

# THE YOUTUBE OF NAS DAILY CHANEL IN TEACHING SPEAKING SKILL

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## Abstract

**Khotimah, Husnul.** 2022. *The Youtube of Nas Daily Channel in Teaching Speaking Skill*

Thesis. English Language Education Study Program, STKIP PGRI Bangkalan.  
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**Key Words:** Teaching Speaking, Youtube, Nas Daily

*Speaking is a very important skill because it is used in everyday life to communicate. The main goal of everyone in the world is to master and improve speaking skills as a testament to one's qualities. This study was conducted to determine the application of the daily Nas video by the teacher in students' speaking skills and student responses in teaching and learning activities. Then, there are eight steps taken by the teacher during the learning process, namely First, the teacher chooses a particular video to provide interesting content to students as a concept in their teaching. Second, the teacher prepares specific guidelines for students or discussion questions. That is, the teacher must have direction on what to see, hear and say. Then the teacher explains to the students. Third, before playing the Nas daily video, the teacher briefly introduces what they will see to reinforce a goal. Fourth, the teacher plays the Nas daily video. Fifth, the teacher stops each scene to highlight points or replays the video for in-class practice. Sixth, the teacher sets time for reflection about the Nas daily video. Seventh, the teacher assigns active learning activities to take turns interacting in front of the class for the videos they see. Eighth, the teacher arranges a discussion based on the questions in the form of groups. While the data collection in this study is observation, interviews, and documentation. The results showed that a lot of vocabulary was obtained by students because they felt happy when the Nas daily video was played by the teacher, students also said that their vocabulary could be useful for speaking English fluently.*

## **Abstrak**

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**Kata Kunci:** Mengajar Berbicara, Youtube, Nas Daily

Berbicara merupakan keterampilan yang sangat penting karena digunakan dalam kehidupan sehari-hari untuk berkomunikasi. Tujuan utama semua orang di dunia adalah untuk menguasai dan meningkatkan keterampilan berbicara sebagai bukti kualitas seseorang. Penelitian ini dilakukan untuk mengetahui penerapan video Nas daily oleh guru dalam keterampilan berbicara siswa dan respon siswa dalam kegiatan belajar mengajar. Kemudian, ada delapan langkah yang dilakukan guru selama proses pembelajaran, yaitu: Pertama, guru memilih video tertentu untuk memberikan konten yang menarik kepada siswa sebagai konsep dalam pengajaran mereka. Kedua, guru menyiapkan pedoman khusus untuk siswa atau pertanyaan diskusi. Artinya, guru harus memiliki arahan tentang apa yang dilihat, didengar, dan dikatakan. Kemudian guru menjelaskan kepada siswa. Ketiga, sebelum memutar video harian Nas, guru secara singkat memperkenalkan apa yang akan mereka lihat untuk memperkuat suatu tujuan. Keempat, guru memutar video harian Nas. Kelima, guru menghentikan setiap adegan untuk menyoroti poin atau memutar ulang video untuk latihan di kelas. Keenam, guru menetapkan waktu untuk refleksi tentang video harian Nas. Ketujuh, guru menugaskan kegiatan belajar aktif bergiliran berinteraksi di depan kelas atas video yang mereka lihat. Kedelapan, guru menyusun diskusi berdasarkan pertanyaan-pertanyaan dalam bentuk kelompok. Dalam penelitian ini, peneliti menggunakan metode kualitatif deskriptif. Sumber data dalam penelitian ini adalah 15 siswa kelas XI IPA. Sedangkan pengumpulan data dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa banyak kosa kata yang diperoleh siswa karena mereka merasa senang saat video Nas daily diputar oleh guru, siswa juga mengatakan bahwa dengan kosa kata yang dimiliki mereka dapat bermanfaat untuk berbicara bahasa Inggris dengan lancar.

## **Background**

There are four skills in learning English, one of which is speaking skill. Speaking is a very important skill because it is used in everyday life to communicate. The main goal of all people in the world is to master and improve speaking skills as evidence of one's qualities. Through speaking a person can explore an idea and information to others. Tristiana (2020) states that speaking is a delivery to someone to notify the opponent of the speaker through speech so that the listener can understand the content conveyed. The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse in Lai-Mei Leong, 2017).

