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Using Youtube Content to Enhance Speaking Skills by Scribbling While Retelling

Edy Suseno[1*], Oikurema Purwati[2], Syafi'ul Anam[2]

* Correspondence:
edysuseno4@gmail.com
[1.] Ikip Widya Darma Surabaya, Indonesia
[2.] State University of Surabaya, East Java, Indonesia

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Abstract

The most crucial part of learning a language is speaking. The majority of EFL students struggle to express themselves verbally. Ten students from the English department took part in the research to address these problems. Some actions were performed to accomplish the goal. Due of the epidemic, the teacher substituted the customary classroom setup with a WhatsApp group. To start the class, he distributed the YouTube URL link. The pupils viewed and listened to the YouTube videos. They were able to use some of the provided tools to understand the subject as they went along. The pause, rewind, and fast forward buttons allowed them to pause, go back in time, and move forward. By recording their finished work on film, the students were able to recount the educational process. They started scribbling to increase their verbal fluency. They were writing on a piece of paper as they talked. Following the conclusion of the study, the students answered the questionnaire. The data from the teaching-learning process and the questionnaire were examined using a mix-method approach. Conclusion: Students' listening, vocabulary, grammar, and speaking skills are enhanced by using the offered URL, the WhatsApp group application, YouTube, recounting, and scribbling. Additionally, their practice was becoming less jittery and interrupted. Other educators who teach speaking and related courses could find this kind of discovery useful.

Keywords: recording, retelling, scribbling, speaking, YouTube

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1. Introduction

The most crucial aspect of learning a language is speaking. People interact with one another when they use it. Someone's ideas are represented via speaking. Each concept will be translated into words. It allows the speaker's intention to be known to the speaking counter. For a variety of reasons, people share their knowledge. It allows them to fulfill their knowledge-building requirements. They do so by using their words. Speaking is advantageous in a lot of fields. Students must enhance their speaking abilities in order to facilitate interaction among language learners in the classroom. In speaking practice, the teacher must enable them to develop self-confidence (Mega & Sugiarto, 2020).

Students must make it a habit to communicate in this manner in order to develop their speaking abilities. It can be improved by starting a conversation. Nonetheless, the atmosphere has a big influence on how they conduct their discussions. To improve it, some materials are required. The internet materials are helpful in achieving this goal. Podcasts, YouTube videos, movies, and other types of media can help students enhance their listening abilities (Yulfi & Syaprizal, 2020). Such resources can be manipulated by the teacher. They are available for students to watch, read, and listen to at any time. As a technique of establishing speaking skills, it is vital to improve their vocabulary knowledge. The student can also imitate the indigenous' communication patterns. They will increase their fluency by employing this method (Husna, 2021).

Learning English as a Foreign Language (EFL) speaking skills is critical. Because delivery is the process of presenting ideas, students must make it simple for the interlocutors to comprehend. They need to improve their speaking abilities. Their vocabulary, syntax, and grammar skills must all be improved (Andriani et al., 2019). They can entice people to participate in conversation by possessing such expertise. They will have complete freedom in selecting the appropriate words and phrases to form sentences. It will enable them to exchange information with success. Both the speaker and the listener have the option of extending their conversation in order to probe deeper into the details (Sudarmo, 2021).

Nonetheless, the process of developing speaking abilities must be improved. Students can be asked to recount a tale or information that they have already read or heard. To complete this assignment, the students drew on their prior knowledge of how to conduct a delivery (Putri et al., 2021). However, the usage of scribble is required to assist students in speaking up. It is the act of scrawling on a sheet of paper to send a message. By writing the essential points, students can depict the story's flow. They'll be able to connect the dots between ideas (Hasriani & Masruddin, 2020).

The majority of EFL students had difficulty speaking. They were unable to put their feelings into words. They became trapped when asked to express their thoughts in a dialogue (Handini et al., 2021). This sort of thing happened in the public speaking lesson. They didn't appear to have enough words to express their point of view. Their lack of pronunciation and grammar skills causes them to become speechless. They require a method to assist them in dealing with such issues. Furthermore, confidence in the use of a language for communication must be built. It may encourage them to engage in speaking practice (Rullu, & Daburan, 2020).

