

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Perception

a. Definition of Perception

Perception is the process of identifying an object through the senses, involving the conscious reception of external stimuli. The individual endeavors to comprehend and interpret these stimuli, giving them a discernible and understandable meaning.¹ This cognitive process involves active engagement with sensory input from the external environment, where the individual not only receives stimuli but also attempts to understand them. Awareness and interpretation of these stimuli contribute to the formation of meaningful understanding.

Perception is more than just sensory reception; it includes conscious efforts to understand and attribute significance to the information gathered. According to Kotler as quoted by Destrianti, has stated that perception involves a process wherein individuals select, organize, and interpret input information to construct comprehensive and meaningful images.² Through this engagement, build a holistic and meaningful representation of understanding that contributes to individual understanding of the world around them. In essence, perception involves not only the reception of stimuli but also the conscious and purposeful formation of coherent mental images.

Lastly, based on the definition given above, it can be concluded that perception involves the way a person selects, organizes, and interprets information and experiences to create a meaningful overall impression. Additionally, it should be noted that different individuals may have varying perceptions even when observing the

¹ Zulvy Melviza et al., Students Perception Toward English Club Activities”, Research in

English and Education (READ), Vol. II, No. 2 (June, 2017), 102.

² Eva Destrianti, Syafrizal Sabaruddin, and Gita Mutiara Hati, “The Perception Of The English Club Members Of The English Department Students Association (Edsa) Toward Their Club,” *Journal of English Education and Teaching* 2, no. 3 (February 14, 2019): 1–6, <https://doi.org/10.33369/jeet.2.3.1-6>.

same object or subject. Therefore, perception is inherently tied to the thoughts and emotions of individual humans.

b. Teacher Perception in Learning Process

In the professional world of English Language Teaching, the important influence of the teacher's perception has been emphasized.³ These perceptions shape the way teachers address deficiencies in their teaching environments. Teachers' views regarding effective English subjects hold an important position and play an important role in improving the implementation of teaching practices. Teaching is a process carried out by creating a comfortable environment for students, which aims to encourage the desired knowledge transformation.

The learning process is carried out to achieve certain goals. According to Yunita, anticipate beneficial influences on students to achieve intended goals. In this case, educators guide students towards practical achievements in the context of formal education, fostering self-awareness to direct them towards better learning experiences.⁴ This approach not only improves the implementation of teaching practices but also contributes to a more comprehensive and meaningful educational experience for students in the field of English Language Teaching.

Additionally, It is very important for teachers to know about learning concepts. Understanding this concept will help teachers to know techniques and strategies that can be used to help students in the learning process. On the other hand, teachers also need to know students' learning styles because it helps teachers adapt different methods to respond to the various styles of students in the classroom.

c. Students Perception in Learning Process

Students' perceptions can be defined as their ability to articulate and differentiate their perspectives from the

³Mellasari Sulasmianti et al., "Teacher And Students' Perception In Online Teaching And Learning English During Corona Pandemic," n.d.

⁴Wisma Yunita and Ira Maisarah, "Students' Perception on Learning Language at the Graduate Program of English Education Amids the COVID 19 Pandemic," *Linguists : Journal Of Linguistics and Language Teaching* 6, no. 2 (December 5, 2020): 107, <https://doi.org/10.29300/ling.v6i2.3718>.

evidence presented in class.⁵ This includes students' opinions regarding the learning material, their attitudes, and the teaching effectiveness demonstrated by the teacher during class. Students' ability to express their perceptions and understand the relevance of the evidence provided reflects their involvement in the learning process. Their perception of learning materials explains the effectiveness of teaching resources.

Students' perceptions regarding effective English subjects have an important position and play an important role in improving the implementation of learning in the classroom. Moreover, analyzing students' perceptions involves understanding their points of view as they draw conclusions and interpret information, forming their attitudes toward events.⁶ In the context of participation, or student involvement, this relates to a student's active participation in a teaching and learning activity, as evidenced by his or her actions and attitudes in the classroom. Students who are effectively involved in the learning process will be more likely to achieve optimal learning outcomes.

2. Learning Media

Utilizing various forms of learning media is a part of teaching English. Various kinds of teaching aids, such as pictures, videos, slides, projectors, audio cassettes, and charts, etc. Those are all aims to facilitate a clearer understanding of lessons for students and assist teachers in effective lesson delivery.

a. Definition of Learning Media

Teaching media functions as educational methods and content that assist teachers in improving student academic achievement. It is very important for every educator to include teaching media as the main element in teaching and learning efforts, which includes

⁵ Andi Astri Awwaliyah and Nurdin Noni, "Students Perception of Teacher Talk in English Teaching Learning Process (A Survey Research of Fifth Semesters at English Education Study Program during Covid-19 Pandemic)" 1, no. 2 (2022).

