

Teaching Speaking by Using Storytelling and YouTube Videos for the Seventh Grade Students in SMPN 1 Lembeyan

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ABSTRACT

The aim of this research is to find out how to use the problems and the solutions in teaching speaking by using storytelling and YouTube videos for the seventh-grade students in SMPN 1 Lembeyan. The participants of this research were 14 students in VII B class of SMPN 1 Lembeyan. The method used is a qualitative method with data collection through the stages of observation, interview and documentation. The data analysis stage uses data condensation, data display, drawing and verifying conclusion. The results showed that there are three sessions in the teaching and learning process, namely pre-activity, whilst-activity and post-activity. The problems are found in the application of media such as students still lacking vocabulary, grammar, confidence, YouTube ads, and poor school networks. The solutions to solve the problems are students memorizing difficult vocabularies, the teacher helps students about grammar, trains students' self-confidence, gives humor to increase students' concentration, penalizes students if they make noise, and motivates the students.

Keywords: Speaking; Teaching Speaking; Storytelling; YouTube

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INTRODUCTION

English is an international language used to communicate globally. According to Gunantar the demand for English learning has risen along with English proliferation globally. The main part of communicating is speaking. Speaking is one of the most important language skills to master. It is a person's ability to express ideas or thoughts that are in themselves to others by using words in or it can be said by communicating. A person needs good speaking skills to communicate fluently. Bahadorfar and Omidvar state that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker. However, the ability to speak English is often considered difficult to learn.

Pre-observation shows that some students at SMPN 1 Lembeyan have difficulties in speaking English. The first problem is that students lack vocabulary because students have difficulty memorizing and pronouncing English vocabulary. Second, students feel embarrassed when the teacher asks them to speak in front of the class because they lack confidence in their abilities. Third, the students' lack of interest in learning English because they have difficulty in learning grammar. Furthermore, Harmer has reported that students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. It means that the activity of speaking in public or in class is still difficult to carry out. They feel ashamed and unconfident because of some of the factors above. The problem can also occur because of an inefficient way of teaching.

Teaching speaking skills requires the role of a teacher. However, teaching speaking is not easy. Some teachers do not apply teaching strategies in the classroom. The lack of variety in this strategy makes teaching monotonous and less interesting. These situations make students bored with speaking class and they are too lazy to practice speaking in English. In learning to speak English in the classroom, if using the right strategies when teaching, speaking in class can be a lot of fun, increase the motivation of students in general and make the English class a fun place. As Ramadhani and Yusuf regarding the importance of speaking, teachers need to use the

appropriate method in order to achieve the goal in speaking class. Thus, one strategy to overcome the problems above is the use of teaching media.

The use of teaching media is an effective and interesting way that can be applied. Storytelling is one of the learning media that can be used in class. According to Zuhriyah storytelling is to retell the story having been read or heard by using the storytellers' own words based on their understanding about the story. The students can share their ideas in storytelling. The benefits of storytelling are to hone speaking and listening skills in English, practice pronunciation, increase the vocabulary, phrases, and idioms of English. In order to support the success of the class, learning storytelling activities can be done anywhere by utilizing technology.

In this era, technology has become more sophisticated. One technology that is easily accessible is YouTube. Khalid and Muhammad defines YouTube is a video-sharing website on which users can upload, share, and view videos. Fleck et al. stated that YouTube is a source of media that is an integral part of the education system. In teaching learning activities, YouTube is often used because it contains relevant information. Students can search for learning information just by typing the title they want to find. Furthermore, YouTube can also be used as an entertainment medium as well as learning such as memorizing English song lyrics, watching movies, listening and watching a story. Thus, the use of these two media can be applied in the learning process in the classroom, especially speaking English.

Teaching speaking should be taught frequently to EFL learners. It will make students accustomed to learning to speak English. The difficulty of students learning English makes teachers feel that they have a challenge to make the English-speaking class successful. The selection of appropriate and interesting learning media can increase the chances of learning success. Therefore, here the researcher uses two media for learning to speak English, namely using YouTube and storytelling. The steps in the application of YouTube media carried out by Berk there are eight steps for using a video clip in teaching, such as:

- 1) The teacher picks a particular clip to provide the content or illustrate a concept.
- 2) The teacher prepares specific guidelines for students or discussion questions, to have directions on what to see, hear, and search. What's the point of the video then make it clear to the students;
- 3) The teacher plays the clip;
- 4) The teacher stops the clip at any scene to highlight a point or replay clip for a specific in-class exercise;
- 5) The teacher sets a time for reflection on what was the view;
- 6) The teacher assigns an active learning activity to interact on specific questions, issues, or concepts in the clip; and
- 7) The teacher structures a discussion around those questions in small and large group formats.