Improving the students' abilities is important. Retelling is one technique to encourage students to speak up. They will be able to apply their past vocabulary and grammar knowledge by using this strategy. It shows the progression of their understanding of the most recent inputs (Suseno et al., 2024). The teacher can provide a URL address while preparing for the recounting process. It's about a YouTube conversation with native speakers. Students can view the content page by clicking on such a URL. They can learn the content in an enjoyable way by watching, reading, and listening to it (Saed et al., 2021). The teacher can test the students' comprehension by having them retell the conversation's substance. Students videotape their work to post to a WhatsApp group in order to be assessed. Using WhatsApp as a medium allows students and teachers to communicate with one another at any time and in any place (Abdelhay et al., 2024).

Retelling is a good way to teach people how to talk. Students can improve their speaking abilities. They also gain confidence in expressing their thoughts to others (Asnas, 2024). Despite the fact that recounting helps students improve their speaking skills, they are likely to have some pauses in their delivery. It could be due to a lapse in vocabulary recollection or a disruption in the story's flow. To deal with such a flaw, the teacher can advise that the students scribble the content as they speak. It aids them in recalling their memories in the appropriate manner. They will be able to create the delivery smoothly by connecting the spreading pieces of concepts. It allows them to achieve correct fluency.

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The study's goal is to evaluate how altering the scribble in recounting improves students' speaking abilities. In order to attain this goal, the research questions must be followed. The format of such queries is as follows:

1. How does the teacher use the scribble to help students with retelling?

2. How does the scribbling help students develop their speaking abilities?

The evidences will be exhibited by answering such questions. It will be the data that will be examined. A mix-method technique will be used to obtain the study's results.

2. Theory

2.1 Manipulation of a WhatsApp Group for the Purpose of Teaching and Learning

Whatsapp is a well-known tool for enhancing social contact. People use it to communicate, upload, and download text, image, audio, and video files. This type of improvement is available at any moment. It allows the teacher to use it as a substitute for the traditional classroom setting (Sikkim & Maheshwari, 2019). It's a useful tool to have on hand during the pandemics. At any time, the interaction between the teacher and the students is encouraged (Muniandy & Ramaya, 2024). The service provided by such an application allows both teachers and students to freely upload and download materials. It instills in students a sense of responsibility for completing homework in order to achieve the study goal. It also encourages students to be self-sufficient (Sari & Putri, 2019).

2.2 Providing Resources of Online

The change of study has been influenced by the pandemic season. The majority of the teaching-learning process takes place online. The teacher supports it with online media (Fitria, 2020). One of the choices is Google. Students gain the benefit of being able to use it to help them study more effectively (Lai et al., 2024). For example, a URL material address is a useful structure for delivering the content. It is displayed on the students' screens by the teacher. The students simply click on it to go to the required material's page. The content of such a page can be manipulated by the teacher to improve the teaching-learning process. Students become more self-reliant as a result of their use of it. It also encourages students to participate in the learning process (Hazaymeh, 2021).

2.3 Using YouTube Videos to Improve Speaking Abilities

YouTube is a video-sharing platform that allows users to upload content in video format. People can watch the information after implementing it. It is equipped with capabilities like as CC, pause, volume, and others to make understanding more enjoyable. It allows consumers to learn the video's material in an appropriate manner. Additionally, the instructor can benefit from the YouTube content by incorporating it into the lecture. It's suitable for use in a public speaking lesson (Aliffia & Arifani, 2023). Learners must watch, read, and memorize the content in order to put it into practice. They'll be both watchers and readers of the digital world. The content will be used by the teacher to establish academic tasks for teaching purposes. The students will download the content and post the activities as digital watchers and reader response tasks to the WhasApp group. Students become more self-reliant as a result of employing this method (Pasaribu, 2020).