Nowadays, learning English is not only used to communicate. However, many find that English is used by YouTube users as a source of income by making videos that are useful for viewers. English remains the dominant language because it is not the only language used for people with different languages, in the cyberspace, more than half of the content is made in English as well (Nursafira, 2020) in (Yaqin 2021). In addition,

According to Albahlal (2019) Youtube is an internet-based educational media that makes it easy for students to view content because the videos in it present it to students and motivate them to learn. YouTube videos also have an important role in enabling students to talk and interact with their classmates or teachers while watching videos and understanding the content (Albahlal 2019)

In the use of youtube as a learning media, there have been several studies conducted previously. First, Wibowo (2021) about The Effectiveness Of Using "Nas Daily" Youtube Channel In Improving Speaking Skills. This study aims to determine the effectiveness of using youtube videos to develop students' speaking skills. The results of his research shows that videos on Youtube can be used as learning media, so that students enjoy learning together. Second, Tristiana (2020) about The effect of YouTube content making on students' speaking skills. This study was conducted to determine whether the creation of YouTube

content can have a significant effect on students' speaking skills. The results also show that the creation of YouTube content has a significant effect on students' speaking skills. Third, Rusgandi (2021) entitled Students' Perception On The Use of Youtube Towards their Speaking skill. This study was conducted to determine students' perceptions of using YouTube as their means to learn English speaking skills. The results of the study showed that all students agreed that YouTube played an important role in improving their speaking skills.

Based on the results of previous studies, it has been proven that youtube can be the right media for teachers to use in teaching. The use of youtube media also has advantages which include the cost to access it is very easy, and there is no charge for watching videos. Students can also see it outside and inside the classroom. According to Hadeel (2021) YouTube is an internet resource that can be accessed anywhere and anytime. Youtube can also be an efficient teaching tool in improving learning in the classroom and outside the classroom (Hadeel 2021).

In this study, this research was conducted to find out how the implementation that carried out by the teacher and the response of students in speaking English fluently. The first thing the teacher does when starting teaching and learning activities is to prepare students by checking their attendance lists, then the teacher asks students about the material they have learned last week to recall. After that, the teacher introduces and explains the material that will be given to students. The teacher also said that the material was a video on youtube made by the Nas Daily Channel entitled The Easiest Language. Next, the teacher plays the video and asks the students to listen and record the important points. A few minutes later, the teacher did a speaking exercise by imitating what the speaker said and asking the students to follow it. Then after the Nas Daily video playback process was completed, the teacher carried out active learning, namely by forming several groups in the class to talk and discuss according to the title given by the teacher. The researcher focuses more on students' vocabulary enrichment that students get after

watching YouTube videos from nas daily. The researcher also assumes that people who speak fluently are people who have a lot of vocabulary, without vocabulary students will not be able to speak fluently, students also cannot speak English with other people. This is supported by Afzal (2019) in learning a foreign language, vocabulary is an important component of speaking. This research was conducted on students in MA grade XI with the title: *"The Youtube of Nas Daily Channel in Teaching Speaking Skill at Senior High School in MA Nurul Ulum Lajing Arosbaya"*

## **LITERATURE REVIEW**

### **The Definition of Speaking**

Lai-Mei Leong (2017) conveyed that speaking is one of the four most important language skills, because people who learn language are called speakers of that language. Then, Yaqin (2021) also said that speaking is an important skill, namely the activity of creating words or phrases orally so that people can communicate their thoughts, ideas, and views about anything. Furthermore, Camron (2016) suggests that speaking is the purpose of language to explain other people's speech, so this can cause others to build their own understanding. This implies that speaking is a goal to establish communication with other people, so as to obtain a good meaning as expected, Lai-Mei Leong (2017) defines that speaking is an interactive process that results in the production, reception, and processing of information.

