



Students' Perception in Using Youtube to Learn English Speaking Autonomously

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Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-26 Keywords: Students' Perception, Youtube, English Speaking Components, Challenges DOI: 10.24256/ideasv14i1.3620 Corresponding Author: Muti'a M Mutiamunir17@gmail.co m Universitas Muhammadiyah Makassar	<i>This study aims to find out what are students' perceptions in using YouTube to learn English speaking autonomously. This study used a qualitative design focused on students' perception in using YouTube to learn English speaking components autonomously. This study used an open-ended questionnaire to collect data on students' in using YouTube to learn English speaking components autonomously. The findings showed that the use of YouTube helps students to learn autonomously about English speaking components namely, pronunciation, vocabulary, and grammar, but not helpful for fluency. This research can be a reference for teachers /lecturers in making speaking materials needed by students, especially those who have an autonomous learning style.</i>

1. Introduction

English is one of the lessons which although it is not normatively required, in fact in Indonesia the basics of English are widely taught in primary, secondary, and even tertiary education. even today, just like any other lesson, learning English does not have to be taught by teachers or lecturers at school or on campus. All English skills including speaking can be learned by anyone, anytime, and in the way they

choose, the development of technology, especially the internet, really helps with that. Benson in Khotimah, Widiati, Mustofa, dan Ubaidillah (2019) said that in the 21st century teachers must realize that today's learners should be designed to be able to become autonomous learners who are able to determine for themselves when, what, and how they should learn.

Related to the use of technology to learn English in this case speaking were expressed by several students of English education in the pre-observation of this study. they explain the use of English for interaction is only used fully during speaking courses or debates, while in everyday life day. In life or other subjects, they practically return to using their mother tongue. They realized how relying on lecture material alone was not enough to support their speaking, therefore they decided to look for alternative sources of learning speaking autonomously.

In this digital era, finding autonomous learning media sources is not difficult, the globalization of information through the internet is very useful for anyone who wants to expand their knowledge, there are so many digital platforms that offer various features to support the needs of information. as well as learning foreign languages, especially English, a language that is recognized as an international language, there are so many platforms to learn various things about English ranging from history, literature, to skills in English, including speaking. nowadays humans are provided with the convenience of learning by speaking through the most popular digital platforms, namely social media, one of which is the YouTube platform.

Zahra (2020) has researched 3 high school students in Jakarta who have experienced contact with YouTube in their English learning process and the result is that they have a positive attitude to use YouTube as a means of improving their English language skills, they found using YouTube to learn speaking is beneficial, helps increase vocabulary, provides interactive videos, and promotes student autonomous learning. While Rahayu (2020) showed that watching videos was the most preferred activity for learning English autonomously because the media offered several benefits in terms of vocabulary enrichment, listening improvement, and pronunciation practice. However, teacher guidance in choosing what videos to watch is necessary.

Arroyani (2018) conducted an experimental study on nursing students in Bantul regarding the use of YouTube videos to improve students' speaking, the result was an increase in speaking after learning with YouTube videos. On the other hand, a resource during pre-observation complained about her inconsistency in learning speaking through YouTube videos, even though according to her there are steps to learning speaking that must be coherently studied, she also feels that learning with one-way communication is less effective.

There are many previous studies that discuss the use of YouTube videos to learn speaking, or the use of the internet/YouTube to learn English but all of them discuss the learning instructed by the teacher or lecturer. This research is

importance to be carried out to find out what are students' perception in using YouTube to learn English speaking autonomously

2. Method

This research was qualitative research that describes students' perceptions in using YouTube to learn English speaking autonomously. The subjects of this study were 4 English students who have experience in learning English speaking skills through YouTube videos from different groups/classes and are willing to become research subjects. This study used an open-ended questionnaire in form of Google form adopted and developed from Khoiroh (2021) in research entitled "Using YouTube for speaking in online learning: EFL students' perception and difficulties" as a research instrument to obtain information as open as possible from respondents.

3. Result

Pronunciation

Based on the data, it was found that students had a positive perception in using YouTube to learn pronunciation autonomously. although the students learned in their own way, all admitted that YouTube really helped them in learning Pronunciation autonomously. The following is the confession of the respondents:

"I learned pronunciation through YouTube autonomously by opening channels or content which apart from showing video conversations, they also include explanations of how to pronounce and produce English word for word. and I think this really helps me in pronunciation"

"I learn pronunciation on YouTube by playing the videos I have chosen over and over again until I can imitate how they pronounce certain words or sentences. this is very helpful in my pronunciation"

"I choose the material that I enjoy, then I can pause and repeating, pause, then repeating from one word to another. Then, I can learn the videos by repeating how to pronounce the word properly and correctly. of course, this is very helpful"

"I learn pronunciation on YouTube autonomously by selecting content from channels that I like, then I do repetition until I can actually pronounce certain words correctly. So far, this method helps me in pronunciation"

Vocabulary

The researcher has asked a question that aims to get information about how students learn vocabulary which is also one of the components in English speaking through YouTube autonomously and to what extent it helps them. The four students had a similar way of learning vocabulary through YouTube autonomously, that is they pay attention to, take notes, and memorize every new vocabulary they find on YouTube.

"I pay attention to vocabulary that is new to my ears, as well as vocabulary

that apparently has equivalent words, I look at the translation and memorize the vocabulary..."

"I learn vocabulary autonomously on YouTube by accessing content that I like while paying attention to vocabulary that is still foreign to my ears, then finding out what it means through the captions on the video or the dictionary that I have..."

