

**TEACHERS' PERCEPTION OF USING YOUTUBE VIDEOS IN
TEACHING SPEAKING AT SMK NEGERI 1 NATAR**

(Undergraduate Thesis)

By

Adjie Wisnu

1913042042

Advisors:

Drs. Deddy Supriyadi, M.Pd.

Lilis Sholihah, S.Pd., M.Pd.

Examiner:

Dr. Feni Munifatullah, M.Hum.



**DEPARTMENT OF ENGLISH EDUCATION
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITY OF LAMPUNG**

2026

ABSTRACT

Teachers' Perception of Using YouTube Videos in Teaching Speaking at SMK NEGERI 1 NATAR

By

ADJIE WISNU

This study aims to examine English teachers' perceptions of using YouTube as a learning medium to improve students' speaking skills at SMK Negeri 1 Natar, South Lampung. The research is framed by the Technology Acceptance Model (TAM), focusing on Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). This study employed a qualitative design using semi-structured interviews with English teachers who integrate YouTube into their teaching. The data were analyzed through thematic coding and categorized according to TAM constructs. The findings indicate that teachers perceive YouTube as a useful instructional tool that enhances student motivation, facilitates better comprehension of spoken English, provides authentic speaking models, and contributes to improve learning outcomes. Teachers also consider YouTube more engaging than traditional textbooks while functioning as a complementary resource. In terms of ease of use, supporting facilities such as projectors and internet access assist implementation; however, unstable connectivity and additional personal data usage present challenges. The study concludes that teachers demonstrate positive acceptance of YouTube as an educational technology tool, supporting the relevance of TAM in explaining technology integration in vocational English classrooms.

Keywords: *Technology Acceptance Model, YouTube, teacher perception, speaking skills.*

ABSTRAK

Persepsi Guru terhadap Penggunaan Video YouTube dalam Pembelajaran Speaking di SMK Negeri 1 Natar

Oleh:

ADJIE WISNU

Penelitian ini bertujuan untuk mengkaji persepsi guru bahasa Inggris terhadap penggunaan YouTube sebagai media pembelajaran untuk meningkatkan keterampilan berbicara (speaking) siswa di SMK Negeri 1 Natar, Lampung Selatan. Penelitian ini menggunakan kerangka Technology Acceptance Model (TAM) dengan fokus pada Perceived Usefulness (PU) dan Perceived Ease of Use (PEOU). Metode yang digunakan adalah desain kualitatif dengan teknik wawancara semi-terstruktur terhadap guru bahasa Inggris yang mengintegrasikan YouTube dalam pembelajaran mereka. Data dianalisis melalui proses thematic coding dan dikategorikan berdasarkan konstruk TAM. Hasil penelitian menunjukkan bahwa guru memandang YouTube sebagai media pembelajaran yang bermanfaat karena dapat meningkatkan motivasi siswa, membantu pemahaman terhadap bahasa Inggris lisan, menyediakan model berbicara yang autentik, serta berkontribusi dalam peningkatan hasil belajar. Selain itu, YouTube dianggap lebih menarik dibandingkan buku teks konvensional dan berfungsi sebagai sumber pembelajaran pendukung. Dari segi kemudahan penggunaan, fasilitas pendukung seperti proyektor dan akses internet membantu pelaksanaan pembelajaran, meskipun terdapat kendala seperti koneksi yang tidak stabil dan penggunaan kuota pribadi tambahan. Penelitian ini menyimpulkan bahwa guru menunjukkan penerimaan yang positif terhadap YouTube sebagai teknologi pembelajaran, serta mendukung relevansi TAM dalam menjelaskan integrasi teknologi dalam pembelajaran bahasa Inggris di sekolah kejuruan.

Kata kunci: Technology Acceptance Model, YouTube, persepsi guru, keterampilan berbicara.

**TEACHERS' PERCEPTION OF USING YOUTUBE VIDEOS IN
TEACHING SPEAKING AT SMK NEGERI 1 NATAR**

By :

Adjie Wisnu

Undergraduate Thesis

Submitted in a partial fulfillment of

The Requirements for S1-Degree

In

The Language and Arts Education Department

Faculty of Teacher Training and Education



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

2026

Research Title : **TEACHERS' PERCEPTION OF USING YOUTUBE VIDEOS IN TEACHING SPEAKING AT SMK NEGERI 1 NATAR**

Student's Name : **Adje Wisnu**

Student's Number : **1913042042**

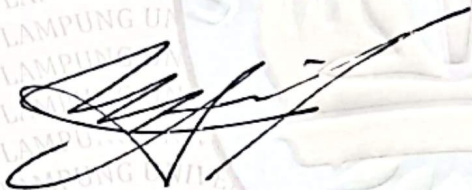
Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

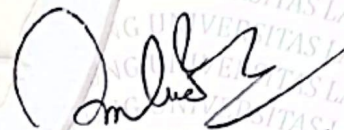
APPROVED BY
Advisory Committee

Advisor



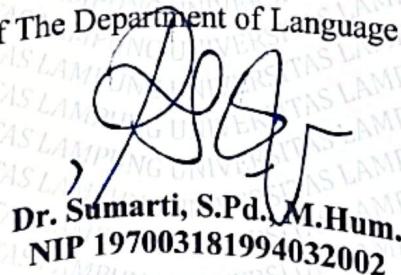
Drs. Deddy Supriyadi, M.Pd.
NIP 195704061986031003

Co-Advisor



Lilis Sholihah, S.Pd., M.Pd.
NIP 196208041989051001

The Chairperson of The Department of Language and Arts Education



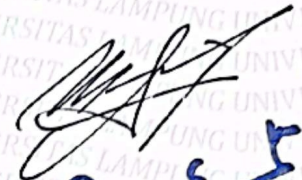
Dr. Sumarti, S.Pd., M.Hum.
NIP 197003181994032002

ADMITTED BY

1. Examination Committee

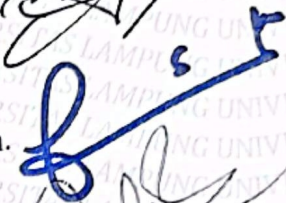
Chairperson

: Drs. Deddy Supriyadi, M.Pd.



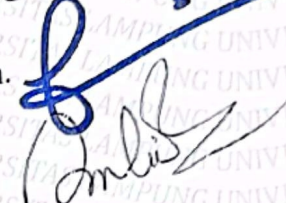
Examiner

: Dr. Feni Munifatullah, M.Hum.



Secretary

: Lilis Sholihah, S.Pd., M.Pd.

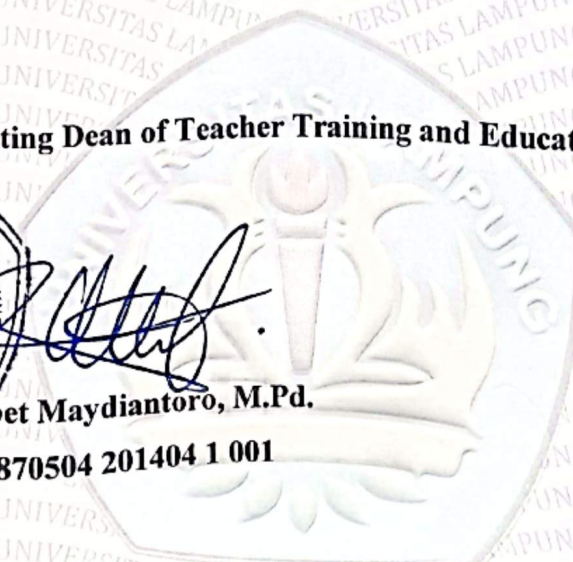


The Acting Dean of Teacher Training and Education Faculty



Dr. Albet Maydiantoro, M.Pd.

