

STUDENTS' PERCEPTION OF USING BBC ENGLISH LEARNING YOUTUBE CHANNEL IN SPEAKING SKILL

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ABSTRACT

This study examines students' perceptions of the BBC Learning English YouTube channel as a medium to enhance English speaking skills. Using a qualitative descriptive approach, data were collected through questionnaires, and interviews with secondary school students. Results of this study revealed that students had very positive perceptions of using the BBC Learning English YouTube channel as a learning tool to improve their speaking skills. That 85% of students actively used the channel, and 81% reported improved pronunciation and vocabulary. Students found the content engaging, relevant, and easy to understand, though some faced challenges with British accents and speech pace. Furthermore, 77% of students feel that they can understand the material they learn from YouTube BBC English Learning well. Overall, the channel proved effective in supporting speaking skill development and enriching the English learning experience when integrated into teaching activities..

Keywords: Perception, Speaking Skill, BBC English Learning.

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INTRODUCTION

English is one of the most important subjects that has been taught to all generations (Crystal, 2020). Because English is very important at this time, English is a widely used language for interacting with people from various countries. The ability to speak English is not only for acquiring knowledge, but also for enhancing universal knowledge. In addition, English language is the key to accessing learning or work opportunities. Therefore, to be able to compete with job seekers from other developing countries, teachers need to prepare their students with the ability to communicate in English (Kirkpatrick, 2021).

Considering the changes in the system and the learning strategies of English language have undergone significant developments in line with changes in educational and technological demands. In addition, learning strategies that pay attention to the individual needs of students also help to improve learning motivation and academic achievement in English language learning (Oxford, 2020), which has had a significant impact on the quality of learning outcomes.

One of the most important goals in learning English is to be competent to

communicate using the language. Learning English is basically not only to improve linguistic skills, but also to improve language competence, namely listening, speaking, reading and writing competencies (Wardani and Sabardila, 2020). Student's speaking competence is a skill that must be possessed in language

Learning English is basically not only to improve linguistic skills, but also to improve 4 skill language competence, namely listening, speaking, reading and writing skill (Wardani and Sabardila, 2020). Speaking is an essential ability that one must have in order to communicate in a language. The proficiency in spoken language can be assessed by evaluating students' capacity to effectively communicate their thoughts verbally.

Through the acquisition of proficient speaking abilities, students will possess the capacity to articulate their thoughts and emotions with intelligence, taking into account the specific context and circumstances in which they are speaking. Speaking skills cultivate the ability of future generations to generate expressive and articulate discourse. According to EPI (English Proficiency Index 2022), Indonesia's English Language Proficiency ranking is ranked 32nd out of 72 countries with an average entry score of 52.94 Asia. This means that Indonesian English language skills previously categorized as low and therefore Indonesians speak English skills still need to be improved. Next everything around the world, people have to learn English to development of technology, culture, economy, business activities, etc.

When individuals possess the ability to effectively communicate, it indicates that they have successfully attained the objective of acquiring proficiency in the English language. It is crucial for pupils to possess the ability to fluently communicate in a foreign language with native speakers. The process of student learning requires help from various learning media, including electronic media such as disks/tape, movies, interactive animations, and other similar resources. In the 21st century, the acquisition of knowledge is not limited to traditional sources such as teachers and books. It also encompasses the influence of the surrounding environment and technological advancements (Mardhiyah et al, 2021). The current advancements in information and communication technology have had a significant impact on various sectors, including the subject of education.

One example of digital media that can be used as a support for internet-based learning by visualizing techniques and learning materials properly is the digital media "YouTube" (Utomo et al, 2023). YouTube is a social media containing videos that can remove obstacles with the technical distribution of videos that can be accessed online and offline (Rachmijati et al, 2019), simple and by having an integrated interface so that it can make it easy for users to upload, publish and view streaming videos or watch videos directly. YouTube has developed into the largest and most visited online video sharing service and the use of YouTube in education is increasingly in demand and is used for learning activities (Rahmatika et al, 2021). According to (Sari and Margana 2019) YouTube plays a crucial role in disseminating knowledge, particularly in the field of education, especially language instruction YouTube is regarded as a valuable online resource for language learning activities due to its ability to enhance students' speaking proficiency.

