The Use of YouTube Video as Learning Media to Improve Students' Speaking Ability

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Abstract: This study aims to investigate the effectiveness of using YouTube videos as learning media to improve students' speaking ability. Conducted at SMP Muhammadiyah 57 Medan, the research involved 12 students from class 8-C. A quantitative method was employed through a one-group pre-test and post-test design, involving three stages: pre-test, treatment, and post-test. The instruments used for data collection included a speaking test with rubrics, a video recorder, and a projector to assess students' speaking performance. The data were analyzed through five steps: scoring the speaking test, calculating average scores, measuring improvement, comparing results, and interpreting the outcomes. The treatment utilized a YouTube video titled "How to Introduce Yourself in English" to enhance speaking performance across five key dimensions: confidence, fluency, grammar, vocabulary, and pronunciation. The findings revealed a significant improvement in students' speaking abilities after the treatment. The average speaking score increased from 77.3 in the pre-test to 86.5 in the post-test. Among the five dimensions, the most substantial improvement was observed in students' confidence when speaking English. These results indicate that the integration of YouTube videos as instructional media can effectively enhance junior high school students' speaking skills. Therefore, it is recommended for English language teachers to consider implementing YouTube-based content as an engaging and effective tool in the teaching and learning process, especially in developing speaking competencies.

Keywords: Speaking Ability, YouTube Video, Learning Media, Improvement

Introduction

Speaking is one of the most essential skills in learning a language. It allows students to express their ideas, feelings, and opinions in real-time communication. However, in English as a Foreign Language (EFL) settings like Indonesia, speaking is often considered the most difficult skill to master. Many students face challenges such as limited vocabulary, lack of confidence, poor pronunciation, and few opportunities to practice speaking in class. These issues can reduce students' motivation and prevent them from developing their communication abilities (Richards, 2008) (Zhang, 2009) (Derakhshan et al, 2016).

Brown (2001) defines speaking as an interactive process that involves not only saying words but also receiving and understanding messages. It is a complex skill that requires fluency, grammar accuracy, vocabulary knowledge, clear pronunciation, and self-confidence. Harmer (2001) adds that speaking activities help students improve fluency and

use language for meaningful communication. For that reason, speaking should be taught in ways that are engaging and support students' confidence (Burns & Seidlhofer, 2002) (Goh & Burns, 2012).

One method that can help improve students' speaking ability is the use of video media, especially YouTube. YouTube offers a wide variety of videos that show real-life communication and native speaker models. Videos provide both visual and audio input, which can help students understand how to speak naturally and confidently (Mayer, 2001) Berk, 2009) (Duffy, 2008). This study investigates how YouTube videos can help improve students' speaking skills, especially in self-introduction. The research aims to find whether using this media can make students more confident and better at speaking English.

Speaking is one of the essential productive language skills that enables individuals to communicate thoughts, ideas, and emotions through spoken language. Brown (2001) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. In the context of English as a Foreign Language (EFL), speaking plays a central role in language mastery, as it reflects learners' ability to use the language actively and appropriately. Harmer (2001) emphasizes that speaking allows students to practice language meaningfully and interactively, which builds both fluency and communicative confidence (Bygate, 1987) (Thornbury, 2005).

According to Harris (1974), speaking ability can be assessed through five core components: fluency, grammar, vocabulary, pronunciation, and comprehension. Each of these components contributes to the effectiveness of oral communication. For instance, fluency reflects the smoothness of speech, grammar ensures sentence structure accuracy, vocabulary enables idea expression, pronunciation affects intelligibility, and comprehension ensures the message is appropriate to the context. These aspects are often used as a rubric in evaluating students' speaking performance (Luoma, 2004) (Fulcher, 2003). In supporting speaking skill development, learning media play a significant role in providing engaging, interactive, and accessible learning environments. Musfiqon (2012) describes learning media as tools that can deliver messages and stimulate students' attention, feelings, and motivation during the learning process. Among various media, YouTube stands out as a popular platform offering authentic English-language content. YouTube videos can provide learners with examples of real-life communication, including the use of natural pronunciation, intonation, and expressions (Gunada, 2018) (Kay, 2012) (Shrosbee, 2008).

