

A Narrative Inquiry of Student's English Speech Learning Experience through YouTube

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Abstract

Nowadays, YouTube is a favorite and one of the most visited websites, not only for entertainment but also for education. Some researchers, educators, and learners have given attention to YouTube's benefits, which are no exception for language learning. The purpose of the study was to explore and narrate the experience of an Indonesian student in using YouTube for English speech learning. This study involved a non-English major student who is competent in delivering English speech. Observation, written narratives, and interviews were used to collect the data because the study applied the narrative inquiry method. The findings indicated that the student has good English speech mastery due to learning some aspects of it through YouTube. It means YouTube enhanced English speech competence. Therefore, the use of YouTube is meaningful in English Speech learning.

Keywords: Narrative Inquiry; English Speech; YouTube

INTRODUCTION

Most people access and watch YouTube videos, then it has become the top popular video-sharing website in the world (Nofrika, 2019) and has the potential as a learning tool (Jones & Cuthrell, 2011). The use of YouTube for learning has gained a lot of interest among researchers, educators, and learners. In addition, firms (Arkenback, 2023) also use it as a learning site. Due to its use for learning, including language learning, learners interact with Youtube in learning to speak English well. Speaking is the most anxiety-provoking English language skill (Bashori et al., 2022). It is widely considered a tough task for many language learners (Gan, 2013).

Regarding speaking skill learning, some researchers have stated Youtube has a crucial role in developing (Saed, 2021) or improving (Binmahboob, 2020) English speaking skills. Language learners, whether learning English speaking through YouTube guided by a teacher (Anggraini, 2021) or autonomously (Rinanda & Samiati, 2019), prioritize achieving proficiency in various aspects of the language. It includes fluency, vocabulary, pronunciation, grammar, and overall comprehension of the language's content (Diki Riswandi, 2016). Mastery of public speaking is also desired by some learners, where an individual can effectively deliver an issue to the public. One of the public speaking forms is English speech. Few studies have been conducted regarding learning English speech through YouTube. The previous study (Wahyuningsih & Ni'mah,

2023) was conducted on self-confidence. However, the current study discusses the matter of learning English public speech through YouTube about verbal and non-verbal speech delivery which has not been explored yet.

Therefore, this research aimed to explore and narrate the experience of an Indonesian student in using YouTube for English speech learning. It applied the narrative inquiry method. The research questions were as follows: First, what were the aspects of verbal and non-verbal speech delivery learned through YouTube? Second, how did she learn those aspects? Furthermore, the result of the study is expected to inform researchers, educators, learners, and even YouTube video creators on how beneficial YouTube videos are in mastering the aspects of English speech delivery. In addition, it also could broaden our understanding of English speech aspects, particularly how to deliver an English speech well verbally and non-verbally.

LITERATURE REVIEW

Learning Through YouTube

The use of technology in the 21st century is commonplace. People start their day and spend the day then going to bed with YouTube music videos, movies, learning tutorials, documentaries, etc. (Tahmina, 2023). YouTube is one of the social media which combines audio and visual presentations, gives not only entertainment but also information (Rahmaturrizki & Sukmayadi, 2021). In addition, Ilyas and Putri (2020) reported that YouTube is a video-sharing website that shares various kinds of videos like video clips, TV clips, music videos, movie trailers, and other content namely video blogging, short original videos, and educational videos. Furthermore, the type of YouTube video is classified as art and humanities, vlogs, and social science. Art and humanities videos consist of music or lyric videos, films, talks, sitcoms, and talk shows. Vlogs include food vlogs, review videos, beauty vlogs, haul vlogs, and DIY videos. Social sciences contain simulation and educational videos (Nofrika, 2019, p.1). The videos can be accessed through mobile phones, computers, or other gadgets with an internet connection (Maulina et al., 2022).

Since YouTube was founded in 2005 (Maziriri et al., 2020), learning through Youtube has gained popularity among researchers, educators, and learners. Some people have paid close attention to its possibilities within the educational context. There is a vast number of educational videos available there. It allows someone to create, distribute, share, and organize user-generated videos (Ogirima et al., 2021). It offers an extensive chance for learners to obtain and collect information, enabling them to construct, adapt, and distribute their knowledge. The adoption of YouTube as a learning media needs to be considered (Jung & Lee, 2015).

