



## The use of “Kartun Anak” YouTube channel in supporting students’ speaking skill

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### Abstract

YouTube is a platform that provides audiovisual media that can be used for teaching and learning activities. Audiovisual can be used for teaching language skills, including speaking skills. In this research, the author discussed the use of YouTube videos in the class, focusing on students’ English speaking skills. Observations and interviews were conducted to gain data regarding the use of YouTube in supporting students’ speaking skills. Two teachers and ten students were interviewed to gain deeper information. The author discovered that the teachers chose the videos based on the chapter and materials that were going to be taught, and the YouTube channel provides suitable materials. The students were way more enthusiastic during the class using audiovisual media compared to any class without audiovisual media. When asked about the media, the students stated that the animations were appealing and they gain new vocabulary through the use of the media, which made them gain interests in learning new vocabulary and how to pronounce words correctly. According to the teachers, changes in students’ speaking skill appeared during the class. Students often struggled with pronunciation and they showed improvements when this media was used in the class. They stated that the clear pronunciations from the videos helped the students to learn the accurate pronunciations.

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## INTRODUCTION

Internet connects people around the world through devices and it provides many kinds of information that can be accessed. It also provides resources for teaching and learning activities in various platforms that can be accessed by teachers and learners (Larsen-Freeman & Anderson, 2013). The platforms that can be used to share teaching and learning resources are vary, one of them is YouTube. YouTube is now a major platform used by people to share multimedia information (Wattenhofer et al., 2012). The information in YouTube are mostly in the form of videos that can be accessed through internet.

In the case of using videos as teaching media, Web 2.0 as a teaching media in the situation of e-learning, according to Shishkovskaya (2015), is an effective and efficient media which also shows its suitability in such case, and YouTube is one of the many kinds of Web 2.0. Bajram and Ismaili (2016) had also proven through their conducted research that video materials are suitable for its authenticity in providing materials. The students involved in the research also gave positive feedback towards the use of video materials which leads to the same conclusion as an research done earlier by Alwehaibi in 2015. The more recent research about improving students' speaking skill was conducted in 2020 by Shofi. Shofi found out that the use of multimedia-based learning gave positive impact to students' fluency. Earlier than Shofi's research, Carmichael et al. (2018) had conducted a research on the use of educational video as a learning media which also showed the good feedback from students and good impact on their learning process.

The YouTube channel chosen for this research was "Kartun Anak". "Kartun Anak" is a YouTube channel that provides various kinds of English teaching and learning videos that has approximately 641.000 subscribers. This channel is based in Indonesia. The channel has five playlists that can be accessed by everyone. There are 99 videos provided for English learning from those two playlists combined. The reason this channel was chosen was because this channel uses Bahasa Indonesia to introduce the topic of each video which can be helpful for elementary students to understand. This research analysed the use of this channel as a teaching media to support students' speaking skill.

Behind this research, there were two main reasons for the topic to be brought up. The first reason was in relation to the study of English in elementary school level. In Indonesia, not every elementary school provides the students with English subject. However, according to Morrow (2011), elementary school students may get advantages if they learn and are being taught English at such a young age. It is because they are in their early ages which means they have better stimulation during the learning process.

The second one was regarding the use of technology, in this case is YouTube, as the media used in and out of classrooms as teaching and learning media. Various researches had been conducted regarding this case. YouTube provides video materials which is an authentic media for classroom activity according to Bajram and Ismaili (2016).

Various research regarding the use of YouTube in teaching and learning English have been conducted. Researchers had discovered positive impacts on the use of YouTube in English teaching and learning (Saed et al., 2021; Alwehaibi, 2015; Listiani et al., 2021; Sakkir et al., 2020). Mutiarani et al. (2022) discussed a specific YouTube channel named "English with Lucy" that was proven to be suitable media for learning English. The channel "English with Lucy" was also discussed by Andini and Zaitun (2022) which also showed positive impacts. These studies focused on the use of YouTube for teaching and learning English in high-school level and above in general. Therefore, this research focused in the use of "Kartun Anak" YouTube channel in elementary school level, especially for English speaking skills.

