

EXPLORING THE IMPACT OF YOUTUBE ON PUBLIC ADMINISTRATION STUDENTS' COMMUNICATION SKILLS

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Abstract: The transition from traditional classroom-based language learning to online learning outside the classroom particularly in response to the global Covid-19 pandemic has transformed the way educators and learners approach teaching and learning activities. This research provides insights into the views of twelve Public Administration students on the use of YouTube videos for learning English digitally outside the classroom in their speaking class. The investigators utilized a qualitative research approach, conducting thorough in-depth interviews and observations. The initial step in analyzing the data of Public Administration students' perception was data reduction, which was subsequently followed by additional data reduction and the drawing of conclusions. The results revealed that many of the participants concurred that YouTube had a substantial impact on their speaking class. Despite a small number of students encountering network-related issues, such as quota limitations or Fair Usage Policy (FUP) and advertisements, the study also demonstrated that this web application +provided a free supplementary learning course for the speaking class.

Keywords: English speaking, English for specific purposes, students' perception, YouTube, public administration

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INTRODUCTION

Today, YouTube offers a wide range of educational resources, particularly for learning English. YouTube has educational videos for university students in the accordance of those at the Islamic University of Balitar. It implies that YouTube can offer educational videos about English language usage. For example, the learner can type "speaking class" into YouTube's text search box. They can practice speaking English on the "speaking with me" channel some of the video closed to two hours long. The benefit of this channel is that the film is offered for free, making it available to students without a subscription. Speaking is productive skill and it needs habit formation (Tifani et al., 2020). YouTube provides a free English-speaking course, which will help Public Administration students develop speaking habits and boost their motivation to learn speaking. Practice will help the targeted language learners speak more confidently and there must be a motivation in the field of learning English (Maulana et al., 2020).

Through YouTube, students can find anything they need to learn to speak related to the class or not. As an example, students can find out "the student's birthday" on this channel. They will pick up different birthday-related idioms. Expressing one's thoughts

orally is a key aspect of learning English as a second language, and the use of YouTube videos as a tool for improving English speaking skills is indispensable (Putri & Sada, 2021). The study discovered children in Indonesia only throw birthday party cakes at other students before breaking out into a war of throwing cakes. They will discover the various English native-speaker parties in this channel and the idiom "throwing a party" is used frequently. Heaton (1988) admits that imitating native English people is an effort to improve speaking skills. Additionally, the children who will have a somewhat low-key birthday celebration will learn the word "gathering," as in "I'm going to have a little gathering at my house." The conventional classroom was not very effective at creating a space where the students feel comfortable to speak their minds and One of the alternatives to learn English speaking is to watch videos on YouTube (Maulana et al., 2020).

Knowing the expression for a birthday celebration will increase their motivation to speak in front of others. When the students have motivation, especially in learning speaking, they will communicate with others more easily, even if they do not have a perfect comprehension of material, flawless grammar, or extensive vocabulary (Maulana et al., 2020). They may compare one expression to another, demonstrating that they are aware of what it means. The researcher believes that a native English speaker's instructional video will show students how to complete tasks in the most effective way possible, particularly while speaking English. In her study, Tahmina (2023) found that YouTube has numerous positive impacts on EFL learners' English language proficiency, most of the reports show the help of learning English on YouTube is interesting, get relevant material wanted, and easy to write down the major points to develop speaking skill while watching videos to enhance the comprehension. If students have a poor comprehension of vocabulary or idioms, they will have limited abilities in speaking performance, understanding the material, and even explaining the material (Kusuma, 2020). Pratama et al. (2022) add that the students studying Public Administration may find it easier to communicate their ideas and explain all that occurs in daily life when interacting with people and locations, if they use suitable language or speech expression.

For Public Administration students at Unisba Balitar, achieving proficiency in English speaking presents a considerable challenge. Studies suggest that anxiety about speaking English is the root cause of difficulties for 90% of these students, leading to apprehension about pronouncing English vocabulary and subsequent grammatical errors that impact their overall command of the language (Sari & Iswahyuni, 2019). Despite these obstacles, it is crucial for these students, who are pursuing a major in Public Administration, to be adept at English communication. They have the responsibility to clarify concepts such as the Good Governed era and Good Public Service to the public. They are expected to illustrate the practical implementation of the Good Governed era and its mechanisms. In essence, these students serve as the translators of the Good Governed era concept, communicating to the public the societal significance of every effective policy implemented by the government, as well as those that are yet to be put into action (Muhammad, 2019)

Furthermore, the studies by Anggraini (2021), Atmojo (2022), and Aliffia & Arifani's (2023) all explore the use of YouTube as a medium for improving English speaking skills. Anggraini's (2021) study focuses on using YouTube videos to enhance speaking skills in an English course setting, showing an improvement in students' scores over three cycles. Atmojo's (2022) research investigates students' perceptions of teacher-made YouTube videos and how they utilize them for learning English. Aliffia & Arifani's (2023) study analyzes the use of YouTube videos in a Thai school setting, finding that most students

enjoy using this medium and it enhances their speaking skills. Despite the different contexts and methods, all three studies highlight the positive impact of YouTube videos on English language learning.