⁶ Marwito Wihadi, Vina Agustiana, and Tika Kurniawati, "The Students' Perception Of The Online English Writing Learning Process," *Borneo Educational Journal (Borju)* 5, no. 1 (March 13, 2023): 166–80, <https://doi.org/10.24903/bej.v5i1.1259>.

subject matter and teaching tools.⁷ In a broader scope, learning media involves various teaching materials and strategies used to facilitate the acquisition of knowledge. These can include traditional tools such as textbooks, worksheets, and visual aids to more contemporary digital resources such as e-books, online simulations, and interactive platforms.

The essence of learning media lies in its ability to meet the various needs of learners. Educational resources such as instructional materials, media, models, and methods serve as facilitators in conveying messages or learning materials.⁸ By covering a wide variety of teaching media, educators can create a dynamic and inclusive learning environment that not only provides information but also fosters critical thinking and problem-solving skills. The integration of various forms of learning media ensures a comprehensive educational experience, in line with developments in the world of education, and prepares students to face challenges.

Learning media can be interpreted as a communication tool used in the communication process. The role of learning media is very vital as a means of conveying learning messages. Therefore, utilizing media during the teaching and learning process can make it easier for educators to transfer material to students.⁹ More than that, the use of media in teaching can stimulate students' interest and attention, making it easier to understand learning material. The aim of using learning media in the learning process is not only to improve the learning experience and attract students' attention, but also to optimize the smoothness of the

⁷ Marhamah, Muslem, and Marhaban, "An Investigation on Using Teaching Media in Teaching Speaking Skill."

⁸ Muhammad Amzah M.A.A, "The Students' Perceptions in Using Youtube as Media to Enrich English Speaking Skill," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 2 (January 9, 2023): 2151–56, <https://doi.org/10.24256/ideas.v10i2.3051>.

⁹ Asti Wahyuni and Alvi Raihan Utami, "The Use Of Youtube Video In Encouraging Speaking Skill" 7 (2021).

teaching and learning process, which in turn improves the quality of learning.¹⁰

b. The Strengthens of Learning Media in English Teaching

The integration of learning media in English teaching presents numerous strengths that significantly enhance the educational experience. One notable strengthening is the ability of multimedia tools to engage and capture the attention of students effectively. Visual and interactive elements, such as videos, animations, and interactive software, provide a dynamic and immersive learning environment, making language acquisition more appealing.

According to Wilar, learning media provides many benefits for both students and teachers in the teaching and learning process. This includes:

1. Capture the student's focus on the teacher.
2. Arouse interest in the material presented.
3. Bring an element of fun into the classroom.
4. Facilitates a more straightforward explanation of subject matter.¹¹

In essence, Wilar underlined that the advantages of learning media are not only providing direct experience in the classroom, but also include real-world application, time efficiency, accessibility, and innovative assessment practices. Covering these benefits not only improves the teaching and learning process but also equips students with the skills and knowledge necessary to succeed in diverse contexts.

c. The Advantages of Using Learning Media in the Classroom

Effective use of learning media throughout the learning process will increase supporting capabilities resulting in more efficient achievement of learning goals. learning media offers several advantages:

- a) Increases the attractiveness of the learning process, thereby motivating students.
- b) Clarify learning material so that it is easy to understand, making it easier to master objectives.

¹⁰Hikmah, "Media For Language Teaching and Learning in Digital Era."

¹¹Blessy Monique Wilar, "The Instructional Media to Teach English for Young Learner," n.d.

- c) Enable students to better understand and achieve learning objectives through the use of learning media.¹²

Some of the advantages above show that the use of media in the learning process provides energy and interest, especially for students. This can also help teachers to help students who have learning difficulties. By using these tools wisely, educators can create an enriched learning environment that stimulates curiosity, encourages active participation, and ultimately moves students toward a deeper understanding of subject matter. As education continues to develop, the role of learning media in education becomes increasingly apparent and makes a significant contribution to the effectiveness of the overall learning process.

The effectiveness of the use of learning media will transform the learning environment into a dynamic center of exploration and discovery. Students' curiosity arises for independent learning, encouraging students to dig deeper into the subject matter. Active participation, encouraged by the interactive nature of learning media, fosters a sense of ownership of the learning process. This not only empowers students but also fosters important skills such as critical thinking and problem solving.

