

Utilizing YouTube Videos as Instructional Media to Advance EFL Learners' Speaking Fluency (Evidence from Indonesian Native Speakers as EFL Learners)

Marnangkok Pakpahan*, English Language and Culture Study Program, Universitas Widya Dharma Pontianak, Indonesia

ABSTRACT

This study investigated the impact of using YouTube videos as instructional media on advancing speaking fluency in an English conversation class. A quasi-experimental design with pre- and post-tests was employed, involving 30 first-semester students from an English Language and Culture program in Pontianak, Indonesia, using total population sampling. Data collection included two oral speaking tests, a speaking fluency rating scale, and a questionnaire. A mixed-methods approach (quantitative and qualitative) was used for data analysis. Results showed that the mean post-test score (78) was significantly higher than the pre-test score (67.65), with a difference of 10.35 points. This indicates that YouTube videos are highly effective in improving EFL learners' speaking fluency. The study highlights the importance of incorporating effective instructional media in EFL education to better address students' learning needs and enhance engagement, ultimately leading to more effective language learning outcomes.

ARTICLE HISTORY

Received 28/07/2024
Revised 13/08/2024
Accepted 25/08/2024
Published 28/08/2024

KEYWORDS

YouTube videos; instructional media; speaking fluency ability

*CORRESPONDENCE AUTHOR

✉ marnangkok@widyadharm.ac.id

INTRODUCTION

Learning process can essentially change individual and collective human behavior through learning and training activities. In education field, learning process usually involves interaction between two parties, e.g., the teacher and students, or student(s) and other student(s) in a classroom. An example of learning process in education field is learning a language (Ulayya & Anggraini, 2024), and the purpose of language teaching is to facilitate language learning (Rao, 2020). Language is a structured system of communication that allows humans to convey their experiences, ideas, or opinions to others and it can be expressed through spoken, written, and signed forms (Nasution & Tambunan, 2022).

Associated with spoken communication, Rustamov & Mamaziayev (2022) claimed that having effective oral communication skill is pivotal in preparing individuals for success in various contexts, which also applies to foreign language learning (Rao, 2019). In regard with foreign language learning, Namaziandost, Homayouni, & Rahmani (2020) emphasized that the primary purpose of learning a foreign language is for being able to communicate well orally in the target language. Furthermore, Leong & Ahmadi (2017) stated that having clear, effective, and fluent English-speaking skills becomes the main priority for English as a Foreign Language (EFL) learners since most of them often evaluate their achievement by the way on how well they have developed in their oral skills in the target language.

Besides, Ghafar & Raheem (2023) argued that the acquisition of English-speaking proficiency is a common objective among individuals studying English as a foreign language as most of them often assess their foreign language ability by gauging the extent of improvement in their oral communication skills. Hence, having good English-speaking skills, especially speaking fluency, becomes the ultimate goal for EFL learners.

In fact, however, most of EFL learners often find it difficult to have speaking fluency skill in real life practices. Shen & Chiu (2019) argued that speaking in English often posed challenge for most EFL learners. This is supported by Islam (2022) stating that speaking in a foreign language is always considered a difficult task for foreign language learners. In addition, Hosni (2014) claimed that EFL learners, no matter how much they know about English, still faced English speaking difficulties in real practices. According to Samaranayake (2016), one of the causes to this phenomenon is that EFL learners have few opportunities to practice speaking English inside and outside the classroom.

Other issue associated with this phenomenon is related to teacher-centered pedagogies, applied by teachers in their EFL teaching-learning classrooms. Munandar & Newton (2021) claimed that results of research related to low



English-speaking skills of EFL learners place more emphasis on pedagogical issues. Alghamdi et al. (2019) claimed that throughout the history of EFL teaching and learning, teachers mainly required their students to learn the English language through memorization and repetition of the English language structures without exposing them to real-life situations and these practices were unsuccessful in promoting English language learners' capacity when communicating in different life situations using the target language.

In this regard, the predominance of teacher-centered pedagogies in EFL teaching-learning practice can significantly impede the advancement of learners' speaking abilities (Ulayya & Anggraini, 2024), and this type of teacher-centered pedagogy often limits the EFL learners' opportunities for speaking practice, fostering an environment where fear of judgment and a diminished interest in speaking are prevalent (Riadil, 2020). In other words, the practice of teacher-centered pedagogies in EFL teaching-learning context has shown a crucial gap requiring the need for effective and innovative instructional media to help EFL learners improve their speaking skills. Hence, to overcome this problem, EFL learners' speaking skills, especially speaking fluency, needs to be the focus of attention in EFL teaching-learning practices (Albino, 2017), and therefore, EFL teachers should play a significant role in facilitating students to improve their speaking fluency skill (Rastari, Putra, & Suwastini, 2023).

Associated with speaking fluency skill in EFL context, several studies have been conducted concerning the ways on improving EFL learners speaking fluency. For examples, Albino (2017) conducted a study to assess how EFL learners of a high school at PUNIV-Cazenga in Luanda improved their speaking fluency using a task-based language teaching (TBLT) approach. A study by Alipour & Barjesteh (2017) investigated the effect of incorporating cooperative learning strategies (i.e., Think-Pair-Share and Numbered Heads) on fostering the EFL learners' speaking fluency of Iranian senior high school students. Research by Ghasemi & Mozaheb (2021) explored the use of practical techniques (Concept mapping and 4/3/2 techniques) in developing EFL learners' oral fluency of one language institute in Tehran, Iran.

A study by Lopez, Becerra, & Ramirez-Avila (2021) investigated the development of speaking fluency through authentic oral production in a six-week action research study of a public high school in Guayaquil, Ecuador. Research by Islam (2022) explored Bangladeshi EFL students' use of self-conversation recordings, complemented by Task-Based Language Teaching (TBLT), and their effectiveness in improving oral fluency first semester students at the Department of English at the Green University of Bangladesh.

Despite a growing number of studies related to improving students' speaking fluency in EFL context, existing literature on advancing EFL learners' speaking fluency primarily concentrates on teachers' effective instructional media, leaving the issues concerning learners' cognitive, social, and affective factors associated with speaking fluency improvement largely unexplored. This fact aligns with the researcher's observations, noting EFL students' limitations and difficulties to speak English fluently in a conversation class imposed by several factors, such as lack of effective instructional media and lack of opportunities for speaking practice, all of which can impede the advancement of EFL students' speaking fluency in learning process.

Therefore, this study aims to fill and bridge this gap by investigating the impact of using YouTube videos as instructional media to advance students' speaking fluency and promote self-awareness and self-monitoring abilities among EFL learners during their speaking activities in an EFL learning setting. The study seeks to contribute and offer valuable insights into the impact of effective instructional media on advancing students' speaking fluency, potentially offering alternative media to enrich the teaching-learning process in the domain of EFL learning context. Through this approach, this study underscores and informs effective instructional media to foster a more engaging and supportive learning environment, aiming to satisfy academic curiosity regarding the dynamic nature of speaking class activities and providing pragmatic solutions for enhancing the pedagogical experience as well.

Since the main purpose of this study was specifically aimed to investigate the effectiveness of YouTube videos as instructional media in advancing EFL learners' speaking fluency ability in an English conversation class, the key research questions of this study were set out to answer the following questions: (1) How effective is the use of YouTube videos as instructional media in advancing EFL learners' speaking fluency in an English conversation class at a university level; (2) What are students' perceptions towards the use of YouTube videos as instructional media in advancing their speaking fluency.

YouTube Videos as Instructional Media

Over the past few decades, YouTube has become the most familiar instructional media in EFL contexts (Meinawati et al., [2020](#)) as it has given millions of highly qualified educational resources to EFL teachers and students (Mustafa, [2018](#)). Many studies have been conducted concerning the implementation of YouTube as instructional media in helping EFL learners develop their language skills. For examples, a study's result by Pratama, Arifin, & Widianingsih (2020) showed that the use of YouTube as a learning tool could give significant effect on students' listening skills. A study by Anggraini (2021) revealed how YouTube as learning medium could improve students' speaking skills. The result of a study by Maspufah (2022) showed that utilizing YouTube video could improve students' word stress pronunciation. The results of other studies related to effectiveness of implementing YouTube as instructional media on students' speaking skills (Hamad, Metwally, & Alfaruque, [2019](#); Ilyas & Putri, [2020](#); Meinawati et al., [2020](#); Saed et al., [2021](#)) revealed significant impact of using YouTube videos as instructional media on the improvement of EFL learners' speaking skills.

