

## STUDENTS' PERCEPTIONS OF IMPROVING ENGLISH SPEAKING SKILLS THROUGH THE YOUTUBE CHANNEL "ENGLISH SINGSING"

Nida Salsabilah<sup>1</sup>, Ardya Arzahrin<sup>2</sup>, Padia Kamila<sup>3</sup>, Sefani Putri<sup>4</sup>

Universitas Indraprasta PGRI<sup>1,2,3,4</sup>

[salsabilahnida13@gmail.com](mailto:salsabilahnida13@gmail.com)

<p><b>Keywords:</b> YouTube Channel; Perceptions; Speaking Skills; Language Learning</p>	<p><b>Abstract:</b> Speaking English fluently is one of the key components of teaching a language. One of the useful technology tools for raising students' speaking skills is YouTube. Because there is currently not enough research on the effectiveness of the English Singing YouTube channel in enhancing the speaking skills of learners, this study was carried out. The study aims to explore students' perceptions of improving English speaking Skills through the YouTube Channel "English Singing". The design of this study is qualitative. A fourth-semester English student is the study's subject. 14 question questionnaire used as part of the data collection method was modified from Saraswati (2019). The results show that students believe that YouTube is a useful tool for language learning and helps them improve their speaking skills. They believe that the "English Singing" YouTube channel helps them improve their English vocabulary, grammar, and intonation while also offering interesting and simple-to-understand content. This research shows that it is important to utilize technology, especially YouTube, as an effective tool for improving students' speaking skills.</p>	
Submitted: 03-12-2024	Revised: 17-01-2025	Accepted: 18-01-2025

### INTRODUCTION

One important aspect of language teaching is speaking. Speaking skills help a person to communicate effectively. Effective communication means conveying information verbally in a way that is easily understood by the listener. English speaking skills are not only useful for academic purposes but can also be useful in the world of work. Speaking is more than just expressing something orally.

To have effective speaking skills, students must first learn some components of speaking. As mentioned by Brown (2001: 168), these elements include pronunciation, fluency, vocabulary, and correctness. Therefore, students need to improve their speaking skills. As indicated by Handini, et al. (2021), every student experiences speaking difficulties differently. These difficulties might be caused by inhibition, a lack of words to say, a lack of vocabulary, difficulty producing words correctly, confidence issues, a lack of practice, and being hindered by the mother tongue. As a result, to succeed in learning to speak, students must be aware of the usual issues they encounter.



In acquiring a language skill, especially speaking, students frequently discover certain challenges when studying grammar and vocabulary, as well as a lack of confidence. Teaching speech is arguably the hardest lesson. The students must grasp pronunciation, structure, discourse, and the social environment of cultural competence. Furthermore, speaking is tough, so the effort of both the student and the teacher must be greater. Just listening is not enough for students (Ilyas & Putri, 2020). In order to help students, improve their speaking skills, students can take advantage of technological developments by using learning resources from social media such as YouTube.

YouTube is a website where people can upload, watch and share videos online. YouTube has a wide range of information, including people chatting about their interests, news, education, life techniques for manufacturing things, and more. YouTube plays a crucial part in language instruction as it provides access to content for students from all over the world, regardless of language. In other words, YouTube is seen as an online resource that can be used in the course of language learning activities to develop students' speaking abilities (Yuli & Margana, 2019). Vera and Gaya (2020) claim that YouTube can help students become more accurate, fluent, and comprehensible.

In YouTube media, many channels contain a variety of learning content. students can access content for free and unlimited time. From the various YouTube channels, we chose the "English Singing" channel to be used as a research reference. Students can watch the "English Singing" channel because it has a lot of interesting content using moving animations and also songs that can remembered more to improve speaking Skills.

Ilyas and Putri (2020), made use of the YouTube channel an Alternative Social Media to Enhance EFL Students' Speaking Skills. The study's conclusions showed that students were more interested in their academics and concerned about interacting with their peers in classes where the YouTube channel was employed as a teaching tool. They don't doubt their ability and speak with more confidence. Furthermore, there is a lively exchange of ideas between teachers and students.

