

English Students' Perception Towards the Use of YouTube as a Learning Resource to Enhance English Speaking Skills: A Case Study at the Third Semester of the English Education Program, University of Mataram

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Abstract

This study discusses the perceptions of third-semester students in the English education program at Mataram University regarding the utilization of YouTube as a learning resource for enhancing their English-speaking skills. This study aims to investigate and determine students' perceptions of YouTube as a learning resource to improve their English-speaking skills and the factors that influence them. The research methods used in this study are mixed methods by distributing questionnaires and conducting interviews. The results of this study show that students have a positive view of using YouTube as a learning resource to improve their English-speaking skills and the perception is influenced by internal factors and external factors from the students. The findings indicate that the students' characteristics and the features of YouTube contribute to the enhancement of English-speaking skills. However, while the majority of the students view YouTube positively as a tool for enhancing their English-speaking abilities, a minority has an opposing perspective. Therefore, it is recommended that future research explore the long-term impact of YouTube on speaking proficiency and evaluate specific content types. Furthermore, incorporating structured YouTube-based tasks into classroom instruction may enhance learning outcomes while minimizing the challenges students face when using the platform independently.

Keywords

speaking skill, YouTube, perception, English students, learning resources

INTRODUCTION

In today's digital era, learning is not only obtained from the classroom but also through online platforms. One of the most popular online platforms in the community is YouTube. YouTube offers a diverse array of videos, covering both entertainment and educational material from multiple countries. YouTube, with its diverse international content, is an excellent resource for learning different languages, particularly English.

English language proficiency is crucial for students majoring in English as it plays a significant role in academic and professional development (Budiman et al., 2023). One part of English is speaking. Speaking is one of the four fundamental skills that students should master. It has a significant impact on communication. Among the various language skills, speaking is often considered one of the most challenging to improve (Leong & Ahmadi, 2017). Many English language students struggle to gain confidence and fluency in speaking English, which can hinder their overall language proficiency.

Traditional classroom teaching does not always provide enough opportunities for students to practice and develop their speaking skills (Al-Mubireek, 2021). Therefore, digital learning has become a new learning mode in higher education. As technology advances, new avenues for language learning have emerged. Technology has evolved throughout language history to allow language learners to study and practice independently (Balcikanly, 2011). One such platform is YouTube, a widely used video-sharing platform that offers a variety of videos, podcasts, short movies, educational content, music, and language learning resources.

YouTube is an Internet-based educational tool that makes it easy for learners to maintain content and motivates

them to learn through the videos and graphics it presents (Deng and Yuen, 2011, as cited by Binmahboob, 2020). YouTube's accessibility, variety, and interactive features have made it a popular choice for additional education. Students can access real English language resources like tutorials, movies, and dialogues. By exposing students to a variety of vocabulary, dialects, and cultural situations, these tools can improve their language learning process.

According Riswandi (2016), students' speaking skills improved a lot after they used YouTube. This was especially true for words, grammar, pronunciation, and fluency. The use of YouTube as a media learning resource has shown promising results in various fields, including language learning. Since YouTube play a significant role, as described above, the researcher is interested in investigating students' perceptions of how English language learners feel about using it, particularly to improve their speaking abilities. This study is important to determine whether YouTube is a suitable medium for speaking instruction or not. It is imperative for educators to have a thorough understanding of their students' perspectives to create effective language learning practices that meet their students' needs and preferences.

Perception is how humans pay attention to things, particularly through their senses. Furthermore, according to Hornby (as cited in Lestari et al., 2018), perception is a notion, a belief, or an image that people have based on their ability to perceive or understand. Schmitz (as stated by Safitri, 2019) defined perception as the process of choosing, arranging, and analyzing data.

Risdianto (2020) describes two kinds of perception: negative and positive. A positive perception is when all information, whether known or unknown, is viewed in a favorable way, whereas a negative perception occurs when

information is interpreted negatively. Exploring English students' perceptions of using YouTube as a speaking resource can provide insight into the benefits and challenges associated with this approach, as it sheds light on how students perceive YouTube's effectiveness and engagement as a platform to improve their speaking skills. Moreover, although YouTube has been mentioned as a helpful tool for teaching speaking (Watkins & Wilkins, 2011), examining the factors that influence student perception can help identify barriers or limitations that may hinder its effective integration into language learning programs. Furthermore, according to Walgito (2010), two categories of variables that influence perception are internal and external factors; internal factors originate within the individual and are shaped by psychological elements such as needs, motivation, willingness, thoughts, feelings, and attention, while external factors stem from outside the individual, including the surrounding environment, which also plays a significant role in shaping one's perception.

