 3	TS	S3	
	Student 4	AMR	S4	
	Student 5	ZM	S5	
	Student 6	AP	S6	
Student promote achievement	Digital resource use appropriately	Linguamarina appropriate	LA	3
		Linguamarina not appropriate	LNA	3
	The teacher guiding the use of digital	Good guidance	GG	3
		Bad guidance	BG	3
Authentic learning	Connection to students real life	Connect real-life	CRL	6
		Not connect real-life	NCRL	-
	Acquiring new knowledge and skill through real environments.	Vocabulary	VP/AG	6
		Pronunciation		
		Accent		
Grammar				

Getting literate and being literate by digital resource	Being literate through get new information	Pronunciation and articulation, fluency and intonation	PA/FI	6
	Being literate to create reliable information	Fluently and naturally Vocabulary	FN/V	6
Engagement in learning	The use engagement of digital resource	Engagement and active	EA	4
			NEA	2
Digital resource promotes student and teacher collaboration	Teacher and student have strong interpersonal and intrapersonal communication skills	Strong interpersonal Strong intrapersonal	SINTER	3
			SINTRA	3
Digital resource provides student learning goals	Student efficiency in doing assessment to reach the learning goal	Good efficient assessment Not efficient assessment	GEA	4
			NEA	2
Digital resource monitor progress of learning goals	Monitor progress	Bad monitor Good monitor	BM	6
			GM	
Challenge digital media in learning	<ul style="list-style-type: none"> <li>• Lack interactivity</li> <li>• Expense</li> <li>• Costs to update</li> <li>• Decay</li> </ul>	Limit access of internet	LAI	2
		Costs update	CU	1
		Lack interactivity	LI	3

		Teacher help Teacher not help	TH TNH	6 -
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### Appendix 3

#### INTERVIEW SHEET

#### Pre setting

Previously, the researcher asked the students for permission to collect data. Student also asked to be willing to participate in the interview about their experience during learning using YouTube about speaking. After the students confirmed that they were willing, the researcher tried to arrange the date and time of the interview.

**Day/ Date** : Monday, 7 July 2025

**Place** : School

**Time** : 08.00 – 08.25

**Interviewer** : Researcher

**Interviewer** : Student 1

**Student Initial** : PR

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you find the use of YouTube Linguamarina appropriate for your speaking practice, why?</i>		S1/LA-1
S-1	“Yes, because Linguamarina's YouTube content can really appropriate to my learning speaking goals, as well as <b>grow</b> my <b>confidence</b> . With the content, I can learn more <b>vocabulary</b> and <b>pronunciation</b> better ways of speaking.”	<b>Grow</b> <b>confident</b> <b>vocabulary</b> <b>pronunciatio</b> <b>n</b>	I/S1/LA_ 1
R	<i>2. How did your teacher guide you in using youtube videos while teach speaking?</i>		S1/GG-2
S-1	“My teacher usually <b>shows</b> me YouTube videos and <b>explains</b> how they are explained, as well as <b>giving</b> me a clearer understanding	<b>Show</b> <b>explains,</b> <b>giving</b>	I/S1/GG_ 2

	of the material. In addition, the teacher also directs me to <b>choose</b> videos that are suitable for the material being studied, so I can focus and learn more effectively.”	<b>choose</b>	
R	3. <i>How does learning with Youtube (lingua marina) help you understand things that you often encounter in your speaking practice in your in real life?</i>		S1/CRL-3
S-1	“After I learned speaking using linguamarina videos, I learned <b>practical phrases</b> that I can use in my <b>daily life</b> . For example, when shopping, I know how to politely ask for help. I learned to say, ‘hello, excuse me, do you know where I can find bread?’ this kind of sentence is very useful when I’m travelling or studying abroad later.”	<b>Practical phrases daily life</b>	I/S1/CRL_3
R	4. <i>Which is speaking aspect you found better while learning speaking through YouTube (Lingua Marina)? (such as pronunciation, grammar)</i>		S1/VP-4
S-1	“The aspects that I feel have literated after watching Linguarina's YouTube are the addition of <b>new vocabulary and also my pronunciation getting better.</b> ”	<b>Vocabulary and pronunciation</b>	I/S1/VP_4
R	5. <i>Which aspects of speaking do you getting more literate while learning using YouTube?</i>		S1/PA-5
S-1	“I feel that it has helped me improve my English speaking skills, especially in terms of <b>pronunciation and articulation</b> , such as pronouncing words slowly and clearly. This	<b>Pronunciation Articulation</b>	I/S1/PA_5

	exercise has helped me pronounce words more clearly, especially when speaking quickly.”		
R	<i>6. Which speaking aspects literacy you create to improve your speaking skill?</i>		S1/FN-6
S-1	“I learned how to <b>pronounce words correctly</b> , increase my vocabulary, and also organize words well so that I can speak more <b>fluently and naturally.</b> ”	<b><i>Pronounce words correctly fluently and naturally</i></b>	I/S1/FN_6
R	<i>7. Do you get yourself more engage in speaking activities while learning speaking through YouTube?</i>		S1/EA-7
S-1	“I became more motivated because the videos are very <b>engaging</b> , and they have truly helped me improve my english speaking skills through real-life practice that allows me to be more <b>actively</b> involved.”	<b><i>Engaging Actively</i></b>	I/S1/EA_7
R	<i>8. How do you build interpersonal and intrapersonal communication with teacher while learning speaking using YouTube channel?</i>		S1/SINT RA-8
S-1	“Interpersonally, I learn speaking by watching youtube linguamarina, then I practice the sentences from the video with my teacher or friends. Because the videos use real situations, it’s easier for me to understand and dare to speak directly to others in English. Meanwhile, <b>intrapersonal</b> , I often watch	<b><i>Strong interpersonal</i></b> <i>l</i>	I/S1/SIN TRA_8

