

## IMPROVING ENGLISH SPEAKING SKILLS THROUGH YOUTUBE

Siswanto<sup>1</sup>

Sekolah Tinggi Ilmu Tarbiyah Ibnu Rusyd Tanah Grogot

Email: [siswantoswanto931@gmail.com](mailto:siswantoswanto931@gmail.com)

### Abstract :

The purpose of this study was to find out if the ability to speak English effectively by 8<sup>th</sup> grades at MTs Babussalam was improved by using YouTube. This paper focused on implementing YouTube as method for teaching speaking that is different, interesting, and fun, while creating a classroom atmosphere that is comfortable and increases, students' enthusiasm for learning. This paper used the qualitative descriptive method as the method of research. The result of using YouTube was very effective because it followed students to speak with more confidence and expression. They also did not have to worry about the phrases they used when speaking because they were able to see how foreigners speak English properly and correctly

**Key words:** *Teaching, Improving speaking skills, Multimedia, YouTube*

### A. Introduction

Communication is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, body language or written. In education field, English communication has one of the stakeholders to support the learning process. English oral communication is not easy for foreign language students who seldom used it in their society. Foreign language learning is more complex concept than simply mastering new information and knowledge because it involves variations of personality traits and social components. Additionally, in human interaction, numerous attempts have been made to classify the functions of speaking. A useful distinction between two function of speaking, the first one is interaction functions of speaking, in which it serves to determine and maintain social relations, and the second function is traditional functions which focus on the exchange of information.

Teaching is defined as showing or helping someone the learn how to do something, giving instruction, guiding in the study of something, providing with know or to understand.<sup>2</sup>It means that the teacher helps the students to understand what they have learned thus the teacher must be creative because the teacher must attract their interest to study by involving them in classroom activities and teach with various ways in order to boredom.

---

<sup>1</sup> Dosen tetap Pada sekolah Tinggi Ilmu Tarbiyah (STIT) Ibnu Rusyd Tanah Grogot.

<sup>2</sup> Douglas Brown, *Principles of Language Learning and Teaching (USA: Pearson Education, 2007)*, p.8.

Competence to the speak English language its very need to everyone, because in term of speak interlocutors automatically direct will have responses suitable with theme or topic. Teaching learners to speak another language means helping them develop specific sets on interactional and communication skills, because spoken communications takes place in real time.<sup>3</sup>The way teacher teach the students is still monotonous teaching style in which there is no utilization of innovate teaching and learning media that can motivate the students to learn.<sup>4</sup>There are some schools that are still using monotonous teaching style, which the teacher is explaining the materials, writing it on the board, an opening questions and answer session. Meanwhile, the students just sit on the chair, write down the materials. They also keep silent when the teacher asks them in question and answer session. In speaking class, many students have no self-confidence, shyness to speak, being afraid of making mistakes, and feeling nervous, low learning motivation. So that, they cannot verbalize and end up saying nothing. Riswandi (2016) also found the similar problems faced by the eleventh-grade students of one of Junior High Schools in Surakarta in mastering speaking skill. He found that the students have low learning motivation and interest.

The writer interested for conduct in MTs Babussalam Tanah Grogot, the writer found problems of learning English speaking skills from teacher strategy and facilities of learning. The problems are related in the classroom (1) some students are afraid mistakes in front of in the classmates. (2) Some students asking from friend vocabulary for making sentence. (3) Some students are feel difficult make verbalizing what they think. (4) The students need long time make a sentence. (5) The students not confidence talking what about. Teacher action how to students can improve speaking skills, then the writer take evaluation to the teaching before monotonous method then change it with use YouTube. The way teacher teach the students still use monotonous style in which there is no innovate teaching. Some students are not sure what they are talking about. The result of interview concluded that other problems in English speaking skills are grammar, fluency, and pronunciation. These problems ever found by Sayuri. In his research found that students faced problems in speaking English related to pronunciation, fluency, grammar, and vocabulary. The students also showed other problems

---

<sup>3</sup>Hinkel, E. (2018). *Teaching Speaking in Integrated-Skills Class. The TESOL Encyclopedia of English Language Teaching. Page 1-6.*

