



Students' perceptions and challenges in using YouTube to improve speaking in learning English

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Abstract

Continued improvements in globalization and modern-day developments have also led to an increase in technology use within education. The Internet offers an array of information and resources which can be accessed effortlessly. With the emergence of video sharing platforms like YouTube, there is now an unprecedented and innovative method of learning. Both teachers and students are now able to enhance their English speaking skills through interesting and authentic multimedia which greatly improves comprehension. The aim of this study is to explore the issues that come with YouTube integration in education and examine the students' and teachers' attitudes concerning its use for learning activities geared towards fluency and pronunciation, as well as the enhancement of their skills. This research employs qualitative descriptive methods. Open-ended questionnaires were given to students in an Indonesian university to collect in-depth information about language learning and the use of YouTube in classes. In addition, the interviews were conducted to gain in-depth insights and experiences concerning the subject matter. The study concluded that although there were some YouTube technical issues, students maintained a positive attitude towards the use of YouTube, and speaking advanced fluency and pronunciation skills greatly improved. Furthermore, this research recommends that YouTube be used as an instructional medium supervised by the teacher, to enhance the learning process to be more interesting, enjoyable, and productive.

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INTRODUCTION

Language serves as the primary vehicle of communication for people worldwide. People tend to use language as a means of communication to exchange ideas and give information to others. In this case, one cannot detach language from culture because every language represents a nation and binds culture and the social behaviours of its speakers (Rabiah et al., 2018). Through language, people are able to convey ideas and thoughts which is very important for meaningful interactions (Budiyono et al., 2021).

Widely speaking, English is the most recognised language globally and therefore serves as a better means of communication on an international level. In this respect, in the context of the twenty-first century, English is taught to students with the aim of enhancing their linguistic capabilities (Mundo et al., 2023). In any case, learning English is advantageous for the future, irrespective of one's background. In English, there are four main aspects to master: listening, writing, reading, and speaking.

In the case of Indonesia, English is regarded as a foreign language and therefore receives very little focus, particularly in the speaking component. As Wayan and Gunada (2017) mention, speaking is an important skill because it combines both receptive and productive language skills, allowing people (students) to interact with others efficiently. In Indonesia, many EFL students face difficulties with speaking because it is not done often. Meinawati et al. (2020) state that in her speaking class, many students show a lack of confidence, are afraid to speak, and exhibit anxiety and a fear of failure. Hamad et al. (2019) argued that non-native speakers suffer from a non-existent vocabulary and an inability to grasp tone and intonation, making it almost impossible for them to articulate words. Teachers and students both face challenges working on speaking skills for body language, correct English letter and word intonation, confidence, vocabulary usage, and more, in addition to stress, accent, and pronunciation.

All these challenges make it seem impossible; however, technology is a vital tool to help both students and teachers solve each of the previously mentioned problems. According to Guan et al. (2018), the use of computer multimedia alongside direct English instruction has transformed the English classroom into an interesting and interactive space, making it easier to teach English. Moreover, there is a plethora of research (Hamad et al., 2019) that encourage a wider use of EFL classroom resources and technologies, especially the internet.

As with other websites, YouTube can help students become more proficient speakers, which makes it one of the most popular tools available. Alwehaibi & Bint (2015) noted it is a site where users can upload, share, and watch videos. Wahyuni & Utami (2021) stated that YouTube showcases a wide range of user-generated content, including films, TV shows, music videos, and even vlogs and original short films. As cited by Arthurs et al. (2018), YouTube is a user-generated site with a growing diversity of content, evolving over the years into the most popular video site. Wattenhofer et al. (2021) have come to the same conclusion as YouTube being the largest provider of videos submitted by users and has developed into an important resource for multimedia content distribution.

Sylphiasimanjuntak et al. (2021) have described YouTube as the most accessible media in which teachers have started taking advantage of its use in online classes. In his research, Riswandi (2016) also discovered that YouTube assists students in enhancing their speaking skills. In his research, he saw that students were able to use English video resources to understand and master English vocabulary, grammar, fluency, and pronunciation. Moreover, students have the ability to view a video that shows a native speaker's speech. Also, as noted by Meinawati et al. (2020), students can accurately and effortlessly practice their vocabulary, their intonation, expression, and the mimicry.

