

The Impact of Youtube on Mind Mapping Method on Students English Speaking Skills

Nuril Fahmi Ulumiddin ^{1*}, Feri Ferdiyanto ¹, Raudhatul Islam ¹

¹ Universitas Islam Zainul Hasan Genggong, Indonesia

Corresponding Author:  nrlfahmi1103@gmail.com*

ABSTRACT

This This study aims to investigate the effect of integrating YouTube with the mind mapping method on students' English-speaking skills. A qualitative descriptive approach was employed, with data collected through observation, questionnaires, and interviews. The participants were seven students from the English Education Study Program at Zainul Hasan Genggong Islamic University who implemented the ABC (Aksi Belajar Cerdas)-based mind mapping method supported by the YouTube platform to enhance their speaking abilities. The findings indicate that the use of YouTube as a supplementary medium in the ABC-based mind mapping method has a positive impact on students' confidence, fluency, and vocabulary acquisition in spoken English. Additionally, the method fosters greater student engagement and creativity in expressing ideas in a structured manner during classroom discussions. Nevertheless, the study also highlights the potential for distraction when students use YouTube, emphasizing the need for self-awareness and discipline to ensure its effective use for academic purposes. This study contributes to the growing body of research on digital-assisted language learning by demonstrating the effectiveness of combining YouTube with mind mapping techniques to enhance English-speaking skills. It also offers practical recommendations for managing media use in educational settings to maximize learning outcomes.

Keywords: *Speaking Skills, Mind Mapping Method, English Youtube*

ARTICLE INFO

Article history:

Received

April 09, 2025

Revised

June 29, 2025

Accepted

July 15, 2025

. Journal Homepage <https://.attractivejournal.com/index.php/aj/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

Published by CV. Creative Tugu Pena

INTRODUCTION

Globalization and Technology have created new creativity, opportunities and challenges such as in the field of education. Mainly in English education, since technology has developed rapidly, English has become very important to build advance in society and competitive global citizens. Therefore, mastering English is crucial for students and teachers to succeed in this era of globalization (Nurmalia Sari, 2023). Learning English is a valuable asset for vocational students as it helps them face the challenges of their future careers.

Lecturers play a crucial role in supporting students to develop appropriate and sufficient English skills (Islam, 2024). As John Dewey, a philosopher and psychologist, said *"If we teach today's students as we taught yesterday's, we rob them of tomorrow."* which means the importance of innovation in education. With technology-based innovation, the learning process becomes more flexible, personalized, and easily accessible anytime and anywhere. Therefore, teachers and educational institutions are required to continue developing adaptive and creative teaching methods to prepare students to face the challenges of a dynamic future (Sibanda & Marongwe, 2022). Students proficient in English have the potential to reap significant benefits, not only in advancing scientific knowledge but also in the realms of sociopolitical discourse, economic engagement, cultural exchange, and everyday interactions. English proficiency has now been linked to academic success and opens up a lot of access to the digital world. Proficiency in English makes it easier for everyone to access various resources in the digital world such as the latest information, make it easier to get a job, access various sources of knowledge journals, and expand career opportunities on a global level (Rana & Shaikh, 2024). All of it available cause technology by bringing social media into it to facilitate everything the society needs (B Narasimha Rao, 2022).

Social media applications have become a daily habit for many people, and their impact is significant in various fields, one of which is helping non-English speakers learn English (Dashti & Abdulsalam, 2025). The social media application that are commonly used by many people in current era, one of which is YouTube. YouTube, as the world's largest video sharing platform, has fundamentally changed the way people access and interact with digital content. With billions of users and an ever-growing number of videos every day, the platform has created a vibrant ecosystem consisting of user-generated content and interactive, interconnected communities (Xiao & Liang, 2024). Watching English videos from YouTube can enhance the learning process. The content can be used by students to develop language skills, mainly speaking and listening comprehension. YouTube provides numerous videos that can be used as learning materials for students. Students are able to learn English through short English song, videos, movies, and English tutorials. YouTube can also help students to develop their speaking skills, mainly in developing their knowledge of vocabulary, grammar and pronunciation in English through the videos provided on it (Kristiani & Pradnyadewi, 2021).

In the modernization, communication skills are crucial, and mastering English language is essential for success in any field. Among all the four language skills (Speaking, reading, writing, listening), speaking is the most important, as it enables effective communication in our globalized society (Raruoalli Srinivas Rao, 2019). It is necessary to improve and develop speaking abilities for efficient communication. Gaining speaking proficiency, which is typically seen as challenging, is one of the most challenging parts of learning English language (Ghafar & Raheem, 2023). In English, speaking is different from other learning elements. although all elements are productive skills, due

to their transient, unplanned, context-dependent nature that is always changing according to the situation. English speaking has been treated as an indispensable language skill for learners in education (Wang et al., 2022).