NIP 19870504 201404 1 001



Graduated on : 27 February 2026

LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Adjie Wisnu
NPM : 1913042042
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : TEACHER PERCEPTION OF USING YOUTUBE
VIDEOS IN TEACHING SPEAKING AT SMK NEGERI 1
NATAR

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, 27 February 2026

Yang Membuat Pernyataan



Adjie Wisnu

CURRICULUM VITAE

Adjie Wisnu was born in Komerling Putih, on February 1st 2001. He is the first child in the family of Ibnu Saleh and Marsiah. He started his educational life for the first time at TK Satya Dharma Sudjana. Then, he continued his study at SD Negeri 1 Gunung Madu. After he graduated from elementary school in 2013, he continued his study at SMP Satya Dharma Sudjana and graduated in 2016. In mid-2016, he entered SMA Negeri 1 Terbanggi Besar. He graduated from high school in 2019. In the same year, he was accepted as a student of English Education Study Program of Teacher Training and Education Faculty at Lampung University through SBMPTN program. In June 2022, he did KKN in Desa Simpang Kanan, Sumberejo, Tanggamus and he conducted PPL at SMK Negeri 1 Natar, Lampung Selatan. To complete his study, he undertook a research paper related to Teachers' Perception of Using YouTube Videos in Teaching Speaking at SMK NEGERI 1 NATAR.

DEDICATION

This script is entirely dedicated to:

My beloved parents, Ibnu Saleh and Marsiah

My little brother Aan Rusliansyah

My honorable lecturers of English Education Study Program

My Almamater, University of Lampung

MOTTO

“We did not ask for this room or this music. We were invited in. Therefore, because the dark surrounds us, let us turn our faces to the light. Let us endure hardship to be grateful for plenty. We have been given pain to be astounded by joy. We have been given life to deny death. We did not ask for this room or this music. But because we are here, let us dance”

(Stephen King)

“Make it happen.”

(Michael Jordan)

“Sebutlah namaNya
Tetap di jalanNya
Kelak kau mengingat
Kau akan teringat “

(Perunggu)

ACKNOWLEDGEMENT

Praise is only for Allah SWT, the Almighty God, for blessing the writer with health to finish the script. This script, entitled “Teachers' Perception of Using YouTube Videos in Teaching Speaking at SMK Negeri 1 Natar” is presented to the Language and Arts Education Department at the Teacher Training and Education Faculty, University of Lampung as partial fulfillment of the requirements for S-1 degree in English Department.

It is important to know that this script would never have come into existence without any support, encouragement, and assistance from several generous people. The author would like to express his respectful gratitude and sincere to:

1. Drs. Deddy Supriyadi, M.Pd., as his first advisor who has given knowledge, suggestions, kindness, patience, support and also valuable guidance during accomplishing this script.
2. Lilis Sholihah, S.Pd., M.Pd., as his second advisor who has contributed and given support, suggestions, valuable guidance in accomplishing this script.
3. Dr. Feni Munifatullah, M.Hum., as his examiner who has given constructive suggestions and encouragement for the improvement of this script.
4. Dr. Feni Munifatullah, M.Hum., as the Head of English Education Study program and all lecturers of English Education Study Program who have contributed his guidance directly and indirectly on this work.
5. Prof. Ag. Bambang Setiyadi, M.A., Ph.D. as the Academic advisor for the support and help.
6. All lecturers of English Education Study Program who have given precious knowledge during his study at University of Lampung.
7. His beloved parents, Ibnu Saleh and Marsiah thank you for the unconditional love that knew no bounds, the endless support given with grace, and the countless, unspoken lessons in patience that he learned just by watching you.

Your unwavering strength, every prayer, and every word of motivation has been the very breath in his lungs.

8. His little brother, Aan Rusliansyah thank you for giving him a hope and the greatest motivation. You carry the best of our family spirit, and every fight that he wins, is a step toward making you proud. Never stop chasing your own fire, and know that your big brother is always here, watching you grow and cheering on your journey.
9. His best friends; Eric, Steven, Aldo, Galang, Katon, Bagas, Bayu, Dhika and Cholis who have always been there for him unconditionally. You're the best friends a man could ask for, the iron-clad support system that never buckles.
10. His colleagues in English Department 2019, especially Galih, Indra, Krisna, Irvan, Nada, Sindy, Deska, Dinda, Mirda and Dika who have muchly helped, encouraged her, given countless supports during the process of working this script.
11. Teacher from SMK Negeri 1 Natar for the willingness to be the participants of this research.

Bandar Lampung, 27 February 2025

The Author,

Adjie Wisnu

NPM. 1913042042

CONTENTS

| | |
|---|------|
| CURRICULUM VITAE | vii |
| DEDICATION | viii |
| MOTTO | ix |
| ACKNOWLEDGEMENT | x |
| I.INTRODUCTION..... | 1 |
| 1.1 Background | 1 |
| 1.2 Research Question | 4 |
| 1.3 Research Objective | 4 |
| 1.4 Use of Research | 4 |
| 1.5 Scope of the Research..... | 5 |
| 1.6 Definition of Key Terms..... | 5 |
| II.LITERATURE REVIEW | 7 |
| 2.1 Speaking Skills | 7 |
| 2.1.1 Definition of Skills..... | 7 |
| 2.1.2 Definition of Speaking..... | 7 |
| 2.1.3 Speaking Skills | 8 |
| 2.2 Learning Media..... | 9 |
| 2.2.1 Definition of Learning Media | 9 |
| 2.2.2 Purpose and Benefits of Learning Media | 10 |
| 2.2.3 YouTube | 11 |
| 2.2.4 Purpose of YouTube Learning Media | 13 |
| 2.2.5 The Advantages of Youtube As Learning Media | 14 |
| 2.3 Teachers' Perceptions | 14 |
| 2.3.1 The Concept of Perception | 14 |
| 2.3.2 Technology Acceptance Model (TAM)..... | 15 |
| 2.4 Previous Research Overview | 16 |
| III.METHODOLOGY | 18 |
| 3.1 Method of the Research | 18 |
| 3.2 Technique of Collecting the Data | 19 |
| 3.2.1 Interview Method..... | 19 |
| 3.3 Focus of the Research..... | 19 |

| | |
|--|----|
| 3.4 Research Subject..... | 20 |
| 3.5 Data Analysis..... | 20 |
| 3.6 Qualitative Coding..... | 21 |
| IV. RESEARCH RESULTS AND DISCUSSION | 24 |
| 4.1 Description of Research Results | 24 |
| 4.2 Results of the Research..... | 27 |
| 4.2.1 Perceived Usefulness of YouTube Media | 27 |
| 4.2.2 Perceived Ease of Use of YouTube Media | 29 |
| 4.3 Discussion..... | 30 |
| 4.3.1 Discussion on Perceived Usefulness..... | 30 |
| 4.3.2 Discussion on Perceived Ease of Use | 31 |
| V. CONCLUSIONS AND SUGGESTIONS | 33 |
| 5.1 Conclusions | 33 |
| 5.2 Suggestions | 34 |
| REFERENCES | 35 |
| APPENDICES | 39 |

I. INTRODUCTION

1.1 Background

One of the most essential communication tools for human life is language. Language is a reflection of a person's life which is almost every day and even every time carried out in daily activities, including what is thought, what is conveyed, and what is done, both small talk, discussion, or other communication activities. Humans use language in spoken and written forms to express one's ideas. The wider the reach of a person's knowledge in mastering many languages, the more that person will become an accepted figure wherever he is. Humans are social creatures, meaning that humans worldwide need to communicate with each other in their social life. Therefore, language is one of the tools used to communicate with each other. There are several words of language. In *Outline of Linguistics Analysis*, Bloch and Trager wrote, "Language is an arbitrary system of vocal symbols with which members of a social group cooperate" (Lyons, 1981). Language is necessary for communication to send and convey information. Language is also used to transmit messages from one to another and to maintain communication from speaker to listener and from writer to reader.

