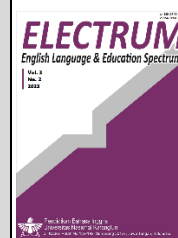




## ELECTRUM JOURNAL

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### The Effectiveness of Using “Lexie Limitless” YouTube Channel in Improving Speaking Skill

Rachmat Ari Wibowo<sup>1\*</sup>  
Dwi Sulistyorini<sup>2</sup>

<sup>1</sup> Universitas Ivet

<sup>2</sup> Politeknik Bumi Akpelni

#### INFO

##### *History:*

Diterima : February 1, 2025  
Revisi : May 8, 2025  
Disetujui : July 28, 2025  
Publikasi : July 31, 2025

##### *Keywords:*

Speaking Skill  
Spoken Language  
Youtube Channel

#### ABSTRACT

The structures of spoken language are quite different from the written language, which they have time to plan, edit and correct what they produce. Our personality, ourselves image, our knowledge of the world and our ability to express our thoughts are reflected in our speaking performance. In Ivet University, where the research was taken place, I found problems of learning English speaking skill that come from students, teacher, strategy, and facility of learning. Youtube can be a learning resource and learning media that can meet the demands of the digital generation. Youtube can increase interest and support the learning styles of the digital generation. Youtube also offers learning experiences with new technologies that will be useful when they graduate. This research uses descriptive qualitative method as the method of the research. The analysis conducted to the first semester students of Geography Education Department of Ivet University, The aim of this research was to know the effectiveness of using YouTube video in developing students' speaking skills. The assessment was in form of speeches in front of the classroom. There are 25 studentss for the 1st semester of 2025, all of whom are internet generations. The research lasted for 1 month which consisted of 2 meetings per week. In the Lexie Limitless Youtube Channel it is packaged attractively and in each video there are English subtitles that can be used by studentss to learn about the formation of English sentence structures, learn about pronunciation, intonation, grammar, etc. The results showed that videos on YouTube can be used as a learning medium, and the studentss enjoy learning with it.

## INTRODUCTION

Spoken language has quite different patterns than written language, where they have more time to plan, edit, and perfect their work. Our speaking performance reflects our personality, self-image, world knowledge, and capacity to articulate our thoughts (Luoma, 2004). The teacher's method of instruction is still repetitive, and no cutting-edge teaching and learning resources that could inspire children to study are used (Gunada & Wayan, 2017). Some institutions continue to employ a repetitive teaching approach in which the instructor explains the subject, writes it on the board, and then starts a Q&A period. The pupils just write down the materials while sitting in the chair. They also keep silent when the teacher asks them in question and answer session. In speaking class, many students do not have self-confidence; they are shy to speak, being afraid of making mistakes, and feeling nervous. So that, they can not verbalize and end up saying nothing.

At Ivet University, where the study was conducted, I discovered that students, teachers, learning strategies, and learning facilities all contributed to the difficulties in developing English speaking abilities. The following issues pertain to the classroom learning process: 1) Some pupils fear making

mistakes in front of their peers. 2) A number of pupils persistently ask their friends about English terminology in order to construct sentences. 3) The pupils struggle to put their thoughts into words or convey them. 4) It takes the students a long time to construct and utter a single sentence. 5) A few pupils are unsure of the subject they are discussing. The interview's findings indicated that pronunciation, grammar, and fluency are additional issues with English speaking abilities. According to his research, children had issues with vocabulary, grammar, fluency, and pronunciation when speaking English. According to Sayuri (2016), the students also displayed other issues that were gleaned from their own personal data, such as a lack of confidence, a fear of making mistakes, shyness around people, anxiousness, a lack of experience, and a lack of words.

According to the same justifications, students struggle to express themselves when speaking because they are reluctant, hesitant, fearful of making mistakes, lack a sufficient vocabulary, and lack practice, which makes it difficult for them to pronounce English sounds correctly. Since they had nothing to say, the pupils were hesitant and hesitant to talk. Despite their intentions, they were hampered by their lack of confidence since

they were terrified of making grammatical errors and were concerned that the other students would make fun of them if they did (Syamsurizal, 2015).

Technology plays a very important role in people's lives today and can be used in various aspects of life. For example, today's society tends to use technology in their activities and looking for work information, completing work and even searching for information via the internet. The internet has developed rapidly, through the media of the internet, everyone can access a variety of information that is useful for the development of each individual. Various information on the internet can be used for teaching materials and teaching materials via the internet is generally more up to date, so that many students who are interested in reading and accessing it. One of the learning media in question is YouTube.