Although there have been many studies conducted concerning the benefits of YouTube videos as instructional media on improving EFL students' speaking skills in EFL context, little attention has been given to the effectiveness of YouTube videos as instructional media to improve EFL students' speaking fluency more specifically, as most of the previous studies just discussed about the benefits of using YouTube videos to improve EFL students' speaking skills in a global way.

Speaking skills are the integral components of the broader spectrum of communication skills, encompassing verbal fluency and the ability to engage in meaningful dialogue (Tiu et al., [2023](#)). This means that speaking fluency in oral communication is a crucial communication competence that should be possessed by language learners in order to be able to have clear, effective, and successful communication. Being able to speak fluently can certainly help a speaker produce continuous speech without causing any comprehension difficulties for the listener and maintain the delivery of ideas communicatively and effectively (Namaziandost, Homayouni & Rahmani, [2020](#)).

According to Leong & Ahmadi (2017), the first characteristic of speaking performance is fluency. Shahini and Shahamirian (2017) also stated that one of the major characteristics of communicative competence is fluency. In addition, Gorkaltseva et al. (2015) claimed that fluency is considered as an important indicator of progress in language learning as it is one of the conditions ensuring the success of oral communication, and hence, fluency should be prioritized first in EFL teaching-learning process in order that students can have the capacity to communicate explicitly, effortlessly, and with little interruption or hesitation (Eragamreddy, [2024](#)).

When talking about speaking fluency in EFL context, effective instructional media plays crucial role in creating successful instructional communication. The practice of instructional communication plays important role in education, aiming to inform, teach, motivate, and shape attitudes and behaviors of language learners through both verbal and nonverbal interactions within the teaching-learning context (Abdul et al., [2020](#)). Hence, instructional communication is fundamental for nurturing a learning environment that supports cognitive, affective, and behavioral development (Sellnow et al., [2015](#)).

Associated with effective instructional media in improving EFL students' speaking fluency, the use of YouTube videos can be the right solution to improving students' speaking fluency since many studies have widely investigated the effectiveness of using YouTube videos as useful instructional media in developing EFL learners speaking skills (Hamad, Metwally, & Alfaruque, [2019](#); Kristiani & Pradnyadewi, [2021](#); Saed et al., [2021](#)). Therefore, this study was specifically intended to investigate the effectiveness of YouTube videos as an instructional media in advancing EFL learners' speaking fluency in an English conversation class of Indonesian native speakers as EFL learners at university level, with the reason that investigations on the ways of how EFL learners advance their speaking fluency using YouTube videos are rarely conducted in EFL contexts. Bakhtiar (2020) argued that effective teaching media used in EFL classrooms should be considered as a crucial aspect to develop the students' speaking fluency.

Hence, the aim of English language teaching in EFL classes should be focused more on enhancing the students' oral fluency. Although fluency and accuracy are two important characteristics needed for speaking performance in language learning, Brigg (2016) suggested that fluency should come first, as he argued that EFL students should develop their fluency skills in terms of automaticity, speed of speech production, and comprehension before

developing accuracy skill. Therefore, in language teaching, the essential goal that teachers aim to achieve in teaching speaking skills should be firstly focused more on fluency.

Segalowitz (2010) differentiated fluency into three facets: *Cognitive fluency*, *Utterance fluency*, and *Perceived fluency*. He further explained that cognitive fluency involves the mental processes behind the speaker's ability to communicate. Utterance fluency relates to the observable characteristics of fluency that covers: speed, breakdown, and repair; the speed is conceived as the mean of syllables pronounced, the breakdown refers to the number of the silent pauses, filled pauses and the mean length of silent pauses, and the repair refers to the number of repetitions and corrections. Perceived fluency refers to the reaction of the listener towards the linguistic and non-linguistic features of the speaker's speech. This study focused more specifically on utterance fluency.

METHOD

Research Design

To investigate the effectiveness of using YouTube videos as an instructional media on the advancement of EFL learners' speaking fluency, this study utilised a quasi-experimental design, in the type of pre-test and post-test design. The design was appropriate for this study because the aim of this study was to figure out the impact of an intervention on a target population without random assignment. Mahmud, Husnin, & Soh (2020) argue that pre-test and post-test design is a form of quasi-experimental research that does not necessitate random assignment to the population to find out the impact of an intervention implemented on a group of participants. In this regard, this study attempted to figure out the effectiveness of using YouTube videos as instructional media, as the intervention, and the advancement of students' speaking fluency, as the outcome.

Stratton (2019) claimed that an advantage of a pre-test and post-test design is that there is a directionality of the research, meaning there is testing of a dependent variable (knowledge or attitude) before and after intervention with an independent variable (treatment session). He also added that pre-test and post-test design can be used in evaluating participants attitudes or perceptions related to an event or to assess comfort in applying the treatment presented in the practicing time or with introduction of new concept (acceptance and efficacy study).

In conducting the study, the researcher followed the statement of Mertler (2016) stating that the teacher identifies an aspect of a teaching-learning practice that needs to be improved or solved, then collects meaningful data from the students to be used as the basis for well-informed educational decision-making. This was adapted and followed by the researcher in carrying out this study by performing the following steps: a problem in a teaching-learning practice was identified, students needed to advance their speaking fluency skill (as stated in the introduction), definitions, concepts, and related studies were searched (as described in the literature review), a new instructional media was designed and applied (as described later under the techniques and instruments for data collection and data collection procedures), data were collected, analyzed, and finally results were reported (as described later under the data analysis procedures and results). Hence, the design of study is presented in Table 1 below.

Table 1. Design of Study

Pre-test Scores (Phase before using YouTube videos)	Treatment Time (Phase when using YouTube videos as instructional media)	Post-test Scores (Phase after using YouTube videos)
O1	X	O2

O1: Pre-test (Oral performance test)

X: Using YouTube videos

O2: Post-test (Oral performance test)

To ensure the validity of the study, all of the participants need to be homogenous. In this case, the demographic information of participants including gender, age, levels of English language proficiency supported the homogeneity of the study. For further support, the researcher assessed this by giving a pre-test for all of the participants in the form of oral speaking test to measure their initial speaking fluency scores before applying treatment. Then seven weeks after applying the treatment, all of the participants were also given a post-test, which was also in the form of oral speaking test, to measure their speaking fluency scores after applying treatment. In addition, the instruments used to

obtain the pre-test and post-test scores of the participants were adapted and developed by the researcher from valid and trusted sources (as described later under the techniques and instruments for data collection) and the instruments were also validated by two EFL experts (lecturers) before being used as instruments for data collection.

Then, to ensure the reliability of the pre-test and post-test scores, two EFL experts (lecturers) were firstly trained and guided on how to grade the results of oral speaking tests (pre-test and post-test results) before conducting their scoring job to avoid bias from the lecturer-researcher and the students' scores. Regarding with ethical considerations, the study received prior informed consent from the chairperson of the study program for access and research activities of the study. All of the participants' data of the study were kept confidential. The students' names were not disclosed. The students' names were replaced with numbers.

Research Setting and Research Participants

The study was conducted at a private university located in Pontianak, in the region of West Kalimantan, Indonesia. The participant group of the study comprised 30 students from first-semester students of English Language and Culture Study Program of the private university in academic year 2023/2024 using total population sampling technique, i.e., a type of purposive sampling technique that involves examining the entire population having a particular set of characteristics, e.g., specific attributes/traits, experience, knowledge, skills, exposure to an event, etc. (Nyimbili & Nyimbili, [2024](#)).

The population consisted of 14 male and 16 female students. The students' average age ranged from 17 to 19 years old. The specific class of 30 first-semester students was chosen to understand how newcomers to college life engage in English speaking practices spontaneously. Participant selection was guided by purposive sampling technique, targeting first-semester students enrolled in an English Conversation I class. The focus on a single class was aimed to enhance the study's validity, with a small-sized class, adhering to Miles & Huberman's (1994) recommendations for case study.

Techniques and Instruments for Data Collection

To fulfill the objective of the study, speaking tests and a questionnaire were used as the main instruments in collecting data. The data collection technique was supported by four main instruments, they were: two oral speaking tests, a scoring rubric for speaking fluency rating scale, and a questionnaire with ten questions. The oral speaking tests were conducted in the form of two oral examination performances (i.e., Mid semester oral examination and Final semester oral examination performances) intended to measure students' speaking fluency scores using an analytic rubric as a tool. The analytic rubric was adapted and developed by the researcher from: *Analytic descriptors of spoken language* (Council of Europe, [2001](#)) and *Linguaskill Speaking Global Assessment Criteria* (Cambridge English, [2020](#)), which was then named as *Analytic Rubric for Utterance Fluency Rating Scale*. This was done with the reason that the use of analytic rubric in this study was mainly focused on measuring the students' utterance fluency which covered only three quantifiable aspects of utterance fluency: speed, breakdown, and repair (Bosker et al., [2013](#); Segalowitz, [2010](#)).