<sup>4</sup>Gunada, I. W. S., &Wayan, I. (2017). Using YouTube video: An IT-based media to improve students' speaking skill. Retrived from <https://www.researchgate.net/publication/326082917> Using YouTube Video An IT-based Media to Improve Studen's Speaking Skill

which were obtained from personal students' information, namely not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, in habit in speaking English, never practice, and nothing to say.<sup>5</sup>The same argues that students have problems in expressing themselves in speaking due to reluctant, hesitation, afraid of making mistakes, lack of adequate vocabulary, lack of practice that makes students find it is hard to utter sounds in English fluently. The students hesitated and were reluctant to speak because they had nothing to say. Even though they were afraid of making mistakes in grammar and they were worried if the other students laugh at them when they make mistake.<sup>6</sup>

While the problem related to teacher, strategy and facility are; the English teachers still use monotonous teaching style to teach English; they pay too much attention to the content of what they teach, instead of how they teach the materials. It needs media to support their technique. YouTube is able to teach English speaking skills. The previous research showed the effectiveness of YouTube in learning. Concluded that by using multimedia technology, students' interest in learning can be improved and by using useful and auxiliary teaching tool, teacher' teaching tasks become much easier and teachers' passion in teaching is recalled. Other finding shows that the implementation of YouTube-based videos in teaching speaking can improve the students' speaking skills and motivation.<sup>7</sup>According to Philip and Kevin Keller social media is means for consumer to share information's text pictures, and videos, audio, with one another company or otherwise. YouTube is one of them social media with website provided like videos begin video clip until film and video make by users of YouTube selves now many people used this media to works especially young people, therefore not little people to be famous because of video itself. And also YouTube can to be income if video upload have many followers so it will to be royalty to him. Therefore now it in demand various circles. YouTube and also to be social media very popular because area users free of used it.

Along with development of information technology and communication and many little superior products but have multifunction. Last time pages from YouTube only can access use laptop or personal computer, so recently that sites

---

<sup>5</sup>Sayuri. (2016). Problems in speaking faced by EFL Students of Mulawarman University. *Indonesian Journal of EFL and Linguistics*, 1(1). 47-61.<https://doi.org/1021462/ijefll.v1i1.4>

<sup>6</sup>Syamsurizal, M. (2015). *Using improvisation in teaching speaking*. Gorontalo, Indonesia: Ideas Publishing.

<sup>7</sup>Ruswandi, D. (2016). Use of YouTube-based videos to improve students' speaking skill. *Proceeding the 2<sup>nd</sup> International Conference on Teacher Training and Education*, 2(1), 298-306. Retived from <https://jurnal.uns.ac.id/ictte/article/view/8150/7310>

can visited from small gadget or smartphone. Large the internet access to various corners made favorite sites include YouTube more accessible to users. That good information to users they neither had opportunity to assess various videos nor publishes the work they made. The benefits YouTube are given free service, download certain some videos, accessing and sharing information about technical matters, accessing streaming video, introduce and promoting product, video information, support the entertainment industry, strengthen institutional branding, known the response to public comments, facilitating users to master basic skills for making video. However for all vantages used it has positive effects, namely make learning media, look for tutorial video, share knowledge and make a someone interested developed creative. Negative effects namely to look for violence video, immorality video and vilify people names.

YouTube, with hundreds of millions of videos from contributors across the globe, the streaming video site makes it easier than ever to earn English. Using YouTube as a multimedia has been familiar for people now days; students can effectively to learn speaking. By using YouTube, students have chance to observe how native speaker speaks from the video. Students can also practice the mimicry, expression, intonation, and vocabulary, accurately with enjoyment and feeling confident in performing. Meanwhile, this study focused to improve students' critical thinking from the video, so students are able to fluency in speaking, mastering of grammar and vocabulary, and using English for their life both of active or passive situation. You Tube is part of the advancement of information technology (IT) in this globalization era. You Tube is a website that shares various kinds of video clips TV clips, music videos, movie trailers, and other content namely video blogging, short original videos, and educational videos (Jalaluddin, 2016). Besides that, the teacher can use video that completed with the role playing. It is more interesting than only watching video. Kolnel&Zendrato (2019) that role playing is able to improve students' speaking.<sup>8</sup>

