



Investigating the English-Speaking Learning Using Youtube Channel: A Study at a Private High School

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ABSTRACT

This study aimed to investigate how students learn English speaking through YouTube. This study used a qualitative case study design. The participants consisted of 8 students of a private high school in Indonesia. The findings showed that YouTube provided authentic language input that supported motivation, vast pronunciation acquisition, flexible self-paced learning with repetition, and exposure to diverse dialects. This study provides a novel contribution by examining students' English speaking learning process through YouTube. However, there is a lack of measuring the students' speaking achievement. Hence, longitudinal, comparative and the effectiveness of the use of YouTube for students' speaking or across other English proficiency skills through YouTube are recommended to examine.

INTRODUCTION

Teaching speaking in the context of English as a foreign language (EFL) particularly in high school is a demanding task. Students are often confronted with various challenges including limited vocabulary, incorrect pronunciation, poor grammar mastery, low confidence, and lack of motivation. In addition, the teaching approach applied in many classrooms remains conventional, such as lecture-based instruction and repetitive drills, which may not stimulate students' interest or enhance their speaking abilities. As noted by Adem & Berkessa (2022), fostering communicative competence in speaking requires both linguistic knowledge and motivational support. Therefore, it is essential for teachers to design creative, interactive, and student-centered speaking activities that reflect real-life communication and accommodate learners' preferences. In response to these pedagogical challenges, technology enhanced language learning has emerged as a promising alternative. One such technology is YouTube, a widely used video-sharing platform that provides access to authentic English content in audiovisual formats. YouTube is not only accessible and engaging, but it also offers a wide range of educational videos that can support language learning inside and outside the classroom. Arsyad (2011) emphasized the significance of using media in learning, particularly for complex skills like speaking. YouTube videos in particular help learners improve their pronunciation, vocabulary, listening comprehension, and speaking fluency in a more interactive and enjoyable manner.

Several studies have demonstrated the digital media like YouTube toward students' English performance. For instance, Meinawati et al., (2020) reported that YouTube helped learners to express themselves more confidently. Similarly, Watkins & Wilkins (2011) found that exposure to YouTube videos improved students' pronunciation and speaking fluency. More recent studies (Kristiani & Pradnyadewi, 2021; Qomaria & Zaim, 2021; Toleuzhan et al., 2023; Feng & Guo, 2025) have also concluded that YouTube can be an effective, motivating, and accessible medium for developing English speaking skills. Despite the growing body of literature supporting YouTube-based learning, there is still a gap that needs to be explored which relates to students' direct experiences when engaging in speaking activities through YouTube. Based on preliminary observations conducted at a private high school, students were found to struggle with speaking due to lack of vocabulary, incorrect pronunciation and dialect, and general boredom during English classes. Teachers also experienced difficulties in motivating students and in designing speaking activities that are both effective and engaging. In response, several teachers began using YouTube channels as an alternative learning resource to support students' speaking development. Hence, the present study aims to investigate how students learn English speaking through YouTube channels. The findings are expected to provide valuable insights into the role of digital media in speaking instruction and inform teachers on how to better utilize online resources to enhance students' oral proficiency.

LITERATURE REVIEW

Concept of Speaking

Speaking is a productive language skill that involves expressing thoughts, ideas, and information orally in real-time interactions. According to Brown (2004) speaking is a practical and observable ability where communication happens spontaneously without prior planning. It requires the use of both verbal and non-verbal cues to convey meaning clearly. According Zain (2008) speaking is part of a communication system consisting of sounds and symbols used to convey meaning. As such, speaking also plays an important role in language education and daily interaction. Brown (2004) categorizes speaking into five types: imitative, intensive, responsive, interactive, and extensive. These range from simple repetition of sounds (imitative) to structured monologues (extensive), with increasing levels of complexity and communicative intent. YouTube, as a learning medium, can support all five types by providing content that allows students to imitate pronunciation, respond to questions, engage in dialogues, and deliver extended speech. However, students often face challenges in speaking such as anxiety, lack of vocabulary, and fear of making mistakes. It is in line with what Zhang (2022) identifies; he urged that there were three major problems in speaking: low motivation, unwillingness to speak, and lack of Foreign Language Enjoyment (FLE). These psychological barriers hinder students' speaking performance. Hence, to avoid hinders while speaking, creating effective learning environments is essential to foster motivation and reduce anxiety. Effective teaching of speaking requires more than just teaching grammar or vocabulary. Thornbury (2005) suggests that teachers should focus on student-centered activities, maximize speaking opportunities, and motivate learners through relevant and meaningful tasks especially for facilitating the speaking activity in the classroom. One of the ways to drag students' interest is by using the appropriate media.