This research discussed four main problems: (1) How do the teachers implement "Kartun Anak" as teaching media in supporting students' speaking skills?; (2) How do the teachers perceive the use of "Kartun Anak" as teaching media in supporting students' speaking skills?; (3) How do the students perceive the use of "Kartun Anak" as teaching media in supporting students' speaking skills?; (4) What are the challenges of implementing "Kartun Anak" as teaching media in supporting students' speaking skills?

Dealing with the previously mentioned research problems, the goals of this research were drawn. This research was aimed to discover how the teachers use the "Kartun Anak" YouTube channel in supporting students' speaking skill, especially in the class activities. The way the teachers and the teachers perceive the use of the YouTube channel were also discovered. Discovering the challenges that the teachers met during the use of the YouTube channel in supporting students' speaking skill was also a goal of this research.

## Literature review

The key of achieving language teaching and learning success also relies on what is being discussed in this more recent research. Rus (2020) did a research that highlighted the keys of achieving success in language teaching and learning. According to the research, the chosen teaching strategies, materials and techniques give impacts to the process. Thus, language teacher must pay attention to these aspects.

Researchers from an Iranian university, Taghizadeh and Hasani Yourdshahi (2020), studied the language teachers' perceptions toward technology integration in young learners' classes. The result revealed that the teachers involved did not have the necessary ability to involve technology in teaching English to young learners. Therefore, this research can be used as a base for the researcher to discover the technology integration in teaching by the English teachers of SD Muhammadiyah Polanharjo.

The next research to be discussed belongs to Patahuddin et al. (2017). Their research discussed how EFL learners in Indonesia acquire English vocabularies. They found out the fact on internet to be one of the medias that helps Indonesian learners to gain vocabularies. This finding strengthened this research regarding the use of internet as a EFL learning media.

Atmawardoyo et al. (2020) conducted a research regarding technology used for English learning in Indonesia. The research resulted in the finding where YouTube has become the most used media by good English language learners. Specifically, YouTube came to be used the most in their English speaking and listening skill improvement media.

Another research that can prove the effectiveness of the use of YouTube as a language teaching and learning media comes from Shishkovskaya (2015). This study discovered the way Web 2.0 is effective and efficient in the case of EFL teaching. YouTube is one of the many kinds of Web 2.0 and it is proven to be good media for EFL learning.

Not only YouTube is mostly used by English learners in Indonesia, but also it is used in Jordanian university. Saed et al. (2021) found out that the use of YouTube had shown a significant progress during the English speaking learning. The research ended up recommending YouTube as a media for English speaking skill improvement process.

Alwehaibi (2015) studied the impact of using YouTube on enhancing EFL students' content learning. The study resulted in a finding where the use of YouTube creates such entertaining and enjoyable atmosphere in learning process. It shows that YouTube as a learning media had received positive feedbacks and it also gives positive impacts.

A literature review with the topic of YouTube as a learning resource had also been conducted in Indonesia by Listiani et al. (2021). They discovered the impacts of YouTube in English learning progress for young learners. It is proved that the use of YouTube improves learners' skills in the area of listening and vocabulary. It also increases their performance that might lead to better learning outcomes.

In 2016, Bajram and Ismaili conducted a study focusing on the role of video materials in EFL classrooms. The research resulted in the fact that video materials are authentic and motivational. Moreover, the students find video materials interesting and beneficial as well.

The next research study was conducted by Sakkir et al. back in 2020 where they study the perceptions toward the use of YouTube in EFL classrooms. The research resulted in a finding namely positive perceptions. The positive feedback toward the use of YouTube in EFL classroom such as authentic resource of materials and it is also an interesting media. This research is in accordance with the research done by Bajram and Ismaili.

Carmichael et al. (2018) assessed the impact of educational video. They found out that there are many students who chose videos as learning media. The use of educational or material videos gives good impact to their learning process. In using educational videos, students can learn flexibly and independently. Not only the students showed enthusiasm and positive responses, but also they requested to receive more learning contents that are available online.