Many teachers use YouTube as media learning to improve speaking skills at the classmate, because is have more make interested students with YouTube video, in learning speaking skills more effective compared learning to have

---

<sup>8</sup>Kolnel, O. M.H., &Zendrato, J. (2019). Penerapan metode bermain peran untuk meningkatkan keterampilan berbicara siswa kelas 1 pada pelajaran Bahasa Indonesia sekolah Dasar XYZ Gunungsitoli, Nias (Implementation of the role playing method to improve grade 1 students' speaking skills in an Indonesia Language lesson at primary school XYZ Gunungsitoli, Nias). *Polyglot: Jurnal Ilmiah*, 15(2), 333-347. <https://doi.org/10.19166/pji.v15i2.1058>

conventional classmate or open book because this media made interested, more easy to understand with style video no made bored by them so that more students enjoyed to learn speaking vocabulary, grammar, pronunciation expression intonation that all use YouTube media

The purpose of this study was to find out if the ability to speak English effectively by 8<sup>th</sup> grades at MTs Babussalam was improved by using You Tube. This research focused on implementing You Tube as method for teaching speaking that is different interesting, and fun, while creating a classroom atmosphere that is comfortable and increases, students' enthusiasm for learning.

## **B. Research method**

This paper uses qualitative descriptive methods as the method of the research. The analysis begins with teaching speaking for 8<sup>th</sup> grade using media You Tube in MTs Babussalam. Procedures of the analysis begin with observation. The writer tries to discuss with official English teacher at MTs Babussalam about the problem that happens in school, especially in English subject. The writer tries to suggest the solution by changing the way of teaching them. The next is implementation. After that the writer to teach by the writer's technique, the writer concludes about using You Tube as the media to help the writer in teaching the materials. The last is processing data and analysis. The writer collects the data from every meeting. It concludes that using You Tube as the media to attract students' attentions in learning English is quite effective. Students enjoy the lesson more because they feel like having a different situation than usual.

## **C. Discussion**

### **1. Teaching preparation**

The writer interested conduct the as teacher at MTs Babussalam for eight grade. In this school the writer as teacher at 8 grades male and female was separated to conduct the research. The writer though on every Friday at 08.50 – 09.30 Am.

#### **a. Opening activities**

As the warming up, the writer gave them a piece of paper. It was a song's lyric of "My Heart Will Go on" by Celine Dion. The writer chose the song because this song because this song contained many verb in it, so the students could use these new vocabularies later for making the exercise. The writer had made the lyric blank in several parts, so they had to complete the lyric by listening to the music 7 times. Here was the lyric:

## My Heart Will Go On

### Celine Dion

Every night in my dreams  
I see you, I feel you  
That is how (1) \_\_\_\_ you go on  
Far across the distance  
And spaces between us  
(2) \_\_\_\_ comes to show you go on  
Near, far, (3) \_\_\_\_ you are  
I believe that the heart (4) \_\_\_\_ go on  
Once more you open the door  
And my heart will go on and on  
Love can touch us (6) \_\_\_\_  
And last for a life time  
And never let go 'til (7) \_\_\_\_ gone  
Love was when I loved you  
One true time (8) \_\_\_\_ hold to  
In my life we'll always go on  
Near, far, (9) \_\_\_\_ you are  
I believe that the heart (10) \_\_\_\_ go on  
Once more

#### b. Main activity

After collecting some vocabularies from the song, the writer started to explain about. Past Continuous Tense. Before explaining, the writer asked students about what they know about this tense.

Teacher :Past continuous tense. Does anyone know this tense is use in what situation?

Student :*yang sedangberlangsungpadamasalampau.*

Teacher : Right. So Past continuous tense is going activity use past time. What is positive formula?

Student :S + to be (was, were) + V-ing+ Object.

Teacher : Right. So Past continuous tense use Verb ing. What use tobe? Then Mentions!