Furthermore, according to Robbins and Judge (2013, as cited in Suriyah et al., 2022), perception is formed by three factors: the perceiver is the person making the perception; the target is the person or object receiving that perception; and the situation is the environment in which someone perceives something. Factors such as students' previous experiences using YouTube for educational purposes, their attitudes toward technology, and their motivation to improve their speaking skills may all contribute to their perceptions. Additionally, examining students' opinions might help educators devise creative ways to use YouTube as a learning tool. Taking into account students' preferences, learning styles, and expectations might help construct educational materials and activities that meet their needs. This will ultimately improve students' speaking proficiency. By focusing on YouTube as a device for working on English speaking abilities, this study adds to the current collection of information on innovative upgraded language learning.

RESEARCH METHOD

A sequential explanatory approach was used as the mixed method in this study. Ivankova et al. (2006) stated that it means the quantitative method was followed by the qualitative method. A questionnaire and interview were the two tools that the researcher used in this research. While questionnaires showed patterns in large numbers of people, qualitative (interview) data gave a better understanding of students' perspectives, what they thought, and their points of view.

Population and Sample

This study was conducted at Mataram University among Third-semester English students. The total population is 210. In this study, for the quantitative, the researcher employed a random sampling technique; 24% of the population was taken as a sample or 50 respondents of third-semester students was taken as a sample randomly. According to Arikunto (2010), a sample is a subset of a population with specific characteristics. If the population is less than 100 respondents, all of the population can be sampled, but if the population is more than 100 respondents, the sample size can be selected between 10% - 15%, 20% - 25%, or more.

For the qualitative method, because the researcher used purposive sampling, purposive sampling, according to

Arikunto (2010), was carried out by taking subjects not based on strata, regional, or random. This method was a sampling technique in which researchers selected samples based on certain considerations, such as characteristics or criteria considered important for research purposes. The samples selected were those believed to provide the most relevant and useful information for research. As a result, it was unable to take big samples. The researcher chose 5 respondents of participants as a sample to represent the responses from the questionnaire that students had filled out to get more information about their perceptions regarding their responses.

Data Analysis

To understand the perception of students toward the use of YouTube as a learning resource to enhance English speaking skills, several steps were carried out. First, the percentage of each score option selected by the respondents on the Likert scale was calculated to determine the overall distribution of responses. Second, the average rating of the students' perceptions was computed to obtain a general overview of their attitude toward YouTube as a learning tool. Lastly, the data were classified and analyzed based on specific categories to interpret the results more effectively and identify patterns or trends in student perceptions.

Research Procedure

The research began with the preparation phase, where a well-organized questionnaire was developed to explore students' views on using YouTube as a tool for enhancing English speaking abilities. This questionnaire served as the primary instrument for gathering quantitative data. In the implementation phase, the questionnaire was distributed to third-semester English students, and their responses were collected and analyzed. Based on these responses, five participants were purposively selected for further qualitative investigation. The researcher then conducted semi-structured interviews with these selected students. The interviews were recorded and transcribed to allow for an in-depth qualitative analysis of the participants' insights and experiences.

FINDINGS AND DISCUSSION

Findings

Based on the data that has been collected through a questionnaire and interviews, the data will be analyzed based on the method that has been determined. The questionnaire is completed by 50 third-semester students in the English Education program at the University of Mataram. It is structured into three categories: perceiver, focusing on students' attitudes and experiences; target, examining YouTube's features such as content quality and variety and its impact on speaking skills; and situation, exploring external factors like learning environments and usage patterns. The responses provide quantitative insights into overall perception.

Then, follow-up interviews are conducted with selected students to gather detailed personal accounts, including specific examples of YouTube use, challenges faced, and perceived benefits. These qualitative findings complement the questionnaire results, offering a comprehensive understanding of students' perceptions and highlighting strengths and areas for improvement in using YouTube to learn English speaking skills.