3. Youtube Application

YouTube is one of the most popular video sharing platforms among teenagers. The author chooses YouTube as a medium for teaching English by utilizing advances in technological media. In this context, YouTube also provides features for users and helps beginners who want to learn English. In essence, YouTube can be a solution for students to help them, especially by improving their speaking skills through interaction with English videos. It also provides subtitles to facilitate language learning. The videos aim to attract students' attention and motivate them to practice speaking English by watching content on digital video sharing platforms.

¹² Kiki Andriani, Ardiana, and Firman, "Teaching Media In Efl Classrooms: What Are They And Why Select Them?" 2022.

a. Definition of Youtube Application

YouTube is a website that offers a widely accepted video sharing service, allowing users to upload, view and distribute video clips at no cost.¹³ The platform is changing the way people enjoy sharing multimedia content, fostering a global community of creators and viewers. As a dynamic and accessible medium, YouTube has become a cornerstone in the digital landscape, providing individuals, including educators, with a vast video library covering a wide range of topics. The platform's user-friendly interface enables smooth navigation, empowering users to harness its potential for educational purposes.

The YouTube application is widely known and has had a significant influence in the world of education, especially in mastering English speaking skills.¹⁴ Its widespread use attests to its impact on language learning, making it a learning resource for individuals who wish to improve their proficiency in spoken English. As a platform for diverse and accessible content, YouTube plays an important role in facilitating language education, providing a dynamic environment for learners to engage with spoken English materials. Therefore, its influence in the field of education is the relevance of this platform as an effective platform for improving language proficiency.

By taking advantage of the interactive features and various content offerings of the YouTube application. YouTube can help educators find teaching materials, such as videos. This is because YouTube operates as a platform where individuals, including teachers, share videos. Teachers as users have the freedom to choose the most suitable videos to be used as learning media.¹⁵ The flexibility of this platform allows

¹³M.A.A, "The Students' Perceptions in Using Youtube as Media to Enrich English Speaking Skill."

¹⁴Yunita Mariyana, "The Effectiveness Of Using Youtube As Media In Teaching Speaking At Man 4 Kediri," *Jurnal Pendidikan Bahasa Inggris Proficiency* 1, no. 1 (January 7, 2019): 12, <https://doi.org/10.32503/proficiency.v1i1.695>.

¹⁵Arin Arianti, Ms. Nurnaningsih, and Veronika Pratiwi, "A Media For Teaching Speaking Using Youtube Video," in *Proceedings of the International*

learners a variety of language models and scenarios. As a result, students not only improve their speaking skills but also develop the confidence to express themselves fluently in a variety of contexts. The interactive nature of YouTube creates a dynamic and immersive learning experience, making it a valuable platform for educators who teach to develop effective communication skills in their students.

b. The Use of Youtube Videos as English Teaching Media

English language teaching can be done effectively through the use of media.¹⁶ Thus offering an interesting and enjoyable learning experience. Introducing material through various media platforms ensures students are engaged in a variety of activities presented by the teacher. Therefore, teachers need to show creativity in developing and using media that is tailored to students' learning needs. Utilizing media requires educators to depart from conventional teaching methods, cultivating a learning environment that encourages students to explore educational content through media.

Media as a common tool, which has been around for a long time and is easily accessible to language educators, has been used for centuries to help students practice foreign languages effectively.¹⁷ In this digital era, the emergence of online platforms has introduced a new dimension to educational media, with YouTube emerging as a prominent and versatile teaching medium. YouTube, as a widely used video sharing platform, offers educators a variety of resources to improve language teaching. Teachers can utilize the platform to access a wide range of videos, allowing students to engage with authentic language content, including conversations,

Conference on Applied Science and Engineering (ICASE 2018) (International Conference on Applied Science and Engineering (ICASE 2018), Surakarta, Indonesia: Atlantis Press, 2018), <https://doi.org/10.2991/icase-18.2018.19>.

¹⁶Fajar Wirawan, "A Study on The Teaching Media Used by The English Teacher at SMP Muhammadiyah 2 Malang," *Jurnal Ilmiah Profesi Pendidikan* 5, no. 2 (November 28, 2020): 89–95, <https://doi.org/10.29303/jipp.v5i2.115>.

¹⁷Hikmah, "Media For Language Teaching and Learning in Digital Era."

interviews, and educational presentations. By incorporating YouTube into the teaching process, educators not only utilize a rich source of language materials but also provide students with an interactive learning experience.

c. The Impact of Youtube Videos as English Teaching Media

The use of YouTube increases students' enthusiasm to learn English more easily.¹⁸ In this research, it was found that YouTube functions as authentic material for honing English speaking skills. This digital platform offers a dynamic and engaging medium for students to practice and improve their speaking skills, thereby encouraging a more interactive and immersive language learning experience.

