ENHANCING STUDENTS' SPEAKING SKILLS THROUGH YOUTUBE MEDIA FOR UNIVERSITY STUDENTS

By:

Farhan Tawakkal[1], Nila Kencana[2], Elva Utami[3], Yosi Marita[4]

Universitas Prof. Dr. Hazairin SH, Bengkulu, Indonesia[1,2,3,4]

farhantawakkal45@gmail.com[1], nilakencana1974@gmail.com[2], utamielva80@gmail.com[3], yosimarita1110@gmail.com[4]

Abstract: This study explores the impact of YouTube as a medium to enhance speaking skills among second-semester students of the English Education Program at Prof. Dr. Hazairin SH University, Bengkulu. This research aims to investigate whether integrating YouTube videos into language learning can effectively improve students' speaking abilities, particularly in fluency, pronunciation, grammar, and vocabulary. The study used a mixed-methods design, an experimental pre-test-post-test, and qualitative methods utilizing YouTube videos as instructional media. Data were collected through tests to gain the quantitative data, and interviews, observations, and documentation supporting it in qualitative. The data was analyzed by using both quantitative and qualitative descriptive methods. The results of this study indicate that using YouTube significantly improved students' speaking skills, particularly in the areas of fluency, pronunciation, grammar, and vocabulary. The pre-test and post-test results analysis show noticeable improvements among students who used YouTube as a learning tool. Specifically, four students (20%) achieved an "Excellent" score in the post-test, three students (15%) obtained a "Good" score, and the majority, 13 students (65%), recorded an "Average" score. The study concludes that YouTube offers a flexible and effective platform for language learning, providing students with accessible, engaging, and interactive content. These results suggest that YouTube can be an effective pedagogical tool to enhance speaking skills in language education.

Keywords: media, speaking skills, YouTube

INTRODUCTION

One of the significant challenges in language education is enhancing students' speaking skills, particularly for non-native speakers (Rahim, 2019). English learners, especially in academic settings like Prof. Dr. Hazairin SH University, Bengkulu, often struggle with fundamental speaking aspects such as

fluency, pronunciation, and grammar. This difficulty is exacerbated by the limited opportunities for students to practice speaking in real-life contexts, which is crucial for developing oral communication skills. Traditional classroom settings sometimes fail to provide enough interactive language practice to address these deficiencies (Alakrash & Razak, 2020). Consequently, alternative strategies, such as incorporating digital media like YouTube, are being explored to bridge this gap in language education.

Digital media has transformed education unprecedentedly, providing students with new platforms for learning outside the conventional classroom. YouTube has become a prominent educational tool, offering a vast repository of learning resources easily accessible to students and teachers (Sari & Margana, 2019).

Unlike traditional teaching methods, YouTube videos expose students to various dialects, accents, and vocabulary that reflect real-world language usage (Jatiet al., 2019). Furthermore, the platform caters to different learning styles by combining auditory and visual stimuli, making learning more engaging and improving retention compared to traditional text-based resources (Kristiani & Pradnyadewi, 2021; Hamad et al., 2019). YouTube videos also allow students to experience language as it is naturally spoken, including exposure to different accents and cultural nuances (Pratama et al., 2020).

Speaking is one of the communication instruments used to send messages to one another, resulting in a good communication process between the speaker and the

listener (Pratama et al., 2022). It is considered one of the most challenging aspects of language acquisition, requiring fluency, pronunciation, grammar, and vocabulary mastery (Sari & Margana, 2019). In traditional language classrooms, speaking activities are often limited to structured exercises that do not reflect the spontaneity and complexity of real-life communication, hindering students' ability to transfer classroom learning to practical situations (Kayi, 2006; Toleuzhan et al., 2023). YouTube videos provide students access to authentic language use, helping them improve these crucial skills. By watching videos that feature natural conversations, students can enhance their fluency and pronunciation by mimicking native speakers. Additionally, the wide variety of

content on YouTube enables students to expand their vocabulary and become more familiar with different grammatical structures (Kristiani & Pradnyadewi, 2021). These videos allow students to hear how native speakers construct sentences, use idiomatic expressions, and vary their tone depending on the context, all essential elements of effective communication.

