



YouTube as a Supplementary Resource for Learning English Speaking and Conversation of Non-English Department Students

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ABSTRACT

This study explores non-English department students' perceptions of the use of YouTube videos as supplementary resources in learning English speaking and conversation. This research is descriptive qualitative research. The analysis shows that non-English students generally find YouTube an engaging and effective tool for learning English. They appreciate its flexibility, accessibility, and the realistic learning experiences it offers. YouTube is particularly valued for improving understanding of English topics and conversations, providing cultural insights, and supporting pronunciation and intonation. It is seen as a personalized and enjoyable learning resource. YouTube is regarded as effective for vocabulary acquisition. Students believe it helps them learn new words, understand word usage in social contexts, and apply vocabulary in real-life conversations. The platform's clear explanations and frequent phrase repetition improve retention and confidence. In speaking skills, YouTube has a significant impact. It enhances pronunciation, builds confidence, and helps students feel more comfortable speaking English, especially in casual situations. Students get benefits from exposure to various accents and conversation examples, which help improve fluency. However, students face several challenges using YouTube for learning, such as difficulty understanding accents or fast speech, poor video/audio quality, and trouble maintaining focus. There is also a challenge in selecting appropriate videos, and some students feel there is insufficient explanation of vocabulary or a lack of interactive speaking practice. Students suggest several improvements to make YouTube more effective as a learning tool, including the addition of subtitles, more videos on formal and professional conversations, and better video selection guidance. They recommend incorporating interactive quizzes, visuals, and more tailored conversation examples for different learning needs. Additionally, they suggest videos should focus on correcting pronunciation errors and include more exposure to diverse accents. Lastly, students call for guided speaking practice sessions to enhance learning.

Keywords: Conversation, English Speaking, Non-English Major Students, Supplementary Resource, YouTube

ABSTRAK

Penelitian ini mengeksplorasi persepsi mahasiswa non-jurusan Bahasa Inggris terhadap penggunaan video YouTube sebagai sumber tambahan dalam pembelajaran keterampilan berbicara dan percakapan Bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. Hasil analisis menunjukkan bahwa mahasiswa non-jurusan Bahasa Inggris umumnya menganggap YouTube sebagai alat yang menarik dan efektif untuk belajar Bahasa Inggris. Mereka menghargai fleksibilitas, kemudahan akses, serta pengalaman belajar yang realistis yang ditawarkan. YouTube sangat dihargai dalam membantu pemahaman topik-topik Bahasa Inggris dan percakapan, memberikan wawasan budaya, serta mendukung pelafalan dan intonasi. YouTube dipandang sebagai sumber belajar yang personal dan menyenangkan. YouTube dianggap efektif dalam memperkaya kosakata. Mahasiswa percaya bahwa platform ini membantu mereka mempelajari kata-kata



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baru, memahami penggunaan kata dalam konteks sosial, dan menerapkannya dalam percakapan nyata. Penjelasan yang jelas serta pengulangan frasa yang sering meningkatkan daya ingat dan rasa percaya diri. Dalam keterampilan berbicara, YouTube memberikan dampak yang signifikan. Platform ini meningkatkan pelafalan, membangun kepercayaan diri, dan membantu mahasiswa merasa lebih nyaman berbicara Bahasa Inggris, terutama dalam situasi santai. Mahasiswa juga mendapat manfaat dari paparan berbagai aksen dan contoh percakapan yang membantu meningkatkan kefasihan. Namun, mahasiswa menghadapi beberapa tantangan dalam menggunakan YouTube untuk belajar, seperti kesulitan memahami aksen atau kecepatan bicara, kualitas video/audio yang buruk, serta kesulitan mempertahankan fokus. Tantangan lainnya termasuk kesulitan memilih video yang tepat dan kurangnya penjelasan kosakata atau latihan berbicara yang interaktif. Mahasiswa menyarankan beberapa perbaikan, seperti penambahan subtitle, lebih banyak video tentang percakapan formal dan profesional, serta panduan dalam memilih video. Mereka juga merekomendasikan adanya kuis interaktif, visual, dan contoh percakapan yang lebih disesuaikan dengan kebutuhan belajar. Selain itu, mereka menyarankan agar video juga fokus pada koreksi kesalahan pelafalan dan menampilkan lebih banyak aksen yang beragam. Terakhir, mahasiswa mengusulkan adanya sesi latihan berbicara terarah untuk meningkatkan pembelajaran.

Kata kunci: Percakapan, Berbicara Bahasa Inggris, Mahasiswa Non-Jurusan Bahasa Inggris, Sumber Tambahan, YouTube.

1. Introduction

In today's digital era, information technology plays a vital role in the learning process, including language learning (Fitria, 2022b). One platform that has become increasingly popular as a supplementary learning resource is YouTube. As the world's largest video-sharing platform, YouTube offers a wide range of content that can be accessed anytime and anywhere, making it a highly flexible tool for supporting English language learning. This is especially beneficial for non-English major students who may not have opportunities to interact in English in their daily lives, with YouTube serving as an effective alternative to enhance their speaking and conversational skills.

YouTube is a video-sharing platform where users can upload, view, share, and comment on videos. It provides a wide variety of content, including entertainment, educational materials, tutorials, and much more (Fitria, 2021). As one of the largest video platforms in the world, YouTube offers a flexible and accessible tool for learning, allowing users to access videos on almost any topic, anytime and anywhere. It has become an essential resource for educational purposes, including language learning, by offering various videos that help improve skills such as speaking, listening, and understanding diverse accents and pronunciations. YouTube, one of the largest video platforms globally, offers a variety of content that can be accessed flexibly and easily. With its ability to present learning materials in video format, YouTube has become an effective supplementary source for supporting English language learning, particularly in improving speaking and conversational skills.