While numerous studies have explored the use of YouTube, research focusing on Public Administration students (English for Specific Purposes students) using YouTube for language learning remains scarce. This study seeks to explore students' perceptions of YouTube videos, with a specific focus on English speaking learning at the Islamic University of Balitar. The present study aims to bridge the gap in previous research by employing a unique research approach. This research employs a qualitative approach, utilizing in-depth interviews and observations for data collection. The study by Anggraini (2021) implements an action research methodology, incorporating speaking assessments and interviews. Atmojo (2022) research involves the use of written reflections and focus group discussions. The study conducted by Aliffia & Arifani (2023) adopted a mixed-methods approach with an explanatory design type. The identified gap will lead the researcher to investigate students' perceptions and to answer, "How does YouTube help Public Administration students in developing their speaking skill?"

RESEARCH METHOD

Research design

The best type of research design to determine perception about YouTube use in ESP classes was qualitative research. It would give a deeper knowledge of the thoughts and experiences of Public Administration Students using YouTube during speaking classes. Qualitative research design included categories for opinions and perceptions (Heryana, 2020). A case study approach was employed, including in-depth research with the group to describe extensively about speaking phenomenon (Sari, 2023).

Participants of the Study

There were twelve selected participants in this study from class B and purposive sampling technique was used by the researchers. Because this study prioritizes the quality and depth of information, the number of respondents was limited. Moreover, one of their reasons for being selected as a participant was their ability to share certain information (Raco, 2010). The selected participants were available in this study. It means that they agreed that their responses were utilized only for research purposes. Another reason why they were selected to be participants in this study was they had experience with "good public service". It meant that their knowledge had a relevance with the selected topic in speaking class.

Research Setting

Single site was used by the researchers and Islamic University of Balitar was the setting of this research. There was a relationship between population and the setting of the research. One of the factors to consider is the presence of public administration students at the Islamic University of Balitar. The selection of representative informants could be based on the correlation between the sample group and the research site (Heryana, 2020). The research site served as an indicator of the underlying research objectives (Ratnaningtyas et al., 2023). In addition, the researcher strategically incorporated the theme of "good public service" in immediate proximity to the college.

Research Instrument

The researcher served as the primary instrument in this study, which aims to describe the widespread use of English among a group of students, specifically those studying Public Administration. Human instrument was the suitable Human instruments was appropriate for this research (Sugiyono, 2013). It happens because one of the actions was to identify research informants about “good public service” in Lodoyo. Purwanza et al. (2022) agreed that the researcher was key in the natural setting. To ensure that the research had a high level of validity, the researcher had to specify the subject's conditions. For example, the researchers were aware of the purpose and impression behind YouTube use in speaking classes at Islamic University of Balitar. The research would be taken into account if its quality or content had a high degree of validity (Ratnaningtyas et al., 2023). Because the researchers operated in a natural situation, the human instrument in qualitative research could identify if the participants were lying. The material or collection of data in repeat cycles was decided by the researchers (Latief, 2013).

Data Collection

The primary data were interviewed to comprehensively describe this speaking phenomenon. results and secondary data were obtained through interviews, and secondary data was collected through field observations. The hallmark of the qualitative approach employed was the detailed analysis of interview transcripts and observational findings (Sari, 2023). Accordingly, to investigate students’ attitudes toward using YouTube as a tool for learning English speaking, a qualitative research method was employed in this study.

The researcher employed semi-structured interviews and natural participation techniques. According to Sugiyono’s (2013) study, semi-structured interviews yield in-depth results. The use of semi-structured interviews was a modification of Rusgandi et al.’s (2021) study which had a similar methodology. Furthermore, the researcher adhered to Sugiyono’s (2013) observation guidelines consisting of three steps. Firstly, a written report detailing the atmosphere of the speaking class was created. Then, the report texts were screened and selected based on the public service speaking theme. For instance, addressing the issue of Bacem, Bali tar food, these steps aimed to establish the correlation between the current regulations and the handling of the said flood in Bacem. For a clear overview of the interview in this study, refer to the following table.