On the authority of Euis (2020), research findings support the notion that students prefer visual learning methods. They are more receptive to content offered on YouTube because their senses are trained to focus on videos. Students may speak with greater confidence and emotion when they use YouTube, which makes it an extremely powerful tool. Additionally, since students can observe how native speakers of other languages speak English, they don't have to worry about the expressions they use when conversing.

In the meantime, research on students' opinions of YouTube as a learning tool has been done (Kurniawan, 2018). Through the use of a questionnaire, the study's findings revealed that students have YouTube accounts, which they often use daily for a variety of purposes, including watching movies and listening to music. A lot of students believe that watching videos on YouTube will improve and organize their speaking.

Based on problems and gaps from previous researchers, by overcoming the challenges students face in learning to speak English and exploring the effectiveness of using YouTube as a learning tool, this study aims to find out:



1. How do students perceive the effectiveness of the YouTube channel "English Singing" in improving their English speaking skills?
2. What are the more prominent abilities that students feel after watching English learning via the YouTube channel "English Singing"?

## METHOD

This study was carried out with a qualitative design. The subjects of this qualitative research study are fourth-semester English majors at state and private universities; the topic was chosen because the subjects had already mastered speaking during the fourth semester and were familiar with using the YouTube application to access videos, which would have allowed the researchers to draw relevant conclusions about the potential of YouTube channels to enhance speaking abilities. Thirty people participated in this study. Google Forms was utilized by researchers to administer questionnaires to respondents and gather data. The survey has closed-ended questions.

The questionnaire was adapted from Saraswati (2021) research on "Students' Perceptions of the Role of YouTube Videos in Improving Their Speaking Skills". The purpose of this questionnaire is to learn more about the opinions and understanding of students about using YouTube channels to hone their speaking abilities. There are 14 items total in this two-part questionnaire. Six assertions in the first section address the use of YouTube for language acquisition, while eight statements in the second section address the function of YouTube channels in the improvement of speaking abilities. There are four scale options as questions: strongly agree, agree, disagree, and strongly disagree. To make it easier for respondents to select and answer questions, researchers will arrange these questions in multiple-choice format. The researcher will send out the questionnaire to responders online after giving a summary of the study's goals. Once the information is gathered, researchers will use a Google Form to evaluate it and present the results in percentages. The information will then be transformed into descriptive information.

## RESULT AND DISCUSSION

### Result

The results of the research and discussion will be presented in this section. Data was collected through the questionnaire. There are two aspects of students' perceptions of improving their English speaking skills through the English Singing YouTube channel: the use of YouTube in language learning and the role of the YouTube channel in the development of speech skills. The results of the research are presented in the form of tables, and then the findings will be discussed and linked to the literature and previous research that investigates topics similar to this research.

### *YouTube Language Learning*

**Table 1.** Learner's Perceptions Concerning YouTube in Language Learning

Items	Statement	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1.	YouTube is a beneficial tool for language learning	0 0.0%	0 0.0%	11 36.7%	19 53.3%
2.	YouTube makes the learning process faster	1 3.3%	4 13.3%	17 56.7%	8 26.7%



3.	YouTube learning activities are very interesting and motivating	0 0.0%	0 0.0%	18 60%	12 40%
4.	YouTube channel allow you to use the appropriate vocabulary and correct grammatical forms	0 0.0%	0 0.0%	24 80%	6 20%
5.	You feel more comfortable in using YouTube to learn English	0 0.0%	2 6.7%	18 60%	10 33.3%
6.	You enjoy choosing materials on YouTube channel in learning English	0 0.0%	0 0.0%	19 63.3%	11 36.7%

Based on the First Statement, YouTube is a beneficial tool for language learning. 63.3% of students strongly agreed with the statement, 36.7% of students agreed, and 0% of students disagreed with or strongly disagreed with the statement. In other words, students believe that YouTube is a helpful resource for learning languages. In the second statement, to find out whether students learn better using YouTube videos, a total of 26.7% of students strongly agreed, and 56.7% agreed that the YouTube app helped students learn faster and better. However, 13.3% of students said they disagreed, and 3.3% strongly disagreed with the statement.