The two oral speaking tests were conducted individually by each of the students with the researcher, who was also the lecturer of the class. The first oral speaking test was conducted on Monday, 16 October 2023, while the second oral speaking test was conducted on Monday, 18 December 2023. All of the students' oral performances, conducted during the sessions of the two oral speaking tests, were recorded using audio recorder. Then the audio-recorded data (Mid semester oral examination and Final semester oral examination performances) were scored by two raters, i.e., two EFL experts (lecturers) from the institution who also taught speaking course, using the prepared *Analytic Rubric for Utterance Fluency Rating Scale* for assessing students' utterance fluency in the form of numerical data (quantitative data). The *Analytic Rubric for Utterance Fluency Rating Scale* consisted of 6 levels of category. The format of *Analytic Rubric for Utterance Fluency Rating Scale* is presented in Table 2 below.

To find out students' perceptions towards the use of YouTube videos as instructional media, accompanied by vlog assignments, and its impact on their speaking fluency ability, the study utilised a questionnaire with ten questions. The results of questionnaire were analysed and summarised using thematic analysis approach, with six main themes.

Table 2. Analytic Rubric for Utterance Fluency Rating Scale

Level of Category	Description of Utterance Fluency Ability (In terms of speed, breakdown, and repair aspects)	Score Scale (0-100)
C2	<ul style="list-style-type: none"> • Speaker can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it. • Flow of speech is effortless with only natural hesitation and pauses. 	(91-100)
C1	<ul style="list-style-type: none"> • Speaker can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. • Flow of speech is generally effortless with mostly natural hesitation and pauses. 	(81-90)
B2	<ul style="list-style-type: none"> • Speaker can produce stretches of language with fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are a few noticeably long pauses. • Some hesitation may be present while searching for language. 	(71-80)
B1	<ul style="list-style-type: none"> • Speaker can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. • Flow of speech is uneven, with some signs of false starts, self-correction, repetition and/or unnatural hesitation. 	(61-70)
A2	<ul style="list-style-type: none"> • Speaker can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. • Utterances are short, with frequent hesitations and pauses. 	(51-60)
A1	<ul style="list-style-type: none"> • Speaker can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate fewer familiar words, and to repair communication. • Utterances are limited to single words or phrases, with excessive hesitations and pauses making speech difficult to follow. 	(0-50)

Where:

C2 = Proficient

C1 = Advanced

B2 = Upper-Intermediate

B1 = Intermediate

A2 = Elementary

A1 = Beginner

Data Collection Procedures

The data collection procedures of this study were conducted and divided into two main phases, they were: (1) Phase one, i.e., Observation phase (or the phase before using YouTube videos as the instructional media), which was aimed to obtain the pre-test scores, and (2) Phase two, i.e., Treatment phase (or the phase when using YouTube videos as the instructional media), which was aimed to obtain the post-test scores and to obtain the students' perceptions towards the impact of using YouTube videos as instructional media on their speaking fluency. The steps for conducting the two phases used in this study are described in detail as follows:

Phase One (Observation phase)

- This phase was called as the first half of the semester consisting of fourteen meetings in seven weeks (from week one until week seven), each meeting lasted 75 minutes.
- During this phase, the teaching-learning processes were conducted using traditional teaching method and the students were taught the speaking course contents traditionally.
- The traditional teaching-learning approach used in this phase was implemented by using the activities given in the prescribed textbook and the activities, which only focused more on matters related to forms, such as grammar, vocabulary, and pronunciation. Hence, more real-life communication, such as conveying or obtaining information, was relegated to a minor position.

- d. The majority of activities used in this phase revolved around practicing drills, where the lecturer or students asked questions and other student(s) gave answers, and therefore, this type of asking-and-answering practice made less attention to the communicative function and interaction.
- e. During this phase, the lecturer observed the students' performances in each meeting by noting their speaking skills, especially their speaking fluency, as well as their engagement and participation during the language teaching-learning activities or processes.
- f. After conducting seven weeks of teaching-learning processes in this phase, the mid semester test was conducted in the form of oral examination performance in week eight to obtain the pre-test scores.
- g. The mid semester test was conducted individually by all of the students in a face-to-face way, in a closed examination room, with the lecturer (researcher) and the students joined the mid semester test in alphabetical order alternately.
- h. Each student had 7 minutes of time session to perform their mid semester test process with the lecturer by directly having a short dialogue and conversation interactively discussing one of these topics: *Family, Hobbies, Animals & Pets, Entertainments & Games, Music & Musical Instruments*, which was randomly chosen by the lecturer for each student.
- i. The mid semester test was conducted on Monday, 16 October 2023, and all of the time sessions of the students' performances during the mid semester test time were recorded by the examiner using an audio recorder.
- j. After all of the students had joined the mid semester test, the lecturer kept all of the audio-recorded data (students' mid semester oral examination performances), which was named as **First audio-recorded data**, to be scored by two raters (other EFL experts/lecturers) in the following days using the prepared *Analytic Rubric for Utterance Fluency Rating Scale* for assessing students' speaking fluency in the form of numerical data (quantitative data) to avoid any kind of bias and to meet the needs and purposes of the study.

Phase Two (Treatment Phase)

- a. This phase was called as the second half of the semester consisting of fourteen meetings in seven weeks (from week nine until week fifteen), each meeting lasted 75 minutes.
- b. In week nine (the first week of applying the use of YouTube videos as instructional media), which comprised two meetings, the lecturer in the first meeting started teaching the students about "Vlog" or video blog using YouTube video as the teaching media by firstly introducing the students about the concept of vlog which could be used to help students in learning and doing their vlog tasks in the following weeks.
- c. Then in the second meeting of week nine, the lecturer used tutorial videos from YouTube to teach students about the steps and strategies of using and practicing the applications of vlog in real life practices, including the ways on how to plan, design, and perform video recordings and its contents.
- d. In the first meeting of week ten, the lecturer used a video taken from YouTube containing a speaking topic to be discussed in class. After displaying the video on the screen, the lecturer guided the students in smaller groups to have an interactive discussion with their friends about the topic which has been discussed in the video. The form of discussion is sharing opinions with one another under the supervision of the lecturer.
- e. Then in the second meeting of week ten, the lecturer continued using a video taken from YouTube containing a speaking topic to be discussed in class. After displaying the video on the screen, the lecturer guided the students in smaller groups to have an interactive discussion with their friends about the topic which has been discussed in the video. The form of discussion is sharing opinions with one another under the supervision of the lecturer. Then at the end of the session, the lecturer asked the students to make their own vlog individually related to their opinions on the video which has been watched and discussed in class and the students had to submit the result of their vlog to the lecturer via Google Classroom in no later than one week from that day.
- f. The types of activities conducted in weeks nine and ten (first and second meetings) were continued in following weeks (from week eleven until week fifteen) of the second half of the semester, but the ways of doing the vlog tasks were made different for each week, i.e., from individual task was changed into in pair-work task, group-work task consisted of three students, group-work task consisted of four students, group-work task consisted of five students, and group-work task consisted of six students respectively.
- g. In the last meeting of the second half of the semester (i.e., week fifteen, the second meeting), on Thursday, 7 December 2023, the lecturer asked the students to check and fill out an online questionnaire in the form of google form, which had been posted by the lecturer on Google Classroom, and the students had to submit their answers to the lecturer in no later than three days. This online questionnaire was aimed to collect students' perceptions

towards the use of YouTube videos as instructional media, accompanied by vlogs, and its impact on their speaking fluency during the second half of the semester.

- h. After conducting the seven weeks of teaching-learning processes in the second half of the semester, then final semester test was conducted in the form of oral examination performance in week sixteen to obtain the post-test scores.
- i. The final semester test was conducted individually by all of the students in a face-to-face way, in a closed examination room, with the lecturer-researcher and the students joined the mid semester test in alphabetical order alternately.
- j. Each student had 7 minutes of time session to perform their final semester test process with the lecturer by directly having a short dialogue and conversation interactively discussing one of these topics: *College Life, Future Dreams, High Technology, Social Networking, Success & Failure*, which was randomly chosen by the lecturer for each student.
- k. The final semester test was conducted on Monday, 18 December 2023, and all of the sessions of the students' performances during the final semester test time were recorded by the examiner using an audio recorder.
- l. After all of the students had joined the final semester test, the lecturer kept all of the audio-recorded data (students' final semester oral examination performances), which was named as **Second audio-recorded data**, to be scored by two raters (other EFL experts/lecturers) in the following days using the prepared *Analytic Rubric for Utterance Fluency Rating Scale* for assessing students' speaking fluency in the form of numerical data (quantitative data) to avoid any kind of bias and meet the needs and purposes of the study.