2.4 Performing the Consequence of Learning to Talk by Retelling

Retelling is one technique to improve students' capacity to communicate their thoughts. It is the mechanism by which students express their feelings about the material they have already learned. By verbally presenting the story's content, the students improve their speaking fluency. To do so, students use their previous and current vocabulary and grammar expertise to keep the recounting flowing. To finish the delivery, they also build their mimic. The teacher can reap the benefits of such an approach. He will evaluate the students' vocabulary, grammar, and mimicking skills based on their performance. It is critical to guide students toward speaking fluency (Idayani & Fitri, 2021).

2.5 Implementing the Scribbling to Enhance Retelling

The students were frequently stumped when it came to retelling the story. They were stuck in a long silence, trying to recall the story's misplaced words, sentence patterns, and rhythm. It is not enjoyable to be in such a situation. It makes them want to stop retelling the story (Rizqi & Haryanto, 2024). They will need a strategy to avoid becoming stranded in this situation. While speaking, they can scribble on a sheet of paper to record the scribbled words. It enables them to form sentences out of words. The students are also given instructions on how to maintain a smooth delivery flow.

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Looking at the scribbled words activates their memory. It motivates students to improve their speaking skills (Wahyuningsih & Purnanto, 2024).

3. Methodology

3.1 Design of the Study

There are two research inquiries that require attention. The first is urging the teacher to use the scribbling approach to help the kids with their speaking flaws. It's important to understand the procedures the teacher modified to carry out the teaching-learning process. What kind of improvements is required from the teacher and students in order to achieve this kind of goal? The teacher used a WhatsApp group as the learning medium because of the virtual learning. He displayed the YouTube URLs on the screen. To view the content page, the students clicked on one of these addresses. After watching the narrative, they used their scribbles to retell it. In order to finish the teaching-learning process, the teacher gave the tasks with another URL. Teachers modify those methods to use scribbling to address the pupils' verbal deficiencies. The second query focuses on the teacher's approach to helping the pupils improve their speaking practice skills. The teacher has to stress the importance of scribbling while recalling stories in order to respond to such a query. Frequent practice of recounting stories on a variety of subjects may aid students in improving their public speaking skills.

3.2 Participants

The students in the English Department are the study's participants. Ten students are involved in the joint. They were having difficulty expressing their ideas during the conversation. They need to apply the learning speaking technique if they want to improve their speech flaws. Taking part in this kind of event improves their ability to explain ideas to other people.

3.3 Instruments

Two tools are used to gather data. They are the questionnaire and observation. The data in observation were discovered throughout the process of instruction and learning. The resources that were posted would be accessible because of virtual learning. A questionnaire is an additional tool. To fill in, it was scattered across the screen. With its help, the responses might be used to find the data. Answers are closed. Utilizing it streamlines the process for the participants' responses. Strongly agree, agree, disagree, and strongly disagree are the four possible responses. The responses would show the students' areas of strength and weakness following their participation in the program.

3.4 Data Collection

A questionnaire and observation were used to gather data. The source of the information would be seeing the items displayed on the screen. On the screen, the researcher could select the desired available data. He could navigate up and down to see the content that was meant to bolster the analysis. Obtaining data via questionnaire responses is another method. Classifying participant responses allowed for the intended data to be located. Additionally, the primary data is what the analysis needs.

3.5 Data Analysis

The research findings are interpreted using a mixed-methods methodology. This type of strategy combines a qualitative and quantitative methodology. The questionnaire yielded both narrative and numerical results. The study goal would be fulfilled by using a mixed-method approach to examine the findings in order to obtain trustworthy results.

4. Findings

4.1 Making WhatsApp Group

The teaching and learning process was handled online due of the pandemic. More may be done using the WhatsApp application to increase the utilization of the classroom. It does not limit the amount of time or space that can be spent using it. It allows the students to upload material in the form of pictures, videos, audio, and text. Each participant's profile can be viewed. On the application's list of pages, the teacher can view the number of participants. Figure 1 depicts this.