A good number of scholars have sought to study the influence of YouTube videos as media for teaching and learning. Yükselir and Komur (2017) indicated in their research that those who viewed videos performed better and had higher scores than those who did not. In addition, according to gender, girls outperformed boys. Asratie et al. (2023), on the other hand, analysed the difference in the speaking performance of the experimental and control group students and reported that there was a statistically significant difference.

Compared to learners who had received instruction through conventional methods, those who had received instruction through educational speaking technology performed better. With the help of online technology, students enhanced their pronunciation, vocabulary, grammar, and fluency while speaking. The students' views of their instructors were positive, and the students

expressed a high degree of satisfaction with the functioning of the teaching aids (Snelson, 2011; Bergil, 2016; Fadhil Abbas & Ali Qassim, 2020).

Nasihatul Ummah Hasyim & Tarihoran (2024) conducted a non-conceptual research and reinforced the idea that using YouTube in the classroom can enhance the speaking abilities and the motivation of the students, which in turn will better their language skills and proficiency. Almurashi (2016) also shown in his research that YouTube is very beneficial in helping students comprehend their English classes and perform better in the course. For example, as Purwanti et al. (2022) established, YouTube videos offered better exposure to the various components of speaking, which include pronunciation, speech structuring, vocabulary, intonation, expression, and fluency critical to understanding spoken language. Moreover, the motivating nature of YouTube's content can improve students' motivation, reducing their fear of public speaking. According to Bates (2022), English teachers hold YouTube in very high esteem, as the platform is a wonderful instructional aid that will alleviate students' anxiety, and help them learn faster, focus for long periods, and stay motivated.

Another argument in favor of YouTube is that it is free of charge, allowing students to access the site at will (Damayanti, 2022). This means that learners can navigate the content at their own pace (Habibi et al., 2024). Furthermore, shy students can deal with challenging content by watching explanatory videos and asking someone more comfortable to help them. Kurniawan (2018). This way, learning not only takes place in school, it is a continuous process at home.

Sakkir et al. (2020) noted that another benefit of YouTube is its ability to prepare students for potential social interactions by exposing them to YouTube videos that show different English speakers from around the globe.

Anyone can upload videos related to entertainment, politics, education, and much more on this website. But, looking from another angle, this also means that numerous content videos might be unsuitable for learning. Despite the clever title claiming that it is a learning video, teachers must sift through content because they have to consider that the video may have been created by someone who doesn't care about the age and level of the viewers (Hasanah, 2017). It is also possible that a video can be intended for one purpose but used for the opposite purpose. In some cases the pronunciation of native speakers may be so unfamiliar that the students struggle (Alhamami, 2013). Because of YouTube being a worldwide online platform, it is heavily reliant on access to the internet. In some areas, however, access to language learning materials may be hampered by sporadic internet connectivity. This makes the case that a stable internet connection is a must have for any online learning.

To conclude, YouTube serves as an effective learning platform, especially for improving the speaking skills of English language learners. For people who are more reserved, YouTube provides an opportunity for them to demonstrate and practice speaking by sharing recorded videos. They can get feedback from teachers, friends, and even from a larger audience (Alkathiri, 2019; Kristiani & Pradnyadewi, 2021; Mas, 2023).

This study aims to find out the challenges of using YouTube as well as the perception of teacher and student while they use YouTube in learning activities in improving pronunciation and fluency. To achieve the aim of this study, the researcher formulates the research question as follows:

1. How are the perceptions of student about YouTube videos in improving student's pronunciation and fluency?
2. What are the challenges in learning speaking skills using YouTube as learning media?

METHODS

In this study, the researcher employed a descriptive qualitative method. A descriptive qualitative research design is especially appropriate because it allows for a thorough examination of detailed issues. As part of a descriptive qualitative research is perfect for comprehending pedagogical contexts where digital tools like YouTube are used because it enables researchers to examine participants' experiences, perceptions, and difficulties in natural settings without interfering or controlling variables (Creswell, 2013). Sandelowski (2000) claims descriptive qualitative research, which offers a rich and thorough account of events as experienced by participants, is particularly helpful when a simple description of a phenomenon is required.

This research was conducted at one of the universities in Indonesia. The decision to choose this university as the research site was made for several important reasons. It is regarded as one of the top universities in Indonesia, especially because of its robust English Education department.

Students were therefore considered to be excellent study participants. They were expected to be able to offer valuable guidance on how to use YouTube for English language learning. This study includes 15 students from semester 2 in the 2024/2025 school year.