English is one of the languages that must be mastered in the 4.0 revolution era in the 21st century. Where is the Indonesian Government has also determined English as the first foreign language that must be taught in schools. English is essential to be mastered by students, which is one of the requirements to get scholarships or other programs funded by the government or the private sector. Four primary skills in learning English must be mastered by someone to master English comprehensively. According to Brown (2000), these skills include listening, speaking, reading, and writing. The four English skills are then divided into productive skills (productive skills), speaking and writing skills, while receptive

language skills (receptive skills) are reading and listening skills. The students or pupils must be able to master the four skills in a balanced way so that their English skills are complete.

English speaking is one of the most challenging skills to learn. According to what was stated by (Bueno et al., 2006) the state that "Speaking is one of the most difficult skills language learners have to face." Speaking is a skill that needs to be practiced and developed from other curriculum skills for students. In addition to the most challenging skills, speaking skills are also included in the most critical category in language skills, especially English, and it is undeniable that students need more time to communicate. The most dominant form of communication in social life is oral communication.

In teaching language, speaking plays an important role. Students have been stated to be capable of mastering English when they can speak fluently. (Tarigan, 1990) defines speaking as a language skill developed in childhood, which arises from listening skills, and it is at this time speaking skills are learned. Harmer (2007) states that speaking is the ability to speak fluently and presupposes knowledge of language features and the ability to process information and language on the spot. Based on competency-based courses, oral English is one of the four core competencies that students should master. It plays an essential role in communication. Spoken language occurs in the spoken language cycle, especially during the joint text construction phase (National Education Department, 2004).

Students will need some help with speaking. Most students need help speaking despite having an extensive vocabulary and writing well. The problem is that students were afraid to make mistakes. Freeman (in Risnadedi, 2001) explained that speaking is more complex and challenging than people realize. Learning to speak is like learning other cases in a language, which makes many cases natural for language teachers. First, the students' speaking ability still needs to improve; they are unsatisfying and far from expectations. The students need to pay more attention to the class. Generally, students in this class need more learning motivation and interest. In speaking class, many students lack self-confidence, are too shy to speak, are afraid of mistakes, and nervousness. They also remain silent when the teacher

asks and answers them. So we cannot express ourselves in words and end up saying nothing. Second, they cannot fluently express their ideas using appropriate vocabulary and correct grammatical forms. Third, the atmosphere of the class did not support any speaking activity.

Teaching learners to talk about other languages is meant to help them develop a specific set of interaction Communication skills as oral communication happens in real life (Hinkle, 2018). The way teachers teach students is through non-innovative teaching methods. Some schools still use a monotonous teaching style of the teacher explaining the material written on the blackboard and opening the question and answer circle. Meanwhile, students sit in their chairs and write down the material. In this case, teachers must improvise when teaching students.

Now is the time for a teacher to no longer use conventional classroom learning methods. The rapid development of the times and technology should force teachers to be more creative and innovative so that the learning process becomes relevant to the times. One way is to utilize Internet technology as a learning medium. Internet technology has experienced development and progress since it was first introduced. Several digital media support media-based learning technologies. The Internet, which can be utilized as an enhancement of learning that contains an up-to-date impression (latest for teaching students such as Facebook, Instagram, TikTok, and YouTube, because knowing social media can attract attention and motivate students to improve their speaking skills in general and also on social media. So far, we have used a lot of social media to educate students.

Guan, Song & Li (2018) concluded that using multimedia technology can increase student interest in learning while using helpful and supportive teaching tools can facilitate teacher class assignments and motivate teachers. Other results show that using YouTube-based videos in speaking lessons can improve students' speaking skills and motivation (Riswandi, 2016). YouTube's potential to be used as a performing arts teaching tool aligns with recent trends in educational collaboration and social networking (DeWitt et al., 2013). Based on the statement above, many people can easily access the Internet. We need to consider collaborating on using YouTube media in learning, especially in learning English. Learning English is

considered by some students a complex subject because it has complicated grammar, especially in speaking learning material. In this case, it is as if we are translating, indirectly making our brain work twice—that's why some students consider the material problematic.

Only now, the English language skills of SMK Negeri 1 Natar, South Lampung students, still need to improve, especially in speaking skills. They tend to be passive when asked to speak English. It was proven when the researcher did student teacher program at the school. So far, the complaints of students in learning in class are habits which make them saturated and unenthusiastic, absent creativity during the learning process. In this case, students' English speaking skills still need to improve, especially vocabulary and fluency. Using YouTube videos, we aim to improve students' English skills at SMK Negeri 1 Natar, South Lampung. This research is not only to improve students' ability to speak English in interacting with individuals but also to form students so that they can use it to convey facts, explain and describe it, as well as material for comparing the effectiveness of learning using YouTube videos with only conventional media. The reason above encouraged the writer to conduct research entitled: "Teachers' Perception of Using YouTube Videos in Teaching Speaking at SMK NEGERI 1 NATAR".

1.2 Research Question

In line with the background explained, the researcher formulated a research question as the main problem; What is *Teachers' Perception of Using YouTube Videos in Teaching Speaking?*

1.3 Research Objective

In line with the formulation of the problem, the objective of the study is; To find out the teachers' perception about using YouTube videos in teaching speaking at SMK Negeri 1 Natar.

1.4 Use of Research

Uses of the research are:

1. The result of this study is expected to provide useful information about teachers' perception for using YouTube videos in teaching speaking at SMK Negeri 1 Natar.
2. Practically, it is hoped that the results of this research can be helpful and become a reference for those who want to explore teacher learning strategies in improving students' speaking skills through YouTube, both for teachers, parents, and also the community which helps shape students so they can use them to convey facts, explain and describe them.

1.5 Scope of the Research

This research was conducted using descriptive qualitative method: interviews. This research focused on finding teachers' perception to use YouTube videos in teaching speaking at SMK Negeri 1 Natar.

1.6 Definition of Key Terms

In order to clarify the key terms in this study, some definitions are put forward.

1. Perception

Perception is the process by which individuals interpret sensory information to form a meaningful understanding of their surroundings. Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Obtaining responses is obtained through the stages of selection, interpretation, and reaction (Erin, & Maharani, 2018).

2. Speaking

Speaking is someone's ability to communicate with other individuals or groups orally. Hariyadi and Zamzami (1996) say that speaking is a communication process because messages are from one source to another inside it. From the understanding that has been mentioned, it can be concluded that speaking is a process of expressing, stating, and conveying ideas, thoughts, ideas, or content to other people by using spoken language that other people can understand.

3. YouTube Videos

YouTube videos are digital media files shared on the YouTube platform, encompassing a wide variety of content such as tutorials, vlogs, music videos, educational content, and entertainment. YouTube is an online video, and the primary use of this site is as a medium for searching, viewing, and sharing original videos to and from all corners of the world through the web (Budiargo, 2015)

II. LITERATURE REVIEW

This chapter discussed the research procedure that the researcher has applied in this research. Six sections are going to be elaborated in this chapter. Those describe previous research overview, learning media, definition of English & curriculum, learning skills.