In previous research,¹⁹ It was observed that English videos effectively increased students' engagement and enjoyment in class. They expressed that their understanding of learning English through YouTube increased significantly and increased their motivation to speak, because the English-language videos on the platform made the process easy to understand.

Surprisingly, the use of English as a teaching medium increases students' interest during the learning process. Many students previously showed no interest in English lessons because of the perceived difficulty of the subject.²⁰ However, when viewing English videos on

¹⁸ Agus Agung Canis Cahyana, "The Use Of Youtube Video In Teaching English For Foreign Language At Vocational High School," *Jurnal Pendidikan Bahasa Inggris Indonesia* 8, no. 2 (November 26, 2020): 1–11, <https://doi.org/10.23887/jpbi.v8i2.3399>.

¹⁹ Jenny Ika Misela and Mahendra Puji Permana Aji, "Using YouTube Video to Improve Students' Speaking Skill at Eleventh of SMA Wahidiyah Gumukmas Jember"; Rena Tristiana and Ashari P Swondo, "The Effect Of Youtube Content Making On Students' Speaking Skill," n.d.; M.A.A, "The Students' Perceptions in Using Youtube as Media to Enrich English Speaking Skill."

²⁰ Oktaria Mbeni Haba Kolnel and Juniriang Zendrato, "Penerapan Metode Bermain Peran Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas I Pada Pelajaran Bahasa Indonesia Sekolah Dasar Xyz Gunungsitoli, Nias [Implementation Of The Role Playing Method To Improve Grade 1 Students' Speaking Skills In An Indonesian Language Lesson At Primary School Xyz Gunungsitoli, Nias]," *Polyglot: Jurnal Ilmiah* 15, no. 2 (August 24, 2019): 333, <https://doi.org/10.19166/pji.v15i2.1058>.

platforms such as YouTube, they show new enthusiasm in the classroom. This difficulty in disinterest in English lessons can be overcome when teachers identify and utilize media that attracts students' attention.

4. English Speaking Skills

Speaking is recognized through the articulation of words that come out of our mouths during speech or conversation, functioning as a means of communicating thoughts, expressing ideas, and conveying feelings and thoughts. It represents productive oral skills, which involve the generation of structured verbal expressions to convey meaning.²¹

a. English Speaking Proficiency Levels

Based on this research the overall speaking proficiency of high school students is commonly assessed within the range of B1 to B2. Based on the Common European Framework of Reference for Languages (CEFR), this indicates a moderate to upper-intermediate level of language proficiency. Students achieving a B1-B2 proficiency level are typically able to engage in routine conversations, express opinions on familiar topics, and handle common communication tasks with a reasonable degree of fluency. This level of proficiency suggests a solid foundation in spoken language skills, allowing students to communicate effectively in various everyday situations.²²

b. Speaking Skills for Sustained Monologue

1) Describing Experience

Within the framework of the Common European Framework of Reference for Languages (CEFR), high school students are encouraged to cultivate their speaking skills, particularly in the context of sustained monologue, with proficiency levels ranging from B1 to B2. At the B1-B2 levels, students are expected to demonstrate that the individual described here demonstrates a proficiency

²¹Rifki Irawan, "Exploring the Strengths and Weaknesses of Teaching Speaking by Using LMS-Edmodo," *ELTICS: Journal of English Language Teaching and English Linguistics* 5, no. 1 (January 30, 2020), <https://doi.org/10.31316/eltics.v5i1.528>.

²² Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), 69

level between B1 and B2 on the Common European Framework of Reference for Languages (CEFR). The main idea revolves around the person's ability to provide clear and detailed descriptions across a broad range of subjects related to their field of interest. At the B1 level, they can express feelings about experiences and offer reasons to support those sentiments. Additionally, the individual can fluently convey straightforward narratives or descriptions, presenting information in a linear sequence of points. As proficiency reaches the B2 level, the person becomes adept at giving detailed accounts of experiences, including feelings and reactions, even in response to unpredictable occurrences like accidents. Their narrative skills extend to describing the plot of a book or film along with personal reactions, as well as articulating dreams, hopes, ambitions, and the narration of both real and imagined events. This level of proficiency reflects a well-rounded ability to communicate effectively and vividly across various topics and scenarios.²³

2) Giving Information

In the realm of high school education in this research, the development of speaking skills in sustained monologue, as per the Common European Framework of Reference for Languages (CEFR) at proficiency levels B1 to B2, places a particular emphasis on the students' ability to give information effectively. At the B2 proficiency level in the Common European Framework of Reference for Languages (CEFR), an individual demonstrates the capability to effectively communicate intricate information and advice within the scope of their occupational role. This proficiency extends to providing reliable and detailed information, including the ability to offer a clear, comprehensive description of procedural steps. In contrast, at the B1 level, the focus is on the individual's capacity to explain the main points of an idea or problem with reasonable precision. Additionally, they exhibit the skill to describe how to perform a task by