To gain a deeper understanding of particular events, the researcher used qualitative sampling, choosing a small group of participants. Students were selected through a collaborative discussion and teacher recommendations using purposive sampling. An open-ended questionnaire was distributed to them. Some participants that would be highlighted in the research would be mentioned with an initial letter Q and numbers behind it (Q1, Q2, Q3, etc). Additionally, open-ended questionnaires facilitate the thematic analysis process of identifying developed themes, providing insights that may not be obtained from structured or closed-ended questions (Braun & Clarke, 2006). Additionally, 4 students who actively participated in the interview would be labelled as R (Respondent) followed by numbers (R1, R2, R3, and R4). The interviewees in the learning activities were chosen by the researcher using purposive sampling to participate in in-depth interviews regarding their opinions of learning pronunciation and fluency on YouTube. The flexibility of semi-structured interviews enables the exploration of guided questions while also allowing for diverse approaches within follow-up questions, further elaborating developing themes (DeJonckheere & Vaughn, 2019; Kallio et al., 2016).

In line with research, they were all utilized to learn more about the perspectives of students. Referring to Creswell (2013), there are 5 main stages in analysing qualitative data research:

1. Organizing

Researchers usually arrange their data collected from interviews and observation into computer files early in the analysis process. In addition to file organization, researchers transform their files into suitable text units (words, sentences, or whole stories) for human analysis. In this case, researcher collect and transcribe the data from the interviews and questionnaire and store them in a document that could be accessed for further examination.

2. Reading

After researcher arranged the data, researcher proceed with their analysis by gaining an understanding of the entire database. To find the main organizing concepts, the researcher searched through all of databases. In this point, researcher read all the data collected from interview and questionnaire thoroughly.

3. Coding

After reading the data, researcher started to identify key items found from the data and labelled them into a code to find similarity or differences. For example, in the interview, Q7 mentioned "*It (YouTube) makes learning fun...*" researcher labelled this information as "learning motivation".

4. Classifying

Researcher generate a wider theme from the codes that has been integrated to describe the data better from a bigger perspective. In this case, researcher divide the research into 2 separate themes which is students' perspective and challenges in learning.

5. Interpretation

This stage provides a whole interpretation of the themes by discussing the data and linked them to existing theories to further explain if its aligned or contradicted. For example, researcher found that students got better at pronouncing by using YouTube which is aligned with Binmahboob's (2020) claim of using YouTube could be beneficial in improving speaking.

Furthermore, to create accurate, dependable, and comprehensive results, the researcher used data triangulation. The information gathered from observations and interviews was integrated and processed. This method guarantees data completeness and validates suggested conclusions (Heale & Forbes, 2013).

FINDINGS AND DISCUSSION

In this section, the researcher provides findings followed by discussions from the interviews and questionnaires which were analysed by implementing Creswell's qualitative data analysis. This study looks at the challenges that students face when using YouTube, how it could help with pronunciation and fluency in EFL classes, and how effective it is as a language learning tool.

According to Creswell (2013), the first step in analyzing qualitative data is to arrange and get the data ready for review. To identify key themes and trends, the information gathered from questionnaires and interviews was transcribed and categorized. For greater understanding and

significance, these subjects were categorized and further investigated. The conclusions are based on questionnaire responses and participant responses.

The researcher did an initial reading of the interview transcripts and found that most students have positive perception about YouTube as a learning media to improve speaking, especially in pronunciation and fluency. But the researcher also found obvious problems which were seen in the questionnaire responses that showed different levels of YouTube usage and content effectiveness in learning activities such as fast speech, unfamiliar accent, and inaccurate subtitles.

After reading the data, the researcher categorized 6 key items which will be generated into themes including “authentic exposure,” “technical limitations,” “increased motivation,” “learning strategies,” “passive learning,” “content,” and “feedback.” Based on those 6 items, the researcher developed 2 major themes referring to research questions that have been proposed and would be discussed below.

Student’s Perceptions of Using YouTube to Improve Pronunciation and Fluency

YouTube as Authentic Resource

Most students support utilizing YouTube and hold a favorable view of it as they use YouTube on a daily basis. Even though they primarily sought entertainment, they believed YouTube could, at the very least, passively aid their speaking skills, especially their pronunciation and fluency. One of the interviewees R2 shared, “So, every time I watch YouTube, I always slip in videos in English. Unconsciously, I also improve my English in listening or speaking.” Through videos like podcasts or vlogs, students came into contact with natural speech as well as colloquial expressions and various accents. This supports the claims by Hattingh (2017) and Zarei (2015) who argued that authentic materials help students bridge the gap between textbook language and real-world language use.