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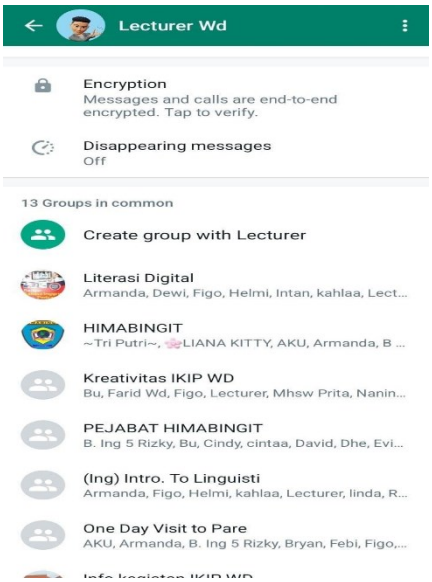


Figure 1. The page of WhatsApp Group

It allows the teacher to provide teaching in the desired format. It is dependent on the type of material used. If the teacher needs to clarify the learning process, he or she should video it. Students can download this type of content at their leisure. The content of the material can be replayed, paused, forwarded, and rewound as many times as desired. It makes it easier for students to absorb the content at the appropriate rate. Using such an approach allows student to obtain a thorough grasp. Figure 2 shows a screenshot of a group chat using WhatsApp.

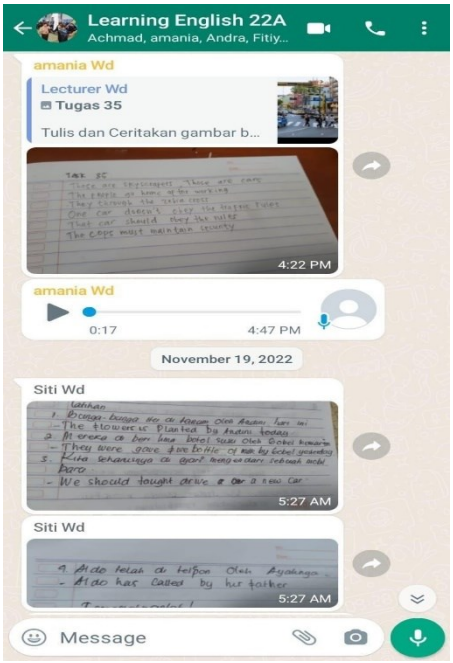


Figure 2. Activities on WhatsApp group

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4.2 Sharing the URL

To make the teaching-learning process go more smoothly, the teacher must create a welcoming environment in the classroom. It is vital to avoid the distracting condition. It ensures that the teaching-learning process runs smoothly. The teacher makes the students pleased by providing the URL for the material. It's a means of easing the load of obtaining the materials. Students can use WhatsApp to access the URL that has been uploaded. As shown in Figure 3, people will see the page of the requested material as a result of doing so. It represents the YouTube website menu.

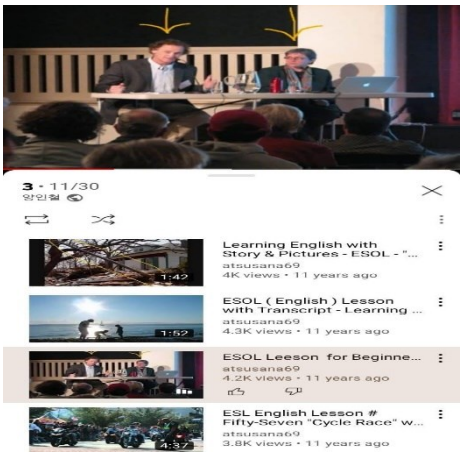


Figure 3. YouTube menu

4.3 Learning the YouTube Content

When confronted with a page of material, students require assistance in manipulating it. The teacher can direct them to the lesson's corresponding button. Students must understand the order in which they should learn the information. This type of move can lead to students being self-sufficient. They initially press the play and cc buttons. It's critical to show the conversation's transcript on YouTube. It can assist them in comprehending the meaning of the statements. Students can also use the supplied tool to improve the learning process by tapping the pause, forward, rewind, and volume buttons. It's critical to emphasize in the targeted content. Figure 4 shows a page of this type of information.