2.1 Speaking Skills

2.1.1 Definition of Skills

According to the third edition of the Big Indonesian Dictionary (2011), skills are skills to complete tasks, and language is a person's skill for language in writing, reading, listening, or speaking. Skills are the ability to complete tasks (Sanjaya Yasin, 2012). Meanwhile, according to Satria (2008), the definition of skill is an activity that requires practice or can be interpreted as an implication of the activity. So, skill is a person's ability to complete an activity or task related to practical activity. The intended skills vary according to the activity or task given.

2.1.2 Definition of Speaking

Speaking is one of the language skills in everyday life. Someone prefers to speak to communicate because communication is more effective when done by speaking. Speaking plays an essential role in everyday life. Several linguists have defined the notion of speaking. Hariyadi and Zamzami (1997) state that speaking is a communication process because messages are from one source to another inside it. From the understanding that has been mentioned, it can be concluded that speaking is a process of expressing, stating, and conveying ideas, thoughts, ideas, or content to other people by using spoken language that other people can understand.

Nurgiyantoro (2001) states that speaking is the second language activity carried out by humans in language life, namely after listening activity. Based on the sounds heard, humans learn to pronounce and finally become skilled at speaking.

According to Brown (2004), there are some differences between micro and macro skills. Micro skills are skills related to generating smaller phonetic units such as phonemes, morphemes, words, collocations, and sentence units. Macro competencies, on the other hand, are skills related to mastery of more significant elements of a language unit, such as fluency, language, function, style, cohesion, non-verbal communication, and strategic decision-making. So, speaking is the activity of orally issuing words or sounds in the form of expressions, ideas, and information that contain specific meanings.

2.1.3 Speaking Skills

According to Brown (2004), there are five primary forms of speaking, they are imitative, intensive, responsive, interactive, and intensive. Imitative speaking is the ability to imitate (parrot back) a word, phrase, or perceptible sentence. Intensive speaking goes one step on the far side of imitative to incorporate any speaking performance that's designed to observe some phonological and grammatical sides of language. Responsive speaking is interaction at the somewhat restricted level of concise speech communication, customary salutation, tiny speak, brief comment and request, and the like. Interactive speaking is an advanced interaction that generally includes multiple exchanges and participants. Intensive speaking is oral production, which embraces speeches, oral presentations, and storytelling.

In the process of learning a language at school, students develop a skillful attitude vertically, meaning that they are already able to express messages completely; even though they are not perfect, those skills are perfect in the sense that the structure becomes correct, the choice of words is precise, and the sentences are varied. Ahmad Rofi'udin and Darmayati Zuhdin (2000) suggest there are three ways to develop speaking skills vertically:

- a. They are mimicking other people's speech (especially the teacher).
- b. Develop mastered forms of speech.
- c. They are bringing/aligning the two forms of utterances, namely self-speech, which still needs to be corrected, with the speech of adults (especially teachers), which is already correct.

Ross and Roe in Ahmad Rofi'udin and Darmayati Zuhdi (2001) during learning activities at school, the teacher creates activities to practice speaking skills, including:

a. Submit information

In high grades, this form of activity is, for example, giving a speech. The purpose is to develop confidence in speaking, learn to compose and present a speech and learn the best way to speak in front of several listeners.

b. Participate in discussions

Discussions allow students to interact with other students and the teacher, express fully, present various opinions, and consider changing opinions. According to the study results, a discussion strategy makes students more passionate about learning

c. Students can present performances to friends, parents, and the public.

Students present puppet plays, tell stories, read poetry, or participate in staging plays.

Speaking skill is a mechanical skill. The more practice, the more mastered and skilled a person is in speaking. Without training, no one is immediately skilled at speaking (Kundharu Saddhono & Slamet, 2012). Meanwhile, according to Muammar (2008), speaking skills are defined as follows. "Speaking skills are essentially the skills of pronouncing articulation sounds or uttering words to tell, express, state, convey thoughts, ideas, and feelings to others with the confidence to speak pretty, honestly, correctly, and responsibly, as well as by eliminating psychological problems such as shame, low self-esteem, tension, heavy tongue. So, speaking skills are skills a person has to convey ideas, feelings, and thoughts to others orally.

2.2 Learning Media

2.2.1 Definition of Learning Media

According to Arsyad (2017), "The word media comes from the Latin *medius* which means "middle" intermediary or introduction in Arabic, media is a message

intermediary from the sender to the recipient of the message. So, the media is a tool that conveys or delivers teaching messages. "Media Learning is anything that is used to transmit and can stimulate thoughts, feelings, attention, and willingness to learn so that it can encourage a deliberate, purposeful, and controlled learning process" (Nurita, 2018).

Based on the explanation above, the researcher argues that learning media are intermediaries between teachers and students to convey messages of teaching materials so that they can encourage a purposeful and controlled learning process.

2.2.2 Purpose and Benefits of Learning Media

Learning media is a device used by teachers to channel learning to students. Students are expected to be able to use learning media to streamline and improve communication between teachers and students. So that can achieve learning goals optimally. Learning media also affects the quality of education. The more attractive the media, the more enthusiastic students are in participating in the learning process, so that later learning will be very successful and the quality of teaching and learning activities will improve.

According to Achsin (1986), learning media has several objectives, including:

- 1) Facilitate teachers in conveying information to students.
- 2) Facilitate students in receiving the material.
- 3) Motivate students.
- 4) Make sure to understand the information provided by the teacher.
- 5) We are improving the quality of learning.

According to Nana Sudjana & Ahmad Rivai (2002), learning media aims to:

- 1) Attract students' attention.
- 2) Explain the importance of the teaching materials used.
- 3) Increase the variety of learning methods.
- 4) Making students active in learning activities.

In general, learning media aims to provide information about education, tools, or

equipment to support the learning process and provide a bridge to motivate and improve student learning quality. So, learning media influences the effectiveness of learning. Learning media also gives teachers many opportunities to make it easier to provide material to students. In addition, learning media makes it easier for students to digest and understand the material provided by the teacher during the learning process. Learning media are generally used to motivate students to participate in learning, but educators specifically use learning media to inform students with more attention to the learning process. Interesting learning media should make it easier for students to understand what is conveyed by educators, making learning more effective and facilitating the achievement of learning objectives that have been set later.

According to Kemp and Dayton (1985), learning media has several benefits, including:

- 1) The learning process will be more transparent and more attractive.
- 2) Time and energy will be more efficient.
- 3) Media allows a flexible learning process that can be done anytime, anywhere.
- 4) Overcoming the constraints of space and time

The benefits of learning media are that it can help students attract attention, motivate them to learn, clarify what educators say, and motivate them to learn. Motivating students to take part in learning will result in more accessible teaching and learning activities, making it easier to achieve the learning objectives that have been set.

2.2.3 YouTube

YouTube is a company that collects user-generated content containing thousands of short films and television episodes and hundreds of full-length films. It serves over two billion videos daily and has become the clear leader in video sharing on line. According to Budiargo (2015), YouTube is a video online, and the main thing about the usability of this site is as a medium for searching, viewing, and sharing original videos to and from all corners of the world through one web. YouTube mainly earns income by selling ads on the homepage and searching its results, as

well as in its videos. This site allows users to upload, watch and share videos. The company is headquartered in San Bruno, Californian. The company was founded in 2005 by Steve Chen (former CTO) and Chad Hurley (former CEO). YouTube today is a subsidiary of the Internet search giant Google. In November 2006, YouTube, LLC was purchased by Google with a value of US\$1.65 billion and officially operated as a subsidiary of Google.

