



## Applying *Dongeng Kita* Youtube Channel In Speaking Class

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### ABSTRACT

*The purpose of this research was to find out whether there is a significant effect on students' speaking skills who are taught using YouTube and who are taught without using YouTube. The reason is that there are so many students who can not be speaking well. This researcher used quasi-experimental research with the pre-test, treatment, and post-test. The sample of the research was 72 students from X MIPA 3 and X MIPA 4. The researcher divided the sample into two classes X MIPA 3 as the control class and X MIPA 4 as the experimental group. In the calculation of this research, the researcher used SPSS 22. The mean result for the pre-test was 59.56 for the control class and 60.56 for the experimental class, and the mean result for the post-test was 61.33 for the control class and 68.11 for the experimental class. So there are differences in scores pre-test and post-test between the control class and the experiment class. It means there is a significant effect on students' speaking skills who are taught using YouTube and who are taught without using YouTube. In other words, using Dongeng Kita YouTube Channel could be effective in speaking skills.*

**Keywords:** speaking, YouTube, Dongeng Kita YouTube Channel

### INTRODUCTION

Speaking is part of the language that has an important role in delivering the idea. Speaking is one method of delivering the idea orally, but the students will also need the ability to assist you in delivering the idea. According to Brown (2007) in Lestari (2019), speaking is an interactive process of generating meaning that consists of producing, receiving, and digesting information. Speaking consists of some steps in constructive meaning, such as producing, receiving, and digesting. All the steps require attention to make the construction run smoothly. The ability that is required in speaking is different from the other skills such as writing, reading, and listening. The complexity of speaking ability requires more understanding because transferring information requires understanding between the speaker and listener to avoid misunderstanding in transferring information. So the students require more attention to master speaking skills.

In mastering speaking skills, the teacher requires the teaching method. The teaching

methods for speaking are varied, from traditional to modern methods that combine with technology. The purpose of teaching methods is to increase the ability of students and to avoid the problem of speaking skills. Nowadays, many technologies are rather famous in this current era, such as YouTube. YouTube is a kind of social media that contains attractive videos from all genres and all ages. According to Khalid (2012) and Lestari (2019), YouTube is a video-sharing platform that allows users to publish, share, and watch videos. YouTube, on the other hand, is a free, open-access, Web-based video-sharing platform that allows users to easily upload, view, and share video clips.

YouTube consists of a million attractive channels. *Dongeng Kita* is a channel that is chosen in the teaching activity. *Dongeng Kita* is one of a million channels on YouTube that contain educational content that is suitable for delivering to students. The content of *Dongeng Kita* is a folk legend in Indonesia. The videos that are delivered in *Dongeng Kita* can awaken the spirit of the nation and culture. The *Dongeng Kita* YouTube channel not only awakens the spirit of nation and culture but also increases the students' speaking skills in the English language because the videos are delivered in English. So, the students will achieve some goals in the speaking lesson.

In this case, the researcher is interested to apply the *Dongeng Kita* YouTube channel to speaking lessons. The purpose of this study is to find out whether there is a significant effect on students' speaking skills who are taught using YouTube and who are taught without using YouTube.

## LITERATURE REVIEW

### Speaking

Many definitions of speaking have been proposed by language theorists. According to Cameroon (2001), in Dila and Tridinanti (2021), speaking is concerned with the active use of language and the negotiation of meanings to transmit messages. The main purpose of speaking is to deliver messages from the speaker to the listener. In messages that contain meaning and language, the message is built to be smooth in the process of message transmission. In some lines, Brown (2007) in Lestari (2019), stated Producing, receiving, and digesting information are all part of the interactive process of building meaning called "speaking." The interactive process of building meaning consists of steps that are used to make the interactive process of

building meaning can run smoothly.