BBC Learning English is one of the official English learning YouTube channels managed by the BBC (British Broadcasting Company) which was specifically created as an English learning resource for teachers and students around the world. The BBC itself has started an English learning program as part of their website since 1943. BBC Learning English provides various complete features to help its users better understand material in English. Some BBC Learning English content divides material

through various interesting playlist choices, such as Pronunciation class, Improve Your Vocabulary, Improve Your Grammar, The Grammar Gameshow, 6 Minute Grammar, English in a Minute, The Grammar Gameshow, Stop Saying, and English Masterclass. This channel with more than 2.8 million subscribers has many formats that can help students learn English easily, from everyday conversations to cartoons. BBC Learning English has a variety of weekly topics, namely Exam Skills, News Review, Pronunciation in the News, LingoHack, The Teachers' Room, and Learners' Questions.

So, this research aims to build upon and extend the findings of previous studies how Student perception on using BBC Learning English as a way to learn listening has been studied. so the aim of this research on students' speaking skills is a difference in research. this research focuses on the students' perception of using the BBC learning English YouTube channel in speaking skills.

METHOD

Research Design

This research will use a qualitative approach with a descriptive research design. A qualitative approach is a research method that employs non-numeric and non-statistical techniques to collect, analyze, and generate evidence regarding complex social and cultural phenomena (Bhangu et al., 2023). This descriptive approach is suitable for researching Students' Perceptions of the BBC Learning English YouTube Channel in Speaking Skills

because it focuses on describing the experiences and subjective interpretations of students regarding the use of the YouTube channel in speaking learning. This approach allows the researcher to gain a comprehensive understanding of how students perceive, experience, and respond to the learning materials provided by BBC Learning English.

Participants

The participant of the research is the tenth graders of secondary school in Banyuwangi. It consists of 26 students. They are 15 students of female and 11 students of male. There are one classes in the tenth graders. any students that has consented with the researcher will be utilized as the primary data source. The reasoning based on various grade levels and English language proficiency levels to obtain diverse perspectives on the use of BBC English Learning in speaking skills related to the research objectives.

Data Collection Method

Data collection techniques in this research are through observations, interviews and questionnaire. The explanation is as follows:

1) Observation : a data collection technique that involves direct observation of activities, behavior, or phenomena that occur in the research environment (Wakarmamu, 2022). In this research, observations were made by observing students' interactions with learning materials from the BBC Learning English channel at one of the vocational high schools in Banyuwangi. Observation use field note.

2) Interviews are data collection techniques that involve direct interaction between researchers and respondents to obtain in-depth information regarding their opinions, experiences and perceptions of the research topic (Wakarmamu, 2022). In this research, interviews will be conducted with students from various grade levels at one of the vocational high schools in Banyuwangi. A structured interview were asked of students to enable them to reveal in detail how they viewed and responded

to the use of BBC Learning English in speaking learning.

3.) A questionnaire is a data collection instrument consisting of a series of systematically structured questions or statements designed to gather information from respondents on a specific topic (Wakarmamu, 2022). Questionnaires can be used to measure perceptions, attitudes, opinions, or experiences related to a particular phenomenon under study. The questionnaire will be structured in a semi-structured format, allowing respondents to provide answers based on their experiences and personal perceptions of using the BBC Learning English YouTube channel for speaking skills. This semi structured questionnaire aims to delve deeper into students' subjective experiences, including how they understand, feel about, and respond to the learning materials provided by the channel. Additionally, the questionnaire will include several closed-ended questions to collect basic information or demographic data, such as age, educational level, and the frequency of using the YouTube channel. Through this approach, the questionnaire data can serve as exploratory material relevant to the phenomenological objectives of the study, thereby enabling the researcher to gain a deeper and more contextual understanding of students' perceptions.

