

**ENHANCING TENTH GRADE STUDENTS' SPEAKING SKILLS
THROUGH RETELLING STORY BY USING YOUTUBE VIDEOS**

(A Script)

By:

**Ajeng Nike Setya Diningrum
2213042066**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
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ABSTRAK

MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS SEPULUH MELALUI PENGULANGAN CERITA DENGAN MENGGUNAKAN VIDEO YOUTUBE

Oleh

AJENG NIKE SETYA DININGRUM

Penelitian ini bertujuan untuk mengetahui apakah penggunaan teknik *retelling story* dengan memanfaatkan video YouTube dapat meningkatkan keterampilan berbicara siswa kelas X di SMKN 1 Bandar Lampung. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *one-group pre-test and post-test* yang melibatkan 30 siswa kelas X Akuntansi 3 yang dipilih melalui teknik *cluster random sampling*. Data dikumpulkan melalui tes berbicara yang diberikan sebelum dan sesudah perlakuan. Kegiatan pembelajaran dirancang berdasarkan prinsip *Communicative Language Teaching* (CLT) yang menekankan komunikasi bermakna dan partisipasi aktif siswa melalui kegiatan menceritakan kembali cerita (*story retelling*). Kemampuan berbicara siswa dinilai berdasarkan lima aspek, yaitu pelafalan (*pronunciation*), tata bahasa (*grammar*), kosakata (*vocabulary*), kelancaran (*fluency*), dan pemahaman (*comprehension*). Data dianalisis menggunakan uji *Paired Sample t-test* dengan bantuan program SPSS untuk mengetahui signifikansi peningkatan kemampuan berbicara siswa. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 44,00 pada *pre-test* menjadi 56,15 pada *post-test*, dengan nilai signifikansi $p < 0,001$ ($p < 0,05$). Analisis *gain score* menunjukkan bahwa seluruh aspek keterampilan berbicara mengalami peningkatan, dengan aspek pemahaman mengalami peningkatan tertinggi, diikuti oleh pelafalan, kosakata, tata bahasa, dan kelancaran. Temuan ini menunjukkan bahwa integrasi video YouTube dan kegiatan *retelling story* efektif dalam meningkatkan keterampilan berbicara siswa. Konten visual dan kontekstual yang disajikan melalui video YouTube membantu siswa mengorganisasi ide, meningkatkan penggunaan bahasa, serta berkomunikasi dengan lebih percaya diri. Oleh karena itu, teknik *retelling story* dapat dipertimbangkan sebagai strategi pembelajaran yang efektif untuk meningkatkan kemampuan berbicara dalam pembelajaran bahasa Inggris sebagai bahasa asing (*English as a Foreign Language/EFL*). Kata kunci: YouTube, *retelling story*, keterampilan berbicara, teks naratif, pembelajar EFL.

ABSTRACT

ENHANCING TENTH GRADE STUDENTS' SPEAKING SKILLS THROUGH RETELLING STORY BY USING YOUTUBE VIDEOS

By

AJENG NIKE SETYA DININGRUM

This research aimed to investigate whether the use of retelling story technique by using YouTube videos can enhance tenth-grade students' speaking skills at SMKN 1 Bandar Lampung. The study employed a quantitative approach using a one-group pre-test and post-test design involving 30 students of class X Accounting 3, selected through cluster random sampling. The data were collected through speaking tests administered before and after the treatment. The instructional activities were designed based on Communicative Language Teaching (CLT) principles, emphasizing meaningful communication and active student participation through story retelling tasks. Students' performances were assessed based on five aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. The data were analyzed using a Paired Sample t-test in SPSS to determine the significance of the improvement. The results showed that the mean score increased from 44.00 in the pre-test to 56.15 in the post-test, with a significance value of $p < 0.001$ ($p < 0.05$). The gain score analysis revealed that all aspects of speaking improved, with comprehension showing the highest improvement, followed by pronunciation, vocabulary, grammar, and fluency. These findings suggest that the integration of YouTube videos and retelling activities effectively enhanced students' speaking skills. The visual and contextualized content provided by YouTube videos helped students organize their ideas, improve language use, and communicate more confidently. Therefore, retelling story can be considered an effective instructional strategy for improving speaking ability in EFL classrooms.

Keywords: *YouTube, retelling story, speaking skills, narrative text, EFL learners.*

**ENHANCING TENTH GRADE STUDENTS' SPEAKING SKILLS
THROUGH RETELLING STORY BY USING YOUTUBE VIDEOS**

By

**Ajeng Nike Setya Diningrum
(2213042066)**

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

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Research Title : ENHANCING TENTH GRADE STUDENTS' SPEAKING SKILLS THROUGH RETELLING STORY BY USING YOUTUBE VIDEOS

Students' Name : Ajeng Nike Setya Diningrum

Students' Number : 2213042066

Study Program : English and Education

Department : Language and Arts Education

Faculty : Training and Education

APPROVED BY
Advisory Committee

Advisor

Co-Advisor

Dra. Endang Komariah, M.Pd.
NIP 196203071986032002

Nita Sitta Rachma, M.Pd.
NIP 199401172024062001

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, S.Pd, M.Hum.
NIP 197003181994032002

ADMITTED BY

I Examination Committee

Chairperson

: Dra. Endang Komariah, M.Pd.



Examiner

: Mahpul, M.A., Ph.D.



Secretary

: Nita Sitia Rachma, M.Pd.



The Dean of Teacher Training and Education Faculty



Drs. Albet Maydiantoro, S.Pd., M.Pd.

NIP 19870504 201404 1 001

Graduated on: May 12th, 2026

LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Ajeng Nike Setya Diningrum
NPM : 2213042066
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : ENHANCING TENTH GRADE STUDENTS' SPEAKING SKILLS THROUGH RETELLING STORY BY USING YOUTUBE VIDEOS

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 2 Juni 2026
Yang membuat pernyataan,



Ajeng Nike Setya Diningrum
NPM 2213042066

CURRICULUM VITAE

Ajeng Nike Setya Diningrum was born in Metro on 23th July 2004, as the only children of Sukamto and Susilowati. She started her formal education in 2008 at TK Aisyah and completed her elementary education at SD Negeri 1 Sekampung in 2016. She then continued her studies at SMP Negeri 4 Metro, graduating in 2019. For her vocational high school education, she studied at SMK Negeri 3 Metro and graduated in 2022.

In the same year, Ajeng was admitted to the English Education Study Program at the University of Lampung through the SBMPTN selection pathway. During her university years, she joined SEEDS (Society of English Education Department Students) and became an active member of the human resource development (HRD) division. She also acted as the head of the public relations division for the 2023–2024 period and engaged in several volunteer activities outside the university.