YouTube is an online video, and the primary use of this site is as a medium for searching, viewing, and sharing original videos to and from all corners of the world through the web (Budiargo, 2015). Based on the explanation above, the researcher argues that YouTube as a learning media is a tool for delivering from teachers to students to encourage the learning process to be better and controlled through videos provided on the YouTube web so that students can easily understand the depth of the subject messages matter.

According to Prakoso Kukuh (2011), in the role-play learning journal, YouTube was ranked first among video-sharing sites. The existence of this site can attract widespread attention that Google Inc. dared to buy YouTube worth US\$ 1.65 billion in 2006". While Development YouTube in Indonesia, Head of Communications Consumer & YouTube Indonesia, Putri Silalahi, said that the number of viewers and online video creators on YouTube is growing remarkably in Indonesia. The duration of watching people in Indonesia increased by 130% from 2014 to 2015.

Then, Kartika and Susanto (2022) conducted a quantitative study analyzing teachers' views on the impact of YouTube on the development of students' speaking skills. Of the 85% of teacher respondents surveyed, they agreed that YouTube was effective in helping students learn practical conversation skills. They noted that the videos presented on the platform provided real-life examples that students could follow. This shows that the content presented through YouTube is not only relevant but also interesting to students. Kartika and Susanto's also reminded the importance of considering the time spent in front of the screen, because too much time can reduce the effectiveness of learning. This study confirms that although YouTube is an effective learning resource, it is important to regulate the use of this media so that students can still learn effectively.

2.2.4 Purpose of YouTube Learning Media

Sudjana and Rivai (2015) explain the purpose of media learning; students are expected to have better abilities after taking various learning experiences accompanied by knowledge from the curriculum.

Wigati et al. (2018) explain the purpose of the media as follows:

Learning YouTube as a learning medium aims to create attractive, fun, and interactive learning conditions and atmosphere. Learning videos on YouTube can be used for interactive learning in class, both for students and for students the teacher himself through online and offline presentations.

YouTube is an excellent strategy for teaching speaking. YouTube is chosen because the site offers many contributions to the teaching and learning process. YouTube offers a variety of video content that can be used for education. Teachers use YouTube to solve this problem in the first step. Khalid (2012) defines YouTube as a video-sharing website that allows users to upload, share and watch videos. According to Burke et al. (2009), YouTube is a publicly accessible, web-based platform allowing people to communicate via the Internet via www.YouTube.com, other websites, mobile devices, blogs, and email. Make it easy to upload, view, and share video clips.

YouTube is used as a tool to improve student's English skills. In particular, an action study evaluating the use of this technique among seventh graders showed an overall improvement in students' speaking skills after applying this intervention. In particular, Riswandi (2016) found that content knowledge, grammar, pronunciation, vocabulary, and fluency improved for the participants. This technique has also been applied to support the English skills of 11th graders in Portugal (Bastos & Ramos, 2009). The authors conclude that using YouTube and related learning strategies adds value to the classroom. In particular, it is an additional mode through which students can be exposed to the material of the language they are learning. YouTube can make the experience more meaningful for them as it helps capture their interests.

Based on the explanation above, the researcher argues that the learning objectives of YouTube media give students a better ability to receive material delivered by the teacher so that learning in class can be interactive to improve learning outcomes.

2.2.5 The Advantages of Youtube As Learning Media

Wigati et al. (2018) explain the excellence of YouTube as a learning medium, namely:

- 1) Potential. YouTube is the most popular in today's internet world; that can provide different value in education.
- 2) Practical, namely YouTube, is easy to use and can be followed by all groups, including students and teachers.
- 3) Informative, namely YouTube, which provides information about educational developments, technology, culture, etc.
- 4) Interactive, namely YouTube, facilitates us to discuss or do questions and answers and even review a learning video.
- 5) Shearable, namely YouTube, has HTML link facilities and Embed learning video code that can be shared on social networks such as Facebook, Twitter, and blogs/websites.
- 6) Economically, YouTube is free for everyone.

Benefits of YouTube Based on the explanation above, the researcher argues that the superiority of YouTube to help learning is efficient and can provide more scientific information, and can be accessed for free.

2.3 Teachers' Perceptions

2.3.1 The Concept of Perception

People perceive the world around them in unique ways, influenced by their individual experiences and perspectives. Perception is not a universal process; each person interprets events and objects differently. According to the Longman Dictionary of Language Teaching & Applied Linguistics (Richards & Schmidt, 2010), perception refers to the ability to recognize and interpret events, objects, and stimuli using our senses (such as sight, hearing, and touch). This process occurs when we utilize our senses to interpret and understand the world around us.

Perception is closely tied to sensation, which is the initial response to sensory input from the environment. Sensation is a foundational part of perception—it involves the raw data our senses collect, which is then processed and understood through our existing knowledge and experiences, ultimately shaping our meaningful experiences. As Miller (2005) explains, perception is the method by which we observe and interpret various phenomena, situations, or conditions in our environment.

In the context of educational technology, perception is often conceptualized as teachers' evaluative judgments toward the usefulness and ease of using a technological tool. To explain this evaluative dimension, this study adopts the Technology Acceptance Model (TAM) proposed by Fred Davis (1989).

2.3.2 Technology Acceptance Model (TAM)

The Technology Acceptance Model was developed by Fred Davis (1989) to explain individuals' acceptance of technology. TAM proposes that users' acceptance of a system is primarily determined by two key constructs:

1. Perceived Usefulness (PU)

Perceived usefulness is defined as the degree to which a person believes that using a particular system enhances his or her job performance. In educational settings, this refers to teachers' belief that using YouTube as a learning medium improves students' speaking skills, motivation, and learning outcomes. In educational settings, perceived usefulness may be reflected in teachers' beliefs that technology improves students' learning outcomes, enhances understanding, increases motivation, and is more effective than conventional materials.

2. Perceived Ease of Use (PEOU)

Perceived ease of use refers to the degree to which a person believes that using a system is free of effort. In this study, it relates to teachers' perception of whether YouTube is easy to access, operate, and integrate into classroom activities without significant technical difficulties.

These two constructs influence users' attitudes toward using the technology and their intention to continue utilizing it in the future.

2.4 Previous Research Overview

In this chapter, the author collected previous research as a benchmark to find differences and comparisons of the research to be examined from previous research. Some of the previous research the authors found below relates to Student Character Building.

The first study by Rahmawati and Suryana (2020) focused on teachers' perceptions of the use of YouTube videos in teaching speaking skills. Through qualitative methods conducted through interviews, they found that teachers felt that YouTube videos were very effective in increasing student engagement in the learning process. Teachers reported that students who were usually less active in speaking activities became more motivated and brave to participate after watching relevant videos. In addition, these videos also helped students understand proper pronunciation, so they could improve their speaking skills faster. These findings suggest that YouTube can serve as an interesting and interactive tool in English learning, especially in teaching speaking skills.

Furthermore, research conducted by Ahmad and Nursiah (2021) used a mixed methods approach that included surveys and observations. The results of this study indicate that the use of YouTube videos not only improves students' speaking skills but also has a positive impact on their self-confidence. Teachers reported that students became more active in discussions and presentations, which previously seemed difficult. By watching videos that feature various speaking contexts, students feel more prepared and confident to speak in public. This study adds a new dimension to the understanding of the use of YouTube in English language education, where it not only improves language skills but also builds the character and mentality needed to speak in front of a crowd.

