

## THE CORRELATION BETWEEN THE STUDENTS' HABIT TO WATCH ENGLISH YOUTUBE CHANNEL AND THEIR SPEAKING SKILL

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### ABSTRACT

The purpose of this research was to find out the correlation between the second-year students' habit to watch English YouTube channel and their speaking skill at the English Department of Bung Hatta University. The design of this research was correlational research. The population of this study was the second-year students who registered in the academic year of 2020/2021. Due to the limited number of population members, the researcher used total sampling technique. The number of the sample as respondents in this research was 30 students. The instruments used to get the data were questionnaire and speaking tests. It was found that the reliability index of the questionnaire was 0.82 and the reliability index of the speaking test was 0.72. The result of the data analysis showed that the value of  $r_{\text{calculated}}$  of this research was 0.74, while the value of  $r_{\text{table}}$  with the level of significance 0.05 and the degree of freedom ( $df = n - 2$ ) was 0.374. It means that the  $r_{\text{calculated}}$  was higher than  $r_{\text{table}}$  ( $0.74 > 0.374$ ). Therefore, the alternative hypothesis of this research stating that there is a significant correlation between the second-year students' habit to watch English YouTube channel and their speaking skill at the English Department of Bung Hatta University was accepted. Based on the result of the data above, it can be interpreted the students' habit of watching English YouTube channel can increase their speaking skill University.

*Keyword: correlation, habit, YouTube, speaking, speaking for description*

### INTRODUCTION

Among those four skills of English, speaking skill is the crucial one for non-native speakers in studying English. On one side, speaking is frequently considered as the most difficult and the most complex skill among the others, as it needs experience and exposure to the target language (Almutairi, 2021). On another side, it is the most important skill because some important components should be mastered to be a fluent speaker in English, and those components consist of pronunciation, grammar, vocabulary, fluency, and comprehension which influence the quality of English (Leong and Ahmadi, 2017).

To improve students' skills in speaking, they should learn it in the fastest and easiest way. They need strategies to learn the language to make learning more effective. One of the strategies that can be used is to generate a habit of watching English learning programs broadcasted through YouTube channels since it is considered as one of the possible ways to improve their speaking skill. According to Covey in Faliyanti and Arlin (2018), habit is

something that is not conducted drastically but is conducted slowly, repeatedly, and continuously. YouTube is one of the platforms for internet users specifically who want to watch, upload or download videos. YouTube is very well-known and not unfamiliar nowadays. YouTube is one of the platforms for internet users specifically who want to watch, upload or download videos. The YouTube application contains many videos on different subjects such as music, movie, news, tutorial making something, and educational content to learn English. Clement in Babu et al., (2019) states that YouTube is the major source of video content. As a matter of fact, as of May 2019, over five hundred hours of video gets uploaded on to YouTube every minute or amount to 30,000 hours of uploaded YouTube videos per hour.

Watching English YouTube as a habit can direct students to learn and practice to speak in language being learned more often. The habit of watching English YouTube gives opportunities to the students to study speaking of the language. The use of YouTube as a learning medium is quite effective to improve their speaking skills. Furthermore, students should have a schedule for it. As mentioned by Bastos and Ramos in Sari and Margana (2019) in their research result, define that the students are more interested in using video that consists of sound, graphics, and animation, which is more interesting than textbooks, worksheets, slides, projectors, and films, in the process of teaching and learning. Many studies show that the use of YouTube for learning is effective as a teaching tool. Albahlah (2019) in his research found that English language teachers have positive perceptions of using YouTube to develop speaking skills. The use of YouTube as media to teach students has improved students' speaking skills. The data shows that teaching speaking is probably more effective by using YouTube. The videos on YouTube help the students guess the meaning of unknown words and improve their speaking skills. Lestari (2019,) in her study used video blogs in YouTube as learning media to improve students' speaking skills. The result showed that students' perspective on the use of video blogs through YouTube to improve speaking skills is good. Furthermore, students show their good speaking skills by using video blogs in YouTube as the media to learn English.