	YouTube by myself, record my voice, and compare my speaking with the videos I watch. This helps me to evaluate and improve my speaking to make it better.”		
R	<i>9. How does speaking activities using youtube help you reach you speaking goal, does it make you more comprehend the material?</i>		S1/GEA-9
S-1	Yes, it's very helpful, sometimes class lessons focus too much on <b>grammar</b> and not enough on <b>natural speaking</b> . But when I watch YouTube, like the Linguamarina channel, I can learn more real and everyday ways of speaking. For example “I dont know so I dunno”, “What do you want to do?” so “Whaddaya wanna do?.” That's what I get after learning speaking from Linguamarina. So, yes, I think YouTube speaking activities really help me understand the material more deeply, because I can directly see and imitate how English is used in real life.	<b>Grammar</b>  <b>Natural speaking</b>	I/S1/GEA_9
R	<i>10. How does the teacher monitor your speaking progress while learning speaking using youtube channel?</i>		S1/GM-10
S-1	“Yes, my <b>teacher monitors</b> my speaking progress and often asks me to explain the content of the videos I watch. This helps me to better understand the material and practice my speaking skills more confidently.”	<b>Teacher monitors</b>	I/S1/GM_10
R	<i>11. How the teacher gives the speaking assessment after learning speaking using</i>		S1/RPG-11

	<i>YouTube channel?</i>		
S-1	<p>“After learning speaking using a YouTube channel Linguamarina, my teacher usually gives the speaking assessment in several ways First, the teacher asks us to do a short speaking task, like a <b>role-play</b> based on the video we watched. For example, after watching a video about daily shopping, we have to pretend we are shopping at a supermarket and use the expressions from the video. second, the teacher also ask us to <b>work in pairs or groups</b>, and have a real conversation using phrases we learned. For example:</p> <p>“Do we need anything else?”  “Let’s go to the checkout!”</p> <p>These activities really help us to improve our pronunciation, fluency, and confidence in speaking English naturally.</p>	<b>Role play, work in pairs or groups</b>	I/S1/RPG-11
R	<i>12. What are the challenges often faced by you while learning speaking using YouTube?</i>		S1/LI-12
S-1	“I have one the challenge it’s <b>disctracted</b> with other, I difficult understand when learning speaking use youtube.”	<b>Distracted</b>	I/S1/LI_12
R	<i>13. Does the teacher often help you while you found difficulties in learning speaking through youtube?</i>		S1/TH-13

S-1	<p>“Yes, the <b>teacher</b> will usually <b>ask</b> me about the difficulties I face when learning speaking using YouTube. This allows me to be more open about my problems, so that the <b>teacher can provide</b> more appropriate assistance to help me improve.”</p>	<p><i>Teacher ask</i> <i>Teacher provide</i></p>	<p>I/S1/TH_ 13</p>
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### INTERVIEW SHEET

**Day/ Date** : Monday, 7 July 2025

**Place** : School

**Time** : 08.25 – 09.00

**Interviewer** : Researcher

**Interviewer** : Student 2

**Student initial** : KBL

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you find the use of YouTube Linguamarina appropriate for your speaking practice, why?</i>		S2/LA-1
S-2	“Yes, I think using YouTube is very <b>appropriate</b> for learning my speaking skill. By watching various videos, we can hear how people speak in a more relaxed and natural context. In addition, I feel that using YouTube content such as Lingua marina is also very helpful for adding new vocabulary. It gives me the opportunity to learn vocabulary that is more varied and appropriate to different situations. All of this helps me feel more confident when speaking in English or other languages.”	<i>appropriate</i>	I/S2/LA_1
R	<i>2. How did your teacher guide you in using YouTube videos while teach speaking?</i>		S2/GG-2
S-2	Yes, my <b>teacher guides</b> us in using YouTube videos during speaking lessons in a way that is quite fun and effective. She usually <b>chooses</b>	<i>Teacher guide, choose</i>	I/S2/GG_2

	videos that are <b>relevant</b> to the <b>topic</b> of the lesson, such as everyday conversations, or English vlogs. After watching the video, we were asked to note down important expressions or new vocabulary used in the video.	<i>relevant the topic</i>	
R	3. <i>How does learning with YouTube help you understand things that you often encounter in your speaking practice in your speaking practice in real life?</i>		S2/CRL-3
S-2	“Actually, the videos from Linguamarina are quite <b>helpful</b> , but sometimes it's a bit difficult to understand because the explanations are fast and all in English. But it's still useful because I know examples of real sentences like “Let me check your temperature.” Although I'm not very fluent, I know how a doctor and patient conversation should sound.”	<i>Helpful</i>	I/S2/CRL_3
R	4. <i>Which is speaking aspect you found better while learning speaking through YouTube? (such as pronunciation, grammar)</i>		S2/VG-4
S-2	“The aspect that I can learn from YouTube is that we can really add and find new interesting <b>vocabulary</b> . There are also discussions about proper <b>grammar</b> , so we can understand how to use language correctly. All of this really helps us to improve our understanding of the language and become more confident when speaking”	<i>Vocabulary grammar</i>	I/S2/VG_4
R	5. <i>Which aspects of speaking do you getting more literate while learning using YouTube?</i>		S2/PFI-5

S-2	"From the YouTube content, I learned how to improve my <b>pronunciation, fluency, and intonation</b> . For example, when practicing sentences, I learned to pause at the right moments and speak with a clearer tone, which makes me sound more <b>natural</b> . This has helped me speak more smoothly and with better confidence."	<b>Pronunciation, fluency, intonation</b>	I/S2/PFI_5
R	<i>6. Which speaking aspects literacy you create to improve your speaking skill?</i>		
S-2	"Vocabulary, I try to enrich my vocabulary. And then <b>fluency</b> and Pronunciation, I often imitate the <b>pronunciation</b> of native speakers in videos to my pronunciation. <b>Intonation</b> and Expression, I also learn to use appropriate intonation and expression to make the conversation sound more natural and not monotonous. I learned this by watching native conversations on YouTube."	<b>Fluency Pronunciation Intonation</b>	I/S2/PFI_6
R	<i>7. Do you get yourself more engage in speaking activities while learning speaking through YouTube?</i>		S2/EA-7
S-2	"I tend to be <b>active</b> in learning from YouTube content because it's easy to understand and relates to real-life situations. It also teaches me how to boost my confidence when speaking directly with others. The videos offer practical tips, so I feel more <b>engaged</b> and prepared to speak in real-life situations, making me less	<b>Active Engaged</b>	I/S2/EA-7