From January to February 2025, she carried out Kuliah Kerja Nyata (KKN) in Mahabang, Tulang Bawang. During this program, she actively participated in community empowerment activities and educational programs for local students. She also completed her Praktik Lapangan Persekolahan (PLP) at SMKN 1 Mahabang, where she gained practical teaching experience, improved her classroom management skills, and applied innovative teaching strategies in English learning.

To complete her undergraduate study, she conducted research on the use of YouTube to improve tenth grade students' speaking skills on narrative text through retelling story at SMKN 1 Bandar Lampung. This undergraduate thesis is submitted as a partial requirement for the degree of Sarjana Pendidikan (Bachelor of Education) at the University of Lampung.

DEDICATION

In the name of Allah, the Most Gracious and Most Merciful, I would like to sincerely dedicate this thesis to my beloved parents. To my mother, thank you for your endless love, prayers, and encouragement that have always given me strength in every step of this journey. To my father, thank you for your constant support and sacrifices that have guided me through many challenges. Your belief in me means everything and has always been my greatest motivation.

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MOTTO

“Everyone has their own path. Trust yours.”

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Bandarlampung, 2 June 2026
The Researcher

Ajeng Nike Setya Diningrum

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I. INTRODUCTION

This chapter consists of some points. Those are background of the research, research questions, objectives of the research, uses of the research, scope of the research and definition of terms. The content of the chapter is provided below:

1.1. Background of the Research

In our increasingly globalized world, the ability to communicate effectively in English has become undeniably crucial. Ideally, every individual, including high school students in Indonesia, should be able to express ideas, share information, and engage in social interactions fluently, accurately, and confidently. As Brown (2007) highlights, speaking is a complex skill that involves much more than just producing sounds; it requires intricate cognitive and linguistic processes. Learners must organize their ideas, select appropriate vocabulary, apply grammatical rules, and deliver their message with understandable pronunciation and intonation.

However, the reality in many classrooms does not always reflect this ideal condition. In the context of Vocational High Schools, English is not only an academic subject but a vital tool for future professional communication. Students are expected to have practical speaking skills that can be applied in various work environments. Yet, based on preliminary observation conducted at SMKN 1 Bandar Lampung, many tenth-grade students still experienced difficulties in expressing their ideas orally. Speaking activities were often limited to reading aloud from textbooks rather than engaging students in meaningful communication. They're asked to speak spontaneously, several students appeared hesitant, relied heavily on written texts, or switched to their first language. Similar findings have been reported in previous studies, Diana et al. (2023) points out that the fear of making mistakes remains a dominant barrier, preventing students from practicing the various

components of speaking skills effectively. Consequently, students' overall speaking competence, encompassing fluency, accuracy, and the ability to convey meaning remains underdeveloped.

This problem becomes even more pronounced when students are required to master Narrative Text. While narrative is a fundamental part of human communication Nunan (2003) it presents a high level of difficulty for EFL students. Narrative speaking requires students to not only master general vocabulary but also to sequence events chronologically using past tenses, describe characters vividly, and maintain a logical plot flow. At SMKN 1 Bandar Lampung, students specifically struggle with these narrative complexities. They often get lost in the "past tense" rules and fail to organize their stories coherently, resulting in disjointed and confusing oral presentations.

To address these challenges, teachers need to move away from traditional, teacher-centered methods that often fail to provide a dynamic environment for practice (Brown, 2007; Pratiwi et al., 2024). In this digital age, a promising solution lies in leveraging YouTube, which has emerged as an incredibly accessible educational resource (Hudri et al., 2025). The platform provides a diverse range of materials, from vlogs to animated narratives, providing rich linguistic input and strong models for spoken English (Wahidah et al., 2026).

However, simply watching native speakers on YouTube is not enough. To bridge the gap between input and output, the "Retelling Story" technique is essential. As defined by Brown (2004), retelling is a specialized task that requires students to produce a sequence of meaningful utterances to provide an interpretation of a story they have heard or read. When students retell a narrative from a YouTube video, they are not merely repeating, they are actively reconstructing the story. This process forces them to engage with every component of speaking: they must select appropriate vocabulary, apply correct grammatical structures, and ensure their pronunciation is clear enough to be understood. By observing models on YouTube first, students gain a clear blueprint of how a story should be told, which reduces

their cognitive load and allows them to focus on improving their overall speaking performance.

The iterative nature of watching, processing, and then retelling provides a powerful cycle for language acquisition. Brown (2004) further highlights that this technique allows teachers to observe a student's ability to organize thoughts and use cohesive devices, making it a comprehensive tool for both learning and assessment. As research on digital storytelling and retelling indicates, this active engagement has a positive impact on general speaking skills, including improvements in oral fluency, grammatical accuracy, and learner confidence (Astuti & Chakim, 2023).

Despite the growing recognition of YouTube's benefits, there remains a specific research gap concerning its direct impact on 10th-grade vocational students' speaking skills specifically for narrative text production. Previous studies often cover broader age ranges or focus only on general communication rather than the specific interplay between YouTube content and the Retelling Story technique. While many researchers have studied YouTube for university students (Habibi et al., 2024), there is a lack of empirical evidence regarding how the combination of these two elements can specifically improve the overall speaking competence among vocational school students. Therefore, this study is essential to provide concrete data on how digital media can be transformed into a structured instructional tool within the framework of Communicative Language Teaching (CLT). Ultimately, this research seeks to provide a practical pedagogical framework for English teachers in Indonesian vocational schools to help their students become more confident and competent speakers through meaningful communicative activities.

1.2. Research Questions

In line with the background described above, the researcher formulates two research questions as the main problem:

1. Is there any significant improvement in students' speaking skills after being taught through retelling story by using YouTube videos?

2. Which aspect of speaking significantly improves after the students are taught through retelling story by YouTube videos?

1.3. Objectives of the Research

In line with the research questions above, the objectives of the study are:

1. To find out whether or not there was a significant improvement of students' speaking skills after being taught through retelling story by using YouTube videos.
2. To find out which aspect of speaking significantly improved after the students were taught through retelling story by using YouTube videos.

1.4. Uses of the Research

The uses of this research are formulated as follows:

1. Theoretically: The results of this study are expected to support and strengthen previous research and can be used as a reference for further research.
2. Practically: The results of this study are expected to be a valuable source of learning for English teachers and provide insight into effective strategies for increasing students speaking skills in narrative text using YouTube as a tool.

1.5. Scope and Limitations

This study examines how YouTube videos can improve key aspects of speaking for EFL learners. Although it aims for comprehensive analysis, limitations include the availability of suitable content, learners' access to YouTube, and variations in individual learning styles and English proficiency levels.

1.6. Definition of Key Terms

1. Speaking Skills

The ability to articulate thoughts, ideas, and emotions through spoken language. In this study, it refers to the improvement of pronunciation, fluency, and vocabulary in English.

2. YouTube

Platform that has a lot of features and free sharing video. YouTube can easily be accessed by the learners to find educational videos

3. Narrative Text

A type of text that tells a story with the purpose of entertaining, informing, or teaching the audience.