Data Analysis Procedures

In order to find out if using YouTube videos as instructional media has any significant effect on the advancement of the students' speaking fluency ability, the researcher conducted the following procedures.

- 1) First, the researcher requested the quantitative data of pre-test and post-test results from the raters (two EFL experts/lecturers) to be analysed by figuring out the mean score of each quantitative data.
- 2) Then, the researcher determined the mean score of each quantitative data obtained from the two raters.
- 3) After that, the researcher contrasted the mean score of pre-test results and mean score of post-test results to find out if the use of YouTube videos as instructional media has any significant effect on the advancement of the students' speaking fluency by comparing the two mean scores.
- 4) Finally, to analyse the students' perceptions towards the use of YouTube videos as instructional media, accompanied by vlog assignments, during the second half of the semester, the researcher analysed the data gained from the students (results of questionnaire) and summarised the results using thematic analysis approach, with six main themes.

FINDINGS AND DISCUSSION

Findings (Results)

This section presents the quantitative and qualitative findings of the study. The quantitative data consists of quantitative data of pre-test and post-test results. The qualitative data consists of the students' perceptions towards the use of YouTube videos as instructional media, accompanied by vlog assignments, and its impact on their speaking fluency ability during the second half of the semester, are presented using the thematic analysis approach, with six main themes.

In order to have a clear description of the study results, the quantitative and qualitative findings of this study are reported and presented in detail as follows.

Quantitative Findings

- a. Students' quantitative data of pre-test results

After collecting students' quantitative data of pre-test results from the two raters, the researcher determined the mean score of students' pre-test results, which is presented in a form of descriptive statistics in Table 3 below.

Table 3. Descriptive Statistics of Students' Pre-test Quantitative Results

Student	Student Score	
	First Rater	Second Rater
1	65	67
2	83	84
3	56	55
4	64	65
5	57	56
6	60	62
7	83	85
8	74	72
9	72	70
10	55	57
11	75	73
12	70	72
13	72	73
14	65	63
15	62	60
16	82	84
17	70	72
18	75	76
19	65	63
20	56	55
21	64	62
22	55	57
23	63	64
24	72	70
25	55	57
26	74	75
27	62	65
28	84	86
29	70	68
30	65	66
Total	2.025	2.034
N	30	30
A	67.5	67.8
AD	0.3	
M	67.65	

Note: Total = total score; N = total of population; A = average score; AD = average difference; M = mean score

From table 3 above, it can be seen that mean score of students' pre-test results is: **67.65**, and the average difference between the first rater and the second rater is: **0.3**.

b. Students' quantitative data of post-test results

After determining the mean score of students' pre-test results, then the researcher determined the mean score of students' post-test results, which is presented in a form of descriptive statistics in Table 4 below.

Table 4. Descriptive Statistics of Students' Post-test Quantitative Results

Student	Student Score	
	First Rater	Second Rater
1	76	75
2	94	95
3	65	63

Student	Student Score	
	First Rater	Second Rater
4	72	73
5	68	66
6	70	75
7	96	95
8	85	84
9	83	82
10	65	64
11	82	83
12	80	79
13	85	84
14	75	74
15	72	73
16	93	94
17	78	77
18	90	92
19	75	74
20	66	65
21	75	74
22	64	63
23	75	74
24	83	85
25	65	66
26	87	86
27	76	75
28	96	97
29	77	76
30	75	74
Total	2.343	2.337
N	30	30
A	78.1	77.9
AD	0.2	
M	78	

Note: Total = total score; N = total of population; A = average score; AD = average difference; M = mean score

From table 4 above, it can be seen that mean score of students' post-test results is: **78**, and the average difference between the first rater and the second rater is: **0.2**. After determining the mean score of students' pre-test results and the mean score of students' post-test results, the descriptive statistics of the two mean scores is presented in Figure 1 below.

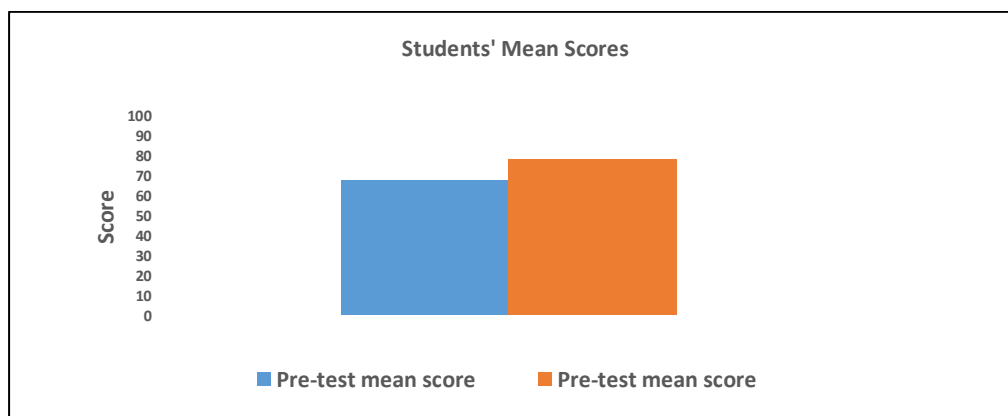


Figure 1. Descriptive Statistics of Students' Mean Score of Pre-test and Post-test Results

c. Statistical analysis of students' mean score of pre-test and post-test results

After determining the mean score of students' pre-test and post-test results, then the researcher contrasted the two mean scores (students' mean score of pre-test results and students' post-test results) to find out if the use of YouTube videos as instructional media has any significant effect on the advancement of the students' speaking fluency ability by comparing the mean scores of students' pre-test results with students' post-test results, which is presented in a form of descriptive statistics in Table 5 below.

Table 5. Descriptive Statistics of Students' Mean Score of Pre-test and Post-test Results

Students' Pre-test Results	Students' Post-test Results	MD
M1	M2	
67.65	78	10.35

Note: M1 = mean score of pre-test results; M2 = mean score of post-test results; MD = mean difference

In finding out the difference between students' mean score of pre-test results and students' post-test results, the researcher just simply contrasted the two means cores. Therefore, from table 5 above, it can be seen that the mean score of students' pre-test results is: **67.65** (which is classified into '**Intermediate level of utterance fluency category**'), while the mean score of students' post-test results is: **78** (which is classified into '**Upper-intermediate level of utterance fluency category**'), and the mean difference between pre-test and post-test results is: **10.35**. Hence, based on the data provided above, it can be concluded that the use of YouTube videos as instructional media has a significant effect on the students' speaking fluency, especially utterance fluency, i.e., from '*Intermediate level of utterance fluency*' improves to '*Upper-intermediate level of utterance fluency*', which is proved by the improvement of students' mean score from **67.65** (pre-test results) to **78** (post-test results).

In order to have clear descriptive statistics of students' pre-test and post-test results, Figure 2 below is presented to show the complete description of students' pre-test and post-test results.

