

Improving Students' Speaking Skills Through Authentic YouTube Listening Materials: A Lesson from the EXO Mansapro English Program

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ABSTRACT

This study aims to explore the application of authentic YouTube listening materials in improving students' speaking skills in the EXO Mansapro English Program. A qualitative case study design was employed to gain an in-depth understanding of the instructional process and students' learning experiences within a specific non-formal EFL context. The participants consisted of five female students with varying levels of speaking proficiency, selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and documentation to capture the natural dynamics of the teaching and learning process. The data were analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing and verification. The findings reveal that the integration of authentic YouTube listening materials positively influenced students' speaking development in three major aspects: pronunciation, confidence, and motivation. Exposure to natural speech from native speakers enhanced students' awareness of pronunciation, stress, and intonation patterns. Furthermore, video-based input provided contextualized linguistic models that reduced speaking anxiety and increased students' confidence during oral practice. The engaging and relevant nature of YouTube content also fostered higher motivation and active participation in classroom discussions. The discussion highlights that authentic YouTube listening materials function not only as a source of meaningful linguistic input but also as affective support that promotes a more engaging and supportive learning environment. In conclusion, integrating authentic YouTube listening materials can serve as an effective pedagogical strategy for enhancing speaking skills in non-formal EFL programs.

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1. INTRODUCTION

Speaking skills are one of the main competencies in learning English as a foreign language (EFL) because they are directly related to students' ability to communicate orally. Speaking requires not only mastery of vocabulary and grammar, but also the ability to process language spontaneously, the courage to express ideas, and confidence in using the target language. According to (Sahara et al., 2025), Speaking skills are an indicator of successful language learning because they reflect the extent to which students are able to use the language in real communication contexts. However, in EFL teaching practice, speaking is often considered the most difficult skill for students to master (Anggraeni et al., 2025).

In Indonesia, English language learning still tends to focus on structural aspects such as grammar and written exercises. This situation limits students' opportunities to actively practice speaking. Research by (Murti et al., 2024) shows that many EFL students have sufficient grammar knowledge, but find it difficult to apply it in oral communication. As a result, students' speaking skills do not develop optimally even though they have been studying English for a long time. This creates a gap between the objectives of English language learning and the actual communication skills possessed by students. This condition also reduces students' confidence to express their ideas spontaneously in real-life conversations. Consequently, learners may become more passive in classroom interactions and rely heavily on memorization rather than developing genuine communicative competence.

Based on initial observations conducted at the EXO Mansapro English Program, this problem was also found in the context of intensive learning. EXO Mansapro is a language program designed to develop students' multilingual abilities through simultaneous learning of English and Mandarin. Although this program has good intentions, learning two foreign languages in one program poses its own challenges, especially in the development of English speaking skills. In line with the findings (Nasution et al., 2024), Multilingual learning can affect students' focus and cognitive load if it is not balanced with appropriate learning strategies. The results of the observation show that one of the main problems faced by students is the fear of making mistakes, especially in pronunciation. Many students are reluctant to speak because they are worried about mispronouncing words or being corrected in front of their friends. This fear is closely related to affective factors in language learning. (Supardi et al., 2025) explains that foreign language anxiety can inhibit student participation in speaking activities and negatively impact oral communication performance. In the context of EXO Mansapro, this anxiety makes students tend to be passive even though they have ideas they want to convey.

In addition to pronunciation issues, students also experience difficulties in structuring grammar when speaking spontaneously. Although some students understand grammar rules in theory, they find it difficult to apply them in real communication situations. This is in line with the opinion (Aulina, 2019) which states that explicit mastery of grammar does not always correlate with oral language production skills. When students focus too much on structural accuracy, they lose their fluency, resulting in disjointed and unnatural communication. This linguistic problem is exacerbated by low student motivation. Based on observations, some students consider English learning to be boring and difficult. This perception often arises due to the use of monotonous

learning methods that do not actively involve students. According to (Sari, 2018) Motivation is a key factor in foreign language learning because it directly affects student engagement and their courage in using the target language. Students with low motivation tend to avoid speaking activities, thereby limiting opportunities to develop speaking skills.