Moreover, video-based learning is known to support multiple aspects of language acquisition. Rohmah and Khofshoh (2021) explain that video media serve cognitive, affective, and compensatory functions, helping students to understand material, stay motivated, and support slower learners. Almurashi (2016) and Hia (2022) further state that YouTube videos enhance learners' motivation and confidence by presenting enjoyable, relatable content. The accessibility of YouTube, which allows students to watch anytime and anywhere, supports autonomous learning and aligns with modern students' digital habits (Yousef et al, 2014) (Hafner & Miller, 2011) (Kelsen, 2009). Thus, integrating YouTube as a

learning medium in English classes offers not only linguistic benefits but also psychological and motivational advantages.

Methodology

This study used a one-group pre-test and post-test design. Students were given a speaking test before the treatment (pre-test), then taught using a YouTube video titled "How to Introduce Yourself in English", and finally tested again through a post-test to see the difference in their speaking performance. The population of this research was the students of Class 8-C at SMP Muhammadiyah 57 Medan, consisting of 25 students. The sample was taken purposively, with 12 students chosen based on their interest in learning through video and their varied speaking levels.

The Instruments of Data Collection:
1. Speaking Test, which assessed five aspects: Fluency, Grammar, Vocabulary, Pronunciation, and Confidence.
2. Video Recorder, that functions as the main device to access and play the YouTube video entitled "How to Introduce Yourself".
3. Projector, the projector is used to enlarge and display the video content from the laptop onto a screen or wall, ensuring that all students in the classroom can clearly see the visual and audio elements of the YouTube video.

Techniques of Collecting Data:
1. Pre-Test

Before the video is shown, each students is asked to speak in front of the class one by one. In this session: Each student introduces themselves in English using their current knowledge. The teacher or researcher listens and gives scores using a speaking rubric. The rubric includes five parts: fluency, grammar, vocabulary, pronunciation, and confidence. The pre-test helps the researcher know the students' speaking ability before they receive any help or lesson.

2. Treatment

After the pre-test, the students are asked to watch a video. The researcher plays a YouTube video titled "How to Introduce Yourself in English" using a projector and laptop. The teacher guides the session using the steps below:
a. Before Watching the Video: The teacher explains: "We will watch a video to help you learn how to introduce yourself in English. After that, you will try again." The teacher tells students to pay attention to how the speaker introduces themselves.
b. While Watching the Video: Students watch the video quietly and carefully. The teacher may pause the video at certain parts to explain what the speaker is saying. Students are allowed to write down useful words or sentences they hear.
c. After Watching the Video: The teacher asks students what they learned or remembered from the video. The class practices together by repeating some simple sentences from the video. The teacher helps students pronounce the words and gives short feedback. Students can ask questions if they are unsure about anything.

3. Post-Test

   After the video session: Each student is asked to come forward one by one. They introduce themselves in English again, now using what they learned from the video. The teacher scores their performance using the same speaking rubric. These scores are compared with the pre-test results to see if the students improved their speaking skills.

Techniques of Analyzing Data:
1. Scoring Students' Speaking Test

   Each student's speaking performance is scored using a speaking rubric that includes five aspects: fluency, grammar, vocabulary, pronunciation, and confidence. These scores are recorded for both the pre-test and post-test.

2. Calculating the Average Score (Mean)

   To find out the average speaking ability of the class before and after treatment, the following formula is used:

$$Mean = \frac{Fluency + Grammar + Vocabulary + Pronounciation + Confidence}{5}$$

3. Measuring the Improvement

To know the percentage of improvement in speaking ability after treatment, the formula is:

$$Imrovement(\%) = \frac{Post\ test\ Mean - Pre\ test\ Mean}{Pre\ test\ mean} \times 100$$

4. Comparing the Results

   The average scores of the pre-test and post-test are compared. If the post-test average is higher than the pre-test average, it indicates that the video media has helped improve students' speaking ability.