Table 1. Public Administration Students’ Interview Question in Speaking Class

No	The interview questions	The answer and type of question
1	Do you have YouTube account?	Possible Answers: 1. Yes, I do have a YouTube account. 2. No, I don't have a YouTube account. 3. I'm not sure, I might have a YouTube account. 4. I used to have a YouTube account, but not anymore.
2	Do you access YouTube every day?	Possible answer options: frequently, regularly, consistently, habitually
3	How can the device required to use the YouTube application enhance the features and functionalities of YouTube for Public Administration students?	Open question type
4	Do you access it to learn English to support your career in Public Administration?	Possible Answers: 1. Yes, I access it to learn English to support

No	The interview questions	The answer and type of question
		my career in Public Administration. 2. No, I don't access it to learn English to support my career in Public Administration. 3. I access it to learn English, but not specifically for my career in Public Administration. 4. I don't access it to learn English, but I do use other resources for career development in Public Administration.
5	Tell me more about your English Channel on YouTube! What are the outcomes of the specific course that the English Channel on YouTube offers for Public Administration students?	Open question type
6	The English Channel on YouTube offers a course specifically designed to support speaking skills, which can be incredibly beneficial for Public Administration students who are language learners. So, what are the features and contents of the course that the English Channel on YouTube offers to support speaking skills?	Open question type
7	What are the obstacles that Public Administration students may face when using YouTube as a learning platform?	Open question type
8	How can Public Administration students overcome the obstacles of understanding YouTube's instructions,	Open question type
9	What are the reasons for YouTube's popularity among Public Administration students for independent learning?	Open question type
10	How can Public Administration students use YouTube as a learning medium?	Open question type
11	What are the outcomes of using YouTube as a learning medium for Public Administration students?	Open question type

The table above contained open questions and multiple-choice questions. For example, number nine showed that the researchers utilized opinion-based questions. It sought the respondent's personal thoughts, beliefs, or attitudes regarding the use of YouTube as a learning tool.

Moreover, this study followed Saginor's (2008) perspective in scoring the observation. The researchers also maintained object of observation proposed by Sugiyono's (2013) study in qualitative research. To provide a clear overview, the following was a table used in observation.

Table 2. Public Administration Students' Observation

No.	Indicator	Evidence	Scoring	Note
1	YouTube maximizes learning speaking in ESP class	Attending the entire speaking lecture, having atmosphere of freedom in class activity	A	
		Showing a good start but weak finish in speaking	B	

No.	Indicator	Evidence	Scoring	Note
		Attending the entire speaking lecture but violating the norms, inconsistency in speaking	C	
		individuals attend the class, but the lecturer's instructions baffle them during the lecturing	D	
		Students are absent, total attendance below 70%	E	
2	YouTube gives positive impact in speaking	All students are engaged in speaking activities, show various vocabulary to show their argument	A	
		Students are involved but using appropriate vocabulary	B	
		Students are involved but using appropriate vocabulary and grammar	C	
		Using inappropriate sources	D	
		Students are absent, avoid using YouTube to help with language instruction.	E	
3	Collecting evidence of ESP students' progress	Speak on the designated theme, show many connections between assignments and real-world application, and having discussion with others during the performance	A	
		Student can use higher order thinking in speaking but having less discussion or interaction with others in speaking	B	
		Student only show one skill of higher order thinking in speaking	C	
		Student only show one real world application and cannot show how to use the technology to the lecturer	D	
		Students are absent, avoid using prearranged speaking topics in class.	E	

The target of observation suggested by Sugiyono's (2013) study was expressed in a number of ways in the table above. Students majoring in public administration, for instance, had to talk on a certain theme. They needed to demonstrate what was a good public service in that area and they had to speak about Bacem as a place-specific element.

Data Analysis

The researcher followed Miles et al.'s (2014) study in data analysis and began by using a separate table in Microsoft Word (with before and after columns), to simplify the transcripts. Then, the researcher printed the data condensed data and affixed small colored papers to each document, thereby facilitating data organization. The organized data was categorized for display (Miles et al., 2014). The first and the second steps would determine the conclusion according to Miles et al.'s (2014) study. The last, four steps were followed by the researcher to maintain the validity and reliability of this research according to Sugiyono's (2013) perspective, for example, there was a discussion with other two English lecturers as a dependability test. To provide a comprehensive overview, the researchers had prepared a table as an illustration in data analysis.