In addition, previous researchers said that one of the important skills in everyday life is the ability to speak as the core of language which was first taught before reading and writing (Yaqin 2021). So, speaking is the main thing that teachers use in the classroom as a form of beginning in teaching. Then, learning to speak is not as easy as other people think. Teachers need many strategies so that students can feel happy in their learning. In developing the structure of thinking, one aspect that must be mastered by students is speaking, because speaking skills support other skills (Sintadewi 2017). This shows that speaking skills are considered a very important subject for students

in expressing their ideas, thoughts, and experiences completely and communicatively.

### **Types of Speaking**

Brown (2004) states that speaking is a productive skill that can be directly observed empirically, these observations can be seen between teachers and students when the process of learning activities is held. Then, he also states that there are several basic types of speech, one of which is extensive.

This is an extensive oral production that includes speeches, presentations, and storytelling. This stage asks students to produce their own language with their own ideas. In the classroom, teachers and students must have good cooperation in speaking class, because not all students can understand what the teacher is saying easily.

Learning to speak is not only about how students speak fluently, vocabulary mastery is an important part of speaking. Without mastery of a broad vocabulary, students will not be able to construct vocabulary to communicate widely. In addition, students also need to practice their vocabulary to get maximum results in speaking skills.

### **Aspect of Speaking**

In accordance with Muhammad Zuhri Dj (2017) Speaking is an interaction activity that involves the use of language and body language to make listeners understand what we are saying. And many things must be considered carefully about the performance of speaking in speaking which is done spontaneously to achieve communicativeness. So, in this case students must know how the language system works properly. Here are some important components that students must pay attention to in speaking:

The first aspect of speaking is pronunciation. Pronunciation is a way for students to produce very clear language when they speak. In the Oxford dictionary it is explained that pronunciation is the way to pronounce a word or language. According to Abbas Pourhosein Gilakjani (2016) pronunciation is the production of spoken sounds and produces meanings that can be understood by listeners. In this case the speaker

needs to understand about good pronunciation so that the listener can easily understand.

The second aspect of speaking is grammar. Grammar is needed for students to arrange words into sentences when speaking. Riswati U (2020) states that grammar can be defined as language rules, which arrange words into sentences to convey meaning in different contexts. So, when speaking students must also pay attention to the grammar that is spoken correctly. This is done by using a set of rules or principles that can be used to make any well-formed grammatical sentence or sentence in a language (Purpura, 2004).

The third aspect of speaking is vocabulary. Vocabulary is a fundamental aspect of language that must be mastered. Hornby (2006) defines vocabulary as all the words that students learn and use when they talk about something or a subject in a particular language. This means that vocabulary is a basic element of language that is needed by someone to communicate with other people.

The fourth aspect of speaking is fluency. Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency is the main goal of a teacher in teaching speaking skills. Yaqin (2021) defines that fluency is the ability of a student to speak in a technically understandable language so as not to interfere with communication because listeners may not find their interest.

The last aspect of speaking is coherension. Comprehension is the ability to understand and process the level of speech, to form meaningful sentence representations. According to Bandung (2017) Understanding is the ability to understand. Comprehension refers to good pronunciation, good grammar with a wide range of vocabulary, as well as good fluency. Furthermore, understanding is a person's ability to understand or understand something after something is known and remembered (Sudijono 2011).

### **Teaching Speaking**

In the 2013 curriculum, there are four skills in teaching English which are taught including speaking, writing, listening, and reading. Teaching the mother tongue and foreign language the main thing to be taught is

speaking, because speaking has become a necessity that must be taught to students from an early age. Speaking is as important as writing, listening, and reading because speaking is done directly. Hinkel,(2018) give the argument that teaching speaking to speak another language that helps them develop specific sets of interactional and communication skills because spoken communication takes place in real-time. Speaking skill is an English skill that is very important for students to master because teaching speaking skills means directing them to show ideas, emotions, and enthusiasm to communicate with others.

In addition, according to Fanshuri (2019), teaching speaking is the act of instructing students so that they can communicate and show any interaction with other people who participate in the conversation. So, in teaching speaking skills it is important where the role of a teacher is needed to make students have a clear understanding involved in speech. As explained by Brown (2010) that there is a significant difference between speaking and writing in language teaching. Spoken language has been described as teaching students to pronounce written sentences in foreign language teaching.