Student : Yes. Use it, *was* and *were*

Definition past Continuous Tense is a time form use to express that an action is taking place for a certain time in the past. This form indicates that action occurred before, during and may continue after time or other actions that in the past. The past continuous tense functions; (1) can use show event that happen with time long time ago, (2) declares events, actions that have not been completed when other events or actions have occurred, (3) states two events and actions that occurred at the same time in the past, (4) states an event on incident that occurs gradually.<sup>9</sup>

Past continuous tense in generally used to express an action or event that is being carried out or is happening at a certain moment in the past, in general the sentence past continuous tense form doesn't stand alone, but is always accompanied by other accompanying sentences in the past tense. However, whether it is included or not, it doesn't matter.<sup>10</sup>Past continuous tense is a tense that is used to tell and incident that taking place in the past and is usually followed by the past tense.<sup>11</sup>

The form of past continuous tense positive sentence is S + to be (was, were) + V-ing+ Object. If subject 'I, SHE, HE, IT', you have to use to be 'was'. And the last when the subject 'YOU, THEY, WE', you have to use to be 'were'. The writer also explained about the negative sentence. The form is S + to be (was, were) + not + V-ing + Object. The writer said, they just had to add 'not' after 'to be' for making the negative sentence. For the interrogative sentence, the form is To be (was, were) + S + Object +? The writer said that they just had to switch the 'to be' with the subject'. The writer continued explaining with many examples of positive, negative, and interrogative sentences. The writer asked students to make the examples of the sentences by throwing a paper ball and asks them to mention V-ing, and made a complete sentence.

Next, the writer explained about time signal they could use in this sentence like all day yesterday, the whole ... yesterday, as, today, while, the whole day last week. That all often used in past continuous tense it is very important because use become time its tense, students are understand after writer explained about it, then the writer give assignment to students for each examples suitable with tense form and time signals, students are write on paper.

---

<sup>9</sup><http://esl.fis.edu/grammar/rules/pastcon.htm>. Accessed on July,26, 2020

<sup>10</sup> Rudy, H., &RobetBurnley (2013). *Complete English Grammar (New Edition)*. MahirsindoUtama (p 252)

<sup>11</sup>Royan Chandra RusdyWijaya. (2017). 7 *HriJago 16 Tenses BahasaInggris*. PusatKajianBahasa, PerumTegalasari Blok 2, Yogyakarta. (p 50).

The writer continued explaining students how to answer the question they just had answer with ‘Yes or No’, and follow the auxiliary verb in the sentence. Before the writer asked students to make a conversation, the writer asked them if there is any question. The writer played a video about the example of conversation that using past continuous tense