The next research was conducted by Mutiarani et al. (2022). They studied the use of a YouTube videos from a channel named "English with Lucy" as a teaching media. The research showed students' positive feedbacks toward the media. It is also shown that during the process, the students showed the sign of enjoyment. By the end of the research, the researchers found out that a significant test result is shown between before and after the use of the media. The students' test score highly increased by the end of the test.

A more specifically focused research was completed by Andini and Zaitun (2022) related to the use of YouTube channel "English with Lucy" as a learning media. Andini and Zaitun studied the process of English pronunciation learning with the YouTube channel. With this research, they

discovered that the YouTube channel is an effective and a suitable media for English pronunciation skill improvement. One of the factors is the person running the YouTube channel, Lucy Bella Earl, is an English native speaker. This research asserted that a native English speaker can be very helpful in the process of English teaching and learning.

Chun et al. (2016), through their research, discovered that technology does give impact in the language teaching and learning process. Technology influences how a language is used in certain ways. YouTube being one of the various kind of technology might give the same impact to language teaching and learning process. Henceforth, this research was aimed to discover the use of YouTube channel as the media.

However, there is a research that resulted in a finding that is contrary to the effectiveness of learning method similar to online learning. Gray and DiLoreto (2016) found out that students show more positive perceptions toward teaching and learning process when they can interact with the instructor or teacher. This means that material videos will not be effective enough to be used as a teaching and learning media.

Later on, in 2020, Alawamleh conducted a research related to interaction between student and instructor. The research result showed that students indeed prefer classroom classes over online classes. This research is in agreement with the previous research where the lack of communication between teacher and student influence the motivation of students during the learning process.

Hasanah (2017) discovered how students' perceive English speaking skills. Hasanah found that the students involved had given feedbacks toward English speaking skill which can be concluded as important. Speaking skill is necessary in interactions and communications. However, the students were worried about making mistakes regarding pronunciations, the use of grammars, and vocabulary. Despite their fears in speaking English, they found various ways to learn including using internet as a learning resource.

Another research on students' English speaking ability was conducted by Khoyimah and Santoso in 2020. Their research focused on teaching involving repetition drill, using action research method. After a set of assessments were done, they found that students' ability in speaking English improved after repetition drill was applied in the class.

The previously mentioned research discussed repetition drill technique. This technique is one of various teaching techniques that have been applied by many English teachers in Indonesia. Hartina (2018) highlighted techniques that were used by teachers in teaching English to young learners. Based on the research, the teachers applied various techniques such as games, singing songs, drilling, PPP (presentation, practice, production), story telling, read-aloud, demonstration, and dictation. There are several techniques from the list that might be able to be used during the use of the media highlighted in this research, for example the singing, drilling, and games techniques.

## **METHODS**

This research was conducted using qualitative approach which is suitable for a research that studies the relationships of individuals with their environments (Astuti, 2022, p. 12) and does not need any numerical data to be involved. Case study is applied for this research. According to VanWynsbergh and Khan (2007), in a case study, the unit of analysis and the case of the research are the main elements.

In this research, the use of YouTube channel "Kartun Anak" in teaching speaking English was analysed by involving the participants and conducting a set of data collection methods. Two different methods were conducted. The first method was observation which helped the researcher gaining information regarding the class activity without directly involving the teachers and the students. The second method was interview that involved teachers and students. Interview was conducted after the class activity has already been completed.

## **Respondents**

This research involved the two elementary school English teachers. Two classes of students were also involved in this research. The class activities were observed and the students were interviewed to see how they perceive the use of the media. The students and teachers were interviewed for further and more detailed discoveries after the class activities were finished.

## **Data collection procedures**

The first step was to observe the class activity where the teacher used the chosen media, that is YouTube videos from the channel "Kartun Anak". After the class activity and observation were completed, the researcher then proceeded to conduct some interviews. The first interview involved the students, and the second interview involved the teachers.

Observation was done during the teaching and learning process in the class. Videos from the YouTube channel "Kartun Anak" were chosen and used by the teachers which then were used in the classroom. The researcher observed and took notes on any necessary finding or addition to the research.