Digital Media

The development of digital technology has brought significant impacts to education especially in language learning. Digital media, which is a combination of text, images, audio, and video delivered through electronic platforms, creates a multi-sensory and interactive learning experience (Martin & Betrus, 2019; Milyane et al., 2023). Digital devices such as laptops, tablets, and smartphones, as well as digital platforms like YouTube, allow students to access learning materials flexibly and independently anytime and anywhere (Akrim, 2018). This supports the transformation of traditional learning into a more innovative and responsive approach that meets students' needs in the digital era. The concept of the digital classroom is increasingly developing as a new learning approach that integrates technology into the learning process. The digital classroom utilizes social media, multimedia, and mobile devices to create interactive and engaging learning (Haleem et al., 2022). Digital learning itself offers better accessibility, innovative content, and learning experiences tailored to students' needs (Zou et al., 2025).

Even digitalization seems make everything is easy to be used in classroom activities, there must be several principles should be followed by teachers as Ross (2018) proposed that digital resources should: 1) promote achievement for all student; 2) help teachers develop authentic learning opportunities; 3) have changed the meaning of “literacy” to “being literate”; 4) be helpful, help students engage authentically in learning; 5) allow students and teachers to connect and collaborate with other students, teachers and with the content; 6) Provide students to demonstrate mastery of learning goals; 7) Allow teachers and students to monitor progress towards learning goals. Hence, teachers should select the best digital media or resources that are appropriate with their students' needs and classroom environment.

YouTube and Linguamarina YouTube Channel

YouTube has become one of the most popular and effective digital media platforms supporting English language learning. According to Brook (2011), YouTube helps increase students' confidence, provides authentic materials, and enhances active participation in learning. As an easily accessible video-sharing platform, YouTube facilitates the transition of internet technology from a “read-only Web” to a “read-write Web,” where users not only consume but also contribute to learning content. In the context of English language teaching, YouTube videos can ease material comprehension, boost motivation, enrich communication skills, and contribute to improving students' academic performance (Khaliq & Nasution, 2019). A concrete example of YouTube's use in English language learning is the Linguamarina channel managed by Marina Mogilko.

Marina, a YouTuber and entrepreneur from Russia began sharing English learning videos in 2015. Her first video offered tips on answering TOEFL questions and became an authentic and practical learning resource for language learners (Ridanti, 2022). This channel illustrates how YouTube can be an effective learning medium by providing relevant and easily accessible content for learners in various locations. As elaborated by some prior studies, Meinawati et al. (2020) revealed that YouTube was highly effective in increasing students' confidence and expressiveness in speaking, as it allowed them to observe and imitate native speakers. In addition to Qomaria & Zaim (2021) indicated that YouTube enhanced students' speaking abilities and interest in learning English, as it offers flexible access both inside and outside the classroom, not to mention Kristiani & Pradnyadewi (2021) showed that YouTube helped students especially introverted one practice and express their speaking abilities by recording videos and receiving feedback from teachers, peers, and wider audiences. Toleuzhan et al. (2023) and Feng & Guo (2025) found that students had positive attitudes toward using YouTube for learning English speaking skills; it can enhance active participation, pronunciation, vocabulary retention, and emotional engagement in English speaking activities. The relevant research studies mentioned earlier are relevant to this research because they all focus on students learning speaking with YouTube in class. Most of the findings claimed that YouTube as a learning media used by the teacher can improve their English and effective learning media that can motivate students in learning. In contrast to the previous studies, this

research aims to investigate how the process of students learning speaking through YouTube.