The characteristics of EXO Mansapro as a language program that teaches two foreign languages simultaneously also influence the development of students' speaking skills. English and Mandarin have different phonological systems, sentence structures, and intonation patterns. Learning these two languages requires students to adapt to two linguistic systems at the same time. Research by (Rakhmat et al., 2024) shows that multilingual learning can cause language interference if students do not receive balanced exposure and practice. In this context, students' focus on speaking English becomes divided, so that their fluency does not develop optimally.

In view of these various problems, a more contextual learning approach that is relevant to students' needs is needed. Speaking learning cannot rely solely on textbooks, but needs to be supported by media that can present English in real-life usage. One medium that has the potential to support speaking learning is YouTube. YouTube provides a variety of authentic content that displays the use of English in everyday contexts, such as vlogs, interviews, discussions, and presentations. According to (Wahyuningsih et al., 2022) The use of YouTube in language learning can improve students' understanding of natural language use and increase their engagement in the learning process.

Authentic YouTube listening materials refer to audio-visual materials created for real communication purposes, not specifically for language learning. The use of authentic materials is believed to help students understand how the language is used naturally by native speakers. Research by (Qamariah, 2023) shows that authentic materials can increase student motivation and help them understand pronunciation, intonation, and vocabulary in a realistic context. In speaking lessons, authentic materials also serve as language models that students can imitate.

In the context of the EXO Mansapro English Program, the use of authentic YouTube listening materials is considered relevant to students' needs. YouTube not only provides rich language input, but also presents a learning experience that is more interesting and closer to students' lives. Research by (Muharramah, 2024) shows that EFL students tend to be more motivated and confident when learning involves interactive audio-visual media. Through exposure to videos, students can hear various accents and speaking styles, making them better prepared to face real-life communication situations.

Although a number of studies have shown that the use of YouTube and authentic materials can have a positive impact on English language learning, most previous studies have focused on improving students' listening, vocabulary, or general comprehension skills. (Sabrina et al., 2024). Research specifically examining the role of authentic YouTube listening materials in improving the speaking skills of EFL students is still relatively limited, especially those that place speaking as the main focus of learning, rather than as an additional impact. In addition, most studies have been conducted in the context of formal learning in schools or colleges, so not many have explored the application of YouTube media in intensive language programs with multilingual characteristics. To date, there has been no research that contextually examines the use of authentic listening materials from YouTube to improve students' speaking skills in

programs that study two foreign languages simultaneously, such as the EXO Mansapro English Program. Therefore, this study was conducted to fill this gap by examining in depth how authentic YouTube listening materials can be used to improve EFL students' speaking skills in the context of intensive language programs that have limited focus and time for speaking practice.

Based on the research gap described above, it can be concluded that the limited number of studies specifically examining the use of authentic YouTube listening materials to improve EFL students' speaking skills, particularly in the context of intensive language programs that teach two foreign languages simultaneously, indicates a need for more in-depth and contextual studies. Therefore, this study aims to address this need by examining how authentic listening materials from YouTube can be applied in speaking learning and how they impact students' speaking skills. Specifically, this study aims to analyze the role of authentic YouTube listening materials in improving students' fluency, confidence, and participation in English learning at the EXO Mansapro English Program. Thus, this study is expected to provide a clearer understanding of the effectiveness of using YouTube as a medium for speaking learning in the context of intensive EFL programs.

2. METHODS

This study used a qualitative approach with a case study design to explore in depth the application of authentic YouTube listening materials in developing students' speaking skills in the EXO Mansapro English Program. A qualitative approach was chosen because this study aims to understand the process of learning to speak in a contextual and natural way, as well as to examine students' learning experiences in a real learning environment. A case study design was used because the research focused on one specific learning context with specific characteristics, allowing for an in-depth analysis of learning practices, classroom interactions, and student responses to the use of YouTube media.

Prior to the main research, a pre-research stage was conducted through initial observations and informal discussions with students and tutors. This stage aimed to identify the main problems in students' speaking skills, the learning approaches that had been applied, and the challenges encountered during speaking learning. The findings from the pre-research stage were used as a basis for determining the focus of the research and designing speaking learning activities that integrated authentic YouTube listening materials. YouTube videos were selected based on criteria of language authenticity, clarity of speaker pronunciation, relevance of topics to learning needs, and video duration appropriate to the learning time.

This research was conducted at the EXO Mansapro English Program as the research site, which is an English learning program that focuses on developing students' oral communication skills. The research participants were students enrolled in the program and were selected using a purposive sampling technique. This technique was used because the research did not aim to generalize the findings but rather to gain an in-depth understanding of the phenomenon of speaking learning in a specific context (Billah, 2024).