Interview is the main method of this research. The first interview was involving the students in the classes. After the class was finished, students were asked questions one by one regarding the use of the media in the class activity. The result of this interview was the answer to research question number 3, that is "How do the students perceive the use of Kartun Anak as the teaching media in supporting students' speaking skills?".

After the class activity and students interview were completed, the researcher interviewed the teachers. The English teachers involved in this research were asked questions about the implementation of the media, their perceptions, and the challenges they found during the class activity. This interview was conducted in order to find out the answers to the research questions number 1, 2, and 4.

### **Data analysis**

Meadows (2003) wrote the three steps of qualitative data analysis proposed by Miles and Huberman (1994). The first step is data reduction. The process of data reduction is the process where the collected data are simplified and summarized. Simplifying the data is aimed to remove the less irrelevant parts of the collected data. Simplified data helps the researcher to lead the discussion focusing into the theme of the research after getting varied data that were collected prior to the analysis. After the collected data were reduced, only relevant data are kept and processed in the further analysis. Data displaying is the step following the process of data reduction. It is commonly done by putting the data through texts. The final step of the analysis is drawing conclusion. The conclusion drawing process is the final stage of data analysis. Conclusion cannot be drawn before the previous steps are not completed.

## **FINDINGS AND DISCUSSION**

### **Implementation of the YouTube Channel "Kartun Anak" as Teaching Media in Supporting Students' Speaking Skill**

#### ***Teaching Techniques***

In Class III, the English class observed was the first lesson of the day, so the teacher started the class by leading the students to pray and recite Qur'an as the parts of their routines. After doing their routines, the teacher began the lesson by recalling the previously discussed materials and giving context to the students about the next activity.

"The first step was explaining and recalling the materials that had been learned previously. Students were then asked to watch the video played on the screen and then were asked to follow the teacher repeating the vocabulary mentioned in the video. The material was about things in the kitchen. The students repeated the words and learned how to pronounce them correctly with the help of the teacher," explained Class III teacher.

As already planned by the teacher, one video from the YouTube channel "Kartun Anak" entitled "Mengenai Nama Benda di Dapur Diva" was chosen as the main media used in the class. The two videos were chosen to be used for teaching the students about kitchen equipment. The video "Mengenai Nama Benda di Dapur Diva" was then played on the screen and the students were asked to pay attention to it. As the video was replayed, the students were asked to repeat what was said in the video, for example, when the narrator in the video and the teacher said the word "stove", the students had to say "stove" altogether afterwards. During this learning stage, the teacher checked and corrected the students' pronunciations. After learning how to pronounce the words mentioned in the video, the students were led to form and say simple sentences with the vocabularies they had learned. One example of the sentence was "This is a stove".

According to the conducted observation, the students followed every step led by the teacher enthusiastically. Three out of 17 students stated that they are familiar with the YouTube channel, especially with the character named Diva.

A similar method of teaching speaking was used by the other teacher in the fourth grade class. Three videos from the YouTube channel "Kartun Anak" were chosen to be used as teaching media, those are the videos entitled "Belajar Bahasa Inggris Mengenal Angka, Huruf, dan Warna", "Kompilasi Belajar Kalimat Sederhana dalam Bahasa Inggris", and the singing video entitled "Bernyanyi Bahasa Inggris The Wheels on the Bus 2". The material discussed in the class was vehicles.

To start the lesson, the teacher led the students to recall the previous materials and explained the activities which they were going to do in the class. The first two videos were then played on the screen. The students were asked to pay attention to what the video's narrator was saying.

"The material was about land vehicles, sea vehicles, and air vehicles. We were more in-depth on how to correctly pronounce certain words that were mentioned in the videos. Students were taught to tell the kinds of land vehicles, sea vehicles, and air vehicles with the correct pronunciations. Beside repeating, there were also singing in the video that are interesting for their level," Class IV teacher stated.

When the videos were replayed, the teacher asked the students to repeat the vocabularies mentioned by the narrator. The teacher also helped the students to pronounce the words correctly. Not only vocabulary, but the students also learned how to say certain kinds of simple sentences such as "It's a car" and "The train is blue".