Then, Kartika and Susanto (2022) conducted a quantitative study analyzing teachers' views on the impact of YouTube on the development of students' speaking

skills. Of the 85% of teacher respondents surveyed, they agreed that YouTube was effective in helping students learn practical conversation skills. They noted that the videos presented on the platform provided real-life examples that students could follow. This shows that the content presented through YouTube is not only relevant but also interesting to students. Kartika and Susanto's also reminded the importance of considering the time spent in front of the screen, because too much time can reduce the effectiveness of learning. This study confirms that although YouTube is an effective learning resource, it is important to regulate the use of this media so that students can still learn effectively.

Overall, these three studies complement each other in describing the benefits of YouTube videos in teaching English speaking skills. From the very positive perceptions of teachers, the impact on students' self-confidence, to the consensus that YouTube is an effective tool, these findings suggest that integrating technology in education is essential. Using YouTube as a learning medium not only improves students' communicative skills, but also fosters their overall interest in learning, which will certainly have a positive impact on their learning outcomes in the future. Thus, all these studies suggest that the use of YouTube can be a powerful strategy in enhancing the English learning experience. However, it should also be noted that teachers must continue to provide supervision and guidance in using this media so that its benefits can be maximized without sacrificing students' learning time. The implications of this study are very relevant in today's digital era, where access to information and learning media is very broad, and innovation in teaching is the key to students' success in learning.

III. METHODOLOGY

This chapter discussed the research procedure that the researcher has applied in this research. Six sections are going to be elaborated on in this chapter. Those are the description of a research method, technique of collecting the data, focus of the research, setting and participants, technique of collecting the data, and data analysis.

3.1 Method of the Research

The method is the way used to achieve a goal. The research method is a systematic and organized study or investigative effort. In contrast, the link between research and science, namely "research", is an activity that aims to develop knowledge, and science is part of knowledge that has specific criteria (Ardial, 2014). This study used a qualitative descriptive method. Perreault and McCarthy (2006) define qualitative research as a type of research that seeks to explore in-depth information and is open to all responses, not just yes or no answers. This research attempted to ask people to share their thoughts on a topic without giving them much direction or guidelines for how to say it.

According to Moleong (2005), qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects, for example, behavior, perception, motivations, actions, and others, holistically and using descriptions in the form of words and language, in a particular natural context by using various natural methods. Qualitative research aims to explain the phenomenon in depth through deep data collection. This study needed to prioritize the size of the population or sampling. Even the sampling could be more extensive. If the data that has been collected is in-depth and can explain the phenomenon under study, then there is no need to look for another sampling. Qualitative research emphasizes the depth (quality) of data, not the amount (quantity) of data (Kriyantono, 2009).

According to Poerwandari (2005), qualitative research produces and processes descriptive data, such as interviews and observations. Kirk and Miller (in Moleong) define qualitative research as a way to make direct observations on individuals and relate to these people to obtain the data it extracts (Moleong, JL 2002). Following the problem that is the focus of this study, namely a descriptive description of the Application of English Teacher Learning Strategies for Teachers of SMK Negeri 1 Natar, South Lampung, to Improve Students' Ability to Speak English via YouTube Videos, the researcher used a qualitative approach by describing the data writer obtained as a result of a study. By using this research, the researcher got the data as a whole, and it can be described clearly so that the results of this study are indeed by the existing field conditions.

3.2 Technique of Collecting the Data

Researcher used case studies in conducting data collection in the field. The components that became the object of research were the English teachers and three students from each grade level, with the following data collection method:

3.2.1 Interview Method

Interview was used as the main data collection technique in this study. A semi-structured interview format was chosen, which allowed the researcher to prepare guiding questions in advance while still providing flexibility to explore emerging ideas during the conversation. This method was considered the most appropriate and practical way to obtain in-depth information from the participants, including English teachers and selected students from each grade level. Through this approach, the researcher could understand the participants' experiences, perceptions, and responses regarding the use of YouTube as a medium for enhancing students' speaking skills.

3.3 Focus of the Research

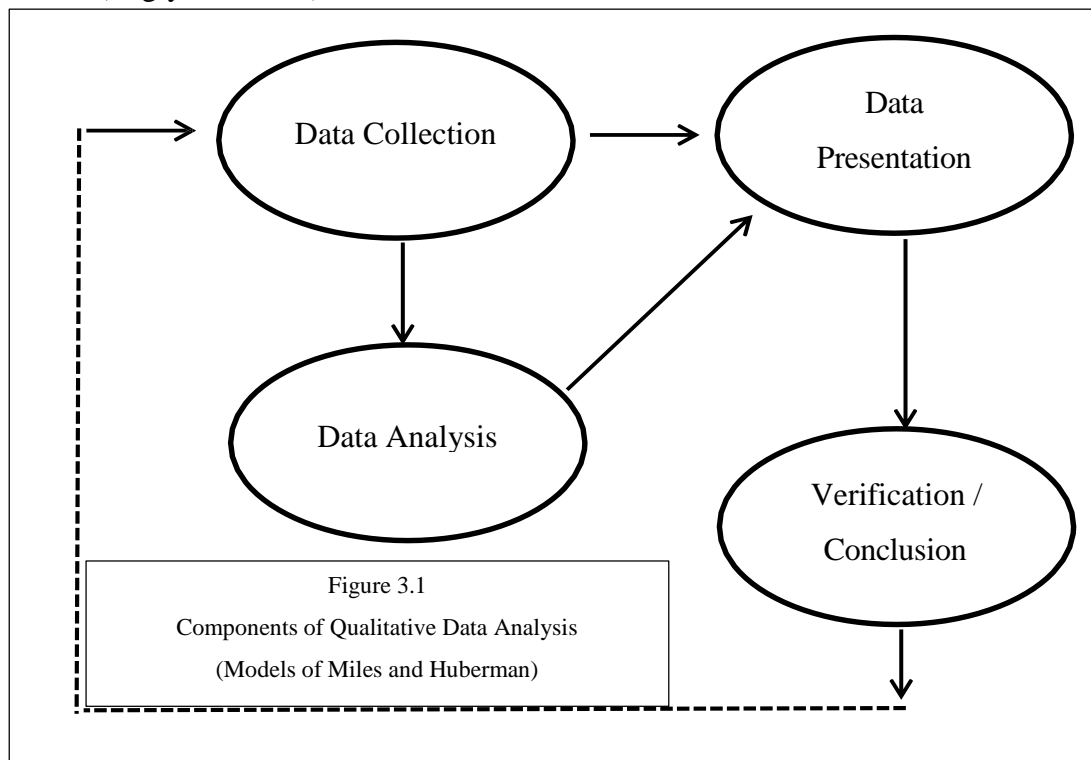
This research concerned Teachers' perception of using YouTube Videos to Improve Students' Ability to Speak English. In this research, the researcher focused on two English teachers at SMKN 1 Natar.

3.4 Research Subject

In this research, the author chose two English Teachers at SMKN 1 Natar as the participants. Those teachers were the subject of the research, which produced the statements, words, and activity or behavior that the author can analyze the data.

3.5 Data Analysis

After the data was collected, then the data was processed according to the needs of the analysis to be carried out to obtain maximum results. This data analysis technique describes, interprets, and describes the data collected systematically (Emzier, 2010). The technique used in qualitative analysis is comparative technique. The analysis carried out by comparing one data with other data, between the one variable and the other variable is to get the similarity of a method that is used to compare field data with theories from the literature, which are then concluded. Therefore, the method that is suitable for analyzing this research is the analysis of the Miles and Huberman model, which is illustrated in the following chart (Sugiyono: 2013).