Table 3. The Illustration of Public Administration Students' Data Analysis

No	Participants	Note	The transcript	Coding	Data display
1	P1 (using	1.	Hmm, I think I can use	I can use YouTube	The advantage of the

	yellow shading)	2.	YouTube as ...	as ...	application
2	P2 (using red shading)	1. 2.	Wait wait, let me think that I can use Youtube as ...	I can use YouTube as ...	The disadvantage of application

The researcher follows the criteria of informant from Raco’s (2010) perspective in this study. The yellow color or yellow shading indicated as the selected participant and the evidence were in “note” column. The red color meant the non-selected participant. The selected participant was crucial in this study not just as a rich informant but also for the overall quality of the research. The “note” column also played a part as extended observation. Sugiyono’s (2013) claimed that extended observation was of the test the credibility of the data in qualitative research. In addition, the researchers could use a lot of variation of data display, such as bar-graph or pie-chart or organizational-chart. In the end, the researcher combines the table above and the observation table to draw a conclusion.

RESULT

This study emphasizes YouTube's potential as a learning tool for Public Administration students at the Islamic University of Balitar, highlighting its diverse English-language content on public policy. However, it also notes the challenges of finding accurate content. To offer a visual representation, the researchers have prepared a figure that presents an overview of the result of this study.

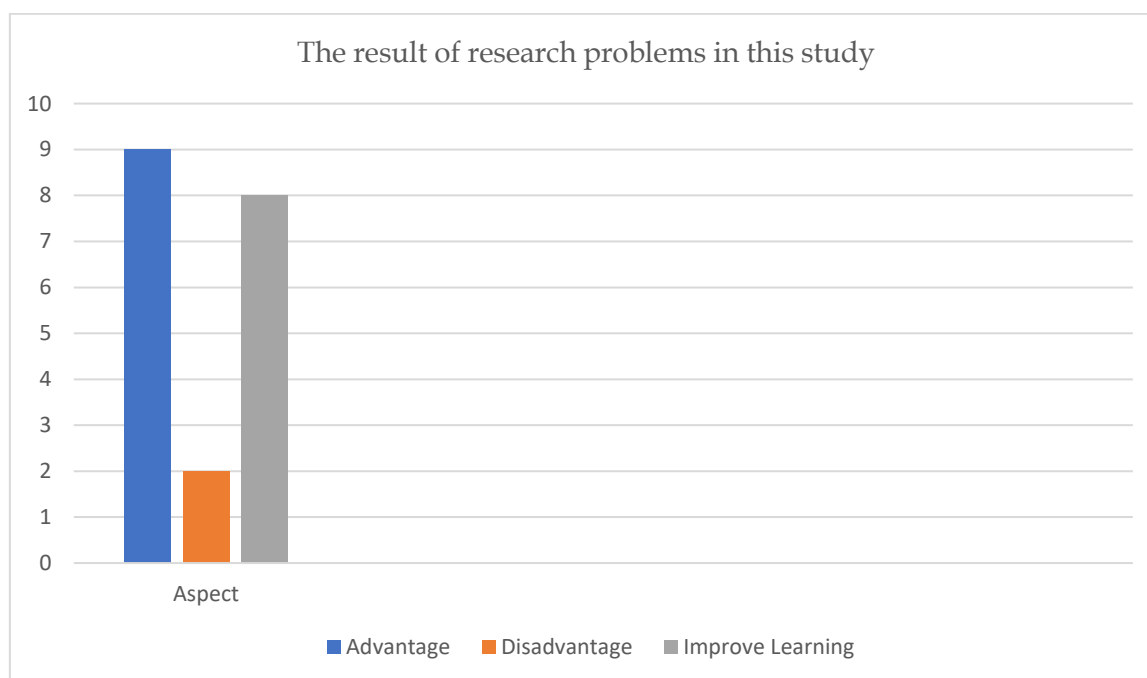


Figure 1. the result of students’ perception using YouTube

Based Figure 1, there are the pros and cons of YouTube as an educational resource and suggests ways to optimize learning through its application. First, eleven students agree that YouTube provides audio-visual content that can enhance the learning experience. It offers a wide range of English-language channels and content related to public policy, which can be beneficial for the students. For example, a student was able to learn about how to pronounce “water”, which helped the student improve his English-speaking skills. Native

speakers on YouTube can be great way to improve language skill (Widiantari et al., 2023). Moreover, two students may struggle to find relevant content because they have only learned about it through YouTube and have never experienced it firsthand. The last, ten students argue that Videos on YouTube are often more engaging than traditional textbooks, which can help keep students interested and motivated to learn. YouTube allows Public Administration students to learn at their own pace. They can pause, rewind, or re-watch videos as many times as they need to fully understand the material. Speaking practice must be done continuously and technology such as YouTube makes it easy to practice according to students' abilities (Kusuma, 2020).