According to Gert and Hans in Efrizal (2012), in Rusiana (2021), speaking is speech produced to be understood by the listener, and the listener tries to understand what the content that is being talked about is. The goal of the speaking process is to make the listener understand the context. In building a good speaking process The speaker demand to master abilities that exist in speaking skills, such as pronunciation, fluency, grammar, vocabulary and comprehension. Thus, the speaking process can run smoothly and the listener can understand the context that delivers the speaker effectively.

### **Component of Speaking**

Some components consist of speaking skills. The components of the speaking process have to be conveyed. Thus, the speaking process can be run. According to Vanderkevent (1990) in Kurniati and Kurniati n.d (2015) stated some components consist of speaking skills.

#### **1. The Speaker**

A speaker is a person who produces sound. A speaker conveys an opinion, idea, or feeling to the listener. The speaker conveys an utterance or signal. Beyond the speaker, the process of transferring an opinion, idea, or expression won't be stated.

#### **2. The utterance**

Utterances are words or sentences that are produced by a speaker to convey an opinion, idea, or feeling to the listener. It can be a medium between the speaker and the listener.

#### **3. The listener**

The listener is people who receive opinion, idea, or feeling from the speaker.

David P. Harris (1974) in Kurniati and Kurniati n.d. (2015) there are several components in speaking skills, such as grammar, vocabulary, pronunciation, fluency, and comprehension.

### **Grammar**

Grammar rules in building the utterances. It can apply in oral or written. Grammar is required in building the utterances that the speaker wants to convey. Grammar is an

important role that should be attended to in oral communication. The use grammar must be attended with the context that wants to convey so the context will be easy to understand. For example, when the speaker wants to express the situation in the past but the speaker is using the future tense. It can make misunderstandings between the speaker and listener.

### **Vocabulary**

Vocabulary is a set of the word that is used to construct utterances. It can apply in oral and written. In oral communication, vocabulary is used by the speaker to build the utterance they want to convey. Vocabulary is an important aspect of speaking skills because it is related to the message that one wants to convey. The proper vocabulary will affect the process of transferring an opinion, idea, or feeling. The use of vocabulary must be suited to the grade of the listener.

### **Pronunciation**

Pronunciation is a sound that is produced by humans. Pronunciation has an important role in oral communication because the part of speaking is produced sound. Pronunciation must be attended to in oral communication because pronunciation influences the transfer of information. It means the key to transferring information in oral communication is pronunciation.

### **Fluency**

Fluency is the smoothness of speaking. Fluency relates to how the speaker conveys the opinion to the listener or fluency is the manner in process of transferring information orally. Fluency can influence the process of transferring opinions. So fluency is the quality of conveying information in speaking skills.

### **Comprehend**

Comprehending is an important skill that must be mastered either by the speaker or listener. Comprehend influences how the information that transfers from the speaker to the listener is acceptable. Comprehend relates to how the listener gets the context of the messages that are transferred from the speaker to the listener. So, both the speaker and listener must comprehend the context of what the talk is about.

## **The Difficulties of Speaking**

Speaking is oral communication that requires other people or listeners in the speaking process. The goal of the speaking process is to make the transferring process would be run smoothly. Transferring information needs a relationship between the speaker and listener. So, the problems appear in transferring information, because the speaking process requires the same mind to get the point of information. The different perspectives between the speaker and listener can appear in the problem the relation of them. According Brown (2004:270) stated some difficulties in speaking,

1. Clustering
2. Redundancy
3. Reduced forms
4. Performance variable
5. Colloquial language
6. Rate of delivery
7. Stress, rhythm, and intonation
8. Interaction

In the same line, Ur (1996) in Nguyen and Tran (2015) stated the problem of speaking there are inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

1. Inhibition

Students are frequently hampered when attempting to communicate in a foreign language in the classroom. They are concerned about making mistakes and are afraid of being judged. They are afraid of attracting too much attention with their talk.

2. Lack of topical knowledge.

The students lack knowledge of speaking. The students cannot deliver the topic that ordered the teacher them to convey. Therefore, the lack of topical knowledge has been being a problem in speaking.