	nervous when talking to people face-to-face."		
R	8. <i>How do you build interpersonal and intrapersonal communication with teacher while learning speaking using YouTube channel?</i>		S2/SINTE R-8
S-2	"I like to <b>discuss</b> with my teacher to improve my pronunciation, and studying with classmates is also very helpful because we can give each other feedback. Personally, I focus on understanding new vocabulary and improving my pronunciation. I also often watch YouTube and <b>compare</b> the way I speak <b>with other people</b> . This helps me train myself and boost my confidence."	<b>Discussion</b>	I/S2/SINTE ER_8
R	9. <i>How does speaking activities using YouTube help you reach you speaking goal, does it make you more comprehend the material?</i>		S2/GEA-9
S-2	"Yes, I understand the material better because I can see first-hand how language is used in <b>real contexts</b> . For example, from a video about a conversation between a doctor and a patient, I learned phrases like "I've been feeling dizzy since yesterday." This made me better understand how to speak <b>appropriately</b> in certain situations."	<b>Real contexts appropriately</b>	I/S2/GEA_ 9
R	10. <i>How does the teacher monitor your speaking progress while learning speaking using YouTube channel?</i>		S2/GM-10
S-2	"My teacher <b>checks my progress</b> by listening to me speak in class. Sometimes I am told to explain the content of the YouTube video I	<b>Check progress</b>	I/S2/GM_ 10

	watched, then the teacher tells me which parts are good and which parts need improvement. From there I can tell whether my skills have improved or not.”		
R	<i>11. How the teacher gives the speaking assessment while learning speaking using YouTube channel?</i>		S2/PV-11
S-2	"My teacher assessment my <b>pronunciation and vocabulary</b>	<b><i>Pronunciation vocabulary</i></b>	I/S2/PV-11
R	<i>12. What are the challenges often faced by you while learning speaking using youTube?</i>		S2/LAI-12
S-2	“The obstacle is that sometimes I have difficulty with vocabulary that I don't understand or the placement of words that are not suitable, so I feel that I don't understand when using it. In addition, there are also technical obstacles such as the <b>internet connection</b> that sometimes interferes when using YouTube, so the videos played are intermittent and a bit difficult to follow.”	<b><i>Internet connection</i></b>	I/S2/LAI_1 2
R	<i>13. does the teacher often help you while you found difficulties in learning speaking through youtube?</i>		S2/TH-13
S-2	“My <b>teacher always helps</b> me with any problems I face, such as when I struggle with new vocabulary or have trouble accessing YouTube content. The teacher always accompanies me, providing additional explanations, so that I can continue to learn and improve my speaking skills.”	<b><i>Teacher help</i></b>	I/S2/TH_1 3

### INTERVIEW SHEET

**Day/ Date** : Monday, 7 July 2025  
**Place** : School  
**Time** : 09.00 – 09.25  
**Interviewer** : Researcher  
**Interviewer** : Student 3  
**Student initial** : KH

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you find the use of YouTube Linguamarina appropriate for your speaking practice, why?</i>		S3/NLA-1
S-3	“No, in my opinion the linguamarina channel is <b>not suitable</b> for speaking learning, I sometimes have difficulty understanding explanation and fast accents. I as a student still need to learn the basics. So it’s better to find a channel that is more suitable for the beginner level.”	<i>Not suitable</i>	I/S3/NLA_1
R	<i>2. How did your teacher guide you in using YouTube videos while teach speaking?</i>		S3/BG-2
S-3	“ No, the <b>teacher rarely</b> gives directions after watching the video. We are often confused about what to practice because the structure or example sentences from the video are not <b>explained.</b> ”	<i>Teacher rarely explained</i>	I/S3/BG_2
R	<i>3. How does learning with YouTube help you understand things that you often encounter in your speaking practice in your speaking practice in real life?</i>		S3/CRL-3

S-3	"I learned new words and how to speak with the right <b>accent</b> from Lingua Marina. For example, she teaches how to pronounce words like 'scheduled' and gives tips on using <b>natural expressions</b> , making my English sound more like a native speaker."	<b>Accent</b> <b>Natural expressions</b>	I/S3/CRL_3
R	4. <i>Which is speaking aspect you found better while learning speaking through YouTube? (such as pronunciation, grammar)</i>		S3/VA-4
S-3	"I can discover new <b>vocabulary</b> and also the <b>accent</b> I can learn from the people I watch on the content YouTube."	<b>Vocabulary</b> <b>Accent</b>	I/S3/VA_4
R	5. <i>Which aspects of speaking do you getting more literate while learning using YouTube?</i>		S3/PF-5
S-3	"I got a better understanding of how to use the new language, especially with speaking aspects like <b>pronunciation and fluency</b> . For example, I learned how to pronounce words like 'thorough' correctly and use the right intonation when asking questions, which makes my speech sound more natural."	<b>Pronunciation</b> <b>fluency</b>	I/S3/PF_5
R	6. <i>Which speaking aspects literacy you create to improve your speaking skill?</i>		S3/VC-6
S-3	"I learning more about new <b>vocabulary</b> , I can practice speaking with my friend to improve my speaking skill, so I can practice this on my daily life."	<b>Vocabulary</b>	I/S3/VC_6
R	7. <i>Do you get yourself more engage in speaking activities while learning speaking through YouTube?</i>		S3/EA-7

S-3	“I became more <b>active</b> in learning and <b>interested</b> in learning new interesting vocabulary. Thus, I can enrich my language skills and be more confident when speaking.”	<i>Active</i> <i>Interested</i>	I/S3/EA_7
R	<i>8. How do you build interpersonal and intrapersonal communication with teacher while learning speaking using YouTube channel?</i>		S3/SINTE R-8
S-3	“Interpersonally, I had <b>discussions</b> with teachers and students to <b>collaborate</b> in discovering more new vocabulary and understanding how to use language appropriately. Meanwhile, intrapersonal, I learned more new vocabulary that I rarely encounter, especially nonstandard words, to help improve my speaking skills.”	<i>Discussion</i> <i>Collaborate</i>	I/S3/SINTE ER_8
R	<i>9. How does speaking activities using youtube help you reach you speaking goal, does it make you more comprehend the material?</i>		S3/GEA-9
S-3	“Yes, I <b>feel</b> like I <b>understand</b> more after watching the video about shopping at the supermarket. I learned how to speak when I want to buy something. For example: “Do we need anything else?” or “Let's go to the checkout.” those words I got from linguamarina”	<i>Feel</i> <i>understand</i>	I/S3/GEA _9
R	<i>10. How does the teacher monitor your speaking progress while learning speaking using youtube channel?</i>		S3/GM-10
S-3	“My <b>teacher explained</b> using easy-to-understand language to explain what the video was talking about, and we studied it together. In addition, there are also speaking <b>practice sessions</b> to see	<i>Teacher explained</i> <i>Practice session</i>	I/S3/GM_ 10