Digital platforms like YouTube have become one of the main tools in modern education. YouTube is not only used for entertainment but also as a potential source of information and learning. It provides easy access to various educational content, including English language learning. The platform offers easy and flexible access to a wide range of content that supports language skills improvement, including speaking and conversational skills (Fitria, 2022). Although YouTube has been widely used in various educational fields, its use as a supplementary resource for English language learning, especially for non-English major students, still needs to be further explored. For non-English major students, YouTube provides opportunities to access materials that they might not encounter in traditional classrooms, such as daily dialogues, pronunciation training, and in-depth cultural expressions.

However, despite the many potentials that YouTube offers as a language learning resource, not all students fully utilize this platform optimally. Some challenges need to be identified, such as difficulties in understanding accents or fast speech, limitations in content that matches students' language proficiency levels, or a lack of clear guidance in selecting the right videos. Additionally, a

major limitation is the restricted opportunity for speaking practice with native speakers or in authentic conversational settings (Fitria, 2023b). On the other hand, there are still some challenges in its use as an effective learning resource. The varying quality of videos, difficulty in finding content suited to language proficiency levels, and the inability to interact directly in conversations often hinder students from maximizing the benefits offered by YouTube. Therefore, it is essential to explore the challenges students face in utilizing YouTube to learn English speaking and find ways to optimize the use of this platform as a learning resource.

It is crucial to further explore how non-English major students perceive YouTube as a supplementary resource in English language learning, particularly in developing their speaking and conversational skills. In many non-English speaking countries, opportunities to interact in English outside the classroom are limited, which often hinders their progress in mastering speaking skills. Speaking skills, as one of the key components in language learning, require regular practice and opportunities for interaction in real-life situations. Without these, many students find it difficult to speak confidently in English, especially in informal or professional conversational settings.

The importance of speaking skills in English is increasing, with globalization and the need to communicate in international contexts, whether in the workplace, education, or social interactions (Fitria, 2023c). However, many non-English major students struggle to master speaking skills due to limited opportunities for conversation practice outside the classroom. Therefore, finding supplementary learning resources to address this challenge is crucial. YouTube, with its various conversation videos, tutorials, and language learning materials, provides opportunities for non-English major students to learn and practice speaking English more interactively and enjoyably. The videos available on this platform provide examples of conversations in various contexts, allowing students to hear correct pronunciations, understand intonations, and learn vocabulary and phrases used in daily life. YouTube also offers flexibility in time and location, allowing students to learn whenever it is convenient for them.

YouTube serves as a valuable alternative to overcome these barriers. With thousands of English conversation videos accessible, students can listen to various accents, learn new vocabulary and phrases, and gain insight into how English is used in diverse social situations. These videos provide opportunities to learn proper pronunciation, understand sentence structures used in everyday conversations, and enrich knowledge of the cultural and social norms associated with English. However, despite the recognition of YouTube's potential as an additional learning resource, limited research has explored how non-English major students view the use of YouTube in enhancing their speaking and conversational skills. Therefore, this study aims to explore non-English major students' perceptions of using YouTube as a supplementary learning resource in the context of developing their English speaking and conversation skills. In this regard, the study aims to understand how non-English major students perceive YouTube as a supplementary learning resource, identify the challenges they face, and explore their suggestions for improving their learning experience. This research is expected to make a meaningful contribution to the development of technology-based English language learning, particularly in the context of speaking and conversation skills.

This study will explore how non-English major students utilize YouTube to improve their speaking skills, the challenges they face, and their suggestions for enhancing their learning experience through this platform. The results of this study are expected to provide deeper insights into YouTube's potential as an English language learning tool, especially in the context of speaking and conversational skills. This research aims to explore non-English major students' perceptions of using YouTube as a supplementary learning resource for speaking and conversation skills. By focusing on students' experiences with YouTube, this study hopes to provide insights into its strengths, challenges, and suggestions for improvement to enhance the effectiveness of YouTube as a tool for learning English. Through this research, it is hoped that better ways to integrate YouTube as a helpful tool for English language learning, especially in improving speaking and conversation skills among non-English major students.

There are several studies related to the use of YouTube as supplementary resources in learning English. Noortyani (2019) examines the use of YouTube as a supplementary resource for learning