3. low or uneven participation

The limited talking time for students in a large group could be a problem for the

students. The students are supposed to have a suit talking time in expressing the idea or drilling to get good speaking skill quality.

#### 4. Mother tongue use

The habit of using the mother tongue can appear big impact on the classroom. If the teacher orders the students to give an opinion on a certain topic, sometimes the students convey it in their mother tongue. So, the goal of the lesson that demanded the students to speak their native language will be hampered.

### **The Strategy for Developing Speaking Skills**

There are strategies that the experts propose to develop language skills. In this case, it is speaking skills. The purpose of developing speaking skills is to develop speaking skills and overcome the difficulties that the student encountered in achieving the speaking skill. It means an activity that happens in the learning speaking process to achieve the speaking skill. According to Nunan (2003), there are several classroom techniques and tasks that can develop speaking skills, such as information gaps, jigsaw activities, role-plays, simulations, and contract assignments.

#### 1 Information gap

Is a useful activity in which one person has information that the other lacks. In the sharing of information, the students demanded using a target language.

#### 2. Jigsaw activities

Are bidirectional or multi directional information gaps, each person or group has information that the other need. For example, three groups have some information to share. The information consists of information on how to make food. Each group has information that needed the other and the sharing of information run.

#### 3 Role-play

Role-play is the attractive activity of speaking that able to attracts students in learning to speak. The main of role-playing is how to play a role in current situation or story. For example, the teacher has a story of Surabaya that is identic with narrative text. The teacher can then be the role of sura and the students can role of baya.

#### 4. Simulation

Simulation is close same with role-playing. Simulation using the property that relates to the current situation in the current place. For example, the teacher brings property that relates trading process in the market, such as baskets, money toys, etc

#### 5. Contact assignment

Contact assignment is activity of teaching development that involves sending students out of the classroom to talk with the people using a target language.

The technique of developing speaking skills that the expert proposed has a big impact on the development of the students' speaking skills. The goal of using the techniques in the development of speaking is to attract students to learn the skills through fun rather than to develop their speaking skills. The use of those techniques would change the mind about the difficulty of speaking skills for the students.

### **Youtube**

There are many definitions of the term "YouTube" proposed by experts. According to Sianipar (2013) in Samosir, Pitasari, and Tjahjono (2018) stated YouTube is the most popular video database on the internet, and it is a video site that offers a wide range of information in the form of moving and genuine images. On the other hand, Khalid (2012), as cited by Lestari (2019), YouTube is a video-sharing platform that is used to publish, share, and watch videos. YouTube consists of many videos that have various genres and are consumed by all ages. YouTube provides entertainment to entertain viewers. YouTube just does not consist of fun videos that have the goal of amusing the viewer, but some channels have videos that have benefits in some fields, such as the educational field. The use of YouTube must be addressed to benefit everyone who watches the videos.

### ***The Function of YouTube***

Some functions have YouTube. YouTube give sources of information. YouTube as a platform has a function to publish and share information or entertain the viewer through fun videos. According to Sianipar (2013) as cited by Samosir, Pitasari, and Tjahjono (2018) the function of YouTube is searching information that deliver through videos. YouTube a is a bank of information that is useful to the viewer to get information.

### ***Dongeng Kita YouTube Channel***

There are millions of YouTube channels that offer their videos on YouTube. The videos that offer these kinds of genres have the purpose of entertaining and giving information to the viewer. *Dongeng Kita* is one of the channels on YouTube that offers videos for education. *Dongeng Kita* is a YouTube channel that offers attractive videos of folk legends in Indonesia. The duration of the videos is quite short. So, when the learners watch the videos, they will not be bored. The videos are delivered through animation visuals that attract the learners to get the information from the *Dongeng Kita* YouTube channel. The videos are delivered in two languages; they are Indonesian and English.

