

**THE EFFECT OF YOUTUBE CHANNEL “SPEAK ENGLISH WITH TIFANNI” AS
A LEARNING MEDIA TOWARDS STUDENTS’ SPEAKING SKILL AT THE
ELEVENTH GRADE OF MAS MATHLA’UL ANWAR PUSAT MENES
IN THE ACADEMIC YEAR 2025/2026**

Adi Linggandani¹, Ade Sudirman², Rizdki Elang Gumelar³

^{1,2,3} Universitas Mathla’ul Anwar Banten, Indonesia

Email: adilinggandani15@gmail.com¹, adesudirman03@gmail.com²,
rizkyelang855@gmail.com³

ABSTRACT

This researcher was conducted because the researcher identified several speaking challenges faced by students based on her experience during observation activities at Mas Mathla'ul Anwar Central School, Menes. This study aims to determine the significant effect of the use of the YouTube Channel “Speak English with Tiffani” on the speaking skills of class XI students at Mas Mathla’ul Anwar Pusat Menes in the 2025/2026 Academic Year. The experimental class was taught using the YouTube Channel “Speak English with Tiffani”, while the control class was taught using the conventional Role Play method. In data collection techniques, the researcher gave a pre-test and post-test. The total pre-test score in the control class was 1510. Meanwhile, the total post-test score in the control class was 2070. The total pre-test score in the experimental class was 1585. Meanwhile, the total post-test score in the experimental class is 2215. The average pre-test in the control class is 50.00. Meanwhile, the average post-test in the control class is 68.83. Then, the average pre-test in the experimental class is 48.83. Meanwhile, the average post-test in the experimental class is 68.17. Therefore, the researcher concluded that the use of the Speak English with Tiffani YouTube Channel has a significant impact on students' speaking skills at Mas Mathla'ul Anwar Pusat Menes

Keywords: YouTube Channel, Speaking Skill

ABSTRAK

Penelitian ini dilakukan karena peneliti mengidentifikasi beberapa tantangan berbicara yang dihadapi siswa berdasarkan pengalamannya selama kegiatan observasi di Mas Mathla'ul Anwar Pusat Menes. Penelitian ini bertujuan untuk mengetahui pengaruh signifikan penggunaan kanal YouTube “Speak English with Tiffani” terhadap keterampilan berbicara siswa kelas XI di Mas Mathla’ul Anwar Pusat Menes pada Tahun Ajaran 2025/2026. Kelas eksperimen diajarkan dengan menggunakan kanal YouTube “Speak English with Tiffani”, sedangkan kelas

kontrol diajarkan dengan menggunakan metode konvensional Role Play. Dalam teknik pengumpulan data, peneliti memberikan pre-test dan post-test. Jumlah skor pre-test di kelas kontrol adalah 1510. Sementara itu, jumlah skor post-test di kelas kontrol adalah 2070. Jumlah skor pre-test di kelas eksperimen adalah 1585. Sementara itu, jumlah skor post-test di kelas eksperimen adalah 2215. Rata-rata pre-test di kelas kontrol adalah 50,00. Sementara itu, rata-rata post-test di kelas kontrol adalah 68,83. Kemudian, rata-rata pre-test di kelas eksperimen adalah 48,83. Sementara itu, rata-rata post-test di kelas eksperimen adalah 68,17. Oleh karena itu, peneliti menyimpulkan bahwa penggunaan kanal YouTube Speak English with Tiffani memiliki dampak yang signifikan terhadap keterampilan berbicara siswa di Mas Mathla'ul Anwar Pusat Menes.

Kata Kunci: Kanal YouTube, Keterampilan Berbicara

A. Introduction

English is a global language widely recognized as a key tool for international communication (Hasyim & Tarihoran, 2024). It is used across various domains such as education, business, technology, and international relations (Suseno & DARMA, 2024). As stated by Noni, language functions as a medium to express ideas, thoughts, and emotions, either spoken or written (NONI, 2022). Without language, human interaction and communication would be impossible. Among the four core skills in English listening, speaking, reading, and writing speaking plays a crucial role in enabling individuals to actively participate in conversations and express their ideas fluently and accurately in real-time.