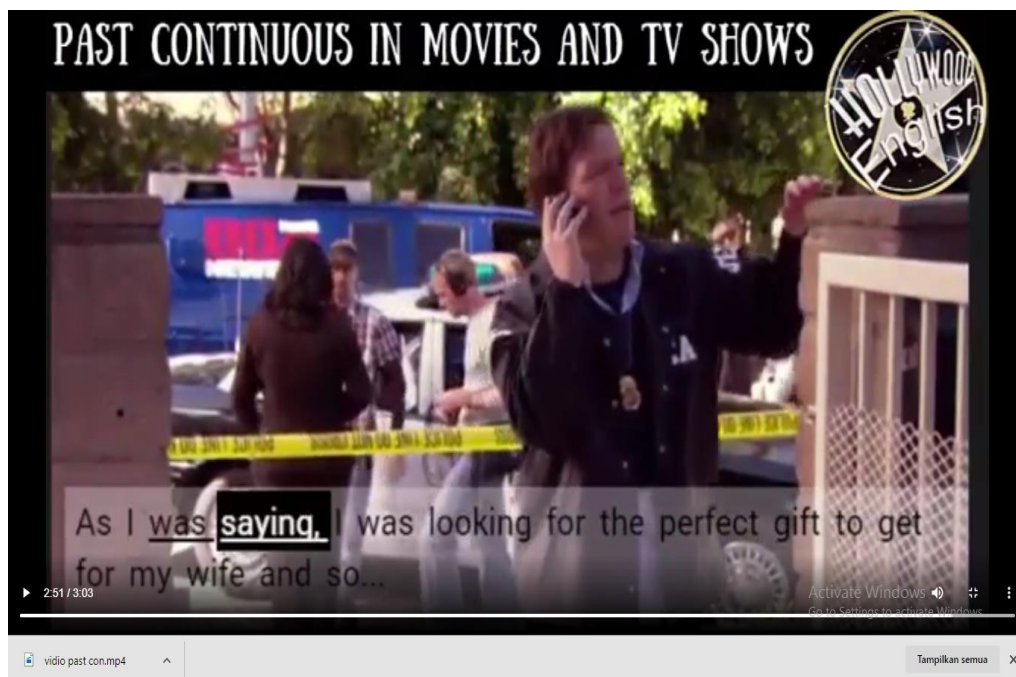


Figure 1. Example of Past continuous tense from YouTube

Source: <https://www.youtube.com/watch?v=jAnn2xdxT4I>

### **Exercising and Practicing**

After done explaining, the writer asks them to pair up and make a conversation using Past continuous tense just like on the video that played a moment ago. The writer gives about 7 minutes for students to make and memorize the conversation, and then come to the writer to perform.

The writer : Now, if you have found partner please make a conversation using

Past continuous tense just like the video earlier, but change it with your own sentences. The rules are the first person asks the second person, and the second person answers with positive sentence. Next, the second person asks the first person and the first person answer it with negative sentence. Do you have any questions so far?

Students : So, we take turn, Sir?

The writer : Yes, exactly!



### **c. Closing activities**

#### **Evaluation**

The writer evaluated student's performance, students still made mistakes but it was not a lot of mistakes like the last meeting, and their intonation, expression, gesture, pronunciation and fluency were increased and better than the last meeting. Students were more expressive and confident, even though some of them still feel shy to speak English in front of their friends.

#### **Information about the Next Meeting**

The writer informed students the next meeting we will still using YouTube for learning, and there will be more video to watch so they will not get bored when learning.

### **2. Teaching analysis**

Using YouTube as media help students in improving their speaking skill. It can be the lure to attract student's attention when learning. Students are more interesting in learning when situation and condition in the class is different than usual. It makes them enthusiast and feel more ease. YouTube as an effective tool that can enhance the learning experience if the video is indeed relevant to the subject at hand.<sup>12</sup>

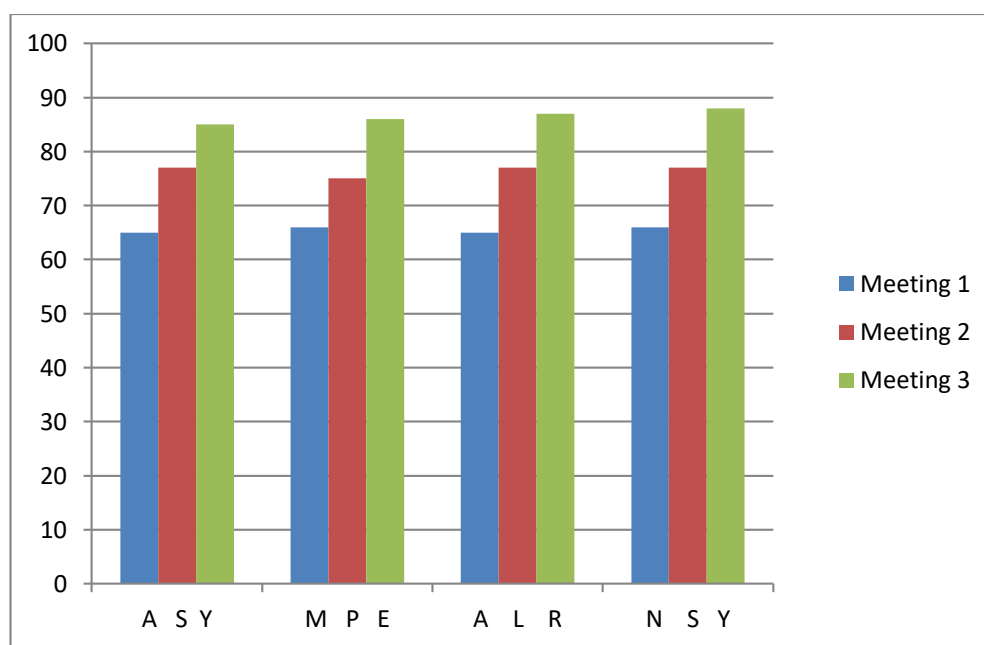
After using media YouTube to learn speaking and imitate how native speaker speaks, students are more confident, have a proper expression, intonation and gestures. They are also using the proper phrase of vocabulary and more fluent. This result shows in using media YouTube for learning speaking can build students' confidence, it makes students know how to speak properly as native speaker, and they are not confused anymore whether what they are talking about is right or wrong, because they have seen English native speaker speaks that way. YouTube can improve students speaking skill which includes pronunciation, grammar, word choice, maintaining conversation, and organization of the ideas. It was proved by the result of the test in which the mean score increases from pre-test in four meeting (pre-test=60, and post-test=85). It concludes that there is an increment in student's speaking ability.