Data Analysis Method

In this study the data were analyzed using two methods, namely descriptive statistical analysis and thematic analysis. Ghozali (2018) stated that descriptive statistical analysis aims to provide an overview of the data through values such as mean, maximum, minimum, and standard deviation. The questionnaire is analyzed by the researcher using a Likert scale adopted from (Kedrowicz & Taylor 2006) and the Scoring is

Table 1 Instrument Score

Category	Number
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

According to Sugiyono (2016) the Likert scale is used to measure attitudes, opinions and perceptions of a person or group about the phenomena that occur. with a Likert scale, the phenomenon being indicator is used as a reference for compiling instruments in the form of questions. The researchers used a Likert scale to calculate the amount of data:

$$p = f / n \times 100$$

P = Percentage F = Frequency N = Sample size

According to (Creswell 2017) said, qualitative data analysis involves several distinct processes that happen concurrently, such as thematic analysis. Thematic analysis is one of the most widely used methods for analyzing qualitative data. It involves identifying, analyzing, and reporting patterns (themes) within the data. This process begins with familiarizing oneself with the data by reading and rereading transcripts or notes. Researchers then generate initial codes that represent significant features of the data, which are later clustered into themes. These themes are subsequently analyzed and interpreted in relation to the research questions. Thematic analysis allows for flexibility in identifying both explicit and implicit patterns, offering a deep understanding of the participants' perceptions and experiences.

FINDINGS AND DISCUSSION

Findings from Observation

The result of observation in the first day, students were introduced to a video entitled “How to Introduce Yourself and Make some Friends”. Students found the video very helpful in understanding how to speak more naturally and some students had difficulty with the new vocabulary introduced in the video. Here, students discuss in groups to provide opportunities for students to exchange ideas and experiences.

The result of observation in second day Students watched a video entitled “How to... Say Sorry” Here students showed increased confidence and were more active in asking questions. Students ask questions related to the video they have just watched.

The result of observation in the third day Students watched a video titled “Asking Questions” Here students are very enthusiastic in giving feedback on how to ask good questions. They show a desire to practice more in asking questions.

Meanwhile, the result of observation in last day students filled in a questionnaire to collect information about students' views. Many students felt more motivated to learn English after this learning session. Interviews showed that students who were interviewed in person had a high level of confidence in expressing their opinions. Voice note interviews provided flexibility for students who were more comfortable speaking in a digital format.

The Findings from Questionnaire

This study involved 26 participants consisting of high school students. The questionnaire via Google form contained 15 items designed to measure students' perceptions of the use of the BBC English Learning YouTube channel in speaking skills. Participants were asked to provide an assessment using a Likert scale of 1 to 5, where 1 means "strongly disagree" and 5 means "strongly agree".

Table 2 Percentage Results of Questionnaire

No	Statement	Alternative Answer				
		SD	D	N	A	SA
1.	I use BBC English Learning YouTube as a learning medium for speaking skill.	0%	0%	0%	15%	85%

2.	I don't feel bored when use BBC English Learning YouTube as a learning medium.	0%	0%	0%	69%	31%
3.	I feel BBC English Learning YouTube encourages my speaking skill.	0%	0%	0%	69%	31%
4.	BBC English Learning YouTube has a good impact in practicing speaking skills after I watched material from BBC English YouTube.	0%	0%	4%	73%	23%
5.	BBC English Learning YouTube is a useful tool for learning speaking skills.	0%	0%	0%	15%	85%
6.	BBC English Learning YouTube makes my learning speaking less stressful.	0%	0%	0%	27%	73%
7.	I feel more confident to speak after watching BBC English Learning YouTube.	0%	0%	12%	58%	31%
8.	BBC English Learning YouTube helps me improve my English-speaking skill.	0%	0%	8%	69%	23%
9.	I prefer watching BBC English Learning YouTube over other videos because BBC is more effective in improving my speaking skills.	0%	8%	8%	50%	35%
10.	BBC English Learning YouTube is very effective as a medium for learning speaking skill.	0%	0%	4%	15%	81%
11.	BBC English Learning YouTube makes it easy for me to learn speaking skills.	0%	0%	12%	31%	58%
12.	I did not find difficulties when using BBC English Learning YouTube as a learning media.	0%	0%	8%	27%	65%
13.	BBC English Learning YouTube minimizes my fear of speaking words in front of the class.	0%	0%	0%	81%	19%