What Are the Students' Perceptions Toward the Use of YouTube as a Learning Resource

In this study, the questionnaire consisted of 17 statements and the participants selected the responses that best reflected their perspective or perception. Their agreement was measured on a 5-point Likert scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DS), and Strongly Disagree (SD). Participants selected an answer from a predetermined set of options that best aligned with their perspective. According to Joshi et al. (2015), a 5-point Likert scale is widely used because it offers a good balance between providing enough choices for respondents to express their opinions and keeping the survey simple and easy to answer. This scale allows respondents to clearly indicate the intensity of their agreement or disagreement, ranging from strongly disagree to strongly agree.

Based on the questionnaire survey, the students generally had a positive perception towards the use of YouTube as a learning resource to improve their English-speaking skills. This perception emerged from the data analysis based on the level of agreement that the students chose on each statement given (Table 1).

Table 1. Students' Perceptions of Using YouTube to Enhance English Speaking Skills

No.	Statement (Summarized)	Agree (%)	Neutral (%)	Disagree (%)
1	I often use YouTube to learn language.	86	12	2
2	I enjoy learning speaking through YouTube.	84	14	2
3	YouTube helps improve my English speaking skills.	88	12	0
4	It is easy to learn speaking through YouTube.	70	18	12
5	I learn a lot of vocabulary from YouTube.	90	10	0
6	YouTube includes all aspects of speaking I need.	72	20	4
7	YouTube motivates me to improve speaking.	80	16	4
8	YouTube is more interesting than classroom methods.	62	26	12
9	YouTube helps me understand different accents/dialects.	88	12	0
10	YouTube helps me understand and use idiomatic expressions.	76	22	2
11	I've improved my speaking skills after using YouTube.	80	16	4
12	YouTube has helped me speak more fluently.	80	16	4
13	Speaking skills improve quickly through YouTube.	50	42	8
14	YouTube helps with real-life communication.	74	24	2
15	I use YouTube to learn different accents/dialects.	80	16	4
16	I prefer using YouTube in my free time.	66	26	8
17	I use YouTube more during weekends or holidays.	74	18	8

The statement number 1, "I often use YouTube as a media to learn the language." This statement examines how frequently students rely on YouTube as a tool for language

learning. It reflects their overall interest and engagement with YouTube for educational purposes. It can be seen that 86 % of students agreed with that statement, 12% neutral, and 2% disagreed. Statement number 2, "I enjoy learning speaking skills through YouTube," This statement assesses students' enjoyment and motivation in using YouTube to develop their speaking skills, providing insight into their personal preferences. It can be seen that 84% agreed, 14% were neutral, and 2% disagreed with that statement. The strong level of agreement suggests that YouTube is not just a tool for education but also makes learning fun, which can increase students' enthusiasm to engage with the platform even more.

Statement number 3 states, "I consider YouTube helpful in improving my English-speaking skills." This focuses on how students view YouTube's value in improving their speaking skills, highlighting how they assess its usefulness. The findings show 88% agreed, 12% neutral, and 0% disagreed with that statement. This shows the strongest agreement among students, highlighting their strong belief that using YouTube can help improve their speaking skills. This might be because the platform offers a variety of learning materials that fit different levels and needs.

Statement number 4 states, "I feel easy to learn speaking through YouTube." This statement evaluates the level of ease students experience when using YouTube as a learning resource for speaking skills, highlighting accessibility and usability. That showed 70% agreed with that statement, 18% neutral, and 12% disagreed. It is proved that more than half of students agree with that statement. However, compared to the other statements in this category, the agreement percentage is lower, which suggests that some students might have difficulties understanding different accents or figuring out how to use the platform properly.