In the process of speaking proficiency, mastering vocabulary is very necessary for basic in speaking English. It is widely recognized that acquiring a strong vocabulary foundation is essential for effectively learning a language, as it is impossible to learn a language without first building up the vocabulary (Rosyada-AS & Apoko, 2023). Students should enhance their vocabulary skills by reading, memorizing new words, and practicing pronunciation. This process will positively impact their spoken vocabulary. Additionally, social media plays a crucial role in helping students improve their speaking vocabulary (Mulyani & Wariyati, 2023). Therefore, proficient speaking skills depend on clear pronunciation, expanding vocabulary, and a solid knowledge grammar rules.

Students must apply effective learning strategies to enhance their English skills, regardless of the challenges involved. Students can use a variety of learning media and effective learning methods such as using YouTube with mind mapping methods to enhanced English speaking skills (Nasution, 2020). Learning English with the right materials for students according to their needs is very important to help the process of developing their English skills (Islam & Birchok, 2024).

Mind mapping is an incredibly effective tool for enhancing students' English skills, particularly their speaking abilities. After reading, students typically retain certain key information or keywords from the text, which marks the initial phase of knowledge acquisition through reading. This retained information can be organized into a mind map, making it easier for students to learn. The structure of a mind map, resembling a visual map, helps stimulate students' minds more effectively and supports their learning process after engaging with a text (Tatipang et al., 2022). Mind mapping offers an alternative to linear thinking, providing a method to explore the thoughts the brain associates with a specific topic or concept. It serves as a note-taking technique used to capture ideas, opinions, and reflections. A mind map, as we define it, is a mental visualization of an individual's ideas and thoughts, enabling them to organize details effectively and gain a broader understanding of a subject (Feng et al., 2023).

Previous research has discussed the use of the YouTube platform as a learning media to improving student speaking skills. In the study by Euis & Nazzala (2022) researcher discuss Increasing English-speaking skills through YouTube. The results of this research show that Using YouTube to learn speaking helps students become more confident and fluent. They improve their expressions, intonation, gestures, and vocabulary, making them speak more like native speakers. YouTube can enhance pronunciation, grammar, word choice, conversation skills, and idea organization. In the Journal Sumi and Hyeon (2021) discussed the benefits of YouTube in learning English as a second language. The results of this research show that YouTube helps expand students' perspectives on cross-cultural understanding. The educational use of

YouTube also leads students to academic pursuits and engagement during studying abroad by developing content knowledge and skills in English.

Different from previous research. Researchers in this study emphasize the impact of YouTube on mind mapping method on students English speaking skills. The aim of this study is to determine the effectiveness, advantages, disadvantages, and challenges of using the ABC-based mind mapping method supported by the YouTube platform as a learning media to improving students' English-speaking skills.

Literature Review

1. YouTube

YouTube plays a crucial role in learning by providing a variety of content that supports the development of language skills. Through YouTube videos, engaging learning materials, and practice questions, the platform also supports students to learn in a more innovative and creative way (Fadhil Abbas & Ali Qassim, 2020). YouTube plays an important role in English language learning. Various contents that can support English learning are available on this platform, such as videos on grammar, vocabulary, and pronunciation tips that can be accessed by everyone. Students can learn from native speakers through YouTube videos to improve accents and practice listening skills. In addition, videos of conversations or quizzes make learning more relaxed and less boring (Listiani et al., 2021).

The utilization of YouTube in supporting learning media can significantly improve students' English-speaking ability. Students can watch the videos to enrich vocabulary, improve pronunciation, and understand proper intonation (Pratiwi & Wibowo, 2023) In addition, students can also create content and upload videos of their own presentations or speaking practices on YouTube, so that students can practice speaking skills with more confidence. Interaction with the audience through comments also provides real communication experience (Zaitun & Salsabila, 2022).

One of the disadvantages of YouTube in learning English is that it requires a stable internet connection. Students who live in areas with limited internet access or slow speeds, will find it difficult to access learning videos on YouTube (Setyaningsih & Wahidiyati, 2022). In addition, the high cost of internet access in some areas may prevent students from certain economic backgrounds from taking advantage of learning through YouTube. This can widen the gap in access to digital education between areas that have adequate internet facilities and those that do not (Supendra & Amilia, 2021).

2. Mind Mapping

Mind mapping is a way of recording or organizing ideas using schemes that can be creatively formed starting from one main concept in the centre, then branching out to various relevant sub-concepts (Xiuli Gou, Peng Zhang, 2021). Each branch comes with keywords, pictures, or symbols that make it easier for one to remember and understand. This technique not only helps students to analyse and connect information creatively, but also increases their critical thinking and memory skills (Polat & Aydın, 2020). According to Buzan (2008:4),

mind mapping is the easiest way to get the information into the brain and get the information out of the brain-Mind map is a creative and effective technique in note taking, and literally “mapping” our minds (Khoiriyah et al., 2020) . With the clear visualization of a structured scheme, mind mapping is extremely beneficial in various aspects of learning, such as planning projects, understanding lecture material, or composing ideas for academic assignments. In addition, mind mapping helps students to add new vocabulary and organize clearer and more logical sentences (Yi-shan Shi, 2022). This method can also be used in discussion exercises or presentations, where students can explain each branch of their mind map, improving speaking fluency and coherence.