²³ Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), 70

providing detailed instructions. While B1 proficiency allows for reporting straightforward factual information on familiar topics, such as indicating the nature of a problem or giving detailed directions, it is highlighted that preparation beforehand is essential for optimal performance at this level.²⁴

c. Speaking Skills for Public Announcements

In the realm of high school education in this research, the development of speaking skills for public announcements adheres to the Common European Framework of Reference for Languages (CEFR) at proficiency levels B1 to B2. At the B2 proficiency level in the Common European Framework of Reference for Languages (CEFR), an individual can effectively deliver announcements on a wide array of general topics with clarity, fluency, and spontaneity. The key emphasis is on ensuring that the delivery does not pose any strain or inconvenience to the listener, highlighting a high level of communicative competence. On the other hand, at the B1 level, the individual is capable of delivering short, rehearsed announcements focused on everyday occurrences within their field. Despite the possibility of foreign stress and intonation, the announcements remain clearly intelligible, showcasing foundational communicative skills.²⁵

5. Implementation of English Videos on Youtube for Speaking Skills

Many educators use YouTube as a learning tool to improve students' speaking skills in class.²⁶ This is because YouTube videos are more engaging, generating greater interest among students compared to using traditional classroom methods or textbooks. The use of this media has proven to be more effective in teaching speaking skills,

²⁴ Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), 71

²⁵ Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), 73

²⁶ Kolnel and Zendrato, "Penerapan Metode Bermain Peran Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas I Pada Pelajaran Bahasa Indonesia Sekolah Dasar Xyz Gunungsitoli, Nias [Implementation Of The Role Playing Method To Improve Grade 1 Students' Speaking Skills In An Indonesian Language Lesson At Primary School Xyz Gunungsitoli, Nias]."

because the video format makes the learning process more interesting and easier to understand. The dynamic video style prevents boredom, thereby increasing enjoyment among students as they learn about improving speaking skills such as pronunciation, intonation, fluency and grammar through the use of YouTube.

In certain YouTube videos, students have the opportunity to improve their speaking skills by interacting with captivating English content. By utilizing YouTube videos, students can understand content more quickly compared to traditional textbook learning methods. This is due to the nature of learning media on YouTube which is usually designed to be interesting so that students don't get bored.²⁷ This approach is aimed at increasing students' interest and motivation, encouraging researchers to choose YouTube videos as an alternative means to help students improve their speaking skills.

These videos serve as a platform to practice new vocabulary and improve spoken English fluency. Implementing English Videos on Youtube in Classroom is not simply easy, there are challenges that educators must face. According to Anggraini, The current state of the classroom speaks to highlighting particular challenges. First, students show a lack of attention and struggle with shyness, nervousness, and lack of confidence when responding to teacher questions. They face difficulties in expressing their thoughts fluently, using appropriate vocabulary, and maintaining correct grammatical forms. Often, students can only say a few words in English before struggling and reverting to their native language. Second, the classroom environment is considered boring. Teachers' reliance on textbooks contributes to monotony, causing students to become disinterested in conventional teaching approaches. The teaching style applied is less innovative, ignores the use of dynamic teaching and learning media and has the potential to inspire students to be more active in the learning process.²⁸

²⁷Shynta Amalia and Juliana Mesalina, "The Effectiveness of YouTube Videoa on Students' Speaking Achievement of The Elevent Grade of SMAN 1 Sarolangun," n.d.