5. Interpreting the Results

   The improvement is interpreted by observing the increase in scores. The bigger the difference between the post-test and pre-test averages, the more effective the video media is in helping students speak better in English.

Result and Discussions

   This research investigated the effectiveness of using a YouTube video titled "How to Introduce Yourself" as a learning media to improve students' speaking ability. The research sample consisted of 12 students from Class 8-C at SMP Muhammadiyah 57 Medan. The students were given a pre-test, then shown the video as a treatment, and finally assessed again through a posttest. Speaking performance was evaluated based on five components: fluency, grammar, vocabulary, pronunciation, and confidence.

a. Students' Mean Scores

The average scores of students before and after the treatment are presented below:

Table 1. Mean Scores of Students' Speaking Ability

Test Type	Average Score
Pre-Test	77,3
Post-Test	86,5

The average score increased by 9,2 points or approximately 11,9%, indicating significant improvement in speaking ability after the use of YouTube video treatment.
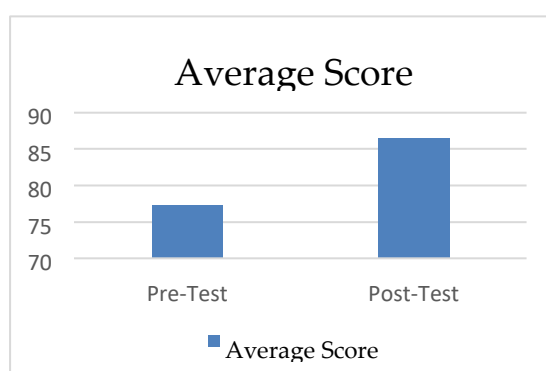

Figure 1. Comparison of Pre-Test and Post-Test Scores

b. Treatment Implementation

After the pre-test, the students watched a YouTube video titled "How to Introduce Yourself in English" using a projector and laptop. The teacher explained the purpose of the video and asked students to pay attention to how the speaker introduced themselves. During the video, the teacher paused to explain important parts like sentence structure and pronunciation. Students could take notes on useful words or phrases. After watching, the teacher asked students what they learned and practiced some sentences together, giving feedback on pronunciation. Students were also allowed to ask questions before moving on to the post-test.

c. Students' Score Classification

Student scores were categorized into five classifications:

Table 2. Students' Score Classification

Classification	Score Range	Pre-Test (Students)	Post-Test (Students)
Excellent	96-100	0	0
Very Good	86-95	0	10
Good	76-85	9	2
Fair	66-75	3	0
Poor	56-65	0	0

Classification	Score Range	Pre-Test (Students)	Post-Test (Students)
Very Poor	0-55	0	0

The classification shift demonstrates a strong improvement. While most students were in the "Good" and "Fair" categories before treatment, 10 out of 12 students reached the "Very Good" level after the intervention.
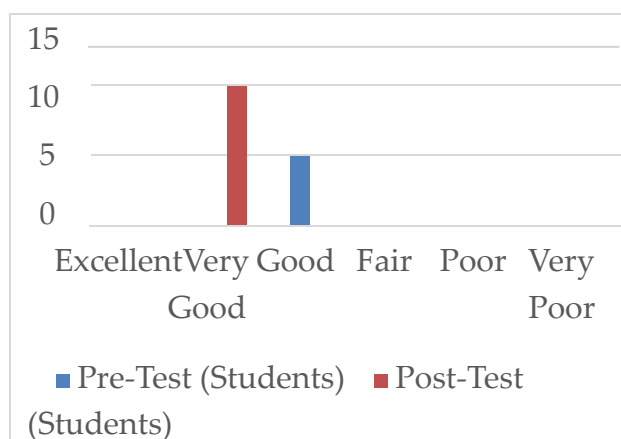