Using mind maps to teach English also requires good skills in compiling and organizing data. Making logical branches, connecting concepts, or finding keywords may be difficult for new students (Luangkrajang, 2022). This can cause them to struggle to understand the material and add to the cognitive load. In addition, mind mapping can be undirected and ineffective if there are no clear instructions from the teacher. Therefore, educators should assist students in using this technique and combine it with other learning strategies to make it more efficient and meet the needs of all students (Merchie et al., 2022).

3. Speaking

Speaking is a fundamental language skill for communication, especially in English, as it enables effective two-way interaction where both participants can understand each other (Han et al., 2023). Mastering the ability to speak English is very important because English is an international language that is widely used in various fields, such as education, business, technology, and tourism (Letters & Yadav, 2023). Proficiency in both active and passive English skills is frequently considered a key requirement for employment in many companies. In other words, English speaking competencies can serve as a fundamental factor that facilitates individuals in securing job opportunities (Islam, 2023). By mastering English speaking, someone is able to adapt to the times, the development of information and technological advances. It can also boost someone's confidence, as it can help in both formal and informal situations, such as job interviews, presentations, or everyday conversations with others. Therefore, mastering English speaking skills is not only for one's own benefit, but also for success in the advanced global world (Dezas Perdani, 2023).

To improve speaking skills, students are encouraged to communicate with others in their daily lives without focusing too much on grammar mistakes (Ferdianto & Kholili, 2022). It is essential for them to build self-confidence and have the courage to practice speaking freely. To improve speaking skills, students should keep practicing and try to speak without fear (Sunardi et al., 2023). students can develop their English-speaking skills in addition to speaking regularly. Talking about various things, such as in groups discussion students can express their opinions, telling personal experiences, or recent events, helps students enrich vocabulary in the learning process and become more fluent (Crisianita & Mandasari, 2022). In addition, talking with friends,

teachers or the learning community allows students to get useful feedback to correct grammar and pronunciation mistakes. Students will become more accustomed and comfortable using English in daily communication if they keep practicing speaking in various situations (Agustiawati, 2021).

METHOD

This study uses a qualitative method, which aims to know the phenomenon thoroughly through descriptive data analysis. This method was chosen because it supports researcher to thoroughly find out students' individual goals, perceptions, and experiences, especially related to the use of YouTube-supported ABC-based mind mapping method to enhance students' English-speaking ability (Melinda M. Leko, Bryan G. Cook, 2021). In this study, the descriptive qualitative method is used to provide an in-depth and thorough analysis of the phenomenon under study, namely how the use of YouTube mind mapping is supported on students' English speaking skills (Furidha, 2023).

Data was collected using qualitative methods through observation, interviews, questionnaire and documentation. The researcher conducted interviews with lecturers to obtain information from the lecturer's perspective regarding the impact of using YouTube with ABC-based mind mapping method in improving students' English-speaking skills at Zainul Hasan Islamic University Genggong. First, the researcher collected data through questionnaire to obtain information about the application of the ABC-based Mind Mapping method at Zainul Hasan Genggong Islamic University. researchers used a questionnaire in the form of a google form consisting of 5 questions distributed to 5 students, focusing on students' personal experiences in using YouTube with the ABC-based mind mapping method. This questionnaire uses questions in the form of descriptive narratives where students will provide answers in descriptive form in which they explain in detail about their learning experience with the use of YouTube with the ABC-based mind mapping method in improving students' speaking skills. After successfully collecting data from students through questionnaires, the next step is for researchers to conduct interviews with lecturers in order to obtain information from the lecturer's perspective on the impact of using YouTube with the ABC-based mind mapping method in improving English speaking skills on students at Zainul Hasan Islamic Genggong University by preparing 10 questions related to the use of YouTube with the mind mapping method in learning to improve student's speaking skills. Therefore, the data obtained from this interview will provide a clearer picture of the impact of implementing learning using YouTube with the ABC-based mind mapping method on students' speaking skills.

RESULT AND DISCUSSION

The results of the observation show that the application of the ABC-based mind mapping method supported by the use of YouTube can improve

students' English-speaking skills in the classroom. Through this approach, students find it easier to organize ideas and construct sentences in a structured manner, thus increasing their confidence when speaking in front of the class. The use of ABC-based mind mapping method as a visual aid also helps students to organize vocabulary and understand the relationship between ideas, which has a positive impact on their fluency and courage in expressing their opinions orally. In addition, the classroom atmosphere became more interactive, as students were encouraged to discuss and actively participate in speaking activities. Thus, this method proved effective in supporting the development of students' English-speaking skills. This research was conducted through a questionnaire with a narrative descriptive google form and interviews with lecturers to collect data on Seven English education students who have applied the ABC-based mind mapping method through YouTube to improve speaking skills in English. The findings are presented based on the following main themes:

The ABC based mind mapping method is good to apply because it focuses on practicing speaking skills especially in public, so it is very appropriate for teachers or lecturers to use this method. In addition, the ABC based mind mapping method is also often applied in non-English classes, such as nursing or management classes can also apply this method in learning. Specifically, in the TBI (English Education Department) class whose focus is trained to be able to explain all kinds of topics using English, as stated by the English lecturer at the college.