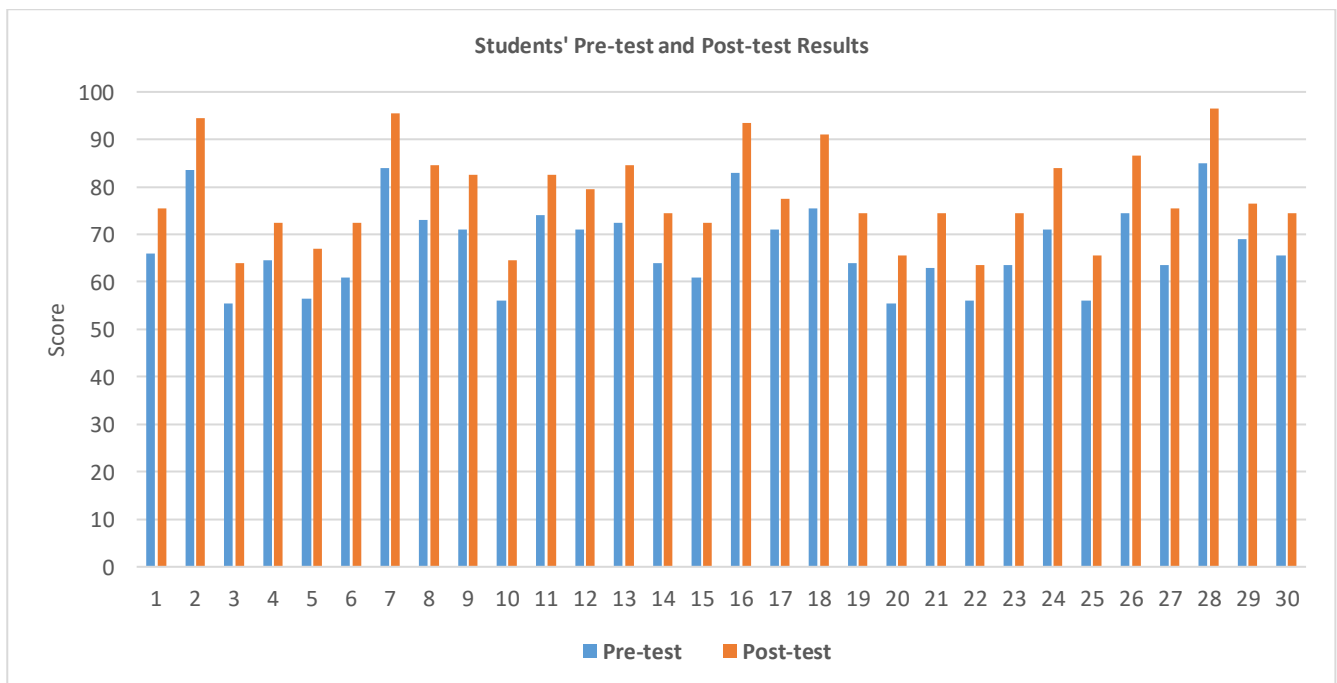


Figure 2. Complete Description of Students' Pre-test and Post-test Results

Qualitative Findings

After collecting and analysing the data (results of questionnaire) obtained from the students concerning students' perceptions towards the use of YouTube videos as instructional media, accompanied by vlog assignments,

and its impact on their speaking fluency, during the second half of the semester, the results of the questionnaire are summarised and classified into six main themes and are presented in a narrative way as follows.

YouTube videos as instructional media can improve students' speaking fluency skill

Almost all of the students (95%) agreed that YouTube videos become one of most convenient media for learning English as YouTube videos can provide interesting topics which increase the students' motivation towards the learning process. This means that the more motivated the students to get involved in the learning process, the more often they will be involved in speaking activities which lead to improving their speaking fluency. YouTube videos can bring positive influence on students' speaking fluency skill as they feel more motivated and involved in the learning process after watching YouTube videos selected according to the needs and interests of students. YouTube videos become very helpful and supporting tools to having and stimulating interactive activities to improve speaking fluency of the students as they feel more confident and enthusiastic in expressing their ideas in speaking activities.

YouTube videos offer fun and interesting topics

The majority of the students (85%) had a positive perception on the usefulness of YouTube videos for learning English as they confessed that YouTube videos can offer fun and interesting topics and can be accessed easily at anytime and anywhere. Hence, YouTube videos can be used for independent learning, including for practice of English-speaking fluency, as they can get fun when they practice speaking with real native speakers from foreign countries and get new knowledge and experience as well at the same time.

YouTube videos are very helpful media in learning English

Most the students (80%) certainly agreed that YouTube videos are very helpful media in learning English. They confirmed that YouTube videos can show letters, sounds, and pictures at once, which is profitable for the students by being able to obtain all the things they need at once when they want to improve their English skills in terms of spelling, pronunciation, stress and intonation, speaking fluency, and other related things.

YouTube videos are advantageous in English learning process

More than half of the students (75%) confessed that YouTube videos bring a lot of advantages for them in their English learning practice as they admitted that YouTube videos usually provide real-life topics from real native speakers, so they can understand new culture, habits, and other related things from real speakers of English. Of course, these new experiences will also influence their speaking fluency as they become more motivated and engaged to practice speaking English more often.

Vlog assignments can enhance students' speaking skills

Most the students (75%) agreed that doing assignments in the form of vlog can improve the speaking skill, including speaking fluency, as they claimed that they felt more comfortable with doing the vlog assignments since they didn't feel embarrassed, and they didn't be afraid of being mocked during the time of doing the activity out of the classroom. This, of course, brings positive impact on the development of their speaking skills, including their speaking fluency skill.

Vlog assignments can become an effective tool for improving students' speaking motivation

Most the students (70%) also agreed that doing vlog assignments can effectively improve their motivation to speak more often as they said that doing vlog assignments demanded them to use the target language authentically making the activity more meaningful. Besides, they need to practice several times before making the vlog recordings. This means that the more the practice speaking, the more fluent they will be.

Discussion of Results

This section discusses the findings of the study according to the research questions. The first research question is: How effective is the use of YouTube videos as instructional media in advancing EFL learners' speaking fluency in an

English conversation class at a university level? In line with the first research question, the study aimed specifically to investigate the effectiveness of YouTube videos as instructional media in advancing EFL learners' speaking fluency in an English conversation class at a university level. The quantitative findings of the study revealed that using YouTube videos as instructional media in an English conversation class could advance EFL learners' speaking fluency significantly effective, that is from *'Intermediate level of utterance fluency category'* to *'Upper-intermediate level of utterance fluency category'*. This was proved by the quantitative findings of the study showing that there was a significant difference between the mean score of students' pre-test results (67.65) and the mean score of students' post-test results (78). The result of the study is in correlation with the results of a study conducted by Jati et al. (2019) reported that using YouTube tutorial video in teaching English language could improve language students' speaking skills in three aspects, i.e., accuracy, fluency, and performance. The finding of this study is also in line with the results of the study by Meinawati et al. (2020) revealed that the result of using YouTube videos in language teaching was very effective as it allowed EFL students to speak more confidently and fluently in the target language. Besides, the findings of the study conducted by Syafiq et al. (2021) also reported that YouTube video as an alternative English learning material improved speaking skills of EFL students including fluency, vocabulary, pronunciation, grammar, and content. In addition, a study by Anggraini (2021) also clarified that the use of interesting media in teaching-learning process, such as YouTube video, can greatly help English language instructors to assist their students in receiving English material which can lead to improving students' speaking skills, including speaking fluency. In other words, YouTube videos can become beneficial supporting tools in EFL teaching-learning process as it has been approved that the nature of YouTube videos is providing picture and audio at the same time which will enable English language instructors help their students train their pronunciation, enrich their vocabulary, and make them easier to find an idea in producing sentences to improve their speaking fluency. This is in line with the statement of Sakkira, Dollahb, & Ahmad (2020) stating that YouTube videos may become a viable, innovative, and authentic teaching resources in EFL classrooms as they can be interesting learning tools for the students.

Regarding with the second research question, which is concerning with the students' perceptions towards the use of YouTube videos as instructional media in advancing their speaking fluency, the qualitative findings of the study revealed that the use of YouTube videos as instructional media in an English conversation class could bring various positive effects on the improvement of students' speaking fluency. For examples, first, 95% of students agreed that YouTube videos could become one of the most convenient media for learning English as YouTube videos can provide interesting topics that could increase students' motivation to speak more in the learning process helping them improve their speaking fluency. This is in line with the findings of a study by Alkathiri (2019) reporting that the use of YouTube in the English language classroom improved students' motivation to speak and practice language in class. Second, 85% of the students had positive perception on the usefulness of YouTube videos for learning English as YouTube videos can offer fun and interesting topics that can be accessed easily at anytime and anywhere, which also helps them improve their speaking fluency. This is in correlation with the result of a study by Rahmatika, Yusuf, & Agung (2021) revealing that YouTube can be used as a learning medium that helps students learn independently and YouTube as a learning media can be accessed anytime and anywhere. Third, 80% of students certainly agreed that YouTube videos are very helpful media in learning English as YouTube videos can show letters, sounds, and pictures at once, which is profitable for the students by being able to obtain all the things they need at once when they want to improve their English skills in terms of spelling, pronunciation, stress and intonation, which all lead to helping students improve their speaking fluency. This is in line with the results of a study by Purnamasari (2018) stating that learning through YouTube is advantageous because it presents the instructional materials in letters, sounds, and pictures at once, and thus it helps students improve their pronunciation skill and other speaking skills. Fourth, 75% of students admitted that YouTube videos bring a lot of advantages for as YouTube videos usually provide authentic materials about real-life topics from native speakers, so students can understand new culture, habits, and other related things from native speakers of English. Thus, these new experiences will also influence their speaking fluency as they become more motivated and engaged to practice speaking English more often after listening to and watching more YouTube videos. This is also in correlation with the result of a study by Yuyun & Simamora (2021) reporting that the use of authentic material, such as YouTube videos, could benefit EFL learners, such as improving students' confidence, enjoying the learning process, making the learning process more fun, and increasing students' interest in learning. Basically, the results of qualitative findings of the study are supporting the result of quantitative findings of the study, that is, using YouTube videos as instructional media has a significant effect on students' speaking fluency.