### **Teaching Speaking using Nas Daily Youtube**

According to Hughes (2003) the aim of teaching spoken language is to develop the ability to interact successfully in that language, and this involves understanding as well as production. Teaching speaking means helping students to learn their mother tongue as well as a second language. In speaking class, the teacher presents YouTube videos as a medium for learning. Arianti (2018) said that the application of video in teaching speaking presents interesting and easy-to-understand material to build students' speaking skills. Meinawati (2020) also said that students can easily access videos of native English speakers through their gadgets.

In the speaking class, the researcher followed and observed the learning process using Nas Daily videos on YouTube. As is done by a teacher in general, the teacher greets students as a greeting before starting the lesson.

Then the teacher checks the student attendance list by calling students in turn. After that, the teacher implemented the Nas Daily video as material for students to study. In the application of Nas Daily videos, the teacher hopes that students get new vocabulary so that it can help them in speaking. According to Wibowo (2021), the Nas Daily Youtube channel is packaged in an interesting way, with English subtitles for each video that allows students to learn English sentence pattern formation, pronunciation, intonation, grammar, and others. In classroom learning activities, there are eight steps proposed by Berk (2009) as follows:

First, the teacher chooses a particular video to provide interesting content to students as a concept in their teaching. Second, the teacher prepares specific guidelines for students or discussion questions. That is, the teacher must have direction on what to see, hear and say. Then the teacher explains to the students. Third, before playing the Nasdaily video, the teacher briefly introduces what they will see to reinforce a goal. Fourth, the teacher plays the Nasdaily video. Fifth, the teacher stops each scene to highlight points or replays the video for in-class practice. Sixth, the teacher sets time for reflection about the Nasdaily video. Seventh, the teacher assigns active learning activities to take turns interacting in front of the class for the videos they see. Eighth, the teacher arranges a discussion based on the questions in the form of groups.

## **RESEARCH METHOD**

### **Research Design**

This study used a descriptive method with a qualitative approach to obtain information on the implementation of Nasdaily-based learning on students' speaking skills in superior subjects. Focus on case study research.

Cresswell (2014) states that qualitative research has several characteristics, namely the natural setting, researchers as the key instruments, multiple data sources, inductive data analysis, participants, meaning, emerging designs, theoretical lenses, interpretive, and holistic accounts. Furthermore, he also said that qualitative researchers collected data with self by examining documents, observing behavior

and interviewing participants. While quoted from Denzin and Lincoln (2000) qualitative research is a research procedure that produces descriptive data from the words or writings of the object being observed.

According to the two experts, that this research was carried out naturally or as is. This qualitative research uses and collects data based on the experiences learned, such as personal experiences, case studies, interviews, observations and social activities. One of the reasons for using qualitative research is to find and understand what is hidden in a phenomenon which is sometimes difficult to understand, so this research aims to reveal the existing problems in detail.

Retracing the explanation above, it can be concluded that qualitative research is investigating phenomena in natural settings that tend to focus on processes, while researchers emerge as the key instrument and the data are described descriptively. This study focuses on the implementation and students' responses to Nasdaily-based learning on students' speaking skills. This means that the researcher will analyze several characteristics of qualitative research, including observing the implementation and responses of Nasdaily-based learning on the speaking skills of students in class XI at MA Nurul Ulum Lajing

### **Setting and Subject**

#### **1. Setting of the Research**

In this study, the researcher chose the setting at MA Nurul Ulum. This school is located in Lajing village, Arosbaya, Bangkalan, East Java. This school is in the middle side by side with a local resident's house. The location of this school is a bit far from the highway, thus making the teaching and learning process conducive and comfortable because it is far from the crowds. In the learning process, the teacher displays the Nas Daily video in the speaking class. Researchers witnessed that the application of Nas Daily videos made students enthusiastic and enthusiastic to see and listen to every video that was displayed. Then, the reason for choosing this location is because researchers need to obtain information and analyze the

learning process using NasDaily videos in class XI MA Nurul Ulum Lajing. This research was conducted in May 2022 which is the second semester of the 2021-2022 academic year

## 2. Subject of the Research

This research was conducted by involving an English teacher, observer, and class XI science students. The subjects in this study were students of MA Nurul Ulum Lajing class XI with a total of about 15 students. The reason the researcher chose class XI was because the researcher considered that the class XI students had good knowledge of the application of Nas Daily videos. This is evidenced because the researcher had been a student there so that he was well acquainted with the existing conditions.