news writing from the student's perspective. The data analysis results showed that students gained several benefits from using YouTube in learning news writing and completing their assignments. These benefits include improved learning, better understanding of news concepts, expanded knowledge, promotion of autonomous learning, and support in developing both listening and writing skills. Solano et al. (2020) explore the use of EFL YouTube videos as an additional resource for teaching vocabulary in the classroom. The findings indicate that using YouTube videos as a supplementary tool enhances classroom productivity by fostering greater interaction and motivating students to actively engage in vocabulary learning. Choirunnisa (2020) examines the use of YouTube as an instructional tool in teaching Economics at the senior high school level. The findings suggest that YouTube effectively motivates students, as evidenced by their active participation and enthusiasm during lessons. However, some challenges arose, including video quality, internet connectivity issues, and students' self-regulation in accessing YouTube. Insorio & Macandog (2022) assess the effectiveness of YouTube video playlists as supplementary learning materials for mathematics in a blended learning environment. The findings indicated that the YouTube video playlist helped students understand and enhance their mathematics skills. Watching the videos boosted their confidence in completing learning activities and tasks. Zahro (2022) explores the use of YouTube videos as a supplementary resource for teaching vocabulary in Junior High School. The results show that students responded positively, with increased attention, excitement, and engagement during lessons. Their engagement was categorized into emotional (enthusiasm and curiosity), behavioral (paying attention, asking questions, and completing tasks), and cognitive (confidence, peer discussions, and helping each other). Zulaefa & Rizal (2023) examine the use of YouTube videos as an additional resource for EFL students. The results revealed that incorporating YouTube into EFL classes positively contributes to speaking fluency, especially in helping students organize and express their ideas, boosting motivation, fostering peer collaboration, improving vocabulary, and decreasing shyness. Rigdel et al. (2023) evaluate the effectiveness of using YouTube as supplementary material to improve students' learning outcomes in Geography. It also explored students' perceptions of YouTube as a learning resource, their attitudes toward its use, its advantages, and the challenges it presents in the learning process. The analysis revealed that students held positive perceptions and attitudes toward the integration of YouTube as a supplementary learning tool. Sholikhi et al. (2024) explore the innovative use of audio-visual tools, particularly YouTube, in speaking classes for students from non-English departments. The results indicate that most participants recognized YouTube's significant impact on their speaking classes. Although a few students encountered network-related issues, the study highlighted that this online platform proved to be a valuable and free supplementary resource for speaking lessons.

Previous studies have explored various aspects of using YouTube videos as a supplementary resource in language learning, particularly in enhancing vocabulary acquisition, speaking skills, and student engagement. However, much of the existing literature focuses on English major students or general perceptions without emphasizing non-English major students' unique needs and challenges in learning English speaking and conversation. In addition, while studies have shown that YouTube videos can increase student engagement and motivation, few have delved deeply into non-English major students' perceptions regarding how these videos specifically impact speaking fluency, confidence, and conversation skills in real-life scenarios. Moreover, there is limited research on the contextual factors—such as cultural relevance and personalization of content—that might influence non-English major students' learning outcomes through YouTube. This study addresses these gaps by specifically focusing on non-English major students, a group that has been underrepresented in previous research. Additionally, this study will explore how YouTube videos can be tailored to better meet the conversational and speaking needs of non-English major students, offering insights into how these videos can be more effectively integrated into language learning practices. By focusing on this group and exploring not just the impact of YouTube videos on speaking but also students' perceptions, challenges, and suggestions, this research offers a fresh perspective and a novel contribution to the field of digital language learning.

2. Method

This study uses a descriptive qualitative approach to explore the perceptions of non-English major students regarding the use of YouTube videos as an additional resource in learning English speaking and conversation. The descriptive qualitative approach was chosen because this study aims to provide an in-depth understanding of students' experiences and views on the effectiveness of YouTube in helping them learn English speaking skills. The study does not aim to test relationships or influences, but rather to describe how students understand and evaluate the use of YouTube videos in their English learning. In qualitative descriptive research, numbers or percentages can be used if the data collected comes from questionnaires or surveys that have numerical elements (Fitria, 2023a). Although qualitative research focuses more on in-depth understanding through non-numerical data, the use of numbers or percentages from questionnaires can help describe the distribution or frequency of responses from participants, which can provide a clearer picture of the observed phenomenon (Fitria, 2024).

Data was collected using an online questionnaire distributed through Google Forms to non-English major students. The questionnaire consisted of several statements that explored students' views on the use of YouTube videos to enhance their English speaking and conversation skills. Each statement was followed by a Likert scale that allowed students to respond with Strongly Agree, Agree, Disagree, or Strongly Disagree. The questionnaire was designed to assess various aspects, including the impact of YouTube on improving conversation comprehension, vocabulary, pronunciation, and students' comfort in communicating in English.

After data collection, the analysis was conducted by describing the findings based on the responses given by the students. The percentage of each response was calculated to determine the extent to which students agreed or disagreed with each statement. The findings were then explained narratively to provide a deeper understanding of how non-English major students perceive the use of YouTube videos as an English learning tool. The data was also analyzed to assess the impact of YouTube on improving English speaking and conversation skills, and how effective the platform is in providing content that meets students' learning needs. The analysis results were presented in the form of tables and narrative descriptions to provide a clear picture of students' perceptions of YouTube as an English learning resource.

3. Result and Discussion

3.1 Result

This study explores non-English major students' perceptions of the use of YouTube videos as supplementary resources in learning English speaking and conversation.

Table 1. Learning Experience Using YouTube as an Additional Learning Resource

| No | Statements | Students' Response | | | |
|----|--|--------------------|-------------|-----------|-------------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | YouTube is more enjoyable for learning English compared to other methods. | 17 (30.9 %) | 34 (61.8 %) | 3 (5.5 %) | 1 (1.8 %) |
| 2. | Watching YouTube videos helps improve my understanding of various topics in English. | 13 (23.6 %) | 40 (72.7 %) | 2 (3.6 %) | 0 (0 %) |
| 3. | Watching YouTube videos makes it easier for me to understand English conversations. | 15 (27.3 %) | 36 (65.5 %) | 4 (7.3 %) | 0 (0 %) |
| 4. | Watching conversation videos on YouTube is more helpful for learning English than reading texts. | 19 (34.5 %) | 32 (58.2 %) | 4 (7.3 %) | 0 (0 %) |
| 5. | YouTube videos provide an opportunity to learn anytime and anywhere. | 15 (27.3 %) | 40 (72.7 %) | 0 (0 %) | 0 (0 %) |
| 6. | YouTube videos provide contextual and realistic learning in English conversations. | 14 (25.5 %) | 37 (67.3 %) | 4 (7.3 %) | 0 (0 %) |