The third video, which was a singing video, was then played. Using this video, the students learned through a song about a vehicle. The students from Class IV showed excitement during the class, especially when the videos were played and they were asked to practice their pronunciation. However, when asked to do the task on the worksheet, the students were not as excited as when they watched the videos. Unlike Class III, in this class, no one showed the sign of familiarity with the YouTube channel "Kartun Anak".

### *Teaching Strategies*

Teaching English to young learners may be advantageous because they have better stimulation and they may understand the language easier (Morrow, 2011). Strategies need to be set to achieve the goal of teaching English. Therefore, the teachers set strategies for the class activities.

Class III teacher explained in the interview, "In the younger class, we need to apply more repetition methods. So, the teacher speaks and the students repeat. We need to do this again and again. With repetition, students will remember things such as 'Oh, so this is how to pronounce this word!' and 'Oh, the spellings and the pronunciations are not the same!'."

As stated by the teacher of Class III, the repetition teaching method is necessary for the younger learners. Guiding the students to practice the correct pronunciation of certain words and giving them the understanding of the context are the part of the principles of teaching speaking proposed by Nunan (2003, p. 54-56). Similar strategies were used by the teacher of Class IV.

"For a bigger class like Class IV, not only we need to use repetition, but also we can use drilling methods. It is because in the bigger class not only do we improve speaking skills, but also we improve their reading skills. Students learn how to read and pronounce words correctly. Then, students also learn the real life applications of what they have learned through the visual media. Through the video, students saw what different vehicles look like, for example, the students learned to differentiate various kinds of ships and boats," said Class IV teacher.

Repetition and drilling methods require interaction or engagement between the teachers and the students in the teaching and learning process. Teachers built strategies to engage with the students to achieve the goal of improving students' speaking skill. Class IV teacher explained, "There were a few questions asked to the students. For example, asking how they respond and how they feel about the media, asking whether they get a better understanding about the materials, and whether they have questions. I made a question-and-answer session too, so that I could build interactions with the students."

Based on the responds given by the teacher of Class IV about engaging or interacting with students, it is shown that making sure that the students understood the materials could help the teaching and learning process work in order to achieve the goal, that is improving the students' English speaking skill. On the other hand, according to the teacher of Class III, who teaches younger students, the media choice matters. When the media used in the classroom is interesting for their level, the

students will show enthusiasm and will be more active during the lesson. Class III told the researcher that this media is interesting for Class III. The teacher added, "the students enjoyed watching videos and those who were usually quiet could be more active and engaged (with their friends and teacher) because the media is fun."

Since the classes being taught were groups of young learners, the teachers were more focused on teaching words and simple sentences. In assessing the students speaking skill, Class IV teacher explained, "Students were chosen to guess and pronounce certain words one by one by asking them 'What is this?' so that I could tell if they already understand and are able to pronounce the words correctly." Meanwhile, in Class III, "the students cannot easily learn how to form sentences yet, so we need to teach them word by word. As long as they can pronounce the words correctly, it already is good for every student," Class III teacher told the researcher.

### **Teachers' Perceptions of the Use of the YouTube Channel "Kartun Anak" as Teaching Media in Supporting Students' Speaking Skill**

The two teachers involved in this research already have the experience of using audio visual media for teaching elementary students. However, they have never used any video from the YouTube channel "Kartun Anak" in the classroom, which made this their first time using the videos.

The teachers were asked about students' speaking skills and performance before and after using the media. Class III teacher responded, "In the younger class, it felt really different, especially when the class takes place in the afternoon. In the afternoon, students tend to be sleepy during the class, but when they are given videos like this for learning, it kills their boredom." Being asked regarding the same aspect, Class IV answered, "Usually, the teacher will give the example of certain words that they have to learn. Meanwhile, with this media, they can learn with native speakers through the videos. This thing may lead to a better goal as they adopt the pronunciation from the native speakers instead of the teacher who is not an English native speaker."