Benefits of Using YouTube Videos as Instructional Media

There are many benefits associated with using YouTube videos as instructional media in teaching EFL classes. Take for example, the variability of YouTube videos provided the students in this study with free opportunity to watch more videos on various topics, which helped them advance their speaking fluency skill. Nasution (2019) stated that YouTube videos provided English language teachers with useable medium for introducing interesting language points, finding new topics for discussion, or examples of authentic English activities. In addition, the eagerness and enthusiasm of the students in the study were evident during student asking and answering sessions when having discussion in the class after watching YouTube videos. Silviyanti (2014) reported that using YouTube videos in EFL classrooms can become more compelling, encouraging, and beneficial, where students tend to be more enthusiastic and willing to watch more various videos, then practice pronouncing and speaking like way English native speakers talk.

As technology continues to advance, the incorporation of new technology into the teaching and learning process in many educational institutions across the globe in recent years is unavoidable as modern technologies have made education field more accessible and practical than ever before. Mdhlalose & Mlambo (2023) stated that the graph of technological advancement has increased and will continue to rise; and hence, teachers can make use of new technology to help their students in teaching, guiding, and mentoring them, and on the other hand, the students may make use of new technologies to help them in searching, learning, and evaluating their learning performance and the advancement of their speaking fluency speaking as well. Technology plays an important role in supporting and enhancing language teaching and learning process (Roy, 2019) and social media platforms, as parts of new technologies, have fundamentally transformed the landscape of language teaching and learning by providing unprecedented opportunities for communication, collaboration, and cultural exchange (Nowbattula et al. (2024). Hence, it is undeniable that YouTube videos, as a part of new and modern technologies, can become the right and valuable supporting tools to enhance EFL learners' speaking skills including their speaking fluency as it is known that one of the main purposes of teaching speaking for EFL learners is to improve the learners' fluency. Islam (2022) argues that one of the major reasons for teaching English speaking at the university level is to improve the students' communicative skills in order that they are able to fluently participate in class activities and other aspects of their life.

YouTube videos can become helpful tools to assist EFL learners improve their speaking fluency skill with several reasons. The first reason is by doing repetitions after watching YouTube videos. EFL students can practice doing repetitions as many times as they want and need while they are watching or after they have watched YouTube videos to enhance their speaking fluency. A study by Ilyas & Putri (2020) reported that the fluency component, as one of speaking components, became the greatest improvement obtained by EFL students when they learn speaking through YouTube videos as the students may repeat doing what they have watched and heard from the videos. The students can keep doing practices continuously and repeatedly after watching and comprehending the contents of the videos they have watched. In addition, when there are some difficult language points in a video unit, repetitions can be done for fluency purpose. Through this technique, English language instructors can replay the difficult language points of a video unit and then asks the students to do repetitions individually or as a class for fluency purpose. The second reason is that YouTube videos usually provide real-life topics. The real-life topics of YouTube videos, of course, will provide an opportunity for EFL students to pay attention not only to the language being used on a video, but also to the mechanisms of applying it in real-life situations. In relation to real-life situations, a study conducted by Yuyun & Simamora (2021) highlighted that, as authentic materials, YouTube videos provided the real world of situations on its videos, and hence, the real-life situations on the videos provided helps for students to quickly gain the background knowledge on the topics being discussed on the videos by seeing and hearing the real situations as the participants on the videos use the original language produced by native speakers. So, by listening and watching the content of a video that uses a native language produced native speakers, the EFL students may get closer to the original language itself making them easier to recognize the original language provided by YouTube videos than the modified ones. The third reason is that YouTube videos usually provide authentic oral production produced by real native speakers. A study by Lopez & Ramirez-Avila (2021) concluded that the authentic oral production, provided by ICTs such as YouTube videos, gave EFL students the opportunity to use the target language at their own pace, become aware of their performance constantly, and take actions in order to improve their fluency in their speech performance. In relation with authentic oral production or authentic language use, Nowbattula et al. (2024) argued that one of the primary benefits of using social media platforms (e.g., YouTube) in foreign language learning is the opportunity for obtaining authentic language use provided by YouTube videos. Furthermore, Nowbattula et al. (2024) claimed that unlike traditional language learning methods that often involve scripted dialogues or contrived exercises, social media platforms provide EFL

learners with real-life contexts for language practice. Hence, by engaging in conversations with native speakers and fellow learners on social media platforms, the EFL learners can develop their language skills in authentic communicative situations, gaining exposure to natural language usage, idiomatic expressions, and colloquialisms, and of course, this authentic language practice not only enhances learners' linguistic proficiency but also promotes confidence and fluency in their target language. The fourth reason is that YouTube videos can be used as helpful instructional media to apply the practice of task-based language teaching (TBLT) and pre-task planning (PTP) for EFL students. According to Davaji & Ghoorchaei (2023), as traditional language teaching methods focused on using language in natural and communicative ways, there has been a shift towards more learner-centered and communicative approaches in language teaching and learning. Khoram & Zhang (2019) claimed that the idea of using tasks as the fundamental components of teaching emerged in the 1980s when scholars began to see tasks as useful research tools for foreign language learning. In this study, the researcher chose to apply the use vlog application in helping students do their assignments. By doing vlog assignments, the students demanded to do more practices before making the vlog recordings. This, of course, helps them improve their speaking fluency skill. To sum up, it is unquestionable that integrating the use of YouTube videos in EFL classroom teaching-learning activities is very helpful and fruitful as it can provide EFL learners with more opportunities to practice their speaking skills in a more communicative and fluent ways and get them to be eager and keen to watch more YouTube videos in the target language. In essence, this research fills the existing gap by providing empirical evidence on the efficacy of effective instructional media in the EFL speaking classroom. It offers valuable insights into how educators can more effectively engage learners and enhance their speaking fluency skill, thereby contributing to the broader goal of improving language learning outcomes.

The use of modern technology in teaching-learning process has been proven to provide various benefits including in language learning process (Ghory & Ghafory, 2021). However, it should be noted that the application of modern technology, such as YouTube videos, in teaching-learning classroom is certainly not an easy thing (Araújo & Carvalho, 2022). There are several things that need to be prepared, such as teacher's mastery of applying new technology in teaching-learning process, the right and interesting material, and other related things. Besides, teacher also must ensure that the focus of using new technology is to bring fun and meaningful learning (Demirbilek, Talan, & Alzouebi, 2022). Hence, teachers who do not have these abilities tend to return to using traditional methods, such as the chalk-and-talk approach and other traditional teaching methods.

Implications

The implications of this study suggest a paradigm shift towards more dynamic and student-centered teaching approach in language learning setting, especially in speaking classrooms. Hence, the findings of the study may have implications for EFL learners, instructors, policymakers, and curriculum designers. Firstly, EFL learners can make use of the benefits of YouTube videos to enhance their oral performance fluency in learning English as the target language in inside and outside of classroom as well. Secondly, the findings of this study may also give insight for EFL instructors to apply the use of YouTube videos in their speaking class to improve their students' oral performance fluency. Thirdly, educational policymakers and curriculum designers of EFL speaking classrooms may adopt the strategy of using YouTube videos in planning the course syllabus to gain better results in EFL teaching and learning practices. Finally, for further research, the findings of this study may complement the existing literature on enhancing EFL students' oral performance fluency by using YouTube videos, which will lead to a new direction of applying modern technologies in EFL teaching and learning practice especially in English speaking classes. In addition, the findings of the study could have implications for future researchers to conduct bigger scope and broader issues.

CONCLUSION

This study aimed to investigate the effectiveness of using YouTube videos as instructional media on the advancement of students' speaking fluency. The findings of this study revealed that using YouTube videos as instructional media could advance EFL learners' speaking fluency significantly effective. This study confirms the previous studies regarding the benefits of using YouTube videos as one of the authentic materials to support students' speaking fluency skill. As authentic materials, YouTube videos usually provide the real-life world on its videos. The real-life world provided on the videos helps students quickly gain background knowledge on topics by seeing real-life situations and participants on the videos. Then, YouTube videos use the original language produced by native speakers. Listening to and watching contents using original (native) language makes students closer to the original language itself. The original language is

easier to find in real life, so it is easier for students to recognize the original language provided by YouTube videos than the modified ones.