The criteria for selecting participants included students who actively participated in English language learning activities, had direct experience in speaking activities based on authentic YouTube listening materials, and demonstrated varying levels of speaking ability. The variation in participants' abilities was taken into account in order to obtain

richer data and represent the dynamics of diverse learning. In addition to students, an English tutor was also involved as a supporting participant to provide additional perspectives on the implementation of learning, student responses, and obstacles that arose during the implementation of YouTube media (Setiawan et al., 2024).

In accordance with the characteristics of qualitative research, researchers play a key role as instruments that are directly involved in the process of data collection and interpretation (Waruwu, 2024). To support this process, several supporting instruments were used, namely observation sheets, semi-structured interview guidelines, and supporting documents.

Observation sheets were used to record the speaking learning process, patterns of interaction between tutors and students, student participation levels, and student responses to the use of authentic YouTube listening materials. Semi-structured interview guidelines were developed to explore the views and experiences of students and tutors regarding speaking learning, perceptions of the use of YouTube as a learning medium, and challenges encountered during the learning process. Semi-structured interviews were chosen because they provide flexibility in exploring issues that arise during the research (Mustafa et al., 2025). Documentation in the form of field notes, photographs, and recordings of learning activities were used as supporting data sources to reinforce the research findings.

Data were collected through classroom observation, interviews, and documentation to gain a comprehensive understanding of the application of authentic YouTube listening materials in speaking learning. Observations were conducted directly during learning activities to observe student engagement, classroom interaction, and the use of YouTube media in a natural learning context.

Semi-structured interviews were conducted with selected participants and English tutors to obtain in-depth data on speaking learning experiences, the benefits of using YouTube, and the obstacles encountered during learning. Documentation was used as supporting data to complement and verify the data from observations and interviews, thereby increasing the credibility of the research findings (Hayudiyani et al., 2020).

Data analysis was conducted using Miles and Huberman's interactive analysis model, which consists of three stages: data reduction, data display, and conclusion drawing/verification (Nurrisa et al., 2025). In the data reduction stage, researchers select, focus, and simplify data relevant to the research objectives. The reduced data is then presented in the form of narrative descriptions to facilitate the identification of patterns and themes that emerge. The conclusion drawing stage is carried out continuously by verifying findings based on the interrelationships between data sources throughout the research process. To ensure the trustworthiness of the research findings, this study applies data source triangulation. Data is obtained from several sources, namely students as the main participants, English tutors as supporting participants, and documentation of learning activities. The information obtained from classroom observations was compared and confirmed with data from interviews with students and tutors, and supported by learning documentation. This triangulation of sources was used to check data consistency, minimize researcher subjectivity, and increase the credibility of research findings regarding the application of authentic YouTube listening materials in speaking learning (Malik et al., 2025).

3. FINDINGS AND DISCUSSION

The findings were obtained through classroom observations, semi-structured interviews with five student participants and documentation. The analysis revealed several major themes related to the implementation of authentic YouTube listening materials in developing students' speaking skills in the EXO Mansapro English Program. To substantiate the identified themes, relevant excerpts from the empirical data are presented in the following section.

1. Students' Speaking Condition Before the Implementation

Interview data indicate that before the use of authentic YouTube listening materials, speaking learning was mainly textbook-based and lacked real communicative context. A high-ability student described the earlier learning experience as structured but less realistic:

"Sebelum menggunakan Youtube, pembelajaran speaking lebih sering latihan dialog di buku dan dari guru langsung. Saya bisa mengikuti, tetapi masih kurang nyata karena contoh percakapannya yang terbatas."

"Before using YouTube, speaking learning was mostly through dialogues in books and teacher exercises. I could follow, but it felt less real because the conversations were limited."

A student with medium ability emphasized emotional barriers:

"Sebelumnya saya merasa speaking itu sulit dan saya sering takut salah ketika harus berbicara".

"Previously I felt speaking was difficult and I was often afraid of making mistakes when I had to speak."

Meanwhile, a low-ability student revealed a tendency to withdraw from participation:

"Sebelum menggunakan youtube, saya lebih sering diam karena takut salah dan tidak tau harus bicara apa".

"Before YouTube, I often stayed silent because I was afraid of being wrong and didn't know what to say."