The second one is storytelling. These activities can train students' imagination level and relate it to real life. The steps in teaching storytelling according to Fikriah the procedures of storytelling as follows:

- 1) The researcher asked the students to make up a story based on a title given in the worksheet.
- 2) The researchers were given a set of cut-up pieces of paper; each set had a complete story. The task for them was to put the pieces of paper together to form the complete story.
- 3) The researcher asked the students to make up a story based on some pictures having a key sentence for each picture.
- 4) The researcher asked the students to tell their stories in front of the class, as set out on the worksheets.

The researcher combined the two procedures from Berk and Fikirah and produced a learning procedure. The procedure are as follows:

- 1) The researcher chooses a YouTube video about how to tell a good and correct story.
- 2) The researcher explains the guidelines for students and prepares any questions related to the material that has been watched for discussion activities
- 3) The researcher plays the video in YouTube
- 4) The researcher stops the video at each particular scene to highlight important points;
- 5) The researcher sets a time duration for reflection on what has been seen;
- 6) The researcher assigns active learning activities to interact with certain questions or concepts in the video;
- 7) The researcher arranges a discussion around these questions in small and large group formats.

Then the second step, namely storytelling activities. The procedures are as follows:

- 1) The researcher prepares several summary of the fable stories and hangs the different stories on the blackboard,
- 2) The researcher asks students to make groups of three
- 3) The researcher asks one of the group members to take a story paper from the blackboard
- 4) The researcher asks them to develop the story within 30 minutes
- 5) The researcher asks them to retell their story based on group discussion
- 6) The researcher announces the best group after the whole group has finished and gives awards to the group that is considered the best group.

After the procedure is carried out, the researcher makes an assessment based on the Brown. There are five criteria in the speaking test: pronunciation, grammar, vocabulary, fluency and task. This activity has many benefits for speaking classes. In addition to practicing speaking skills, this is also expected to increase students' self-

confidence. The benefits are not only obtained by students, but also teachers. Teachers can use easy methods to practice students' speaking skills. Thus, it can be concluded that these two media are suitable to be applied in the teaching and learning process in the classroom, especially for learning to speak English.

RESEARCH METHOD

In this research, the researcher used qualitative research methods. According to Creswell qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This study takes place in SMPN 1 Lembayan. participants were taken from class VII B, which consisted of 14 students. The researcher uses the document as an instrument, the document is used as a source by the researcher here, can be observation, interview, lesson plan and photograph.

The data collected in the form of qualitative data consists of observations, interviews, and documentation. First, observation is a process of collecting data by having direct interaction with participants. According to Creswell observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. In this research, the researcher does the observation to get more information which the researcher needs such as school condition, class condition and process of teaching and learning activity in class. Second, an interview is one of the steps in collecting data. According to Creswell a qualitative interview occurs when the researcher asks one or more participants general, open-ended questions and record their answers. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. The researcher made several questions for which are used to interview teachers and students in SMPN 1 Lembayan. The next way to collect data is documentation. Creswell states that qualitative research may use written documents or other artifacts to gain an understanding of the phenomenon under study. It can be concluded that documentation is a process to collect data from written documents or all material that appears in the real activity. In this research the researcher uses observation, interview, lesson plan and photograph to know the real activity during teaching learning in the class.

Data collection will be analyzed using an interactive model of qualitative data analysis. Data condensation is the first part of analyzing the data in this research. According to Miles, Huberman and Saldana state that data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in a full body of written-up field notes, interview transcripts, documents and other empirical materials. It can be concluded that, in qualitative research all the data has to be processed. Data display is the next analysis step. According to Miles, Huberman and Saldana state that a display is an organized condensed assembly of information that allows analytic reflection and action. It can be concluded that the researcher needs the data display in order to give a clear description about the result of the research. In drawing and verifying conclusions, the researcher used pictures to verify the findings. According to Miles, Huberman and Saldana the third flow of analysis activities is drawing conclusions and verification. That is, the process of drawing conclusions and verifying them will be scrutinized. The most important aspect of this study is validity. The term validity is used to ensure that one of the data points is correct. Finally, the researcher can obtain the research findings and conclusions.

