

THE USE OF YOU TUBE TO ENHANCE STORY TELLING SKILLS IN TEACHING SPOKEN NARRATIVE TEXT

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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi penggunaan YouTube sebagai alat pembelajaran digital untuk meningkatkan keterampilan bercerita siswa dalam pengajaran teks naratif lisan. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif dan melibatkan siswa kelas VIII di SMP 7 Pekalongan, dengan fokus pada bagaimana video YouTube dapat mendorong pembelajaran bahasa yang efektif, khususnya dalam meningkatkan kemampuan berbicara. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Temuan menunjukkan bahwa YouTube merupakan platform yang efektif, menarik, dan interaktif yang meningkatkan motivasi, partisipasi, dan kreativitas siswa. Siswa menunjukkan antusiasme dalam menonton video bercerita, menirukan ekspresi, dan mempraktikkan cerita di depan teman sekelas. Konten multimedia YouTube membantu siswa memahami struktur naratif, pengucapan, dan ekspresi emosional. Selain itu, guru memiliki pandangan positif terhadap penggunaan YouTube, mencatat kepraktisannya dan relevansinya bagi pembelajar masa kini. Namun, tantangan seperti keterbatasan waktu, akses internet, dan kesulitan kosa kata juga diidentifikasi. Tantangan ini diatasi dengan memilih video yang sesuai, membimbing siswa saat praktik, dan mendorong kolaborasi. Penelitian ini menyimpulkan bahwa YouTube berkontribusi secara signifikan dalam meningkatkan keterampilan bercerita dan berbicara siswa, mendorong kemandirian belajar, serta menciptakan suasana kelas yang positif. Oleh karena itu, YouTube dapat dianggap sebagai alat media yang kuat untuk mendukung pengajaran bahasa, khususnya dalam meningkatkan keterampilan naratif lisan di kelas bahasa Inggris.

Kata kunci: YouTube; bercerita; keterampilan berbicara; teks naratif.

ABSTRACT

This research aims to explore the implementation of YouTube as a digital learning tool to enhance students' storytelling skills in teaching spoken narrative texts. Conducted using a descriptive qualitative method, the study involved eighth-grade students at SMP 7 Pekalongan and focused on how YouTube videos can foster effective language learning, particularly in improving speaking abilities. Data were collected through observation, interviews, and documentation. The findings reveal that YouTube serves as an effective, engaging, and interactive platform that increases students' motivation, participation, and creativity. Students showed enthusiasm in watching storytelling videos, mimicking expressions, and practicing storytelling in front of their peers. YouTube's multimedia content helped students understand narrative structure, pronunciation, and emotional expression. Moreover, teachers perceived YouTube positively, noting its practicality and relevance for today's learners. However, challenges such as limited time, internet access, and vocabulary difficulties were identified. These were addressed by selecting appropriate videos, guiding students during practice, and promoting collaboration. The study concludes that YouTube significantly contributes to enhancing students' storytelling and speaking competence, encourages learner autonomy, and fosters a positive classroom atmosphere. Therefore, YouTube can be considered a powerful media tool to support language instruction, especially for improving oral narrative skills in English language classrooms.

Keywords: YouTube; storytelling; speaking skills; narrative text.

INTRODUCTION

The digital age has revolutionized the landscape of education, transforming how knowledge is delivered and acquired. One of the most significant changes in recent years is the integration of multimedia platforms in the learning process. Among these, YouTube has emerged as a powerful tool that supports language instruction, especially in enhancing speaking abilities through storytelling. The advent of Web 2.0 technologies has enabled educators to move beyond traditional pedagogical boundaries and adopt innovative strategies that meet the needs of 21st-century learners (Chan, Churchill, and Chiu 2017)

As a platform rich in audiovisual resources, YouTube provides dynamic content that promotes interactive and student-centered learning.

In English language education, speaking is considered a crucial skill that not only reflects learners' linguistic competence but also influences their academic and social integration (Anon 2020). However, speaking remains one of the most challenging skills to teach and master, particularly in EFL (English as a Foreign Language) contexts where opportunities for authentic communication are limited (Bouzar 2019). To address this gap, educators are exploring creative and engaging methods to foster oral fluency, confidence, and communicative effectiveness. Storytelling, an age-old tradition rooted in human culture, is increasingly recognized as an effective instructional approach that enhances students' speaking skills by promoting narrative competence, creativity, and expressive language use (Aldilah et al. n.d.)