“Good, to be applied to this method because the focus is to train speaking skills especially in public, so it is very appropriate for teachers or lecturers to use this method. I have used this method several times in English and non-English classes, meaning not in English topics, too. in English Classes, how many times it has been used, especially in TBI classes and in my opinion, it is very effective because after all they explain the topic they raise from the mind mapping they have made. And it also trains their speaking skills as well by telling by explaining what they have made the mind mapping.”

Table 1. Result of Questionnaire the Use of Youtube With Abc Based Mind Mapping Method

Participant	Result of Questionnaire
S1	This is because it can increase learning motivation, develop speaking and critical thinking skills, and help understand English concepts better.
S2	Very good with using mind mapping can be easily understood so that it is effective in improving speaking skills.
S3	Seem rigid.
S4	Quite helpful for improving speaking skills.
S5	Maximum enough in improving English speaking

	skills in students.
S6	Very practical and easy to understand.
S7	Significant in improving speaking ability.

The results of questionnaire above show that six out of seven students responded to the use of YouTube using the ABC-based mind mapping method can improve students' English speaking skills. Meanwhile, one student responded that this method seems rigid as a learning method. ABC based mind mapping method also good for developing ideas or ideas that want to be conveyed before students speak. This is because this method trains students to structurally arrange several ideas or ideas by summarizing several topics that students take from books that will be explained in the mind map form before they explain to the audience, such as the English lecturer's statement, which is as follows:

“Regarding this mind mapping method, it is again good because the beginning of this is from 1 topic from one book or 1 chapter summarized after being summarized then summarized, then explained what they have made from several ideas that they developed again from the concept map developed by telling. So, from there it also trains students not only for speaking but also trains them to give their ideas or ideas about the topics they raise. So, it's good to apply.”

Table 2 Result of Questionnaire Using Youtube with Abc based Mind Mapping Method can Helps Students in Understanding the Material in Learning

Participant	Result of Questionnaire
S1	This method helps in a way, visualizing complex concepts, connecting different ideas and concepts, improving retention and understanding of the material.
S2	Yes, because the main points of the material are already listed in the mind mapping itself so that it is easy to understand.
S3	Easy to understand but complicated if the Mind mapping is made by others
S4	Yes, it helps a lot. Because in making mind mapping, you have to understand the material, so you understand the material.
S5	That way we know how the concept of mind mapping and presenting using English.
S6	Yes, it's very helpful because it's not boring.
S7	Yes, because by using this method the material is more concise, easy to understand and simpler to explain.

Six out of seven students responded that the ABC-based mind mapping method can also help students quickly understand the material in learning not only in terms of speaking. Meanwhile, one student responded that this method is difficult to understand other people's mind mapping.

Each learning method must have its own advantages and disadvantages and when compared to other methods such as using traditional methods (lectures) this ABC-based mind mapping method is more effective because this

method utilizes technological advances in the current era of globalization, namely through the YouTube platform as an auxiliary medium to improve speaking skills in students. Particularly students at Zainul Hasan Genggong Islamic University, a technology-based university which encourages its students to always be able to apply technology to be used as a learning medium. As said by one of the English teaching lecturers at Zainul Hasan Genggong Islamic University:

“Each method must have its own advantages or disadvantages, but if asked how effective it is compared to traditional methods, now that it is technology-based, it is very effective. Because after all, we have to apply whatever follows the times. The era is already technology-based using traditional methods such as lectures, according to me, is lagging behind. By us also using technology and then asking them to explain using the means of technology they will be more enthusiastic. So, with their enthusiasm it will be more effectively held or implemented in the classroom.”

Table 3 Result of Questionnaire Combination of Youtube and Abc based Mind Mapping Method in Learning

Participant	Result of Questionnaire
S1	The combination of YouTube and mind mapping is very effective in improving speaking skills. Both complement each other, where YouTube provides interactive audio-visual content, while mind mapping helps organize and understand the concepts learned. It is more effective than other methods because it is more interactive, visual and memorable.
S2	Very helpful as I prefer to learn using YouTube.
S3	Mind mapping is a new method at UNZAH, so it's good.
S4	So, it's more effective, because on YouTube there are many variations of interesting videos so you don't get bored easily.
S5	Helpful enough.
S6	Good thing it's not complicated.
S7	It's easier, because by using this method through YouTube everyone can access it with learning objectives and it is easier to understand than other methods.

The table above states that show that all respondents agree that using a combination method between YouTube and ABC-based mind mapping improves their speaking skills rather than using other learning methods such as continuing to use traditional methods such as the lecture method.

The ABC-based mind mapping method is a flexible technique that can be applied at various levels of education. Starting from elementary school students to university students, all can use this method to help their learning process.

This is because the ABC method is very easy to understand and apply by anyone, regardless of age or educational background. In addition, this approach is also able to improve comprehension and memory because it presents information in a structured and visually appealing manner. Thus, the ABC-based mind mapping method is an effective alternative in supporting learning activities at all levels. As said by one of the English teaching lecturers:

“This method is suitable for all levels because I have implemented it in high school, university students, so in my opinion, except for small children in kindergarten, pre-school, elementary school, it seems to be lacking except for five grades and six grades who can already string words or sentences. Because small children are still beginners, they have to understand first, they can't explain, let alone analyse.