## C. Data and Data Resources

Based on qualitative research, in this study data and data resources were collected from the speaking class. For the retrieval of the data itself, namely through a process, where this process takes time for researchers to see firsthand and pay close attention to how learning using the Nas Daily video is carried out, so that researchers obtain data from the results of the teaching and learning process. Meanwhile, in collecting data resources, the researchers obtained directly from the sources, namely students and teachers.

## Data Collection Technique and Instrument of the Research

The next step in this study is to choose data collection techniques and instruments that will be used in the field. Data collection techniques and instruments are a very important step because this is what the researchers do to get data, in qualitative research usually researchers use many observation and interview techniques. According to Sugiyono (2012) stated that the basic methods that are widely used in qualitative research to gather information are participation in settings, direct observation, in-depth interviews, and review of documents. In this study, researchers chose observations, interviews, and documentation.

## 1. Observation.

Researchers use observations to collect data. Observations conducted in this study are following the process of implementing teaching and learning in class. According to Yaqin (2021) researchers must enter and understand the situation described to obtain observation data. Before the researcher made direct observation, researchers conducted a preliminary study to English teachers to request permission and conduct research at school. The researcher asked the teacher's permission because the researcher was a student who was taught by an English teacher at the school. Then the teacher directed researchers to come to school and request permission to the principal before observation. Furthermore, the Principal gave permission to observe in class XI. This observation was conducted in the classroom where researchers followed and listened to the material delivered by the teacher. Based on observations carried out by researchers, the teacher performs several steps in teaching speaking skills using Nas Daily YouTube videos. Which was stated by Berk (2009). First, The teacher chooses a particular video to provide interesting content to students as a concept in their teaching. Second, The teacher prepares specific guidelines for students or discussion questions. That is, the teacher must have direction on what to see, hear and say. Then the teacher explains to the students. Third, Before playing the Nas daily video, the teacher briefly introduces what they will see to reinforce a goal. Fourth, The teacher plays the Nas daily video. Fifth, The teacher stops each scene to highlight points or replays the video for in-class practice. Sixth, The teacher sets time for reflection about the Nas daily video. Seventh, The teacher assigns active learning activities to take turns interacting in front of the class for the videos they see. Eighth, The teacher arranges a discussion based on the questions in the form of groups. Then, while watching and following the lesson using the Nas daily, the researcher filled out the checklist that

had been prepared. The following is an overview of the checklist prepared by the researcher to collect data.

## 2. Interview.

In this study researchers conducted interviews to obtain some information that was not obtained during observation, usually closed and confidential. Ary (2010), states that interviews are one of the most widely used methods and the basic methods to obtain qualitative data. He further stated that interviews could provide information that could not be obtained through observation. Then the researcher prepared several questions raised to class XI students the questions were the instruments of the two researchers after distributing checklists in the classroom. Researchers designed questions according to the application of Nas Daily videos which included,

- Do you like to study with Nas Daily videos?
- What topics do you like in Nas Daily videos?
- What vocabularies you can get from Nas Daily?
- What do you feel after finding some vocabularies?
- How your response when the teacher uses the Nas Daily video in teaching speaking skills?

## 3. Documentation.

This study uses documentation studies as a complement to the use of observation and interview methods. According to Sugiyono (2013) documentation is a way used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and information that can support research. The documentation conducted in this study is a smartphone. Researchers use smartphones to record activities during the classroom learning process as a complement to observation and interviews made.