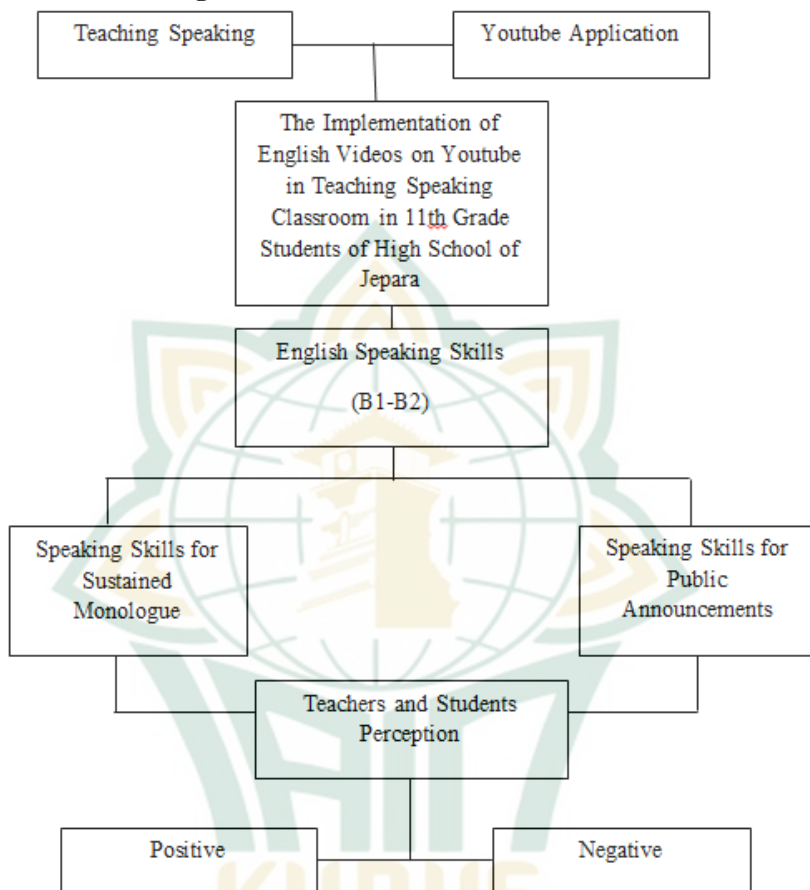
²⁸ Anggraini Anggraini, "Improving Student's Speaking Skill Using Youtube Video as Media: An Action Research," *Scope : Journal of English*

In addition, teachers break away from monotonous traditional teaching methods. such as reliance on textbooks, is essential. Teachers should strive to adopt innovative approaches and utilize dynamic teaching and learning media. This shift can reignite student interest and motivation, making the learning process more interesting and enjoyable. Therefore, researchers chose YouTube videos as an alternative method to help students in their English speaking classes. This research focused on uncovering the effectiveness and benefits of this approach and showing how teachers can effectively integrate YouTube into their teaching strategies.



B. Theoretical Framework

Figure 2. 1 Theoretical Framework



In English as a Foreign Language (EFL) classes, there is interaction between the teacher and students who do not speak English as their mother tongue. Sometimes, students face challenges in speaking English when teachers use English for their explanations. To overcome this, teachers implement educational strategies that involve the use of media, with the YouTube application as the chosen platform. In this case, the teacher integrates learning using media with a YouTube application into the speaking class. After the learning session, students expressed their perceptions regarding the use of YouTube applications in speaking classes by their English teachers in the context of EFL classes.

C. Review of Previous Study

The researcher would like to provide some previous research related to the topic:

1. The research in 2017 by Seher Balbay and Selcan Kilis with the title, *“Students’ Perceptions of the use of a YouTube channel specifically designed for an Academic Speaking Skills Course”*.

This research took place at the Middle East Technical University in Turkey and centered on the integration of YouTube channels in an Academic Speaking Skills Course. A total of 70 participants were involved, the majority were second year students from various majors, and the majority were male students from the Faculty of Engineering. Using a survey approach, this research gathered insights into students’ experiences and opinions regarding YouTube channels. The results showed that most students found YouTube channels valuable, with 77% of them watching YouTube videos every day outside of class. Additionally, the study highlighted student recommendations for improvement, including a desire to create more professional videos and additional student presentations on the channel. The Academic Speaking Skills course, which aims to equip students with essential speaking skills, is delivered by approximately 20 instructors each semester. This study presents in-depth demographic information and uses descriptive statistics and deductive content analysis.²⁹

2. The research in 2019 by Fahad Saud Albahlal with the title, *“The Impact of YouTube on Improving Secondary School Students’ Speaking Skills: English Language Teachers’ Perspectives”*

This research concentrates on examining English teachers’ perspectives regarding the use of YouTube videos in improving speaking skills. The methodology involves administering questionnaires to collect data from teachers, which is then analyzed statistically using measures such as frequency, percentage, arithmetic mean, and standard deviation. The participants consisted of English teachers, and data collection took place over one week. The results show that the majority of teachers are of the view that YouTube videos

²⁹Seher Balbay and Selcan Kilis, “Students’ Perceptions of the Use of a YouTube Channel Specifically Designed for an Academic Speaking Skills Course,” *Eurasian Journal of Applied Linguistics* 3, no. 2 (September 25, 2017): 235–51, <https://doi.org/10.32601/ejal.461003>.

are useful for improving speaking skills, comprehension, and the ability to differentiate individual sounds. Furthermore, this study found that YouTube videos helped students make inferences, break down speech segments, and infer the meaning of unfamiliar words.³⁰