| | | | | | |
|-----|---|-------------|-------------|-----------|---------|
| 7. | Watching YouTube videos gives me a better understanding of using English in real-life situations. | 16 (29.1 %) | 36 (65.5 %) | 3 (5.5 %) | 0 (0 %) |
| 8. | YouTube is practical and easy to access for learning English. | 20 (36.4 %) | 34 (61.8 %) | 1 (1.8 %) | 0 (0 %) |
| 9. | YouTube offers many useful resources for learning English. | 24 (43.6 %) | 30 (54.5 %) | 1 (1.8 %) | 0 (0 %) |
| 10. | YouTube videos give me insights into conversations in different cultural contexts. | 19 (34.5 %) | 36 (65.5 %) | 0 (0 %) | 0 (0 %) |
| 11. | YouTube helps me understand English pronunciation and intonation better. | 20 (36.4 %) | 33 (60 %) | 2 (3.6 %) | 0 (0 %) |
| 12. | Watching YouTube videos gives me clear and easy-to-follow pronunciation examples. | 21 (38.2 %) | 33 (60 %) | 1 (1.8 %) | 0 (0 %) |
| 13. | YouTube videos allow me to learn English based on my interests (e.g., specific topics). | 23 (41.8 %) | 32 (58.2 %) | 0 (0 %) | 0 (0 %) |

Table 1 above shows the students' learning experience using YouTube as an additional learning resource. Students perceive YouTube as an effective and enjoyable tool for learning English. A majority of students (92.7%) agree that YouTube is more enjoyable compared to other learning methods. Additionally, 96.4% of students find that watching YouTube videos improves their understanding of various English topics, while 92.8% believe it helps them comprehend English conversations more easily. Furthermore, 92.8% of students agree that YouTube videos provide contextual and realistic learning experiences, allowing them to grasp English usage in real-life situations. The flexibility of YouTube as a learning resource is also highly valued, with all students agreeing that it enables them to learn anytime and anywhere. Regarding accessibility, 98.2% of respondents find YouTube practical and easy to use for English learning. The platform also provides diverse and useful learning resources, with 98.2% of students acknowledging its value in offering insights into different cultural contexts. Pronunciation and intonation improvement is another key advantage, as 96.4% of students believe YouTube enhances their understanding of these aspects. Additionally, 100% of students appreciate YouTube's ability to facilitate personalized learning based on their specific interests. Overall, these findings highlight YouTube as a flexible, engaging, and effective supplementary tool for learning English.

Table 2. Using YouTube Videos in Learning English Vocabulary and Phrases

| No | Statements | Students' Response | | | |
|----|--|--------------------|-------------|------------|-------------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | Watching YouTube videos helps me learn new English vocabulary. | 23 (41.8 %) | 32 (58.2 %) | 0 (0 %) | 0 (0 %) |
| 2. | YouTube videos help me understand the use of vocabulary in a broader social context. | 19 (34.5 %) | 35 (63.6 %) | 1 (1.8 %) | 0 (0 %) |
| 3. | I find it easier to remember English phrases that are frequently taught in YouTube videos. | 21 (38.2 %) | 28 (50.9 %) | 6 (10.9 %) | 0 (0 %) |
| 4. | I often use YouTube videos to learn useful vocabulary for real-life conversations. | 16 (29.1 %) | 38 (69.1 %) | 1 (1.8 %) | 0 (0 %) |
| 5. | YouTube videos help me understand relevant vocabulary for daily conversations. | 18 (32.7 %) | 37 (67.3 %) | 0 (0 %) | 0 (0 %) |
| 6. | YouTube videos provide clear explanations about the use of vocabulary and phrases in conversations. | 15 (27.3 %) | 38 (69.1 %) | 1 (1.8 %) | 1 (1.8 %) |
| 7. | I feel more prepared to use new vocabulary in everyday conversations after learning through YouTube. | 16 (29.1 %) | 34 (61.8 %) | 4 (7.3 %) | 1 (1.8 %) |

| | | | | | |
|-----|---|-------------|-------------|-----------|---------|
| 8. | I can access YouTube videos that teach vocabulary related to the topics I need. | 26 (47.3 %) | 29 (52.7 %) | 0 (0 %) | 0 (0 %) |
| 9. | Learning vocabulary through YouTube videos helps me speak more naturally and confidently. | 17 (30.9 %) | 34 (61.8 %) | 4 (7.3 %) | 0 (0 %) |
| 10. | YouTube videos help me understand the nuances of vocabulary meanings used in different conversations. | 16 (29.1 %) | 37 (67.3 %) | 2 (3.6 %) | 0 (0 %) |