The statements number 5 to 10 deal with the target factor of perception, which focuses on students' evaluations of YouTube as a tool for learning English speaking skills. These statements explore specific features of YouTube, such as its content quality, relevance, and engagement. Statement number 5: "There is a lot of vocabulary that I can learn through YouTube" measures students' perceptions of the availability of new vocabulary on YouTube, contributing to their speaking proficiency. It showed that 90% agreed, 10% neutral, and 0% disagreed. This high agreement indicates that most students find YouTube as a rich source of vocabulary, which is critical in enhancing their ability to express themselves effectively in English. Statement number 6, "I find all aspects of speaking that I need to learn a language on YouTube", assesses whether students feel YouTube provides comprehensive content covering all the necessary aspects of learning to speak English. The findings reveal that 72% agreed, 20% were neutral, and 4% disagreed. While the majority of students find YouTube content to be sufficiently comprehensive, the 20% neutral responses suggest that some students might feel certain speaking aspects are less represented or harder to find.

Statement number 7: "Learning through YouTube motivates me to improve my speaking skills." This explores how YouTube serves as a motivational factor for students to enhance their speaking skills. It showed that 80% agreed, 16% chose neutral and 4% disagreed. The strong agreement shows that YouTube plays a significant role in boosting motivation because it's fun and flexible format allows for personalized learning experiences. Statement number 8, "Utilizing YouTube for learning a language is significantly more

interesting than conventional classroom techniques”, compares YouTube with traditional classroom methods, evaluating its ability to engage students in language learning. The results indicate that 62% agreed, 26% were neutral, and 12% disagreed. While most find YouTube more engaging than conventional methods, the relatively higher percentage of neutral and disagree responses (38% combined) suggests that some students may still value or prefer traditional classroom settings for specific aspects of learning.

The statement number 9, “YouTube helps me understand different accents and dialects in English.” This explores how well YouTube aids in exposing students to diverse English accents and dialects, an important factor in developing speaking skills. The results show that 88% of students agreed, 12% were neutral, and none disagreed. This strong agreement indicates that YouTube is great at helping students hear different accents and dialects, which is important for those who want to communicate confidently. Statement number 10, “YouTube helps me better understand and use idiomatic expressions in English”, examines how students view YouTube as a tool for learning idiomatic expressions, which are essential for speaking naturally. The data showed that 76% agreed, 22% were neutral, and 2% disagreed. But while the majority find YouTube effective for learning idioms, the notable 22% neutral responses may indicate that idiomatic content is either less accessible or not a primary focus for some students.

Statements 11-17 deal with the situation factor. This category addresses the situation factor of perception, focusing on the contexts and external conditions in which students utilize YouTube as a learning tool for improving their English-speaking skills. Statement 11, “I have improved my English-speaking skills after using YouTube”, measures students' self-assessed improvement in speaking skills due to their use of YouTube as a learning tool. The data showed that 80% agreed, 16% were neutral, and 4% disagreed. The high percentage of agreement indicates that most students perceive YouTube as a valuable tool for enhancing their English-speaking abilities. However, the neutral and disagree responses suggest some variability in how students perceive the platform's usefulness. Statement number 12, “Using YouTube has helped me speak English more fluently”, examines fluency by evaluating whether students believe that YouTube has helped them speak English more smoothly and confidently. The results show that 80% agreed, 16% were neutral, and 4% disagreed. Most students feel that YouTube has helped improve their fluency. However, the neutral responses might mean that some students are unsure about their progress because they don't use YouTube regularly or don't focus on speaking practice. The few students who disagreed might prefer other ways of learning or have difficulty applying what they watch on YouTube to real-life conversations. Overall, YouTube seems to help most students improve their fluency, but its effect can depend on how each student uses it. Statement number 13, “It doesn't take a lot of time to improve speaking skills through YouTube”, assesses how effective YouTube is as a learning tool, looking at whether students think it saves them time. The data showed that 50% agreed, 42% were neutral, and 8% disagreed. While half of the students agreed with the statement, The high percentage of neutral responses (42%) suggests that many students might be unsure about how much time YouTube saves them. This could be because everyone learns at their own speed.

Statement number 14, “My proficiency in real-life communication has been enhanced by the use of YouTube videos.” This statement explores the impact of YouTube on students' real-life speaking abilities, such as conversational English in practical contexts. The findings revealed that 74% agreed, 24% were neutral, and 2% disagreed. This strong agreement reflects YouTube's practical utility in improving real-world communication. However, a quarter of students expressed neutrality, indicating that not all may find the content directly applicable to real-life scenarios. Statement number 15, “I have used YouTube to learn about different English accents or dialects”, explores how students use YouTube to expand their knowledge of different English accents and dialects. The results indicated that 80% of students agreed, 16% were neutral, and 4% disagreed. The strong agreement highlights how effective YouTube is in helping students experience different languages and accents, which is important for improving their speaking skills.