The flow of data analysis, as illustrated in the qualitative research data analysis chart of the Miles and Huberman model as shown above, can be explained as follows:

1. Data reduction, namely summarizing things that are considered essential and become the primary goal. The data that has been summarized will provide a clear picture and obtain further data collection quickly.
2. Presentation of data, which can be done in brief descriptions, charts, and relationships between categories. The presentation of data makes it easier to understand what happened and plan further work based on what has been understood
3. Drawing this conclusion answers the formulation of the problem that was formulated from the start

3.6 Qualitative Coding

Qualitative coding is a systematic process of organizing and interpreting textual, visual, or other non-numeric data to identify patterns, themes, or concepts. It involved assigning labels or codes to segments of data, which can then be categorized and analyzed to reveal deeper insights into the research question or topic. Saldaña (2016) advocates for an approach to coding that is both rigorous and flexible. His *Coding Manual for Qualitative Researchers* is a comprehensive guide that emphasizes how coding can help researchers structure their analysis while allowing for the emergence of new insights. Charmaz (2006), a leading figure in grounded theory, stresses that coding should remain grounded in the data while also enabling the researcher to build theory. Her approach encourages researcher to develop "conceptual categories" that are both reflective and grounded in participants' experiences.

Strauss and Corbin (1998), pioneers of grounded theory, describe coding as a tool for developing theory from qualitative data. They outline how open coding allows the researcher to break down data into discrete parts, which can later be integrated into more abstract concepts. In sum, qualitative coding is a dynamic process that involves organizing raw data into meaningful categories or themes. It requires the

researcher to balance systematic analysis with interpretative insight, a process supported by the work of experts in the field such as Charmaz, Saldaña, and Strauss & Corbin. To create qualitative coding from the interview data you've provided, we'll need to break down the key themes and patterns mentioned by the interviewees. The process involves assigning codes (or labels) to segments of the text that reflect recurring ideas or concepts. Here's a breakdown of the key principles based on expert insights:

a. Purpose of Qualitative Coding

The goal of qualitative coding is to condense large volumes of data into manageable segments, making it easier to identify meaningful patterns. As Saldaña (2016) explains in his work *The Coding Manual for Qualitative Researchers*, codes can be thought of as "labels that attach meaning to a portion of data" and help organize it in ways that highlight significant themes and concepts. These codes serve as tools to make sense of complex, rich data.

b. Types of Coding

There are various stages and types of coding, typically beginning with initial (or open) coding, followed by focused or axial coding, and often ending with theoretical or selective coding:

1. Initial coding: This involves reading the data closely and tagging meaningful segments with brief labels or codes. This is often done inductively, meaning the codes emerge from the data rather than being predefined.
2. Focused coding: After initial coding, the researcher identifies the most frequent or significant codes and begins to group them into categories.
3. Axial coding: This is where connections between categories or themes are explored. It helps in understanding how different themes relate to each other within the data.
4. Selective coding: In this final stage, key themes or concepts are refined and linked back to the research question or theoretical framework, providing a comprehensive understanding of the data.

c. Theoretical Sensitivity

A key principle emphasized by grounded theory expert Charmaz (2006) is "theoretical sensitivity." This refers to the researcher's ability to interpret data through a theoretical lens, drawing on their understanding of the field while remaining open to emergent themes. Researchers are encouraged to apply their existing knowledge of the topic to inform the coding process but also to remain open to the data's inherent meanings.

d. Coding as Iterative

Coding is rarely a linear process. Researchers often move back and forth between different stages of coding, revising and refining codes as they engage with the data more deeply. Saldaña (2016) underscores that coding is "an iterative process," requiring flexibility and a willingness to revisit earlier codes and categories as new insights emerge.

e. Types of Codes

According to Saldaña (2016), codes can range from: Descriptive codes: Basic labels that summarize the content (e.g., "participant reactions," "group discussions"). In vivo codes: Direct quotes or phrases from the participants that hold particular significance. Analytic codes: These are more abstract and focus on the underlying meaning or interpretation of the data. Process codes: These refer to the actions or behaviors occurring in the data (e.g., "negotiating meaning," "expressing frustration").

f. Memo Writing

Another important practice associated with qualitative coding is "memo writing." Memos are notes written by the researcher that reflect on the coding process, provide insights, or explore potential connections between codes. These memos help researchers document their thinking and refine their analysis. As Charmaz (2006) notes, memo writing is a critical tool for developing ideas, refining categories, and enhancing theoretical development.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings of this study conducted at SMK Negeri 1 Natar, South Lampung, it can be concluded that English teachers demonstrate a positive acceptance of YouTube as a learning medium, as reflected through the constructs of the Technology Acceptance Model (TAM), namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU).

First, in terms of Perceived Usefulness, teachers believe that YouTube significantly enhances the effectiveness of English teaching, particularly in developing students' speaking skills. The findings indicate that YouTube increases students' motivation and engagement, facilitates better understanding of pronunciation and contextual language use, and provides authentic models for speaking practice. Teachers also perceive that YouTube contributes to improved learning outcomes and greater student confidence in speaking English. These perceptions demonstrate that YouTube is considered a valuable instructional tool that enhances teaching performance and supports students' language development.

Second, regarding Perceived Ease of Use, teachers generally perceive YouTube as relatively manageable and practical to integrate into classroom instruction. The availability of supporting facilities such as projectors and internet access contributes positively to its implementation. However, the ease of use is influenced by contextual factors, particularly unstable internet connectivity and the need for additional effort, such as using personal data quota. Despite these challenges, teachers continue to utilize YouTube, indicating that the perceived usefulness outweighs the limitations related to technical constraints.

Overall, the study concludes that teachers' acceptance of YouTube as a learning medium is primarily driven by its perceived instructional benefits, while its ease of use is shaped by environmental and infrastructural conditions. The integration of

YouTube in English language classrooms reflects a broader shift toward digital media that supports interactive and contextualized language learning experiences.

5.2 Suggestions

Based on the findings and analysis of this research, several limitations were identified both in the research process and in the writing itself. Therefore, several recommendations are proposed to support improvements in students' English understanding and speaking skills, particularly for SMK Negeri 1 Natar.

1. For teacher, YouTube-based learning media is shown to be an effective teaching resource that can be integrated into English learning activities. However, it is crucial that teachers develop the skills to carefully select appropriate and relevant video materials that align with the lesson objectives and the students' proficiency levels. Thoughtful material selection will maximize student engagement and facilitate better comprehension.
2. For further research, it is recommended to explore the use of a broader range of audiovisual media in English instruction. Given the positive impact of YouTube demonstrated in this study, expanding the use of varied audiovisual tools could further enhance students' understanding and speaking abilities. Employing diverse multimedia resources may provide richer contextual cues that help students grasp complex language content more easily and encourage more active participation.