However, despite its importance, speaking is often considered the most difficult skill to master. Yusfiani, note that speaking is a productive skill that requires not only the ability to articulate sounds and words but also fluency, grammatical accuracy, and context-appropriate language use (YUSFIANI, 2022). Many learners face challenges in mastering this skill due to factors such as limited vocabulary, lack of confidence, anxiety, and

minimal opportunities to practice.

In the context of language learning, especially speaking, the integration of digital media has shown promising results. YouTube, as one of the most accessible and engaging platforms, provides learners with exposure to authentic English through videos featuring native speakers, real-life conversations, pronunciation guides, and interactive content. According to Situmorang, effective language learning must include meaningful and authentic material that actively engages students (Meinawati, Purwaningrum, Alawiyah, & Setianingrum, 2022). YouTube offers these qualities, making it a suitable supplementary tool in language education (Situmorang, Tamela, & Chotimah, 2024).

One specific channel that has gained popularity in teaching English is "Speak English with Tiffani." This channel provides learners with structured and practical lessons on English speaking, pronunciation, vocabulary, and conversation strategies. It emphasizes daily use of English through simple explanations and repeated practice, which can help learners improve both their comprehension and speaking confidence (NADA, 2022).

Despite the availability of such resources, many students still struggle to develop their speaking skills. This issue is evident in the case of students at MAS Mathla'ul Anwar Pusat Menes, where classroom observations show that students often hesitate when asked to introduce themselves in English. Most of them are only able to utter a few words, and their limited vocabulary hinders articulation and comprehension. Moreover, students lack exposure to English outside the classroom and rarely engage in active speaking practice, which leads to low fluency and poor confidence in communication.

In particular, students of class XI F1 and F3 demonstrated difficulty in conducting even short conversations. This lack of fluency significantly impedes their ability to communicate ideas effectively, which is a fundamental component of language learning. Additionally, many students feel anxious and discouraged when they fail to understand or respond to their teacher's instructions, leading to a lack of motivation.

Recognizing this gap, the researcher believes that the YouTube channel "Speak English with Tiffani" can be a helpful medium to support students' speaking development. By watching native speakers, replaying videos, and practicing imitation, students can engage in autonomous and interactive learning. The flexibility of YouTube allows students to learn at their own pace and revisit material as needed, which can reinforce vocabulary retention and speaking confidence.

Therefore, based on these observations and challenges, the researcher is motivated to conduct a study entitled, "The Effect of YouTube Channel 'Speak English with Tiffani' as a Learning Media Towards Students'

Speaking Skill at the Eleventh Grade of MAS Mathla'ul Anwar Pusat Menes in the Academic Year 2025/2026."

B. Research Method

This research used a quantitative method with a quasi-experimental design, specifically the non-equivalent control group design. It involved two groups: an experimental group that was taught using the "Speak English with Tiffani" YouTube channel and a control group that was taught using a conventional method, namely role-play dialogue based on the given theme (NADA, 2022).

According to Ary et al. (in Amalia et al), quasi-experimental was an alternation of an independent variable; its design was similar to a randomized experimental design, but individuals were not allocated to treatment groups at random (Amalia, Alawiyah, & Agoro, 2025).

Pre-test and post-test were given to both the experimental and control classes. Before conducting the treatment, a pre-test was used to determine the students' abilities and scores. A post-test was conducted to assess the ability and scores after the treatment.

According to Parahoo, population is defined as "The total number of units from which data can be collected", which include people, artifacts, objects, and organizations. The element of population is the topic of measurement (Parahoo, 2024).

The researcher selected students of MAS Mathla'ul Anwar Pusat Menes in this researcher, and the population in this study was grade XI students of MAS Mathla'ul Anwar Pusat Menes in the 2025/2026 academic year.