Apparently, in the application of the ABC-based mind mapping method there are also some challenges that need to be considered. The challenge in applying the mind mapping method is that it takes a relatively long time because the process of preparing mind maps requires a deep understanding of the material first. Students must be able to identify the main idea, categorize supporting information, and arrange it systematically in an attractive visual form. Besides that when this method is applied to students who are shy or introverted in speaking. Students with these characters usually feel uncomfortable expressing their opinions in front of others, especially in group discussions. They may have difficulty presenting the results of the mind mapping that has been made. As a result, their potential in contributing through mind mapping is not fully realized. Therefore, educators need to find the right strategy to handle such cases.

The strategy to optimize the ABC-based mind mapping method in improving students' speaking ability can be done by forming small groups. In these small groups, students can discuss and work together to develop mind maps based on predetermined topics. This activity not only encourages students to think critically and creatively, but also provides opportunities for them to exchange opinions and practice speaking skills in presentations in front of the class. In addition, small group discussions allow each student to participate more actively without feeling pressured, so they can be more confident in expressing their ideas or opinions. Thus, the use of mind mapping method in small groups can be an effective strategy in improving students' speaking skills gradually and pleasantly. This is a statement from the English lecturer about the challenges and strategies used when learning takes place:

“The challenge is probably in time. Because this takes a little time because it goes through several stages when explaining the existing concept map but they still make a concept map that takes time for them. So my challenge is in time and then there may also be embarrassment because in the classroom we are faced with several kinds of characteristics of students or students who all cannot speak fluently. Well, so also in addition to the time challenge for what I face, there are also some students who are introverted or shy like that, that's my challenge. How they can speak up to tell or explain the results of the concept map is the

challenge of teachers or lecturers currently applying this. Because if you only make mind mapping, you lack speaking skills, only writing skills or even reading skills.”

“The strategy may be seen in the class that there are many students who are less able to speak up in the sense of introverts, I group them first in the form of small groups. In the group, they will tell the story in the group first before they speak up in front of the class. So grouped they tell in their respective groups first after that ask them when they are used to speaking up, then I ask them to speak up in front of the class.”

This strategy also does not have a negative impact on students in improving their speaking skills. As shown in the questionnaire table below.

Table 4 Result of Questionnaire the Use of Youtube With Abc based Mind Mapping Method Does not Have A Negative Impact on Students.

Participant	Result of Questionnaire
S1	In my opinion, the use of YouTube and the mind mapping method can significantly improve speaking skills. There are no significant negative impacts, as both can be adapted to individual needs and learning styles.
S2	Yes, it definitely helps improve my speaking skills and does not have a negative impact on me.
S3	YouTube has a lot of influence, because I often see movies, and it can also affect my speaking.
S4	It has had a positive impact, I was able to improve my speaking skills, especially in increasing my vocabulary and improving my pronunciation.
S5	No negative impact at all and quite helpful in my speaking.
S6	Influence because in this era you tube is also easily accessible. And many natives use you tube for their speaking lessons such as podcasts.
S7	Is more significant, because it provides morning convenience for users.

The findings from the table above show that all respondents agree that the learning method of using YouTube and ABC-based mind mapping can improve their speaking skills and does not have a negative impact on students.

The results obtained after applying the ABC-based mind mapping method in improving students' speaking skills showed positive results. Students seemed more confident in conveying ideas orally because the structured format of the mind map helped them organize ideas more clearly. In addition, mind mapping also makes it easier for students to remember important vocabulary and talking points when doing presentation activities. Many students also became more active and enthusiastic in discussions as this method encouraged cooperation and creativity. Overall, the ABC-based mind

mapping method proved to be effective in improving students' fluency, pronunciation, and participation in classroom speaking interactions. Such as the English lecturer's statement, for the result obtained after using ABC based mind mapping method, which is as follows:

"If you ask about the results, Insha'Allah, it's better. This must be applied continuously. The strategy must also change, because if every meeting is applied in the sense of monotony, it is also not good for students and will make them bored. So, this treatment can be used in a variety of strategies but the results in my opinion by using this treatment the results will also be good at improving the speaking skills of students or students. Because this is also not only about speaking but also training reading skills, summarizing earlier and after that training creativity and training speaking. If they are used to speaking in public automatically, they will get used to it and their nervousness will be minimized. Maybe speaking in public is still groggy but the grogginess will be minimized with the application of this method. Because they are used to being invited to speak in front of the camera, in front of their friends."

Agreeing with the statement from the lecturer, the questionnaire addressed to students focused more on the impact after using YouTube by using the ABC-based mind mapping method to improve speaking skills in students.