## **LITERATURE REVIEW**

### **Habit**

It is natural that people have their own way in the process to learn English (Mega and Sugiarto; 2020). The foremost side to be concerned with is the self-habit of the learners. The habit consistency as an effort to upgrade language skills is one of the essential factors that recognize success between the learners. The students' habits can be a medium in learning English to develop their speaking skills, such as the students' habit of watching YouTube. Learning to develop speaking skills can be done effectively by implementing the learning process by using habits. They can learn in easy ways how to pronounce words, improve their vocabulary, and habitually listen to native speakers' sounds from videos on YouTube. According to Riswanto and Debi (2019), habit is an activity that has regularly been repeated. Lally et al. in Faliyanti and Arlin (2018) define that habit formation as the process by which behavior, through regular repetition, becomes automatic or habitual. It is supported by Clear (2018), who states that a habit is a behavior that has been repeated enough times to become automatic. Similarly, Abdullah and Rahman (2017) define a habit as a routine of behavior that is repeated regularly and tends to occur subconsciously.

Habit is very important because habits are shaped by the systems in life. Habits affect us in our personal lives and provide insight into how individuals succeed or fail, based on nothing more than habits (James; 2012). Habits can make a big difference. If we can get 1 percent better each day for one year, we'll end up thirty-seven times better by the time we're done. Conversely, if we get 1 percent worse each day for one year, we'll decline nearly down to zero. What starts as a small win or a minor setback accumulates into something much more (Clear; 2018). Building up good habits could be an essential issue for human life since behavior is generally influenced by habits. The students who have developed good learning habits will affect their future success. It is supported by Azikiwe in Chen et al. (2020), "good study habits are good assets to learners because the (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitutes constraints to learning and achievement leading to failure. Habit is important not only because it can help people achieve all of the things, but habit is also about becoming someone. Clear (2018) states that habits matter because they help you become the type of person you wish to be. They are the channel through which you develop your deepest beliefs about yourself. Quite literally, you become your habits.

According to Duhigg (2012), habits can emerge by itself because the brain is constantly looking for ways to save effort. Left to its own devices, the brain will try to

make almost any routine into a habit, because habits allow our minds to ramp down more often. Quresi in Sartika (2020) states that there are four key characteristics of habit: (1) Duration; if the habit stimulus is not presented for a long enough period before a sudden reintroduction, the response will once again reappear at full strength, a phenomenon known as spontaneous recovery,(2) Frequency; the more frequently a stimulus is presented, the faster the habit occurs,(3) Intensity; very intense stimuli tend to result in slower habituation, and (4) Changing; changing the intensity or duration of the stimulation may result in a reoccurrence of the original response.

The process of building a habit can be divided into four simple steps. First, the cue triggers your brain to initiate a behavior. The cue is the first indication that we're close to a reward, it naturally leads to a craving. Second, the motivational force behind every habit. Without some level of motivation or desire— without craving a change—we have no reason to act. Next, the actual habit you perform, which can take the form of a thought or an action. Whether a response occurs depends on how motivated you are and how much friction is associated with the behavior. The last, rewards are the end goal of every habit. The cue is about noticing the reward. The craving is about wanting the reward. The response is about obtaining the reward. We chase rewards because they serve two purposes; they satisfy us and teach us (Clear; 2018).In a word, habits are formed because there is a cue in the brain to do something that will eventually produce results (rewards)

According to Verplanken in Ningsih (2019), three factors affect someone's habit. (1) Frequency: measures the number of times something occurs in a specific amount of time or the fact of something happening often or a large number of times. (2) Repetition: the act of doing or saying something over and over again. According to Silmi (2019), An important aspect of repetition may turn these into a habit. An old habit is hard to break and a new habit is hard to form because of the habitual patterns that are repeated in the neural pathways. The habitual patterns may happen continuously. (3) Behavior: an individual phenomenon that is characterized by the observable, measurable movement of some part of the body through space and time. According to Verplanken and Orbell (2019), strong behavior is provoked by context cues without an individual intending or realizing that action has been initiated. These unwitting behaviors can be referred to as 'action slips.