The *Dongeng Kita* YouTube channel can motivate learners to learn while also awakening a sense of nationalism and culture. The learner, on the other hand, can improve their English language skills because the videos that deliver it are in English. *The Dongeng Kita* YouTube Channel in the learning process is helpful for students in the learning process. The learner will be able to get the point of information because the videos are delivered through attractive visual animation and the videos are complete with the script. So, the *Dongeng Kita* YouTube channel is suitable for all ages to learn folk legends.

### ***YouTube in Education***

YouTube is a video-sharing video platform that provides many videos to amuse the viewer. YouTube not only amuses the viewer with its attractive videos, but it also uses the viewer to get information. Information can be formed from this information in some fields, such as education.

YouTube could have an impact on the educational field. YouTube offers visually appealing videos to assist students in learning lessons or gathering information. The attractive videos make it easier for the learner to get to the point of the lesson. A medium or method that is used by the teacher in giving material would be YouTube. According to Asyar (2011:42) in Rasman (2021), the use of media in learning activities and processes has the benefit of increasing students' understanding of the material and providing them with a variety of options based on their qualities or requirements. On other hand, Burgess & Green (2009) as cited by Hussin, A.Gani, and Muslem (2020), YouTube also has a video that can help to improve the English teaching and learning process. It would be good for student motivation in learning. So, the learning process would run smoothly.



The use of YouTube is often used by teachers to teach language skills such as writing, reading, listening, and speaking. The attractive videos provided on YouTube have an important role in students' learning. It would be easier for the students to get the information because they learn through audio-visual media that has attractive content.

YouTube has an important role in learning language skills. Speaking is one of the language skills. Speaking skills demand that the students produce an utterance that would be delivered orally. So, the students demanded to master aspects that build utterances, such as pronunciation, fluency, grammar, vocabulary, and comprehension. YouTube provides an easy way for students to learn speaking skills because it consists of attractive audio-visual content that helps students achieve speaking skills. According to Richards (1990:67) in Yunita (2015) proves that everyone who learns to use English on YouTube will be more capable of solving difficulties and becoming a better communicator. It refers to how using YouTube in education can achieve the goal of the lesson and overcome the lack of language skills.

### **The Advantage and Disadvantages of Youtube in Education**

There are advantages and disadvantages to applying to YouTube, there are:

#### **1) Advantage**

- a. YouTube could be used as a source of information for students.
- b. YouTube provides attractive videos, so the videos will be easier for the students to understand.
- c. YouTube could be an attractive medium in the learning process.
- d. Students are unbound in their learning of the material.
- e. The teacher will be helped in delivering material through attractive videos, so the process of learning will be fun.
- f. YouTube could be an alternative method in the twenty-first century, replacing the monotonous method that bores students while learning.
- g. Students' attention spans can increase during the learning process.
- h. Using YouTube in the classroom can be a solution when the learning process in the classroom is hampered.
- i. YouTube is a useful tool for learning language skills because YouTube provides all kinds of language levels from all countries.
- j. YouTube builds fun for students.

## 2) Disadvantage

- a. YouTube does not have a filtering feature.
- b. The students demanded to pay attention so they could understand the contents of the videos.
- c. These kinds of attractive videos can distract the students' attention from learning.
- d. The kind of language level that is used in the YouTube video can be confusing for the students.
- e. No limitation on comments.

## METHOD

This research used quantitative research, according Creswell (2009:4) stated that quantitative research is testing objective theories by examining the relationship among variables. These variables can be measured typically on the instrument then the numbered of data can be analyzed using statistical procedures. The research type used quasi-experimental research. This study took two groups an experimental class and a control class. The researcher used three steps in the study, there were Pre-test, treatment and post-test.

The population of this research was X grades students of SMA Negeri 1 Kramat in the academic year 2021/2022 with a total number of 180 students. Purposive sampling was used in this study. The population of this study was 132 students from five classes. Two classes were determined as the experimental and control group with a total number sample being 72 students.