3. The research in 2019 by Luluh Abdullah Alkathiri with the title, *“Students’ Perspectives Towards Using Youtube in Improving EFL Learners’ Motivation to Speak”*

This research seeks to explore the effects of integrating YouTube into language learning, specifically focusing on EFL students' motivation and speaking skills. This research involved 30 EFL students from the Faculty of Science and Humanities at Prince Sattam Bin Abdulaziz University, whose average age was 20 years. By using a scale questionnaire, this research collected data about students' attitudes towards using YouTube to increase their motivation to speak. This questionnaire features a section investigating students' perceptions of the role of YouTube in language learning. The results show the positive impact of YouTube use on students' motivation and speaking skills, resulting in improved linguistic outcomes and increased engagement. This study acknowledges limitations regarding the representativeness of the sample, considering that the sample was taken from one classroom. Overall, this research provides valuable insight into the potential benefits of integrating YouTube into language learning at the university level.³¹

4. The research in 2022 by Ni Komang Ratna Purwanti, Ni Komang Arie Suwastini, Ni Luh Putu Sri Adnyani, Ummi Kultsum with the title, *“Youtube Videos For Improving Speaking Skills: The Benefits And Challenges According To Recent Research In Efl Context”*

This research critically analyzed the benefits and challenges of using YouTube videos to enhance students' speaking skills in EFL classrooms. The methodology involved a qualitative approach, synthesizing arguments from relevant articles to address the research questions. The participants were

³⁰ Fahad Saud Albahlal, “The Impact of YouTube on Improving Secondary School Students’ Speaking Skills: English Language Teachers’ Perspectives,” 2019.

³¹ Luluh Abdullah Alkathiri, “Students’ Perspectives towards Using Youtube in Improving EFL Learners’ Motivation to Speak,” *Journal of Education and Culture Studies* 3, no. 1 (February 1, 2019): 12, <https://doi.org/10.22158/jecs.v3n1p12>.

the authors of the reviewed articles, and the settings encompassed various EFL classrooms and educational contexts discussed in the literature. The findings highlighted the benefits of YouTube videos in improving comprehension and language learning, including increased student interest, context-based vocabulary acquisition, and enhanced listening skills. However, challenges such as difficulty in comprehending materials and the need for teacher-student interaction and support were also identified.³²

5. The research in 2016 by Wael Abdulrahman Almurashi with the title, *“The Effective Use Of Youtube Videos For Teaching English Language In Classrooms As Supplementary Material At Taibah University In Alula”*

This study aims to assess the effectiveness of using YouTube videos as an additional resource in English classes. This research involved 53 students from Taibah University, divided into two groups, and used a combination of qualitative and quantitative methodology. Qualitatively, participants were interviewed, and quantitatively an online survey was conducted. Students were tasked with watching short YouTube videos and providing feedback on their experiences and perspectives. The results showed a significant change in participants' opinions after watching it, and many expressed the belief that YouTube videos could improve their performance and simplify English lessons. Furthermore, this research highlights that technology, including YouTube, is considered beneficial in improving students' understanding of lessons, and shows positive attitudes towards the integration of technology into the classroom.³³

6. The research in 2018 by Azurawati Zaidi, Farahidatul Akmar Awaludin, Rafidah Abd Karim, Nurul Farhani Che Ghani, Muhd Syahir Abdul Rani and Nooraileen Ibrahim with the title, *“University Students’ Perceptions of YouTube Usage in (ESL) Classrooms”*

³²Ni Komang Ratna Purwanti, Ni Komang Arie Suwastini, And Ummi Kultsum, “Youtube Videos For Improving Speaking Skills: The Benefits And Challenges According To Recent Research In Efl Context,” *Jurnal Pendidikan Teknologi Dan Kejuruan* 19, No. 1 (2022).

³³Wael Abdulrahman Almurashi, “The Effective Use Of Youtube Videos For Teaching English Language In Classrooms As Supplementary Material At Taibah University In Alula,” 2016.