This particular study and Anggraini's (2021) study, Anggraini (2021), Atmojo (2022), and Aliffia & Arifani's (2023) study all share a common thread in their focus on English language teaching and learning, particularly in the Indonesian context. These studies aim to explore various aspects of students' learning experiences, from the use of online media like YouTube and Instagram to the integration of technology in EFL teaching.

However, each study has its unique focus and findings. This study investigates the use of YouTube for improving English speaking skills among Public Administration students, while Anggraini's (2021) study examines the impact of Instagram on English education students' writing skills. On the other hand, Aliffia & Arifani's (2023) study delves into the experiences of EFL teachers transitioning to CALL teachers, and Atmojo (2022) study explores the disruptive behavior of students in EFL classes.

Despite the differences in their research subjects and findings, these studies collectively contribute valuable insights into the challenges and opportunities of English language teaching and learning in the digital age. They highlight the potential of online media and technology to enhance students' learning outcomes and the need for effective strategies to manage classroom behavior and facilitate students' personal and professional growth. YouTube provides engaging practice or task-repetition for improving speech quality (Kusuma, 2020).

DISCUSSION

After doing the analysis, the researcher has three things to elaborate on in this section. It is about the advantages of YouTube, and the disadvantages of YouTube as a learning medium, especially for Public Administration students at the Islamic University of Balitar.

The first finding is the advantages of YouTube.

Students who majoring Public Administration need a reasonable reason to learn English speaking to support their careers. It will trigger their mind to think that the material is important to their life. YouTube provides audio-visuals that give more explanations to students about the reason to speak English. the video has a greater impact than a picture for the students (Hunter & Thaler, 2021). This application can motivate the Public Administration students (Abdullah et al., 2023).

I find the suitable channel to learn English speaking (transcript 1)

The channel gives us how to pronounce water (transcript 2)

The channel gives us explanation why the students need to adapt planting bamboo to overcome flood (transcript 3)

The first transcript demonstrates the great number of English-language YouTube channels. Although the students are free to learn whatever they want, they must choose appropriate content based on what they are studying. This web-based application is mostly used in teaching and learning, especially in English speaking (Maa, 2023).

Based on the observation, there are a lot of English channels, especially for learning to speak. The lecturer believes that the students need to specify the text in the search box. The students also suggest using a filter feature on YouTube, so the students can search for the newest one.

They have two themes namely good government and public policy. They prefer public policy because they can find it easily based on the example in a handout. AZ student states that they learned public policy from the lecturer's PowerPoint for the first time. Because PowerPoint is the only source available, students do poorly in class when using English based on prior knowledge.

Using YouTube is "somewhat refreshing" based on the first transcript AZ. "Keep content fresh" is a must in online content marketing (Walter & Gioglio, 2014). He can have a new playground to search about public policy, especially about new vocabulary list about public policy. YouTube gives new ideas about public policy. AZ states he must explain more about Jakarta, a city that is far away from his home. He is getting confused to explain it a little longer because he has never been to Jakarta before. He knows Jakarta only from YouTube. This application facilitates students to learn vocabulary and pronunciation as needed (Maa, 2023).

Another challenge is presented to student AZ when explaining the concept of megacity. It is necessary to provide comprehensive details about the living expenses in Jakarta, whereas Balitar, their hometown, has a comparatively low cost of living. For example, whilst a serving of "pecel" may only cost 6,000 rupiahs in Bali tar, it costs 15,000 rupiahs in Jakarta which is double the price. Incorporating a well-known example or video could enhance student comprehension (Hunter & Thaler, 2021). Because the student resources his information from YouTube, he struggles to sustain it over a prolonged period. If he has visited Jakarta, sampled the "pecel" and is aware of the precise cost, he provides a more detailed explanation. He feels he can use the argument to elucidate the government's stance on food pricing, but his lack of experience renders him unable to convince the other students.

The solution offered by the lecturer is to read more about the example of public policy from the handout. Then, the lecturer gives a channel that is related to one of the examples. Finally, the AZ students can boost their scores in speaking because they live nearby and experienced this policy. He can explain the background the public policy and what it looks like in real-life situations. Another reason the students learn new vocabulary is with real video of that vocabulary, not an image of vocabulary. Instructional videos will attract the students to learn English (Hunter & Thaler, 2021). YouTube gives something about how public policy works (Hunter & Thaler, 2021).

The second transcript.

After having the first transcript and getting some things well prepared, we try to do the second transcript in the point of closer approach to get the students' perception on YouTube for their speaking skills naturally. Tahmina (2023) in her study believes that YouTube has become an inexorable part of students' lives, so language teachers can explore their perceptions and help them to learn the English language. Here, the lecturer as a researcher should also prepare the related material the students find on YouTube to maintain the

students' need to improve their speaking skills.