Media integration in language teaching has grown substantially in recent years, driven by the increasing availability of digital tools and resources. Media such as videos, podcasts, and online platforms have become integral components of modern language curricula, providing learners with engaging multimodal content that enhances comprehension and retention (Yazdi, 2012; Efendi, 2018). The shift toward digital

learning has been accelerated by the COVID-19 pandemic, which forced many educational institutions to adopt online learning environments. Research shows that media-based instruction can significantly improve language learning outcomes by catering to diverse learning preferences and offering more interactive learning experiences (Rahim, 2019). YouTube provides an immersive environment where students can learn through watching real-world scenarios and authentic conversations. This method enhances listening comprehension and allows students to practice speaking by imitating the language they hear (Jati et al., 2019; Mandasari & Aminatun, 2020).

Despite its benefits, some challenges come with integrating YouTube into formal education. The quality of educational content can vary, and not all videos adhere to curriculum or instructional standards (Saed et al., 2021). Additionally, students may become distracted by the platform's entertainment-oriented nature, which could detract from its educational use. Therefore, educators must carefully select appropriate content and guide students on effectively using YouTube as a learning resource. When appropriately implemented, YouTube is a powerful adjunct to traditional teaching methods, offering a dynamic and interactive way to enhance language learning (Toleuzhan et al., 2023).

Thus, this study investigates the effectiveness of using YouTube to enhance students' speaking abilities. By focusing on aspects such as fluency, pronunciation, grammar, and

vocabulary, the research aims to determine whether YouTube videos can complement traditional teaching methods and help improve speaking proficiency. The research also seeks to identify the benefits and challenges of using YouTube as a supplementary resource in English language education at Prof. Dr. Hazairin SH University. This investigation is particularly relevant as the integration of digital tools in education continues to expand, especially in the context of the COVID-19 pandemic, which has accelerated the need for flexible and accessible learning solutions.

METHODOLOGY

This study adopted a mixed-methods design, both a quantitative and qualitative approach, to explore the effectiveness of YouTube as a tool for improving speaking skills among second-semester students at Prof. Dr. Hazairin SH University. The research is based on pre-test and post-test data, interviews, classroom observations, and documentation, which provide a comprehensive understanding of how YouTube influences language learning(Creswell, 2009).

The participants in this study consisted of 20 second-semester students aged 18-22 enrolled in the English Education Program. The sample was divided into two groups: the experimental group, which used YouTube videos as supplementary learning material, and the control group, which followed traditional classroom methods. Students were selected based on their initial speaking proficiency, ensuring a balanced representation of language abilities across both groups. In addition to the students, five key

informants were interviewed, providing deeper insights into their experiences with using YouTube in their language learning process.

Each student underwent a pre-test to assess their initial speaking skills, focusing on fluency, pronunciation, grammar, and vocabulary. After six weeks of instruction using YouTube videos, a post-test was conducted to measure any improvements in their speaking abilities. The results from these tests were analyzed to determine whether YouTube significantly impacted students' speaking proficiency compared to traditional methods.

Data were collected through multiple methods to ensure the validity and reliability of the findings. First, interviews. Semi-structured interviews were conducted with five participants, allowing them to express their thoughts on using YouTube in language learning. These interviews provided qualitative data on how students perceived the benefits and challenges of learning through YouTube and their overall satisfaction with the learning experience. The second is observation. Classroom observations were conducted during YouTube-based lessons to assess student engagement and participation. The researchers noted how often students interacted with the content, asked questions, and practiced speaking based on what they had learned from the videos. The third is the test. Pre-test and post-test results were documented to quantify the improvement in speaking skills. This data provided measurable outcomes that were analyzed using descriptive statistics, offering a clear picture of

the effectiveness of YouTube as a learning tool.