Table 2 above shows the students' perception of using YouTube videos in learning English vocabulary and phrases. All respondents agree that watching YouTube videos helps them acquire new vocabulary, with 41.8% strongly agreeing and 58.2% agreeing. Additionally, 98.1% of students believe that YouTube videos aid in understanding vocabulary usage in broader social contexts. A majority (89.1%) also find it easier to remember frequently taught phrases from YouTube content. YouTube is commonly used for learning vocabulary applicable to real-life conversations, as 98.2% of students report utilizing it for this purpose. Furthermore, all students agree that YouTube videos help them understand vocabulary relevant to daily conversations. The platform is also praised for providing clear explanations, with 96.4% of respondents acknowledging its effectiveness in teaching vocabulary and phrases in conversations. Students also feel more prepared to use new vocabulary in everyday conversations after learning through YouTube, with 90.9% agreeing. In terms of accessibility, all students find YouTube useful for learning vocabulary related to specific topics of interest. Additionally, 92.7% of respondents believe that learning vocabulary through YouTube helps them speak more naturally and confidently. Lastly, 96.4% of students find YouTube videos helpful in understanding the nuances of vocabulary meanings in different conversational contexts. Overall, these findings suggest that YouTube is a valuable resource for enhancing vocabulary acquisition, retention, and practical language use.

Table 3. The Impact of Learning Through YouTube on Speaking Skills

| No | Statements | Students' Response | | | |
|----|--|--------------------|-------------|------------|-------------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | Learning through YouTube videos enhances my speaking skills in casual and informal situations. | 20 (36.4 %) | 32 (58.2 %) | 2 (3.6 %) | 1 (1.8 %) |
| 2. | I often pause or repeat videos to improve my pronunciation. | 22 (40 %) | 31 (56.4 %) | 2 (3.6 %) | 0 (0 %) |
| 3. | YouTube videos make me more confident to speak English with others. | 11 (20 %) | 37 (67.3 %) | 6 (10.9 %) | 1 (1.8 %) |
| 4. | I feel more comfortable and ready to speak in English after practicing with conversation videos. | 11 (20 %) | 36 (65.5 %) | 7 (12.7 %) | 1 (1.8 %) |
| 5. | YouTube videos offer more opportunities to practice speaking independently outside of class. | 20 (63.4 %) | 35 (63.6 %) | 0 (0 %) | 0 (0 %) |
| 6. | YouTube videos provide conversation examples that teach English expressions or etiquette. | 14 (25.5 %) | 39 (70.9 %) | 2 (3.6 %) | 0 (0 %) |
| 7. | I can learn about different accents and variations of English through YouTube videos. | 17 (30.9 %) | 38 (69.1 %) | 0 (0 %) | 0 (0 %) |
| 8. | Watching YouTube videos helps improve my pronunciation and intonation. | 15 (27.3 %) | 39 (70.9 %) | 1 (1.8 %) | 0 (0 %) |

| | | | | | |
|-----|--|-------------|-------------|------------|-----------|
| 9. | YouTube videos increase my understanding of expressions used in conversations. | 18 (32.7 %) | 35 (63.6 %) | 2 (3.6 %) | 0 (0 %) |
| 10. | YouTube videos motivate me to speak more often and boost my confidence. | 19 (34.5 %) | 35 (63.6 %) | 1 (1.8 %) | 0 (0 %) |
| 11. | Watching YouTube videos provides authentic conversation examples that are easier to understand. | 16 (29.1 %) | 37 (67.3 %) | 2 (3.6 %) | 0 (0 %) |
| 12. | YouTube videos help me speak more confidently and naturally in everyday situations. | 15 (27.3 %) | 37 (67.3 %) | 3 (5.5 %) | 0 (0 %) |
| 13. | YouTube videos help me quickly understand accent variations in English conversations. | 17 (30.9 %) | 37 (67.3 %) | 1 (1.8 %) | 0 (0 %) |
| 14. | YouTube videos provide an opportunity to practice speaking independently and overcome anxiety in speaking. | 15 (27.3 %) | 38 (69.1 %) | 1 (1.8 %) | 1 (1.8 %) |
| 15. | I feel more confident speaking English in various situations (formal and informal) after using YouTube videos. | 13 (23.6 %) | 36 (65.5 %) | 6 (10.9 %) | 0 (0 %) |

Table 3 above shows the students' experiences with the impact of learning through YouTube on speaking skills. A majority of students (94.6%) agree that learning through YouTube videos enhances their speaking skills in casual and informal situations. Additionally, 96.4% of students frequently pause or repeat videos to improve their pronunciation. YouTube also plays a crucial role in boosting students' confidence, as 87.3% of respondents feel more confident speaking English with others after watching YouTube videos. Similarly, 85.5% of students report feeling more comfortable and ready to speak in English after practicing with conversation videos. Students recognize YouTube as a valuable tool for independent speaking practice, with all respondents agreeing that it offers opportunities to practice outside the classroom. Furthermore, 96.4% of students find YouTube videos beneficial in providing conversation examples that teach English expressions and etiquette. Exposure to different English accents is another advantage, as 100% of students agree that YouTube helps them learn about accent variations. Pronunciation and intonation improvements are also evident, with 98.2% of students acknowledging YouTube's effectiveness in these areas. Moreover, 96.4% of students agree that YouTube videos enhance their understanding of expressions used in conversations, while 98.2% believe that watching YouTube videos motivates them to speak more often and boosts their confidence. Additionally, 96.4% of respondents find that YouTube provides authentic and easy-to-understand conversation examples. Confidence in speaking English naturally and fluently is another key benefit, as 94.6% of students believe YouTube helps them achieve this. Lastly, 92.7% of students report feeling more confident speaking in both formal and informal situations after learning through YouTube. Overall, these findings highlight the effectiveness of YouTube in enhancing speaking skills, pronunciation, confidence, and fluency in English.