	the extent of students' understanding and skills in speaking.”		
R	<i>11. How the teacher gives the speaking assessment while learning speaking using YouTube channel?</i>		S3/LA-11
S-3	“The assessment is done by paying attention to the <b>use of language</b> , the <b>way speak</b> , and also the variety of <b>vocabulary used</b> . This helps to improve my speaking ability and comprehension in speaking English.”	<i>Use of language Way speak Vocabulary used</i>	I/S3/LA-11
R	<i>12. What are the challenges often faced by you while learning speaking using youTube?</i>		S3/LI-12
S-3	“In my opinion, the challenge is in <b>cost to update</b> , especially for <b>internet quota</b> and sometimes also device. The problem is that watching youtube videos requires a stable connection and quite a lot of quota. If the handphone or signal is slow, so it’s not optimal learning. For students like me, it could be a burden because I have to buy quota often.”	<i>Cost to update Internet quota</i>	I/S3/LI_12
R	<i>13. does the teacher often help you while you found difficulties in learning speaking through youtube?</i>		S3/TH-13
S-3	“Yes, <b>teacher help</b> me about difficult in my handphone.”	<i>Teacher help</i>	I/S3/TH_13

### INTERVIEW SHEET

**Day/ Date** : Tuesday, 8 July 2025  
**Place** : School  
**Time** : 07.30 – 08.00  
**Interviewer** : Researcher  
**Interviewer** : Student 4  
**Student initial** : AMR

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you find the use of YouTube Linguamarina appropriate for your speaking practice, why?</i>		S4/LA-1
S-4	“Yes, because using YouTube Linguamarina <b>helps</b> me speak English better. The videos provide useful tips and <b>explanations</b> to learning my speaking skills.”	<b><i>Helps explanation</i></b>	I/S4/LA-1
R	<i>2. How did your teacher guide you in using YouTube videos while teach speaking?</i>		S4/PG-2
S-4	“ <b>Teachers guide</b> students by asking questions that are relevant to the content being studied, then hold discussions to deepen understanding. In addition, the teacher also invites students to practice what they have learned so that their speaking skills are further honed.”	<b><i>Teacher Guide</i></b>	I/S4/PG_2
R	<i>3. How does learning with YouTube help you understand things that you often encounter in your speaking practice in your speaking practice in real life?</i>		S4/CRL-3

S-4	“The YouTube content helps me to practice speaking English in my <b>daily life</b> , as I can directly use the <b>vocabulary</b> and speech I learn from the videos.”	<b>Daily life</b> <b>Vocabulary</b>	I/S4/CRL-3
R	<i>4. Which is speaking aspect you found better while learning speaking through YouTube? (such as pronunciation, grammar)</i>		S4/VC-4
S-4	“My <b>vocabulary and pronunciation</b> is better, when I learning to speak English use youtube linguamarina.”	<b>Vocabulary</b> <b>Pronunciation</b>	I/S4/VC_4
R	<i>5. Which aspects of speaking do you getting more literate while learning using YouTube?</i>		S4/PG-5
S-4	“After watching YouTube content from Lingua Marina helps me better understand how to speak in English, especially in the correct <b>pronunciation and Intonation.</b> ”	<b>Pronunciation</b> <b>Intonation</b>	I/S4/PI_5
R	<i>6. Which speaking aspects literacy you create to improve your speaking skill?</i>		S4/PG-6
S-4	“Yes, it helps me learn how to speak English well. The videos teach correct <b>pronunciation</b> and <b>Grammar</b> the proper wording in everyday conversation. By watching often, I feel more confident and fluent in speaking English”	<b>Pronunciation</b> <b>Grammar</b>	I/S4/PG_6
R	<i>7. Do you get yourself more engage in speaking activities while learning speaking through YouTube?</i>		S4/EA-7
S-4	“The use of YouTube makes learning more <b>interesting</b> and fun, because the content offered makes the learning process less boring.”	<b>Interesting</b>	I/S4/EA_7

R	8. <i>How do you build interpersonal and intrapersonal communication with teacher while learning speaking using YouTube channel?</i>		S4/SINTE R-8
S-4	“In <b>Intrapersonal</b> communication helps my learning by memorizing more new vocabulary, where I record myself and compare it with the videos I watch to improve my pronunciation. Meanwhile, in the <b>interpersonal</b> aspect, I discussed and communicated with the teacher, who ensured that I understood the content well. The teacher also provided examples that facilitated my understanding, making the learning process more effective.”	<b>Strong interpersonal strong intrapersonal</b>	I/S4/SINTE ER_8
R	9. <i>How does speaking activities using youtube help you reach you speaking goal, does it make you more comprehend the material?</i>		S4/GEA-9
S-4	“Yes, speaking activities using YouTube, especially from Linguamarina’s content, really help me reach my speaking goal. They make it easier for me to understand how native speakers talk in real situations. I can also improve my <b>pronunciation</b> , learn how to use new <b>vocabulary</b> correctly, and practice speaking more naturally like in real conversations.”	<b>Pronunciation Vocabulary</b>	I/S4/GEA _9
R	10. <i>How does the teacher monitor your speaking progress while learning speaking using youtube channel?</i>		S4/GM-10
S-4	“My teacher invites students to communicate and <b>practice</b> ways of communication to assess the extent of students' abilities.”	<b>Practice</b>	I/S4/GM_ 10

R	<i>11. How the teacher gives the speaking assessment while learning speaking using YouTube channel?</i>		S4/GEA-11
S-4	“My teacher assesses my speaking skills from assignments such as <b>speeches, communication, and class conversations.</b> ”	<b><i>speeches, communication, class conversations</i></b>	I/S4/GEA_11
R	<i>12. What are the challenges often faced by you while learning speaking using youTube?</i>		S4/LI-12
S-4	“One of the challenge I encounter when learning speaking through youtube is the <b>lack of direct interaction.</b> Since youtube is a one way platform, I unable to ask questions or engage in conversation, which makes it hard for me to develop my speaking skill.”	<b><i>Lack interaction</i></b>	I/S4/LI_12
R	<i>13. Does the teacher often help you while you found difficulties in learning speaking through youtube?</i>		S4/TH-13
S-4	“Yes, the <b>teacher helps</b> me when I have difficulties.”	<b><i>Teacher help</i></b>	I/S4/TH_13