The collected data were analyzed using the Miles and Huberman model, which involves three key stages: data reduction, data display, and conclusion drawing. In the data reduction phase, unnecessary or irrelevant information was discarded to focus on the core findings of YouTube's impact on speaking skills. The data were then displayed in tables and charts to compare pre-test and post-test results. Finally, conclusions were drawn by triangulating data from interviews, observations, and test results, ensuring a comprehensive understanding of the research outcomes.

RESULTS AND DISCUSSION

The results of this study indicate that using YouTube significantly improved students' speaking skills, particularly in the areas of fluency, pronunciation, grammar, and vocabulary. The pre-test and post-test results analysis show noticeable improvements among students who used YouTube as a learning tool. Specifically, four students (20%) achieved an "Excellent" score in the post-test, three students (15%) obtained a "Good" score, and the majority, 13 students (65%), recorded an "Average" score. These findings highlight the effectiveness of YouTube in enhancing various components of speaking proficiency.

Regarding fluency, many students in the experimental group demonstrated more natural and

confident speech patterns after the intervention. They could speak without frequent pauses or hesitations, indicating that YouTube videos helped them become more comfortable with the flow of language(Hamad et al., 2019). Pronunciation also showed marked improvement as students were exposed to native speakers in the videos, allowing them to model their accents and intonations accurately. Furthermore, their ability to recognize and reproduce complex sounds improved, leading to more transparent and comprehensible speech.

In addition to fluency and pronunciation, students' grammar and vocabulary improved. The wide range of content available on YouTube exposed students to different grammatical structures and contexts in which vocabulary is used. Students reported that watching videos on various topics expanded their understanding of how certain words and phrases are applied in conversation. This exposure enriched their vocabulary and helped them construct more grammatically correct sentences during the post-test. Overall, the study confirms that YouTube can effectively improve multiple aspects of speaking skills in language learners.

The findings of this study are consistent with previous research that highlights the benefits of incorporating digital media into language education. By providing authentic language input and diverse learning experiences, YouTube has proven to be a valuable resource for enhancing speaking skills. One of the key advantages of using YouTube is

its flexibility, allowing students to engage with content at their own pace and revisit lessons whenever necessary. This autonomy empowers learners to take control of their language development, making them more active participants in their education (Sun& Chen, 2010; Shelton-Strong, 2022).

Compared to traditional classroom methods, YouTube offers a more dynamic and engaging learning environment. The visual and auditory stimuli provided by YouTube videos help learners better understand the nuances of spoken language, such as pronunciation and intonation. Moreover, the interactive nature of YouTube—where students can comment, share, and even create their content—fosters a more collaborative and immersive learning experience. This aligns with the findings of (Shelton-Strong, 2022), who argue that digital platforms like YouTube promote deeper learning by encouraging students to engage with language rather than passively receive information actively.

However, the study also identifies specific challenges associated with using YouTube in formal education. For instance, not all students have consistent access to high-speed internet, which may limit their ability to benefit from YouTube as a learning resource. Additionally, some students may struggle with self-regulation, becoming distracted by unrelated content on the platform. These challenges highlight the need for educators to provide clear guidelines and support when integrating YouTube into the curriculum. Despite these obstacles, the results suggest that YouTube is an

effective tool for improving speaking skills and should be considered a supplementary resource in language education.

CONCLUSION

This study demonstrates that YouTube can significantly enhance students' speaking skills, particularly fluency, pronunciation, grammar, and vocabulary. The findings suggest that YouTube offers a flexible and engaging platform for language learning, enabling students to access diverse content that reflects authentic language use. Moreover, interacting with videos at their own pace allows for a more personalized learning experience, particularly for language learners who need additional practice outside the classroom.

The study also highlights the challenges of using YouTube, including issues related to internet accessibility and the potential for distraction. Future research could explore strategies to overcome these challenges and further investigate the long-term effects of using YouTube in language education. Overall, this study provides valuable insights into the practical benefits of integrating digital media into language instruction and supports the growing body of evidence that YouTube is a powerful tool for enhancing language learning.

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