The third statement aims to determine whether the learning activities on YouTube are very interesting and motivating for students. 40% of students strongly agreed with the statement, 60% agreed, and 0% of students disagreed or strongly disagreed with the statement. The fourth statement explained that the use of YouTube allows students to use the right vocabulary and accurate grammatical forms; 20% of students answered strongly agreed, 80% of students answered agreed and 0% of students answered disagreed and strongly disagreed with the statement. This indicates that students agree that YouTube allows students to use proper vocabulary and accurate grammatical forms.

The fifth statement aims to find out whether YouTube makes students feel more comfortable learning English. A total of 33.3% of students strongly agreed, and 60% of students agreed with the statement. Then, only 6.7% of students disagreed, and no one strongly disagreed with the statement. This indicates that students do feel more comfortable learning English using YouTube. Next, In the sixth statement, it is mentioned that students enjoy choosing English learning materials on YouTube. 36.7% of students strongly agreed, and 63.3% of students agreed with the statement. A total of 0% of students disagreed or strongly disagreed.

### *YouTube in Speaking Skill Development*

**Table 2.** Learners' Perception Concerning YouTube in their Speaking Skill Development

Items	Statement	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
7.	YouTube channel allow you to organize while speaking	0 0.0%	2 6.7%	20 66.7%	8 26.7%
8.	YouTube channel increase the number of new words you learn	0 0.0%	1 3.3%	21 70%	8 26.7%



9.	Your pronunciation improved when you learn via YouTube Channel	0 0.0%	0 0.0%	20 66.7%	10 33.7%
10.	YouTube Channel help you guess the meaning of unfamiliar words	0 0.0%	0 0.0%	20 66.7%	10 33.7%
11.	YouTube channel help you speak fluently	0 0.0%	3 10%	22 73.3%	5 16.7%
12.	YouTube channel help you segment the stream of speech into recognizable units	0 0.0%	2 6.7%	25 83.3%	3 10%
13.	YouTube channel prevent you from going astray while speaking	0 0.0%	2 6.7%	23 76.3%	3 10%
14.	You better understand the material when you watch a YouTube channel about it	4 13.3%	3 10%	16 53.3%	7 23.3%

In the seventh statement, it contains students' responses about the YouTube channel, which makes them organized while speaking. Based on the results of this data, 26.7% of students chose to strongly agree, and 66.7% agreed. Meanwhile, only 6.7% disagreed and none strongly disagreed. Next, in the eighth statement, it shows students' responses to the usefulness of the YouTube channel in increasing their English vocabulary. Based on the data presented, 26.7% of students strongly agreed, and 70% agreed. Meanwhile, only 3.3% of students disagreed, and no students strongly disagreed.

In the ninth statement, students felt that their pronunciation improved when learning through YouTube channels. The number of students who chose strongly agree was 33.7%, 66.7% answered agree, and no students answered disagree or strongly disagree on the statement. This means that students experience improved pronunciation when they learn through YouTube. Then, in the tenth statement, the students felt the YouTube channel helped them guess the meaning of unfamiliar words. Students who responded agreed very much (30%), 70% agreed, and no students who answered disagreed or strongly disagreed.

In the eleventh statement, it shows students' responses to the usefulness of YouTube channels to help them speak English fluently. Based on the data obtained, 16.7% of students who answered strongly agreed and 73.3% who answered agreed. Meanwhile, 10% of students disagreed, and none strongly disagreed. In the twelfth statement, showing students' responses to the YouTube channel can help them segment the flow of conversation into recognizable units. Based on the data obtained, 10% of students strongly agreed, and 83.3% agreed. Meanwhile, only 6.7% of students disagreed, and none of the students strongly disagreed.

