

# The Use of English Native Speaker YouTube Videos in Improving Students' Speaking Abilities: An Interactive Learning Approach

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## ABSTRACT

This study explores the use of native speaker videos on YouTube as an alternative media for teaching English speaking skills. In an era where technology is deeply integrated into various aspects of life, YouTube stands as a significant educational platform, offering immersive learning experiences. This research focuses on second-semester English education students at the Universitas Persatuan Islam (UNUPI) in Garut, aiming to determine how native speaker videos can improve speaking abilities through natural exposure and interactive learning. Using a descriptive qualitative approach, data were collected via classroom observations, field notes, and interviews with both lecturers and students. The findings reveal that native speaker videos help students better understand pronunciation, intonation, and expressions used in everyday English, facilitating improved comprehension and increased confidence in speaking. Students responded positively, noting the authenticity and interactive nature of learning through video media. This research contributes to the pedagogical approaches in teaching speaking skills, suggesting that integrating technology, like YouTube, can enhance both student engagement and linguistic proficiency in foreign language learning.

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## 1. INTRODUCTION

In the modern era, technology plays a significant role in various aspects of life, including education. YouTube, one of the most popular video-sharing platforms, is widely used as an alternative learning medium. According to Snelson (2011), YouTube can stimulate active learning and provide knowledge beyond students' expected capabilities (Agazio & Buckley, 2011). This makes native speaker videos on YouTube a potentially effective tool for teaching speaking skills in English. Speaking skills are fundamental to language learning, as they enable learners to express ideas and engage in communication. However, students in the second semester of English Education at Universitas Persatuan Islam (UNUPI) Regional Campus in Cisurupan often face challenges in mastering speaking skills, such as spontaneity, reluctance, and a lack of vocabulary (Fauzan, 2014). Given these issues, alternative methods like using YouTube videos of native speakers may provide practical solutions to enhance students' speaking abilities.

With the rapid advancement of digital technology, educational resources have become more diversified, offering new channels to supplement traditional teaching (Irasuti & Bachtiar, 2024; Ismitasari, Ruminda, & Bachtiar, 2024). YouTube, for instance, has emerged as a prominent resource for students and educators alike, providing access to a broad range of content that covers nearly all academic disciplines. The platform's interactive nature, combined with a vast library of videos, has created an environment where learners can engage with authentic material from native speakers and experienced educators, facilitating language acquisition in real-world contexts. In the realm of English language learning, these resources offer learners exposure to native accents, idiomatic expressions, and cultural nuances, which are essential for developing fluency and comprehension. Such immersive content can be especially beneficial for students in remote areas or those who lack regular exposure to native English speakers, bridging the gap between classroom learning and real-life language use.

The implementation of YouTube in language instruction can also foster a more engaging and motivational learning environment. According to research, integrating multimedia in education not only enhances comprehension but also supports varied learning styles, accommodating visual, auditory, and kinesthetic learners (Mayer, 2005). For students of English Education at UNUPI, who face challenges in mastering speaking skills, YouTube videos provide a dynamic alternative to conventional classroom activities. By watching native speakers in diverse scenarios—such as conversations, interviews, or storytelling—students can practice listening and comprehension, which are crucial for improving speaking ability. Additionally, this approach allows them to learn vocabulary and pronunciation in an authentic context, helping to address common obstacles such as limited vocabulary and hesitation to speak. Consequently, YouTube-based learning holds promise as an innovative and accessible tool to boost students' confidence and competency in speaking English.

This research seeks to answer two primary questions: how lecturers use video showing in teaching speaking and how students respond to the use of videos in this context. The purpose of this research is to observe the effectiveness of video showing in teaching speaking and its impact on students' speaking skills. This study aims to provide insights into how this method can improve students' speaking fluency. This research offers both theoretical and practical significance. Theoretically, it contributes to the literature on technology-based learning in English by providing insights into teaching speaking skills. Practically, it serves as a reference for lecturers and students interested in incorporating video-based methods in learning English speaking. In terms of scope, this study is limited to using native speaker videos on YouTube as an aid in teaching speaking to second-semester students at UNUPI's Regional Campus in Garut. The research focuses on how this method impacts students' speaking abilities when integrated with direct instruction from the lecturer.