METHODOLOGY

This study employed a qualitative research approach to gain an in-depth understanding of students' experiences in learning English through YouTube. As defined by Hubberman (2014) qualitative research explores real-life situations and relationships to understand a particular phenomenon comprehensively. The study adopted a case study design, which focuses on exploring events or activities in depth (Yin, 2016; Creswell, 2013). Case studies allow researchers to examine specific cases within their real-life context (Zainal, 2007), making it suitable for this research focus. This research data was taken from 10th grade senior high school. There were 8 students involved in this study. Interviews and focus group discussion were used to collect the required data. The data were then analyzed using interactive analysis. Interactive analysis is a qualitative data analysis consisting of data condensation, display, and conclusion/image verification (Miles et al, 2014).

RESEARCH RESULT

In this research the theory of 7 digital principles initiated by Ross (2014) was used to explore students' experiences. The following is the description.

You Tube use Appropriately

Based on the finding, the digital resource used by the teacher to facilitate students' learning is YouTube and the channel was Linguamarina channel. The teacher has already used this channel for about one semester. Linguamarina not only provides tips and tricks on how to speak English well, but also teaches new vocabulary and phrases. This channel also shares the correct pronunciation and how to improve speaking skills, and simple tips for memorizing vocabulary using idioms. In addition, Linguamarina presents learning materials in the form of contextual conversations, in this case, a dialogue between a patient and a doctor that are highly relevant to real-life situations. Such content is considered effective in improving students' speaking abilities as it presents thematic vocabulary, functional expressions, and role-playing exercises that learners can emulate. As testified by S7 and S4:

"Linguamarina's YouTube channel is really appropriate to my learning speaking goals, as well as growing my confidence. With the content, I can learn more vocabulary and pronunciation better ways of speaking". (I/S7-LA)

"YouTube is very appropriate for learning my speaking skill. And it affects my speaking achievement. By watching various videos, we can hear how people speak in a more relaxed and natural context. In addition, I feel that using YouTube content such as Lingua marina helps me speak English better. The videos provide useful tips and explanations on how to speak English well". (F/S4-LA)

However, not all students shared the same perspective. While some found that YouTube channel was appropriate for facilitating their speaking skill, other students expressed its inappropriateness as a speaking practice tool. For example, they mentioned issues such as difficulty understanding native speakers. These concerns were reflected in the responses from S3, S5, and S6, who felt that YouTube channel itself was not sufficient or suitable for improving their speaking skills:

"In my opinion the linguamarina channel is not appropriate for learning speaking, I sometimes have difficulty understanding explanations and fast accents. I as a student still need to learn the basics. So, it's better to find a channel that is more appropriate for the beginner level". (I/S3-LA)

"Linguamarina is more appropriate for people who already have middle and upper English skills. I still need guidance from scratch, such as basic words and basic exercises that are more appropriate for beginners". (F/S3-LA)

Based on the results of focus group discussions and interview above, it reveals two different perspectives on the use of YouTube Linguamarina for speaking practice. Some students (S1, S2, S4, S7, S8) considered it appropriate and effective because it provided authentic exposure, vocabulary enrichment, pronunciation practice, and confidence building. On the other hand, other students (S3, S5, S6,) felt it was unsuitable because the fast accent and advanced content did not match their beginner level needs, and they preferred basic vocabulary and structured exercises. These findings are in line with Ismail and Widyastuti (2023) that YouTube can help vocabulary, pronunciation, and learning motivation is better. But its effectiveness depends on the students' proficiency level and the availability of adequate scaffolding.

Teacher Guiding the use of Digital

With regard to guidance, the finding revealed that teachers play an important role in guiding the use of digital resources by helping students select videos that are appropriate for their learning objectives and skill levels. Teachers also provide additional explanations, clarify difficult material, and facilitate discussions so that students can understand the content of the videos. In addition, teachers encourage students to actively practice speaking skills based on the video content, making the learning process more effective and meaningful. As testified by S1, S2, S4:

"My teacher helped my speaking skills by using linguamarina's YouTube videos featuring various speaking techniques. He guided us to watch and analyze the way native speakers communicate, which gave me a clearer understanding of how to speak effectively. This really supported my learning goals". (F/S1-GG)