Advantages of Learning Through Youtube

YouTube contains several learning videos which perform audio-visual media to the users (Ogirima et al., 2021). The audio-visual media stimulates language learners and also facilitates them to comprehend the learning content (Toleuzhan et al., 2022). Thus, the learners pay more attention to the videos and most likely will succeed in learning. As based on cognitive theory that the success of the learning process increases when auditory and visual are stimulated simultaneously (Maziriri et al., 2020).

In addition, YouTube offers a user-friendly service and simple navigation (Ogirima et al., 2021). It allows users to easily access educational videos smoothly and quickly. Simply by typing keywords, relevant videos related to what they are going to learn will

appear. This saves a lot of time. Furthermore, the ease of use affects students' attitudes toward the use of technology (Maziriri et al., 2020). Due to its user-friendliness, students will be interested in continually using this platform.

As mentioned earlier, YouTube has numerous audio-visual learning videos that provide convenience to users, making it a great potential facilitator for students' learning. Students can access YouTube videos anytime and anywhere they want. If in the classroom, a teacher guides some students to learn through YouTube, outside of class students are also facilitated to study independently. Moreover, through the comment section and live features on YouTube, students, as YouTube users, can interact with other users and channel owners.

YouTube's facilities can be utilized effectively by learners who intend to gain knowledge, understanding, and skills. Some language learners who seek to improve their speaking proficiency also take advantage of learning through YouTube videos. According to research, YouTube videos can develop speaking skills such as fluency, vocabulary, pronunciation, grammar, and content (Tahmina, 2023). Learners can learn speaking aspects through YouTube, such as fluency, vocabulary, pronunciation, grammar, and content (Diki Riswandi, 2016). Additionally, based on Nofrika (2019), YouTube facilitates the improvement of learners' vocabulary. Learners can create vocabulary lists obtained from YouTube videos. Furthermore, instructional videos on grammar are also readily available on YouTube. Moreover, through interactive features, learners can interact with numerous people, including native speakers, enabling students to enhance their pronunciation and English fluency.

Disadvantages of Learning Through Youtube

The numerous benefits of YouTube as a learning support do not exempt it from shortcomings. There are several disadvantages to using YouTube for learning. One fundamental aspect of YouTube usage is the requirement for an internet connection. To access YouTube, mobile data or Wi-Fi is needed (Nofrika, 2019), along with adequate gadgets. Accessing educational videos necessitates having these resources available, which implies additional expenses.

Another disadvantage is that YouTube is a platform where videos from all over the world and various content creators are gathered, leading to the presence of videos that may be invalid or inappropriate. Many videos lack proper referencing (Jones & Cuthrell, 2011). Furthermore, when opening YouTube, various unrelated videos appear on the homepage, capturing attention and diverting focus from the original learning goal. This situation requires users who want to learn to maintain their focus on their initial objectives. Especially for Young users, should be supervised as there are videos on YouTube that are not suitable for them.

English Speech

Commonly, English speaking activities are such as telling or retelling story, conversation, discussion, debate, and speech. It is also known that some speaking activity can be in the public. Speech is one of the public speaking activities that is aimed at delivering a message to the audience (Wrench, Jason S. et al., 2012). The primary goal is for the audience to gain knowledge or insights that they can take away from the speech. When a speaker delivers the speech well, they understand the message. At least, by the end of the speech, the audience should have acquired a meaningful message to learn from.

There are three types of speeches (Nadiyah et al., 2019). The first type of speech is an informative speech, which is intended to teach the audience a small but useful piece of information. The second type of speech is a persuasive speech, which aims to change people's

minds or behaviours about something. The third type is ceremonial speeches, which are given to commemorate an important event in someone's life, such as a graduation speech or a wedding speech.

To get the audience attention, the speaker should deliver the English speech with good delivery techniques. Indeed, the speaker must have attempt in preparation, action, and evaluation. As stated by Salim and Joy 2016 in (Zulhermindra & Hadiarni, 2020) that:

To be an effective public speaker, one should: (1) plan exactly what to deliver to make the presentation more structured, systematic and interesting, (2) doing exercises to facilitate the presentation on the day of presentation, (3) involving the audience in each presentation, (4) paying attention to body language in order to support the delivery of ideas, (5) thinking positively that the presentation is solely for the audience, not to be judged by the audience, (6) controlling nervousness, and (7) listening to the recording of the public speaking presentation to get feedback about which parts are good and which parts need to be improved in the future. (Zulhermindra & Hadiarni, 2020, p. 2)