These responses corroborate the tutor's observation that the students demonstrated an adequate understanding of basic English structures, including fundamental grammar and commonly used expressions. Nevertheless, they exhibited limited fluency, less natural pronunciation, and low speaking confidence. Such challenges appear to be associated with their minimal exposure to authentic spoken English, particularly in meaningful, real-life communicative contexts.

2. Initial Student Reactions to YouTube-Based Learning

Students showed strong emotional engagement when authentic YouTube materials were introduced. Many described feelings of curiosity, excitement, and interest.

One participant stated:

"Awalnya saya merasa sangat antusias karena video youtube terasa lebih hidup dan berbeda dari pembelajaran biasanya".

"At first I felt excited because YouTube videos felt more alive and different from usual learning."

Another student shared a mixed emotional response:

"Pertama kali saya merasa gugup, tapi juga penasaran karena videonya terlihat begitu menarik".

“At first I was nervous, but also curious because the videos looked interesting.”

Even students with lower proficiency experienced gradual adaptation:

“Awalnya saya bingung karena penutur asli berbicara begitu cepat, tapi lama kelamaan sudah mulai terbiasa”.

“At first I was confused because native speakers spoke fast, but over time I got used to it.”

Observation data further indicated a noticeable increase in students' attention and focus during the implementation of video-based activities. When authentic YouTube videos were played, students demonstrated higher levels of visual and cognitive engagement compared to conventional textbook-based sessions. They appeared more attentive to the input, actively followed the content, and responded more enthusiastically during subsequent speaking tasks and classroom discussions.

3. Exposure to Authentic Pronunciation, Intonation, and Expressions

One of the most prominent findings is that YouTube videos helped students understand real-life pronunciation, intonation, and natural expressions.

A high-ability student explained:

“Video youtube sangat membantu saya dalam memahami bagaimana cara pelafalan dan intonasi digunakan secara nyata, bukan hanya teori”.

“YouTube helped me understand how pronunciation and intonation are used in real life, not just theory.”

Students reported learning authentic expressions from the videos, such as:

- “kind of,” “actually,” and “you know” (advanced student)
- “I think,” “in my opinion,” and “that’s why” (mid-level student)
- “agree,” “different,” and “because of” (lower-level student)

These findings suggest that authentic materials functioned as meaningful linguistic models that supported the development of both pronunciation accuracy and pragmatic competence. Through exposure to natural speech, students were able to observe authentic patterns of stress, intonation, rhythm, and connected speech used by native speakers in real communicative contexts. In addition, the contextualized use of language in the videos helped students understand appropriate expressions, tone, and situational usage, thereby strengthening their ability to communicate more naturally and appropriately in spoken interactions.

4. Growth in Speaking Confidence

Confidence development emerged as the most consistent theme across participants. Students repeatedly emphasized that having a model from videos made them feel more prepared to speak.

One participant shared:

“Kepercayaan diri saya lebih meningkat karena saya merasa berbicara lebih natural seperti yang saya dengar di video”.

“My confidence increased because I felt I could speak more naturally like what I heard in the videos.”

Another explained:

“Saya menjadi lebih percaya diri karena sudah memiliki contoh sebelum berbicara”.

“I became more confident because I already had an example before speaking.”

A shy student highlighted the psychological impact:

“Kepercayaan diri saya mulai meningkat karena sudah memiliki gambaran di otak sebelum berbicara”.

“My confidence improved because I already had a picture in my mind before speaking.”

Even a previously unmotivated student noted:

“Saya menjadi lebih berani untuk berbicara saat ini meskipun saya masih sering salah”.

“I became braver to speak even though I still make mistakes.”

Observation data further confirmed these statements and provided concrete evidence of changes in students’ classroom behavior. Students who had previously demonstrated passive participation gradually became more involved in learning activities. They began to contribute to group discussions, respond to the tutor’s questions more frequently, and express their opinions with greater willingness. This shift indicates not only improved linguistic confidence but also enhanced engagement and motivation. The increased participation suggests that the learning environment, supported by authentic video materials, fostered a more interactive and supportive atmosphere for speaking practice.

5. Increased Participation and Active Engagement

Classroom observations showed that students became more interactive during speaking activities after watching videos. This was also reflected in interview data:

“Diskusi setelah menonton video sangat membantu saya dalam mengungkapkan pendapat yang lebih baik, lancar, dan lebih percaya diri”.