Figure 2. Score Classification

d. Improvement in Speaking Component

Each of the five speaking components showed improvement after given the treatment. The breakdown is as follows:

Table 3. The Improvement of Speaking Components

Component	Pre-Test Average	Post-Test Average	Improvement
Fluency	77,8	85,9	10,4%
Grammar	76,5	85,8	12,1%
Vocabulary	77	85,8	11,4%
Pronounciation	76,8	85,4	11,1%
Confidence	78,3	89,9	14,8%

The most significant improvement was observed in confidence, while all other components also improved substantially improved.

Discussion

This study shows that using a YouTube video as a learning media can significantly improve students' speaking skills. The average score rose from 77.3 in the pre-test to 86.5 in the posttest, which means the students showed improvement after watching and practicing speaking performance with the video YouTube. One important point is that students' confidence improved the most, increasing by nearly 15%. This suggests that

watching videos not only helps students learn how to speak English correctly but also makes them feel braver and less afraid to speak in front of others. When students see and hear someone introduce themselves confidently on the video, they feel encouraged to do the same.

The improvement in other areas like fluency, grammar, vocabulary, and pronunciation also shows that YouTube videos provide a full learning experience. The videos offer real examples of how people speak in everyday situations. This helps students learn new words, understand correct sentence patterns, and practice speaking smoothly. Watching and listening repeatedly to native speakers also improves pronunciation and natural intonation.

These results support what other researchers have found. For example, Gunada (2018) said that YouTube videos expose students to real English, which helps them improve their speaking. Meanwhile, Almurashi (2016) mentioned that videos motivate students because they make learning more interesting and fun. When students enjoy learning, they are more motivated to participate and practice speaking. Another benefit of using YouTube is that it is easy to access and flexible. Students can watch the videos anytime and anywhere, which supports learning outside the classroom. This matches the needs of today's learners who like to study independently and use technology. Despite these positive results, this study has some limitations. The small number of students (only 12) means we should be careful about applying these findings to all students. Also, the treatment only lasted a short time, so it is not clear how long the improvements will last. Future studies should include more students and longer use of videos to better understand how YouTube helps in improving speaking skills. Overall, this research proves that YouTube videos are a useful tool in teaching speaking and can make students more confident and fluent in using English.

Therefore, teachers are encouraged to use YouTube as video learning in teaching speaking because of its effectiveness on dynamic and interactive animation and artificial intelligence that can motivate students to speak English. The fluency, vocabulary, grammar and pronunciation in English speaking will be successfully gained if teachers are creative and innovative to use digital technology as their media in English teaching, especially for Gen-Z generation today. Those messages and information are easily delivered to them to succeed the process of English language teaching and learning in the classroom.

Conclusion

Based on the findings and discussion, it can be concluded that the use of YouTube videos, particularly the video titled "How to Introduce Yourself", proved effective in improving the speaking skills of the eighth-grade students of class 8-C at SMP Muhammadiyah 57 Medan. This is evidenced by the increase in the average pre-test score from 77.3 to 86.5 in the post-test, showing an improvement of 11.9%. This improvement occurred not only overall but also in each aspect of speaking skills, including fluency, grammar, vocabulary, pronunciation, and most significantly, the students' self confidence,

which increased by 14.8%. This indicates that video media helps students understand the material while also making them more courageous and confident in using spoken English.

Therefore, using YouTube videos as a learning medium is highly recommended to improve students' speaking skills in English learning. The integration of technology with engaging content has proven to have a positive impact on the teaching and learning process. For future research can explore how YouTube videos help students improve other speaking topics. It would also be helpful to involve more students from different schools. For teachers, using YouTube in class is a good way to make learning fun and improve students' confidence and speaking skills. To make it more effective, teachers can add speaking activities like role-plays or group practice after watching the videos.

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