In the thirteenth statement, it is aimed at knowing whether YouTube channels prevent the students from going astray while speaking. 16.7% of respondents strongly agreed, 76.7% agreed, 6.7% disagreed, and no students strongly disagreed. Last, in the fourteenth statement, the students felt that they understood the material better when they watched it through the YouTube channel. Students who answered strongly agreed: 23.3%, 53.3% agreed, 10% disagreed, and 13.3% strongly disagreed. The last result meant that students felt that they understood the material better when they watched it through a YouTube channel.



### ***Discussion***

The discussion focuses on interpreting the results and linking them with previous research and relevant theories. The findings indicate that YouTube, particularly the English Singing channel, is an effective tool for enhancing students' English-speaking skills.

The first observation from the data is the overwhelmingly positive perception of YouTube as a learning medium. Most students strongly agreed that YouTube is beneficial tool for language learning. This is in line with Yuli and Margana (2019) who state that YouTube is beneficial for language learning due to its accessibility and global reach. Students gain from a diverse set of information that addresses many areas of language. To put it another way, YouTube is regarded as an effective internet tool for teaching students how to speak. In terms of learning speed and effectiveness, the students agreed that it is better to learn using YouTube videos as it speeds up their understanding of English. This is because a student's interest in practice will be piqued by watching an engaging video and paying attention to the speaker's pronunciation, which will impact their comprehension of speaking. This finding is supported by Euis (2020), Students prefer a visual learning approach. Since their senses are trained to focus on videos, students are more receptive to the content offered on YouTube. YouTube had become a very effective tool, so students could speak more confidently and emotionally when they use YouTube, which makes it a very powerful tool.

Motivation and enjoyment also emerged as important aspects in the discussion. The students agreed that YouTube makes learning more interesting and motivating. YouTube has a wide variety of information, including people chatting about their interests, news, education, life techniques in making things, accents in learning English, and more. YouTube, a profitable visual audio learning platform, has made learning more enjoyable for students. Technology and visual audio media help students in learning, and teachers should help students understand and use technology well (Kembuan & Irwansyah, 2019).

Next, Grammar and vocabulary are also important things in composing English words. The students admit that YouTube assists them in using proper grammar and vocabulary in terms of language accuracy. This result is in line with Riswandi's (2016) research, which emphasizes how children can learn proper grammar and increase their vocabulary through frequent exposure to audiovisual information. Students can use these abilities in everyday conversation with regular practice. Next, comfort and confidence in one's ability to learn are also critical components. When using YouTube instead of typical classroom settings, students feel more at ease. According to Gracella and Nur (2020), YouTube offers several of advantages and a comfortable learning atmosphere that lets students freely explore topics without outside pressure.

YouTube provides a wide range of content to teach English; students can learn by watching movies from YouTube channels or by selecting content that suits their needs and interests. Students just need to write the keywords for the content they want to watch, and the content will appear on its own. As supported by Binmahboob (2020), students are highly equipped with a variety of amenities and can choose any subject they need. Students find YouTube an accessible learning resource and feel comfortable using it in English teaching. Next, students' perceptions in the aspect of speaking development also gave positive results. Most students felt more organized in speaking after watching YouTube videos. This shows that YouTube can help students gain a better understanding of the topics discussed. As explained by Syafiq et.al.



(2021), video learning that combines audio and visual elements has proven to be effective in helping students find ideas to produce sentences when speaking, practicing pronunciation, and enriching their vocabulary.

In addition, YouTube also proved effective in enriching students' vocabulary and pronunciation. The majority of students reported an increase in vocabulary after watching videos in English, whether through dialog, songs, or stories. This is in line with the findings of Kabooaha and Elyas (2018), who stated that YouTube is an excellent tool to help students understand English vocabulary. Not only vocabulary, students' pronunciation also improved after watching YouTube videos. This finding is in line with Rachmawati and Cahyani's (2020) research, which shows that YouTube videos can help students understand pronunciation, emphasis, and intonation correctly, as well as allow them to imitate native speakers.