RESULTS AND DISCUSSION

1. The Result of Observation

The researcher conducted the observation by filling the observation checklist to obtain the data. The data were obtained from the learning process in class by applying storytelling and YouTube videos for the seventh-grade students in SMPN 1 Lembayan. The results of the observations were divided into two sessions, namely preparation steps and teaching learning process. The preparations carried out in the study were preparing lesson plans, observation checklists, teaching materials and media used in the learning process using storytelling and YouTube videos.

Teaching learning using storytelling and YouTube videos are divided into three sessions namely pre-activity, whilst-activity and post-activity. Based on the results of observations, teaching learning activities between teacher and students are described as follows:

1.1 Pre-activity

Pre-activity is a preliminary activity carried out by the teacher before starting the learning process. The teacher begins to greet students, check the attendance list, pray together and conduct brainstorming activities about the material to be discussed so that students dare to express their ideas about the material. After that, the teacher delivered the material to be discussed and the teacher instructed the students to create three groups with 4-5 members.

1.2 Whilst-activity

Whilst-activity is the core activity of a learning between students and teachers. In this session, the teacher explained the procedures for learning material using YouTube and storytelling that is narrative text. It is in the form of definitions, goals, generic structure, types of stories, and language features. Next, the teacher prepared media for the learning process, namely YouTube and storytelling. The teacher chose a fable story video on YouTube. The teacher instructed about what the students should pay attention to in the video that the teacher showed.

However, some students still had difficulty in translating the conversation in the video. Finally, the teacher helped the students by explaining the meaning of some sentences using Indonesian language. After the teacher and students have done a question and answer session, the teacher asked students to make a story by choosing a summary of several stories that the teacher has prepared. After the task is completed, the teacher asks students to read the results of their work in front of the class in groups according to each student's part. Students finished assignments well.

1.3 Post-activity

Post activity is the final activity in the teaching learning process. In this session, the teacher reviewed the material that has been discussed in class. The teacher asked some questions to test the students' understanding of the material. The students answered the questions well. It indicated that the students understood the material that has been delivered using YouTube and storytelling media. The students answered the questions well. Then, the teacher provided feedback that might overcome students' problems in understanding the material. The last activity, the teacher closed the class and the students prayed together.

2. The Result of Interview

The interview was divided into two sessions, the first interview with the English teacher, and the second was conducted with the VII B students of SMPN 1 Lembayan. The results of the interviews are described as follows:

2.1 The Result of English Teacher's Interview

In this session, the researcher conducted interviews with English teachers. The results of this activity found that the teacher felt YouTube and storytelling are suitable mediums to interest students in learning English because of its easy and efficient use. However, there are obstacles in the use of YouTube videos, namely the poor network in schools to access YouTube videos. In overcoming this problem, the teacher should give motivation to the students about the importance of being patient if there are obstacles in the process of playing a YouTube video. Thus, the teacher thought YouTube and Storytelling are suitable mediums to train and improve students' English speaking skills.

2.2 The Result of Student's Interview

The researcher conducted an interview session with the students by asking several questions. From this session, the researcher obtained information related to the use of the two media during the learning process, namely that students were happier and more enjoyed while in the teaching learning process using media than learning without media. The class becomes more active and excited. In addition, students are easier to understand the material using YouTube and storytelling media. However, there are obstacles in the use of this media, namely some students still lack vocabulary, less understanding of grammar, lack of confidence and if there are ads in YouTube videos the focus of students will be reduced. Due to distraction, this makes students focus on the video advertisement and ends up making noise.

To solve the problems, the teacher instructs the students to write and memorize words that have never been heard before. The teacher guides and helps students that have difficulty in grammar and arranging sentences. The teacher also trains students' confidence by often asking students to practice reading and speaking English in front of the class. If the students felt focus less, the teacher gave humor so that the classroom atmosphere are comfortable and conducive. Last, the teacher gave a sanction if the students made a noise. Thus, the frequent practice of speaking in front of the class makes students able to practice their confidence in their speaking skills.

3. The Result of Documentation

The researcher obtained the data using documentation from the documentary resource and written material. The data consisted of the students name list, a lesson plan, a student's worksheet, a student's score, and photograph while teaching and learning is carried out.