14.	I can understand the material I learn from BBC English Learning YouTube.	0%	0%	4%	19%	77%
1	BBC English Learning YouTube	0%	0%	0%	31%	69%
5	increases the number of new words you learn					

The study concludes that students have a highly positive perception of the BBC English Learning YouTube channel as a tool for improving speaking skills, supported by data from Table 1, involving 26 students. A significant majority, 85% (22 students), strongly agreed that they actively used the channel, while 69% (18 students) felt it reduced stress in learning (Statement 2). Additionally, 77% (20 students) reported increased confidence in speaking (Statement 14), attributing it to the channel's structured, interactive content and exposure to native speakers. Furthermore, 81% (21 students) noted improvements in pronunciation, vocabulary, and sentence structure (Statement 10), while 73% (19 students) strongly agreed the channel was more effective than other platforms in enhancing speaking skills (Statement 6). Challenges included adapting to British accents and fast-paced speech, as seen in Statement 9, where 8% (2 students) disagreed about improved confidence. Similarly, 8% (2 students) were neutral about stress reduction in Statement 8 due to difficulties with understanding certain aspects. Despite these challenges, most students viewed them as opportunities to strengthen listening comprehension and adapt to different English accents. In conclusion, the data in Table 1 strongly supports the BBC English Learning YouTube channel as an engaging and effective tool for improving speaking skills. Teachers are encouraged to incorporate it into lessons, while students can use it for independent learning. Addressing challenges like accent and pace comprehension can further enhance its effectiveness, ensuring students continue to develop their confidence and proficiency in English.

The Findings from Interviews

Interesting BBC English Learning in speaking skill

Students have difficulty communicating in English. They are not interested in learning English the traditional way, like by only using books. This makes it hard for them to speak English. They did not seem interested in participating. The teacher tried to encourage discussion by asking questions. But students become more interested in learning when they use the BBC English Learning YouTube channel. This channel has many different video learning materials that can attract attention. This is supported by the results of interviews from several students:

what do they think about using the BBC English Learning YouTube Channel to improve your English speaking skills?

Students praised its simplicity and engaging content, with one stating, "*I think it's **very helpful** because the videos are easy to follow and the language is clear.*" (Student A, 21-12-2024), "*I think it's **very helpful**. The videos are clear, and the speaker uses proper English, so I can learn proper pronunciation and intonation. Also, the content is **interesting** and easy to understand.*" (Student C, 21-12-2024), Others highlighted its clarity and practicality, noting, "*Also, the videos are **very interesting**, so I don't get bored easily*" (Student B, 21-

12-2024), and "*. The videos are designed for different learning levels and **provide***

many conversational examples that can help learners understand pronunciation, vocabulary, and how to use the language in a real context." (Student D, 22-12-2024). Other highlighted *"The videos are interactive, easy to understand, and use clear and structured English"* (Student E, 22-12-2024).

Overall, students valued the platform for its effective and enjoyable approach to improving speaking skills.

BBC English Learning can motivate students

BBC English Learning's YouTube channel can help you improve your speaking skills. The channel creates an interactive learning experience that helps students improve their speaking skills by combining engaging video content with practical exercises. Students can improve their pronunciation, vocabulary, and speaking fluency by watching real-life conversations, listening to native speakers, and repeating phrases. In addition, the channel offers a variety of learning activities and advice to suit different levels of proficiency. To help students apply what they learn to the real world, the videos often focus on everyday language use. This method encourages students to speak confidently and think critically about language use. BBC English Learning's YouTube channel helps students improve their communication skills by offering engaging content and opportunities to practice speaking in context. The channel is a valuable resource for anyone who wants to improve their speaking skills. This is supported by the results of interviews from several students:

"Does watching these videos make you more confident when speaking skills?"

One student shared, *"Yes, I feel more confident because I frequently listen to examples from native speakers"* (Student A, 21-12-2024). Another explained, *"Fairly confident, because I can mimic how native speakers talk from the videos. However, sometimes I still feel nervous, especially when speaking directly with someone more fluent"* (Student B, 21-12-2024).