YouTube offers authentic materials that are visually and auditorily stimulating, thus aligning well with the objectives of storytelling in EFL classrooms. Through exposure to storytelling videos—ranging from children's tales to TED Talks—students can learn about intonation, rhythm, gesture, and the use of descriptive language in meaningful contexts (Masbiran 2022). The accessibility and diversity of YouTube content allow learners to observe real-life communication and model their speaking after proficient speakers. Research supports the notion that digital storytelling improves speaking fluency, vocabulary acquisition, and listening comprehension (Ramalingam, Jiar, and Mathiyazhagan 2022).

Furthermore, digital storytelling via YouTube integrates multiple literacies: linguistic, visual, auditory, and digital. As students engage with multimodal texts, they develop critical thinking, enhance their digital literacy, and become active participants in knowledge construction. Digital storytelling not only fosters language development but also cultivates collaboration, motivation, and learner autonomy (Mirza 2020). This aligns with constructivist learning theories, which emphasize the importance of active learning environments and social interaction in language acquisition.

Despite its benefits, the implementation of YouTube in the classroom is not without challenges. Technical issues, time constraints, content selection, and students' varying levels of digital literacy can hinder the effectiveness of video-based instruction (Salam et al. 2023). Nevertheless, with careful planning, teacher facilitation, and supportive infrastructure, these obstacles can be mitigated to optimize learning outcomes.

In the context of Indonesian secondary schools, students often struggle with speaking English due to limited exposure, lack of confidence, and insufficient practice opportunities (Nasution 2023). Traditional textbook-based instruction may fail to address these issues effectively. Therefore, incorporating YouTube storytelling videos into the curriculum can bridge the gap between passive language exposure and active language use. Moreover, it resonates with students' interests and learning preferences in a media-saturated environment (Jalaluddin 2016).

This study explores the use of YouTube to enhance storytelling skills in teaching spoken narrative texts at SMP 7 Pekalongan. Narrative texts are integral to English curricula, encompassing stories that reflect real or imaginative experiences. Through storytelling, students learn to organize events logically, develop characters, express emotions, and engage their audience—skills that are transferable to academic and real-world communication.

The study aims to analyze how YouTube videos are utilized during English instruction and how they influence students' speaking performance, motivation, and engagement. It also examines teachers' perspectives on the use of digital storytelling as a pedagogical strategy. By highlighting both opportunities

and challenges, the study seeks to provide insights into the design of effective and interactive English language learning experiences.

The urgency of this research stems from the increasing demand for interactive, student-centered teaching approaches that cater to digital natives. While many studies have focused on the general effectiveness of multimedia in language learning, few have specifically addressed the role of YouTube storytelling in developing spoken narrative skills in Indonesian classrooms. This study fills that gap by offering empirical insights and practical recommendations for educators.

In sum, the introduction of YouTube as a storytelling medium in English classes aligns with pedagogical goals, technological trends, and student needs. It promotes the development of core communication skills, enhances learner engagement, and prepares students for real-world language use. The study not only contributes to the growing body of literature on digital media in education but also serves as a resource for teachers aiming to innovate their instructional practices.

RESEARCH METHODS

This research employed a descriptive qualitative approach aimed at gaining a comprehensive understanding of the use of YouTube media to improve students' storytelling and speaking skills. The study focused on 8th-grade students at SMP 7 Pekalongan during the second semester of 2025. Data were collected through several techniques, including classroom observation, field notes, interviews, and documentation. The observations enabled the researcher to capture direct classroom activities, while field notes provided a detailed account of interactions between teachers and students during the use of YouTube as a storytelling medium.

In-depth interviews were conducted with English teachers to explore their perspectives and experiences related to the implementation of YouTube in teaching spoken narrative texts. These interviews offered valuable insights and supported the interpretation of the observation data. The study also utilized relevant documentation, such as photographs, to enrich the findings and strengthen the research validity.

FINDING AND DISCUSSION

1. The implementation of You Tube in Teaching Learning

The use of YouTube as a learning medium involves collaboration between the teacher as a facilitator and the researcher as an observer. The process begins with a warm greeting and a prayer, followed by the researcher explaining the purpose of the activity. During the core learning phase, the teacher gives a brief explanation about storytelling, then the researcher plays a YouTube video using a projector and distributes a narrative text. Students appeared enthusiastic as the lesson was not limited to worksheets but also used engaging digital media. At the end of the session, the teacher reinforced the material and encouraged students to practice storytelling as shown in the video. Is approach creates a fun and interactive learning experience while deepening students' understanding of narrative texts.