The writer also conducts an analysis of the result in teaching English speaking using media YouTube. At the first meeting, the writer conducts a speaking pre-test without media YouTube to see and compare it with the next

---

<sup>12</sup>Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. (2018). Social media as a complementary learning tool for teaching and learning: The case of YouTube. *The International Journal of Management Education*, 16 (1), 37-42. <https://doi.org/10.1016/j.ijme.2017.12.001>

meeting using media YouTube. At the first meeting, student's score of pronunciation, grammar, vocabulary, fluency and comprehension are not as good as when they learn with YouTube. The effectively of using YouTube in teaching speaking can be seen by the increase of the mean score of the test at the first, and the last meeting (first meeting= 65, last meeting= 77). The assessed some components, such as grammar, vocabulary, comprehension, fluency, and pronunciation.<sup>13</sup>Here is graphic of students' score in every meeting.



Graphic 1. Students Practice Score for Each Meeting

Graphic 1 shows the practice students for each meeting. The name of students is representative by the alphabet. The graphic shows that most of students have improved their score in every meeting. Even though, there are several students who get reduction and students who don't make any progress in every meeting.

The writer found many advantages and disadvantages of YouTube for teaching speaking in the class that happen during the process of teaching. Such as students are more focus to the material on YouTube because it interesting for them to learn by watching. The students are laughing when watching the video because people who make video in YouTube will make it as interesting as possible to entertain the viewers. The disadvantages that the writer found during the implementation of using YouTube in the class is students are easy to

<sup>13</sup> Brown, H. D. (2004) *Language assessment: Principles and classroom practices*. New York, NY: Pearson Education.

be distracted, whenever they see popular videos on the home page of YouTube, they want to watch it and make a noise.

You Tube is be audio visual learning media that given positive impact. They felt fun as learning process. Technology, and audio-visual media, help students learn, and it is the role of teachers to guide students in understanding technology and provide direction to them in using it well.<sup>14</sup> With technology, teachers can utilize all multimedia so students become more creative. The process of speaking learning requires media that can provide stimulation to students in conveying information. Thus, the teacher has a very important role in building students communication in the class. The classroom teacher is required to be responsive to the students' interactions and to facilitate the students with the equipment that triggers the students to interact with one another.<sup>15</sup>

Multimedia like YouTube is very suitable use in learn process it is one of them the effective to improve speaking skills, video streaming make interested for students of Babussalam they are have more spirit learn and also feel enjoy know about mastering speaking. Students are have sensitive to English practice especially speaking because it is communications tool to each people, in development English language students are make community as an even development language one of them use You Tube as media learn. Besides that mastering of vocabulary, pronunciation, grammar and intonation thus are very important.