The use of this media helped the teachers with the teaching and learning process. The details in the animations gained the students' attention and it led into a better understanding of the material. The enthusiasm the students showed increased as well as their understanding of the materials. "(This channel is) very helpful. Beside the interesting contents, the videos are also familiar for the young learners and they also contain activities that young learners like to do, and that is very helpful," Class IV teacher described.

In the case of suitability, this channel is suitable for elementary school level, especially with the contents that are easy to understand and the animations. "For Class III, the video contains the same materials and the same vocabulary as what should be taught to the students. The pronunciation is clear and the animations are also interesting for the students and they are able to understand the material well," Class III teacher explained. In Class IV, the teacher stated that, "there needs to be some addition (to the contents). Yesterday, in the videos used there were only repeating, watching, and singing. There needs to be a spelling guide as well because correct spelling is also important. If it is completed with spelling, the media may be more suitable for the students."

The response from Class IV teacher above explained what needs to be improved or added to the media. Another thing that the teachers suggested to improve is the variations of the materials that are still limited and the durations of the videos. Despite the limited duration, the teachers also stated that it is the duty for the teacher to explore the methods or the way of using the media.

### **Students' Perceptions of the Use of the YouTube Channel "Kartun Anak" as Teaching Media in Supporting Students' Speaking Skill**

Ten students were interviewed after the class regarding their perception about the use of the YouTube channel "Kartun Anak" in English class, especially for students' English speaking skill. The students' answers in the interview provided the answers to the research question number three, that is "How do the students perceive the use of Kartun Anak as a teaching media in supporting students' speaking skills?"

From the interview, it is shown that not all students had ever used any similar type of media for learning English or the other subjects. Student 7 from Class IV stated, "Yes, I have ever used this kind of video for learning about time in English." Meanwhile, Student 10 answered, "No, I have never used videos like that for learning."

According to two out of ten students, they had never experienced or seen any of their teachers using YouTube videos as teaching media. In the preferences of the interviewed students, they all agreed that using the videos from YouTube channel "Kartun Anak" helped them with the English speaking learning process.

When the students were asked about the difference of learning English without and with the type of media that was used, the answers quite vary. Student 1 from Class III described, "(learning) using both books and videos is fun." Various responds from the students showed that they prefer the use of the audiovisual media in class activities. Students 9 from Class IV stated, "Learning English with videos like that helps me gain vocabulary."

However, two students from Class IV mentioned two different things that they did not like from the chosen media. Student 7 stated, "One thing that I do not like about the video is the voiceover." Another student mentioned that sometimes the character could be an unlikeable. Despite their responds, they still would like the teacher to use a similar type of media in the class.

### **Challenges of Implementing the YouTube Channel "Kartun Anak" as Teaching Media In Supporting Students' Speaking Skills**

The teachers were asked if they found challenges or difficulty regarding the use of the YouTube Channel "Kartun Anak" in teaching speaking. The teacher of Class III was concerned about the adjustment of the tools needed for teaching English using the media. Preparing tools that are not used daily and not always available in the classroom may take a lot of time. The teacher worried that this may bother and cut the schedule of the teaching and learning process. The teacher declared, "Not every school had projectors and speakers that are permanently attached in every class, that might be the challenge. For example, we had to prepare the speakers before starting the class and it might take a lot of time."

Similar respond was received from Class IV teacher that said, "The challenge here is probably the preparation of the media. We needed to make sure if the media is ready to be used. The setting of the class also needs to be changed as we need to make it more interesting, especially for an activity like watching movies, we surely want to make it more memorable for the students." It was stated that it was challenging to arrange the class settings in order to create a memorable atmosphere for the students.

### **Discussion**

#### ***Implementation of the YouTube Channel "Kartun Anak" as Teaching Media in Supporting Students' Speaking Skill***

Implementing media in teaching English requires strategies that need to be prepared before teaching. According to Rus (2020), strategies, materials, and techniques are the most important aspects of language teaching and learning. In this research, the teachers have prepared their strategies for teaching English, especially in supporting students' speaking skills. The videos were also chosen by considering the suitable materials for the classes.