The channel gives us how to pronounce water (transcript 2)

It has been observed that students E and B have acquired a new pronunciation of certain words in British English as compared to the American English pronunciation. Upon viewing 'Pronunciation with Emma', they searched for lexical differences between the two accents and learned that the word 'water' is frequently pronounced with an American accent. It was also found that Public Administration students in Bali tend to use American pronunciation when asking for water, as observed when "E" and "B" students asked their friend "May I have some water? A study conducted by (Suwastini et al., 2023) found that YouTube instructional videos had a positive impact on students' English pronunciation, with students stating that such videos could improve their stress, intonation, rhythm, voice quality, gestures, vowels, and consonants.

According to Febriani et al. (2023) students' perception divided into three dimensions: those are understanding, view, and action. All these dimensions can be improved when students use YouTube as a study tool for English. The use of YouTube is versatile as it can be accessed in different situations, places, and times. However, students need to have proper access to appropriate materials for effective exploration.

On the second transcript, the researcher discovered that regarding YouTube, the students may have a positive perception of learning the English language. They can comprehend the material more effectively as there is a repeat button available to help them replay the required material and take notes. It is effortless to operate, and more content is exhibited by native (speakers, which provides a better experience in pronouncing words). Furthermore, students feel motivated to recreate the situation they have learned in their daily lives, which is conducive to their speaking skill development. So, they can enhance their pronunciation skills of English words more effectively.

Balbay & Kilis (2017) claimed in their study that for academic speaking, YouTube videos can be beneficial in helping learners expand discussion topics beyond just the course thus enabling them to better prepare for the course. By introducing diverse types of discussion, learners can explore their creativity and improve their spoken English proficiency. The factor to be taken into consideration is the medium through which they learn. Thus, as an educator, it is recommended to examine certain channels relating to the subject matter and propose them as preferred channels for accessing resources before disseminating information to pupils.

The third transcript.

The channel gives us explanation why the students need to adapt planting bamboo to overcome flood (transcript 3)

YouTube videos can serve as a means of independent English language learning outside of the classroom and as an educational tool alongside entertainment (Widiantari et al., 2023). As it has been found that online media are widely used by all generations for a variety of purposes, the main ones being for entertainment, this study attempts to incorporate the use of digital media in educational settings to obtain more comprehensive material from native language speakers to better assess students' proficiency in the subject they are learning.

On the third transcript, we discovered that besides being entertaining, the explanation of the bamboo plant's ability to overcome floods also educates students about

new strategies to overcome obstacles in their daily lives. This has a significant impact on students' perspectives regarding bamboo, beyond what they previously knew. Student BT reported gaining new knowledge and a new perspective on real situations. Also, to improve his critical thinking and explore his mind, he should create new sentences to speak in English.

The use of language for educational purposes can support the development of critical thinking skills, according to Kim & Kim (2021) the use of YouTube for educational purposes has the potential to improve and accelerate the quality of education by facilitating greater participation in the culture of second language learning.

The second finding is that YouTube has disadvantages.

YouTube is a free web platform, but it has a policy to keep YouTube as a giant tech alive. The students must update their information about using YouTube, so the students know how to use it.

I have trouble in middle of the mount because I have FUP (transcript 1)

I have to go to internet café to watch YouTube (transcript 2)

Sometimes, I cannot skip the ads when I'm using it in mobile phone (transcript 3)

To draw customers, each internet service provider offers a few features. Some students may occasionally require a function, such as a gaming feature with stability throughout gaming sessions. Others, however, may not require the game's aspect. The price and the feature are inversely correlated, the higher the feature, the higher the price.

When she registered with one of the internet service providers, AM (student) claimed that she was unaware of the Fair Usage Policy. She initially receives an enormous discount, but later, the cost returns to normal. She incorrectly believes that FUP cannot impact the learning process.

She saw an advertisement promising her a reliable connection and limitless home internet usage. She initially believes it will be lovely and the students' activity will go without a hitch. She senses a slowing of the speed. She feels that gradually the internet speed decreases. She tells the problem to the operator of his ISP that this is normal because it has FUP, and the operator shows how to check her FUP.

Finally, she (AM) considers the feature to be problematic. She becomes aware that by simultaneously using voice and pictures to watch YouTube videos, her internet allotment would be depleted until the FUP meter is reached. Additionally, AM records that they seldom remember to check the FUP meter because it is a free and enticing application. "Clickable" video is really attractive (Walter & Gioglio, 2014). And when there is a connectivity issue, YouTube will not grow into a cost-effective learning tool (Abdullah et al., 2023).