4. Retelling Story

An activity in which learners recount a story they have read, heard, or watched, using their own words while maintaining the original sequence and meaning of the events.

5. Communicative Language Teaching

An approach to language teaching that emphasizes meaningful communication, interaction, and the development of communicative competence rather than the mere mastery of grammatical rules.

That is all about the explanation of this chapter which consists of background of the research, research question, objectives of the research, the uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter discusses several theories and literature related to the research problem. It includes previous research on definition of speaking, aspects of speaking, teaching speaking skills, definition of YouTube, teaching speaking skills through YouTube, definition of narrative text, kinds of narrative text, the use of YouTube in teaching narrative speaking with the framework of CLT, procedures of teaching narrative speaking through YouTube based on CLT principles, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1. Definition of Speaking

Speaking is a fundamental productive skill in language learning, as it enables individuals to express thoughts, feelings, and information through verbal communication. Widdowson (1985) describes speaking as a form of oral communication involving a speaker who conveys a message and a listener who receives it, emphasizing the interactive nature of spoken discourse. Similarly, Brown (2001) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. These perspectives highlight that speaking is not merely the act of producing sounds but a dynamic process of exchanging meaning between participants.

In the context of English as a Foreign Language (EFL), speaking requires more than knowledge of grammar and vocabulary. It involves the ability to use linguistic resources appropriately in real-time communication. Nunan (2003) explains that speaking is the productive oral skill that consists of systematic verbal utterances used to convey meaning. Furthermore, Harmer (2007) argues that successful speaking depends on both language knowledge and the ability to use that knowledge fluently and appropriately in social contexts. This indicates that

effective speaking integrates linguistic competence with communicative competence.

Speaking also plays a crucial role in developing overall communicative competence. According to Hymes (1972), communicative competence includes not only grammatical knowledge but also the ability to use language appropriately in different situations. In speaking activities, learners must be able to respond spontaneously, maintain interaction, and adjust their language according to context. This interactive dimension makes speaking one of the most challenging skills for EFL learners, as it requires immediate processing and production of language.

Beyond classroom interaction, speaking ability has significant implications for academic and professional success. The ability to communicate effectively in English allows individuals to participate actively in discussions, presentations, and collaborative tasks. Richards (2008) emphasizes that speaking proficiency supports learners in functioning successfully in both educational and workplace settings. Therefore, speaking is not only a linguistic skill but also a practical competence that contributes to personal development, academic achievement, and future career opportunities.

2.1.1. Aspects of Speaking

Speaking proficiency is typically assessed based on several interconnected aspects, which are critical for effective oral communication. According to Brown (2004), these five key aspects are:

Comprehension: in the context of speaking refers to the speaker's ability to understand the listener's responses and adjust their communication accordingly.

Pronunciation: refers to the production of speech sounds, including both segmental features (individual consonants and vowels) and suprasegmental features such as stress, rhythm, and intonation. Clear pronunciation contributes to intelligibility, as it determines whether the listener can understand the speaker's message without significant difficulty.

Vocabulary: Involves the range and appropriate use of words. A rich vocabulary allows speakers to express their ideas precisely and effectively. When learners have limited vocabulary, they may struggle to convey their thoughts or may repeat the same simple words, which can reduce the clarity of their message.

Grammar: relates to the correct use of language structures in spoken communication. It involves forming sentences accurately, using appropriate verb tenses, and arranging words in a meaningful order. Grammatical control helps speakers express their ideas clearly and avoid misunderstandings during interaction.

Fluency: refers to the smoothness and continuity of speech. It is reflected in the speaker's ability to talk at a natural pace without excessive hesitation, long pauses, or frequent repetition.

These aspects collectively contribute to a speaker's overall communicative competence.

2.1.2. Teaching Speaking Skills

Teaching speaking skills in an EFL context goes beyond mere rote memorization or repetition; it necessitates creating an environment that encourages authentic communication and provides ample opportunities for productive output. According to Brown (2007), effective speaking instruction focuses on enabling learners to convey meaning accurately and fluently in various communicative contexts. This involves strategies such as engaging learners in interactive tasks, providing constructive feedback, and exposing them to rich linguistic input. In the context of the 21st-century classroom, the integration of technology has become indispensable in facilitating these pedagogical goals. Traditional methods, while foundational, often face limitations in providing the necessary exposure and dynamic practice opportunities for students to truly develop their communicative competence.

Therefore, innovative approaches are crucial to address the evolving learning needs of digital-native students. Research indicates that effective teaching should provide ample opportunities for meaningful repetition and real-life practice to overcome

challenges like lack of confidence and limited vocabulary, as discussed by Sakkir et al. (2023). Furthermore, a study by Kurniawan (2025) emphasizes that teacher tactics, including the use of media or technology, play a crucial role in enhancing students' speaking skills at the senior high school level. Ramadhani et al. (2024) and Supriadi et al. (2022) mention that role-play, discussion, presentations, interactive games, and storytelling are effective techniques that promote active participation and improve students' fluency and confidence. The development of speaking skills also involves factors like learning readiness, cognitive readiness, motivation, and guidance Herlisya and Wiratno (2022), highlighting the importance of well-structured instruction and suitable learning media.

2.2. Definition of YouTube

YouTube is a globally recognized online video-sharing platform that allows users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users. It was launched in 14 December 2005 by Chad Hurley, Steve Chen, and Jawed Karim and has since become the second most visited website worldwide. According to Shraim and Khlaif (2020), YouTube is a unique online platform because it offers an extensive and diverse collection of user-generated content, ranging from entertainment to educational videos. Its key characteristics include its free accessibility, user-friendliness, and a vast repository of audiovisual materials, which make it a highly valuable resource beyond mere entertainment.

For educational purposes, YouTube offers a dynamic environment where learners can engage with authentic language input in various formats, fostering independent learning and exposure to diverse accents and communication styles. According to Salsabila et al. (2025), YouTube's features, such as the ability to pause, replay, and control playback speed, enhance its utility as a self-regulated learning tool. Its multimodal content, combining visual and auditory cues, is considered more engaging for students than conventional written materials Amal et al. (2025).

2.2.1. Teaching Speaking Skills through YouTube

The integration of YouTube into EFL speaking instruction has garnered significant attention due to its potential to address many of the challenges associated with traditional teaching methods. According to Pratiwi et al. (2023), YouTube videos provide a dynamic audiovisual medium that can significantly enhance students' engagement and motivation in the learning process. The visual context provided by videos helps learners understand the meaning of new vocabulary and grammatical structures more effectively, leading to better retention and application in spoken output, as reported by Azhari and Hashim (2025).