### INTERVIEW SHEET

**Day/ Date** : Tuesday, 8 July 2025

**Place** : School

**Time** : 08.00 – 08.25

**Interviewer** : Researcher

**Interviewer** : Student 5

**Student initial** : AMR

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you find the use of YouTube Linguamarina appropriate for your speaking practice, why?</i>		S5/NLA-1
S-5	“ <b>No</b> , because linguamarina is <b>more suitable</b> for people who already have middle and upper English skills. I still need guidance from scratch, such as basic words and basic exercises that are more suitable for beginners.	<i>No suitable</i>	I/S5/NLA_1
R	<i>2. How did your teacher guide you in using YouTube videos while teach speaking?</i>		S5/BG-2
S-5	“ <b>The teacher only</b> asked us to watch a video, then gave us a <b>little explanation</b> . So I still don't understand how to use the sentences from the video in speaking.”	<i>Teacher only little explanation</i>	I/S5/BG_2
R	<i>3. How does learning with YouTube help you understand things that you often encounter in your speaking practice in your speaking practice in real life?</i>		S5/CRL-3

S-5	“Learning using Linguamarina Videos helped me <b>understand</b> how to <b>speak</b> in <b>real situations</b> , such as when I was sick. I learned sentences like “I have a sore throat” and the correct pronunciation. This made me more confident when practicing speaking in class.”	<b><i>Understand speak in real situation</i></b>	I/S5/CRL_3
R	4. <i>Which is speaking aspect you found better while learning speaking through YouTube? (such as pronunciation, grammar)</i>		S5/VB-4
S-5	“ Maybe, I think my <b>Vobulary</b> is better.”	<b><i>Vocabulary</i></b>	I/S5/VB_4
R	5. <i>Which aspects of speaking do you getting more literate while learning using YouTube?</i>		S5/VC-5
S-5	“The thing I've been struggling with the most is <b>vocabulary</b> . After watching a lot of YouTube videos, especially from Linguamarina channel, I know a lot of <b>words and phrases</b> that are often used in daily conversations. For example, when the topic is about doctors and patients, I know words like “fever”, “dizzy”, and how to use them in sentences.”	<b><i>Vocabulary, words and phrases</i></b>	I/S5/VC_5
R	6. <i>Which speaking aspects literacy you create to improve your speaking skill?</i>		S5/PR-6
S-5	“My <b>Pronunciation and accents</b> . I still need to practice for better”	<b><i>Pronunciatio n accents</i></b>	I/S5/PA_6
R	7. <i>Do you get yourself more engage in speaking activities while learning speaking through YouTube?</i>		S5/NEA-7
S-5	“No, I feel less <b>engaged</b> in speaking activities when learning through YouTube. Even though I watched the videos, I was often just a passive	<b><i>Engaged practice</i></b>	I/S5/NEA_7

	viewer and didn't really <b>practice</b> what I was learning. so I rarely speak or get corrected. Sometimes I'm also confused about how to practice my own speaking after watching.”		
R	8. <i>How do you build interpersonal and intrapersonal communication with teacher while learning speaking using YouTube channel?</i>		S5/SINTRA-8
S-5	“I only communicate a little with the teacher, I usually just watch the videos without asking questions. But I also to <b>evaluating</b> my own speaking skills <b>independently</b> .”	<b>Evaluating independently</b>	I/S5/SINTR A_8
R	9. <i>How does speaking activities using YouTube help you reach you speaking goal, does it make you more comprehend the material?</i>		S5/NEA-9
S-5	“Youtube helps me but I still <b>confused</b> , I don't understand what is in the video, actually exciting when watching it about daily activities. But English is different from <b>pronunciation</b> and <b>writing</b> .”	<b>Confused pronunciation, writing</b>	I/S5/NEA_9
R	10. <i>How does the teacher monitor your speaking progress while learning speaking using youtube channel?</i>		S5/BM-10
S-5	“Usually, after I watch videos from YouTube, the teacher tells us to practice speaking with friends or come forward to the class. After that, the <b>teacher</b> gives comments, such as whether my pronunciation is okay or not, and <b>corrects any mistakes</b> . So from there I know how far I've come, and what I still need to work on.”	<b>Teacher correct any mistakes</b>	I/S5/GM_10

R	<i>11. How the teacher gives the speaking assessment while learning speaking using YouTube channel?</i>		S5/PIV-11
S-5	"After watching YouTube content, my teacher assesses my <b>pronunciation, intonation, and how naturally</b> I use new <b>vocabulary</b> . They also focus on my fluency and how clearly I organize my ideas. This helps me improve my speaking skills in real-life situations."	<b><i>Pronunciation Intonation naturally vocabulary</i></b>	I/S5/PIV_11
R	<i>12. What are the challenges often faced by you while learning speaking using youTube?</i>		S5/LI-12
S-5	"I can't practice speaking actively. Usually I just watch and imitate, but not really invited to dialogue or answer questions. So my speaking skills do <b>not</b> develop <b>optimally</b> because rarely practice talking alone."	<b><i>Not optimally</i></b>	I/S5/LI_12
R	<i>13. does the teacher often help you while you found difficulties in learning speaking through youtube?</i>		S5/TH-13
S-5	"Yes, the <b>teacher helps</b> me when I have difficulties."	<b><i>Teacher Help</i></b>	I/S5/TH_13

### INTERVIEW SHEET

**Day/ Date** : Tuesday, 8 July 2025

**Place** : School

**Time** : 08.25 – 08.50

**Interviewer** : Researcher

**Interviewer** : Student 6

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you find the use of YouTube Linguamarina appropriate for your speaking practice, why?</i>		S6/NLA-1
S-6	“In my opinion, linguamarina is good to add vocabulary and understand how to talk native people, but it is <b>not suitable</b> if we want to really <b>practice speaking</b> actively. If you want to be good at talking, in my opinion it’s better to find a tutor, join in class, or use an application that can invite us to chat directly.”	<i><b>Not suitable practice speaking</b></i>	I/S6/NLA_1
R	<i>2. How did your teacher guide you in using YouTube videos while teach speaking?</i>		S6/BG-2
S-6	“The teacher <b>didn't give a detailed explanation.</b> ”	<i><b>didn't give a detailed explanation</b></i>	I/S6/BG_2
R	<i>3. How does learning with YouTube help you understand things that you often encounter in</i>		S6/CRL-3