"Teachers guide students by asking questions that are relevant to the content being studied, then hold discussions to deepen understanding. In addition, the teacher also invites students to practice what they have learned so that their speaking skills are further honed". (I/S4-GG)

On the other hand, three students (S3, S5, and S6) expressed that the teacher's guidance was still insufficient for their needs. They felt that although the teacher provided explanations, they still struggled with complex material from the videos. As a result, they preferred more basic guidance and simpler exercises to match their beginner level. As stated by S3, S5, S6:

"My teacher uses YouTube in class to show examples of how to speak, but honestly, it doesn't help me much. Even though I learn about sentence structure and see people speaking confidently, I still have difficulty speaking in public and the teacher only gives us a little explanation". (I/S3-GG)

"No, the teacher rarely gives directions after watching the video. We are often confused about what to practice because the structure or example sentences from the video are not explained". (F/S6-GG)

Based on the results related to guidance, it can be estimated that teacher guidance played an important role in supporting students' speaking development through the use of YouTube videos. Five students (S1, S2, S4, S7, S8) stated that the teacher consistently guided them by explaining the video content, asking relevant questions, providing suitable video selections, and encouraging active practice. On the other hand, three other students (S3, S5, S6) expressed that the guidance was still insufficient for their needs. They felt the explanations were too limited, making it difficult for them to fully understand and apply the material from the videos, especially for those at beginner level. Hence, even if teacher guidance through digital media can enhance speaking skills, the level of support must be adjusted according to students' proficiency levels. This aligns with Harmer 2007), who emphasizes that teacher guidance and scaffolding are essential in helping learners effectively process authentic materials to achieve better learning outcomes.

Connection to Student Real Life

Connecting learning to real life means students relate what they learn in class to everyday situations. By watching Linguamarina's YouTube videos, students can see how English is used naturally, helping them apply the language in real-world contexts more confidently and effectively. The finding shows that all students (S1-S8) were able to connect the language learned to real-life situations effectively. As it was testified by S2, and S7:

"Using YouTube content greatly helps me in understanding the material in the speaking section. By watching various videos, patients and doctors. This makes it much easier for me to better understand and master the material". (I/S2-CRL)

"Learning using Linguamarina videos helped me understand how to speak in real situations, such as when I was sick. I learned sentences like "I have a sore throat" and the correct pronunciation. This made me more confident when practicing speaking in class". (F7/S5-CRL)

Based on the data, the use of Linguamarina videos on YouTube helps students understand English in real-life contexts, such as common expressions, dialect, and proper sentence structure. Students feel more confident in speaking because the material is relevant and easy to grasp. The use of authentic video content also makes learning more engaging and practical. According to Almurashi 2016 YouTube can be considered as a rich source for learning English and help the language skills of students in an interesting and enjoyable way. This shows that YouTube can be an effective tool to support students' speaking development in a meaningful context.

Acquiring New Knowledge and Skill through Real Environments

In regard to acquiring new knowledge, all students (S1-S8) mentioned that they acquire new knowledge and skills through real environments, it also shows that all students gained valuable insights. They enriched their vocabulary, pronunciation, and became more aware of grammar while engaging in meaningful communication. Beyond language skills, students developed greater motivation, and practical skills essential for effective communication. As stated by S1 and S4:

"The aspects that I feel have iterated after watching Linguamarina YouTube are the addition of new vocabulary and also my pronunciation getting better". (I/S1-ANK)

"Learning YouTube Linguamarina is very helpful in my English skills, especially in addition of new vocabulary, accents, understanding grammar, the use of tenses in everyday conversation and then pronunciation". (F/S4-ANK)

It can be estimated from the data above that the student felt unconsciously gaining a new vocabulary, pronunciation and accent, which directly supports more fluent English speaking. It is in line with Nunan (2003) who mentioned that the use of multimedia resources can effectively enhance vocabulary learning and oral proficiency unconsciously. Integrating real-life resources like Linguamarina on YouTube has proven to be a valuable tool for advancing English speaking skills, particularly in vocabulary acquisition and pronunciation because it was supported by appropriate YouTube channel contents that Linguamarina has.