In improving students' speaking fluency, most students felt more confident and fluent in speaking after watching YouTube videos. This is supported by the findings of Euis et al. (2020) who stated that watching YouTube videos can improve students' speaking fluency and confidence. YouTube also helps students categorize conversations into more recognizable units, which allows them to understand more complex conversations. This is in line with the findings of Wati (2021), who emphasized that YouTube offers videos with various levels of difficulty, which makes it easier for students to understand English.

In addition, YouTube also helps students guess the meaning of unfamiliar words. By relying on the visual context and body language displayed in the videos, students can more easily understand new vocabulary. This finding is in line with the results of Binmahboob's (2020) study, which showed that YouTube improves comprehension of foreign language vocabulary. Overall, students felt that YouTube helped them understand the material better. The videos presented on YouTube make use of visual elements that allow students to visualize concepts that are difficult to understand with text alone. This contributes to improved recall and understanding of the material. As stated by Al-jarf (2021), the use of visual media in English language learning is very beneficial in improving students' speaking skills.

Based on the findings and discussions, students gave a positive perception of YouTube's role in building speech skills. YouTube has tremendous potential as an effective learning medium because of its varied and exciting channels that offer a wide range of learning content. In this way, students can improve their speech skills by improving their vocabulary, grammar, and intonation. In addition, YouTube provides interesting, interactive, and easy-to-understand content that can help students learn in a fun and motivating way.

## CONCLUSION

Speaking skills are essential for language learning, but many students have difficulty speaking English. To solve this problem, the study tested the YouTube channel entitled "English Singing" as an effective learning tool. The study aims to provide insight into how technology, especially YouTube, can help students overcome language learning difficulties. Based on the questionnaire filling, the results showed that students had a positive perception of the use of found that the videos on the channel were interesting, easy to understand, and helped them learn English vocabulary, grammar, and intonation. They're also more comfortable and more motivated to study. This study's limitation is that it only included data from questionnaires and



had a small sample size, making it unable to assess the students' oral communication skills in person. It is hoped that further researchers to be able to perfect this research by considering the use of more diverse methods, such as observations, interviews, experiments and expanding coverage to take larger samples and consider variations in video content used for learning.

## ACKNOWLEDGEMENT

We would like to convey our heartfelt gratitude to our lecturer, Susilawati M.Pd. Throughout our research project, she provided excellent guidance, support, and insightful feedback. Her knowledge and patience were invaluable in designing our project. We are particularly appreciative to the participants in this study, who willingly shared their experiences with "English Singing" proved to be crucial in understanding students' perceptions. Finally, we would like to express our gratitude to our family and friends for their unfailing support and encouragement throughout the research process.