Table 5 Result of Questionnaire the Differences in Students' Speaking Skills After Using Youtube With Abc based Mind Mapping Method

Participant	Result of Questionnaire
S1	After using YouTube and the mind mapping method, I felt a significant difference in my speaking ability. More confident in speaking, Easier to understand and remember vocabulary and sentence structure and more effective in conveying
S2	It's more fun to use YouTube than to learn speaking by myself in front of a mirror, because I sometimes learn speaking by speaking in front of a mirror.
S3	It's the same. Sometimes I get nervous in front of the camera when recording.
S4	My pronunciation became better because I listened to videos from native speakers or from people who have good English.
S5	I think it's the same only YouTube is more relaxed in its use.
S6	Because it is easier to understand and not boring.
S7	Be more active and more creative.

From the table of student statements above, it shows that six out of seven students agree that after applying the use of YouTube with ABC-based mind mapping method can improve their speaking skills, and one student argues that using this method is actually the same, sometimes students feel nervous when speaking in front of the camera.

The ABC-based mind mapping method is a new learning method implemented at Zainul Hasan Genggong Islamic University by utilizing YouTube as a learning media. This ABC-based mind mapping method is applied in a creative and participatory way, where students first work in groups to compile a mind map as an outline of the topic they will discuss. After the mind map is completed, each student records themselves as a group and then explains or presents the contents of the mind map in the form of a video. This process not only practiced students' speaking skills, but also improved their critical thinking skills and teamwork. The recorded videos are then uploaded to the YouTube platform, so that students have the space to express themselves more widely and get feedback from both teachers and classmates. In this way, learning becomes more practical, interesting, and we can learn to adapt to keep up with technological advancements as the times evolve (Novia et al., 2024).

The results showed that applying the ABC-based mind mapping method was able to significantly improve students' speaking skills. Based on the results of a google form questionnaire in the form of a descriptive narrative consisting of five questions to students, the majority of respondents stated that this method helped them to more easily organize ideas or arrange vocabulary before speaking and increase confidence when speaking in front of the class. In addition, the results of interviews with English lecturers at Zainul Hasan Islamic University Genggong consisting of ten questions revealed that this method is considered effective. This finding is consistent with previous research which states that (Sumi and Hyeon 2021) discussed the benefits of YouTube in learning English as a second language. The results of this research show that the educational use of YouTube also leads students to academic activities and engagement during the learning process by developing knowledge and skills in English. Because by utilizing technological advances by using a combination of YouTube and mind mapping is a new breakthrough in the learning process (Manphadung, 2022). However, this contradicts the statement from (Ritueli Daeli & Santosa 2025) this is due to YouTube is easy to get distracted by other irrelevant videos (e.g. entertainment). The platform is designed with an algorithm that recommends videos based on the user's interests, not solely learning goals. As a result, students who initially intend to learn English can unknowingly spend time watching videos that are not learning-appropriate (Ritueli Daeli, Santosa, 2025).

Furthermore, this study confirms that in the current era of technological advancement, the utilization of digital platforms such as YouTube in the learning process has a positive impact. YouTube can be an effective learning medium to deliver materials in an engaging and interactive manner, especially

in English language learning. Through YouTube, students can see and hear as well as directly practice the use of language directly. Thus, improving their understanding. Therefore, it is highly recommended for educators to implement learning methods involving YouTube as one of the strategies in improving the quality of learning in the classroom. The English lecturer from Zainul Hasan Genggong Islamic University also stated that, this approach was able to trigger students' active participation in discussions and encourage them to be more courageous in expressing their opinions. These findings indicate that ABC-based mind mapping method not only facilitates the speaking planning process, but also creates a more interactive and productive learning atmosphere.

CONCLUSION

Overall, it can be concluded that the ABC-based mind mapping method combined with YouTube media proved to be effective in improving students English speaking skills. However, not all students are familiar or skilled in making mind mapping, which can be confusing for some students. In addition, the use of YouTube as a supporting medium also carries the risk of distraction, as there is a lot of entertainment content on YouTube that easily distracts from learning objectives. In addition, not all videos available on YouTube have the quality of learning that meets academic standards, so the information absorbed may be inaccurate or not relevant. Therefore, students must be good at sorting out learning content in using YouTube as a learning media, so that the information obtained is truly useful and in accordance with learning objectives. By choosing videos from reliable and relevant sources, students can improve their understanding more effectively without being distracted by other content that does not support the learning process. In addition, if students still do not understand the application of this ABC-based mind mapping method, students can discuss with friends or lecturers can also help understand this method better and make the learning process more effective.

REFERENCES

- Agustiawati, H. (2021). Increasing Motivation in Speaking Skill. *Jurnal Pendidikan, Bahasa, Sastra Dan Linguistik*, 2(1). <https://doi.org/https://doi.org/10.36546/pbi.v1i2.778>
- B Narasimha Rao, B. N. R. (2022). A Study on Positive and Negative Effects of Social Media on Society. *Journal of Science and Technology*, 7(10), 46–54. <https://doi.org/10.46243/jst.2022.v7.i10.pp46-54>
- Crisianita, S., & Mandasari, B. (2022). the Use of Small-Group Discussion To Improve Students' Speaking Skill. *Journal of English Language Teaching and Learning*, 3(1), 61–66. <https://doi.org/10.33365/jeltl.v3i1.1680>
- Daeli, R. (2025). *Effective practices in enhancing autonomous English language learning through YouTube*. 6(1), 65–73.
- Dashti, F., & Abdulsalam, H. (2025). Jo of. *HELIYON*, e41874. <https://doi.org/10.1016/j.heliyon.2025.e41874>