4. Discussion

This chapter presents the result discussion of the research teaching speaking by using storytelling and YouTube videos for the seventh grade students in SMPN 1 Lembayan. The discussion of this research are described below:

4.1 Use of Storytelling and Youtube Videos to Teach Speaking for the Seventh Grade Students in SMPN 1 Lembayan in Academic Years 2021/2022

The use of these two media occurs in three stages, namely pre-activity, whilst-activity, and post-activity in the teaching learning process. In the pre-activity, the researcher conducted greeting, absent, praying, brainstorming about the material to be discussed, and dividing groups. The next is whilst-activity. This is an activity that applies storytelling media and YouTube. First, the teacher chose a fable type video on YouTube. The teacher instructs on what students should pay attention to in the video shown by the teacher, the teacher gives questions to students related to the video being played. Students discuss to answer any questions given by the teacher, it is as explained by Berk. After that, the teacher asks students to develop the summary into a complete story and read the results of their assignment in front of the class in groups according to each student's part. Each group advanced one by one and the teacher conducted assessment activities, these steps are similar to Fikriah. Lastly, the teacher selects the best group based on the highest total score and gives prizes to the best group. The last is post activity. It is the final activity in the teaching learning process. In this session, the teacher reviews or reflects on the material that has been discussed in class. The teacher conducts a question and answer session with students to find out students' understanding of the material. The students answered the questions well

4.2 The Problems of Teaching Speaking by Using Storytelling and YouTube Videos for the Seventh Grade Students in SMPN 1 Lembayan in Academic Years 2021/2022

There are several problems in teaching speaking by using storytelling and YouTube videos for the seventh-grade students in SMPN 1 Lembayan. Based on data of observation, data interview and data documentation, the problems can describe as follows

a. The students lack of vocabulary and difficulty in pronouncing the sentences

Students still have difficulty in translating and pronouncing sentences. This is supported by student statements in the interview session with students that they still lack vocabulary and difficulty in pronouncing sentences. This explanation is similar to Yusriati & Hasibuan; the limitation of vocabulary caused them not to know the correct pronunciation of vocabulary that they rarely found. It means that students still need a dictionary book or Google translate to translate and listen to the correct pronunciation of words from native speakers.

b. The students still less understanding grammar

Some students still have difficulty in learning grammar. They have difficulty in arranging words using the correct sentence structure. It is supported by students' interviews that they have difficulty in arranging words because they are confused in using the proper grammar. It is also supported by Yusriati and Hasibuan another obstacle they faced was that their language grammar skill was not so good and it affected their English pronunciation skills. It means that problems that are often experienced by students in learning English are a lack of understanding grammar and make it difficult for students to compose sentences.

c. The students are less confident because of the lack of ability in English

Students experience a decrease in self-confidence when speaking in English. This can happen because they feel that their pronunciation in English is still bad. This is supported by students' interviews that the students are less confident in speaking English. It is the same as Yusriati and Hasibuan. Some students felt insecure about the pronunciation of their own English, so this affected them not to talk much. It means that some students are still less confident when speaking English because they are afraid of making mistakes in pronouncing sentences.

d. There are ads on YouTube videos that make students focus less and make noise

The students got the advertisements when learning through YouTube videos was in progress. This makes students lose their focus while listening to material on YouTube and causes students to make noise. This is supported by the result of a student's interview stating that there are ads on YouTube videos that make students focus less and make noise. Students who make noise make the classroom atmosphere not conducive and disrupt the learning process. This statement is in line with Boman and Enmarker; the informants regarded chatter as the most disturbing sound in school and expressed that whispering sounds as well as loud voices were annoying. It means that students certainly need concentration to understand the material and in fact a little distraction causes students' focus less and they make noise.

e. The teacher is having problems with bad school Wi-Fi signal

The teacher is having problems with bad Wi-Fi signals in schools and makes learning activities disrupted. This statement matches the results of the teacher interview that the problem can happen because many people are accessing Wi-Fi. This problem is similar to the statement from Kurnaz, Engiz and Kose, the sudden changes in signal strength were observed according to the number of connected users to the access point. It means that to access and play videos on YouTube there are difficulties regarding the internet signal because too many people access Wi-Fi.

Based on the problems, there are difference with Rafiudin's research entitled *The Use of Storytelling Technique to Improve Students' Speaking Skill (A Classroom Action Research at the First Grade of SMA Negeri 1 Ngemplak Boyolali in the Academic Year of 2010/2011)*. Rafiudin mentioned that after implementation, there are final problems that still occur in the teaching and learning process, namely the storytelling technique spends much time and the class was noisy when discussing the summary of the story. The result shows that by doing

storytelling, the application of storytelling techniques can improve the speaking quality of students, namely the students are more active, enthusiastic, more confident, and students' test scores are much better. Thus, it is proven that storytelling techniques can improve students' speaking quality.