## **2. LITERATURE REVIEW**

### **2.1 Speaking**

Speaking is a critical component of language acquisition, as it enables individuals to convey thoughts, emotions, and establish social connections. Chaney (1998) defines speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols,” emphasizing the combination of cognitive and social processes involved. Brown (2001) and Cameron (2005) further highlight the significance of speaking in language learning, noting that it allows learners to communicate effectively, facilitating deeper connections and understanding. Challenges in speaking often arise due to factors such as inhibition, limited vocabulary, and struggles with structuring thoughts in a second language (Ur, 1996). Thornbury (2005) also discusses fluency and coherence as common obstacles,

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often exacerbated by limited practice opportunities in authentic communicative contexts. Speaking difficulties can also be linked to a lack of self-confidence, which impacts learners' willingness to take risks and express themselves (Krashen, 1985).

In language learning, speaking not only represents the ability to express oneself but also reflects the learner's progression in acquiring language proficiency. Burns and Joyce (1997) assert that speaking skills are essential for learners to navigate social interactions and engage meaningfully with others. Effective speaking involves not only correct grammar and vocabulary but also the ability to use language appropriately in varying contexts. As speaking requires spontaneous thought and adaptation, learners often face difficulties due to cognitive demands, such as quickly processing information while managing accuracy and fluency. Additionally, Baker and Westrup (2003) observe that speaking skills are critical for enhancing intercultural competence, as learners must understand and respond to cultural cues while communicating.

## 2.2 Teaching Speaking

Teaching speaking requires strategies that address both fluency and accuracy to enable learners to communicate confidently. Nunan (2003) emphasizes the importance of interaction, fluency practice, and the use of communicative activities like role-plays and discussions to simulate real-life contexts. Richards (2008) advocates for a communicative approach, which focuses on task-based learning and authentic language use. Harmer (2001) also highlights the role of feedback, noting that teachers must balance correction with encouragement to support students' confidence and language development. By combining fluency exercises, such as group discussions, with accuracy-focused activities that target grammar and pronunciation, teachers can address both the technical and cognitive challenges involved in learning to speak a second language. Through these methods, teachers help students develop not only the linguistic tools necessary for effective communication but also the confidence and willingness to engage in conversation (Scrivener, 2011).

Effective speaking instruction relies on creating a supportive learning environment where students feel encouraged to practice and improve. Bailey (2005) suggests incorporating a range of communicative activities that cater to diverse student needs and promote interactive learning. The use of simulations, debates, and peer feedback allows learners to develop confidence and adaptability in language use. Effective teaching strategies also involve scaffolding tasks to ensure students build foundational skills before moving on to complex conversations (Nation & Newton, 2009). To motivate students, teachers can introduce topics of interest and cultural relevance, making speaking practice both engaging and relatable.

## 2.3 Teaching Media

The integration of media in teaching facilitates learning by presenting contextualized examples, engaging students, and supporting diverse learning styles. Briggs (1977) and Smaldino et al. (2007) emphasize the role of media in enhancing comprehension and maintaining student interest. Visual media, such as videos, provide examples of authentic language, pronunciation, and body language that are essential for mastering speaking skills. Harmer (2007) argues that media enriches learning experiences by catering to multiple senses, which is beneficial for speaking-focused classrooms. Visual media can also simulate real-life situations, exposing learners to varied accents and dialects, thereby supporting their listening and speaking skills. Additionally, Mayer (2001) notes that multimedia facilitates a

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more immersive learning experience, aiding in the retention of information and allowing students to interact with the content in a meaningful way.

Media use in the language classroom not only aids in engagement but also improves information retention by presenting content in ways that are memorable and relatable to students. According to Berk (2009), integrating multimedia, such as films, podcasts, and interactive applications, offers a range of linguistic and cultural input that is essential for language learners. Media can provide contextual clues and real-life applications, which are important for students in understanding practical language use. Furthermore, teaching media caters to diverse learning styles—visual, auditory, and kinesthetic—helping students absorb content through channels that suit their individual preferences and enhancing overall language proficiency.