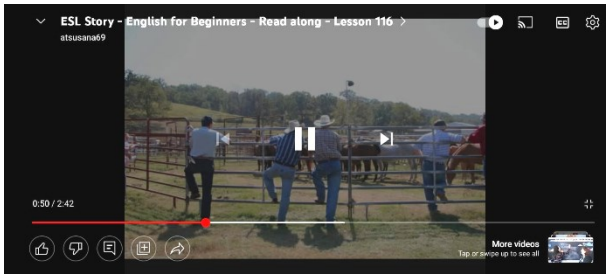


Figure 4. The YouTube content

4.4 Retelling by Scribbling

Students must assign students to recount the movie they watched on YouTube in order to observe the results. Students can demonstrate what they learnt by retelling the conversation's topic. This type of practice can demonstrate the story's vocabulary, grammar, syntax, and flow. It's an excellent way to develop a reciprocal relationship between the teacher and the students while working toward a common goal. Regardless, the students frequently encountered pauses at inopportune times. It happened as a result of missing words, sentences, or the story's flow in their heads. To avoid

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such issues, they require instruction. Students can fit the most crucial points of the content onto the paper by scribbling. They can make use of them to smooth out the rough edges of their speech. Figure 5 depicts the scribbling capture.

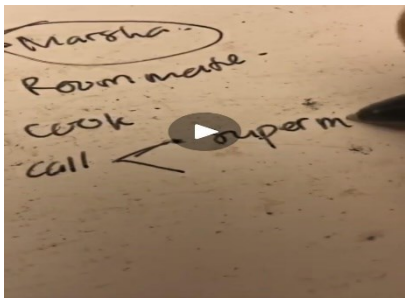


Figure 5. Scribbling on the paper

4.5 The Response of Questionnaire

The questionnaire must be used to gather information about the benefits and drawbacks of the teaching-learning process. Students can use the available choice to express the intensity of their answer. At the conclusion of the investigation, a questionnaire was issued in order to obtain a well-understood response. The information gathered is crucial in answering the study questions. Students can access the questionnaire by going to their screens and clicking on the uploaded file. They were also able to completely fill the table. Table 1 depicts the questionnaire's format. Ten students took part in filling it out. The majority of students appear to strongly concur that using a WhatsApp group helps them conduct teaching and learning activities, and the provided URL makes it simple for them to review the material. Only a small number of individuals did not support such a situation so strongly. Additionally, all of the participants firmly concur that using YouTube, repeating stories, and doodling helps them improve their proficiency in listening, pronouncing words correctly, speaking, and lowering their level of anxiety and unnecessary pauses.

Table 1. Questionnaire

No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Using the Whatsapp group makes it easier for me to participate in the teaching-learning process.	8	2	0	0
2	The provided URL allows me to rapidly access the available content.	8	2	0	0
3	Using YouTube content could help me improve my listening, pronunciation, and grammar skills.	10	0	0	0
4	Retelling helps me improve my speaking abilities.	10	0	0	0
5	Scribbling assists me in reducing nervousness and unnecessarily long pauses.	10	0	0	0

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4.6 T-test

The quantitative analysis of the numerical data is necessary to support the study's findings. The t-test formula must be followed in order to accomplish this. It takes a hypothesis to run a technique like this. Ho and H1 must be constructed in order to clarify the hypothesis's statement. The definition of Ho and H1 produced by the statistical analysis is the one that is used. To prove that Ho is correct, it demonstrates that there is no difference in the average number of participants who selected "strongly agree" or "agree" as their response. While H1 claims that there is a difference in the median number of respondents that selected "agree" or "strongly agree" in the poll. An agreement must be made in order to guide a decision. If the t statistic is either > or = the t critical two-tail, H1 is accepted. Ho is then ignored. Ho, however, is accepted if the t statistic is < t critical two-tail. H1 is then automatically ignored. The results of t-test analysis are shown at Table 2.