YouTube's efficacy in teaching speaking stems from several factors. Firstly, it provides authentic language input from native speakers, exposing learners to natural speech patterns, intonation, and idiomatic expressions that are often missing in textbooks or non-native teacher input. According to Azhari and Hashim (2025), this exposure to authentic materials contributes to a statistically significant advancement in learners' speaking fluency.

Secondly, the platform's accessibility allows students to engage with learning materials at their own pace and convenience, promoting autonomous learning and providing ample opportunities for repeated practice. Zuhra and Aulia (2025) quantitative study showed that YouTube videos with immersive learning strategies significantly influenced speaking performance, suggesting that the rich sensory input provided by videos can lead to measurable improvements.

Thirdly, the variety of content available on YouTube means teachers can select videos that cater to different learning styles and proficiency levels, making the learning process more personalized and effective, as highlighted by Hudri et al., (2025). This adaptable nature supports a more engaging and less anxiety-inducing learning environment for students, thereby facilitating their willingness to practice speaking. A systematic review by Amal et al. (2025) further supports these findings, concluding that YouTube significantly aids vocabulary development, pronunciation improvement, and confidence building in EFL speaking, emphasizing the

importance of active engagement over passive viewing for maximum impact. Aburub and Singh (2024) identify significant differences in speaking improvement depending on whether videos are used passively as homework or actively in classroom interactions.

2.3. Definition of Narrative Text

Narrative text is a genre of writing and speaking that aims to entertain the reader or listener by telling a story, either factual or fictional. It is characterized by its focus on a sequence of events that unfold over time, typically involving characters, a setting, a plot, a conflict, and a resolution. The primary purpose of a narrative text is to engage the audience's imagination and emotions through a compelling storyline. According to Anderson (2003), narrative texts are designed to amuse, entertain, and to deal with actual or vicarious experience in different ways. They deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Nunan (2003) describes narrative as a fundamental human activity, a way of making sense of the world by constructing stories. Gerot and Wignell (1994) explain that the social function of a narrative text is to amuse, entertain, and to deal with problematic events which lead to a crisis or turning point, which in turn finds a resolution. Moreover, Nur Halizah et al. (2024) states that narrative text is a text that tells a story and its purpose is to entertain the readers or listeners. Zakaria and Aziz (2019) emphasize that a narrative text should have a plot, characters, setting, and point of view to be effective.

2.3.1. Types of Narrative Text

Narrative texts encompass a wide range of sub-genres, each with its own characteristics and common themes. According to Anderson and Anderson (1997), a genre is a way to classify texts based on their purpose and structure. Here are some common kinds of narrative texts:

1. Fairy tales are fictional stories that often contain magical elements and moral lessons. They typically involve imaginative characters and events that may not occur in real life.
2. Legends are traditional stories that are believed to be based on historical events or real figures, although they contain fictional elements.
3. Myths are ancient stories that usually involve gods or supernatural beings and attempt to explain natural phenomena or cultural beliefs.
4. Fables are short narratives that commonly feature animals as characters and convey moral values.
5. Folklore/folktales are traditional stories that are passed down orally from generation to generation within a particular culture. Folktales reflect the values, beliefs, and cultural identity of a community.
6. Personal Narratives are true stories about the narrator's personal experiences. They focus on a sequence of events that happened to the narrator, aiming to inform or entertain the audience with real-life occurrences.

In this study, the researcher employed folklore as the primary instructional material because it is developmentally appropriate and comparable to the language proficiency level of senior high school students. Folklore, as a traditional narrative passed down from generation to generation, is generally well known and culturally familiar to students, which facilitates comprehension and encourages active participation in classroom activities. Its accessible language structure, clear narrative elements, and moral values make it suitable for teaching narrative texts, particularly for speaking activities such as story retelling. Furthermore, the selection of folklore was based on preliminary classroom observations, which indicated that students responded more positively to culturally relevant and engaging materials. Therefore, the use of folklore was considered appropriate in supporting the instructional objectives and addressing students' learning needs.

2.3.2. *Generic Structure of Narrative Text*

Narrative texts generally follow a systematic structure that allows a story to be presented clearly and coherently. According to Anderson (2003), a narrative text is organized into the following parts:

1. Orientation

This section presents the characters, setting, and any relevant background information that helps the reader understand the story.

2. Complication

At this stage, a conflict or problem appears, which the characters need to deal with. This part builds tension and keeps the story moving.

3. Resolution

Here, the conflict is settled, and the story comes to an end, giving a sense of closure to the events.

4. Reorientation

This final part functions as the closing, which may include a moral value, reflection, or concluding statement about the story.

This organizational pattern makes it easier for readers to follow the flow of the story and see how the events and characters develop.

2.4. Retelling Story

Retelling story is defined as an activity in which learners recount a story they have read or heard by reconstructing the main ideas and sequence of events in their own words. According to Morrow (1985), retelling requires learners to recall and reorganize story elements, including characters, setting, and plot, while maintaining the overall meaning of the original text. From a speaking perspective, retelling story can be categorized as an extensive speaking activity. Brown (2004) explains that extensive speaking performance includes extended monologues such as storytelling and oral presentations, in which learners are required to produce connected and organized discourse. Since retelling story requires students to deliver a complete narrative orally using their own words, it fits within the category of extensive speaking.

Several previous studies have demonstrated the effectiveness of retelling story in improving speaking skills. Menggo et al. (2022) found that storytelling and retelling techniques significantly improved students' pronunciation accuracy and grammatical performance. The study revealed that repeated exposure to narrative input followed by oral reconstruction activities helped learners internalize language patterns more effectively. Similarly, Saed et al. (2021) reported that retelling activities enhanced students' communicative competence by integrating listening comprehension with oral production tasks. Students who participated in structured retelling sessions showed measurable improvement in fluency and confidence.

Furthermore, Nunan (2003) emphasizes that communicative language teaching promotes tasks that integrate receptive and productive skills. Retelling story reflects this integration because learners first receive input through listening or watching a narrative text and then produce spoken language based on that input. This transformation process strengthens comprehension, vocabulary acquisition, grammatical awareness, and fluency development simultaneously. In narrative contexts, retelling is particularly relevant because narrative texts follow a clear chronological structure consisting of orientation, complication, and resolution. By reconstructing these elements orally, students learn to organize their speech logically and cohesively.

Retelling story also helps reduce students' anxiety in speaking activities. Harmer (2007) explains that one major obstacle in speaking performance is students' difficulty in generating ideas spontaneously. Retelling provides learners with ready-made content, allowing them to focus more on language production rather than idea creation. As a result, students tend to speak more confidently and produce longer utterances. Repeated retelling practice further enhances pronunciation and grammatical control, since learners articulate meaningful sentences within a contextualized framework.