According to Latchanna, and Dagnev in Sunisah (2019), Attitude is considered an important concept to understand human behavior and is defined as a mental state that

includes beliefs and feelings. Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Attitude is considered as an important concept to understand human behavior and is defined as a mental state includes beliefs and felling.

### **YouTube**

The era of the 21st century is often regarded as a time of technology. Technology, nowadays, plays a very important part in our life. The effect of technology can be felt in every possible field, one such field is education (Raja&Nagasubramani, 2018). In this era of technology, there is a lot of media or tools for teaching and learning. One of the media that can be used is YouTube. YouTube is a popular social media. YouTube is not just for entertainment but it can be used for an educational purpose. According to Clement in Babu H et al., (2019), YouTube is the major source of video content. As a matter of fact, as of May 2019, over five hundred hours of video gets uploaded on to YouTube every minute or amount to 30,000 hours of uploaded YouTube videos per hour. Similarly, Duffy in Michael and Shah (2020) states that YouTube is a world-renowned video-sharing platform where users can choose whether to share or view video clips. Rahayu&Putri (2019) state that YouTube is an internet channel in which people can openly find, watch, and upload any videos without any particular adjustment. It was supported by IlyasandPutri (2020) stating that a YouTube channel is a video-sharing website in which users can upload, share and view videos. YouTube channel is used for YouTube users to upload videos and publish their videos. People who view and watch videos on the YouTube channel can do other activities such as giving likes to other people's videos, giving comments, download and share the video, and also following the YouTube channel account by subscribing to the channel.

YouTube is not only used for entertainment purposes but also education. It can be an effective medium in teaching-learning, especially improving students' speaking skills. Almobarraz in Babu H et al., (2019), states that YouTube videos act as an effective and supplementary tool. YouTube as a learning medium is effective and can be a great authentic learning material to increase students' speaking because YouTube contains many videos around the world, including from native English speakers, which could give an easier understanding of their pronunciation, improving the vocabulary, grammar, and ideas. It is supported by Yusuf (2020), YouTube can be a learning resource and learning media that

can meet the needs of students and teachers, YouTube can increase interest and support student learning styles. Sari and Margana (2019) explain the use of YouTube as a learning medium in the area that exists in the 21st century can be seen by the purpose of improving the English communication of students. The improvement of YouTube as a learning medium is expected to be not only a source of information but also a source to produce an effective product for the students while, at the same time, improving their communication skills.

### **Speaking Skill**

Speaking skill is deemed to be the crucial skill to acquire foreign or second language learning. Speaking is probably the language skill that most language learners wish to perfect to communicate orally. There are a lot of definitions of speaking. Zuhriyah (2017) defines that speaking as the way for people to express and communicate ideas to others orally. Aye and Phyu in Zuhriyah (2017) state that people need efficient speaking skills in the whole life aspects of this globalization time. Dionar and Adnan (2018) define speaking as a media of transaction between speaker and listener. Speaker gives a message to the listener, and the listener reacts to the information given by the speaker. By constructing conversation with others, this activity allows sharing information and opinion and creates a good social relationship between speaker and listener.

According to Harris in Sukprasert, Namjaitrong, and Jitjarasamphan (2019), there are 5 components of speaking competence, which all have their assessment criteria. The first component is pronunciation. According to Nation and Newton (as cited in Putri, 2019) pronunciation is an individual sound that involves good articulation, and it has features of sound such as aspiration, voicing, voice settings, intonation, and stress. Pronunciation plays a great role in speaking, and it gives a hint toward what is being said. The second one is grammar. Cambridge Dictionary (2019) states that grammar is the rule about how words change their form and combine with other words to make sentences. Hussin (2020) explains that a student needs to find suitable and grammatically correct words to convey meaning accurately to speak or to communicate well. The third component is vocabulary. According to Richards and Renandya in Hussin (2020), vocabulary is one of the language components and the list of words that have been used by people to communicate. The next component is fluency. Putri (2019) states that fluency is speaking at normal speed, without hesitation, repetition, or self-correlation with smooth use of connected speech. The last is

comprehension. Hussin (2020) states that comprehension is a crucial aspect to be assessed because the more speakers comprehend the messages, the more easily they respond to the messages.