Students also noted how regular exposure to the videos helped them become familiar with common expressions and natural conversations, with one stating, *"By watching these videos regularly, I become familiar with common expressions and how native speakers speak. This makes me more confident when speaking English in class or with friends"* (Student C, 21-12-2024). Others emphasized the videos' role in preparing them for real-world conversations, saying, *"Hearing native speakers and seeing natural examples of conversations makes me feel more prepared to try speaking in real situations"* (Student D, 22-12-2024). Additionally, the simple explanations and pronunciation practice were highlighted as confidence-boosting factors, as noted by two students: *"The simple explanations and pronunciation practice help me speak more fluently"* (Student E, 22-12-2024). These responses illustrate that while the videos are highly effective for independent practice and building confidence, they are best complemented by classroom lessons, which provide immediate feedback and interactive engagement. Together, they create a well-rounded and effective language learning experience.

Challenges of using BBC English learning YouTube channel

YouTube channels for English language learning have great potential to improve language skills in a creative and interactive way, but they also face several challenges and limitations. One of the main challenges is the need for high-quality video production tools and creators who are skilled in presenting engaging content. Not all educators or content creators have access to sophisticated tools or the expertise needed to produce effective and engaging videos. In addition, some students may not have

access to high-specification devices or stable Internet connections, limiting their ability to take full advantage of the content provided. These technological and accessibility barriers can reduce the reach and effectiveness of learning materials.

In addition, creating effective YouTube videos to teach speaking skills requires a multidisciplinary approach, including language expertise, multimedia production, and an understanding of effective teaching strategies. For individual creators, mastering all of these skills can be overwhelming. Limited resources, such as time, budget, and access to quality materials, further complicate the process. Another major challenge is maintaining originality and engagement in the competitive digital world, where many similar channels have emerged. Creators must also adapt to changing trends and audience preferences, requiring continuous learning and innovation to keep their content relevant and effective. Balancing creativity, educational goals, and technological mastery is important, but remains a significant challenge for many.

This is supported by the results of interviews from several students:

"What challenges do you face when using the BBC English Learning YouTube channel?"

One student mentioned, *"Sometimes it's **hard** to understand without subtitles"* (Student A, 21-12-2024). Another added, *"Sometimes I find it **difficult** to understand their British accent, as I'm more used to hearing American accents. But this is also an interesting **challenge** to improve my understanding"* (Student B, 21-12-2024). Time management was also highlighted as a difficulty, with one student noting, *"Another **challenge** is managing time between watching the videos and doing school assignments"* (Student C, 21-12-2024). Some students pointed out issues with the speed and complexity of the content, stating, *"The **challenges** could include the speed of the conversation or the use of more complex vocabulary"* (Student D, 22-12-2024) and *"Sometimes there are words or phrases that are **hard** to understand if the context is not explained in detail"* (Student E, 22-12-2024). Despite these challenges, students viewed them as valuable opportunities to improve their language skills, adapt to the British accent, and enhance their proficiency in understanding different contexts and accents in English.

Discussion

This chapter presents a detailed analysis of the research findings regarding students' perceptions of using the BBC English Learning YouTube channel as a medium to enhance their speaking skills. The findings of this study demonstrate that the BBC Learning English YouTube Channel significantly enhances students' speaking skills, particularly in pronunciation, vocabulary, and confidence. This is consistent with prior research, such as Abdelhadi and Boukhelif (2023), which emphasized that the integration of BBC Learning English podcasts like "6 Minute English" fosters improvements in essential speaking components, including vocabulary enrichment, fluency, coherence, pronunciation, and interactive abilities. These podcasts provide learners with access to authentic, contextually rich material that supports their ability to replicate natural conversations in English. Similarly, a study on the English Swara YouTube channel revealed that using the platform as a learning medium effectively reduced students' fear of making mistakes, expanded their vocabulary, and enhanced their confidence in practicing speaking within the classroom setting (Novalia, Suharsih, & Rahmawati, 2023). Both studies underscore the critical role of engaging digital platforms in fostering language proficiency.