#### 2.4 Using YouTube Videos of Native Speakers

YouTube has emerged as a valuable resource in language education, providing multimedia content that appeals to modern learners' preferences for digital platforms. Snelson (2011) describes YouTube as an accessible educational tool, offering vast resources that align with students' digital learning habits. According to Burke et al. (2009), using authentic materials such as YouTube videos supports language acquisition by providing real-world examples of language in context. Videos featuring native speakers expose learners to authentic pronunciation, intonation, colloquial expressions, and body language, all of which are essential for developing effective speaking skills. Additionally, Alm (2015) notes that YouTube can increase student motivation and engagement, as it integrates language learning into a platform students are familiar with and enjoy. By incorporating YouTube videos into the speaking curriculum, teachers can offer students valuable exposure to native speakers, enhancing their comprehension and speaking proficiency in a natural and enjoyable manner.

YouTube videos featuring native speakers offer an interactive and flexible resource that can be tailored to meet specific learning objectives and skill levels. For example, Cakir (2006) points out that these videos can be used to focus on particular language aspects, such as pronunciation or idiomatic expressions that might otherwise be challenging to teach. Additionally, YouTube allows teachers to introduce authentic cultural contexts, helping learners understand language within social settings and cultural nuances. Through exposure to various accents and speech patterns, students gain familiarity with real-life language diversity, which is crucial for achieving conversational competence and improving listening comprehension.

### 3. METHOD

#### 3.1 Research design

This study utilizes a descriptive qualitative approach, which is suitable for capturing the intricacies of the teaching and learning process. Qualitative research is valuable in this context as it focuses on understanding the experiences and perspectives of participants within their natural setting, allowing the researcher to observe and describe phenomena without imposing control or intervention (Bachtiar, Juhana, & Pratiwi, 2024). According to Krathwohl (1995), qualitative research provides a framework for analyzing complex social interactions and behaviors, making it ideal for investigating the dynamic nature of classroom environments. Furthermore, Merriam (2009) highlights that a descriptive qualitative approach enables the researcher to obtain a rich, holistic understanding of the interactions that occur when YouTube videos of native speakers are integrated into the curriculum. This method allows the researcher to identify patterns, themes, and insights that emerge naturally

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from the learning activities, offering a deeper understanding of how these videos impact students' language acquisition (Bachtiar & Nirmala, 2023).

### 3.2 Setting and Participants

The research was conducted at the Universitas Pendidikan Indonesia (UNUPI) Regional Campus in Cisurupan, Garut. The participants were second-semester students enrolled in the English Education program, which offers a range of courses designed to develop language skills and pedagogical knowledge. A total of 28 students, comprising 12 males and 16 females, participated in the study. These students were selected due to their beginner to intermediate English proficiency level, as determined by their course instructors. This demographic was ideal for examining the effectiveness of native speaker videos in improving speaking skills because they are still in the early stages of developing fluency and accuracy. Creswell (2014) notes that selecting a homogeneous group of participants within a specific educational context enhances the reliability of qualitative findings, as it enables the researcher to focus on shared experiences within a defined setting.

### 3.3 Instruments

The instruments used in this study included observation sheets, field notes, and audio/video recording devices. Observation sheets were designed to capture key aspects of student engagement, participation, and interaction patterns during the lessons. Field notes were employed to document the researcher's observations, reflections, and insights throughout the data collection process. Additionally, audio and video recordings provided a reliable means of capturing in-class interactions and discussions, enabling the researcher to review and analyze the nuances of communication and behavior. These instruments are essential in qualitative research, as they allow for the triangulation of data, thereby increasing the validity and trustworthiness of the findings (Denzin & Lincoln, 2005).

### 3.4 Data Collection

Data collection was conducted through a combination of classroom observations, semi-structured interviews, and field notes. Classroom observations allowed the researcher to document the teaching and learning process, focusing on how students interacted with the YouTube videos of native speakers and how these interactions influenced their speaking skills. According to Patton (2002), observations are critical in qualitative research as they enable the researcher to capture real-time dynamics and responses. The researcher observed three class sessions, each lasting approximately 90 minutes, to gain a comprehensive view of the classroom environment and the integration of YouTube videos into the curriculum.