Table 2. T-test Analysis

t-Test: Paired Two Sample for Means

	Strongly Agree	*Agree*
Mean	9,6	0,4
Variance	0,711111	0,711111
Observations	10	10
Pearson Correlation	-1	
Hypothesized Mean Difference	0	
df	9	
t Stat	17,25	
P(T<=t) one-tail	1,67E-08	
t Critical one-tail	1,833113	
P(T<=t) two-tail	3,33E-08	
t Critical two-tail	2,262157	

5. Discussion

5.1 The Way to Implement Scribbling

To address the first question, some proof is required. It was the teacher's method of enhancing storytelling by using YouTube material. The first step was to create a WhatsApp group. The teacher drew the attention of the entire class to the application. It's a means of controlling the participant's involvement in the teaching-learning process. The teacher can ensure that the students are present in the classroom. It will serve as evidence of the students' commitment to the learning process. Both teachers and students can benefit from using a WhatsApp group to engage with one another in order to better achieve their study goals. A list of participants appears on it, as seen in Figure 1. If a member of the group leaves at any point, all members can recognize him or her. It will assist the teacher in assessing the students' class involvement. Furthermore, the teacher has the option of posting the instructions in a variety of formats. It is one of the advantages of using this application. The teacher is not required to bring an LCD projector or other classroom-related equipment. The application facilitates the uploading of student work and streamlines the task submission process. It suggests that using a WhatsApp group in place of a traditional classroom setting is advantageous, especially when it comes to using online resources for speech improvement in the classroom. Teachers and students can accomplish the teaching-learning goal together thanks to the flexibility of the ability to upload and download files (Susilo & Sofiarini, 2021). It is seen in Figure 2.

It is critical to create a positive learning environment. It encourages students to participate. They will not be burdened in any way. It sets them on a pleasant learning journey. It's beneficial to have the materials on hand. It encourages them to use it as a vehicle for expressing their expertise. It's a good idea to put the URL on their computer screen. The students do not have to spend a lot of time looking for the right stuff. Students are taken to the intended learning page with only one click (Fitria, 2020). Students can examine the offered menu to complete the learning process, as shown in Figure 3. It piques their interest in inspecting each component of the tools. This kind of simplicity encourages students to immerse themselves in deep and enjoyable learning.

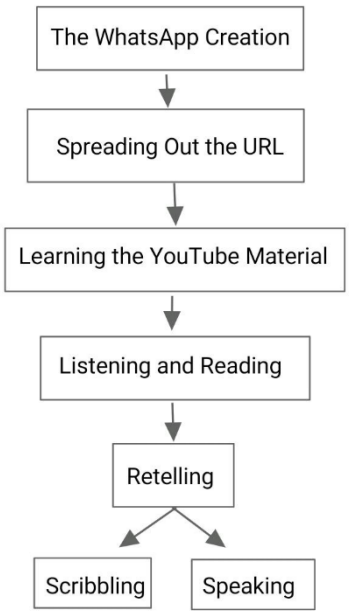
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Students must know what to do after viewing the content of the item. The advice of the teacher is required. The techniques to use each portion of the material are the processes to manipulate it. Figure 4 shows how it does recounting using YouTube material. The teacher asked the students to view the film in order to achieve this goal. The students could trace the sections of the action by touching on some of the given tools. They imitated the natives' conversational style. It is critical that they improve their ability to communicate themselves properly. They could also use the CC button to control the native's exact pronunciation. On the bottom of the video, the transcript was displayed. The students must read the script while watching in order to regulate the precise pronunciation of each word. They would not get caught in a misunderstanding if they did so (Lai et al., 2024). Furthermore, students were able to study vocabulary by using the pause button. Unfamiliar terms should be recognized. It is critical that they use the dictionary to assist them in making the correct distinction. They also utilized the pause button to repeat the intended phrase' pronunciation. It may aid in the development of qualified vocabulary knowledge.

It is necessary to investigate the students' comprehension of the film. It's all really abstract. Students must recount their learning results to others in order to demonstrate their understanding. The teacher can see the inputs the students gained during the material learning process by retelling. Due to the format, various elements such as language, grammatical usage, and the flow of the story can be traced fully (Aliffia & Arifani, 2023). By videotaping the narrative, the students were able to present it. It allows the teacher to evaluate the work of the students. He could provide some feedback in order to help the students improve their performance in the future. It is critical to improve their speaking fluency. The students will need a tool to help them retell the story fluently. They frequently halted in their conversation (Rizqi & Haryanto, 2024). To deal with the situation, the teacher had them scribble words on a piece of paper while speaking. They were in charge of writing the important parts of the story. It's a technique for recalling a specific memory. They could control their scurrying to make the delivery go more smoothly. To complete the flow of the speech, the words, phrases, codes, and sentences written on the paper were utilized. It's critical to cut down on unnecessary pauses when speaking. Figure 5 shows how students scribble on the paper to organize their thoughts in order to provide a flawless presentation.