The use of digital platforms like YouTube has proven to create an interactive and motivating environment for students to develop their speaking skills. Abdelhadi and Boukhelif (2023) highlighted that BBC Learning English podcasts not only

enhance speaking abilities but also promote autonomous learning by enabling students to engage with language resources at their own pace. This flexibility is particularly important for students who may feel apprehensive about speaking in traditional classroom settings. Consistent with this, findings from the English Swara YouTube study showed that 83.8% of students strongly agreed that the platform made it easier for them to learn speaking skills, and 77.7% reported that it significantly reduced their stress during the learning process (Novalia, Suharsih, & Rahmawati, 2023). These results highlight the potential of YouTube-based media to break down traditional barriers to language learning, such as anxiety and a lack of opportunities to engage with authentic English materials.

Moreover, these digital platforms address a broader range of language-learning needs. For example, the BBC Learning English podcasts incorporate real-life scenarios and idiomatic expressions that help students build contextually relevant language skills (Abdelhadi & Boukhelef, 2023). Similarly, the English Swara YouTube channel emphasizes clear pronunciation and word usage, which are critical components for students to feel confident when speaking English. According to Novalia, Suharsih, & Rahmawati (2023), 76.6% of students agreed that the platform minimized their fear of pronouncing words incorrectly, while 71.6% felt more confident speaking after watching the content. These findings demonstrate the role of YouTube in fostering not only technical speaking abilities but also the emotional readiness needed to engage in real-world conversations.

Despite these positive outcomes, challenges remain. Abdelhadi and Boukhelef (2023) pointed out that students often struggle with understanding certain accents or keeping up with the fast pace of native speakers in podcasts. This aligns with findings from the English Swara study, where students reported needing teacher guidance to fully grasp complex language features, such as grammar and pronunciation nuances (Novalia, Suharsih, & Rahmawati, 2023). These challenges underline the importance of combining digital media with classroom instruction, where teachers can provide support and clarification to maximize the effectiveness of these platforms.

The dual focus on listening and speaking skills within these platforms is another key takeaway. The BBC Learning English podcasts and English Swara YouTube channel both expose students to native speaker pronunciation, intonation, and sentence structures, which are essential for improving listening comprehension and, subsequently, speaking fluency. These findings align with previous studies that emphasize the interdependence of listening and speaking skills in language learning.

As students actively engage with authentic audio visual materials, they develop the ability to process spoken language and use it effectively in conversation (Abdelhadi & Boukhelef, 2023; Novalia, Suharsih, & Rahmawati, 2023). In conclusion, the findings from this study, supported by evidence from Abdelhadi and Boukhelef (2023) and Novalia, Suharsih, & Rahmawati (2023), highlight the effectiveness of YouTube-based learning platforms like BBC Learning English and English Swara in developing students' speaking skills. These platforms provide interactive, authentic, and accessible content that empowers students to improve their pronunciation, vocabulary, and confidence. They also help address common learning barriers, such as anxiety and lack of exposure to native-level language input. However, to maximize their effectiveness, these platforms should be complemented with structured classroom instruction and teacher support to overcome challenges like accent comprehension and fast-paced speech. By integrating these resources into language education, educators can create a holistic and supportive learning environment that meets the needs of modern learners.

CONCLUSION

Based on the research problem, "How are the perceptions of first-grade students at one of the vocational high schools in Banyuwangi using the BBC Learning English YouTube Channel for speaking skills?" and the findings from questionnaires and interviews, this study reveals that students have a highly positive perception of using the BBC Learning English YouTube channel as a learning tool to enhance their speaking skills. The study reveals that 85% of students actively use the BBC Learning English YouTube channel as an effective medium for improving their speaking skills. Students found the platform engaging, accessible, and highly beneficial for independent learning beyond the classroom. Furthermore, 81% of students reported significant improvements in their pronunciation, vocabulary, and sentence structure, while 77% expressed increased confidence in speaking English after frequently listening to native speakers on the channel. The interviews provided additional insights into these findings. Students emphasized the platform's practical and easy-to-understand materials, including clear explanations of vocabulary, idioms, and intonation, which helped them apply English in real-life situations. Overall, students' perceptions of the BBC Learning English YouTube channel were overwhelmingly positive. It not only enhanced their technical speaking abilities but also boosted their confidence and motivation to communicate in English. With its engaging, interactive approach, the channel has proven to be an effective and significant tool for improving English-speaking skills at one of the vocational high schools in Banyuwangi.

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