Semi-structured interviews were conducted with both the lecturer and selected students to gather in-depth insights into their experiences and perceptions. Interviews were designed to probe participants' thoughts on the effectiveness of native speaker videos in enhancing speaking skills, any challenges faced, and their overall impressions of the learning experience. The use of semi-structured interviews allows for flexibility in exploring participants' responses while maintaining a focus on the study's research objectives (Kvale, 1996). Data from these interviews were recorded, transcribed, and analyzed for recurring themes.

### 3.5 Data Analysis

The data analysis process involved transcribing the classroom observations and interviews, followed by coding and categorizing the data to identify key themes and patterns. The transcribed data were analyzed using thematic analysis, a method that enables the researcher to systematically identify, analyze, and report patterns within the data (Braun &

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Clarke, 2006). Initially, open coding was conducted, where the researcher reviewed the data line-by-line and assigned codes to segments of text that reflected participants' responses, behaviors, and interactions. These codes were then grouped into broader categories that captured the main themes related to the use of native speaker videos, such as engagement, motivation, and language development.

Subsequent stages of analysis involved interpreting the data to provide a coherent narrative of the findings, supported by direct quotes and examples from the field notes, observations, and interview transcripts. Data triangulation was employed to enhance the validity of the findings by comparing observations with interview data and field notes. This triangulation process helps to ensure the accuracy and reliability of the interpretations, providing a robust foundation for understanding the impact of native speaker videos on students' speaking skills (Miles & Huberman, 1994). The findings from this analysis are presented in the following chapter, organized by the major themes that emerged.

## **4. RESULTS AND DISCUSSION**

### **4.1. Observations**

Observations of classroom sessions revealed that using YouTube videos featuring native speakers significantly enhanced students' pronunciation, vocabulary acquisition, and speaking fluency. The instructional process involved a well-structured integration of videos into the lesson, where the lecturer paused the video at strategic points to explain specific language elements, discuss cultural nuances, and encourage students to reflect on their understanding. According to Harmer (2001), this pause-and-discuss method is an effective way to make language input more accessible and engaging for learners, as it allows them to process information in manageable segments.

During these pauses, the lecturer highlighted challenging words and phrases, drawing attention to pronunciation and intonation patterns used by native speakers. This method enabled students to actively listen and repeat after the speaker, promoting accurate pronunciation and intonation. The lecturer's explanations often included examples and comparisons to the students' native language, helping them recognize subtle differences in pronunciation and stress patterns. Such an approach aligns with Thornbury's (2005) principles of teaching speaking, where repeated exposure to authentic language use is critical for developing phonological awareness and speaking fluency. Over time, students demonstrated increasing ease in mimicking native-like pronunciation and gradually developed a natural flow in their speech.

### **4.2. Lecturer-Student Interactions**

**Student Reactions** The interactions between the lecturer and students were central to the learning experience, as the lecturer played a pivotal role in mediating the content and providing feedback. The lecturer facilitated these interactions by guiding students through structured exercises, including group discussions, dialogues, and role-plays based on the video content. According to Richards (2008), guided interactions are essential in a communicative language classroom, as they create opportunities for meaningful use of language and provide a safe space for students to practice speaking.

Students were encouraged to practice new vocabulary and sentence structures introduced in the video, often by re-enacting scenarios or engaging in simulated dialogues. These activities promoted both comprehension and productive skills, allowing students to internalize the language structures and apply them in conversational contexts. By engaging in role-plays, students not only practiced pronunciation and vocabulary but also gained confidence in handling real-life situations. Nunan (2003) emphasizes that role-playing helps

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bridge the gap between classroom learning and real-world application, as it allows students to apply their language skills in simulated environments reflective of everyday interactions.

The lecturer also used questioning techniques to prompt critical thinking and ensure that students were actively engaging with the video content. For instance, the lecturer would ask students to predict the next line in the dialogue or explain why certain expressions were used in specific contexts. This interactive questioning aligns with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), where guided interactions facilitate language acquisition by challenging students slightly beyond their current level of proficiency. As students participated in these interactive exercises, they displayed a higher level of engagement and responsiveness, suggesting that the lecturer's guidance played a significant role in facilitating their learning.