5.2 The Overall Process of Teaching-Learning

The procedures involved in presenting the lesson are critical in ensuring that the teaching-learning process runs well. They are the focal point of research that encapsulates the entire process. That kind of order can be used by the teacher to avoid missing delivery components. It also leads to the students' success in learning according to the lesson plan. Figure 6 depicts the steps in the process of learning to speak through retelling using YouTube content.



6. The order of the teaching-learning process

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5.3 The Benefits of Using Scribbling

To know the students' perspective in using YouTube to better speaking fluency, the response of questionnaire needs to be analyzed. There are 5 points of focus in it. They are digging the students' thoughts toward their experience during getting involved in study. Each point describes the students' satisfaction of the implementation the tools or methods. The result of the questionnaire is shown in Table 1.

The first focus is on gathering feedback from students on the utilization of the WhatsApp group application to replace traditional classroom settings. Eight out of ten participants strongly believe that using a WhatsApp group makes it easier for them to participate in the teaching-learning process. They may do more than they could in a traditional classroom by employing it. On the screen, the teacher's instructions are displayed. It is available for download at any time by the students. It prevents students from overlooking important aspects of the learning process. Furthermore, students have the option of uploading their work at their leisure. It keeps students from missing out on the chance to submit their work. It is possible to build a mutual relationship between the teacher and the students in order to achieve success in pursuing the study aim. The teacher delivers the lecture, feeds back the students' work, and shares knowledge in an unlimited amount of time and space with a WhatsApp group. It enables him to establish a closer relationship with the students (Sari & Putri, 2019). It reduces the students' dissatisfaction with the teacher's input. Despite this, two out of ten people said "agree." It does not reflect total satisfaction. They appear to have had some disappointments. It could be due to a lack of internet access, a teacher's restriction, or a variety of other factors. It will take more research to Figure it out.

The satisfaction of the specified URL is the subject of the second point. The teacher can deliver resources online by using a WhatsApp group as the medium for the teaching-learning process. It does away with the need for printed documents. Students gain from the use of internet content to improve their learning process. They may access them at any time and from any location. They gain from this type of simplicity since it saves them money. The materials' page might be given in the form of a URL. It's the website's address. It displays the material's menu. Students are presented with a variety of menu options after clicking on the URL. By using the offered URL, students will save time and effort. It is far superior to searching for materials on one's own (Hazaymeh, 2021). The students will not receive resources from an incorrect source. Students can establish an equal perspective to achieve the goal of learning by obtaining similar material from the teacher. It also helps the teacher maintain control over the students' understanding of the material. Providing the URL is time intensive, according to eight out of ten students. They might access the material's page with just one click. Nonetheless, two out of ten students appear to be dissatisfied with the service. The source of the unsatisfactory URL-providing outcome must be identified. It must have a close link with internet access due to the online material. A thorough examination is required for further information.

Another area of emphasis is the use of YouTube videos to improve speaking abilities. Students watch the video, listen to the speakers, and read the transcript when using this type of material. It is advantageous to learn it in order to improve one's speaking abilities. The mimicry of the language users is visible to the students. It's the genuine article. Each aspect of the native's body language is an example of natural expression. Students can use it to practice speaking by copying. The authenticity of applying suprasegmentals (tone, intonation, pitch, duration, and stress) of English is demonstrated by the statements communicated in the movie. The students' ability to learn is critical. They can copy their speech fluently with such execution (Pasaribu, 2020). Furthermore, utilizing the accessible script, students are guided in learning how to pronounce words. They are able to identify the exact words spoken by the speakers. All of the participants agreed that using YouTube material to improve speaking skills is a good idea. It indicates that they were pleased with the way the method was implemented. They didn't seem to mind the steps they took to use it.