## REFERENCES

- Al-Jarf R. (2019). YouTube Videos as A Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments. *Journal of English Language Teaching and Applied Linguistics*, vol. 4, no. 2, 2022, pp. 44-52, doi: <http://doi.org/10.32996/jeltal.2022.4.2.4>
- Binmahboob, T. (2020). YouTube as a learning tool to improve students' speaking skills as perceived by EFL teachers in Secondary School. *International Journal of Applied Linguistics & English Literature*, 9(6), 13–22. doi: <http://dx.doi.org/10.7575/aiac.ijalel.v.9n.6p.13>
- Brown, H. D. (2000). *Principles of language learning and teaching*. Longman.
- Dila sagita (2021). The Effect of Using YouTube as a media in English Language Context Article. *Prosiding Pekan Ilmiah Mahasiswa Unis*. <https://ejournal.unis.ac.id/index.php/PKIM/article/view/1984>
- Dila, V., & Tridinanti, G. (2019). Improving speaking skill by using YouTube. *Didascein: Journal of English Education*, 2(2), 145-158. <https://www.univ-tridinanti.ac.id/ejournal/index.php/didasceinenglish/article/view/826>
- Gracella, J., & Rahman Nur, D. (2020). Students' Perception of English Learning through YouTube Application. *Borneo Educational Journal* (Borju), 2(1), 20–35. doi: <https://doi.org/10.24903/bej.v2i1.623>
- Handini, B. S., Prasetyaningrum, A., Jaelani, S. R., & Anima, M. F. F. A. (2021). An analysis on students' difficulties in speaking. *Humanitatis : Journal of Language and Literature*, 7(2). doi: <https://doi.org/10.30812/humanitatis.v7i2.1248>
- Hera, W. (2021). YouTube in Dictogloss Technique for English Language Teaching (ELT) class. *Enrich: Jurnal Pendidikan, Bahasa, Sastra dan Linguistik*, 2(2), 51-57. doi: <https://doi.org/10.36546/pbi.v4i2.563>
- Ilyas, M., & Putri, M. E. (2020). YouTube Channel: An alternative social media to enhance EFL students' speaking skill. *J-SHMIC: Journal of English for Academic*, 7(1), 41-48. doi: <https://doi.org/10.25299/jshmic.2020>
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72–81. doi: <https://doi.org/10.5539/elt.v11n2p72>
- Kembuan, E. M., & Irwansyah, I. (2019). The Role Of Technology And Audio-Visual Media In Learning Development At Anak Bangsa Elementary School, Manado. *Polyglot: Jurnal Ilmiah*, 15(1), 73. doi: <https://doi.org/10.19166/pji.v15i1.1311>



- Kurniawan, I. (2018). Student's perception on the use of YouTube as a learning media to improve their speaking skill. *International Seminar and Annual Meeting BKS-PTN Wilayah Barat*, 1(1), 324–329. <https://conference.unsri.ac.id/index.php/semirata/article/view/1130>
- Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N. (2020). Increasing English speaking skills using YouTube. *Polyglot: Jurnal Ilmiah*, 16(1), 1–13. doi: <https://ojs.uph.edu/index.php/PJI/article/view/1954>
- Purwanti, N. K. R., et al. (2022). YouTube videos for improving speaking skills: The benefits and challenges according to recent research in EFL context. *Jurnal Pendidikan Teknologi dan Kejuruan*, 19(1). doi: <https://doi.org/10.23887/jptk-undiksha.v19i1.41108>
- Rachmawati, R., & Cahyani, F. (2020). The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills. *Alsuna: Journal of Arabic and English Language*, 3(2). doi: <https://doi.org/10.31538/alsuna.v3i2.916>
- Rahayu, E. M., & Mabruroh, M. (2023). The improving student's speaking achievement by using YouTube media on new normal era. *Borneo Educational Journal (Borju)*, 5(2), 181–191. doi: <https://doi.org/10.24903/bej.v5i2.1305>
- Riswandi, D. (2016). Use of YouTube-based videos to improve students' speaking skill. *Proceeding of the International Conference on Teacher Training and Education*, 2(1), 298–306. doi: <https://jurnal.uns.ac.id/iccte/article/view/8150>
- Saraswati, S., Yaniafari, R. P., & El Khoiri, N. (2021). Students' perception toward the role of YouTube video in improving their speaking skills. *JoLLA: Journal of Language, Literature, and Arts*, 1(12), 1765–1774. doi:<https://doi.org/10.1797/um064v1i122021p1765-1774>
- Sari, Y. N., & Margarana, (2019). YouTube as a learning media to improve the student's speaking ability in the 21st century. *JELTL (Journal of English Language Teaching and Linguistics)*, 4(2), 123-135. <http://surl.li/urfce>
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing speaking skill through YouTube video as English learning material during online learning in pandemic Covid-19. *Elsya: Journal of English Language Studies*, 3(1), 50–55. doi:<https://doi.org/10.31849/elsya.v3i1.6206>
- Tseng, S.-S., & Yeh, H.-C. (2019). The impact of video and written feedback on student preferences of English speaking practice. *Language Learning & Technology*, 23(2), 145–158. doi: <https://doi.org/10125/44687>