Table 4. Challenges in Learning Through YouTube

| No | Statements | Students' Response | | | |
|----|--|--------------------|-------------|-------------|-------------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | I find it difficult to understand accents or fast speech in YouTube videos. | 6 (10.9 %) | 23 (41.8 %) | 25 (45.5 %) | 1 (1.8 %) |
| 2. | The audio or visual quality of YouTube videos sometimes disrupts my understanding of the conversation. | 5 (9.1 %) | 26 (47.3 %) | 23 (41.8 %) | 1 (1.8 %) |

| | | | | | |
|-----|--|-------------|-------------|--------------|-----------|
| 3. | I feel less focused when learning to speak English through YouTube videos compared to other learning methods. | 4 (7.3 %) | 13 (23.6 %) | 36 (65.5 %) | 2 (3.6 %) |
| 4. | I feel that YouTube videos deliver content too quickly, making it difficult to follow conversations. | 3 (5.5 %) | 19 (34.5 %) | 29 (52.7 %) | 4 (7.3 %) |
| 5. | Limitations in selecting videos suitable for my skill level are often a problem when learning to speak through YouTube. | 4 (7.3 %) | 24 (43.6 %) | 26 (47.3 %) | 1 (1.8 %) |
| 6. | I have difficulty finding YouTube videos that cover the conversation topics I need. | 3 (5.5 %) | 17 (30.9 %) | 33 (60 %) | 2 (3.6 %) |
| 7. | YouTube videos do not always provide adequate explanations of vocabulary or phrases used in conversations. | 4 (7.3 %) | 17 (30.9 %) | 33 (60 %) | 1 (1.8 %) |
| 8. | Learning English speaking through YouTube is often less interactive and does not provide opportunities for direct speaking practice. | 6 (10.9 %) | 21 (38.2 %) | 26 (47.3 %) | 2 (3.6 %) |
| 9. | I feel that the lack of subtitles or transcripts in videos makes it harder to understand conversations. | 4 (7.3 %) | 23 (41.8 %) | 27 (49.1 5%) | 1 (1.8 %) |
| 10. | Using YouTube to learn English feels less effective without additional guidance or support. | 6 (10.9 %) | 25 (45.5 %) | 23 (41.8 %) | 1 (1.8 %) |
| 11. | I find it difficult to apply what I've learned from YouTube videos in daily conversations. | 3 (5.5 %) | 18 (32.7 %) | 33 (60 %) | 1 (1.8 %) |
| 12. | YouTube videos are often poorly structured, making it hard to follow the content being taught. | 3 (5.5 %) | 20 (36.4 %) | 31 (56.4 %) | 1 (1.8 %) |
| 13. | I feel that learning to speak through YouTube does not provide opportunities to interact directly with the instructor or speakers. | 7 (12.7 %) | 22 (40 %) | 25 (45.5 %) | 1 (1.8 %) |
| 14. | Unstable internet connections often become an obstacle when using YouTube to learn English speaking. | 12 (21.8 %) | 28 (50.9 %) | 12 (21.8 %) | 3 (5.5 %) |
| 15. | I feel that YouTube videos do not always offer conversation examples that I consider relevant to my needs. | 5 (9.1 %) | 18 (32.7 %) | 31 (56.4 %) | 1 (1.8 %) |
| 16. | I find it difficult to understand English content on YouTube due to accents or speaking speed. | 6 (10.9 %) | 23 (41.8 %) | 25 (45.5 %) | 1 (1.8 %) |
| 17. | I have trouble finding YouTube videos that match my English skill level. | 3 (5.5 %) | 21 (38.2 %) | 29 (52.7 %) | 2 (3.6 %) |
| 18. | I find it difficult to follow conversations in YouTube videos that use vocabulary I don't know. | 4 (7.3 %) | 27 (49.1 %) | 23 (41.8 %) | 1 (1.8 %) |
| 19. | I feel distracted by poor sound or image quality in some YouTube videos. | 7 (12.7 %) | 27 (49.1 %) | 19 (43.5 %) | 2 (3.6 %) |
| 20. | I find it harder to stay focused when learning English through YouTube videos compared to direct classroom learning. | 6 (10.9 %) | 19 (43.5 %) | 29 (52.7 %) | 1 (1.8 %) |

Table 4 above shows the students' challenges in learning through YouTube. A majority of students (52.7%) report difficulty in understanding accents or fast speech in YouTube videos. Additionally, 56.4% of students find that poor audio or visual quality sometimes disrupts their comprehension of conversations. Some students (30.9%) feel less focused when learning through YouTube compared to other methods, while 40% express that content is delivered too quickly, making it difficult to follow conversations. Another common issue is the difficulty in selecting appropriate videos, with 50.9% of students struggling to find content that matches their skill level or the conversation topics they need. Similarly, 38.2% of students believe that YouTube videos do not always provide adequate explanations of vocabulary and phrases. The lack of interactivity is also a concern, as 49.1% of students feel that learning English speaking through YouTube does not provide enough direct speaking practice. Moreover, 52.7% of students state that the absence of subtitles or transcripts in some videos makes it harder to understand conversations. A lack of structured content is another challenge, with 41.9% of students finding YouTube videos poorly organized, making it difficult to follow lessons. The need for additional guidance is also highlighted, as 56.4% of students believe YouTube is less effective without instructional support. Technical difficulties are another obstacle, with 72.7% of students experiencing unstable internet connections that hinder their learning process. Additionally, 45.5% of students struggle to find relevant conversation examples in YouTube videos. Distractions due to poor sound or image quality also affect 61.8% of students. Lastly, 54.5% of students feel that they have trouble maintaining focus when learning through YouTube compared to traditional classroom settings. These findings highlight the need for better video selection, structured content, interactive features, and reliable internet access to maximize the effectiveness of YouTube as a learning tool.