There are famous figures in speech such as Winston Churchill, Martin Luther King Jr., Ronald Reagan, Barbara Jordan, Barack Obama, and John F. Kennedy (Lucas & Stob, 2012). They can serve as role models in delivering excellent speeches. Delivering a good speech requires attention to both verbal and non-verbal delivery aspects. Nonetheless, even if a speaker has the best speech content that has been prepared before, but if the delivery is bad, the diligent efforts will fail. The two fundamental aspects in delivering speech are verbal and non-verbal aspects (Wrench, Jason S. et al., 2012).

Verbal Delivery

Verbal means using spoken words (Muhammed, 2022), whereas delivery means presentation technique (Ariyanti et al., 2022). Thus, verbal delivery of speech is the way of presenting some messages of the speech by using spoken words. Verbal delivery aspects of speech are volume, rate, pitch, pauses, articulation, and pronunciation (DeVito, 2018). They are as follows:

a. Volume

Volume refers to the strength and intensity of an individual's voice (Ariyanti et al., 2022). The volume should not be too high or too low when delivering a speech. The distance between the speaker and the listeners, the competing noise, the location of the event, and the emphasis that the speaker wishes to give an idea will influence the volume.

b. Rate

The rate refers to the speech pace. It is the speed at which a person speaks (DeVito, 2018). The rate of speaking should not be too fast or too slow but to maintain an engaging speech delivery, it is important to vary the rate. For example, when feeling nervous, people usually talk fast. When the rate is not appropriate, it will only make the speaker lose attention.

c. Pitch

Describing the pitch as the level of a speaker's voice involves the skill of adjusting the tone upwards or downwards. These pitch variations can be employed to add intrigue and emphasis to one's speech delivery (Wrench, Jason S. et al., 2012).

d. Pause

Pauses are short intervals in a speaker's delivery that can highlight important points and improve the clarity of the message (Wrench, Jason S. et al., 2012). There are two types of pauses. The filled pauses that pauses filled with some vocalizations such as ah, um, well, etc. (DeVito, 2018). The unfilled pauses are silences inserted in the smooth flow of speech. If the speaker uses unfilled pauses correctly, it can be effective in public

speaking as at the beginning of the speech, the speaker looks at the audience and then begin to speak. The filled pauses are generally ineffective since they make the speaker appear unprepared, hesitant, or confused.

e. Articulation

Articulation refers to the ability to pronounce each syllable clearly. Articulation is produced by the movements of speech organs such as the tongue, lips, teeth, palate, and vocal cords. Some people experience difficulty with articulation due to physiological issues, while others may have articulation problems because they come from a cultural environment where the dialect differs (Wrench, Jason S. et al., 2012).

f. Pronunciation

Pronunciation is the way of producing a word or syllable in an accepted manner or some accepted standard as identified in any good dictionary (Gilakjani, 2016). Mispronouncing a familiar word in front of many audiences will damage the credibility of a speaker. Additionally, mispronouncing an unfamiliar word can confuse and potentially lead to misinformation (Wrench, Jason S. et al., 2012).

Non-verbal Delivery

In speech delivery, besides using words produced by the utterance organs, one can also employ bodily actions. Speakers greatly benefit from eye contact, gestures, and movement (Wrench, Jason S. et al., 2012), general appearance, facial expression, proxemics, and posture (DeVito, 2018).

a. Eye Contact

One of nonverbal delivery in public speech is obtaining and maintaining eye contact. When we directly look at the audience, it helps them focus their attention and listen more carefully to what is being conveyed. On the other hand, when a speaker fails to make eye contact with the audience, it makes them become distracted and stop listening as their attention is diverted elsewhere. When engaging in eye contact with the audience, imagine that you are speaking directly to each individual.

b. Gesture

Gestures are hands and arms movements used to emphasize a speech. The movements should be meaningful while speaking and should not be excessive to distract the audience, nor should they be too minimal, as they may appear rigid and monotonous.

c. Movement

Movement refers to how a speaker moves while speaking. It is like gesture that the speakers must balance their movements to avoid being excessive or too static. An example of excessive movement is when a speaker never stops pacing back and forth while talking, which can make the audience feel dizzy. Overall, speakers should practice comfortable movements that engage the audience and make them enthusiastic in listening the speech.