2.5. The Use of YouTube in Teaching Narrative Speaking within the Framework of Communicative Language Teaching

Integrating YouTube into the teaching of narrative speaking skills offers a dynamic and engaging approach that addresses many limitations of traditional methods. This section outlines the pedagogical procedures, advantages, and disadvantages of utilizing YouTube for this specific purpose, all within the framework of Communicative Language Teaching (CLT). The theoretical foundation of Communicative Language Teaching (CLT) can be traced to Hymes (1972), who introduced the concept of communicative competence. Hymes emphasized that mastering a language involves not only grammatical knowledge but also the ability to use language appropriately in various social contexts.

According to Howatt (1984), Communicative Language Teaching is an approach to language teaching that emphasizes learning a language through communication rather than through memorizing grammatical rules. Howatt (1984) classifies Communicative Language Teaching into two versions, namely the weak version and the strong version. The strong version emphasizes using the language to learn it, where communication itself becomes the primary means of language acquisition. In contrast, the weak version focuses on learning to use the language, in which learners are first provided with language input, such as vocabulary, expressions, and grammatical structures, before engaging in communicative activities.

In this study, the teaching of narrative speaking skills through YouTube is more closely aligned with the weak version of CLT, as students receive explicit instruction and modelled input from YouTube videos prior to practicing speaking through guided communicative tasks, such as story retelling and discussion. Communication in this context functions as a means to practice previously learned language, making the weak version of CLT more suitable and practical for classroom implementation.

Contemporary scholars continue to highlight the importance of CLT in speaking instruction. Larsen-Freeman and Anderson (2019) explain that communicative

classrooms are designed to promote meaningful interaction and active learner participation as central components of communicative competence. In such environments, students are not merely passive recipients of knowledge; instead, they are encouraged to use language to express ideas and respond to others. In a similar vein, Richards and Rodgers (2014) argue that communicative tasks should provide learners with opportunities to negotiate meaning and produce extended discourse. From this perspective, story retelling represents an appropriate communicative activity because it requires students to reconstruct a narrative in their own words, organize ideas logically, and convey meaning to listeners in a coherent manner.

Support for CLT is not limited to theoretical discussions. Empirical research also demonstrates its effectiveness in enhancing speaking ability. Khan and Afzal (2020) report that learners who were taught through communicative strategies showed significant improvement in fluency and overall speaking performance compared to those who received traditional grammar-oriented instruction. Their findings suggest that when students are given opportunities to engage in meaningful communication, they tend to develop greater confidence and improved speaking competence.

Taken together, both theoretical insights and empirical findings support the integration of YouTube narrative retelling activities within a CLT framework. By combining structured audiovisual input with purposeful communicative practice, this approach provides learners with both guidance and opportunities for authentic language use. Consequently, it creates a supportive learning environment that facilitates the development of students' speaking skills in a more engaging and meaningful way.

2.5.1. Procedures of Teaching Narrative Speaking through YouTube Based on CLT Principles

The effective use of YouTube in teaching narrative speaking skills requires a clear and structured instructional procedure. In this study, the teaching activities were organized into pre-watching, while-watching, and post-watching stages, which align with the principles of Communicative Language Teaching (CLT) that emphasize meaningful interaction and communication. According to Brown (2001), speaking activities should provide learners with opportunities to use language communicatively, focusing on fluency, accuracy, and comprehensibility.

Brown (2001) also highlights that retelling activities are effective speaking tasks because they encourage students to process meaning, organize ideas, and express messages using their own language. Therefore, the teaching procedures in this study were designed by the researcher based on CLT principles and adapted from Brown's (2001) view of retelling as a communicative speaking activity.

1. Story Watching

The teacher presents a narrative text in the form of a YouTube video. Students watch the video to understand the storyline, paying attention to the characters, setting, and sequence of events. This stage functions as language input and exposure, which is essential in developing speaking skills according to Brown (2001), as learners need sufficient input before producing spoken language.

2. Teacher Guidance and Modelling

After watching the video, the teacher provides guidance and models how to retell the story orally. Guiding questions are used to help students organize the narrative structure, such as identifying the orientation, complication, and resolution. This step reflects the teacher's role as a facilitator who supports learners before independent production, which is consistent with CLT principles.

3. Student Retelling

Students retell the story orally using their own words, either individually, in pairs, or in small groups. The retelling activity focuses on conveying meaning

rather than memorizing sentences from the video. Through this activity, students are encouraged to communicate ideas naturally, which is consistent with CLT principles that prioritize meaningful communication over form-focused practice.

4. Feedback and Repeated Practice

The teacher provides feedback on students' speaking performance, particularly on pronunciation, grammar, vocabulary use, fluency, and overall comprehensibility. Students are given opportunities to repeat the retelling activity to improve their speaking skills. Brown (2001) states that repeated speaking practice accompanied by feedback plays an important role in developing learners' oral proficiency.

By integrating authentic audiovisual input from YouTube with communicative retelling tasks, this instructional procedure creates a supportive environment in which students can develop their narrative speaking skills. The combination of structured input, guided practice, and meaningful communication reflects the core principles of CLT and provides students with opportunities to improve both confidence and speaking competence.

2.5.2. Advantages and Disadvantages of Using YouTube in Narrative Speaking Instruction

The integration of YouTube in teaching narrative speaking offers significant pedagogical benefits, particularly in developing students' overall speaking competence. However, its effectiveness depends on structured implementation and appropriate instructional design.

Advantages:

1. **Authentic Language Exposure:** YouTube provides authentic audiovisual materials that expose students to natural pronunciation, intonation, stress patterns, and contextual vocabulary. Through narrative videos, students can observe how stories are delivered in real communicative contexts. Research

indicates that exposure to authentic digital materials significantly contributes to the improvement of students' speaking skills (Wahidah et al., 2024; Amal et al., 2025). This exposure is particularly beneficial in narrative speaking, where expressive delivery and appropriate language use are essential.

2. **High Engagement and Motivation:** The audiovisual and interactive nature of YouTube increases students' engagement compared to conventional instructional materials. Videos attract students' attention and encourage them to participate more actively in speaking activities, including retelling story. Studies show that the use of YouTube in EFL classrooms enhances students' motivation and confidence in speaking performance (Oktavianti et al., 2024).
3. **Support For Narrative Organization and Fluency through Modelling :** Narrative videos typically present clear story structures such as orientation, complication, and resolution. By observing these models, students gain a better understanding of how to organize their ideas coherently. This modelling supports story retelling activities and helps students improve fluency and content organization. Astuti and Chakim (2023) found that structured digital storytelling activities significantly improve students' oral performance when guided appropriately.