Statement 16: “I prefer using YouTube for learning during my free time” examines YouTube's flexibility and evaluates whether students utilize it as a convenient resource in their free time. The data revealed that 66% agreed, 26% were neutral, and 8% disagreed. These responses suggest that while most students prefer using YouTube for casual learning, a significant number remain neutral, possibly because they have other preferences or limited free time. Statement 17, “I use YouTube for learning more frequently during weekends or holidays”, examines patterns in students' use of YouTube, particularly during periods of free time, such as weekends or holidays. The findings revealed that 74% agreed, 18% were neutral, and 8% disagreed. The high level of agreement emphasizes YouTube's role as a popular resource during free time, making it a flexible and accessible platform for many students.

The findings in the situation category show that students usually see YouTube as a useful, effective and adaptable resource for developing English-speaking skills in various situational contexts. Its reported capacity to improve real-life communication and its potential for self-directed learning in their leisure time. However, some responses were neutral regarding this category, indicating areas where students may experience variability in their perceptions.

Table 2. Percentage of total respondents to the value on a Likert scale

Respond	Total	Percentage
5	162	19%
4	488	57%
3	160	19%
2	40	5%
1	0	0%
Total	850	100%

Based on the table above, the majority of respondents (19% strongly agree, 57% agree) answered that they agreed with the questionnaire statement given. This shows that most students agree that YouTube is a useful media as a learning resource to improve their English-speaking skills. However, 19% of respondents expressed neutrality, while 5% disagreed. This indicates that not all participants consider YouTube a suitable platform for enhancing their English-speaking abilities.

Table 3. Descriptive statistics of the questionnaire

Average	3.91
Median	4
Modus	4
Smallest value	2
Biggest value	5

Furthermore, based on the data above, the average agreement level of the respondents on all questions in the questionnaire was 3.91, with the most selected agreement level value being 4 (agree). It implies that most students agree with the questionnaire's statements that means students perceive YouTube positively to improve their speaking skill.

What Factors Influence English Students' Perception of Using YouTube to Improve Their English-Speaking Skill

Students' positive perceptions of using YouTube as a learning resource for improving their English-speaking skills are influenced by three factors: perceiver, target, and situation.

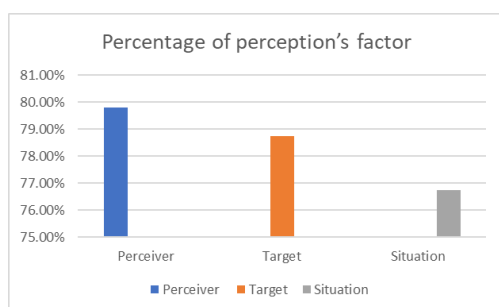


Figure 1. Percentage of Perception's Factor

As indicated in the table, the perceiver factor was 79.80%, the target was 78.73%, and the situation was 76.74%. The perceiver factor has the highest percentage, indicating that students' personal motivation and interests are the most dominant aspects in determining the effectiveness of learning through YouTube. This aligns with the Interest Theory by John Dewey, which emphasizes that interest in material will increase students' learning motivation and understanding. In this study, students felt more motivated to learn to speak English through YouTube because this platform offers a variety of interesting and flexible content, allowing them to learn anytime and anywhere according to their Needs. The target factor also has a significant influence on students' perceptions of using YouTube as a learning medium for speaking. This factor refers to how students assess the quality and features of YouTube, including the diversity of content and its usefulness in improving speaking skills.

Mayer's (2009) Multimedia Learning Theory is highly relevant in explaining this phenomenon, as it states that learning is more effective when information is presented through a combination of visual and auditory elements. In the context of this study, YouTube provides a blend of images, sound, text, and interactive videos, supporting several key principles of Mayer's theory. This is further supported by qualitative data in which a respondent stated that YouTube is more interesting than traditional methods such as books or classes due to the supporting visuals and audio. These features allow learners to hear native speakers' pronunciation and intonation more clearly—something difficult to achieve with books.