The students are in MTs Babussalam before teacher apply You Tube as media learning they are many problems with English practice they are still confuse and take shy with many mistakes, no confidence by body self and tend no attention, make crowded less learn English practice. After that teacher directed students and give motivation for them to learn speaking English practice through video YouTube as media, here foreign practice and students take attentions if native speaker speak then the students repeat conversation so it is make enjoy and feel happy. The writer found that YouTube as media learn is an effective media to learn speaking English process.

---

<sup>14</sup>Kembun, E . M., &Irwansyah, I. (2019). PeranTeknologi Audio-Visual DalamPengembanganPembelajaranAnakdisekolahDasarKaryaAnakBangsa Di Manado (The Role Of Technology And Audio-Visual Media In Learning Development AtAnakBangsa Elementary School, Manado). *Polyglot JurnalIlmiah*, 15(1), 73. <https://doi.org/10.19166/pji.v15i1.1311>

<sup>15</sup>Kurniasari, A.I., &Santoso, A. (2017). The teacher's role in supporting the ZPD in studens' English oral communication skills based on PYP language scope and sequence of grade EY 3A: A case study. *Polyglot: JurnalIlmiah*, 12(2), 1-23. <https://doi.org/10.19166/pji.v12i2.362>

In general, speaking is one way where people acquire the language from they were born. Speaking is the first mode in which children learn language by listening to the speech around them and reproducing what they heard. So that, speaking is one of the first made that children acquire language. Since they were a baby, the children were taught to speak a language.

From those definitions, speaking is the ability to speak a foreign language, the ability to speak a second of foreign language well is a very complex task if we try to understand the nature of what appears to be involved. Here, people have the ability to speak a foreign language and they try to be involved.

Speaking is the most important skill for our students because it can make the students practice their skill in speaking English and make the students increase their confidence in their performance when they speak real-world situation and of course the teacher needs to get our practice for interaction in the classroom. Beside that in daily activity, people generally use speaking as means of communication. Although people cannot ignore the significance of writing as another form of communication speaking is still more popular to the people. Most of structures of cooperative learning are developed.

Speaking skills in students at MTs Babussalam eight grade after writer use YouTubeas learning media can increase speaking skills although all students majority live in the boarding exactly the writer have opportunity to research, because he is presume as special place to development speaking, every day they are gather so it is make easy to communication because they are stay in boarding school this is a good reason for to do research here besides the writer have confidence possibility the results will goal the learn method

The students have to master four skills in English, they are; speaking, writing, listening and speaking. In every school, many teachers applied kinds of teaching techniques for foreign language especially in teaching speaking. The teacher needs practice to increase their students speaking skill. Speaking is called by the most important aspect of learning a second language, because when people do spoken language, because when people do spoken language, automatically she or he will be assumed that they master the language itself speaking is one of the language skill that has important in daily life because it can make students communicate and interact with each other. Speaking is so much a part of daily life that we take it for granted.

Besides advantages and disadvantages, the writer also evaluates the problems that happen in the class during the implementation of using media YouTube for teaching speaking in MTs Babussalam, and tries to find the best solution of the problem. Several problems that happen during the process of teaching are as follows:

**a. Problems**

1. Students are often distracted by popular videos on YouTube, and rather watching some videos than learning. Students become noisy because they are yelling different titles of video they want to watch.
2. There are some advertisements on the video that cannot be skipped. This will make students' concentration disturbed.
3. Students need quite a long time to memorize all the conversation from the video, because the conversation is not made by them. It is harder for students to memorize it.
4. The internet connection that slow. The writer used hotspot tethering from the writer's phone to open the YouTube in the class. The network sometime lagging and make the video buffering. It can hinder the learning.

**b. Solutions**

1. The writer solves the first problem by giving them a reward for watching one video they want later if they behave and if there is still time left at the end of the lesson.
2. The writer decides to watch the videos that will be played in the class at home, so when the writer plays the video in the class, the advertisements are already gone.
3. The solution for this problem is the writer writes down the conversation on board in advance before the video is played, so when the video is played, students can read the conversation and change several of the conversation by their own sentences.
4. The writer does another activity while waiting the internet connection. Such as reviewing the vocabulary that given in the warming up session.