Disadvantages:

1. **Distractions and Uncontrolled Content:** Although YouTube offers diverse materials, the presence of advertisements and unrelated video recommendations may distract students from learning objectives. Purwanti et al. (2022) identify distractions and information overload as common challenges in integrating YouTube into EFL classrooms.
2. **Risk of Passive Learning without Structured Tasks:** YouTube does not automatically guarantee active learning. Without guided communicative activities such as discussion or story retelling, students may engage in passive viewing. Amal et al. (2025) emphasize that digital media significantly improves speaking skills only when combined with structured instructional tasks.
3. **Technical Limitations:** Access to stable internet connectivity and appropriate devices (computers, smartphones) can be a significant barrier for some students, particularly in remote or underserved areas. Technical issues can disrupt the

learning process and create inequity. This is identified as a common challenge in integrating YouTube into EFL learning Purwanti et al. (2022).

2.6. Theoretical Assumption

Based on the theoretical review presented in the previous sections, the researcher assumes that the use of YouTube in teaching narrative speaking can significantly improve students' speaking proficiency. Within the framework of Communicative Language Teaching, language learning occurs effectively when students are exposed to meaningful input and provided with opportunities to engage in communicative output. YouTube provides authentic audiovisual input that models natural pronunciation, vocabulary usage, grammatical structures, and narrative organization. Through guided story retelling activities, students are encouraged to actively produce spoken language, which supports the development of fluency, accuracy, and overall communicative competence.

In conclusion, it is theoretically assumed that integrating YouTube into narrative speaking instruction positively influences 10th-grade students' speaking skills by providing authentic input, promoting communicative practice, and fostering a more motivating learning atmosphere.

2.7. Hypotheses

Hypotheses are formulated based on the research problem and the theoretical framework presented in the previous sections. Based on the literature review and previous studies, the hypotheses proposed in this research are as follows:

H0: There is no significant improvement in tenth-grade students' speaking skills after being taught through retelling story using YouTube videos.

H1: There is a significant improvement in tenth-grade students' speaking skills after being taught through retelling story using YouTube videos.

Thus, the theories that have been explained above include: the definition of speaking, aspects of speaking, teaching speaking skills, the definition of YouTube, teaching speaking skills through YouTube, the definition of narrative text, the

kinds of narrative text, the use of YouTube in teaching narrative speaking within the framework of Communicative Language Teaching CLT, the procedures of teaching narrative speaking through YouTube based on CLT principles, the advantages and disadvantages of using YouTube in narrative speaking instruction, the theoretical assumption of the study, and the research hypotheses.

III. METHODS

This chapter provides an overview of research design, research population and sample, data collecting technique, research procedure, validity, reliability, and data analysis.

3.1. Research Design

Research design is an essential component in conducting a study, as it provides a structured plan to answer the research questions and achieve the research objectives (Mukherjee, 2019). It ensures that the researcher clearly understands the research problem, selects appropriate procedures, and determines suitable instruments for data collection and analysis (Almalki, 2016). This research employs a quantitative approach to examine the improvement of using narrative YouTube videos on students' speaking skills. The study aims to determine whether students' speaking skills improve after the implementation of YouTube as a learning medium through the story retelling technique.

The research design used in this study is a pre-experimental design with a one-group pre-test and post-test format. The pre-test is administered to measure students' initial speaking ability before the treatment, while the post-test is conducted after the treatment to determine whether there is a significant improvement in students' speaking performance. The comparison between pre-test and post-test results is used to identify the effect of the treatment. According to Hatch and Farhady (1982), the research design used in this study can be represented as follows:

T1 X T2

Notes:

T1 : The pre-test

X : Treatment (intervention) using YouTube as a learning medium.

T2 : The post-test

In this research, the pre-test (T1) was administered before the implementation of YouTube combined with the retelling story technique in order to measure students' initial speaking ability. After that, the treatment was conducted in three meetings using YouTube videos integrated with retelling activities to enhance students' speaking skills. Finally, the post-test (T2) was administered after the treatment to measure the students' final speaking performance and to determine whether there was a significant improvement

3.2. Population and Sample

A population can be defined as the entire group of individuals who are the focus of a research study. It includes all members who share certain characteristics relevant to the study, while a sample refers to a smaller group selected from the population to represent it Setiyadi (2018). The population of this research consisted of all tenth-grade students of SMKN 1 Bandar Lampung in the academic year 2025/2026. Since it was not possible to involve all classes in the study, the researcher selected one class as the sample of the research. The sample was chosen through cluster random sampling technique, in which each class had the same opportunity to be selected in order to ensure fairness and avoid bias in the sampling process. Based on the result of the random selection, class X AKL 3 was chosen as the sample of this research.

3.3. Instrument

Instrument is a tool for gathering data. The instruments used in this study were a speaking test and audio recording. The speaking test was administered in the form of a pre-test and post-test to measure students' speaking skills before and after the treatment. In the pre-test, students were asked to retell a narrative story based on their prior knowledge without watching a YouTube video. This was conducted to measure their initial speaking ability before being exposed to the treatment.

Meanwhile, in the post-test, students were required to retell a narrative story after watching a YouTube video as the treatment medium.

The students' speaking performances were assessed using an analytic scoring rubric adapted from Brown (2004), covering five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. In addition, audio recording was used to record students' performances to ensure scoring accuracy and enhance the reliability of the assessment. The recordings allowed the researcher to re-evaluate students' performances and minimize subjectivity during the scoring process.

3.3.1. Data Collection

In gathering data, the researcher used the following steps:

Pre-Test

Before doing the treatment, the researcher explained the purpose of the research. After that the researcher gave the question about themselves. The researcher recorded their voice by using mobile phone. After giving pre-test, the researcher checked the students' skill in speaking.

Treatment

The treatment was conducted after giving the pre-test. The treatment is the process of teaching the students by using narrative-based YouTube videos as media, using CLT method. The treatment was conducted three times during the research.

Post-Test

The post-test has been administered after the treatment which aimed to see the significant differences between students' speaking skill before and after they were taught through retelling story by using YouTube as a tool. The post-test was similar with the pretest. The post-test was administered to whole students by recording them one by one. So, the researcher could score every students' performance by playing the record.

3.4. Research Procedure

In collecting the data, the researcher was following these procedures:

1. Determining the population and selecting the sample

As a starting point, the researcher determined the population and sample of this study. The researcher chose vocational high school, and the population was accounting three students in the tenth-grade students in the academic year of 2025/2026.

2. Preparing the materials

The researcher prepared appropriate speaking materials. The materials were related to the treatments, pre-test and post-test. The materials were adapted from internet sources and the researcher's work which be in accordance with the syllabus at the grade level that is concerned.

3. Giving pre-test

After all the materials had been well prepared, the reseracher gave a pre--test to the sample. This pre-test could help the researcher to know the speaking competencies of the sample before conducting the treatments.

4. Conducting the treatments

The students were given the treatments by using narrative YouTube videos. The treatments were conducted in three meetings. In each meeting, the students participated in speaking activities and were encouraged to be more interested and motivated in the speaking class.

5. Giving post-test

The next procedure after conducting the treatments was giving post-test. The post-test was administered by the researcher to identify the students' improvement and to determine the result of their speaking skills after the treatments had been conducted.