This media presents a variety of teaching materials, one of which is English. Visual learning and attractive designs are very easy to download. Students, especially students, will very easily absorb the information provided by the teacher if it is presented with attractive pictures and visuals. YouTube can be used

as a learning medium for subjects that are considered difficult for students, one of which is MKU English. This course is a compulsory subject that must be taken in the Ship Engineering study program. As it is known, this course is considered difficult by some students because the material is quite extensive, the language taught in foreign languages and also quite difficult reading material.

This research examines the extent to which Youtube can be used as a learning medium as well as an unconventional learning resource that is familiar with their daily lives. This research is based on learning English courses in the Ship Engineering study program at Ivet University. The results of this study are expected to become a reference for internet-based learning, especially in English and other subjects in general. Learning media is a tool used in the delivery of the learning process (Boovee in Simamora, 2009). Learning is a process of communication between students, educators and teaching materials. Communication will not run without the help of means of conveying messages or the media. The internet plays a very important role with the current generation.

Taruna now have a different learning style from the previous generation

Many people think that the current generation gets bored quickly and is lazy to learn. Various studies have shown that the generation known as the internet generation actually has a high learning orientation and enthusiasm, only the way they get information is different (Barnes, Marateo, & Ferris, 2011). This generation's way of learning tends to be independent and autonomous. However, they are persistent information seekers and consciously make choices of learning models that suit them. They also actively want a varied learning model and tend to get bored quickly with conventional learning models whose resources and models are limited (Barnes, Marateo, Ferris, 2011).

The current phenomenon requires teachers to be more creative in carrying out the teaching and learning process to meet their demands. Advances in technology, especially the internet, have been in line with the demands of this internet generation so that integration will be in accordance with learning methods so that the learning process and learning outcomes will be optimal. The advantage of learning with video is that it presents an

image and sound representation of an event to students in class. Youtube is one of the most popular video sharing services on the internet today (Snelson, 2011). With the inclusion of Youtube as an alternative learning media, it is hoped that studentss can improve collaboration skills and integrate technology into educational programs. Youtube can also stimulate active learning and provide additional knowledge beyond the expected ability (Agazio & Bucklev in Sharoff, Leighsa 2011).

Subjects that are sometimes disliked by studentss are courses that are full of theoretical and practical content. This course will be boring if it is delivered using conventional learning models. One of them is an English course. English is one of the general subjects that must be taken by studentss of the Ship Engineering Study Program. This course is generally perceived as a difficult subject by studentss because of its wide scope so that studentss are required to read many sources to understand its basic concepts. In short, today's internet technology is user centered. If we connect it with learning, internet technology is currently in line with the learner-centered learning approach in which learners are the center

and main actors of learning activities. Internet generation learners with autonomous, independent, multitask characteristics, like multidimensional input and get bored quickly because they have a short attention span, require a learning atmosphere that facilitates these things.

The advancement of the internet that enables network-based read-write activities can facilitate the needs of this digital generation. The daily life experiences of the internet generation will certainly influence their thinking patterns and ways of communicating. An American study showed that a child entering college wrote an average of 200,000 emails, watched 20,000 hours of TV, played video games for an average 10,000 hours, use a cell phone for 10,000 hours, but only read less than 5,000 hours (Bonamico et al., 2005 in Barnes, K., R. Marateo, and S. Ferris. 2007). One site that can be empowered to facilitate digital generation learning that requires simultaneous input is Youtube. Youtube is a video site that is the most popular today. Of course, videos do not automatically become ready-to-use learning materials. Careful planning in accordance with the learning objectives and the integration of videos available on

Youtube as a supporting tool will optimize learning outcomes because they are in accordance with the learning styles and interests of the digital generation. According to a survey, around 100,000 videos are watched every day on Youtube. Every 24 hours there are 65,000 new videos uploaded to Youtube. Every month Youtube is visited by 20 million viewers with the majority of the age range between 12 to 17 years (Burke, Snyder, & Rager, 2009). Youtube is not an educational video sharing site, but in its development Youtube launched a special service for education ([www.youtube.com/edu](http://www.youtube.com/edu)) in 2009. This service immediately received a positive response from users.

Youtube can be a learning resource and learning media that can meet the demands of the digital generation. Youtube can increase interest and support the learning styles of the digital generation. Youtube also offers learning experiences with new technologies that will be useful when they graduate (Burke, Snyder, & Rager, 2009). In addition, Youtube also provides hundreds of thousands of videos on a variety of topics that can be integrated into classroom learning. Youtube will also be a very large free video library for

learners that will encourage them to become independent learners

## **METHODS**

This research uses descriptive qualitative method as the method of the research. The analysis conducted to the first semester students of Geography Education Department of Ivet University, The aim of this research was to know the effectiveness of using YouTube video in developing students' speaking skills. The assessment was in form of speeches in front of the classroom.