- Dezas Perdani, Y. (2023). Preparing for an English-Language Job Interview: Strategies for Both Recent Graduates and Those With More Experience. *Social Economics and Ecology International Journal (SEEIJ)*, 7(2), 47–55. <https://doi.org/10.21512/seeij.v7i2.10184>
- Fadhil Abbas, N., & Ali Qassim, T. (2020). Investigating the Effectiveness of YouTube as a Learning Tool among EFL Students at Baghdad University. *Arab World English Journal*, 6(6), 344–356. <https://doi.org/10.24093/awej/call6.23>
- Feng, R., Alsager, H. N., Azizi, Z., & Sarabani, L. (2023). Impact of mind-mapping technique on EFL learners' vocabulary recall and retention, learning motivation, and willingness to communicate. *Heliyon*, 9(6), e16560. <https://doi.org/10.1016/j.heliyon.2023.e16560>
- Ferdianto, F., & Kholili, A. (2022). Developing Supplementary Speaking Material for Eighth Grade Students. *Journal of English Language Teaching and Cultural Studies*, 5(2), 138–149. <https://doi.org/10.48181/jelts.v5i2.16993>
- Furidha, B. W. (2023). Comprehension of the descriptive qualitative research method: A critical assessment of the literature. *ACITYA WISESA: Journal of Multidisciplinary Research*, 2(4), 1–8. <https://journal.jfpublisher.com/index.php/>
- Ghafar, Z. N., & Raheem, B. R. (2023). Factors Affecting Speaking Proficiency in English Language Learning: A general overview of the speaking skill. *Journal of Social Science (JoSS)*, 2(6), 507–518. <https://doi.org/10.57185/joss.v2i6.107>
- Han, H., Islam, M. H., & Ferdianto, F. (2023). An Analysis of Student's Difficulties in English Speaking, a Descriptive Study. *EDUTECH: Journal of Education And Technology*, 6(4), 497–503. <https://doi.org/10.29062/edu.v6i4.579>
- Islam, R. (2023). Teaching Material and Method toward English Students at Vocational High School. *Journal of English Language Teaching and Cultural Studies*, 6(2), 167–175. <https://doi.org/10.48181/jelts.v6i2.21373>
- Islam, R. (2024). *Analysis of English Learning Activities for Medical Students*. 11(2), 209–215.
- Islam, R., & Birchok, D. (2024). The perspective of ESP teaching: a study of english subject for undergraduate nursing students at Hafshawayt University. *Interling: International Journal of English Language Teaching, Literature and Linguistics*, 2(1), 32–36. <https://doi.org/10.55210/interling.v2i1.1781>
- Khoiriyah, S., Prasetya, A., & Maula, I. (2021). The Application of Mind Mapping to Teach Reading of Narrative Text. In National Seminar of PBI (English Language Education). *NATIONAL SEMINAR OF PBI (English Language Education)*, 133–142.
- Kristiani, P. E., & Pradnyadewi, D. A. M. (2021). Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills. *The Art of Teaching English as a Foreign Language*, 2(1), 7–11. <https://doi.org/10.36663/tatefl.v2i1.97>