This study revealed two main advantages, including linguistics and non-linguistics aspects. This study explored the students' progress from *phase one* (the phase before using YouTube videos, i.e., weeks 1 until 7) to *phase two* (the phase of using YouTube videos, i.e., weeks 9 until 15) which showed different results. The results are seen from the effect that influences students' achievement (linguistics aspects) and interests (non-linguistics aspects). From the linguistics aspect, this study found that YouTube videos support students' speaking fluency skill by using familiar language that native speakers used on YouTube videos and comprehending by predicting speaker's expression and gesture when students have difficulty understanding the contents. YouTube videos bring positive effects to students in learning speaking and improving their speaking fluency as YouTube videos help them learn the actual language inside and outside the classroom. Then, from the non-linguistic aspect, this study highlights that YouTube videos encourage students to improve their speaking interests. Students agreed that YouTube videos could motivate them to improve their speaking fluency. They felt that YouTube videos could increase their motivation to learn and focus more in speaking sessions because they could watch the video while doing speaking practice. It is fun to learn speaking by using video because students do not get bored quickly. Also, this study showed that YouTube videos could increase students' interest and achievement in speaking fluency. Learning speaking through YouTube videos can increase students' confidence because they are enjoying the teaching-learning process. Students will be better in real life with natural language because natural language is already applied in the classroom through YouTube videos.

Through the examination of the effectiveness of particular instructional media on the advancement EFL learners' speaking fluency, the study seeks to offer factual evidence that can guide more focused and effective instructional media. By knowing the efficacy of communicative and innovative instructional media, language teachers may better adapt instructional media to the students' specific needs to improve the teaching-learning process as a whole. Additionally, the study will provide insights into how suitable and effective instructional media can support the advancement of speaking fluency skill over the long run by investigating the long-term effects of this strategy through prospective investigations. The results of this study are essential for helping create and design a curriculum that can promote ongoing language teaching-learning development in addition to emphasizing better and rapid improvements. A more all-encompassing approach to language teaching-learning process will be improved and better by using YouTube videos as instructional media with other language skills, such as listening, reading, and writing skills, as this study explores. Furthermore, examining how new technology and digital tools support speaking fluency skill can yield important insights into utilizing contemporary resources to improve speaking fluency ability. This is especially important in this digital world era, as technology is getting more important in education field. Overall, the study may have a big influence on the creation of more effective instructional media in language teaching-learning practices. This study recommends embracing other effective media in EFL classroom activities, particularly in speaking class. By this way, students can be more motivated and enthusiastic in joining the classroom activities. Due to the limited time spent and limited participants of the study, future studies can have more time and more participants to get more profound results. Besides, future studies can further explore the benefits, problems, and challenges of using YouTube videos in other English skills to reveal different and essential results to obtain deeper understanding towards the effectiveness of using YouTube videos as instructional media for EFL teaching-learning classes.

REFERENSI

- Abdul, N. B., Mahmud, M., Wello, B., & Dollah, S. (2020). Instructional communication: Form and factors affecting students' participation at higher education class. *Asian EFL Journal*, 27(31), 17-40. <https://www.researchgate.net/publication/344394687>
- Albino, G. (2017). Improving speaking fluency in a task-based language teaching approach: The case of EFL learners at PUNIV-Cazenga. *Sage Open*, 7(2), 1-11. <https://doi.org/10.1177/2158244017691077>
- Alghamdi, Y. A., Alghamdi, A. M., & Alsolami, T. G. (2019). English language teaching: Historical overview, current issues, and suggestions for enhancing speaking proficiency in EFL contexts. *Arab World English Journal*, 10(2), 270-283. <https://dx.doi.org/10.24093/awej/vol10no2.21>
- Alipour, A., & Barjesteh, H. (2017). Effects of incorporating cooperative learning strategies (Think-Pair-Share and Numbered Heads) on fostering the EFL learners' speaking fluency. *International Journal of Educational Investigations*, 4(4), 1-12. <https://www.academia.edu/97841195>

- Alkathiri, L. A. (2019). Students' perspectives towards using YouTube in improving EFL learners' motivation to speak. *Journal of Education and Culture Studies*, 3(1), 12-30. <https://doi.org/10.22158/jecs.v3n1p12>
- Angraini, A. (2021). Improving student's speaking skill using YouTube video as media: An action research. *Scope: Journal of English Language Teaching*, 5(2), 57-62. <https://journal.lppmunindra.ac.id/index.php/SCOPE/article/view/8406>
- Araújo, I., & Carvalho, A. A. (2022). Enablers and difficulties in the implementation of gamification: A case study with teachers. *Education Sciences*, 12(3). <https://doi.org/10.3390/educsci12030191>
- Bakhtiar, M. R. (2020). The implementation of project-based learning in teaching speaking recount texts to the students of vocational high school. *RETAIN: Journal of Research in English Language Teaching*, 8(1), 68-72. <https://ejournal.unesa.ac.id/index.php/retain/article/view/31937>
- Bosker, H. R., Pinget, A. F., Quené, H., Sanders, T., & De Jong, N. H. (2013). What makes speech sound fluent? The contributions of pauses, speed, and repairs. *Language Testing*, 30(2), 159-175. <https://www.researchgate.net/publication/251238535>
- Brigg, P. (2016). Fluency development through extensive reading: Two case studies. *English Australia Journal*, 32(1), 50-69. <https://www.englishaustralia.com.au/documents/item/181>
- Cambridge English (2020). Linguaskill speaking global assessment criteria. <https://www.cambridgeenglish.org/Images/605504-linguaskill-speaking-assessment-criteria.pdf>
- Council of Europe (2001). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge: CUP. <https://rm.coe.int/16802fc1bf>
- Davaji, A. F., & Ghoorchaei, B. (2023). The effect of pre-task planning on the speaking accuracy of Iranian EFL learners. *Journal of Contemporary Language Research*, 2(1), 42-48. <https://doi.org/10.58803/JCLR.2023.168993>
- Demirbilek, M., Talan, T., & Alzouebi, K. (2022). An examination of the factors and challenges to adopting gamification in English foreign language teaching. *International Journal of Technology in Education*, 5(4), 654-668. <https://doi.org/10.46328/ijte.358>
- Eragamreddy, N. (2024). Enhancing fluency: The role of listening strategies in English language learning. *Journal of English Language Teaching and Learning*, 5(1), 13-26. <https://jim.teknokrat.ac.id/index.php/english-language-teaching/article/view/5440>
- Ghafar, Z. N., & Raheem, B. R. (2023). Factors affecting speaking proficiency in English language learning: A general overview of the speaking skill. *Journal of Social Science (JoSS)*, 2(6), 507-518. <https://doi.org/10.57185/joss.v2i6.107>
- Ghasemi, A. A., & Mozaheb, M. A. (2021). Developing EFL learners' speaking fluency: Use of practical techniques. *Mextesol Journal*, 45(2), 1-13. <https://files.eric.ed.gov/fulltext/EJ1294995.pdf>
- Ghory, S., & Ghafory, H. (2021). The impact of modern technology in the teaching and learning process. *International Journal of Innovative Research and Scientific Studies*, 4(3), 219-227. <https://doi.org/10.53894/ijirss.v4i3.73>
- Gorkaltseva, E., Gozhin, A., & Nagel, O. (2015). Enhancing oral fluency as a linguodidactic issue. *Procedia - Social and Behavioral Sciences*, 206, 141-147. <https://doi.org/10.1016/j.sbspro.2015.10.043>
- Hamad, M. M., Metwally, A. A., & Alfaruque, S. Y. (2019). The impact of using YouTubes and audio tracks imitation YATI on improving speaking skills of EFL learners. *English Language Teaching*, 12(6), 191-198. <https://doi.org/10.5539/elt.v12n6p191>
- Hosni, S. A. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22-30. www.arcjournals.org
- 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), 77-87. [https://doi.org/10.25299/jshmic.2020.vol7\(1\).4141](https://doi.org/10.25299/jshmic.2020.vol7(1).4141)
- Islam, M. Z. (2022). The impact of self-conversation recording to improve EFL students' fluency: A quasi-experimental research. *REILA: Journal of Research and Innovation in Language*, 4(3), 251-261. <https://doi.org/10.31849/reila.v4i3.6165>
- Jati, I. P., Saukah, A., & Suryati, N. (2019). Teaching using YouTube tutorial video to improve students' speaking skills. *Jurnal Pendidikan Humaniora*, 7(3), 101-116. <https://journal.um.ac.id/index.php/jph/article/view/12610/6025>
- Khoram, A., & Zhang, Z. (2019). The impact of task type and pre-task planning condition on the accuracy of intermediate EFL learners' oral performance. *Cogent Education*, 6(1). <https://doi.org/10.1080/2331186X.2019.1675466>