6. Analyzing the results

The result of the pre-test and post-test has been analyzed by the researcher using the SPSS software program. This was meant to get the means of the pre-test and post-test, and prove that the result of students' speaking skills is improved.

3.4.1. Validity

Hatch and Farhady (1982) stated that there are two basic types of validity: content validity and construct validity. In order to measure whether the test has good validity, those two types of validity will be analyzed.

1. Content Validity

According to Hatch and Farhady (1982), a test can be considered valid when it measures the instructional objectives and reflects the content that should be tested. In other words, content validity focuses on whether the test materials represent the subject matter being taught.

Bachman (1990) explains that content validity examines the match between the test content and the course content. This means that the test items should be aligned with the learning objectives and the syllabus. In this study, the speaking test was designed based on narrative text, which is suitable for tenth-grade students of vocational high school.

To ensure the content validity of the speaking test, two English teachers from SMKN 1 Bandar Lampung reviewed the test and its rubric through expert judgment. They confirmed that the test adequately represented the curriculum and learning objectives for tenth-grade vocational high school students. Interrater reliability was then assessed using the ICC, resulting in a score of 0.85, indicating high consistency between raters. A test specification table was also prepared to ensure that the test sufficiently covered the intended content.

2. Construct Validity

Brown (1996) defines construct validity as the accumulation of evidence that supports the interpretation of what a test measures. Construct validity is concerned with whether a test truly measures the theoretical construct it is intended to assess. In this study, construct validity refers to whether the speaking test accurately measures students' speaking ability. The speaking test was designed to assess the main components of speaking, including

pronunciation, grammar, vocabulary, fluency, and comprehension, as proposed by Brown (2004).

Setiyadi (2018) states that if an instrument is intended to measure a single construct, such as speaking ability, its construct validity can be evaluated by examining whether all test components represent that construct. Since all aspects of the speaking rubric in this study were specifically designed to assess students' speaking performance, the construct validity of the instrument was considered to be fulfilled.

3.4.2. Reliability

According to Hatch and Farhady (1982), reliability refers to the consistency of a test and the extent to which the measurements yield similar results when administered to similar subjects under similar conditions. In this study, the reliability of the speaking test was determined using inter-rater reliability, since the students' speaking performances were assessed by more than one rater. The use of more than one scorer was intended to reduce subjectivity in evaluating students' speaking performance. Therefore, Intraclass Correlation Coefficient (ICC) was employed to examine the consistency of the scores given by the raters. According to Shrout and Fleiss (1979), ICC measures the degree of agreement among raters in assessing the same subjects. This technique provides a single coefficient that represents the level of consistency and agreement between raters in scoring students' speaking ability.

$$ICC = \frac{MS_B - MS_E}{MS_B + (k - 1)MS_E}$$

Figure 3. 1. Reliability

Notes :

MS_B represents the variance of scores between subjects, while MS_E represents the error variance caused by differences among raters. The value of ICC indicates the level of agreement among raters in assessing students' speaking performance. The reliability level was interpreted based on Koo and Li (2016), in which ICC

values below 0.50 indicate poor reliability, values between 0.50–0.75 indicate moderate reliability, values between 0.75–0.90 indicate good reliability, and values above 0.90 indicate excellent reliability.

The reliability analysis was conducted to ensure the consistency of the research instrument. It aimed to determine whether the pre-test and post-test scores provided a stable and dependable measurement of the students' speaking performance before proceeding to further data analysis.

Tabel 3.1. Reliability of Pre-Test

Interclass Correlation Coefficient							
		95% Convidence Interval		F Test with True Value 0			
	Interclass Corelation	Lower Bound	Upper Bound	Value	df 1	df 2	Sig
Single Measures	.206	.106	.364	3.599	28	252	<,001
Average Measures	.722	.534	.851	3.599	28	252	<,001

Tabel 3.2. Reliability of Post-Test

Interclass Correlation Coefficient							
		95% Convidence Interval		F Test with True Value 0			
	Interclass Corelation	Lower Bound	Upper Bound	Value	df 1	df 2	Sig
Single Measures	.244	.136	.409	4.238	28	252	<,001
Average Measures	.764	.611	.874	4.236	28	252	<,001

The analysis yielded an ICC value of 0.722 ($p < .001$) for the pre-test and 0.764 ($p < .001$) for the post-test. Since both values exceed the 0.70 threshold, the results indicate a high level of consistency and dependability in scoring students' speaking performance. Therefore, it can be concluded that the speaking test instrument used in this study is highly reliable for measuring students' speaking skills.

3.5. Normality Test

Before conducting the hypothesis testing, a normality test was carried out to determine whether the pre-test and post-test scores were normally distributed. Since the number of participants was 30 students, the Shapiro–Wilk test in SPSS was used. The data were considered normally distributed if the significance value (Sig.) was greater than 0.05. If the data were normally distributed, the hypothesis testing was continued using the Paired Sample t-test.

Tabel 3.3. Test of Normality

Test of Normality						
Kolmogorov-Smirnov				Saphiro Wilk		
	Statistic	df	Sig	Statistic	df	Sig
Pre test	.139	30	.144	.950	30	.174
Post test	.169	30	.040	.939	30	.086

Based on the table above, it can be concluded that the results of the normality test are proved normal, as the level of significance values of 0.174 and 0.86 were higher than 0.05

3.6. Scoring System

Brown (2004), states that the scoring system in teaching speaking involves evaluating several key aspects of oral communication, such as vocabulary, grammar, pronunciation, fluency, and comprehension. The score of speaking skill based on the five aspects can be compared in the percentage as follows:

Tabel 3.4. Scoring System

Aspects	Score Range	Weight
Comprehension	1-5	20%
Pronunciation	1-5	20%
Vocabulary	1-5	20%
Grammar	1-5	20%
Fluency	1-5	20%

The score of each aspect is multiplied by four, so the total score is 100. Here is the identification of students' speaking ability scores:

If the students get 5, so $5 \times 4 = 20$
 4, so $4 \times 4 = 16$
 3, so $3 \times 4 = 12$
 2, so $2 \times 4 = 8$
 1, so $1 \times 4 = 4$

For example:

A student gets 4 in vocabulary, 4 in comprehension, 3 in grammar, 2 in fluency, 2 in pronunciation.

Therefore, the student's total score is:

Vocabulary	$4 \times 4 = 16$
Comprehension	$4 \times 4 = 16$
Grammar	$3 \times 4 = 12$
Fluency	$2 \times 4 = 8$
<u>Pronunciation</u>	<u>$2 \times 4 = 8$ +</u>
Total	60

Scoring Rubric:

Based on Brown's (2004) theory of speaking assessment, an analytic scoring rubric was constructed by the researcher.