In modern days, language is used as a tool for communication. English has become a language that is spoken all over the world. According to Bueno, Madrid, and McLaren in Rao (2019), speaking is one of the most difficult skills language learners have to face. Speaking is considered the very crucial of the four language skills of English. Even the learners learn the language for so many years. English is generally used mostly in the field of education, research, business, the internet, entertainment, and so on. As English becomes international communication, most foreign language learners try to learn it. All the learners wish to learn and master English to enhance their career, improve business, build confidence levels, get better job opportunities, and so on. In other words, having good communication in English is the ticket to get better employment opportunities. Durga (2018) in his study about the need for English language skills for employment opportunities, results of the study show that English is indispensable to use at the workplace and the primary prerequisite qualification for employment. English mastery is a key factor for employment success and improvement.

### **Relationship between Habit to Watch English YouTube Channel and Speaking Skill**

Habit is a behavior that has been repeated enough times to become automatic (Clear, 2018). Habit is important because it affects students' learning. Azikiwe in Chen et al. (2020) found that good study habits are good assets to learners because the (habits) assist students to attain mastery in areas of specialization and consequent excellent performance. Whereas YouTube is an internet channel in which people can openly find, watch, and upload any videos without any particular adjustment (Rahayu&Putri, 2019). According to Yusuf (2020), YouTube can be a learning resource and learning media that can meet the needs of students and teachers, YouTube can increase interest and support student learning styles.

Speaking skill is the ability that needs to be mastered by students to express their thoughts and ideas to other people (Hussin, 2020). YouTube has a good impact on the students' speaking. It is supported by Lestari (2019) in her study. She found that students show their good speaking skills by using video blogs on YouTube as the media to learn English. So if the students have a habit of watching English YouTube channels as their



learning media to improve their speaking skills, they will be able to do oral communication. In a nutshell, the students' habit of watching English YouTube channel can improve their speaking skill.

## **METHOD**

The type of this research was correlation research. Mertler (2019) states that correlational studies measure the degree and nature of the relationship between two or more variables. According to Refnita (2018:12), correlational research is research that attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. This research also applied a quantitative research approach. Refnita (2018:8) states that quantitative research is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest. The variables of this research were students' habits to watch English YouTube channel as independent variable and their speaking skill as dependent variable.

The population of this research was all the second-year students of the English Department of Bung Hatta University, who registered in 2020/2021 academic year. The total number of population members was 37 students. Because the number of population members was very limited, total sampling technique was used to select sample. It means all members of the population were chosen as the sample.

To collect the data of this research, the researcher used 2 kinds of instruments, namely questionnaire and speaking test. They were questionnaires and speaking tests. A questionnaire is a set of questions to be answered by the subjects of the study. The subjects respond to the questions by writing or by marking an answer sheet (Refnita; 2018:91). According to Khuc, Pham, and Tran (2021), in designing a questionnaire, questions are divided into closed-ended and open-ended questions. In this research, the researcher used the questionnaire which is close-ended questions, because it provides several answers, and the students only give the cross mark for the most suitable answer. The questionnaire was constructed in the form of the Likert scale. Likert scale is an instrument that asks an individual to respond to a series of statements by indicating whether she or he strongly agrees (SA), agrees (A), undecided (U), disagrees (D), and strongly disagrees (SD) with each statement. The researcher used several characteristics to have a valid questionnaire suggested by Tuckman in Sari (2016:32) as follows; (1) Questionnaire deals with the



significant topic, (2) Questionnaires are attractive, neatly arranged, and duplicated or printed, (3) Directions are clear and complete, (4) The questionnaire is objective, with no leading suggestions as to the response desired, (5) Questions or statements are presented in good physical order, and (6) It is easy to tabulate and interpret. To find out the reliability of the questionnaire, the researcher used a Variant formula by Arikunto (2012:123) as follows:

$$\sigma^2 = \frac{\Sigma x^2 - \frac{(\Sigma y)^2}{N}}{N}$$

and

$$r_{II} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\Sigma \sigma_i^2}{\Sigma \sigma_t^2} \right)$$