In the pre-test, the researcher used a pre-test to know the ability of the students to speak. The form of the pre-test is spoken (story-telling). The researcher asked the students in the experimental and control classes to tell a story about a folk legend of Indonesia without text. The steps of the pre-test are that the researcher gave the story to students in the paper. The researcher gave the students time to understand the story. The researcher asked the students to tell the story. The researcher counted the students' speaking ability through some points on the rubric of score that the expert proposed. The points of the rubric score were fluency, pronunciation, vocabulary, grammar and comprehension.

In the treatment, the researcher gave different treatments between the experimental class and the control class. The researchers used material about the narrative text. In the control class, the researcher gave treatment in the same traditional way that the English teacher used

in SMA N 1 Kramat. The researcher gave a treatment of speaking learning in practice. The students performed a story that relates to the material. In the experimental class, the researcher gave treatment to teaching speaking skills through *Dongeng Kita* YouTube channel videos that relate to the material of the narrative text. The researcher will show folk legend videos. The students tell a story about a folk legend through role-playing that relates to the material.

In the post-test, the researcher used a post-test to determine the outcome of treatment in experimental and control classes, as well as whether there was an effect of using the *Dongeng Kita* YouTube channel on students' speaking skills. The steps of the post-test were designed the same as the pre-test. The story that was performed by the students was different from the pre-test. The difference story performed by the students was used to determine the effectiveness of the method used.

After pretest and post-test data had been collected, Microsoft Office: Excel 2010 and IBM SPSS 22 applications were used to analyze research data with five stages: 1) Descriptive Statistics; 2) Paired Sample t-test; 3) Homogeneity; 4) Normality Test; and 5) Independent sample t-test.

## **RESULT**

### **Descriptive analysis**

Based on the result of the descriptive statistics, the data showed that the total sample (N) in the experimental group is 36. The minimum score of the pretest in the experimental group is 48 and the maximum is 76. After giving the treatment by using the *Dongeng Kita* YouTube Channel in the learning process, there was a difference between the minimum and maximum scores in the posttest of the experimental group. The minimum score of the post-test in the experimental group is 52 and the maximum is 80.

In the control group, the total sample is 36. The minimum score of the pretest in the control group was 48 and the maximum score is 72. After giving the treatment by using conventional teaching methods that belong in a school, the minimum score of the post-test in the control group is 48 and the maximum is 76.

The mean pre-test score in the experimental and control class are 60.56 and 59.56. After the researcher gave treatment and did a post-test. The researcher got the mean post-test score in the experimental and control class are 68.11 and 61.33. Based on the mean pre-test

and post-test in the experimental and control class, the researcher concludes the mean score of the experimental class is higher than the control class.

The result of the descriptive statistics of pre-test and post-test in the control class and experimental class is shown in table 1 below

**Table 1. Descriptive Statistics**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest Experimental Group	36	48	76	2180	60.56	7.777
Posttest Experimental Group	36	52	80	2452	68.11	7.123
Pretest Control Group	36	48	72	4288	59.56	6.765
Posttest Control Group	36	48	76	4416	61.33	7.105
Valid N (listwise)	36					

### *Paired sample t-test*

The difference score in the control class and experimental class strengthen through paired t-tests. The result of the analyzing paired t-test could be seen in table 2 below:

**Table 2. Paired Samples Test**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Control class - Post-test Control class	-1.778	2.016	.336	-2.460	-1.096	-5.292	35	.000
Pair 2	Pre-test Experimental class - Post-test Experimental class	-8.222	1.641	.273	-8.777	-7.667	-30.068	35	.000

Based on the paired samples test, the data showed that the t-test of paired 1 which consists of pre-test and post-test control class is 5.292 and the t-test of paired 2 which consists pre-test and post-test experimental class is 30.068. In each t-test of the paired is higher than df (t table), t table of df 35 is 2.4377. The t-test of paired 2 is higher than paired 1,  $30.068 > 5.292$ .