There are five principles of teaching speaking proposed by Nunan (2003) in his book "Practical English Language Speaking": (1) second language and foreign language contexts; (2) fluency and accuracy practice; (3) group work or pair work; (4) speaking tasks involving negotiation of meaning; and (5) classroom activities with guidance and practice. The teachers applied these principles in the class activities.

There is a difference between second language context and foreign language context that affects the way how it is necessarily taught to learners. In this case, the teacher taught the students English as Foreign Language (EFL). Students were made aware that they are being taught a language that is not spoken by people from their country or district. This is in accordance with the first principles of teaching speaking. In applying the second principles, teacher must facilitate learners to do practices on their English language fluency and accuracy. The students were taught how to pronounce various words and simple sentences and they were asked to speak up fluently. There might be mistakes in their pronunciations which are very natural. The teachers also corrected by telling the students the accurate pronunciations. With group work or pair work, teachers can talk less, and learners can talk as much as they need to by interacting with their peers during their discussions. During the group work in Class III, students interacted with each other and discussed the new vocabulary and their pronunciations. Meanwhile, in Class IV, students interacted with their peers about the topics of the subject without



gathering in groups. Negotiation of meaning consists of checking, clarifying, and confirming one's understanding of the other's messages or statements. The teachers in Class III and Class IV communicated with the students about the new words and sentences. The teachers made sure the students gained the same understanding as what they have said and corrected when the context of their statements were not understood. It is necessary for teachers to provide guidance for learners to practice speaking in the target language in transactional and interactional contexts. During the class, the teachers guided and asked the students questions, for example, "What is this?" and "What color is the train?". From the previous questions, the students would answer the question by saying "This is a spoon" and "The train is blue".

#### ***Teachers' Perceptions of the Use of the YouTube Channel "Kartun Anak" as Teaching Media in Supporting Students' Speaking Skill***

Carmichael et al. (2018) in their research found that educational videos give positive impacts. According to the responses from the teachers, it was found that using this media also showed positive impacts.

Similar to the research by Saed et al. (2021), this research also proved that using YouTube videos showed significant progress in students' English speaking learning. In the interview, the teachers stated that compared to the usual teaching methods, the use of this media increased students' performance and activity during the English speaking learning process. The teacher also stated that the voice of native speakers in the videos might help the students with their pronunciation practice. A research Andini and Zaitun (2022) also asserted that a native English speaker can be very helpful in the process of English teaching and learning.

In the case of content variety, the teachers stated that it would be better if more materials and longer durations are added. The videos are suitable for elementary school level, but it is better if the channel owner adds spelling practice and more variations to the materials. Despite the lack of materials, the teachers were considering using more videos from the YouTube channel "Kartun Anak" in the classroom.

With the use of the chosen YouTube videos, the students gained new vocabularies. This finding is in accordance with the research conducted by Patahuddin et al. (2017). The teachers stated that students were more enthusiastic in practicing their vocabulary pronunciation. In the previous classes, which were not involving "Kartun Anak" YouTube channel, students were less enthusiastic. Students did not have the confidence in learning how to pronounce certain words. The teachers observed students skills before and after the use of the media. It resulted in improvements that were shown after watching and listening to the speakers from the videos. According to the teachers, the pronunciations in the video was clear which made it easier for the students to understand and even repeat the words.

#### ***Students' Perceptions of the Use of the YouTube Channel "Kartun Anak" as Teaching Media in Supporting Students' Speaking Skill***

Students showed positive responses to the use of this media. It increased their enthusiasm and ability to understand English. Moreover, the animations caught the attention of the students and it became one of the most interesting aspects of the media for the young learners. Ten students were interviewed and they all stated that they prefer using audio visual media for learning English. One student stated that using this media helped them gain more vocabulary, which is in accordance with the research by Patahuddin et al. (2017).

However, in 2016, Gray and DiLoreto conducted research which resulted in more positive responses towards teaching and learning processes where learners can interact with the teacher. It showed that material or educational videos cannot be used effectively without the guide from the teachers. Thus, to prevent ineffectiveness in using the media, teachers are still needed to give instructions and guidance. This aspect needs to be in concern since the students agreed that using this YouTube channel helped them improve their speaking skills. The presence of the teacher will help the students practice their speaking better than using non-interactive media without the help of the teachers.