There are 25 studentss for the 2nd semester of 2025, all of whom are internet generations. The research lasted for 1 month which consisted of 2 meetings per week. Before the treatment is given, the studentss are given a pre test and then given treatment for 1 month then at the end of the meeting the studentss are given a post test. Pretest and post test in the form of light speech. The assessment is based on the speaking assessment table that we have made, and at the end of the treatment, studentss are asked to fill out a questionnaire to respond to the learning process and Youtube as learning material. There are 15 questions with five answer choices, covering "strongly disagree" to

"strongly agree". There is one open question that gives studentss a place to freely state their income about learning using Youtube in class

## **FINDINGS AND DISCUSSION**

This research shows that videos on Youtube can be classified into two types. First, videos in the form of lectures or lectures can be used as a source of learning English. In addition, other English videos such as interview videos can be used as a data source for language variations. This research also shows that studentss have positive perceptions about the use of Youtube in English classes

There are various topics discussed in the English class in the Ship Engineering study program at Ivet University. These topics are about tourist trips that visit various places in the world that have special histories and stories or have a very interesting character to interview. These topics of discussion are taken from various sources that adapt to the topics taught in simple language so that they are suitable for improving studentss' English speaking skills. In the Lexie Limitless Youtube Channel it is packaged attractively and in each video there are English subtitles that can be used by studentss to learn about the

formation of English sentence structures, learn about pronunciation, intonation, grammar, etc. To enrich the material, apart from books, videos from Youtube are used as a source of learning and also as a source of data. There are many videos displayed during the lesson that are tailored to the topics covered each week. In addition, videos are also shown in other cases, for example, interviews with community leaders who in their interviews use light conversational language that is easy to understand and apply by students. All of these videos are available for free with good picture and sound quality. At the beginning of the semester, students get a complete syllabus with mandatory and additional reference books. Videos from Youtube that are watched in class are adjusted to the planned subject. Students are assigned to read mandatory reference books and Youtube videos played in class as additional information, case examples, and data sources. The video is played from the lecturer's laptop and transmitted with an infocus to the available screen in front of the class and the sound is played from the classroom speakers. Videos those are short in length or below 10 minutes played live and only then discussed.

The survey to determine the perceptions of students was carried out at the end of the semester. There are fifteen questions with five answer choices using a Likert scale which includes "strongly disagree" to "strongly agree". In addition to closed questions with the answer choices that have been provided, there is an open question that gives students a place to state their income about teaching using Youtube in class.

The first part includes fifteen questions covering the extent to which students perceive the use of Youtube in class. In general, students have a positive perception of using Youtube in class. Nineteen students or 76% strongly agree and three students or 12% strongly agree that Youtube videos increase their interest in learning English. In addition, 17 students or 68% of students stated that the use of Youtube was interesting. Most of the students, namely 72% also stated that videos from Youtube help them understand the material better. The second part consists of five questions about the video used in class. This section is divided into two parts, namely questions regarding videos containing lectures from experts on certain topics and questions about videos which are examples or sources of data in English

lessons. In general, 84% of students' perceptions are positive about videos containing lectures on certain topics.

All students have a positive perception of using Youtube. The expression that occurs the most is the word "interesting". Some students expressed their perception that videos from the internet can overcome boredom. In addition, they also stated that the use of videos from Youtube has increased their interest in learning. Taruna also stated that using videos from Youtube is more interesting than just reading learning resources from books or listening to lectures. Some students also expressed the importance of choosing videos that have good sound and picture quality.

## CONCLUSION

This study is expected to provide a real picture of class teachers, especially English class teachers who are interested in using YouTube as a learning tool and resource. The use of Youtube in English classes is very helpful for students in practicing conversations in English. Input that only comes from books makes students bored and bored, therefore Youtube is an innovative way to teach and helps students familiar with various digital information sources to understand learning

material better. This research is also expected to provide an overview of how to integrate technology, especially internet-based video, in the classroom teaching theory subject which is often perceived as difficult subjects by students. Students' perceptions of technology integration in the classroom, especially internet-based video technology, are positive. The integration of Youtube in the English class has succeeded in increasing the interest and interest of students so that this course is no longer considered a difficult subject to learn.

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