A sample is a number of the population and part of the characteristics. In this research, researcher used XI-f3 as the control

class and XI-f1 as the experimental class. Sampling is the process of selecting a sample of individuals who are statistically representative of the population being studied (Nurhayati, Latif, & Anwar, 2024).

Sampling can be divided into two types. These are probabilistic and non-probabilistic (Sugiyono, 2022). In probability there were several types of sampling, namely: Simple random sampling, stratified random sampling, systematic sampling, cluster sampling and multistage sampling. Then, in non-probability there is purpose sampling, convenience sampling, snowball sampling and quota sampling. In this researcher using simple random sampling (Nurhayati, 2024).

The research instrument used in this researcher is a speaking performance test which aims to measure the speaking skills of class XI students of MAS Mathla'ul Anwar Pusat Menes. This test focused on four main aspects of speaking ability, namely fluency, pronunciation, grammar, and vocabulary. Each aspect is assessed using an assessment rubric with a scale of 1 to 5, where higher scores indicate better performance. The test is conducted in two stages, namely pre-test and post-test

The pre-test is administered before students receive treatment in the form of using the YouTube channel "Speak English with Tiffani" as a learning medium, while the post-test is administered after the treatment is completed. Each student is asked to speak individually for approximately 3 to 5 minutes on a predetermined topic, such as daily routines, self-introduction, or expressing opinions. The results of the two tests are then compared to determine whether there

is a significant improvement in students' speaking skills.

The test measure that is measured is the effectiveness of the equipment. Validity is the extent to which a test actually measures what it is meant to measure (Duli, 2022). When an instrument can accurately measure the object being measured, it is said to be valid. There are three different types of validation, according to (Sudaryana & Agusiady, 2022) content validity, face validity, and construct validity.

Construct validity is the term used in this study and used by researcher to describe the type or quality of psychological constructs tested by an instrument. In addition, construct validity was applied in this study. Construct validity refers to whether inferences from observations or measurements (usually test results) are valid, and more specifically whether the desired construct is actually measured by the test (Juliansyah Noor, 2016).

The validity test was conducted at MAS MATHLA'UL ANWAR PUSAT MENES in class XI-F2 and the number of questions was one instruction (students have a conversation according to the text given by the researcher) which in speaking there were four elements that were assessed, namely pronunciation, grammar, vocabulary, and fluency. In this research, the researcher used Microsoft Excel and SPSS 25 to test the validity

C. Research Findings and Discussion

In this chapter the researcher would like to present the description of data obtained. As the researcher explained in the previous chapter that the population in this research were 152 students of the eleventh grade of Mas

Mathla'ul Anwar Pusat Menes. Furthermore, the researcher took 60 population as sample. The sample were 30 students of class XI-f1 as the experimental class and 30 students of XI-f3 as the control class.

In this research, the researcher did the analyze of quantitative data. The data obtained by giving test to the experimental class and control class. The test was divided into two types, they are pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment. Students should speak in front of the class according to the instructions and question from the researcher.

The researcher identified some result to find out the effect of YouTube channel speak English with Tiffani towards students' speaking skill. The researcher obtained students' score of pre-tests before treatment, while students' score of post-tests are obtained after treatment. Based on the calculation using SPSS 25, the data above can described as follow:

Table 1. Descriptive of the Data

	N	Min	Max	Mean	Std.Deviation
Pre-Test Expr	30	40	65	15.10	7.53536
Post-Test Expr	30	65	75	20.70	3.80562
Pre-Test Control	30	40	70	15.86	10.18699
Post-Test Control	30	65	85	22.15	4.85715
Valid N(listwise)	30				

Based on the calculation by using SPSS, the result of the pre-test at control class the highest score was 65, the lowest score was 40, and the total score was 1360, The total students were 27. Meanwhile, the result of the post-test at control class, the highest score was 75, the lowest score was 65, and total score was 1860, the total students were 27.