"Every time I get new vocabulary from a video, I jot it down on my phone or netbook, and go back to it when I forget what it means..."

"I focus more on the new vocabulary that I get from each video I choose, then look at the translation in the caption, then try to remember the vocabulary and repeat it if I get the chance"

Based on the existing data, they admit that YouTube is very helpful in learning or getting new vocabulary, here is their confession:

"...I think this method is very helpful"

"...This helps me to increase my English vocabulary"

"...I think this is very helpful in enriching my English vocabulary."

"...So far this has helped enrich my vocabulary."

Grammar

Existing data shows that each student has his own way of learning grammar through YouTube autonomously. here is their way:

"By studying the meaning or subtitles of the YouTube video and paying attention to the grammar rules for pronouncing the letters spoken in the video..."

"I access a channel that specifically presents material about grammar, and notes what I need to learn..."

"The materials on YouTube are complete, so I can find any material on YouTube, such as grammar. I can find the YouTube channels provide grammar lessons, starting from tips on learning grammar, basic grammar, learning grammar for beginners, even advanced grammar..."

Even so, it turns out that there are also students who don't specifically study grammar through YouTube

"For now, I'm not focusing on learning grammar on YouTube, I just want to focus on enriching my vocabulary and pronunciation so that I can speak more fluently..."

The existing data shows that the four students feel that their grammar is helped by YouTube, including those who do not specifically study grammar material.

"...so far learning from YouTube autonomously helped me improve my grammar"

"...This helps me to be more precise in using grammar."

"...Actually, it's really helps me in my grammar"

"...In fact, when we often watch English material content, we are automatically trained to be able to arrange word-for-word or sentences per

sentence according to grammar.”

Fluency

Existing data shows that not all students who use YouTube to learn English speaking autonomously find it helpful to become more fluent in speaking. one student confessed: “...sometimes I need another people to measure and help me to become more fluent, because the judgment of others is also necessary.” while three others claimed YouTube helped them learn to become more fluent in English.

4. Discussion

Students’ Perceptions in Using YouTube to Learn English Speaking components Autonomously

The researcher has explored how students learn pronunciation which is known as one of the components in English speaking and the extent to which this method helps them based on the student's perception. based on the findings above, there are two ways in which students learn pronunciation through YouTube autonomously, namely: accessing content that specifically discusses the pronunciation of English words and accessing videos that they enjoy and then adjusting the speed of the video so that they can imitate the pronunciation of the certain words that they want to know. Based on the findings above, the fact is that students are greatly helped by using YouTube to learn pronunciation autonomously.

This is in line with what found by Gunada (2017) that YouTube videos are an engaging medium that exposes students to various aspects of speaking, including pronunciation. As for the pronunciation is a method for students to produce clearly spoken words when speaking (Kline in Rora, 2015). The researcher has also figured out how do students learn vocabulary which is also one of the components in English speaking through YouTube autonomously and to what extent it helps them. Based on the answers above, the four students had a similar way of learning vocabulary through YouTube autonomously, based on the findings above, the way students learn vocabulary using YouTube is to pay attention to every foreign vocabulary they always get in every video, then they look for the meaning of the word and make it a new vocabulary for them. the findings above also show that students feel YouTube helps them in enriching their vocabulary.

Based on the findings above, it turns out that not all students assess learning using YouTube can help them to be more fluent in speaking English. According to the findings, learning speaking through YouTube autonomously could not help the student become more fluent in speaking, although student admitted that using YouTube to learn English speaking autonomously also helped him to enrich his vocabulary and improve pronunciation, but did not help him become more fluent in speaking, the student still needs a partner to be able to practice what he has learned autonomously through YouTube so he can assess how far YouTube has helped him to become more fluent in speaking.

This is different from what was found by Gunada (2017) demonstrates that YouTube videos are an engaging medium that exposes students to various aspects of speaking, including fluency. The findings above showed that in terms of practicing fluency in speaking English, autonomous learning through YouTube is not always positively perceived by students.

Furthermore, researchers explore information about how do students learn grammar which is one of the components in English speaking through YouTube autonomously and to what extent it helps them. Based on the findings above, the results of the study show that students have positive perceptions about using YouTube in learning grammar autonomously, although not all of these students specifically study grammar materials, some only regularly watch English videos continuously, which in itself has a positive impact on their grammar. This is consistent with the findings by Gunada (2017) demonstrates that using YouTube videos can help students improve their speaking in a variety of ways, including fluency, vocabulary, pronunciation, and grammar.

5. Conclusion

Limitation of the study

Students have a positive perception in using YouTube to learn English speaking components autonomously, except in learning fluency. this is evidenced by the findings which show the recognition of students who feel very helpful in learning pronunciation, vocabulary, and grammar by using YouTube autonomously and findings showed that in terms of practicing fluency in speaking English, autonomous learning through YouTube is not always positively perceived by students.

Recommendation for Future Research

If the next researcher is also going to use a qualitative approach on a similar theme, the researcher suggests using interviews as an instrument in order to get more in-depth information. In this study the researcher realized that there were many shortcomings in the research instrument and subject of the research.

Final Comment

The perception of students in using YouTube to learn English speaking is of course very dependent on their respective sensory experiences, what is seen as positive by one student may be perceived negatively by other students, including in this use of YouTube. As a student who is categorized as an adult learner and tends to have an autonomous learning spirit, the challenges that exist when choosing to use YouTube to learn English speaking autonomously can be formulated by themselves because one of the characteristics of an autonomous learner is being able to take responsibility for all the learning processes that he/she does, starting from the selection of materials to do self-assessment of learning outcomes.

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