REFERENCES

- Achsin, A. (1986). *Media Pendidikan dalam Kegiatan Belajar Mengajar*. Ujung Pandang: IKIP Ujung Pandang Press.
- Ahmad, R., & Zuhdin, D. (2001). *Peningkatan Keterampilan Berbicara Siswa Melalui Media Big Book*.
- Ardial. (2014). *Paradigms and Models of Communication Research*. Jakarta: Bumi Aksara.
- Arief, S. S. (1996). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: PT Raja Grafindo Persada.
- Arsyad, A. (2017). *Learning Media*. Jakarta: Raja Grafindo Persada.
- Bastos, A., & Ramos, A. (2009). Youtube for Learning English as A Foreign Language: Critical Thinking, Communicative Skills. *In Proceedings of EDULEARN09* (pp. 2087–2092). Barcelona: IATED.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching* (5th ed.). San Francisco: Longman.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education.
- Bueno, A., Madrid, D., & McLaren, N. (Eds.). (2006). *TEFL in Secondary Education*. Granada: Editorial Universidad de Granada.
- Budiargo, D. (2015). *YouTube Sebagai Media Pembelajaran*. Jakarta: Elex Media Komputindo.
- Burke, S. C., Snyder, S., & Rager, R. C. (2009). *An Assessment of Faculty Usage of YouTube as A Teaching Resource*.
- Damayanti, F. (2023). *Students' Perception on the Use of YouTube as Learning Media in Speaking at the 9th Grade of Mts Ma'arif NU 01 Kroya*.
- Departemen Pendidikan Nasional. (2004). *Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA/MA*. Jakarta: Pusat Kurikulum, Balitbang Depdiknas.
- DeWitt, D., Alias, N., & Siraj, S. (2013). *The Role of YouTube in the 21st Century*

- Classroom: Using the Video Platform as A Teaching Resource. *International Education Studies*, 6(3), 65–70.
<https://doi.org/10.5539/ies.v6n3p65>
- Emzir. (2010). *Metodologi Penelitian Kualitatif: Analisis Data*. Jakarta: Raja Grafindo Persada.
- Erin, E., & Maharani, S. (2018). Persepsi Mahasiswa Pendidikan Matematika Terhadap Perkuliahan Online. *Mosharafa: Jurnal Pendidikan Matematika*, 7(2), 179–190.
- Gagné, R. M., & Driggs, R. M. (1979). *Principles of Instructional Design*. New York, NY: Holt, Rinehart and Winston.
- Guan, N., Song, J., & Li, D. (2018). On the Advantages of Computer Multimedia-Aided English Teaching. *Procedia Computer Science*, 131, 727–732.
<https://doi.org/10.1016/j.procs.2018.04.317>
- Hardjono, R. (2001). *Dictionary of Foreign Language Terms*. Jakarta: PT Gramedia Pustaka Utama.
- Hariyadi, & Zamzami, M. (1996). *Peningkatan Keterampilan Berbahasa Indonesia*. Jakarta: Departemen Pendidikan dan Kebudayaan, Ditjen Dikti.
- Harmer, J. (2007). *The Practice of English Language Teaching (4th ed.)*. Harlow, England: Pearson Longman.
- Hasibuan, J., & Moenjiono. (2006). *Teaching and Learning Process*. Bandung: Remaja Rosdakarya.
- Haudi. (2021). *Learning Strategy*. Solok: Independent Intellectuals.
- Henry, G. T. (2008). *Speaking as a Language Skill*. Bandung: Angkasa.
- Hinkel, E. (2018). *Teaching Essential Units of Language: Beyond Single-Word Vocabulary*. New York, NY: Routledge.
- Hujair, A. H. S. (2013). *Innovative Interactive Learning Media*. Yogyakarta: Dipantara.
- Kemp, J. E., & Dayton, D. K. (1985). *Planning and Producing Instructional Media (5th ed.)*. New York, NY: Harper & Row.
- Khalid, A., & Muhammad, K. (2012). The Use of YouTube in Teaching English Literature: The Case of Al-Majma'ah Community College, Al-Majma'ah University. *International Journal of Linguistics*, 4(4), 525–545.

<https://doi.org/10.5296/ijl.v4i4.2930>

- Kriyantono, R. (2009). *Metode Penelitian Komunikasi*. Jakarta: Kencana.
- Kundhanu, S., & Slamet. (2012). *Meningkatkan Keterampilan Berbahasa Indonesia: Teori dan Aplikasi*. Surakarta: UNS Press.
- Lexy, J. M. (2005). *Metodologi Penelitian Kualitatif* (Edisi revisi). Bandung: Remaja Rosdakarya.
- Lexy, J. M. (2017). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Lysons, C. K. (1981). *Purchasing*. London: Macdonald & Evans.
- Mansur. (1991). *Strategi Pembelajaran*. Jakarta: Universitas Terbuka.
- Martubi. (2009). *Media Pembelajaran Inovatif*. Yogyakarta: UNY Press.
- Miller, L. (2005). *Handling Qualitative Data: A Practical Guide*. London: Sage Publications.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook (2nd ed.)*. Thousand Oaks, CA: Sage Publications.
- Moedjiono, & Hasibuan, J. (1993). *Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Mulyasa, E. (2013). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya.
- Nasution, S. (2003). *Metode Penelitian Naturalistik-Kualitatif*. Bandung: Tarsito.
- Nurgiyantoro, B. (2001). *Assessment in Teaching Indonesian Language and Literature*. Yogyakarta: BPF.
- Perreault, W. D., & McCarthy, E. J. (2006). *Essentials of Marketing: A Global Managerial Approach*. New York, NY: McGraw-Hill.
- Poerwandari, K. (2005). *Pendekatan Kualitatif Untuk Penelitian Perilaku Manusia*. Jakarta: Fakultas Psikologi UI.
- Prakoso, K. (2009). *Lebih Kreatif dengan Youtube*. Yogyakarta: Andi.
- Rahmawati, S. (2020). *Improving Students' Speaking Skill By Vlog (Video Blog) As Learning Media: EFL Students' Perspective*.
- Risnadedi. (2001). Developing Students' Speaking Ability. *Jurnal SMP Negeri 17 Pekanbaru*, 7, 56–58.
- Riswandi, D. (2016). The Use of YouTube-Based Videos to Improve Students'

- Speaking Skills. *In Proceedings of the International Conference on Teacher Training and Education* (Vol. 2, No. 1, pp. 298–306).
- Rosyana. (2022). *Penggunaan Media Digital dalam Pembelajaran Bahasa*. Jakarta: Kencana.
- Saldaña, J. (2016). *The Coding Manual for Qualitative Researchers (3rd ed.)*. Los Angeles, CA & London: SAGE Publications.
- Sanjaya, W. (2010). *Learning Strategy Oriented to Educational Process Standards*. Jakarta: Kencana.
- Sanjaya, Y. (2011). *Language Skills: Understanding and Types*. Jakarta: Kencana.
- Satria. (2008). *Pengantar Keterampilan Berbicara*. Bandung: Alfabeta.
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Strauss, A., & Corbin, J. (1998). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory (2nd ed.)*. Thousand Oaks, CA: Sage Publications.
- Sudjana, N. (2006). *Research on the Results of the Teaching and Learning Process*. Bandung: Remaja Rosdakarya.
- Sudjana, N., & Rivai, A. (2002). *Media Pengajaran*. Bandung: Sinar Baru Algensindo.
- Sudjana, N., & Rivai, A. (2015). *Media Pengajaran: Penggunaan dan Pembuatannya*. Bandung: Sinar Baru Algensindo.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sukmadinata, N. S. (2009). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.
- Tarigan, H. G. (2008). *Berbicara sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Walgito, B. (2004). *Psikologi Belajar*. Yogyakarta: Andi.
- Wigati, S., Rahmawati, D. S., & Widodo, S. A. (2018). Development of Ki Hadjar Dewantara-Based Learning YouTube for Integral Material in High School. *In Proceedings of the National Seminar on Mathematics Education* (pp. 810–813).