d. General Appearance

A public speech is usually formal communication where the speaker's appearance is taken into account. Appropriate, comfortable, suitable, and courteous attire will support the presentation of the speech.

e. Facial Expression

Facial expressions convey the speaker's emotions when delivering a message to the audience, such as happiness, sadness, or excitement. A smiling face is appropriate at the beginning of a speech to establish an initial connection with the audience. However, a smile is not suitable when conveying events like a bombing that resulted in the loss of

many lives. Speakers must practice becoming accustomed to delivering information with appropriate facial expressions.

f. proxemics

Proxemics refers to how a speaker manages the distance between themselves and the audience during a speech. Standing too close or too far from them is not ideal. The speaker needs to adjust the use of space to facilitate effective communication.

g. Posture

When a speaker delivers a public speech, the audiences pay attention to the speaker's posture. It is expected that the speaker stands upright but not rigid, keeping the shoulders straight and the neck or head not tilted to the right or left. Avoid showing discomfort or inappropriateness to the audience, such as leaning on something, putting hands in pockets, or clenching hands throughout the speech due to nervousness.

METHOD

The study explored a student's English speech learning experience through YouTube and focused on how the student learned verbal and non-verbal speech delivery aspects. Due to narrating a student's experience, the researcher used the narrative inquiry method. Polkinghorne stated in (Zhang, 2022) that narrative inquiry is a form of qualitative research that utilizes narratives to describe human experiences. With narrative inquiry, researchers can explore what participants consider important aspects of their experiences (Higgins & Misawa, 2022). This method is a good choice for this study because it facilitated the researcher and next for the readers of the research results to understand a student's experience in learning the aspects of verbal and non-verbal English public speech delivery through YouTube.

The participant is a 19-year-old Indonesian student who studies at a state institute in Central Borneo, Indonesia. To ensure the subject's safety, her true identity is concealed. Therefore, the participant is referred to by the pseudonym Nana. However, she is non-English major student, but she is competent in delivering English speech. She delivered the speech with loudness, appropriate intonation, and sentence emphasis. Her articulation was clear, and her posture was good. Moreover, she made eye contact with the audience, which made her delivery even more engaging, supported by suitable facial expressions. She mentioned that digital media, particularly YouTube, greatly assisted her in mastering various aspects of English speech delivery. Therefore, the researcher was interested in delving into Nana's experience and how she learned English speech delivery through YouTube.

The data collection techniques utilized in this study were observation, written narrative, and interviews. To gather information, the researcher observed the participant with visual and auditory perception (Smit & Onwuegbuzie, 2018). The researcher observed the verbal and non-verbal aspects of English speech delivery performed by her. Additionally, the participant was requested to write about her learning experiences related to these aspects of speech delivery through YouTube. The written narrative produced by the participant refers to language learning histories. Language learning histories are narratives that reflect on past learning experiences (Barkhuizen et al., 2014). They consist of written personal stories of language learning experiences. In this research, the participant, as a language learner, wrote her learning experiences, but in this case, she was not the researcher.

Based on the observation and written narratives, the interview questions are open-ended, which allows the participant to elaborate on the theme. The interviews elicit narratives from the participant by asking about her learning experience through YouTube on various aspects of verbal and non-verbal English speech delivery. The participant is interviewed after the observation, written narratives, and during the data analysis to aid data triangulation.

To analyze the collected data, the researcher used thematic analysis approach. In thematic analysis, the researcher repeated reading the data, coded and made categorizations of data extracts, and reorganization them under thematic headings (Barkhuizen et al., 2014).

FINDINGS

The present study narrates the experience of an Indonesian student in using YouTube for English speech learning. The results reveal that the participant learned all the verbal and non-verbal speech delivery through YouTube. Several videos about how to deliver English speech well are available on YouTube. The verbal and non-verbal aspects of speech delivery were explained on some videos. The participant's tasks were to search for relevant, reliable, easily understandable videos on YouTube and some videos that could serve as good examples to be imitated.

Learning Verbal Aspects of English Speech Delivery Through YouTube

Based on the mastery of verbal aspects observed during the observation and reflected in her written narratives, the researcher inquired the participant's learning experiences.

Excerpt 1 (interview)

Before I could deliver a speech in English, I had already learned how to deliver a speech in Indonesian. However, because the vocabulary used in English is different from Indonesian, there were things that needed to be learned more such as the proper and clear pronunciation of words to avoid misunderstandings.