	<i>your speaking practice in your speaking practice in real life?</i>		
S-6	“Linguamarina <b>many</b> loves <b>examples</b> and <b>expression</b> that are often used in the <b>real world</b> , not just taught in books. For example, I came to know how to talk politely but still relax when asking or asking for help. This is very important if later I go to college or work abroad.”	<i>Many examples expression real world</i>	I/S6/CRL_3
R	<i>4. Which is speaking aspect you found better while learning speaking through YouTube? (such as pronunciation, grammar)</i>		S6/PI-4
S-6	“My <b>pronunciation</b> and <b>intonation</b> is better”	<i>pronunciation Intonation</i>	I/S6/PI_4
R	<i>5. Which aspects of speaking do you getting more literate while learning using YouTube?</i>		
S-6	“I think the aspect I've mastered the most is <b>understanding conversations</b> . After watching YouTube videos, I have a better understanding of what people are talking about in certain situations, such as in a hospital. Even though I'm not very fluent, I know what to say and when to say it because I've seen examples in the videos.”	<i>Understanding conversation</i>	I/S6/UP_5
R	<i>6. Which speaking aspects literacy you create to improve your speaking skill?</i>		
S-6	“I still create the way my current <b>pronunciation and intonation</b> .”	<i>Pronunciation Intonation</i>	I/S6/PI_6

R	7. Do you get yourself more engage in speaking activities while learning speaking through YouTube?		S6/NE-7
S-6	“Yes, I <b>sometimes get engage</b> in class.”	<b>Sometime Engage</b>	I/S6/NEA_7
R	8. How do you build interpersonal and intrapersonal communication with teacher while learning speaking using YouTube channel?		S6/SINTRA-8
S-6	“I rarely <b>discuss</b> with the teacher about the video, so the interpersonal communication is lacking. For intrapersonal communication, I learn new vocabulary that I have never encountered and then I take <b>notes.</b> ”	<b>Discussion Notes</b>	I/S6/SINTR A_8
R	9. How does speaking activities using youtube help you reach you speaking goal, does it make you more comprehend the material?		S6/NEA-9
S-6	“In my opinion, learning to speak use youtube linguamarina is <b>not enough</b> to help <b>achieve the goal</b> of speaking, because I only watch without much direct exercise. So I have not really understood good way of speaking and I still doubtful when practicing.”	<b>Not enough achieve the goal</b>	I/S6/NEA_9
R	10. How does the teacher monitor your speaking progress while learning speaking using youtube channel?		S6/GM-10
S-6	“So the <b>teacher monitors</b> me by asking to watch the linguamarina video then the	<b>Teacher monitors</b>	I/S6/GM_10

	teacher asks to practice it, so the teacher sees the extent of my speaking development.”		
R	<i>11. How the teacher gives the speaking assessment while learning speaking using YouTube channel?</i>		S6/PI-11
S-6	“The teacher assesses me from the way of <b>pronunciation, intonation</b> when practicing speaking in pairs with friends takes place.”	<b>Pronunciation</b>	I/S6/PI_11
R	<i>12. What are the challenges often faced by you while learning speaking using youTube?</i>		S6/LI-12
S-6	“In my view, the biggest challenge is the lack of interaction. When I use youtube to learn speaking, I can only watch. But I don’t get the chance to actually talk with someone. My speaking skill don’t really improve because there no feedback or correction to help me know what I doing right or wrong.”	<b>Internet connection</b>	I/S6/LI_12
R	<i>13. Does the teacher often help you while you found difficulties in learning speaking through youtube?</i>		S6/TH-13
S-6	“This is very helpful, because the role of the <b>teacher</b> is very important in the learning process to <b>help students</b> understand the material well.”	<b>Teacher help students</b>	I/S6/TH_13

### Appendix 4

#### FOCUS GROUP DISCUSSION GUIDELINES

Theory	Aspect	Indicator	Question
Theory Principle To Use Digital Learning Media by Ross (2018)	Student promote achievement	<ul style="list-style-type: none"> <li>- Digital resource use appropriately</li> <li>- The teacher guiding the use of digital</li> </ul>	Can you tell me on how does the teacher guide you in using YouTube to learn speaking, and does it assist your achievement?
	Authentic learning	<ul style="list-style-type: none"> <li>- Connection to students real life</li> <li>- Acquiring new knowledge and skill through real environments</li> </ul>	Can you tell me on how has YouTube helped you understand and comprehend the communication or the speaking material through real things and examples displayed by You Tube?
	Getting literals an being literate by digital resource	<ul style="list-style-type: none"> <li>- Being literate through get new information.</li> <li>- Being literate to create reliable information</li> </ul>	Can you tell me aspects of speaking do you getting more literate while learning using You Tube?
	Engagement in learning	<ul style="list-style-type: none"> <li>- The use engagement of digital resource.</li> </ul>	Can you tell me how do you get more engage while learning speaking through You Tube?
	Digital resource promote student	<ul style="list-style-type: none"> <li>- Teacher and student have</li> </ul>	Can you tell me how the process of

	and teacher collaboration	strong interpersonal and intrapersonal communication skills.	collaboration between teachers and students while learning speaking through You Tube?
	Digital resource provide student learning goals	- Student efficiency it doing assessment	Can you tell me how learning speaking through You Tube channel assists your learning goals?
	Digital resource monitor progress of learning goals	- Monitor progress	Can you tell me how does the teacher monitor your speaking progress while learning speaking through You Tube?
Challenge Digital Media In Learning	Challenge digital media in learning	<ul style="list-style-type: none"> <li>● Lack interactivity</li> <li>● Expense</li> <li>● Costs to update</li> <li>● Decay</li> </ul>	What are your challenges when learning speaking using YouTube?



			<p><b>Student 2</b></p> <p><i>"My <b>teacher</b> always guides me when using YouTube by choosing videos that have clear examples like linguamarina's video on good speaking practices. She explains the content, helps us understand pronunciation and grammar, and provides useful feedback.</i></p> <p><i>Yes, I think YouTube is good for learning speaking. Linguamarina channel is very suitable for my learning goals.</i></p> <p><b>Student 3</b></p> <p><i>My <b>teacher</b> uses YouTube in class to show examples of how to speak, but honestly, it <b>doesn't help</b> me much. Even though I learn about sentence structure and see people speaking confidently, I still have difficulty speaking in public. So no, I don't think Linguamarina is right for me because I still need the basics. But for other people, it's perfect for their speaking learning goals."</i></p>		F/S3-BG
2.	Authentic learning	2. Can you tell me on how has YouTube helped you understand and comprehend the communicatio	<p><b>Student 1</b></p> <p><i>"From YouTube, I can learn many conversation examples that I can directly apply in daily life. The aspect of speaking that my <b>pronunciation</b> and <b>vocabulary</b>. Mastering</i></p>	<b>Vocabulary</b> <b>Pronunciatio</b> <b>n</b>	F/S1-CRL