#### 4.3. Student Reactions

Interviews with the students revealed a range of positive reactions to using YouTube native speaker videos as a learning resource. Overall, students reported that the videos provided an authentic context for language use, which they found both motivating and beneficial for their language development. High-achieving students, in particular, expressed that the videos boosted their confidence, as they were able to mimic native pronunciation and incorporate new vocabulary more effectively. They noted that listening to native speakers helped them grasp colloquial expressions and informal language, which they rarely encountered in traditional textbook exercises.

Other students, including those who initially struggled with speaking, observed marked improvements in their vocabulary and listening comprehension skills. They noted that being exposed to authentic language helped them better understand the natural rhythm and flow of spoken English, as well as the nuances of tone and pitch. According to Alm (2015), exposure to native speakers on platforms like YouTube provides a unique opportunity for students to hear a variety of accents, speeds, and informal speech, which are often absent from standard instructional materials. These findings support the idea that authentic audio-visual media can enhance language acquisition by offering realistic examples of language use in diverse contexts.

Additionally, students highlighted the interactive nature of video-based learning as a major advantage. They appreciated the lecturer's efforts to incorporate the videos into participatory activities, which made the sessions more engaging and less intimidating. Some students reported that they felt more comfortable practicing speaking in a group setting, where they could learn from their peers and receive support from the lecturer. This aligns with Krashen's (1985) Affective Filter Hypothesis, which suggests that a low-stress environment promotes language acquisition, as students feel more at ease and open to learning.

In terms of challenges, a few students noted initial difficulty in following the fast-paced speech of native speakers in the videos. However, with the lecturer's guidance and multiple viewings of the video, they reported gradual improvement in their ability to comprehend rapid speech. This gradual improvement supports Swain's (1985) Output Hypothesis, which emphasizes the importance of exposure and active engagement with the target language for effective language learning. Through repeated exposure and practice, students were able to adapt to the speech rate and improve their listening and comprehension skills.

#### 4.4. Discussion

The findings of this study underscore the effectiveness of using YouTube videos of native speakers in developing speaking skills, particularly in enhancing pronunciation,

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vocabulary, and speaking fluency. The interactive approach, where the lecturer mediates the content through explanation and questioning, is essential in helping students process and apply the language they observe in the videos. By creating a supportive and engaging learning environment, the lecturer played a crucial role in facilitating meaningful language practice, enabling students to improve their confidence and competence in speaking.

These findings are consistent with previous research that highlights the benefits of using authentic video content in language teaching. Alm (2015) and Burke et al. (2009) have noted that authentic videos provide learners with exposure to natural speech patterns, idiomatic expressions, and contextual cues, all of which contribute to a more realistic and immersive learning experience. Furthermore, the positive student reactions support the notion that digital media can make language learning more accessible and enjoyable, aligning with Snelson's (2011) observations on the motivational appeal of YouTube for today's learners.

Overall, the integration of YouTube videos of native speakers into the speaking curriculum appears to be an effective strategy for improving students' language skills, promoting engagement, and providing valuable exposure to authentic language use. Future studies could further explore the long-term effects of such an approach on language proficiency, particularly in relation to other language skills such as listening comprehension and cultural awareness.

#### 4. CONCLUSION

The findings of this study indicate that using YouTube videos featuring native speakers is an effective method for enhancing students' speaking skills, particularly in pronunciation, intonation, and vocabulary acquisition. Through direct exposure to authentic language models, students gained a deeper understanding of everyday English use. This study demonstrates that YouTube videos can serve as a supplementary instructional tool, boosting students' confidence in speaking and enriching their learning experience with an interactive and engaging approach.

In the context of English language learning, integrating YouTube videos under the guidance of instructors promotes active student participation and addresses common challenges in speaking, such as hesitation and limited vocabulary. The method of video presentation followed by structured discussion and practical exercises fosters a supportive learning environment that meets students' needs. This approach aligns with theories suggesting that digital media can enhance the teaching and learning process, particularly in developing communicative skills through exposure to realistic language use.

The implications of this study encourage educators to consider incorporating digital media as a complement to traditional teaching methods. By integrating native speaker videos, English language education can address practical dimensions more closely aligned with real-life language use. Additionally, future research could explore the application of similar media in developing other language skills, further advancing the role of technology in modern language education.

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