The participant conveyed the importance of studying English pronunciation so that the audience can grasp the intended meaning conveyed by the speaker. Similarly, the production of volume, rate, pitch, and pauses are equally important.

Excerpt 2 (written narrative)

To ensure that the message is conveyed, by having good pronunciation, the speech delivered must also be spoken loudly.

Excerpt 3 (interview)

A loud voice is an effort to deliver a speech effectively, which means that everything must be appropriate when raising and lowering the voice according to the context of the message. Word emphasis should also be on important words. Enthusiasm is encouraged to engage the listeners, but it is important to avoid speaking too fast or too slowly. There are moments when a few seconds of silence are necessary, such as when prompting the audience to think or reflect. Therefore, everything needs to be balanced appropriately.

The participant expressed that mastery of the aspects of speech delivery is developed by frequently expanding insights through relevant references. One common practice is accessing YouTube videos related to English speech delivery.

Excerpt 4 (written narrative)

Social media is closely related to my daily life. Therefore, YouTube plays a significant role in supporting me to find information on various topics besides entertainment. Thus, when searching for information about English speeches, I looked for reference videos to improve my skills.

Excerpt 5 (interview)

Through YouTube, I searched for videos on how native English speakers deliver speeches and also Indonesian speakers. To learn proper pronunciation, besides I used dictionaries as a resource, I could study it through YouTube using keywords like "how to pronounce...". I also learned how to pronounce individual letters correctly to remind myself to articulate clearly, although my mastery of this aspect is not perfect yet.

In addition to sharing how he learned pronunciation and articulation, the participant also mentioned that from YouTube videos featuring speakers with good vocal production, he observed and imitated how those individuals managed their pitch, rate, pauses, and volume of voice.

Excerpt 6 (Interview)

In some English speech videos, some notable speakers are captivating to observe and emulate, such as speeches by Obama and Oprah Winfrey. Additionally, I enjoyed watching TED Talks where I gained insights from the content and was motivated to deliver fluent and impactful public speaking. I paid attention to it due to the importance or appeal of the content and how the speakers engage the audience with their delivery. As a result, I practiced my vocal skills, for example, by speaking slowly to clarify unfamiliar words or using a fast rate accompanied by a high pitch when expressing enthusiasm.

Excerpt 7 (written narrative)

Usually, when delivering a speech in front of a large audience, some speakers are aided by a microphone. However, I also had to adjust the vocal volume. I didn't want the audience to be suddenly startled because I spoke too loudly, but I also didn't want to be too relaxed due it could make the audience lose interest.

Lessons on delivering a confident speech with a steady vocal tone have been explored through YouTube videos by the participant. After observing and attempting to emulate skilled speakers, the participant recorded her practice session to evaluate various aspects.

Excerpt 8 (written narrative)

Before performing a speech in front of the public, I had been practicing well in advance on the prepared content of my speech. I created the speech text and began memorizing what would be delivered. I memorized sentence by sentence, ensuring the correct pronunciation. If there were words that I had just learned, I searched for their pronunciation through a dictionary or on YouTube. I am accustomed to using YouTube because it is on the main screen of my phone, and I directly type in the keywords "how to pronounce..." to find videos on the pronunciation of the words I want to learn. Then, without waiting to memorize the entire text, I recited my speech while recalling the text and practicing vocal delivery and style. When I felt enough and reasonably satisfied, I recorded the speech delivery that I imagined myself performing in front of the public.

Excerpt 9 (interview)

I aimed to assess several aspects from the recorded practice sessions, including the precision of my voice, identifying any pauses that might be because of recalling information, ensuring accurate intonation in delivery, and, of course, identifying areas for improvement in English pronunciation.

Learning Non-Verbal Aspects of English Speech Delivery Through YouTube

The participant as a speaker delivered her best performance, not only in terms of verbal but also in non-verbal aspects. She understands that effective communication involves not only vocal delivery but also supported by appropriate bodily actions.