Getting Literals and Being Literate

Based on the data all students (S1-S8) gained more literacy in speaking. This is reflected in the students' experience of learning through YouTube, where they not only learned new vocabulary and expressions, but also gained a better understanding of grammar, pronunciation, intonation and fluency. As testified to by S3 and S4:

"I feel that it has helped my English-speaking skill, especially in terms of pronunciation and articulation, such as pronouncing words slowly and clearly. This exercise has helped me pronounce words more clearly, especially when speaking quickly". (I/S3-PA)

"After watching YouTube content from Lingua Marina helps me better understand how to speak in English, especially in the correct pronunciation and Intonation". (I/S4-PI)

The data above describe that YouTube content greatly supports the development of learners' English-speaking skills. Participants reported that it helps them expand their vocabulary, pronunciation, and dialect acquisition in addition to acquiring a natural and real intonation and expression. They also gained a clearer understanding of the use of several conversation terms and language functions which they could immediately apply in daily conversations. Overall, YouTube serves as an effective and practical learning tool that enhances fluency and builds confidence in speaking.

Students' Engagement Digital Resource

The use of digital resources such as YouTube content provides convenience and interest in the learning process because the material presented is relevant to everyday life situations. This makes students more active and motivated in participating in learning because they feel that the material obtained is practical and can be applied immediately. Thus, students' engagement in the learning process becomes higher, and their nervousness when speaking in public can be significantly reduced. The research found that four students (S1-S4) felt engaged and active in the classroom, as stated by S2 and S3:

"I became active and engaged with learning YouTube Linguamarina because, through the images and visuals, I can more easily understand the material being taught. This makes the learning process clearer and easier to digest, especially when it comes to understanding difficult concepts." (I/S3-EA)

"I tend to be active in learning from YouTube content because it's easy to understand and relates to real-life situations. The videos offer practical tips, so I feel more engaged and prepared to speak in real-life situations, making me less nervous when talking to people face-to-face." (I/S2-EA)

The data above describe that YouTube content particularly from Linguamarina channel generally encourages learners to be more active, engaged, and confident in developing their English-speaking skills. Many participants found the content easy to understand, relevant to real-life situations, and presented in a practical, visual way that increased their motivation and interest. It is in line with what Fredricks et al (2011) defined that student engagement is a form of student behaviour that feels connected to activities at school and is manifested in behavioural engagement, cognitive engagement and emotional engagement. Trowler (2010) states that student engagement focuses on the interaction between time, effort and other relevant resources made by students and institutions to optimize experiences and improve learning outcomes and development of student performance and institutional reputation.

Promoting Student and Teacher Collaboration

Learning speaking through YouTube promotes strong interpersonal and intrapersonal communication between teachers and students. Because after watching the video from Linguamarina YouTube channel, the teacher often had an extra explanation and discussion with the students. Through discussion the teacher often asked the students to have an activity to practice speaking in a pair or in a group. The teacher also often asks students to have a peer assessment in order to give valuable feedback among students, while students practice the teacher also assesses their speaking performance. Hence, learning using media such as a video channel from YouTube can encourage reflection and self-assessment and provide guided feedback on both interpersonal and intrapersonal communication skills in speaking between students to students and teacher to students depending on how the teacher regulates the classroom. As testified to by S5 and S8:

“Interpersonally, I learn speaking by watching YouTube Linguamarina, then I practice the sentences from the video with my teacher or friends. Meanwhile, intrapersonal, I often watch YouTube by myself, record my voice, and compare my speaking with the videos I watch. This helps me to evaluate and improve my speaking to make it better”. (I/S5-CL1)

“In my Intrapersonal communication I often memorise more new vocabulary, where I record myself and compare it with the video I watch to improve my pronunciation. Meanwhile, in the interpersonal aspect, I discussed and communicated with the teacher, who ensured that I understood the content well. The teacher also provided examples that facilitated my understanding, making the learning process more effective”. (I/S8-CL1)

Students generally showed stronger engagement in both intrapersonal and interpersonal communication. In intrapersonal strategies such as watching videos independently, taking notes, and practicing alone, with limited interaction or discussion with others. While in intrapersonal communication students may require additional support to enhance their interpersonal communication in the learning process. These differences indicate that in interpersonal communication students experienced more comprehensive language development through the combination of self-reflection and collaborative learning, this finding aligns with Maharsi's (2011) assertion that interaction with teachers and peers significantly facilitates second language acquisition by providing essential input and opportunities for meaningful output. Therefore, incorporating both intrapersonal and interpersonal learning strategies is crucial for optimizing speaking skill development.