The result of th pre-test at experimental class, the highest score was 70, the lowest score was 40 and total score was 1465, the total students were 28, Meanwhile, the result of the post-test at experimental class, the highest score was 85, the lowest score was 65, total score was 2045, the total students were 28.

Analysis of the Data

To analyze the data, the researcher used SPSS 29 in statistical calculations to test the normality, homogeneity of the data, and hypotheses test. For the hypotheses test in this study, the researcher used the analysis of a t-test.

The normality test used in this research is a statistical test Kolmogorov Smirnov using the SPSS 25 for program windows with the criteria if the significance value of $p > 0.05$ data is a normal, but if the significance value of $p < 0.05$ data is not normal. The result of normality test the effect of using YouTube channel towards students' speaking skill is normal. The table of test normality the table as follow.

Table 4.4 Test of Normality

Result	Levene Statistic	df1	df2	Sig.
Based on Mean	5.996	1	58	.017
Based on Median	3.402	1	58	.070
Based on Median and with adjusted df	3.402	1	53.049	.071
Based on Trimmed Mean	5.913	1	58	.018

Based on Table 2, the normality test results show that the p-value is less than $\alpha = 0.05$, meaning H_a is not accepted. In other words, based on the results of the normality test, the data are not normally distributed.

Homogeneity Test

The homogeneity test used in this study is the homogeneity of variance statistical test using SPSS 25 for Windows. The criteria are: if the significance value of $p > 0.05$ indicates that the data indicate the same population variance (homogeneous). However, if the significance value of $p < 0.05$ indicates that the data indicate the same population variance (inhomogeneous).

The results of the homogeneity test

Result	Levene Statistic	df1	df2	Sig.
Based on Mean	1.301	1	58	.259
Based on Median	1.302	1	58	.259
Based on Median and with adjusted df	1.302	1	55.219	.259
Based on Trimmed Mean	1.297	1	58	.259

indicate that the effect of YouTube channel use on speaking skills is homogeneous. The homogeneity results are shown in the table below.

Table 3. Homogeneity test of post-test Control & Experiment Class

The statistic result showed, the score of homogeneity of post-test between Control and Experimental is higher than $\alpha = 0.05$. P-value (0.259) >

CLASS		Kolmogorov Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
STUDENT RESULT	Pre-Test Exp	.253	30	.000	.796	30	.000
	Post-Test Exp	.177	30	.017	.897	30	.007
	Pre-Test Cont.	.252	30	.000	.860	30	.001
	Post-Test Cont.	.179	30	.016	.931	30	.051

$\alpha = 0.05$. The result of Homogeneity test is accepted.

Table 4. Homogeneity test of pre-test Control & Experimental Class

The statistic result showed, the score of homogeneity of pre-test between Control and Experimental is lower than $\alpha = 0.05$. P-value (0.017) < $\alpha = 0.05$. The result of Homogeneity test is rejected, which means the data is not homogeneous.

Hypotheses Test

In analysis the hypotheses, the researcher used SPSS 25. The result of data analysis could be seen on the following table:

Table 5. Paired Sample Test

Paired Sample Test								
	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95%Confidace Interval of the Difference				
				Lower	Upper			
Pre-Test C-Post-Test C	-18.667	7.303	1.333	-21.394	-15.940	-14.000	29	.000
Pre-Test E-Post-Test E	-20.967	8.248	1.506	-24.047	-17.887	-13.923	29	.000

Based on the data above, so it could be concluded that: Is there any significant the effect of using YouTube channel speak English with tiffani towards students' speaking skill at the eleventh-grade students of Mas Mathla'ul Anwar Pusat Menes in academic year 2025/2026.

The statistical hypotheses as follow:

Alternative Hypothesis (H_a):

There is a significant effect of using the YouTube channel "Speak English with Tiffani" as a learning media on the speaking skill of the eleventh-grade students at MAS Mathla'ul Anwar Pusat Menes.