Excerpt 10 (interview)

Thus, everything had to be balanced. The body in delivering the speech, including facial expressions and body movements, had to complement the spoken words. When conveying important information, my facial expression had to reflect seriousness. I wanted to be appeared authoritative, which meant paying attention to clothing and body language. For example, before starting to deliver the speech, I took a central position aligned with the audience. At that moment, as a speaker, I ensured to build eye contact with the audience while giving a warm smile. After greeting the audience through eye contact and a smile for a few seconds, I began the speech. I tried to convince the audience and boosted my confidence by wearing an appropriate dress for the agenda. Typically, the public speech was for formal events, so the speaker's attire had to be neat and respectable. Regarding body movements, during formal events, I usually stayed in one place while standing upright. There might have been slight head movements when looking at the audience on the right and left, but most of the movements involved hand gestures.

The participant also learned about these non-verbal aspects through videos accessed on YouTube. She mentioned that to understand educational content on great speech delivery techniques easily, she accessed not only videos by native speakers but also those in the Indonesian language.

Excerpt 11 (written narrative)

Among the reference videos on YouTube, I searched for tutorial videos on delivering speeches effectively. There were English-language videos that provided lessons on public speaking, one of which was from the Communication Coach Alexander Lyon channel. To facilitate the content understanding of these YouTube videos, I activated the subtitle feature so that I read the Indonesian translation of what was being conveyed. Additionally, if I wanted a more convenient way to listen to the explanations in Indonesian, I accessed the videos in the Indonesian language.

In addition, it was similar to learning oral delivery aspects in that the participant observed reference speech videos and then imitated and further developed them according to the speech she will deliver. The participant also evaluated her non-verbal delivery.

Excerpt 12 (interview)

I observed and imitated the delivery of speeches from skilled speakers. I also practiced the tips from educational speech videos. I learned how speakers stand before dozens or hundreds of pairs of eyes that are attentively watching them. In addition to hearing the voice, the audience's attention is drawn naturally to the speaker's body movements and the presence of eye contact. Therefore, I practiced the information I had gathered from YouTube videos on appropriate eye contact, body posture, body movements, facial expressions, and overall presentation. It is crucial to

avoid inappropriate actions. They are such as delivering a speech with a grin, as it may lead to negative judgments from the audience and undermine their confidence in what we are saying. From YouTube videos, I also practiced techniques for overcoming stage fright that made me confident during a speech, which can help me deliver my speech smoothly. Additionally, I paid attention to my delivery style during practice recording, allowing me to improve if any aspects needed adjustment.

From several YouTube videos about English speeches, the participant selected videos to study based on the video's relevance and popularity, then also the credibility of the speakers who explained the contents.

Excerpt 13 (interview)

I typed keywords related to what I wanted to learn about public speaking in the YouTube search bar. If I couldn't find what I wanted to look for, I would try typing in more specific keywords. There were some recommended videos on YouTube. First, I would look at the video description, the number of viewers, and the likes it received. Then, I would watch several videos. The ones I chose as learning references for various aspects of speech were the ones that, in my opinion, had evident delivery of the content and were presented by experts in their field or at least had relevant knowledge about the topic.

DISCUSSION

Based on the findings, all verbal and non-verbal aspects of English speech delivery can be learned through YouTube. The participant could access videos related to the speech delivery techniques in a broad scope or learn each specific aspect. Videos related to verbal and non-verbal aspects of delivering an English speech can be obtained through YouTube videos that fall under the social science category that provides educational content (Nofrika, 2019).

The participant learned the verbal and non-verbal aspects of English speech delivery through YouTube by exploring and understanding the aspects, observing and practicing them by imitating and developing them, consistently practicing, and evaluating the training outcomes to refine the skill.

Utilizing YouTube Features

YouTube offers the chance for learners to obtain information from videos. To explore a video containing the information about verbal and non-verbal aspects of speech delivery, the participant clicked the YouTube Search feature and typed what she wanted to learn. If it did not meet what she wanted, she typed for more specific keywords. The participant also utilized the YouTube search feature to learn the words pronunciation by typing the keyword "How to pronounce." Additionally, the participant activated subtitles to display the Indonesian translation on the screen to understand the explanations of English videos. The participant found many benefits from using the available features on YouTube. Their experience demonstrates that YouTube has a user-friendly service and simple navigation (Ogirima et al., 2021), allowing them to explore videos simply and efficiently.