Additionally, the situational factor plays an important role in students' perceptions of using YouTube as a medium for learning speaking skills. This factor reflects how external environments, such as time availability, internet access, and the learning atmosphere, influence the effectiveness of using YouTube in learning. Riswandi (2016) emphasized that YouTube's accessibility and variety of content give students the opportunity to practice listening and mimic native speakers, contributing to better pronunciation and intonation. In line with this, most students perceive that YouTube enhances fluency and improves real-life communication skills, as it offers easily accessible English content from various contexts, helping students develop their spoken English abilities more effectively.

Discussion

YouTube provides a setting for students to observe the speech of native English speakers and discover elements of speaking skills that are needed to enhance their speaking proficiency. The quantitative and qualitative statistics indicate that 72% of students concur that YouTube encompasses all aspects of speaking necessary for learning a language. It is universally acknowledged that numerous vocabularies are available on YouTube. Furthermore, the majority of students said that YouTube facilitated them with comprehension of accents, dialects, and idiomatic expressions, which are essential components of natural speaking. This aligns with Riswandi's (2016) findings, which concluded that YouTube significantly enhances vocabulary acquisition, pronunciation, and fluency by offering authentic examples of native speakers in diverse contexts. His study highlighted that exposure to real-life conversational content, such as interviews, vlogs, and storytelling videos, allows students to observe how language is naturally used, helping them improve their speaking skills in a meaningful way.

This result is also supported by Binmahboob (2020), who found that YouTube significantly enhances students' speaking performance, particularly in reducing fear, increasing their confidence, and improving essential components such as fluency and vocabulary. His study highlighted that YouTube's interactive and engaging nature allows students to practice in a low-pressure environment, making them more willing to participate and experiment with their speaking skills. Similarly, Dea (2022) emphasized that YouTube enables students to develop better pronunciation, grammar, and fluency by exposing them to authentic language use, such as native speakers' accents, intonations, and expressions. Dea's findings also indicate that YouTube motivates students to learn independently and provides flexibility for them to review materials repeatedly, which aligns closely with the results of this study.

However, even though YouTube offers various benefits as explained earlier, students often face challenges in utilizing YouTube as a learning medium. Students struggle to maintain consistency in focusing on educational topics among an existing huge variety of entertainment content. In addition, because YouTube only shows one-way content, students are constrained to practice the material that they have learned directly with another person, which is why some students still choose to learn English the old-fashioned way.

CONCLUSION

This study concludes that third-semester students in the English Education Program at the University of Mataram hold a generally positive perception of using YouTube as a learning resource to enhance their English-speaking skills. Their perceptions are shaped by both internal factors—such as personal motivation, technological literacy, and interest in diverse YouTube content (e.g., vlogs, podcasts)—and external factors, including the role of educators, ease of internet access, and the availability of audiovisual learning materials. Among these, the perceiver factor emerged as the most influential, highlighting that students' individual characteristics and motivations significantly shape how they perceive and engage with YouTube for language learning.

Students identified YouTube as an effective platform for developing various aspects of speaking skills, such as vocabulary acquisition, pronunciation, fluency, comprehension, dialect exposure, and the use of idiomatic expressions. The integration of visual and auditory elements on YouTube aligns with multimedia learning principles and offers learners enriched contextual understanding and improved language input.

However, despite the overall positive impact, students also face certain challenges when using YouTube for learning. These include the risk of distraction due to entertainment content, lack of real-time interaction and feedback, and the overwhelming variety of content, which can make it difficult for learners to select material that aligns with their proficiency level and learning goals.

Future studies are encouraged to investigate the effectiveness of specific types of YouTube content in improving different aspects of speaking skills. Additionally, research may explore how guided YouTube-based instruction—when integrated into formal classroom settings—can mitigate some of the drawbacks mentioned above, such as the lack of interaction and feedback. It is also recommended to examine students from diverse educational backgrounds or proficiency levels to broaden the generalizability of findings and to evaluate the long-term impact of sustained YouTube use on language proficiency.

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