Providing Student Learning Goals

Student efficiency in completing assessments is an important indicator of how well they have achieved their learning goals. In language learning, especially speaking skills, efficiency depends not only on access to learning resources but also on how actively students engage with and practice the material. There were four students (S1, S2, S3, and S4) who expressed that YouTube is enough to achieve the goal of learning to speak. Stating that the content helped them understand pronunciation and vocabulary more effectively. Digital resources like YouTube offer learners authentic input and examples of natural language use, which can support understanding and practical application.

"When I watch YouTube, like the Linguamarina channel, I can learn more real and everyday ways of speaking. For example, "I don't know so I dunno", "What do you want to do?" so "Whaddaya wanna do?" That's what I get after learning to speak from Linguamarina. So, yes, I think YouTube speaking activities really help me understand the material more deeply, because I can directly see and imitate how English is used in real life".

However, not all students share the same perspective. While some believe YouTube can achieve the goal of learning to speak, others express S5 and S6 doubts about its inadequacy as a speaking practice tool. As stated by S6:

"Learning to speak using YouTube Lingua Marina alone isn't enough because there's little direct practice, so understanding and confidence in speaking are still lacking". (F/S6-NEA)

Based on the description above, YouTube content from the Lingua Marina channel generally helps students understand pronunciation, vocabulary in real-life contexts, supporting their speaking learning goals. Many students feel that the videos make language use clearer and more relatable, increasing their motivation and understanding. However, some students find that simply watching videos without sufficient direct practice limits their ability to develop speaking skills.

Monitoring Progress of Learning Goals

The teacher guides students to understand the video content from YouTube by explaining it using simple and easy-to-understand language. The teacher evaluates students' progress and provides appropriate support to improve their speaking performance effectively. Teachers assess progress by listening to students speak, asking them to explain video content, and giving feedback on pronunciation, vocabulary, and overall language use. This process helps students recognize their strengths and areas for improvement, while also ensuring they truly understand the material as testified by S3 and S2.

"The teacher monitors students' speaking abilities by helping explain the content of the video they have studied. In this way, the teacher can ensure that students fully understand the material and help them improve their speaking skills effectively". (F/S3-GM/VC).

“My teacher checks my progress by listening to me speak in class. Sometimes I am told to explain the content of the YouTube video I watched, then the teacher tells me which parts are good and which parts need improvement. From there I can tell whether my skills have improved or not”. (I/S2-GM)

The description above illustrates that even the process of teaching speaking assisted by media, the role of the teacher as the class monitor must be always active as Hattie (2009) describes monitoring as a key element of effective teaching in which the teacher systematically observes, checks, and responds to students' learning while instruction is in progress. Monitoring is not only about watching behavior it is about gathering continuous evidence of what students understand, misunderstand, and are able to do. The monitoring can track student progress during the lesson (not only after assessment), it can notice errors and misconceptions early, give timely feedback, and adjust teaching strategies to improve learning outcomes.

DISCUSSION

The results of this study show how students learn speaking through YouTube, especially the Linguamarina channel. In general, the use of digital media in English language learning offered significant benefits, as it allowed students to learn anytime and anywhere, adapting the process to their own pace and style. One of the most effective forms of digital learning was through video and audio, which exposed learners to native conversations, correct pronunciation, and authentic intonation patterns. This aligns with Ross (2014) and Nunan (2003) who highlight that authentic digital resources can enhance oral proficiency when properly integrated. In this research, YouTube, particularly the Linguamarina channel, proved to be an effective tool by providing access to native speakers' content. Through these videos, students could imitate everyday conversations, practice specific expressions, and simultaneously improve listening and speaking skills. However, the findings also show that not all learners could benefit equally, students with stronger proficiency and higher motivation gained more advantages, while beginners often struggled with speed, accents, and complex vocabulary (Gilakjani & Sabouri, 2016).