Observationally, BC (student) revealed the advertisement in a manner comparable to AM's brochure. FUP is not mentioned in the advertising. The lecturer thinks that the seller is using this as a personal advertisement. The lecturer recommends the BC students inquire later about the advertisement in greater detail. In doing so, the student or consumer will gain a better understanding and profit from clearer information. There is a limitation in picture advertisement, but it is not when it comes to video that affects purchasing decisions (Hunter & Thaler, 2021).

Utilizing the combined internet quota from numerous devices is one of the

alternatives that the lecturer suggests. When she is away from home, the students must utilize an internet café, while they are allowed to use their smartphone Internet allowance in class and their internet service provider at home. She will know how to manage her Internet quota as a result. Although it will be more expensive, the lecturer thinks the solution is reasonable. Unreliable internet access can lead to many issues, so efforts must be made to determine students' minimal bandwidth requirements that are as low as possible (Bhuana & Apriliyanti, 2021).

The second transcript.

Internet cafes are one of the solutions for college students who need internet access but do not have an appropriate fund to support the quota. But there are some obstacles faced by the students such as the private password they should, the unstable signals provided the more users the harder to use, the limited time available, more struggle to go to the cafe, and the funds they spend to buy some meals in the cafe. According to Furuholt & Kristiansen, (2007) there is a limitation for Indonesian internet users in a cafe is low infrastructure quality (access speed) is the most obstacle.

The more users of the internet Wi-Fi provided in the internet cafe, the more complicated it is to use the internet access. The limited bandwidth required and the accessible time valuable for the customers to access the Wi-Fi could also distract the student's interest in searching for the material on the YouTube channel they need. It is shown by the students AZ and DR whose house is far away from the internet cafe and has only limited time to be there, when the time is also crowded as if they access the evening tonight, after having class on campus.

So, as a university class, it is considered to place available internet access for the college students based on it used and could be accessed only in the department with the connection using students' number and could only browse the important sites non-game, as one of the solutions could be provided by the university to support their college students to access more information more flexible. On his study, Binmahboob, (2020) found that the change of the learning technique using YouTube must built with planning, encouragement, observation, and self-regulation for the concentrate the interactive nature of speaking, like the self-discipline task before entertainment, diligently completing the homework in the classroom or at home.

The third transcript.

Regarding the use of the internet, there are still many college students who cannot get the information they need just because of inhabitant cases such as the more advertisements shown on the internet site which could decrease the students' interest in searching the things, they need besides the selling ads if they use mobile phone to access the sites.

Student Z and SE said that mostly they use mobile phones for sending messages, talking by phone, and playing some online games in their spare time. So, using YouTube and browsing some information is still rarely used in their everyday life. It also compared with their English mastery which most of the information available on the internet is in English, so they could not comprehend the meaning of the things passed on the screen.

Moreover, student Z gets confused when he wants to search for material and there are some ads directly appearing on the screen that distract his interest in searching for the materials he needs. It became one of the personal obstacles found, as the consideration that student Z comes from a farmer family who rarely used the mobile phone to browse some information on their daily life.

Some of the problem solvers are there in the applications available in the store and can be accessed for free such as Brave or UC browser. So, the students who need to access the internet should also consider using the applications to help them decrease the ads on the site. Or they may become member users monthly in YouTube Premium. In the accordance of Novawan et al. (2021) YouTube has developed many creative and innovative features for its users, which can be applied for many different purposes and services, depending on two categories; free and paid (premium) membership in terms of delivery, teaching resources, interactions, data storage, and even channel management that enables the users to manage their channel and video flexibly.

Or it may be better if the lecturer also gives valuable time to the learners having such kind of obstacles to be discussed with good instructions helping them and more accessible by the learners after the learning process in the classroom. So, the lecturer is not only giving a lecture but also the facilitator of the education accessible by the learner to support their learning improvement.

ESP classes use YouTube as a learning medium.

YouTube is free preinstalled software in today's smartphones. It means a free learning platform to learn English speaking. Each brand has its purpose to sell products or services on the internet (Hunter & Thaler, 2021). And according to Rood et al.'s (2017) study, YouTube is the best learning medium, according to 65% of students.

I can download videos to watch it later time (transcript 1)

I have free leaning course (transcript 2)

YouTube give us an idea to discuss in a group (transcript 3)

S (student) argues that he has been exposed to YouTube since senior high school and that the Covid-19 pandemic has forced him to utilize it even more. He believes that this web tool has been quite helpful to him. During the lecture, he thinks that this web-based application helps him a lot. He will have the basic instruction from the lecturer for the first time, then he will have an audio-visual explanation via YouTube. Educational videos always attract a lot of viewers (Hunter & Thaler, 2021).