Tabel 3.5. Scoring Rubric

Aspects of Speaking	Rating Scale	Description
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

Aspects of Speaking	Rating Scale	Description
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
	5	

Aspects of Speaking	Rating Scale	Description
		Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and

Aspects of Speaking	Rating Scale	Description
		informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.

3.7. Data Analysis

After collecting the results of the pre-test and post-test, the data were analyzed through several steps. First, the students' speaking performances in the pre-test and post-test were scored using the speaking rubric. Second, the mean scores of the pre-test and post-test were calculated to identify the overall improvement in students' speaking ability. The mean score was calculated using the following formula:

$$M = \frac{\sum X}{N}$$

Figure 3.2. Data Analysis

Where:

M = Mean score

ΣX = Total score of the students

N = Total number of students

Finally, conclusions were drawn by comparing the mean scores of the pre-test and post-test. To answer the first research question, the data were further analyzed by calculating the mean scores of the pre-test and post-test for each aspect of speaking, namely pronunciation, grammar, vocabulary, fluency, and comprehension. The improvement in each speaking aspect was determined by calculating the gain score, which was obtained by subtracting the pre-test mean score from the post-test mean

score. The gain score was used to measure the extent of improvement in each aspect of speaking after the treatment was implemented. By examining the differences between the pre-test and post-test mean scores, the researcher was able to identify which aspects showed the highest and lowest improvement.

In this research, the increase in mean scores indicated that the treatments were successfully implemented. A higher post-test mean score compared to the pre-test mean score demonstrated that the use of YouTube-based retelling activities was effective in improving students' speaking skills.

3.8. Data Treatment

To determine whether there was any significant improvement in students' speaking skills on narrative text by using YouTube as a learning medium and retelling story as a technique, the data was analyzed using a Sample T-test. As stated by Setiyadi (2018), the Sample T-test is used for testing hypotheses.

- a. The data are an interval.
- b. The data are taken from cluster sample in population
- c. The data is distributed normally. The test will be used to find out whether the data are normally distributed or not by using normality test SPSS

The hypotheses of the normality test are:

H0: The distribution of the data is not normal

H1: The distribution of the data is normal

3.9. Hypothesis Testing

The researcher will compare the result of pre-test and post-test then will analyze it to determine whether there is a significant improvement of students' speaking skills after being taught by using YouTube as a learning media or not after the treatment. The hypothesis will be tested by using Repeated Measure T-test of Statistical Package for Social Science (SPSS).

H0: There is no significant improvement in tenth-grade students' speaking skills after being taught through retelling story using YouTube videos.

H1: There is a significant improvement in tenth-grade students' speaking skills after being taught through retelling story using YouTube videos.

This chapter has discussed several topics such as design, population and sample, research instrument, research procedures, scoring system, data analysis, data treatment, hypothesis testing

V. CONCLUSION AND SUGGESTION

5.1. Conclusions

Based on the findings of the research, it can be concluded that the use of YouTube videos combined with the retelling story technique gave a positive impact on students' speaking skills on narrative text. The statistical analysis showed that there was a significant improvement in students' speaking performance after the treatment was implemented. The result of the paired sample t-test indicated that the significance value was lower than 0.05, which means that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Therefore, the implementation of YouTube as a learning medium through retelling activities significantly improved students' speaking skills.

The improvement occurred in all aspects of speaking, including comprehension, pronunciation, vocabulary, grammar, and fluency. Among these aspects, comprehension showed the highest improvement compared to the other aspects. This indicates that repeated exposure to the content and context of the YouTube videos enabled students to understand the narrative better and respond more accurately during the retelling activities. Meanwhile, fluency showed the lowest improvement, suggesting that developing smooth and natural speech requires longer practice and more extensive rehearsal than understanding or recognizing language elements.

Overall, the increase in the mean scores from the pre-test to the post-test demonstrates that the integration of YouTube and retelling story activities was effective in enhancing students' speaking skills. The findings indicate that the use of engaging audiovisual materials supported students not only in understanding

narrative texts but also in expressing their ideas more clearly and confidently during speaking activities.

5.2 Suggestions

Based on the results of the research, several suggestions are proposed for teachers and future researchers.

1. For Teachers

It is recommended that English teachers use YouTube as a learning medium in teaching speaking, especially in narrative text. YouTube provides a wide variety of accessible and engaging materials that can support students' understanding of story elements. The result of this research showed that students experienced improvement in all aspects of speaking, including comprehension, pronunciation, vocabulary, grammar, and fluency. Among these aspects, comprehension showed the highest improvement compared to the other aspects. This indicates that repeated exposure to the content and context of the YouTube videos enabled students to understand the narrative better and respond more accurately during the retelling activities. Teachers are also encouraged to create a supportive and interactive classroom environment by giving students more opportunities to practice speaking and listening, not only focusing on reading and writing skills, but also in speaking skills. In many classrooms, speaking activities are often limited to reading aloud, which does not fully develop students' communicative competence.

Therefore, teachers should design activities that require students to express their own ideas, such as retelling stories, group discussions, or oral presentations. In addition, teachers should pay closer attention to students' comprehension, pronunciation, vocabulary, grammatical errors and fluency during speaking activities. Mistakes in their speaking skills should not be ignored or left uncorrected. Instead, teachers can provide immediate yet supportive feedback to help students recognize and improve their errors. Constructive correction, delivered in a positive manner, can prevent students from repeatedly making the same mistakes while still maintaining their confidence. By balancing

encouragement and corrective feedback, teachers can help students develop more accurate and confident speaking skills.

2. For Further Researcher

Future researchers who intend to conduct similar studies are advised to manage classroom time more effectively to ensure that each stage of the treatment can be implemented optimally. Clear time allocation for discussions and presentations may help improve classroom organization. Moreover, maintaining students' discipline and focus during group activities should be carefully considered, possibly by establishing clearer rules or structured task guidelines. Future studies may also extend the duration of the treatment or involve a larger sample size to obtain more comprehensive results regarding the effectiveness of YouTube and retelling techniques in improving speaking skills.

Future researchers are recommended to be more aware of ethical considerations when using YouTube videos or other online media as research materials. Before using videos in teaching activities or research, researchers should pay attention to copyright issues and seek permission from the content creators when necessary. Researchers should also be more selective in choosing appropriate and reliable videos that are relevant to the learning objectives. By being more responsible in the use of online media, future researchers can conduct their studies more ethically and professionally.

In addition, it is important for future researchers to carefully select YouTube videos that are appropriate to the students' level, ensuring that the content is neither too difficult nor too simple, so that it can effectively support learning objectives. Researchers are also encouraged to come to the classroom earlier to prepare all necessary materials and equipment in advance. By doing so, the teaching and learning process can run smoothly once students enter the classroom. Furthermore, preparing ice-breaking activities or engaging tasks is highly recommended to reduce students' dependency on gadgets and to prevent

boredom during the lesson, thereby creating a more active and interactive learning environment.

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