Table 5. Suggestions and Improvements of YouTube as an Additional Learning Resource

| No | Statements | Students' Response | | | |
|----|---|--------------------|-------------|----------|-------------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | I would find it more helpful if the YouTube videos I watch included subtitles or transcripts to facilitate understanding. | 30 (54.5 %) | 25 (45.5 %) | 0 (0 %) | 0 (0 %) |
| 2. | I hope more YouTube videos teach English conversation in formal and professional situations, in addition to everyday conversations. | 26 (47.3 %) | 29 (52.7 %) | 0 (0 %) | 0 (0 %) |
| 3. | I feel that using YouTube for learning English should come with a guide to help me choose videos that match my skill level. | 23 (41.8 %) | 31 (56.4 %) | 0 (0 %) | 1 (1.8 %) |
| 4. | I feel that YouTube videos teaching English conversation should offer interactive exercises or quizzes after watching. | 16 (29.1 %) | 38 (69.1 %) | 0 (0 %) | 1 (1.8 %) |
| 5. | I find it easier to understand English conversations when some visuals or illustrations clarify the context of vocabulary and phrases. | 19 (34.5 %) | 36 (65.5 %) | 0 (0 %) | 0 (0 %) |
| 6. | I feel that YouTube videos should include conversation examples tailored to learning needs (e.g., conversations for work, academics, or social situations). | 20 (36.4 %) | 35 (63.6 %) | 0 (0 %) | 0 (0 %) |
| 7. | I feel more motivated to learn English speaking if YouTube videos present topics relevant to my interests. | 14 (25.5 %) | 40 (72.7 %) | 0 (0 %) | 1 (1.8 %) |

| | | | | | |
|-----|--|-------------|-------------|---------|-----------|
| 8. | I feel that YouTube videos teaching English speaking should explain common pronunciation errors and how to fix them. | 15 (27.3 %) | 38 (69.1 %) | 0 (0 %) | 2 (3.6 %) |
| 9. | I feel that conversation examples in YouTube videos should include various English accents (such as British, American, and Australian) to help with understanding. | 19 (34.5 %) | 33 (60 %) | 0 (0 %) | 3 (5.5 %) |
| 10. | I feel that effective YouTube videos for learning English speaking should include speaking practice sessions that can be followed directly. | 16 (29.1 %) | 26 (65.5 %) | 0 (0 %) | 3 (5.5 %) |

Table 5 above shows the students' suggestions and improvements of YouTube as an additional learning resource. A majority of students (100%) agree that subtitles or transcripts in videos would greatly facilitate understanding. Additionally, 100% of students express a need for more YouTube videos covering formal and professional conversations, alongside everyday interactions. Students also emphasize the importance of guidance in selecting videos, with 98.2% believing that having a structured guide would help them choose content suited to their skill level. Furthermore, 98.2% of respondents feel that interactive exercises or quizzes after watching videos would improve their learning experience. The presence of visuals and illustrations is also seen as beneficial, with 100% agreeing that they clarify the context of vocabulary and phrases. A significant portion of students (100%) believe that YouTube videos should provide conversation examples tailored to specific learning needs, such as work, academics, or social situations. Additionally, 98.2% feel more motivated to learn when video topics align with their interests. To enhance pronunciation learning, 96.4% of students suggest that videos should explain common pronunciation errors and how to correct them. Diverse English accents in conversation examples are also recommended, with 94.5% agreeing that exposure to accents such as British, American, and Australian would aid comprehension. Lastly, 94.5% of students believe that effective YouTube videos for learning English speaking should include guided speaking practice sessions that learners can follow. These findings indicate that students seek more structured, interactive, and diverse learning experiences through YouTube to improve their English proficiency.

3.2 Discussion

This study explores non-English speaking students' perceptions of the use of YouTube videos as supplementary resources in learning English speaking and conversation. This research is descriptive qualitative research. Table 1 above shows the students' learning experience using YouTube as an additional learning resource. Students perceive YouTube as an effective and enjoyable tool for learning English. The majority find it more engaging than other methods and believe it enhances their understanding of English topics and conversations. YouTube is valued for providing realistic learning experiences, flexibility, and accessibility, allowing students to learn anytime and anywhere. It also offers diverse resources, and cultural insights, and aids pronunciation and intonation. Additionally, all students appreciate its ability to support personalized learning based on their interests. Overall, YouTube is recognized as a flexible, engaging, and effective supplementary tool for learning English.

Table 2 above shows the students' perception of using YouTube videos in learning English vocabulary and phrases. Students view YouTube as an effective tool for learning English vocabulary and phrases. All respondents agree that it helps them acquire new vocabulary, understand word usage in social contexts, and apply it to real-life conversations. The platform is praised for providing clear explanations, aiding retention of frequently used phrases, and improving confidence in using new words. Additionally, students find YouTube useful for learning vocabulary on specific topics and understanding nuances in different contexts. Overall, YouTube is recognized as a valuable resource for vocabulary acquisition, retention, and practical language use.