Null Hypothesis (H_0):

There is no significant effect of using the YouTube channel "Speak English with Tiffani" as a learning media on the speaking skills of the eleventh-grade students Mas Mathla'ul Anwar Pusat Menes.

Discussion

When Researcher conducted research at Mas Mathla'ul Anwar Pusat Menes, researchers found several difficulties in this school, which difficulties came from the students who would be studied, namely class XI-f3 and XI-f1. When researchers invited students to participate in the research process, students refused to participate in this study for several reasons, namely: Students felt difficulty when they had to speak in English, students felt difficulty pronouncing words in English, students admitted that at that time they had a lot of assignments at

school and there were also those who reasoned that they were participating in activities at school which made them a little reluctant to participate in this study.

In addition to these student-led challenges, researchers also encountered other challenges, such as finding appropriate teaching materials for the current school curriculum, which had to be tailored to the material being taught. They also encountered challenges in finding suitable videos to use as teaching materials during the treatment. Because this thesis focuses on the effects of YouTube channels, the researchers had to deliver the material in the form of videos that align with the material taught at school, specifically self-introductions, through a YouTube channel.

In this study, the researcher also experienced several conveniences while conducting the research at MAS Mathla'ul Anwar Pusat Menes. For instance, when requesting permission to carry out the research, the school welcomed the researcher warmly and even expressed their happiness at being chosen as the research site. The school considered this beneficial, as it could increase the school's recognition among the public, attract more students to enroll, and contribute positively to the school's accreditation.

Another convenience was that students at MAS Mathla'ul Anwar Pusat Menes were already accustomed to bringing mobile phones, which supported this research that required the use of smartphones and social media. The students were

also responsive to the researcher's instructions, which made the research process run smoothly.

Based on the data analysis, the research question was whether there was a significant effect between the YouTube channel "Tiffani" and "Tiffani" on students' speaking skills. The results showed a significant effect between using the Tiffani YouTube channel on students' speaking skills. Based on calculations, students taught by the Tiffani YouTube channel performed better than those not taught by the Tiffani YouTube channel.

Furthermore, the results of this study support the study by Haryadi & Krisna, which found that YouTube effectively improves students' speaking skills because it presents authentic and engaging material (Haryadi & Krisna, 2024). Similarly, research by Roziqoh, showed that integrating YouTube content into learning had a significant positive impact on students' speaking skills (Roziqoh, 2024). Thus, this study strengthens empirical evidence that digital media, particularly YouTube, can be an effective alternative in English language learning.

Furthermore, there were 60 students in both classes (XI-F1 and XI-F3). Thirty students in class XI-F1 and 30 in class XI-F3 were both given the treatment. XI-F1, the experimental class, was exposed to Tiffani's YouTube channel during the learning process, while class XI-F3, the control class, was exposed to conventional methods.

The result of the pre-test at control class, the highest score was 65, the

lowest score was 40, and the total score was 1500 with the mean score 50.00. Meanwhile, the result of the post-test at control class, the highest score was 75, the lowest score was 65, and the total score was 2065 with the mean score 68.83. The result of the pre-test at experimental class, the highest score was 70, the lowest score was 40, and the total score was 1465 with the mean score 48.83. Meanwhile, the result of the post-test at experimental class, the highest score was 85, the lowest score was 65, and the total score was 2045 with the mean score 68.17.

In this section, learning by using the YouTube channel "Speak English with Tiffani" increased significantly. This can be seen from the average pre-test score of the experimental class, which was 52.32, and the pre-test score of the control class, which was 50.37. From these results, it can be seen that there were initial differences in students' achievement between the experimental and control classes before the treatment was given.

After the treatment, the post-test results revealed a clear difference between the two groups. The average post-test score of the experimental class increased to 73.04, while the control class only reached 68.88. This indicates that students who were taught using the YouTube channel "Speak English with Tiffani" achieved higher improvements in their speaking skills compared to those who were taught using conventional methods.