“Discussion after watching videos helped me express my opinion more fluently and confidently.”

Another student added:

“Praktek speaking setelah menonton video youtube membuat saya lebih berani berbicara di depan teman-teman”.

“Practice speaking after watching the video made me braver to speak in front of friends.”

Group discussions and role-play activities appeared particularly effective:

“Bermain setelah menonton video youtube membuat saya lebih aktif berbicara”.

“Playing after watching YouTube videos makes me more talkative.”

These findings indicate that the videos functioned not merely as sources of linguistic input, but also as catalysts for communicative interaction in the classroom. Beyond presenting language models, the videos stimulated discussion, prompted student responses, and encouraged active participation, thereby facilitating more meaningful and interactive speaking practice among learners.

6. Motivation and Emotional Engagement

YouTube-based learning significantly increased students’ motivation. Many participants described the learning process as more enjoyable and less stressful.

One student said:

“Materinya sangat menarik dan tidak membosankan”.

“The material is very interesting and not boring.”

Another added:

“Dengan media youtube, pembelajaran terasa lebih santai dan mudah dipahami”.

“With YouTube, learning feels more relaxed and easy to understand.”

A previously low-motivation student explained:

“Materinya sangat dekat dengan kehidupan saya”.

“The videos are fun and close to my life.”

These responses indicate that the relevance of the video content to students' interests and daily experiences, combined with strong visual engagement, played a significant role in sustaining their learning interest. The contextualized and visually appealing materials captured students' attention more effectively than conventional resources. As a result, students demonstrated greater enthusiasm, maintained focus for longer periods, and showed consistent participation throughout the learning activities.

7. Challenges During Implementation

Despite positive outcomes, several obstacles were identified. Students initially struggled with:

- Fast speech from native speakers
- Limited vocabulary
- Technical issues such as internet connection

The tutor addressed these challenges by:

- Replaying videos multiple times
- Using subtitles
- Pre-teaching vocabulary
- Adjusting speaking tasks based on ability levels

8. Interpretation of the Findings

Triangulation of observation, interview, and documentation data shows that authentic YouTube listening materials played a significant role in improving speaking skills. The improvement was not only linguistic (pronunciation, vocabulary, fluency) but also psychological (confidence, motivation, participation).

The most striking transformation was seen among students who were previously silent or hesitant. With authentic exposure and structured speaking practice, they gradually began to participate, express opinions, and engage in communication more actively.

The findings of this study indicate that the integration of authentic YouTube listening material significantly contributes to the development of students' speaking skills in the EXO Mansapro English Program. The results show that prior to implementation, speaking instruction was dominated by textbooks and structure-oriented, resulting in limited exposure to natural spoken conversation. Although students had basic grammatical knowledge, they lacked fluency in speaking, authentic pronunciation, and confidence in communicating. This condition reflects a broader problem in the context of learning English as a foreign language (EFL), where controlled materials fail to adequately represent real-life interactions, thus limiting opportunities for meaningful language use.

The use of authentic YouTube listening materials appears to have addressed this gap by providing contextualized and spontaneous oral input.

Exposure to natural conversations allows students to observe pronunciation patterns, stress, rhythm, connected speech, and pragmatic expressions in authentic communicative contexts. This supports the statement (Qamariah, 2023) Authentic materials increase students' awareness of real-life language use beyond the scripted dialogues in textbooks. In this study, students' mastery of expressions such as “kind of,” “actually,” and “in my opinion” demonstrates not only an expansion of vocabulary, but also an increased sensitivity to discourse features and conversational norms.

Beyond linguistic development, the most significant transformation occurred in the affective domain. The research results consistently highlight the growth of confidence as a dominant theme among participants. Prior to implementation, students experienced anxiety, fear of negative evaluation, and reluctance to participate factors often associated with fear of speaking in a foreign language. After being exposed to authentic video models, students reported feeling more prepared and psychologically ready to perform speaking tasks. These findings are consistent with research (Khairuddin, 2024) which found that video-based instructions reduced speaking anxiety by providing clear models prior to production. The availability of observable linguistic patterns appears to reduce uncertainty, thereby increasing students' willingness to communicate.