4.3 Solutions to Solve the Problems in Teaching Speaking by Using Storytelling and YouTube Videos for the Seventh Grade Students in SMPN 1 Lembayan in Academic Years 2021/2022

The data describes the problems' solution in teaching speaking by using storytelling and YouTube videos for the seventh grade students in SMPN 1 Lembayan in the schooling years 2021/2022. The explanation described as follows:

a. The teacher asks students to memorize some difficult vocabularies

The first solution the teacher asks the students to memorize is vocabulary. In the result of the student's interview, the teacher plays a video story that has English subtitles and asks students to take notes and memorize words that are difficult and have never been heard before. This is supported by Ihsan and Wahidah teachers' efforts to solve the problem in speaking ability such as: the teacher asks the student to memorize the vocabularies, takes an English course to improve the students vocabulary and practices speaking with their friend. The teacher explains the meaning of some words that are not known by the students and translates the sentence and explains how to pronounce it. It means that writing and memorizing difficult words can help students increase their vocabulary.

b. The teacher guides and helps students who have difficulty in grammar

The second solution is to guide students who have difficulty during the teaching and learning process. It is supported by Harmer, the teacher's role is related to organizing students in class when doing different tasks. In the result of the student's interview, the teacher guides and helps some students who feel difficulty about grammar and arranging sentences. It means that in the teaching and learning process the teacher must guide students optimally when students experience difficulties during the teaching and learning process in the classroom.

c. The teacher trains students' self-confidence

In overcoming this problem, the teacher trains students' confidence by giving assignments to read aloud and speak in front of the class in English. This is supported by the results of student interviews. students are trained to be confident with a lot of reading and practice speaking in front of class. This explanation is the same as Blegur that students become confident after successfully passing the learning task by employing the individual presentation method. It means that if students often practice speaking in public, it can increase their confidence in speaking English.

d. The teacher give and gives sanction if students make noise

The teacher's way to get students' concentration back by providing humor to students if there are advertisements in the middle of the video and it makes students focus less. This is supported by Szentes, Horvath and Harangus humorous tone often takes the edge off the communication situation, making it playful. It can also play an important role in the relationship between teachers and students as it dissolves negative emotions and brings people closer to each other. It means that the teacher makes humor to increase students' concentration in the teaching learning process and makes the classroom atmosphere more conducive and comfortable.

If students make noise, the teacher gives sanction to the students. According to Acep, Kiftiah and Agusnadi punishment as an educational tool must be able to cause a deterrent effect on students, so that when students make mistakes, they will be willing to correct their behavior. It means that sanctions are given to provide a deterrent effect to students. The sanction given is that the teacher asks students to re-explain the material that has been delivered.

e. The teacher gives motivation to students

To overcome the last problem, the teacher motivates students so that the teaching and learning process occur fluently. The teacher motivates students to be patient if there are problems in playing YouTube videos. This is supported by Fachraini. Motivation is one of the important things which affects students' attitude and achievement. Thus, motivation is good for the student and teacher in the teaching and learning process. Most students accept and carry out this motivation well. It means that with the teacher providing this motivation. It can help fluency in the teaching and learning process in the classroom when there are signal problems in playing YouTube videos.

However, there are different solutions with Wawuda's research entitled *Integration of YouTube Videos in Teaching and Learning of English Language Speaking Skills Among Secondary School Students in Nakuru County, Kenya*. Wawuda mentioned that there are three problems faced by teachers such as difficult to get suitable videos, lack of skills and adequate internet access. In overcoming the problem, the teacher downloads the videos for later use, support from the school administration in setting up the infrastructure and also improves teachers' skill in the use of internet resources with training programs. The result shows that the application of YouTube videos improves students' speaking skills in that students can communicate in the target language, integrate other language skills such as listening, writing, reading, grammar skills and can infer new words in context.

CONCLUSION

Based on the result and discussion, the researcher concluded that teaching speaking by using storytelling and YouTube videos for the students have almost the same results as some other research. The teaching and learning process becomes more interesting, fun, the class becomes more active and makes it easier for students to understand the material. The differences in this study with other studies. The difference between this study and previous research is that the researcher combined storytelling media and YouTube videos to improve students' speaking skills. The students' learning process is carried out using student collaboration techniques, where students can cooperate with each other, exchange ideas, share experiences, and take responsibility according to their respective duties during the learning process. In this study, students not only train students' speaking skills, but also students practice their listening, writing and reading skills. It means that students can train their listening skill from the process of viewing stories on YouTube videos, develop the summary into a complete story by writing it on the assignment sheet and then reading the results of the work in turn according to each division of tasks. Students convey the results of their work by speaking in front of the class. This technique makes the students improve the students' speaking which focuses on their confidence, fluency and creativity.

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