		<p>n or the speaking material through real things and examples displayed by You Tube?</p>	<p><i>vocabulary helps me become more skilled in speaking English."</i></p> <p><b>pronunciation</b> getting better.</p> <p><b>Student 2</b></p> <p><i>"Using YouTube content greatly helps me in understanding the material in the speaking section. By watching various videos, patient and doctor. This makes it much <b>easier</b> for me to better <b>understand</b> and master the <b>material</b>."</i></p> <p><b>Student 3</b></p> <p><i>"In my opinion, YouTube is very helpful in communication, especially in understanding the correct use of sentences. Through tutorial videos or explanations, I can found a new <b>vocabulary</b> and also the <b>accents</b> I can learn from the people I watch on the content YouTube."</i></p>	<p><b>Easily understand</b></p> <p><b>Vocabulary accent</b></p>	<p>F/S2-CRL</p> <p>F/S3-CRL</p>
Getting literals an being literated by digital resource	3. Can you tell me aspects of speaking do you getting more literate while learning using You Tube?	<p><b>Student 1</b></p> <p><i>"I get more literate about pronunciation and articulation"</i></p> <p><b>Student 2</b></p> <p><i>"Through content on YouTube, I get <b>pronunciation, fluency, intonation</b> which greatly helps in improving my speaking skills."</i></p> <p><b>Student 3</b></p>	<p><b>Pronunciation</b></p> <p><b>Articulation</b></p> <p><b>Pronunciation</b></p> <p><b>Fluency</b></p> <p><b>Intonation</b></p>	<p>F/S1-PV</p> <p>F/S2-PFI</p>	

			<i>"I get literate new <b>vocabulary</b> and <b>accent</b>. My vocabulary is a crucial aspect of learning English speaking. By mastering more vocabulary, I can speak more fluently and confidently, and make my conversations clearer and more meaningful.</i>	<b>Vocabulary Accent</b>	F/S3-VF
4	Engagement In Learning	4. Can you tell me how do you get more engage while learning speaking through You Tube?	<p><b>Student 1</b></p> <p><i>"The <b>engaging</b> nature of the videos boosted my <b>motivation</b>, and they genuinely helped me enhance my spoken English by providing real-life practice that encourages active participation."</i></p> <p><b>Student 2</b></p> <p><i>"I active and <b>engage</b> in learning from youtube linguamarina because relates to my real-life."</i></p> <p><b>Student 3</b></p> <p><i>"I became <b>active and interested</b> with learning youtube linguamarina because, through the images and visuals, I can more easily understand the material being taught. This makes the learning process clearer and easier to digest, especially when it comes to understanding difficult concepts."</i></p>	<p><b>Engaging Motivation</b></p> <p><b>Engage</b></p> <p><b>Active Interested</b></p>	<p>F/S1-EA</p> <p>F/S2-EA</p> <p>F/S3-EA</p>
5	Digital resource promotes	5. Can you tell me how the process of	<b>Student 1</b>	<b>Practiced Discussion</b>	F/S1-SINTRA

	student and teacher collaboration.	collaboration between teachers and students while learning speaking through YouTube?	<p><i>"I <b>practiced</b> speaking with my teacher and classmates. Meanwhile I record my voice my speaking with the videos I watch. Which helped boost my confidence."</i></p> <p><b>Student 2</b></p> <p><i>"The teacher used to support our learning of pronunciation and grammar, allowing us to <b>discuss and give feedback</b> to each other."</i></p> <p><b>Student 3</b></p> <p><i>"I learned difficult vocabulary with help from the teacher and friends, and <b>practiced</b> speaking together to improve my confidence."</i></p>	<p><b>Discuss feedback</b></p> <p><b>practiced</b></p>	<p>F/S2-SINTER</p> <p>F/S3-SINTER</p>
6	Digital resource provides student learning goals	6. Can you tell me how learning speaking through YouTube channel assists your learning goals?	<p><b>Student 1</b></p> <p><i>"I <b>understand</b> the material <b>better</b> by seeing how language is used in real situation"</i></p> <p><b>Student 2</b></p> <p><i>"So. linguamarina is very helpful in achieving learning goals, particularly in improving speaking skills. This made me <b>better understand</b> how to speak appropriately in certain situations."</i></p> <p><b>Student 3</b></p> <p><i>"Speaking activities using youtube help me <b>reach my speaking goals</b> because they provide real life examples and useful phrases."</i></p>	<p><b>Understand better</b></p> <p><b>Better understand</b></p> <p><b>Reach my speaking goals</b></p>	<p>F/S1-EA</p> <p>F/S2-EA</p> <p>F/S3-EA</p>

7	Digital resource monitor progress of learning goals.	7. Can you tell me how does the teacher monitor your speaking progress while learning speaking through YouTube?	<p><b>Student 1</b></p> <p><i>"The <b>teacher</b> shares YouTube videos related to the lesson and then go over the material in detail, <b>explaining</b> key points and <b>answering</b> any questions to make sure we fully understand the content."</i></p> <p><b>Student 2</b></p> <p><i>"The teacher can monitor students' progress by guiding them directly and <b>asking questions to check their understanding</b>. This way, the teacher can ensure that the students truly understand the material and provide assistance if needed."</i></p> <p><b>Student 3</b></p> <p><i>"The teacher monitors students' speaking abilities by helping <b>explain the content</b> of the video they have studied. In this way, the teacher can ensure that students fully understand the material and help them improve their speaking skills effectively."</i></p>	<p><b>Teacher explaining and answering</b></p> <p><b>asking questions to check their understanding.</b></p> <p><b>explain the content</b></p>	<p>F/S1-GM</p> <p>F/S2-GM</p> <p>F/S3-GM</p>
8	Challenge digital media in learning	8. What are your challenges when learning speaking using YouTube?	<p><b>Student 1</b></p> <p><i>"One challenge I face while learning on YouTube is getting <b>distracted by other videos</b> that aren't related to what I'm studying. Sometimes, I end up watching things that</i></p>	<b>Distracted by other videos</b>	F/S1-LI

			<p><i>pull me away from my main focus, which makes it harder to stay on track."</i></p> <p><b>Student 2</b></p> <p><i>"One of the challenges I face when learning through YouTube is when the <b>internet connection</b> is poor. This causes the videos to buffer or freeze, making it difficult for me to stay focused and follow the lessons smoothly."</i></p> <p><b>Student 3</b></p> <p><i>"I have the challenge is in cost to update, especially for internet quota and device. Sometimes my handphone or signal is slow, so it's not optimal learning speaking use youtube"</i></p>	<p><b>Internet connection</b></p> <p><b>Cost to update</b></p>	<p>F/S2-LAI</p> <p>F/S3-CO</p>
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### FOCUS GROUP DISCUSSION SHEET

This focus group discussion aims to find out students' answers regarding learning using YouTube for speaking skills. Tell us about your experience in the space below.