Increased motivation also emerged as a significant outcome. Students described the learning process as more engaging, relevant, and enjoyable compared to textbook-based sessions. The multimodal nature of YouTube, which combines visual, auditory, and contextual cues, likely contributes to deeper cognitive processing and sustained attention. (Mardi et al., 2025) argues that digital video platforms increase student engagement due to their ease of use and multimodal richness, especially among digitally oriented students. In this study, the relevance of video topics to students' daily experiences strengthens intrinsic motivation, which in turn supports consistent participation in speaking activities.

Importantly, the findings show that authentic YouTube listening material serves not only as linguistic input but also as a catalyst for communicative interaction. Classroom observations confirm increased participation in discussions and role-playing activities after video exposure. This suggests that authenticity becomes pedagogically meaningful when combined with structured speaking tasks. As noted by (Novia, 2024), Video-based learning is most effective when learners are guided to transform from passive viewers to active language producers. The structured integration of discussion, roles, and exercises supported in this study appears to facilitate this transformation.

However, the effectiveness of authentic materials is highly dependent on instructional mediation. Challenges such as fast speech rate, limited vocabulary, and technical constraints require deliberate scaffolding strategies. The use of repetition, subtitles, prior vocabulary teaching, and differentiated speaking tasks by tutors ensures comprehensible input and gradual progress. This is in line with (Rachmawati, 2025), which emphasizes the importance of input that is accessible yet slightly challenging for language acquisition. Therefore, the improvements observed cannot be attributed solely to authenticity, but rather to the systematic integration of authentic input within a supportive pedagogical framework.

As a whole, the triangulated data analyzed shows that authentic YouTube listening material contributes to the development of speaking skills through a dual

mechanism, strengthening linguistic competence and increasing affective readiness. The most noticeable change occurred in learners who were previously hesitant, who gradually shifted from silence to active participation. These findings reinforce the argument that well-designed authentic audio-visual materials can effectively improve speaking skills in the context of non-formal English language learning by addressing both communicative competence and psychological engagement simultaneously.

In addition to the linguistic and affective benefits observed, the findings also show that authentic YouTube listening materials contribute to the development of students' pragmatic and discursive competencies. Through repeated exposure to natural conversations, students become more aware of how speakers manage turn-taking, express agreement or disagreement, and use softeners in interactions. This development shows that authentic audio-visual input supports learners' sensitivity to conversational norms beyond grammatical accuracy. As emphasized by (Manurung et al., 2025), Authentic materials broaden students' awareness of the use of language in real life, which is often not found in scripted textbooks. Similarly, (Apriana Diana et al., 2026) emphasizes that video-based learning becomes pedagogically powerful when learners are guided to analyze and reproduce features of authentic discourse. In this study, learners' increasing ability to integrate discourse markers and interactive expressions shows that authentic input serves as a model for socially appropriate communication.

Furthermore, the integration of YouTube material reflects the characteristics of digitally oriented student learning. The ease of use of this platform appears to reduce psychological barriers and create a more relaxed classroom atmosphere. When students perceive learning resources as relevant to their everyday digital experiences, engagement tends to increase naturally. (Darmayasa et al., 2025) argues that digital video platforms increase student engagement due to their multimodal richness and accessibility, especially among younger students. This multimodal exposure not only maintains attention but also facilitates deeper cognitive processing. Therefore, the effectiveness of authentic YouTube material in this study can be understood as a result of the relevance of technology and structured pedagogical mediation, which together foster communicative competence and sustained student engagement.

4. CONCLUSION

This study concludes that the integration of authentic YouTube listening materials significantly improves students' speaking skills in the EXO Mansapro English Program. According to the Results and Discussion, the improvement occurred through two interrelated dimensions: linguistic competence and affective readiness. Exposure to authentic audiovisual input increases students' awareness of pronunciation features, stress, rhythm, connected speech, and pragmatic expressions, leading to more natural and contextually appropriate oral production. At the same time, structured exposure to real-life speech models reduces anxiety and strengthens students' confidence and willingness to communicate.

These findings also emphasize that effectiveness depends on systematic instructional mediation. Scaffolding strategies such as prior vocabulary teaching, guided repetition, subtitles, and structured speaking tasks ensure comprehensible input and

transform passive listeners into active communicative practitioners. Therefore, the observed improvement cannot be attributed solely to authenticity, but to the deliberate integration of authentic input within a supportive pedagogical framework. Thus, well-supported authentic YouTube listening materials represent a meaningful pedagogical strategy for improving speaking skills in a non-formal EFL context by addressing both communicative competence and psychological engagement simultaneously.

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