ASY (student) also claims that since he was in Junior high school, he had been trying to adapt to use this application. Pause, rewind, and stop button are the basic instructions. Later, he tried many add-ons to support his learning, especially in speaking. He uses Chrome as the basic browser, and he tries to use the Chrome web store to modify YouTube. One of the add-ons that he tried was a volume booster. Public Administration student can customize the learning medium to solve their problems in learning (Ranga, 2017).

He only uses it when he uses a laptop, not his smartphone. He thinks that volume is crucial think because he will try to imitate the sound of a native speaker to learn English speaking. ASY (student) needs something that can be remembered, that is the sound of a native speaker. Using this extension, he can customize the volume control. He thinks that not everyone can optimize it. He can use it and he can optimize it because he has an external sound bar. The higher the sound, the crisp the sound. He also thinks that if everyone else uses it without proper external sound, he will end up producing a cracking sound.

According to a report by AW (student), downloading a YouTube video is another way that students to adopt new technology. As reported by AW, he also adopted YouTube as a free online tool for helping with English learning. He downloads the video using IDP. To support his understanding of English speaking, especially when discussing public

policy, he downloads a variety of English-speaking videos. It is natural to review as many materials that are in English as feasible (Ranga, 2017).

The lecturer also recommends the students in this class. The recommendation is to use an external application to download the video because the application is more reliable than an extension tool. However, the students can use the Chrome web store to download the video. The advice for this subject can be chosen by the students based on what suits them the best. The students highly like offline viewing since it allows them to customize their English-speaking learning methods. One of the best features of the downloaded video is that students can watch it numerous times to practice their English without using up all their allotted Internet data.

The second transcript.

Based on the observation of students DA, they have free learning courses so they could browse and search any channels and sites they need to get the information they need. Students can access as many channels provided as various features related to their needed information. They could access the Economic, Social, Sports, health, Global World and so all. They could get more information they need in their everyday life.

In the study of Furuholt & Kristiansen (2007) they believe that the rapidly increasing numbers of internet users represent the direction of more equitable access to information. He said that the huge improvement amount of internet access should be compared with the amount of infrastructure to support the internet access. There should be a clear rule for the colleague's students to access some information related to the material they discuss in the classroom.

It is a good result of the observation of the participants that the amount the using of YouTube channels to improve speaking skills for Public Administration students at Islamic University of Balitar that the participants give a positive response about the use of YouTube channels on their learning English media to increase their skills and knowledge in the classroom and outside the classroom. So, they could manage themselves to search for the things they needed at the time they wanted.

Third transcript.

From the observation of students AZ, DA, and S it could be mentioned that they have a positive insight of learning English through YouTube videos. They could get more materials, more information, and more knowledge to be developed together with their friends. There are so many interactive videos provided by YouTube that can be accessed freely.

Through interactive YouTube videos, students could increase their critical thinking and creative problem-solving. They get more motivation to discuss the features they watch on the video and share their ideas with other friends to get more insights about the video they learn about.

YouTube videos provide a good environment for cooperative learning, answering questions, formulating questions on video, and communication skills that are important for independent learners (Binmahboob, 2020). It means that learning through YouTube videos could lead to a positive vibe for the learner to aim the social use of the English language in their group discussion while also practicing the materials they have got from the videos.

CONCLUSION

In conclusion, the research underscores the significant advantages of YouTube as a learning medium for Public Administration students at the Islamic University of Balitar. The platform's audio-visual content, such as channels dedicated to English speaking, provides students with a more engaging and effective learning experience. The study also highlights the importance of choosing appropriate content based on the students' field of study. However, the study also brings to light the challenges students face in their learning journey. One of the key challenges is the difficulty in understanding concepts without personal experience. For instance, student AZ struggled to explain the concept of a megacity and the cost of living in Jakarta, a city he has never visited. This highlights the limitations of YouTube as a sole learning tool and the need for supplementary resources. The research suggests solutions to overcome these challenges. One such solution is the use of additional resources like handouts from lecturers. These resources, when used in conjunction with YouTube, can significantly enhance the students' learning experience and improve their performance. Therefore, while YouTube has its limitations, its benefits as a learning tool are undeniable, making it an essential component of modern education. Lastly, future researchers should consider investigating the use of YouTube with different techniques, such as employing a mixed-methods approach. It is hoped that similar research will be conducted on ESP students, particularly those majoring in Economics.

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