Other features on YouTube also helped the participant in selecting videos that supported her speech learning. One of considerations by the participant was the popularity of the videos. YouTube provides a recommendation feature that suggests videos based on its algorithm, which are deemed more suitable for the user to watch. From the recommended videos, the participant looked at the video description, number

of viewers, and likes. Previous research suggested that the number of views and likes cannot be relied upon to determine the right choice of videos (Appavoo et al., 2015). However, choosing recommended videos and then examining the video description, number of viewers, and likes can be an initial step in selecting a video to watch.

While exploring YouTube videos, the participant used several videos as learning references for speech aspects. The participant also paid attention to the content and the presenters of videos. She observed whether the person explaining the lesson in the video was good in delivering the content and whether they were an expert in the field or at least had relevance to the topic. The participant could check this through the channel's account description, number of subscribers, and viewer comments. It indicates that the participant preferred videos where the speaker appeared credible. The credibility of people in a field can be assessed based on their expertise in that field or their personal experience.

Autonomous Learning

The participant had a sense of control over her learning through YouTube. She determined her own learning process, starting by exploring videos and then having some criteria to choose the reference videos, understanding them, observing and imitating both verbal and non-verbal speech delivery techniques, practicing consistently, and evaluating her progress. These steps demonstrated her responsibility in her independent learning journey.

Among the advantages of YouTube, people can access YouTube videos anytime and anywhere they want. It makes the flexibility for learning. The participant who is a student of non-English major could manage her time for learning some aspects of English speech delivery through YouTube.

Learning Engagement

The current study discusses the participant's learning experience through YouTube. Good language learners exhibit strong engagement with what they learn (Maru & Pajow, 2021). Learning engagement encompasses behavioral, cognitive, and emotional aspects. The research found that the use of YouTube for learning English speech delivery resulted in the participant's engagement in terms of behavioral, cognitive, and emotional aspects. Behavioral engagement refers to positive behavior and the effort exerted (Zhang, 2022). The participant made efforts to deliver the English speech with good delivery techniques. What she implemented aligns with several practices typically undertaken by effective public speakers, as stated in (Zulhermindra & Hadiarni, 2020). These practices include engaging in exercises to facilitate presentations on the day of the event, involving the audience in each presentation, paying attention to body language to support the delivery of ideas, managing nervousness, and listening to recordings of public speaking presentations to receive feedback on the strengths and areas for improvement in the future.

Cognitive engagement is related to self-regulation and strategies implemented by the participant (Maru & Pajow, 2021). Self-regulated learning entails autonomous learning. The participant controlled her learning strategies. As mentioned by her, she memorized sentences according to correct pronunciation while recalling the text, simultaneously practicing vocal performance and style by imitating and developing what she understood and observed through YouTube videos. She then recorded her speech practice for evaluation with the goal of improvement or enhancement. Additionally,

cognitively, the participant made efforts to ensure that her English speech delivery was good verbally and non-verbally. For example, it included adjusting her vocal volume even when using a microphone, aiming to convey the message with appropriate pitch, rate, pauses, and mimicking facial expressions and gestures that were not excessive.

YouTube has a great potential facilitator for learning. The audio-visual media and ease of use affect the participant's attitudes toward the use of YouTube. The participant paid more attention to the videos because the focus increases when auditory and visual are stimulated simultaneously (Maziriri et al., 2020). Due to its user-friendliness, the participant was interested in continually using YouTube. These participant's affective such as interest, enjoyment, a sense of belonging, or comfort in learning refers to emotional engagement (Zhang, 2022).

CONCLUSION

After analyzing the result of the study, the conclusions are as follows; First, the participant learned the verbal aspects of English speech delivery such as volume, pitch, rate, pause, articulation, pronunciation and non-verbal aspects eye contact, facial expression, gesture, movement, posture, proxemic, and general appearance through YouTube. Second, the participant learned that aspect through YouTube by exploring and understanding the aspects, observing and practicing them by imitating and developing them, then consistently practicing and evaluating the speech delivery.

Based on the participant's story, YouTube gives a good experience for learning, including English Speech learning. By utilizing the YouTube features and having autonomous learning, she performed behavioral, cognitive, and emotional engagement in her learning experience. Thus, by understanding the benefits of learning English speech delivery aspects through YouTube, teachers or practitioners might use and develop some YouTube videos for language education purposes.

Furthermore, the researcher suggests that similar studies be carried out in other research methods to add more perspectives to the theme. The future researcher could have more than one participant as the subject to broaden the general data and also have more variations of participants such as age, school grade, gender, and others.

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