Another crucial aspect is the role of teacher scaffolding. According to Tika & Dewi (2022) students who received support in the form of additional explanation, pronunciation practice, and guidance in video selection reported more meaningful outcomes. Some channels even provided speaking challenges or exercises, where learners could record themselves and compare with the model, which further encouraged active practice. Yet without sufficient guidance, many students tended to watch passively without significant improvement. Hence, Harmer's (2007) confirms that authentic material and digital media must be accompanied by pedagogical support. Furthermore, student engagement was found to vary between those who actively imitated, repeated, and practiced showed noticeable progress in confidence and fluency, while those who only consumed content benefited less. This finding reinforces Ismail and Widyastuti's (2023) who mentioned that the process of learning speaking through YouTube can run well as long as the teacher actively guides

and scaffolds the students. It can boost students' interest and engagement to learn speaking.

These findings lead to several implications. For teachers, YouTube can be a valuable supplementary tool in speaking classes, but it must be integrated with scaffolding and interactive follow-up activities to transform passive watching into active learning. For students, YouTube provides flexible opportunities to practice speaking, but its effectiveness depends on their motivation and willingness to practice independently (Guilloteaux, 2013). For schools, internet access and digital facilities need to be improved, while policymakers should provide training to help teachers optimise the use of digital media. Overall, this study concluded that YouTube Linguamarina is an effective resource to support the learning process of speaking skills, particularly in vocabulary, pronunciation, and learner confidence, but Thornbury (2005) said its success relies on the balance between appropriate content, teacher guidance, student engagement, and supporting learning conditions.

CONCLUSION AND RECOMMENDATION

The use of this digital media as a tool in supporting students' English-speaking skill like Linguamarina YouTube channel is important, because it can boost students' interest and make the process of learning speaking easier. Students who have a sufficient foundation in English are highly motivated to learn, and are able to study independently. They can take advantage of videos that offer lessons on pronunciation, intonation to be imitated that can enhance their speaking skills. The flexibility of learning anytime and anywhere is one of the great advantages of YouTube, which allows students to learn at their own pace. The use of videos also gives students the opportunity to practice speaking and compare their pronunciation with native speakers, which boosts their confidence and communication skills. However, not all students can make good use of Linguamarina. Students who have poor English proficiency, especially those who are still at the beginner level, may find it difficult to follow the material presented, as the videos sometimes contain more complex and fast-paced language. In addition, students who need more direct guidance or more intensive interaction with teachers to understand certain concepts may not get the maximum benefit from this video-based learning. Thus, although Linguamarina provides great benefits for some students, there are also students who need a more direct and interactive learning approach in order to optimize their speaking skills development.

The English teacher is advisable to use YouTube channels such as Linguamarina as supporting media in learning to speak. The teacher needs to choose content that is in accordance with the level of students' abilities and integrate them with communicative activities, such as a group discussion, dialogue practices, or tasks to imitate the pronunciation. The teacher should also give a clear direction before students watch videos and guide them in identifying important points such as new vocabulary, sentence structure and daily expression. Integration between online and classical learning will strengthen student learning outcomes as a whole. For the students, it is recommended to use YouTube not only as entertainment, but also as a productive learning resource. Students who feel in accordance with channel content such as Linguamarina should make a routine independent learning schedule, record important things from the video, and practice speaking skills by imitating the native speakers. Students also need to learn to record themselves when speaking to evaluate their own pronunciation and intonation. In addition, students who are still experiencing difficulties should not hesitate to ask for teacher help or learn in groups so that learning feels lighter and more fun.

DVANCED RESEARCHA

The study focused on learners' experiences or the process of learning English through YouTube but did not include objective speaking tests or pre- and post-measurements to evaluate improvements in pronunciation, fluency, or accuracy. Hence for future researchers it is advisable to conduct a broader and in-depth study of the use of digital media in teaching English, both in speaking skills and other aspects such as listening, reading, writing. The longitudinal research that traces the long-term effects of YouTube use of the student language competencies is also needed to provide a more comprehensive and valid picture of the effectiveness of digital media in learning English. Moreover, the study involved only a limited number of students from a single private high school in Indonesia; this restricts the generalizability of the findings.

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