This research aims to explore undergraduate students' perspectives and tendencies regarding the use of YouTube as a learning tool for learning English. The research participants were 159 diploma students from the Accounting Faculty of Universiti Teknologi MARA Perak with a response rate of 93.5%. The majority of participants were female (71%) and aged 18-20 years (84.9%). Using a questionnaire-based survey with questions, this study collected data about students' perspectives and interests in using YouTube for English language learning. The results showed that most students considered themselves to have an intermediate level of English proficiency and expressed a high interest in utilizing YouTube to learn English. However, this study acknowledges limitations, such as the relatively small sample size and the fact that all participants came from the same faculty, potentially limiting the generalizability of the findings. This research recommends future investigations with larger and more diverse sample sizes, including a variety of faculty, to dig deeper into the impact of YouTube on student proficiency and engagement in educational settings.³⁴

Table 2. 1 Similarity and Differences of Previous Study

No .	Researchers	Journal Title	Similarity	Differences
1	Seher Balbay and Selcan Kilis (2017)	Students' Perceptions of the use of a YouTube channel specifically designed for an Academic Speaking Skills Course ³⁵	This research has similarities with other studies in terms of research problems and the use of general questionnaires for data	The difference lies in the focus of study, which was specifically designed for the Academic Presentation Skills

³⁴ Azurawati Zaidi et al., "University Students' Perceptions of YouTube Usage in (ESL) Classrooms," *International Journal of Academic Research in Business and Social Sciences* 8, no. 1 (February 21, 2018): Pages 541-553, <https://doi.org/10.6007/IJARBS/v8-i1/3826>.

³⁵ Balbay and Kilis, "Students' Perceptions of the Use of a YouTube Channel Specifically Designed for an Academic Speaking Skills Course."

			collection.	course, which involved evaluating YouTube videos across departments in the Middle East. Instead, this research focuses on explaining the perceptions of teachers and students in Indonesian schools regarding the use of YouTube for learning English in speaking classes.
2	Fahad Saud Albahlal (2019)	The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives ³⁶	The use of the YouTube application on students' English language skills.	My research focuses on examining how EFL students perceive the use of English language YouTube videos in

³⁶Albahlal, "The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives."

				<p>their English speaking classes. On the other hand, this research aims to look at English teachers' perspectives regarding the use of YouTube to develop speaking skills. This study also investigated their attitudes towards the use of YouTube and explored the most effective approaches to incorporating YouTube into language teaching.</p>
3	<p>Luluh Abdullah Alkathiri (2019)</p>	<p>Students' Perspectives Towards Using Youtube in Improving EFL Learners'</p>	<p>This research has similarities in exploring learning experiences</p>	<p>The difference in this research is the use of YouTube in increasing</p>

		Motivation to Speak ³⁷	through the use of YouTube as an educational medium.	EFL learners' speaking motivation. Meanwhile, in my research, the focus was on the use of YouTube as a medium for teaching speaking classes.
4	Ni Komang Ratna Purwanti, Ni Komang Arie Suwastini, Ni Luh Putu Sri Adnyani, Ummi Kultsum (2022)	Youtube Videos For Improving Speaking Skills: The Benefits And Challenges According To Recent Research In Efl Context ³⁸	The similarity with this research is examining students' perceptions about challenges the use of YouTube in learning English.	My research revolves around investigating how EFL students perceive the utilization of YouTube in their English speaking classes. Instead, the focus of this research is to measure students' interests and perceptions regarding the integration of YouTube in the

³⁷ Alkathiri, "Students' Perspectives towards Using Youtube in Improving EFL Learners' Motivation to Speak."

³⁸ Purwanti, Suwastini, and Kultsum, "YOUTUBE VIDEOS FOR IMPROVING SPEAKING SKILLS: THE BENEFITS AND CHALLENGES ACCORDING TO RECENT RESEARCH IN EFL CONTEXT."

				English language learning process.
5	Wael Abdulrahman Almurashi (2016)	The Effective Use Of Youtube Videos For Teaching English Language In Classrooms As Supplementary Material At Taibah University In Alula ³⁹	The similarities are using YouTube for English language teaching materials and using YouTube videos as teaching media.	My study focuses on exploring EFL teachers' and students' perspectives regarding the use of YouTube in English speaking learning classes. In contrast, other research centers on the use of YouTube as a teaching material tool.
6	Azurawati Zaidi, Farahidatul Akmar Awaludin, Rafidah Abd Karim, Nurul Farhani Che Ghani, Muhd	University Students' Perceptions of YouTube Usage in (ESL) Classrooms ⁴⁰	The similarity with this research is examining students' perceptions about the use of YouTube in learning	This research is different in its emphasis on the teaching and learning process involving YouTube-

³⁹ Almurashi, "The Effective Use Of Youtube Videos For Teaching English Language In Classrooms As Supplementary Material At Taibah University In Alula."

⁴⁰ Zaidi et al., "University Students' Perceptions of YouTube Usage in (ESL) Classrooms."

	Syahir Abdul Rani and Nooraileen Ibrahim (2018)		English.	based videos to improve students' speaking skills in a junior high school environment. Otherwise, in my research using the perceptions of teachers and students in the high school environment.
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