#### **D. Conclusion**

You Tube is utilized to help reaching the goal of teaching and learning. The writer aims to improve students' speaking ability by using YouTube as the media of the lesson. Using YouTube in the class can change the situation and the atmosphere in the class. Students felt more ease in learning by watching. Their senses are focus on the video, so they are more pay attention to the material that delivered through YouTube.

The result of using YouTube as a media can be a good alternative media for teaching speaking in the class. In this way, students are speaking more expensive, and don't have to worry about the phrases they use when speaking. The way students imitate native speaker speaks is ease them to speak in English confidently. They are not confused anymore because they have resource how to speak English like native speaker. It can be seen by the result of their mean performance score of the first meeting and the last meeting.

## REFERENCES

- Brown, Douglas. *Principles of Language Learning and Teaching*. USA: Pearson Education, 2007.
- Brown, H. D. (2004) *Language assessment: Principles and classroom practices*. New York, NY: Pearson Education.
- Gunada, I.W.S., & Wayan, I. (2017). Using YouTube video: An IT-based media to improve students' speaking skill. Retrived from <https://www.researchgate.net/publication/326082917> Using YouTube video An IT-based Media to Improve Students' Speaking Skill.
- Hinkel, E. (2018). Teaching speaking in integrated-skills class. *The TESOL Encyclopedia of English Language Teaching*.
- Jalaludin, M. (2016). Using YouTube to Enhance Speaking Skills in ESL Classroom. *English for Specific Purposes World*, 17(50).
- Kembun, E. M., & Irwansyah, I. (2019). Peran Teknologi Audio-Visual Dalam Pengembangan Pembelajaran Anak Di Sekolah Dasar Karya Anak Bangsa Di Manado (The role Of Technology And Audio-Visual Media In Learning Development At Anak Bangsa Elemntary School, Manado). *Polyglot JuRNAL Ilmiah*, 15(1), 73. <https://doi.org/10.19166/pji.v15i1.1311>
- Kolnel, O. M. H., & Zendrato, J. (2019). Penerapan metode bermain peran untuk meningkatkan keterampilan berbicara siswa kelas 1 pada pelajaran Bahasa Indonesia sekolah dasar XYZ Gunungsitoli, Nias (Implementation of the role playing method to improve grade 1 students' speaking skills in Indonesia Language lesson at primary scool XYZ Gunungsitoli, Nias). *Polygot: Jurnal Ilmiah*, 15(2), 333-347. <https://doi.org/10.19166/pji.v15i2.1058>
- Kurniasari, A. I., & Santoso, A. (2017). The teacher's role in supporting the ZPD in studen's English oral communication skills based on the PYP language scope and sequence of grade EY 3A: A case study. *Polyglot Journal Ilmiah*, 12(2), 1-23. <https://doi.org/10.19166/pji.v12i2.362>
- Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. (2018). Social media as a complementary learning tool for teaching and learning: the case of YouTube. *The International Journal of Management Education*, 16(1), 37-47. <https://doi.org/10.1016/j.ijme.2017.12.001>
- Riswandi, D. (2016). Use of YouTube-based videos to improve students' speaking skill. *Proceeding the 2<sup>nd</sup> International Conference on Teacher Training and Education*, 2(1), 298-306. Retrieved from <https://jurnal.uns.ac.id/ictte/article/view/8150/7310>
- Sayuri. (2016). Problems in speaking faced by EFL Students of Mulawarman University. *Indonesian Journal of EFL and Linguistics*, 1(1), 47-61. <https://doi.org/10.21462/ijefll.v1i1.4>
- Syamsurizal, M. (2015). *Using improvisation in teaching speaking*. Gorontalo, Indonesia: Ideas Publishing.

Sugiyono, (2009). Metode penelitian Kuantitatif Kualitatif dan R & D. Alfabeta Bandung.

Rudy, H., & Robert Burnley. (2013). *Complete English Grammar*. MahirsindoUtama.

Royan Chandra RusdyWijaya. (2017). *7 Hari Jago 16 Tenses Bahasa Inggris*. Pusat Kajian Bahasa, PerumTegalasari Blok 2, Yogyakarta.