### *Homogeneity Test*

The result of the analyzing homogeneity test can be seen in table 3 as follows:

**Table 3. Homogeneity Test**

Test of Homogeneity of Variances			
Students Speaking Score			
Levene Statistic	df1	df2	Sig.
.004	1	70	.949

Based on the table of homogeneity above, the data showed that the significance of the data result was 0,949. It can conclude that the data is homogenous because the significance of homogeneity is higher than 0,05.

### ***Normality test***

The result of the analyzing normality test can be seen in table 4 as follows:

Tests of Normality							
	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students Speaking Score	Posttest Control Group (X MIPA 4)	.132	36	.112	.960	36	.218
	Posttest Experimental Group (X MIPA 3)	.133	36	.110	.953	36	.126
a. Lilliefors Significance Correction							

**Table 4. Normality Test**

Tests of Normality							
	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Students Speaking Score	Pretest Control Group (X MIPA 4)	.116	36	.200*	.948	36	.094
	Pretest Experimental Group (X MIPA 3)	.118	36	.200*	.951	36	.117
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the normality table above, the data showed that the significant result in the Pretest control group was 0,094 and the pretest experimental group was 0,117 in the Shapiro-

wilk table. The data can be concluded that the distribution of data was normal because the significant scores in the pretest control and experimental group higher than 0,05.

Based on the normality table above, the data showed that the significant result in the posttest control group was 0,218 and the posttest experimental group was 0,126 in the Shapiro-wilk table. The data can be concluded that the distribution of data was normal because the significant scores in the post-test control and experimental group higher than 0,05.

The analysis of normality test above in the control and experimental group in the pretest and posttest were normal. In another word, the distribution of the data was normal.

**Table 5. Normality Test**

### Analyzing independent t-test

Based on the result of an independent samples t-test, is that the sig. (2-tailed) value is 0.000 0.05. It means that there is a significant difference between the posttest control group and the post-test experimental group. The posttest experimental group is higher than the posttest control group,  $68.11 > 61.33$ . Based on the result of an independent sample t-test, the researcher concludes that the method applied in the study had a different significance. It could be seen in the mean and t-test in the experimental class. In other words, the result of the independent samples t-test has answered the statement of research that (Ho) There is no significant effect on students' speaking skills who are taught using YouTube and who are taught without using YouTube is accepted and (H1) There is any significant effect of students' speaking skills who are taught using YouTube and who are taught without using YouTube is rejected. The data are shown in table below :

**Table 6. Independent Sample Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Speaking Score	Equal variances assumed	.053	.819	-4.028	70	.000	-6.778	1.683	-10.134	-3.422
	Equal variances not assumed			-4.028	69.999	.000	-6.778	1.683	-10.134	-3.422

Group Statistics					
		N	Mean	Std.	Std. Error
Group				Deviation	Mean
Students	Posttest Control Group	36	61.33	7.155	1.193
Speaking Score	Posttets Experimental Group	36	68.11	7.123	1.187

## CONCLUSION

After the researcher experimented with and teaching of speaking skills using YouTube platform and without using YouTube, then the researcher analyzed the data of this research and conducted a conclusion to answer the objective of the study, whether any significant effect of students' speaking skills who are taught using YouTube and who are taught without using YouTube.

Based on the result of the independent samples t-test the sig. (2-tailed) value is  $0.000 < 0.05$ . It means that there is a significant difference between the posttest control group and the post-test experimental group. The posttest experimental group was higher than the posttest control group,  $68.11 > 61.33$ . in other words (H1) There is any significant effect on students' speaking skills who are taught using YouTube and who are taught without using YouTube is accepted. So, the researcher concludes that using *Dongeng Kita Youtube Channel* in the teaching and learning process of speaking is more effective than using the conventional method.

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