## E. Data Analysis Technique

In qualitative research, data analysis techniques are used to bring together data collection from various sources into a coherent

description of what the researcher observes and finds. According to Kusri (2019), there are three qualitative data analysis techniques. Among them: data reduction, data presentation, and drawing conclusions.

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying and transforming the data that appears in field notes and written transcriptions. In this study, researchers focused on data reduction, field notes during observations and interviews. In reducing the data there are three steps taken by the researcher. The first is to identify the data obtained from the results of field notes and interviews. Second, select and focus the data as needed. Third, carry out a summary of the data results continuously so that the research ends.

### 2. Data Display

Then after the data is reduced, the next step is to display the data. Displaying the data is the second step after the data is reduced. Then, the researcher conducted an analysis on the data. In this study, the researcher will use an essay in presenting the data, because it is the most common data used in qualitative research.

### 3. Drawing conclusions

The third step in analyzing the data is drawing conclusions. In this section, the researcher looks back at the results of the essays that are written in writing so that researchers get good results and conclusions from the research that has been done.

## Discussions

In this study student showed a positive response. This is also evidenced in a study conducted by Wibowo (2021) that the cadets have a positive view of YouTube used in English classes. Where the response is divided into three. First, there were about eleven students who liked the Nas daily video with the reason that when the teacher taught using the Nas Daily youtube video, they felt very happy with it. Second, there are two students who really like Nas Daily videos. Then, after the researcher tried to ask again with the students' reasons. They replied that the videos they saw had subtitles that could be read and the sound



was listened to. For the last part, two other students said that they were interested in Nas Daily's video entitled The Easiest Language. Their response was also accompanied by the reason that the video displayed by the teacher had an easy-to-understand language, so they also said that they could talk to their friends. This is because the vocabulary in the video is very easy, so they get a lot of vocabulary after watching the video.

Based on the student responses above, which are divided into three, learning to use YouTube has a very positive effect on students, this is evidenced by three reasons: first, students like Nas Daily videos, second students really like Nas Daily videos, and lastly students are interested in Nas Daily videos which entitled The Easy Language. In addition, students also show that they can speak English with the vocabulary they have. Therefore, videos from YouTube are the right media to use in learning English, according to Meinawati (2020) YouTube can be a good alternative teaching medium for speaking in speaking classes.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the background, this research was conducted to find out how the implementation of the Nas Daily video was carried out by the teacher and the student's response in speaking English fluently. Then, this study used three instruments to obtain data. Among them, the first instrument is observation, the second part uses a checklist, and the last is documentation. To find out the results of this study, the researcher will explain into two answers. First, the application of the Nas Daily video by the teacher has a good influence on students, this influence is seen when the teacher carries out the teaching and learning process actively by discussing. Students also show that they have a lot of vocabulary after watching Nas Daily's youtube video. Second, students' responses to using Nas Daily videos showed a positive response, where the responses were divided into three, firstly students liked the Nas Daily videos, the second students really liked the Nas Daily videos, and lastly students were interested in the Nas Daily videos entitled The

Easy Language. . In addition, students also show that they can speak English with their vocabulary.

### Suggestion

After analyzing the data and making conclusions, the researcher has three suggestions aimed at teachers, students and further researchers. The suggestions will be written below as follows: 1 For the teacher: Teachers must provide feedback on student performance in the form of criticism and suggestions, because that will make students correct in their learning so that their enthusiasm for learning will be even better than before. and if necessary the teacher must provide a form of appreciation and additional value for students who are successful in their performance, this is intended so that other students are also enthusiastic in completing their performance. 2 For the student: To speak fluently in English, we need to do a lot of practice both individually and with other people. Exercises that are done gradually will help us to always remember the vocabulary we have, so it is not easy to forget it. Students can also practice while watching Nas Daily youtube videos and imitating the sounds and pronunciation of the videos they see. 3 For the next researcher: For further researchers who are interested in the topic discussed by the researcher, namely the Nas Daily youtube video in the English teaching and learning process, this can be new information to conduct further research. There are still many aspects that can be done by the next researcher, it's just that this research focuses on the implementation of the Nasdaily video by the teacher and student responses.

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