Table 3 above shows the students' experiences with the impact of learning through YouTube on speaking skills. Learning through YouTube significantly enhances students' speaking skills, especially in casual and informal situations. The majority of students report improved pronunciation by frequently pausing or repeating videos. YouTube also boosts confidence, with many students feeling more comfortable speaking English and practicing independently outside the classroom. The platform provides valuable conversation examples, exposes students to different accents, and improves pronunciation and intonation. YouTube helps students understand expressions used in conversations and motivates them to speak more often. Overall, YouTube is highly effective in improving speaking skills, confidence, and fluency.

Table 4 above shows the students' challenges in learning through YouTube. Students face several challenges when learning through YouTube, including difficulty in understanding accents or fast speech and issues with poor audio or visual quality. Some students find it hard to stay focused while learning through YouTube, especially when the content is delivered too quickly. Another common challenge is selecting appropriate videos that match their skill level or the conversation topics they need. Additionally, some students feel that YouTube videos do not always provide enough explanations of vocabulary and phrases, and there is a concern about the lack of direct speaking practice. The absence of subtitles or transcripts in some videos also makes it harder to understand conversations. Many students feel that YouTube videos lack structured content, making it difficult to follow lessons, and they also highlight the need for more instructional support. Technical difficulties, such as unstable internet connections, and distractions due to poor sound or image quality, further affect the learning process. These challenges emphasize the need for better video selection, interactive features, and reliable internet access to enhance the effectiveness of YouTube as a learning tool.

Table 5 above shows the students' suggestions and improvements of YouTube as an additional learning resource. Students suggest several improvements for YouTube as an additional learning resource. They believe that subtitles or transcripts would greatly enhance understanding. There is a strong demand for more videos covering formal and professional conversations, alongside everyday interactions. Students also emphasize the need for a structured guide to help select videos that match their skill level. They suggest including interactive exercises or quizzes after videos to improve the learning experience. Visuals and illustrations are seen as beneficial in clarifying vocabulary and phrases, and students feel videos should provide conversation examples tailored to specific learning needs, such as work, academics, or social situations. Additionally, students feel more motivated when video topics align with their interests. They also recommend that videos explain common pronunciation errors and offer exposure to diverse English accents to aid comprehension. Finally, students believe that YouTube should include guided speaking practice sessions to enhance learning. These suggestions reflect a desire for more structured, interactive, and diverse learning opportunities through YouTube.

4. Conclusion and Suggestion

4.1 Conclusion

This study explores non-English speaking students' perceptions of using YouTube as a supplementary resource for learning English speaking and conversation. The research is descriptive and qualitative. Students perceive YouTube as an effective and enjoyable tool for learning English, appreciating its engaging nature and flexibility. They find that it enhances their understanding of English topics, provides realistic learning experiences, and supports personalized learning based on their interests. YouTube is particularly valued for its ability to offer content that can be accessed at any time, allowing students to learn at their own pace. YouTube is also seen as an effective tool for learning vocabulary and phrases. Students believe it helps them acquire new vocabulary, understand its usage in social contexts, and apply it in real-life conversations. The platform is praised for aiding retention, building confidence in using new words, and providing vocabulary related to specific topics. Additionally, it is highly regarded for its ability to support practical language use.

The impact of YouTube on students' speaking skills is significant, especially in casual and informal settings. Many students report improvements in pronunciation, boosted confidence, and

increased comfort in speaking English. YouTube provides valuable conversation examples, exposes students to different accents, and improves pronunciation and intonation, motivating them to speak more and practice independently. However, students face challenges while learning through YouTube, such as difficulty understanding fast speech or different accents, poor video quality, and trouble finding appropriate content that matches their skill level. There is a perceived lack of structured content and direct speaking practice, as well as technical difficulties like unstable internet connections and distractions caused by poor sound or visual quality. These challenges highlight the need for better video selection, interactive features, and more reliable internet access.

To improve the learning experience, students suggest adding subtitles or transcripts, offering more videos on formal conversations, and creating structured guides for selecting content. They recommend including interactive exercises, visuals to clarify vocabulary, and more diverse content. Additionally, students feel that exposing them to various English accents and providing guided speaking practice sessions would enhance their learning experience. Overall, YouTube is recognized as a valuable supplementary tool for learning English, though students identify several areas for improvement to make it a more effective resource for enhancing their speaking and conversational skills.

4.2 Suggestion

Based on the findings of this study, several suggestions can be implemented to enhance the effectiveness of using YouTube as a supplementary resource for improving English speaking and conversation skills for non-English major students. First, providing subtitles or transcripts in videos is highly recommended to help students understand conversations and learn vocabulary more easily, especially for those who struggle to follow accents or fast speech. Second, YouTube should offer a structured guide to help students select videos suitable for their language proficiency level so they can learn effectively according to their needs and progress. Additionally, it is important to increase content focusing on formal and professional conversations, in addition to everyday interactions, so students can prepare for academic or work contexts. Moreover, adding interactive features such as quizzes or exercises after watching videos will help students assess their understanding of the material and actively practice language use. The use of clear visuals and illustrations in videos can also enrich students' understanding of the vocabulary and phrases taught. To enhance students' comprehension of various accents, it is highly recommended to provide videos featuring different English accents, such as British, American, and Australian accents. Finally, providing structured speaking practice sessions that students can follow is essential so they can practice speaking with confidence. By implementing these suggestions, YouTube can become a more effective and flexible learning resource for improving English speaking and conversation skills for non-English major students.

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