After being given the pre-test and post-test, the researcher analyzed the data from both groups using normality

and homogeneity tests. Meanwhile, to test the hypotheses, the researcher used the scores of the two groups. The results of the normality test using Kolmogorov-Smirnov with SPSS 25 showed that the significance value was lower than 0.05, which means that the data were not normally distributed. Therefore, H_a was not accepted, and the researcher concluded that the data did not follow a normal distribution.

Then, the results of the homogeneity test using SPSS 25 showed that the significance value of the pre-test between the control and experimental classes was $0.017 < 0.05$, which means that the data of the pre-test was not homogeneous. Meanwhile, the significance value of the post-test between the control and experimental classes was $0.259 > 0.05$, which means that the data of the post-test was homogeneous. Therefore, it can be interpreted that only the post-test data fulfilled the homogeneity assumption, while the pre-test data did no.

Furthermore, the pre-test and post-test were given to both classes. From the testing with paired sample t-test, it was obtained that Pair 1 (p-value) = $0.000 < \alpha = 0.05$, and Pair 2 (p-value) = $0.000 < \alpha = 0.05$. Therefore, H_a is accepted and H_o is rejected. This means that there is a significant effect of using the YouTube channel "Speak English with Tiffani" towards students' speaking skill.

Based on the data obtained by the researcher, the alternative hypothesis (H_a) "There is a significant effect of using the YouTube channel 'Speak

English with Tiffani' towards students' speaking skill at the eleventh grade of MAS Mathla'ul Anwar Pusat Menes in the academic year 2025/2026" is accepted. On the other hand, the null hypothesis (H_o) "There is no significant effect of using the YouTube channel 'Speak English with Tiffani' towards students' speaking skill at the eleventh grade of MAS Mathla'ul Anwar Pusat Menes in the academic year 2025/2026" is rejected. It means that teaching speaking by using the YouTube channel "Speak English with Tiffani" has a significant effect on improving students' speaking skills.

C. Limitation of the Research

Although this research was conducted as effectively as possible and with adequate results, the researcher realized that there were still some shortcomings and limitations that could affect the research process. The researcher had to face the following limitations:

1. Limited research time due to many activities at school, so the researcher must be able to manage time as well as possible.
2. Limitations in using YouTube channel speak English with Tiffani due to limited Students internet quota.

E. Conclusion

Based on the evidence gathered and the hypotheses put forward in the preceding chapter, the researcher would like to draw the following conclusions:

According to the test results of the students' speaking proficiency at MAS Mathla'ul Anwar Pusat Menes, the result of the pre-test at the control

class showed that the highest score was 65, the lowest score was 40, and the total score was 1500 with the mean score of 50.00. Meanwhile, the result of the post-test at the control class showed that the highest score was 75, the lowest score was 65, and the total score was 2065 with the mean score of 68.83.

The result of the pre-test at the experimental class showed that the highest score was 70, the lowest score was 40, and the total score was 1465 with the mean score of 48.83. Meanwhile, the result of the post-test at the experimental class showed that the highest score was 85, the lowest score was 65, and the total score was 2045 with the mean score of 73.04.

From these results, it can be seen that both the control and experimental classes improved after the treatment. However, the experimental class, which was taught using the YouTube channel "Speak English with Tiffani", gained higher improvement in speaking skills compared to the control class taught with conventional methods. The difference in the mean scores ($73.04 > 68.83$) indicates that students in the experimental class achieved better progress in their speaking skills, particularly in fluency, vocabulary, grammar, and pronunciation.

The results of the hypothesis testing using SPSS 25 paired sample t-test yielded a significance level of $0.000 < 0.05$, which means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This indicates that there is a significant effect of using the YouTube channel "Speak English with Tiffani" as a learning media towards students' speaking skills at the eleventh grade of MAS Mathla'ul Anwar Pusat Menes in the academic year 2025/2026.

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