Another participant, R1 explained how viewing local content on a regular basis contributed to their pronunciation and vocabulary skills. “I usually use it to give me examples of how to speak fluently.” R1 emphasized the importance of learning by listening to authentic materials filled with rich contexts. One student shared, “I like to watch English vloggers even outside of class.” “I feel more used to hearing how English, as, naturally, it is spoken.” This aligns with Binmahboob’s (2020) assertion that YouTube videos can assist students in lesson vocabulary, speaking, and providing lessons. Nonetheless, Jones (2012) notes that lower-level learners may be burdened by the unpredictability, idiomatic richness, and absence of contextual explanation of real information. While the informal pedagogy of vlogs made some students’ English skills worse, most students struggled more as a result of the informal English of vlogs. This suggests that authentic materials should be supported with appropriate contextualized scaffolding for the learners. Master's level students should also be reminded that language acquisition is a gradual endeavor. Expert Huttenlocher (2024) argues that comprehension and mastery necessitate extensive encounters with the language.

YouTube as a media to improve pronunciation and fluency

It came out in both interviews and the survey results that watching YouTube videos with fluent or native English speakers enhances pronunciation. Students admitted noticing how exposure to English conversation helped them grasp the important components of stress, unity, and word intonation in fluent conversation. These findings were corroborated when R3 commented during the interview,

“Sometimes the reading and the pronunciation are different, right... from YouTube it has been very helpful in showing how to speak correctly.”

Furthermore, participants from the questionnaire also emphasized that, “... you can directly learn how the English words are pronounced correctly from the native speaker.” This reinforces the argument that YouTube helps students learn the gap between spoken and written English, which is a common challenge in EFL classes. Initially, students depended on subtitles but gradually were able to discern pronunciation patterns independently. R4 and many other participants also spoke about the credibility and reliability from YouTube's models and commented how they appreciate learning directly from the source.

The utterances, “It helped me to pronounce some difficult words that I didn’t know how to say before. Seeing and hearing them made it easier,” were shared by Respondent Q12. This illustrates how YouTube’s multimodal approach aids in learning to pronounce words. R1, however, reported that

watching films with dialog helped him grasp the relationship between emotion, context, and how the words are articulated. The value of hearing real speech in context was also reinforced by Akbari & Razavi's (2015) work which showed the benefits of providing learners with authentic speech instead of contrived textbook dialogues.

YouTube as a model for repetition and mimicking

Several users shared their experiences with using the watching techniques of repeating and shadowing as well as YouTube video to improve spoken fluency. One of the participants (Q6) shared, *"I sometimes repeat what the speaker said again and again, until I can say it right."* These results were corroborated with (Nur Syafiq et al., 2021) observations on the YouTube's positive impact on learners' English language skills (Speaking, grammar, vocabulary, fluency and content) with an accent towards their integration prowess. R1 learned English by watching and imitating the participants of the regular conversations, their language, tone, and other situational delivery styles. Bygate (1987) defined as showing some level of procedural fluency the ability of learners to move from knowing what to say to knowing how to say it in real time, and this is what active approach epitomizes.

Students have the opportunity to practice the pronunciation, the intonation patterns, and are able to use a rewind and replay function which is only available in videos, not during the classroom discussions, to practice multiple times. As one of the respondents to the survey put it, *"You may watch and memorize it several times"* (Q9). *"Simply just rewind it."* This kind of practice is crucial when developing spoken proficiency and is beneficial when done at one's own pace. Nonetheless, Moradi & Talebi (2014) claim that speaking skills developed solely through repetition may lead to automated, habitual patterns devoid of real understanding. Simulated pronunciation tasks did not enable the students to contextualize phrases within natural speech. This is the reason why moving beyond repetition to real practice is crucial for understanding when speaking to people (Robert & Meenakshi, 2022).

YouTube as a platform to increase motivation and interest

YouTube serves as a platform for broadening the interest and motivation of learners with a particular foreign language as a tool of communication. One of the interviewees was of the opinion that the language learning aspects of YouTube could act as a catalyst for the enhancement of English skills. To sustain interest, learners were provided with different types of information, including documentaries, personal video blogs, and audio programs. The informal, conversational approach found in many of the videos is engaging for learners and creates a more relaxed atmosphere in comparison to the formal, rigid structure of classroom learning.