The researcher used speaking tests to find out the students' speaking skill. They gave the students some topics and then asked them to speak by choosing one of the alternative topics. To know the validity of the test, the researcher chose content validity for which the test was constructed based on curriculum, syllabus, and teaching material taught to the second-year students. To find out the test reliability (the precision of a particular measurement), the researcher used inter-rater method. It means that there were two scorers (scorer 1 and scorer 2), and then to the correlation index of two scores, the researchers used the Pearson Product Moment formula by Arikunto (2012) was as follows:

$$r_{xy} = \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{(n \Sigma x^2) - (\Sigma x)^2\} \{(n \Sigma y^2) - (\Sigma y)^2\}}}$$

To analyze the data, the researchers calculated the correlation between students' habit and their speaking skill by using the Pearson Product Moment formula as follows:

$$r_{xy} = \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{(n \Sigma x^2) - (\Sigma x)^2\} \{(n \Sigma y^2) - (\Sigma y)^2\}}}$$

To find out whether or not there is a significant correlation between Students' habit to use youtube channel and their speaking, the researchers compare the value of  $r_{\text{calculated}}$  and  $r_{\text{table}}$  at the level of significance 0.05 and the degree of freedom ( $df = n-2$ ).

## RESULT AND DISCUSSION

Based on the result of data analysis, it was found that the value of the coefficient correlation between students' habit to watch English YouTube channel and their speaking

skill was 0.74. It means that there is a positive correlation between students' habit to watch English YouTube channel and their speaking skill at the second-year students of the English Department of Bung Hatta University. To see whether such correlation is significant or not, it was compared with the value of  $r_{table}$  at significant level  $\alpha 0.05$  and  $df = n-2$  (28), and as a matter of fact, its value was 0.374. It means that  $r_{counted}$  was higher than  $r_{table}$  ( $0.74 > 0.374$ ). It can be stated that there is a significant positive correlation between students' habit to watch English YouTube channel and their speaking skill. Therefore, the alternative hypothesis ( $H_a$ ) that states that "there is a significant correlation between the second-year students' habit to watch English YouTube channel and their speaking skill at the English department of Bung Hatta University" was accepted.

This finding is in line with Azikiwe's finding in Chen et al. (2020), good study habits are good assets to learners because habit assists students to attain mastery in areas of specialization and consequent excellent performance. According to Yusuf (2020), YouTube can be a learning resource and learning media that can meet the needs of students and teachers. YouTube can increase interest and support student learning styles. Habit is important because it affects students' learning. Whereas YouTube is an internet channel in which people can openly find, watch, and upload any videos without any particular adjustment (Rahayu&Putri, 2019). YouTube has a good impact on the students' speaking. It is supported by Lestari (2019). In her study, she found that students show their good speaking skill by using video blogs on YouTube as the media to learn English. So if the students have a habit of watching English YouTube channels as their learning media to improve their speaking skill, they will be able to do oral communication well.

## CONCLUSION

Based on the the findings, it can be concluded that there was a significant positive correlation between the second-year students' habit to watch English YouTube channel and their speaking skill at the English department of Bung Hatta University. Relating to this, it can be interpreted that students' habit to watch English YouTube channel can influence their speaking skill. In other words, it can be stated that if the students' have a good habit to watch English YouTube channel, their speaking skill are good too. Vice versa, it can also be interpreted that if the students' have no good habit to watch English YouTube channel, their speaking skill are not good either.

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