2. Teacher's perspective on YouTube

This section will discuss the interview result between the researcher with the English teacher. There are also some important points discussed in this section, such as; Teacher's Perspective on Implementing in

Language Teaching, Challenges Faced by the Teacher, and Recommendations about the use of YouTube.

Table 1. Teachers' Perspectives on the Use of YouTube to Enhance Storytelling Skills in Teaching Spoken Narrative Text

1 st Question	Teacher's Answer
What was your first impression of using YouTube in your learning process?	My first impression of using YouTube in the learning process is that it is both good and interesting. With an internet connection, the material becomes easy to understand. Using YouTube in the learning process, especially in the context of improving storytelling skills in oral narrative texts, is a very positive experience. I feel that YouTube provides engaging and authentic content, making the learning process more enjoyable and meaningful.
2 nd Question	Teacher's Answer
Can you describe any specific experiences or observations you have had when using YouTube with your students?	Students become more enthusiastic and independent, which improves their listening and speaking skills and encourages them to practice more creatively. In the context of learning oral narrative texts, YouTube not only makes the learning process more enjoyable but also allows students to observe and emulate effective storytelling techniques, ultimately enhancing their confidence and ability in oral communication.
3 rd Question	Teacher's Answer
Do you think the use of 'YouTube' can improve students' academic performance?	Yes, as long as it is used appropriately and integrated into lessons, YouTube can increase students' interest and motivation. When used effectively, YouTube provides a dynamic learning experience and supports the development of listening and speaking skills. For storytelling exercises, YouTube videos can serve as models or sources of inspiration, allowing students to observe how stories are told with emotion and coherence. As a result, students can become more confident and motivated in completing speaking tasks, ultimately improving their speaking abilities and academic performance in learning English.

Table 2. Challenges Faced by the Teacher

1 st Question	Teacher's Answer
What challenges do you face in using YouTube for learning?	The first challenge is inadequate facilities and infrastructure and internet access.

In the implementation of YouTube as a learning tool to enhance storytelling skills in teaching spoken narrative text, teachers encountered several challenges. These challenges emerged both during the planning and execution stages of the learning process. Understanding these obstacles is crucial to evaluate the effectiveness of digital media integration and to identify areas that require support or improvement. The following section outlines the specific difficulties experienced by teachers in utilizing YouTube in the classroom.

Table 3. Recommendations for the Effective Use of YouTube

1 st Question	Teacher's Answer
Would you like to apply YouTube in your future learning?	Yes, I would like to apply YouTube in my future learning, especially in developing storytelling skills when studying oral narrative texts. YouTube offers a variety of interesting and authentic storytelling videos that can serve as both inspiration and learning material. By watching various storytelling performances, learners can observe how storytellers use intonation, facial expressions, and body movements to make their stories more vivid and memorable. This aligns with the use of YouTube to improve storytelling skills in teaching oral narrative texts, as it not only enhances students' listening and speaking abilities but also encourages creativity and confidence in delivering stories. Therefore, integrating YouTube into language learning can be a highly beneficial tool for both teachers and students.

In light of the findings and challenges identified during the research, several recommendations can be made regarding the effective use of YouTube in teaching spoken narrative text. These recommendations aim to help teachers maximize the benefits of YouTube as a learning tool while addressing potential limitations.

CONCLUSION

The integration of YouTube as a teaching medium in spoken narrative text classes has proven to be an effective tool in enhancing students' storytelling skills. It creates an engaging and interactive learning environment where students are more motivated to participate and express themselves. By observing authentic storytelling performances, students gain a clearer understanding of narrative structure, pronunciation, and expressive techniques. Furthermore, YouTube encourages collaborative learning, critical thinking, and student autonomy, all of which are essential in language

acquisition. Teachers reported positive impressions of its use, emphasizing increased student confidence, creativity, and enthusiasm. Despite certain challenges such as infrastructure and time constraints, the strategic use of YouTube supports both teachers and students in achieving better educational outcomes, making it a valuable resource in language learning.

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