Prior research indicates that YouTube's engaging content can aid learners' motivation and make language learning more accessible and enjoyable (Alwehaibi & Bint, 2015). Q7 highlighted, *"It makes learning fun, especially when I can choose the topic that I like."* Students expressed that their motivation increased when viewing YouTube content in English that catered to their interests. R1 noted that he was motivated to learn because of non-native YouTubers who spoke English fluently. He also stressed how important engaging content is in the learning process by saying, *"when we enjoy watching it, it can actually improve (speaking)."* *"Younger students might require coaching to select relevant content and avoid distraction,"* the respondent mentioned. This emphasizes the balance between order and freedom that is needed in learning environments that utilize YouTube.

A variety of learners characterized their YouTube learning as "entertaining," "fun," and "unintentional," but still, effective. R3 mentioned *"many useful channels for learning English,"* which best justified her shift to YouTube as a preferred resource. YouTube aids self-teaching to this extent where learners customize their content to fit their needs and interests (Saed et al., 2021). The affective filter hypothesis (Krashen, 1985), which states that learners who are relaxed and motivated are more successful in language acquisition, provided more support to the claim. Nonetheless, as highlighted by Fadhil Abbas et al. (2019), some students perceived the platform as more of a distraction than an educational resource. In the absence of structure, students tend to spend the majority of their time being entertained instead of studying, which results in content that is not fully processed. In order to maximize learning, educators must ensure that students are engaged throughout the entire instructional time and actively provide guidance (Winter et al., 2021).

Challenges in Using YouTube to Improve Pronunciation and Fluency

Unclear accents and fast speech

The speed at which native speakers spoke in videos was another concern brought up by the interviewees. R2 and R3 pointed out that without subtitles, videos with fast-talking content were challenging to follow. EFL learners may find it particularly challenging to follow the fast-paced speech patterns of native speakers. YouTube videos with unadjusted speech rates can make it more difficult for learners with lower proficiency levels to improve their speaking and listening abilities.

Additionally, most participants stated that watching fast-paced videos made it harder for them to divide speech into coherent segments. The results of the questionnaire showed that students admitted to using subtitles or slowing down videos to comprehend spoken text. *"Sometimes you can't understand what they said, so you had to slow it down or use the sub title."* (Q1) Although YouTube lets you change the speed at which it plays, learners may not be able to effectively memorize pronunciation and fluency patterns due to the cognitive overload that comes from continuous fast speech (Obichukwu & Nwangwu, 2019).

Another prevalent concern was that native speakers spoke with a strong accent. R3 and R4 both stated in the questionnaire "accent" was an issue in the content that they had to replay the segments several times to understand the content due to quick delivery or foreign accents. These problems might discourage beginners and raise cognitive burden, reducing learning performance. Wilschut et al. (2021), on the other hand, found that regular exposure to fast speech over time actually helped learners adapt and improved their processing skills, particularly when paired with interactive exercises. Hence, this disadvantage should not discourage learners to utilize YouTube, they should take their time and keep on learning with the help of friends, teachers, or other sources that can be helpful in studying.

Passive listening

The passive consumption of YouTube videos was one of the main issues brought up. R3 acknowledged that although YouTube helps students improve their listening skills, it doesn't help them practice speaking until they actively copy or react to the content. R2 mentioned *"Because on YouTube, we only watch and listen, so it's not much of a practice for speaking."* Many students lacked specific tasks that enhanced vocal production, even though some others were engaged in mimicking or repetition exercises. Q5 wrote *"I only watch and listen, but I don't really practice speaking, unless we are told to in class."* Progress in pronunciation and fluency is likely to stall in the lack of such actions (Arthurs et al., 2018). Additionally, peer interactions and group assignments following viewing videos can promote verbal engagement, assisting learners in transitioning from receiving to produce. These interactive exercises shift the YouTube interaction from passive to active, bringing it closer to communicative language instruction (CLT) concepts (Richards, 2006). Additionally, Ellis (2018) discovered that students in CLT classrooms outperformed those in conventional or traditional settings in terms of task engagement and communicative output. According to their findings, CLT helps students to reflect on their communication strategies, use language authentically, and discuss meaning of which are characteristics of active learning. It would be beneficial for educators to integrate this practice and improve their learning method as well as maintaining a good environment in the classroom.