#### ***Challenges of Implementing the YouTube Channel "Kartun Anak" as Teaching Media In Supporting Students' Speaking Skills***

Based on the conducted interview, the challenges and difficulties were found during the preparation. The limited tools in the class and the school were the main problem for the teachers. Alwehaibi (2015) found out in a research that using YouTube in the learning process creates an entertaining and enjoyable atmosphere. In order to create an enjoyable and memorable learning atmosphere, according to the teacher of Class IV, rearranging the class setting is necessary. This was another challenge stated by the teacher during the interview.

## CONCLUSION

This research was aimed to discover the use of the YouTube channel “Kartun Anak” as teaching media in supporting students’ speaking skill. This research discovers the perceptions of teachers and students about the YouTube channel. According to the observation and interviews, it showed that the students and the teachers gave various feedback towards the use of the media.

The answer to the first research question, which was “How do the teachers implement Kartun Anak as teaching media in supporting students’ speaking skills?”, was discovered through the observations and the interviews with the teachers. The first observation was conducted in the class of the third grade. The teacher of Class III (Teacher 1) used one video entitled “Mengenal Nama Benda di Dapur Diva” as teaching media. The teaching process involved vocabulary practice, speaking prompts, and group discussion. The first step of the lesson was recalling previous materials and explaining the context of the upcoming lesson. The chosen video was then played on the screen and students were led to repeat the words and simple sentences said by the speaker and the teacher. After the drilling and repetition was completed, the students formed groups to do an exercise given by the teacher. Through the exercise, students guessed and learned the pronunciations of certain words which they have gotten from the video.

The second observation was conducted in the class of the fourth grade, involving the videos entitled “Belajar Bahasa Inggris Mengenal Angka, Huruf, dan Warna”, “Kompilasi Belajar Kalimat Sederhana dalam Bahasa Inggris”, and “Bernyanyi Bahasa Inggris The Wheels on the Bus 2”. The method used by the teacher was similar to the ones used by the Teacher 1. Students were taught the meanings and the correct pronunciations of certain words in the theme of “vehicles”. Both the Teacher 1 and Teacher 2 stated that using repetition and drilling during teaching were their strategies in teaching speaking for the young learners. With such methods, teachers can engage and be communicative with the students and it is useful in supporting their English speaking skills.

Interviews were conducted to uncover the answers to the second research question, which is “How do the teachers perceive the use of Kartun Anak as a teaching media in supporting students’ speaking skills?”. Teacher 1 and Teacher 2 had the experiences of using audio visual media for teaching English, but not from the YouTube channel “Kartun Anak”. According to the teachers, the contents and the animations helped them supporting the students learning English as the contents were easy to understand for elementary school level. The speakers in the video talked like native speakers, so that helped the students learning the correct pronunciations of certain words. However, the teachers found that the YouTube channel does not provide complete materials for the students. They suggested the YouTube channel to provide more contents and materials that are suitable for elementary school level.

Similar to the teachers’ perceptions towards the media, the students also gave positive responses to the use of the YouTube channel “Kartun Anak”. Eight out of ten students had ever learned with similar types of media, but no one of them had ever used the media from the YouTube channel “Kartun Anak”. However, all the ten students stated that the media helped them learning English, including with their speaking skills learning process. The students’ responses showed that they liked the animations, but two of them stated that they did not like the voiceover in the video, and one of them did not like the animated character. The students agreed that the media is helpful and is supporting their English speaking skills, especially for their vocabulary and pronunciations mastery. Thus, they would like the teacher to use more videos from the YouTube channel “Kartun Anak” in the class. The students’ responses during the interview provided the answers the research question which was related to how the students perceive the use of the media.

The fourth research problem was about the challenges of using media from the YouTube channel “Kartun Anak”. Based on the teachers’ responses, the challenges came from the preparations of the devices and the class set-ups. The availability of the screen projectors and the speakers are still limited, so that the teachers needed to take more time to prepare the portable devices. The class also needed to be arranged as the students would need to study in enjoyable atmosphere during the class.

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