- Kristiani, P. E., & Pradnyadewi, D. A. M. (2021). The effectiveness of YouTube as learning media in improving learners' speaking skills. *The Art of Teaching English as a Foreign Language*, 2(1), 7-11. <https://doi.org/10.36663/tatefl.v2i1.97>
- Leong, L., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2(1), 34-41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Lopez, J., Becerra, A., & Ramirez-Avila, M. (2021). EFL speaking fluency through authentic oral production. *Journal of Foreign Language Teaching and Learning*, 6(1), 37-55. <https://doi.org/10.18196/ftl.v6i1.10175>
- Maspufah, M. (2022). Utilizing YouTube video as media in teaching students' word stress pronunciation. *Pendekar: Jurnal Pendidikan Berkarakter*, 5(1), 23-28. <https://doi.org/10.31764/pendekar.v5i4.12287>
- Mahmud, S. N. D., Husnin, H., & Soh, T. M. T. (2020). Teaching presence in online gamified education for sustainability learning. *Sustainability*, 12(9), 1-17. <https://doi.org/10.3390/su12093801>
- Mdhlalose, D., & Mlambo, G. (2023). Integration of technology in education and its impact on learning and teaching. *Asian Journal of Education and Social Studies*, 47(2), 54-63. <https://doi.org/10.9734/AJESS/2023/v47i21021>
- Meinawati, E., Rahmah, N. A., Harmoko, D. D., & Dewi, N. (2020). Increasing English speaking skills through YouTube. *POLYGLOT: Jurnal Ilmiah*, 16(1), 1-13. <https://doi.org/10.19166/pji.v16i1.1954>
- Mertler, C. A. (2016). Leading and facilitating educational change through action research learning communities. *Journal of Ethical Educational Leadership*, 3(3), 1-11. <http://cojeel.org/wp-content/uploads/2013/06/JEELVol3No3.pdf>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). SAGE Publications.
- Munandar, M. I., & Newton, J. (2021). Indonesian EFL teachers' pedagogic beliefs and classroom practices regarding culture and interculturality. *Language and Intercultural Communication*, 21(2), 158-173. <https://doi.org/10.1080/14708477.2020.1867155>
- Mustafa, E. N. E. (2018). The impact of YouTube, Skype, and WhatsApp in improving EFL learners' speaking skill. *International Journal of Contemporary Applied Researches*, 5(5), 18-31. <https://ijcar.net/assets/pdf/Vol5-No5-May2018/02.pdf>
- Nasution, A. K. R. (2019). YouTube as a media in English language teaching (ELT) context: Teaching procedure text. *Utamax: Journal of Ultimate Research Trends in Education*, 1(1), 29-33. <https://www.researchgate.net/publication/335423635>
- Nasution, F., & Tambunan, E. E. (2022). Language and communication. *International Journal of Community Service*, 1(1), 1-8. <https://ejournal.ipinternasional.com/index.php/ijcs/article/view/86/64>
- Namaziandost, E., Homayouni, M., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking fluency. *Cogent Arts & Humanities*, 7(1), 1-13. <https://doi.org/10.1080/23311983.2020.1780811>
- Nowbattula, P. K., Florence, B. M., & Sridevi, D. (2024). Exploring the effectiveness of social media in language learning: A comprehensive review. *Forum for Linguistic Studies*, 6(1), 364-371. <https://acad-pubs.com/index.php/FLS/article/view/81>
- Nyimbili, F., & Nyimbili, L. (2024). Types of purposive sampling techniques with their examples and application in qualitative research studies. *British Journal of Multidisciplinary and Advanced Studies*, 5(1), 90-99. <https://doi.org/10.37745/bjmas.2022.0419>
- Pratama, S. H. H., Arifin, R. A., & Widianingsih, A. W. S. (2020). The use of YouTube as a learning tool in teaching listening skill. *International Journal of Global Operations Research*, 1(3), 123-129. <https://www.iorajournal.org/index.php/ijgor/article/view/50>
- Purnamasari, A. (2018). What EFL learners say about YouTube use to improve pronunciation in a blended learning environment. *Journal of English Teaching*, 4(3), 205-215. <https://files.eric.ed.gov/fulltext/EJ1314960.pdf>
- Rahmatika, R., Yusuf, M., & Agung, L. (2021). The effectiveness of YouTube as an online learning media. *Journal of Education Technology*, 5(1), 152-158. <https://doi.org/10.23887/jet.v5i1.33628>
- Rao, P. S. (2019). Enhancing effective communication skills among the EFL/ESL learners. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 19-31. [https://www.acielj.com/Papers/vol2issue2/3.ACIELJ%20-Srinu%20sir%20%20\(19-31\)%20OK.pdf](https://www.acielj.com/Papers/vol2issue2/3.ACIELJ%20-Srinu%20sir%20%20(19-31)%20OK.pdf)
- Rao, V. C. S. (2020). Trends in the theories of language learning and methods of teaching ESL/EFL/ESP. *Journal for Research Scholars and Professionals of English Language Teaching*, 19(4), 1-8. <https://www.researchgate.net/publication/341787278>

- Rastari, K. L., Putra, I. N. A. J., & Suwastini, N. K. A. (2023). YouTube as instructional media in promoting EFL Indonesian students' speaking skill. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 11(1), 1-7. <https://ejournal2.undiksha.ac.id/index.php/jpbi/article/view/1488/1057>
- Riadil, I. G. (2020). A study of students' perception: Identifying EFL learners' problems in speaking skill. *IJELR: International Journal of Education, Language, and Religion*, 2(1), 31-38. <https://doi.org/10.35308/ijelr.v2i1.2256>
- Roy, A. (2019). Technology in teaching and learning. *International Journal for Innovation Education and Research*, 7(4), 414-422. <https://doi.org/10.31686/ijer.vol7.iss4.1433>
- Rustamov, I. T., & Mamaziyayev, Z. X. (2022). Development of speaking comprehension in teaching foreign language for professional purposes. *Asian Journal of Research in Social Sciences and Humanities*, 12(2), 227-233. <https://doi.org/10.5958/2249-7315.2022.00099.5>
- Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, 7(e07543). <https://doi.org/10.1016/j.heliyon.2021.e07543>
- Sakkira, G., Dollah, S., & Ahmad, J. (2020). Students' perceptions toward using YouTube in EFL classrooms. *Journal of Applied Science, Engineering, Technology, and Education*, 2(1), 1-10. <https://doi.org/10.35877/454RI.asci2125>
- Samaranayake, S. W. (2016). Oral competency of ESL/EFL learners in Sri Lankan rural school context. *SAGE Open*, 6(2), 1-10. <https://doi.org/10.1177/2158244016654202>
- Segalowitz, N. (2010). *Cognitive bases of second language fluency*. Cognitive Science and Second Language Acquisition Series. New York: Routledge. https://api.pageplace.de/preview/DT0400.9781136968846_A25777327/preview-9781136968846_A25777327.pdf
- Sellnow, D. D., et al. (2015). Expanding the scope of instructional communication research: Looking beyond classroom contexts. *Communication Studies*, 66(4), 417-432. <https://doi.org/10.1080/10510974.2015.1057750>
- Shahini, G., & Shahamirian, F. (2017). Improving English speaking fluency: The role of six factors. *Advances in Language and Literary Studies*, 8(6), 100-104. <https://doi.org/10.7575/aiac.all.v.8n.6p.100>
- Shen, M., & Chiu, T. (2019). EFL learners' English speaking difficulties and strategy use. *Education and Linguistics Research*, 5(2), 88-102. <https://doi.org/10.5296/elr.v5i2.15333>
- Silviyanti, T. M. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Studies in English Language and Education*, 1(1), 42-58. <https://jurnal.usk.ac.id/SiELE/article/view/1119>
- Stratton, S. J. (2019). Quasi-experimental design (pre-test and post-test studies) in prehospital and disaster research. *Prehospital and Disaster Medicine*, 34(6), 573-574. <https://doi.org/10.1017/S1049023X19005053>
- 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. <https://doi.org/10.31849/elsya.v3i1.6206>
- Tiu, J. S., Groenewald, E. S., Kilag, O. K. T., Balicoco, R. D., Wenceslao, S. B., & Asentado, D. E. (2023). Enhancing oral proficiency: Effective strategies for teaching speaking skills in communication classrooms. *International Multi-disciplinary Journal of Education*, 1(6), 343-354. <https://www.researchgate.net/publication/376643132>
- Ulayya, N. K., & Anggraini, H. W. (2024). Understanding classroom activities in speaking courses in college: A case study in the post-pandemic era. *Utamax: Journal of Ultimate Research and Trends in Education*, 6(1), 70-81. <https://doi.org/10.31849/utamax.v6i1.19337>
- Yuyun, I., & Simamora, F. Y. (2021). The use of YouTube to support EFL student's listening skills. *ELLTER Journal*, 2(2), 1-12. <https://doi.org/10.22236/ellter.v2i2.7512>