Technical issues

The study's participants identified obstacles to YouTube's effectiveness as a learning tool. One major problem was the inconsistent subtitles and transcripts. For beginning students, one of the respondents clarified, automatic transcripts were often inaccurate and inadequate. As R3 noted, *"... the transcript is unclear."* Because spoken and written phrases don't match, the participant claimed that inaccurate transcripts made it hard for students to follow along. This was also found in the research from Yao (2019), errors in YouTube transcripts can make it more difficult for language learners to accurately capture fluency and pronunciation. Even though Z. Shen (2022) found that visual cues and repeated viewings helped learners fill in understanding gaps despite the captions' problems, Improved captions and transcript would be better and beneficial in the longer term for every user in this platform.

Another problem that was found was the unstable connections of the network that negatively impact the experience of learning. As being highlighted in the questionnaire by Q3, one of the

respondents, “internet connection” when being asked about the challenges of utilizing YouTube. Although this issue has been acknowledged from time to time, the solution of internet connection was still hard to solve in Indonesia. A good connectivity tends to require an expensive provider or maintenance to support so not many people have the same quality of internet (Bates, 2022). Moreover, R4 noticed that video advertisements disrupted her focus and learning flow: “... *there was an ad, and it was annoying.*” Additionally, YouTube's ad-heavy layout, especially for non-premium accounts, can cause learners to lose focus and reduce their amount of time on task. These disruptions can lower the learning value of thereby helpful content and deplete motivation in educational settings (Nur Syafiq et al., 2021). Particularly if some students use mobile data or poor speakers, which may affect sound and reduce speech clarity, access inequality may worsen disparities in learning.

Irrelevant content

YouTube's versatility has advantages and disadvantages. Students benefit from its vast collection of resources, but they also face the challenge of discovering good, suitable videos. Finding content that appropriately matched their learning objectives was difficult, as R1 and R4 observed. “*Some (videos) are too long... or the content doesn't match what we're looking for.*” YouTube videos lack an instructional framework and are primarily user-generated. According to Lange (2018), it typically doesn't stick to a structured curriculum founded on language learning principles. Because of this, the majority of videos teach pronunciation and fluency in an unstructured way without any scaffolding or clear learning objectives. However, (Edwards, 2023) noted that even YouTube videos that aren't academic in nature, like ones about entertainment or gaming, can benefit students by giving them access to informal language and cultural context. That is why, while being selective of the content, teacher and student should be open minded at the same time, not overly restricting but able maintain a good balance.

A few participants said they would like to see more educators involved. According to Q4, learning on YouTube would be more successful if “*The lecturer is also involved in the learning process.*” This opinion is also in line with Q3 statement, “If you find the correct videos, you can have an easier version to learn from than just a textbook.” It can be concluded choosing the appropriate content for students matching their levels is mandatory in learning (Akbari & Razavi, 2015).

Lack of immediate feedback

Lastly, the absence of immediate feedback was one of the most often cited drawbacks. After being corrected by a teacher in class, R3 realized that she had mispronounced the words “*I feel that I was right... but after class, I realized I was still wrong.*” This task is essential for improving speaking skills. Pressley & Ha (2021) asserts that corrective feedback is essential for learning a second language, particularly for enhancing fluency and pronunciation. Learners are unaware of persistent flaws because YouTube can mimic appropriate speech but cannot provide interactional feedback. If the learner mimics incorrectly or misinterpreted speech parts, this lack of comprehension may lead to frequent mispronunciations or awkward wording.

Participants like R1 and R2 understood that YouTube couldn't take the place of a teacher in helping them polish and correct their spoken output. R1 pointed out that in the absence of teacher interaction, students might misinterpret or misuse language features: “*The teacher is still there... giving directions so that the students can find good content.*” Q5, a questionnaire respondent, also agreed as he said, “*the lecturer is also involved in explaining and giving examples.*” Hence, even though YouTube offers excellent content and motivational advantages, its inability to provide real-time feedback continues to be a major obstacle to speaking proficiency improvement. Adaptive correction, whether via human interaction or increasingly sophisticated technology, like AI-powered pronunciation tools, is necessary for the development of pronunciation and fluency. The best approach to bridge this feedback gap and promote more accurate language development at the moment is to incorporate YouTube with peer evaluation, feedback from teachers, and classroom activities.