Furthermore, it is necessary to assess the students' comprehension. It's a kind of reflection of the students' success in learning the YouTube material. Retelling is one of the methods for doing so. To convey the message, the students utilized their background knowledge. The material they learnt on YouTube serves as a source of information to retell. The students mimicked the native's word choice, pronunciation, and body language. They used their prior knowledge to ensure the flow of the speech. Students can improvise their delivery of a retelling by modifying their learning memory (Idayani & Fitri, 2021). The teacher can observe how the students demonstrate their capacity to assimilate the subject. It is critical for students to improve their grades in the future. The teacher has the ability to provide feedback or praise on the work of the students. Criticizing and praising are an effective combination for motivating students to improve. Retelling is a popular hobby among students. It is clear that all of the participants agree that

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practicing retelling will help them improve their speaking fluency. This kind of acceptance reflects the advantages of storytelling in speaking class.

The final point to dive into is utilizing scribbling to help students smooth out their delivery. It entails scribbling down the key points of the content on a piece of paper. This is something the students do when speaking. This strategy aids students in recalling their learning memories. They can establish the comprehensible delivery by watching their own notes and interlinking one portion to another. It also directs them to a smooth storytelling flow. It is advantageous for students to use scribbling while speaking. Their enthusiasm to apply such a system is demonstrated in the questionnaire's final response. All of the participants believed that using scribbling to improve their speaking fluency is beneficial. It also aids in the development of their self-esteem. Their anxiousness when retelling can be effectively alleviated (Wahyuningsih & Purnanto, 2024). The students seemed to benefit from using scribble to practice recounting.

The survey's poll is a true one. As a result of their experiences throughout the debriefing class, the participants expressed their opinions about the statements. However, if it is not backed up by a credible statistical analysis, it is not valid enough. To achieve this goal, the t-test formula is crucial. To determine whether or not the hypothesis is valid, it is necessary to analyze the difference between the means of the two groups.

The difference between the means of "strongly agree" and "agree" is shown in Table 2. The numbers are 9.6 and 0.4. The findings of the subsequent analysis must demonstrate this kind of difference. The t statistic is reported to be 17.25, and the t critical two-tail is 2.26. It demonstrates that the t statistic is greater than the t crucial. It infers that the means of the two group data, "strongly agree" and "agree," differ. It indicates that the majority of students highly concurred that using a WhatsApp group, supplying a URL, using YouTube, retelling, and scribbling enabled them to carry out a successful teaching-learning process to increase their proficiency in speaking, writing, grammar, and vocabulary. They were also pleased to notice that after taking such a session, their nervousness and use of unnecessary pauses had decreased.

6. Conclusion

The majority of EFL students have difficulty speaking. They were frequently entrapped in a state of immobility. They appeared to have a limited vocabulary and capacity to build sentences. To deal with this issue, the teacher altered YouTube material to help students improve their speaking skills. The teaching-learning process was handled online because to the pandemics. The teacher created a WhatsApp group to replace the regular classroom setup. The teacher and students can use it to upload and download information in the form of photographs, videos, audios, texts, and other formats. Students could learn about suprasegmental parts by watching videos on YouTube. By reading the transcript, they were also able to control their listening abilities. The teacher requested the students to recount the story using scribbling to evaluate how well they remembered it. It is a method of reducing the defect of a lack of fluency in speaking. When students use it when speaking, it helps them gain confidence. It has an impact on speaking fluency. Although the success of using YouTube content appears to be beneficial in improving students' capacity to speak, other supporting components such as internet connection, teacher care, and many others must be maintained in order to achieve the best results.

6.1 Implications

Language learners can improve their speaking skills significantly by using YouTube videos and the doodling while recounting method. A more successful and pleasurable learning experience is facilitated by the use of authentic language, the option to select individualized information, and active involvement with the resources. Additionally, taking out a pen and paper, locating an engaging YouTube video, and scribbling while narrating are ways to help students improve their ability to communicate concepts and reach new heights in their speaking talents.

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