Group : 2

R : Reseachrher

S4 : AMR

S5 : TR

S6 : MM

GROUP 2		date: Monday, 14 <sup>th</sup> july 2025			
No	Aspect Of Experience	Instruction	Subject	Key point	Final Code
1.	Student promote achievement	1. Can you tell me on how does the teacher guide you in using YouTube to learn speaking, and does it assist your achievement?	<b>Student 4</b> <i>“My teacher guided me by giving me YouTube videos that relevant the content being studied, the teacher also asked us to practice. This helped me to my speaking skills and achieve my learning goals.”</i>	<b>Teacher guided</b>	F/S4-GG
			<b>Student 5</b> <i>“The teacher only give us a little explanation. So, I still don't understand how to use the sentences from the video in conversation. It didn't achieve my speaking learning goals. Linguamarina not suitable because</i>	<b>Teacher Little explanation</b>	F/S5-BG
			<i>Linguamarina is more intended for people with higher English proficiency.</i>	<b>Sometimes guided me</b>	F/S6-BG

			<p><i>Meanwhile, I still need the basics and simple exercises.</i></p> <p><b>Student 6</b></p> <p><i>“The teacher sometimes guided me, asking us to watch selected videos and then only explaining a little about the learning videos we watched, which did not achieve my learning goals for speaking. Although it is good for expanding vocabulary and learning how native speakers speak, Linguamarina is not suitable for active speaking practice. If you want to speak better, it is better to join a class or use an app.”</i></p>		
2.	Authentic learning	2. Can you tell me on how has YouTube helped you understand and comprehend the communication or the speaking material through real things and examples displayed by YouTube?	<p><b>Student 4</b></p> <p><i>“The understanding can also be gained through commonly used language. Learning YouTube linguamarina is very helpful in my English skills, especially in understanding grammar, the use of tenses in everyday conversation and then pronunciation.”</i></p> <p><b>Student 5</b></p> <p><i>“By watching YouTube Linguamarina videos, I can learn examples real situations, correct language structure. Additionally, the <b>videos help me understand</b> the proper sentence structure in daily conversations.</i></p> <p><b>Student 6</b></p> <p><i>“ With YouTube, I can see examples of expression in the</i></p>	<p><b><i>More easily understand</i></b></p> <p><b><i>Videos help me understand</i></b></p> <p><b><i>Clear understanding</i></b></p>	<p>F/S4-CRL</p> <p>F/S5-CRL</p>

			<i>real world. These videos provide a clear understanding of how to construct sentences properly."</i>		F/S6-CRL
3	Getting literals an being literated by digital resource	3. Can you tell me aspects of speaking do you getting more literate while learning using You Tube?	<p><b>Student 4</b>  <i>"Learning through YouTube is very helpful in improving my English skills, especially in understanding <b>grammar</b> and the use of tenses in everyday conversation."</i></p> <p><b>Student 5</b>  <i>"After watching linguamarina the videos, I create my <b>pronunciation</b> and <b>accent</b> is better like native speaker"</i></p> <p><b>Student 6</b>  <i>"I create my vocabulary and grammar it better"</i></p>	<p><b>Grammar</b></p> <p><b>Pronunciation Accent</b></p> <p><b>Vocabulary and grammar</b></p>	<p>F/S4-G</p> <p>F/S5-PA</p> <p>F/S6-VG</p>
4	Engagement In Learning	4. Can you tell me how do you get more engage while learning speaking through You Tube?	<p><b>Student 4</b>  <i>"So, by using YouTube, I become more <b>engaged</b> because <b>learning</b> with youtube is <b>fun</b>."</i></p> <p><b>Student 5</b>  <i>"I rarely <b>engaged</b> in class, I only passive viewer. Sometimes I also confused how the content'"</i></p> <p><b>Student 6</b>  <i>"I didn't active and engage</i></p>	<p><b>Engaged learning fun</b></p> <p><b>Not engage</b></p> <p><b>Not engage</b></p>	<p>F/S4-EA</p> <p>F/S5-NEA</p> <p>F/S6-NEA</p>



			<p><i>from <b>pronunciation</b> and <b>writing</b>."</i></p> <p><b>Student 6</b></p> <p><i>"Learning to speak using YouTube Lingua Marina alone isn't enough because there's <b>little direct practice</b>, so understanding and confidence in speaking are still lacking."</i></p>	<i><b>Little practice</b></i>	F/S6-NEA
7	digital resource monitor progress of learning goals.	7. Can you tell me how does the teacher monitor your speaking progress while learning speaking through YouTube?	<p><b>Student 4</b></p> <p><i>"My teacher asks to practice speaking after watching youtube linguamarina, and there the teacher <b>assesses the pronunciation</b>, the smooth running of that ability."</i></p> <p><b>Student 5</b></p> <p><i>"The teacher tells us to practice speaking with friends or come forward to the class. After that, the <b>teacher</b> gives <b>comments</b>."</i></p> <p><b>Student 6</b></p> <p><i>"So the teacher monitors me by asking to <b>watch the linguamarina video</b> then the teacher asks to <b>practice</b> it, so the teacher sees the extent of my speaking development."</i></p>	<p><i><b>Asseses pronunciation</b></i></p> <p><i><b>Teacher comments</b></i></p> <p><i><b>Watch video to practice</b></i></p>	<p>F/S4-GM</p> <p>F/S5-GM</p> <p>F/S5-GM</p>
8	Challenge digital media in learning	8. What are your challenges when learning speaking using YouTube?	<p><b>Student 4</b></p> <p><i>"I think the challenge that because youtube linguamarina is <b>only one direction</b> and I can't ask directly, and it's difficult for me to improve speaking</i></p>	<i><b>Only one direction</b></i>	F/S4-LI



**Appendix 6**  
**Documentation Of Process Interview**



**Documentation of Process Focus Group Discussion**