All in all, it is evident from the data analysis that YouTube has a lot of potential as a tool for improving fluency and pronunciation, particularly when utilized in interactive, structured learning settings. Although they recognize its shortcomings as an educational tool, learners respect its versatility, sincerity, and multimedia richness. The objective is to purposefully incorporate YouTube not as a substitute for teaching, but as a starting point for more in-depth, deliberate language practice.

CONCLUSION

This study aimed to find out and examine the challenges of using YouTube to improve pronunciation and fluency in EFL classroom (English as foreign language) as well as the experience of students toward YouTube itself. Qualitative descriptive design was used associated with Creswell's qualitative data analysis method to gain a deeper understanding and organized data arrangement.

According to this study, YouTube can help EFL students with pronunciation and fluency. Among the many advantages of YouTube are the opportunity to interact with native speakers and learn new words and pronunciation. Its exposure to varied genres, real-world situations, and realistic speech especially from native speakers gives students important knowledge for enhancing their fluency and pronunciation. In addition to observing natural intonation, accents, and speech patterns all of which are often absent from traditional classroom resources, learners reported accidentally picking up vocabulary. However, its full potential is limited by issues like poor transcripts, fast speech, and a lack of subtitles. Additionally, when students interact with the material but do not practice their speech or reflect afterward, they are engaging in passive consumption. If this goes on without regular practice, the speaking skill might not improve as speaking requires frequent training.

Based on the findings in this study, the researcher proposed recommendations for lecturer, students, and future researchers:

For EFL Teachers

1. Combining YouTube with solid learning framework

Incorporate peer review, pronunciation exercises, and classroom interaction with YouTube videos. Videos are meant to be utilized as input, and practice and output should be the main focus of time spent in class.

2. Selecting suitable content for students

YouTube channels or videos which align with the learning objectives and proficiency of their students should be pre-selected or promoted by teachers. Adding pre- and post-viewing activities to videos enhances retention and interest.

3. Utilizing interactive techniques

Using techniques that involve students to actively participate and collaborate with their partners should help the speaking practice. Communicative Language Teaching (CLT) like role-play, pair, scavenger hunt, or group work is a good example. Additionally, students can record themselves performing conversations in class and receive feedback.

4. Offering Feedback and advice

Teachers must incorporate activities that offer form-focused correction, like guided speaking assignments, pronunciation modeling, and reflective pronunciation journals, because YouTube does not offer feedback.

5. Motivating students to continuous learning

Give students the awareness to assess the potential and the relevance of YouTube videos. Students will become more independent if they are taught how to select helpful movies, make effective use of subtitles, and monitor their progress.

For Learners

1. Actively practicing speaking

Students should frequently speak up, mimic the speaker, and try using new words in conversation rather than just listening. Selective use of subtitles, first with and then without, can also help to improve speaking and listening skills.

2. Ask for feedback and correction

Students should get used to asking for feedback be it from friends, lecturers, or someone with better knowledge. It is also recommended that learners record their speech, request corrections, and compare their pronunciation to that of native speakers.

3. Setting goals

Even though watching videos is enjoyable, it should be seen as a tool rather than the goal in and of itself. Students should establish clear objectives for each session (e.g., learning five new expressions or perfecting intonation) in order to maintain focus.

For Future Researchers

1. Investigate long-term effect of YouTube-based learning

Future studies could use pre-test/post-test data to examine the long-term effects of consistent and structured YouTube use on pronunciation and fluency.

2. Examine strategies in YouTube-based learning

Research should examine how different teaching strategies, like YouTube-based CLT classroom models, affect students' speaking performance in different EFL contexts.

3. Compare other online application

Researchers can explore other applications to compare it with YouTube to find the most efficient app to learn speaking based on the condition of the class.

This study suggests addressing these issues by utilizing YouTube in a more systematic manner, ensuring the videos match students' proficiency levels. Teachers can enhance YouTube's effectiveness by combining it with other activities, such as using interactive quizzes or discussion prompts to engage students. YouTube may be a better language learning tool if subtitles are more accurately done, and if there's a broader selection of videos. Despite its shortcomings, YouTube can be a useful aid for language learners if employed imaginatively and alongside other teaching materials.

In addition, YouTube ought to be regarded as a supplement to learners' outside the classroom activities, provided it stays under supervision, and not as a substitute for formal learning. Through the use of discussion, repetition, shadowing, and performance tasks, the passive nature of YouTube as a content provider can be turned into active learning. To enhance YouTube as a teaching resource for EFL learners, research needs to be done on its designed functionalities for fluency and pronunciation.

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