- Letters, E. E., & Yadav, S. (2023). Speaking Skills Help in Propagating a Message Effectually. *European Economic Letters*, 13(3), 1945–1951. <https://doi.org/10.52783/eel.v13i3.601>
- Listiani, N. K. M., Suwastini, N. K. A., Dantes, G. R., Adnyani, N. L. P. S., & Jayantin, I. G. A. S. R. (2021). YouTube as Digital Learning Resources for Teaching Bilingual Young Learners. *Proceedings of the 2nd International Conference on Technology and Educational Science (ICTES 2020)*, 540(Ictes 2020), 156–162. <https://doi.org/10.2991/assehr.k.210407.230>
- Luangkrajang, M. S. (2022). Use of Mind-Mapping in Language Learning: A Cognitive Approach. *Theory and Practice in Language Studies*, 12(8), 1616–1621. <https://doi.org/10.17507/tpls.1208.18>
- Manphadung, P. L. and N. (2022). "The Study of English Critical Reading Abilities with Video Sharing on Social Media Platform and Mind Mapping of English Teaching Program Students, . *International STEM Education Conference (ISTEM-Ed)*, 7, 1–4. <https://doi.org/10.1109/iSTEM-Ed55321.2022.9920890>.
- Melinda M. Leko, Bryan G. Cook, L. C. (2021). Qualitative Methods in Special Education Research. *Sage Journals*, 36(4). <https://doi.org/https://doi.org/10.1111/ldrp.12268>
- Merchie, E., Heirweg, S., & Keer, H. Van. (2022). *Mind Maps : Processed as Intuitively as Thought ? Investigating Late Elementary Students ' Eye-Trackd Visual Behavior Patterns In-Depth*. 13(April), 1–18. <https://doi.org/10.3389/fpsyg.2022.821768>
- Mulyani, S., & Wariyati. (2023). The analysis of students' vocabulary on speaking exposure. *Jurnal Pendidikan Tambusai*, 7(3), 30200–30203.
- Nasution, D. S. (2020). Mind mapping to improve students' speaking skill. *English Journal for Teaching and Learning*, 8(01), 1–12. <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ>
- Novia, F., Desti Nurdianti, & M Bambang Purwanto. (2024). English Learning and Innovation Skills in 21st: Implementation of Critical Thinking, Creativity, Communication, and Collaboration. *Asian Journal of Applied Education (AJAE)*, 3(2), 113–124. <https://doi.org/10.55927/ajae.v3i2.8318>
- Nurmalia Sari, M. (2023). Students' Ability and Difficulties in Constructing Conditional Sentence Type Ii At Sman 10 Kerinci Jambi. *Dharmas Education Journal (DE_Journal)*, 4(1), 23–32. <https://doi.org/10.56667/dejournal.v4i1.898>
- Polat, Ö., & Aydın, E. (2020). The effect of mind mapping on young children's critical thinking skills. *Thinking Skills and Creativity*, 38. <https://doi.org/https://doi.org/10.1016/j.tsc.2020.100743>
- Pratiwi, S. J., & Wibowo, H. (2023). Enhancing Students' Pronunciation Through Youtube Channel: Pronunciation With Emma. *Lingua*, 19(1), 23–34. <https://doi.org/10.34005/lingua.v19i1.2462>
- Rana, M. S., & Shaikh, R. (2024). The Role of English Speaking-Skills in Career Progression: A Case Study among Sudanese Undergraduate EFL Students. *World Journal of English Language*, 14(2), 349–357.

- <https://doi.org/10.5430/wjel.v14n2p349>
- Raruoailli Srinivas Rao. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*, Vol 2(Issue 2), 14. www.acielj.com
- Rosyada-AS, A., & Apoko, T. W. (2023). Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students. *Journal of Languages and Language Teaching*, 11(3), 489. <https://doi.org/10.33394/jollt.v11i3.8404>
- Setyaningsih, N. A., & Wahidiyati, I. (2022). "Coming here you should speak English": performing creativity on a YouTube channel for teaching speaking. *Erudita: Journal of English Language Teaching*, 2(2), 148-158. <https://doi.org/10.28918/erudita.v2i2.6149>
- Sibanda, J., & Marongwe, N. (2022). Projecting the Nature of Education for the Future: Implications for Current Practice. *Journal of Culture and Values in Education*, 5(2), 47-64. <https://doi.org/10.46303/jcve.2022.19>
- Sunardi, A. I., Eko Wahyu Utami, A. N., & Dwi Maelana, H. W. (2023). Using Video Recording Task to Improve English Speaking Skills of Students at Management Program. *TLEMC (Teaching and Learning English in Multicultural Contexts)*, 7(1), 1-12. <https://doi.org/10.37058/tlemc.v7i1.6697>
- Supendra, D., & Amilia, W. (2021). The Use of Youtube to Increase the Students' Autonomous Learning in the Online Learning Situation. *Proceedings of the 2nd Progress in Social Science, Humanities and Education Research Symposium (PSSHERS 2020)*, 563(Psshers 2020), 143-146. <https://doi.org/10.2991/assehr.k.210618.029>
- Tatipang, D., Oroh, E. Z., & Liando, N. V. F. (2022). Application of Mind Mapping Technique To Increase Students' Reading Comprehension At the Seventh Grade of Smp. *Kompetensi*, 1(03), 389-397. <https://doi.org/10.53682/kompetensi.v1i03.1869>
- Wang, J., Abdullah, R., & Leong, L. M. (2022). Studies of Teaching and Learning English-Speaking Skills: A Review and Bibliometric Analysis. *Frontiers in Education*, 7(July), 1-10. <https://doi.org/10.3389/feduc.2022.880990>
- Xiao, A. S., & Liang, Q. (2024). Spam detection for Youtube video comments using machine learning approaches. *Machine Learning with Applications*, 16(February), 100550. <https://doi.org/10.1016/j.mlwa.2024.100550>
- Xiuli Gou, Peng Zhang, W. J. (2021). Mind Map and Its Application in English Teaching. *CIPAE 2021: 2021 2nd International Conference on Computers, Information Processing and Advanced Education*, 1007-1011. <https://doi.org/https://doi.org/10.1145/3456887.3457451>
- Yi-shan Shi, C. T. (2022). Fostering vocabulary learning: mind mapping app enhances performances of EFL learners. *Computer Assisted Language Learning*, 37(4), 634-686. <https://doi.org/https://doi.org/10.1080/09588221.2022.2052905>
- Zaitun, Z., & Salsabila, R. (2022). Promoting Students' Speaking Skill in Virtual Learning: Utilizing Youtube As Media and Video Posting. *English*

Copyright Holder :

© Nuril Fahmi Ulumiddin et al., (2025).

First Publication Right :

© Attractive : Innovative Education Journal

This article is under:

