USING YOUTUBE VIDEOS AS TEACHING MEDIA IN IMPROVING STUDENTS' SPEAKING SKILL

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Abstract

The purpose of this study is to examine students' perceptions of using YouTube videos to improve their English language skills and to examine the use of YouTube videos to improve students' language skills. This study used a mixed methods approach with a research design survey using a questionnaire research instrument and a quasi-experimental study research design using pre-test, treatment and post-test research instruments. This research was conducted at Bintara Vocational High School, Rancaekek in two classes, namely the experimental class and the controlled class. When analyzing the results of data collection, the pre- and post-tests as well as the results obtained were analyzed using the NCSS 2021. The data collection results showed positive results in using YouTube videos in improving students' speaking skills. Most students have a good perception of these media, but some have a neutral perception. Additionally, this study shows an improvement in speaking skills, meaning that the use of these media is effective. The results of this research are intended to provide an overview and information for English teachers who use YouTube videos as teaching media, especially when learning speaking.

Keywords: YouTube videos, speaking skill, students' perception, teaching media.

INTRODUCTION

Due to the insufficient emphasis on speaking skill development in the classroom, the majority of students struggle to communicate actively and spontaneously in English, despite possessing an adequate vocabulary to articulate their thoughts and emotions; at times, they simply do not know how to state it. An examination of the challenges that students encounter in English pertains to pronunciation, fluency, grammar, and vocabulary (Sayuri, 2016). (Taufik et al., 2023) As technology advances, the incorporation of ICT into teaching and learning activities helps to make them more convenient and unconventional. Therefore, educators must not merely impart repetitive English instruction; rather, they must be capable of designing English learning experiences that encourage students' autonomy and ingenuity, as well as generate learning environments that optimise students' English proficiency. There are an abundance of instructional media that can be applied to the development of speech abilities. According to research conducted by Taufik et al. (2023), which utilised data from interviews and observations, EFL instructors utilised a variety of ICT hardware as learning media, such as laptops, projectors, and mobile phones, among others. Additionally, educators

utilise a variety of applications, including Duolingo, WhatsApp, and YouTube. By incorporating certain forms of media, educators can effectively facilitate the dissemination of educational materials and captivate students during learning exercises. Additionally, an approach to ensuring that students find learning engaging is through the utilisation of instructional videos available on the YouTube platform (Kulsum et al., 2023). YouTube videos are the media that will be utilised in this study.YouTube is a digital platform that significantly enhances the field of education at large. Students' English-speaking abilities have been enhanced through the utilisation of YouTube (Alkathiri, 2019). YouTube is a prominent platform within the realm of education that provides a wide range of necessary materials across multiple subject areas, including English (Sylphiasimanjuntak et al., 2021). YouTube, an internet-based platform for sharing videos, offers a diverse range of educational content and seminars. A considerable portion of the material on YouTube can assist students in developing their speaking abilities (Wahyuni & Utami, 2021). Numerous studies have investigated student perceptions and the improvement of students' speaking ability through the use of YouTube videos as teaching media. For instance, Alkathiri's (2019) findings indicate that the use of YouTube to learn English has the potential to alleviate students' apprehension towards pronouncing unfamiliar vocabulary, facilitates students' comprehension of lessons, and is regarded by students as a valuable resource for acquiring English. Furthermore, a study conducted by Nur Syafiq et al. (2021) examined the efficacy of YouTube videos as an instructional medium and found that they could enhance students' English proficiency, particularly

Learning Speaking Skill

Students should strive to acquire proficiency in speaking as it serves as a

in the area of speaking, through online learning. Furthermore, a study conducted by Balbay and Kilis (2017) examined students' perspectives on the utilisation of YouTube videos as an instructional medium. The findings revealed that students perceived this resource as beneficial as it promoted class discussion and enhanced the diversity of course material. They demonstrate that YouTube has the potential to significantly improve students' speaking abilities. Exploring students' perspectives on the utilisation of instructional media can aid in determining the efficacy of said media when it comes to imparting productive speaking techniques in addition to facilitating the acquisition of English language skills.The vast majority of research on this subject has been conducted at the tertiary level. In contrast, the present study will be carried out by researchers in the tenth grade of a vocational high school. The objective of this study is to examine the perceptions of students regarding the utilisation of YouTube videos to enhance their English speaking abilities and to assess the efficacy of such videos in this regard.It is anticipated that the outcomes of this study will provide theoretical, practical, and professional assistance in the way of learning English. It is anticipated that the findings of this study will contribute to the body of literature concerning the utilisation of English instructional media by students. Practically speaking, it is anticipated that this research will provide English instructors who utilise YouTube videos as instructional media, particularly for the development of speaking skills, with an overview and pertinent data. Simultaneously, the results of this study can provide English instructors with guidance on effectively managing classes through the use of YouTube video instructional materials.

critical means of conveying concepts (Indriani & Sakina, 2022). Communicating

Information to others through the transmission or delivery of communications or speech constitutes speaking (Permana, 2020). Effective instruction of speaking abilities within the classroom environment can enhance student motivation and transform English classes into engaging, hands-on learning environments. Communication involves more than simply pronouncing words. As a result, English instructors allocated significant time to speaking activities, recognising their critical role in promoting the improvement of English language learners' competence (Namaziandost & Nasri, 2019).It is evident from multiple observations conducted in various educational institutions that students frequently experience a lack of confidence and familiarity when it comes to actively participating, particularly in speaking classes (Indriani & Sakina, 2022). A number of techniques can be implemented to improve the speaking ability of students. Methods such as planning, rehearsal, and repetition are significant in the context of improving one's speaking ability (Harmer, 2011). Proficiency in delivering speeches in the English language may serve as an indicator of an individual's English-speaking aptitude (Hussin et al., 2020).

The Use of YouTube as Teaching Media

(Nurmala Sari, 2019) Teaching media is an instrument that facilitates the transmission of information during the learning and teaching process. In the current age of technological advancement, instructional materials transcend the traditional textbooks and whiteboards. YouTube, whose official URL is www.youtube.com, is a well-known video sharing website where users can upload, view, and distribute video presentations, according to Duffy (2008) in Roodt & Peier (2013). YouTube can be utilised by educators as an instructional tool to cater to the interests and preferences of students, thereby enhancing the engagement of

learners (Zaidi et al., 2018). YouTube is accessed by over one billion users monthly and provides access to thousands of videos that cover a vast array of topics in numerous languages. YouTube can be utilised to improve speaking ability, which is directly related to video (Balbay & Kilis, 2017). According to research conducted by Kulsum et al. (2023), there are numerous advantages to utilising YouTube videos, including the ability to captivate and interest children in order to improve their ability to comprehend programmes that contain colours, images, and visuals.

Previous Related Studies

Numerous prior studies have examined this topic. For instance, Alkathiri (2019) investigated whether using YouTube as a teaching medium that provides practice in speaking English could assist individuals learning English as a Foreign Language in enhancing their comprehension of word diction, word pronunciation abilities, and the mouth and tongue movements required to produce English sounds. The results indicate that this increases students' motivation to learn and practise their speaking skills with confidence and encourages them to partake in these activities.

Moreover, according to the findings of Nur Syafiq et al. (2021), YouTube has the potential to enhance the speaking proficiency of students. This form of media has the potential to enhance students' motivation to learn. YouTube videos, by incorporating both auditory and visual elements, can facilitate pronunciation practice, expand students' vocabularies, and streamline the process of generating sentence ideas during oral communication. Additionally, YouTube videos help students learn grammar automatically and subconsciously. Furthermore, a prior study conducted by Balbay and Kilis (2017) examined the perceptions and experiences of students regarding the utilisation of

YouTube channels. The findings of this study may inform recommendations for the use of this teaching medium in higher education English, as students benefited from it by contributing variety to course

This investigation falls under the category of mixed-methods research, as its design is quasi-experimental and survey-based. This research is amenable to a mixed-methods approach due to the fact that it investigates students' perspectives on the efficacy of YouTube videos as a teaching medium and the impact of such videos on students' speaking abilities.In order to investigate the perceptions of students regarding the efficacy of YouTube videos as instructional media for enhancing speaking abilities, this study employs a survey research design. The researcher employs survey research design, a component of quantitative research, to examine or characterise the attitudes, opinions, behaviours, or characteristics of a complete population of individuals. During this phase, the researcher gathers quantitative data via questionnaires and conducts a statistical analysis of the information to examine the research questions or hypotheses and to elucidate aspects of the responses to the questions. As defined by Brown (2004), questionnaires encompass any written instruments that present a series of statements or queries to which respondents are required to provide responses in the form of written responses or select one from the provided options.In order to address the research inquiry regarding whether the use of YouTube videos as instructional media improves students' speaking abilities, the investigator implemented a quasi-experimental study design. This experimental research method investigates whether the outcomes of particular interventions have any effect. A quasi-experimental study compares two classes of students who have implemented the same learning strategy; pretesting to

material and being encouraged to participate in class discussions.

METHODS

ascertain group equivalence is an essential component of quasi-experimental studies.

The present study was carried out at the Bintara Vocational High School located in Bandung. Scholars are intrigued by the selection of this institution due to the researcher's anticipation that it will shed light on how this educational establishment can further innovate and develop English instruction, particularly with regard to speaking skills, as exemplified by the utilisation of this YouTube video. The focus of this study is eleventh-grade Automation and Office Governance majors. The researchers utilised samples from only two classes; one class served as the experimental class, while the other class functioned as the control class.

Data Collection Technique

The utilisation of data acquisition techniques is a critical aspect of research, as it provides the researchers with the informational material for their investigations. The purpose of this data collection is to acquire dependable materials or information. For the purpose of collecting the desired data, scientists employed survey and quasi-experimental research designs. In contrast to the questionnaire used to conduct this survey, a quasi-experimental design was implemented, consisting of a pre-test, treatment, and post-test.

Data analysis technique

A quasi-experimental study employs both an experimental group and a control group in its design. The experimental class and the control class are

determined through the use of this quasi-experimental design; these two classes serve as samples, with the control class being an equivalent class with identical cognitive and non-cognitive characteristics. Non-cognitive characteristics, such as students' motivation and attitudes towards learning English, are in contrast to cognitive characteristics, which manifest in the average student's English proficiency.

Justify why these two classes ought to be equivalent. Therefore, it can be determined that the students in both courses were in identical initial conditions, and that the observed increase in student performance was indeed attributable to the researcher's utilisation of the learning media. The samples for this quasi-experimental study will consist of two classes, each of which will be administered a pre-test, treatment, and post-test. As a form of instruction, these pupils are exposed to YouTube recordings concerning speaking abilities. A comparison was made between the pre-test and post-test scores of both groups to determine whether the experimental group received a more substantial improvement in students' speaking ability (Nuzula, 2018).

Pre-test

A pre-test is administered to assess the initial levels of the variables of interest among the participants prior to the implementation of any treatment. The primary objective of the pre-test is to evaluate the participants' initial condition and establish a reference point for comparing post-test measurements. This enables researchers to assess the treatment's efficacy through the analysis of variations in the assessed variables between the pre-test and post-test.

The researcher conducted an initial assessment of the manner and degree to which students acquired English during the inaugural class session. This pre-test was administered by the researcher to evaluate the speaking abilities of the pupils prior to their teaching via YouTube videos. The researcher administered this pre-test to each student individually by requesting that they give a self-introduction in front of the entire class. Following the students' introductions, the researcher proceeded to inquire about several aspects pertaining to each individual. In this manner, the researcher evaluated the speaking abilities of the students. Both the experimental class and the control class were administered the identical pre-test.

Treatment

The researcher administered distinct treatments to the experimental class and the control class. The treatment implemented in the experimental class was the utilisation of YouTube videos as instructional media. Following administration of a pre-test, students in the experimental group were instructed on "Talk about Yourself" during the initial intervention. Scholars upload videos to YouTube. Students scrutinise the content of the video that is being presented. Upon viewing the YouTube video, the students were instructed by the researcher to replicate the actions depicted in the video. Students are required to create a video titled "Talk about Yourself" as classwork.The researcher selected "What did you do yesterday?" as the subject of the second treatment. With this subject matter in mind, the researcher presents a YouTube video. While analysing the displayed YouTube videos, the students listen to them. The researcher then instructed the students to form pairs for the assignment, where each pair would present a dialogue in front of the class on the same subject matter as what they had observed.The subject matter addressed by the scholars in the third treatment is "Talk about Your Hobbies." Similar to the initial and subsequent interventions, the YouTube video pertaining to the subject matter was presented by the researcher. While analysing the presented video, students

engage in group discussions involving dialogues exemplified in the video in front of the class.The experimental cohort receives a different treatment than the control class. The experimental group received the intervention through the use of YouTube videos as media. In contrast, the control group received their instruction exclusively through researcher explanations, devoid of any utilisation of YouTube videos as media. However, the subject matter of the provided material remained unchanged.

Post-test

A post-test is a form of evaluation or quantification that is carried out subsequent to the implementation of an intervention or treatment. The purpose of the post-test is to evaluate the treatment's impact or efficacy and ascertain whether there are statistically significant distinctions among the groups. Scholars can assess the quantifiable impact of the intervention by comparing the post-test scores of the various groups. Students were individually asked to discuss the subject "A Day in My Life" as the post-test. Both the control class and the experimental class were administered the identical post-test.

Survey

A survey serves various purposes, including responding to inquiries, resolving observed or posed problems, assessing needs and goal setting, determining the achievement of specific objectives, establishing benchmarks for future comparisons, analysing temporal trends, and providing general descriptions of what is present, in quantity, and within what context. Students were administered this survey research design in the form of a questionnaire in order to determine how they feel about the application of YouTube videos to the learning of English speaking skills. Adaptations of the questionnaire were made to Permana (2020). Students receive questionnaires during the final meeting subsequent to their completion of the post-test.

Data Analysis

As data collection instruments for this investigation, researchers employed a questionnaire and a quasi-experimental study involving students. In order to analyse the data obtained from the questionnaire, researchers employ a variety of formulas. Based on a questionnaire, the degree of student perception is ascertained. The sum of every result constitutes the overall score.

Formula is:

$T \times Pn$

T = total respondents

Pn = choice of Likert score numbers

Index formula %: Total scale/total score x 100

In the meantime, the data collected for the quasi-experimental study, including pre-test, post-test, and gained scores, were subjected to statistical analysis utilising NCSS 2021.

Data Homogeneity

The homogeneity test was employed to determine whether or not the experimental and control classes were homogeneous (Sari, 2020). In order to interpret the outcomes of the homogeneity test, one examines the two-tailed

significance value of Sig. In conclusion, the interpretation is as follows:1) "If the significance is less than 0.05 (Sig. (2-tailed) < 0.05), the variants differ significantly (not homogenous) ".
2) "If the significance is greater than 0.05 (Sig. (2-tailed) > 0.05), the variants are significantly similar (homogenous) ".

RESULTS

There are two research inquiries that are associated with this topic: (1) What is the impact of YouTube videos as instructional media on students' perception of speaking skill improvement? and (2) Does the use of YouTube videos as teaching media result in an improvement of students' speaking skills?

To address the initial research inquiry, data collection for this study was conducted via 24 questionnaires, which were designed to gather information regarding students' perceptions of YouTube video usage. The respondents of this survey comprised 26 students enrolled in the experimental class.

Table 1. *Data Presentation*

No.	Statements	Option					N
		SA	A	N	D	SD	
		5	4	3	2	1	
1	YouTube is a beneficial tool for language learning.	40	56	12	0	0	108
2	YouTube videos capture and retain your attention during the whole class.	20	24	48	0	0	92
3	You learn English faster and better by using YouTube videos.	25	32	36	0	1	94
4	Using YouTube videos in language learning decreases your anxiety in the class.	15	60	21	4	0	100
5	YouTube learning activities are very interesting and motivating.	35	64	9	0	0	108
6	The authentic materials in YouTube videos help you better understand the lesson.	20	68	12	2	0	102
7	YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms.	15	44	33	0	1	93
8	YouTube videos minimize your fears to pronounce words in front of the whole class.	35	44	12	4	1	96
9	You do not feel bored when the teacher uses YouTube videos in the class	40	48	15	2	0	105
10	YouTube videos encourage you to ask and answer questions in the class.	15	60	21	2	0	98
11	You feel more comfortable in using YouTube to learn English.	30	52	18	0	0	100
12	You enjoy choosing materials on YouTube in learning English.	20	56	24	0	0	100
13	Watching YouTube videos helps you	15	36	42	0	0	93

#	Statement						
	speak with your colleagues and teachers in the class.						
14	YouTube videos give you the motive to comment on and discuss things in the class.	30	24	42	0	0	96
15	YouTube videos allow you to organize ideas while speaking.	25	64	12	2	0	103
16	YouTube videos allow you to organize ideas while speaking.	20	72	12	0	0	104
17	YouTube videos increases the number of new words you learn.	25	64	15	0	0	105
18	Your pronunciation is improved when you learn via YouTube videos.	30	48	24	0	0	102
19	YouTube videos simplify the lesson to you.	10	80	12	0	0	102
20	YouTube videos help you guess the meaning of unfamiliar words.	20	80	6	0	0	106
21	YouTube videos help you speak fluently.	20	40	30	4	0	94
22	YouTube videos help you segment the stream of speech into recognizable units.	15	44	36	0	0	95
23	YouTube videos prevent you from going astray while speaking	5	68	24	0	0	97
24	You better understand the material when you watch a YouTube video about it.	15	68	21	0	0	104

Based on the results of data collection and the results of processing the questionnaire above, it can be categorized as follows:

Table 1.1

Statements	SA	A	N	D	SD
YouTube videos capture and retain your attention during the whole class.	21,9%	26%	52,1%	0%	0%
YouTube learning activities are very interesting and motivating.	32,4%	59,3%	8,3%	0%	0%
You do not feel bored when the teacher uses YouTube videos in the class	38,1%	45,7%	14,2%	2%	0%

Table 1.2

Statements	SA	A	N	D	SD
Using YouTube videos in language learning decreases your anxiety in the class	15%	60%	21%	4%	0
YouTube videos minimize your fears to pronounce words in front of the whole class.	36,5%	45,9%	12,5%	4,1%	1%

You enjoy choosing materials on YouTube in learning English.	30%	52%	18%	0%	0%

Table 1.3

Statements	SA	A	N	D	SD
YouTube is a beneficial tool for language learning.	37%	51,9%	11,1%	0%	0%
YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms.	16,1%	47,3%	35,5%	0%	1,1%
YouTube videos encourage you to ask and answer questions in the class.	15,3%	61,2%	21,4%	2,1%	0%
Watching YouTube videos helps you speak with your colleagues and teachers in the class.	16,1%	38,7%	45,2%	0%	0%
YouTube videos give you the motive to comment on and discuss things in the class.	31,2%	25%	43,8%	0%	0%
YouTube videos allow you to organize ideas while speaking.	24,2%	62,1%	11,7%	2%	0%
YouTube videos increases the number of new words you learn.	24,8%	61%	14,2%	0%	0%
Your pronunciation is improved when you learn via YouTube videos.	29,4%	47,1%	23,5%	0%	0%
YouTube videos help you speak fluently.	21,3%	42,6%	31,9%	4,2%	0%
YouTube videos help you segment the stream of speech into recognizable units.	15,8%	46,3%	37,9%	0%	0%
YouTube videos prevent you from going astray while speaking	5,2%	70,1%	24,8%	0%	0%

Table 1.4

Statements	SA	A	N	D	SD
You learn English faster and better by using YouTube videos.	26,6%	34,1%	38,3%	0%	1%
The authentic materials in YouTube videos help you better understand the lesson.	19,6%	66,6%	11,8%	2%	0%
You enjoy choosing materials on YouTube in learning English.	20%	56%	24%	0%	0%
YouTube videos allow you to organize ideas while speaking.	19,2%	69,2%	11,6%	0%	0%
YouTube videos simplify the lesson to you.	9,8%	78,4%	11,8%	0%	0%
YouTube videos help you guess the meaning of unfamiliar words.	18,9%	75,5%	5,6%	0%	0%
You better understand the material when you watch a YouTube video about it.	14,4%	65,4%	20,2%	0%	0%

Furthermore, within the framework of this quasi-experimental research design, two assessments were administered to both the experimental and control groups: a pre-test was administered at the commencement of the investigation, and a post-test was administered at the conclusion of the study. The researcher provides an explanation of the outcomes of the pre-test and post-test in the following section.

The Students Score of Pre-test

The results of the pretest administered to both the experimental and control groups were reported by the researchers. The results of the scores are categorised into low, medium, and high categories. This categorization is determined by pre-test performance. An individual's score is categorised as low if it falls below 75, moderate if it falls between 75 and 80, and high if it exceeds 80. The categorization of the pre-test scores is detailed in the subsequent table.

Table 2

Score	Experimental Class			Controlled Class		
	Freq	F (%)	Mean	Freq	F (%)	Mean
*<75	15	57,7		10	47,7	
76-80	9	34,6	72,84	9	42,8	73,14
81<**	2	7,7		2	9,5	

*Below the standard of minimum completeness
**above the standard of average completeness

The Students Score of Post-test

In this section, the researcher displays the results of the post-test in the experimental class and the control class. In the table below, the researcher shows the post-test scores in the experimental class and the control class.

Table 3

Score	Experimental Class			Controlled Class		
	Freq	F (%)	Mean	Freq	F (%)	Mean
*<75	3	11,5		6	28,6	
76-80	10	38,5	79,15	10	47,6	76,42
81<**	13	50		5	23,8	

*Below the standard of minimum completeness
**above the standard of average completeness

The Students Gained Score

In addition to presenting the pre-test and post-test data, the researcher also presented the score data obtained by the students through the two tests. The researcher calculated the score from the post-test minus the score from the pre-test to get the score obtained. The results of these calculations are presented in the form of a table below:

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Table 4

Score	Experimental Class			Controlled Class		
	Freq	**F (%)**	**Mean**	**Freq**	**F (%)**	**Mean**
*<3	3	11,5		11	52,4	
4-7	14	53,8	6,26	8	38,1	3,57
8<*	9	34,7		2	9,5	

Data Analysis

a. Pre-test

This research uses NCSS 2021 to analyses the data. This test is intended to determine the effectiveness of using YouTube videos on students' speaking skills. Researchers compared pre-test and post-test scores in the experimental class and in the control class. The results of the t-test with NCSS 2021 are presented below:

Table 5 Group Statistic of Pre-test Score

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental	26	72,84615	4,558002	0,8938978
	Controlled	21	72,85714	5,57033	1,215546

Table 6. Independent Sample of Pre-test Score

	T-test for Equality of Variances		T-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed			2,0141	45	-0,0141	-0,01098901	1,476694	-2,985203	2,963225
Equal variances not assumed	1,4935	0,33975	2,0236	38,48	-0,0236	-0,01098901	1,508842	-3,064234	3,042256

b. Post-test

Table 7 Group Statistic of Post-test Score

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	26	79,15385	3,081458	0,6043237
	Controlled	21	76,42857	4,044396	0,8825597

Table 8 Independent Sample of Post-test Score

	T-test for Equality of Variances		T-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed			2,0141	45	-0,0141	2,725275	1,039176	0,6322679	4,818282
Equal variances not assumed	1,7226	0,19757	2,0268	36,70	-0,0268	2,725275	1,069635	0,5573855	4,893164

c. Gained Score

After analyzing the pre-test and post-test scores using the t-test, the researcher then analyzed the scores obtained from the pre-test and post-test scores to obtain the significance of the influence of using YouTube videos as media. Gained score is obtained by calculating the difference between the pre-test and post-test scores (post-test scores – pre-test scores). The results of the analysis are presented by the researcher as follows:

Table 8 Group Statistic of Gained Score

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	26	6,269231	2,425823	0,475743
	Controlled	21	3,571429	2,521338	0,5502009

Table 9 Independent Sample of Gained Score

	T-test for Equality of Variances		T-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed			1,0803	45	-0,0141	2,697802	0,7243128	1,238961	4,156643
Equal variances not assumed	1,0803	0,84455	2,0178	42,21	-0,0178	2,697802	0,7273599	1,230147	4,165458

DISCUSSIONS

With regard to the first question, i.e. What is the impact of YouTube videos as instructional media on students' perception of speaking skill improvement? A categorization of a number of questionnaire statements provided to students is presented in Table 1.1. Regarding the use of YouTube videos as a medium for learning English in order to enhance students' speaking abilities, there are three intriguing claims. Based on the data calculations, the majority of students (52.1%) selected the neutral option in response to the first statement, as opposed to selecting the agree or strongly concur option. However, in response to the last two statements, the majority of students (59.3% & 45.7%) selected "agree." Thus, it can be concluded that the use of YouTube media to teach speaking skills in class is sufficiently engaging for students; however, the use of YouTube videos fails to hold the attention of some students throughout the class. This is consistent with the viewpoint expressed by Zaidi et al. (2018) that YouTube can be utilised as an instructional tool in the classroom to cater to the preferences and interests of the students, thereby enhancing the engagement of the learning process. As stated by Khoiroh (2021), the utilisation of YouTube as an educational resource facilitates students' speaking skill development and captures their attention during the learning process. This is because students exhibit greater enthusiasm and interest in learning when confronted with unconventional classroom situations and conditions.

Subsequently, three statements are presented in Table 1.2 pertaining to the potential of YouTube videos to alleviate students' speaking apprehension. This indicates that among the three statements, the agreement option is the most frequently selected by students, with respective shares of 60%, 45.9%, and 52%. Consequently, it can be deduced that the utilisation of YouTube video media has the potential to alleviate students' speaking anxiety, diminish their apprehension towards verbalising words in a classroom setting, and foster students' engagement with the subject matter imparted via said videos. The findings of this study align with those of a prior investigation led by Nur Syafiq et al. (2021), which demonstrated that YouTube video media facilitate pronunciation practice, vocabulary expansion, and the generation of ideas for speaking sentences by students. Alkathiri's (2019) research findings also indicate that the utilisation of YouTube as a tool for English language learning fosters student engagement in these tasks and enhances their motivation to study and confidently hone their speaking abilities. Table 1.3 presents the categorization of student statements concerning the use of YouTube video media to assist students in speaking English.

The assignment requires students to respond to eleven statements. Students provided responses to nine of the

statements presented, with agreement being the most frequently selected option. For the remaining two statements, the majority of students selected the neutral response. The two statements are as follows: "Watching YouTube videos encourages you to comment on and discuss things in class." with a 45.2% increase, and "YouTube videos help you communicate with your classmates and teachers in class." with a 43.8% increase. On the basis of these calculations, it can be concluded that YouTube videos improve the speaking abilities of students. However, when conversing with peers and instructors or offering feedback to others, the majority of students continue to feel neutral. This aligns with the findings of Nur Syafiq et al. (2021), which indicate that YouTube has the potential to enhance the speaking abilities of students. Additionally, research conducted by Balbay and Kilis (2017) indicates that the majority of students derived substantial benefits from the YouTube channel's videos. This is consistent with the findings of Sakkir et al. (2020), who demonstrated that YouTube videos enhance students' speaking proficiency and motivate them to study.

There are seven statements in the final category regarding the use of YouTube video media to assist students in comprehending the material presented in Table 1.4. According to the data, the six statements with the highest option yield are all in agreement. However, one statement, neutral, has the highest option selection result. "You learn English more efficiently and effectively by utilising YouTube videos" is the assertion. In excess of 38.3%. As a result, it is possible to conclude that the utilisation of YouTube videos aids students in comprehending the subject matter, particularly with regard to speaking abilities. However, one neutral statement among the seven indicates that the use of this medium does not significantly accelerate or improve the speaking development of some pupils. Nevertheless,

students continue to perceive this YouTube media as beneficial in aiding their comprehension of the subject matter. This is consistent with the findings of Balbay and Kilis (2017), who found that the incorporation of YouTube videos into the curriculum promotes student engagement in class discussions and enhances the diversity of course content. Similar to the viewpoint expressed by Balbay and Kilis (2017), which asserts that this particular speaking ability is directly applicable to video content and can be improved via YouTube. Additionally, Khaliq and Nasution (2019) assert that YouTube could offer appropriate educational content that positively influences the motivation and affective filter of students.

With regard to the second question, i.e. Does the use of YouTube videos as teaching media result in an improvement of students' speaking skills? Subsequently, in order to address the second research inquiry, the researcher presents the outcomes of the pre-test scores in Table 2. Within the experimental class, fifteen students (57.7%) obtained the lowest score, nine students (34.6%) obtained moderate scores, and two students (7.7%) obtained excellent grades. Achieving the highest possible total is 81. Within the control group, ten students (47.5%) achieved the lowest possible score, nine students (42.8%) obtained moderate scores, and two students (9.5%) achieved the highest possible score of 81. Additionally, data was acquired by the researcher indicating that the mean value in the experimental group was diminished in comparison to the control group. In the experimental group, the mean value was recorded as 72.84, whereas in the control group, it was 73.14.Analogous to the pre-test results, the researcher similarly divides post-test scores into three distinct categories. Scores falling below 75 are categorised as low scores, while scores ranging from 75 to 85 are considered moderate scores. Scores exceeding 85 are classified as high scores.

Thereafter, in both the experimental and control classes, the proportion of students who had previously obtained low grades decreased. However, the reduction in poor scores was more pronounced in the experimental group compared to the control group. Students' speaking proficiency improves as a result of utilising YouTube videos as media.

According to the data in Table 3, three students (11.5 percent) in the experimental class received a low grade, ten students (38.5 percent) received a moderate grade, and thirteen students (50 percent) received low grades. The maximum possible score achieved in the experimental class is 85. In contrast, the control group received low scores from 6 students (28.6%), moderate scores from 10 students (47.6%), and high scores from 5 students (23.8%). 83 is the maximum result achieved in the control group. Additionally, the data presented in the table indicates that the mean value for the experimental group is 79.15, whereas the mean value for the control group is 76.42. A marginal discrepancy between the mean values of the experimental and control groups suggests that the methodology implemented in the experimental group is marginally superior to that of the control group. The mean score achieved by students in the experimental class differs from that of the control class, as shown in Table 4. This difference is subsequently computed in order to determine the improvement's significance. As shown in the table above, nine students (34.7%) in the experimental class are capable of improving their score by eight points or more, while only two students (9.5%) in the control class are capable of doing so. The majority of students in the control group achieved score increases of one to three points. Consequently, this indicates that the increase observed in the experimental group was more substantial than in the control group.

The Difference between Experimental and Controlled Group in the Pre-test, Post-test, and Gained Score

The researcher conducts the data analysis using NCSS 2021. The t-test results for pre-test scores are presented in Table 5. The mean, standard deviation, and standard error are detailed in Table 5. Table 6 subsequently presents the outcomes of the independent sample test. The T-test was utilised by researchers to assess the homogeneity of variance. The findings indicated that F equaled 1.4935 and p was 0.33975. The researcher employed a 5% level of significance, and the data were found to be homogeneous (p>0.05). The researcher applies the results of the independent sample test under the assumption that the variance is consistent, given the homogeneity of the data. Consequently, initially, the conditions of the experimental and control groups were identical. The researcher applied the same t-test analysis to the post-test score as to the preceding pre-test score. It is evident from Table 8 that there has been an increase in the mean values of the two classes. In contrast, the mean score of the control group rose from 72.85 on the pre-test to 76.42 in the post-test, whereas the experimental group's mean score rose from 72.84 on the pre-test to 79.15 on the post-test. Following the t-test analysis of the pre-test and post-test scores, the researcher conducted an examination of class differences by contrasting the significance level (5% = 0.05) of the homogeneity test. As shown in Table 8, the T-test significance level is 0.19757 units greater than 0.05. According to these findings, the post-test data exhibits homogeneity. The post-test significance is -0.0141 (p=-0.0141), which is less than 0.05 (p<0.05), as shown in the table. As a result, the null hypothesis was refuted and a statistically significant distinction between the two groups was established. Put simply, the utilisation of YouTube videos has a substantial impact on the speaking abilities

of students.Then, students' improved scores in Table 9 were determined using the t-test; the outcomes were F=1.0803 and p=0.84455. With a significance level of 5% (0.05), the researcher concludes that the data are homogeneous (p>0.05). Once the researcher has verified that the data is homogeneous, they proceed to apply the results of the independent sample test under the assumption that the variance remains constant. The significance value, as indicated in the table of results, is -0.0141 (p=-0.0141). This value is less than the conventional threshold of 0.05, or p<0.05. In other words, the rejection of the null hypothesis signifies the presence of a statistically significant distinction between the two categories.In accordance with the outcomes of each data analysis performed, this study provided affirmative responses to the inquiries posed by the researchers. The findings derived from the pre-test indicated that the disparity in scores between the experimental and control groups was not statistically significant. The post-test results indicate that there is a statistically significant difference in the increase in scores between the experimental and control classes, with the experimental class experiencing a greater increase than the control class, following the administration of three treatments. Following this, the obtained score also demonstrated a substantial disparity. As a result, it is possible to deduce that the utilisation of YouTube videos as a medium for English learning is efficacious in enhancing the speaking abilities of students. Consistent with the results of prior research conducted by Alkathiri (2019), this study demonstrates that the use of YouTube to learn English, particularly speaking skills, motivates students to participate in these learning activities and can assist them in confidently practicing and improving their speaking abilities. Furthermore, the findings of a study conducted by Balbay and Kilis (2017) indicate that a significant proportion of the students improved their speaking abilities through the use of YouTube videos. Additional research findings from Binmahboob (2020) indicate that YouTube can serve as a valuable resource for individuals seeking to improve their speaking abilities, as well as for gaining knowledge about culture and vocabulary.

CONCLUSION

The researcher has delineated the research objectives in the first chapter: to examine students' perspectives regarding the utilisation of YouTube videos to enhance their English speaking abilities and to investigate the efficacy of YouTube videos in facilitating the improvement of students' speaking skills. According to the collected data, pupils hold a favourable view regarding the effectiveness of YouTube videos in enhancing their speaking abilities. The 24 statements from the questionnaire were categorised into four groups. Initially, a portion of the student body is neutral with regard to the claim that YouTube video media sustains students' interest throughout the class period, despite the fact that the majority of students concur that YouTube video media is entertaining to use. Furthermore, the viewpoints of the students corroborate the assertion that YouTube videos assist them in alleviating speaking anxiety. Third, students are in agreement that this media facilitates student-to-student communication, although a subset of students maintains an impartial stance, believing that it merely enables students to converse with instructors and peers. Fourth, while the majority of students concur that this media assists them in comprehending the material, a subset maintains an impartial stance regarding the extent to which this media facilitates a more rapid and easier understanding of the material. In regard to the second research inquiry, the findings from the data analysis indicate that there is

no statistically significant disparity in scores between the experimental and control groups during the pre-test phase. The analysis of post-test data scores revealed a statistically significant disparity in scores between the experimental and control groups, with the experimental group achieving a higher score than the control group following three interventions. Furthermore, the outcomes of the analysis of the acquired scores also demonstrated a noteworthy disparity. Consequently, it can be deduced that the utilisation of YouTube videos as a learning medium for enhancing students' speaking abilities is efficacious, given that it results in the development of said abilities.

FUTURE RESEARCH

The researcher encountered challenges in administering treatment through YouTube videos during the course of the study, as the treatment required multiple repetitions to attain satisfactory outcomes. Scholars encounter challenges in gathering theoretical frameworks or texts pertaining to the acquisition of speaking skills through YouTube videos. Hence, in order to conduct additional research, it is advisable to allocate adequate time for the treatment. gather theoretical insights pertaining to these YouTube videos more thoroughly.

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APPENDICES

Questionnaire

No.	Pernyataan	Jawaban				
		SS 5	S 4	N 3	TS 2	STS 1
1.	YouTube adalah alat yang bermanfaat untuk belajar bahasa Inggris					
2.	Video YouTube menangkap dan mempertahankan perhatian anda selama kelas berlangsung					
3.	Anda belajar bahasa Inggris lebih cepat dan lebih baik dengan menggunakan video YouTube					
4.	Menggunakan video YouTube dalam pembelajaran bahasa mengurangi kecemasan Anda di kelas					
5.	Kegiatan belajar Youtube sangat menarik dan memotivasi					
6.	Materi otentik dalam video YouTube membantu anda lebih memahami pelajaran					
7.	Video YouTube memungkinkan Anda menggunakan kosakata yang sesuai dan bentuk tata bahasa yang benar					
8.	Video YouTube meminimalkan ketakutan Anda untuk mengucapkan kata-kata di depan seluruh kelas					
9.	Anda tidak merasa bosan saat guru menggunakan video YouTube di kelas					
10.	Video Youtube mendorong Anda untuk bertanya dan menjawab pertanyaan di kelas					
11.	Anda merasa lebih nyaman dalam menggunakan YouTube untuk belajar bahasa Inggris					
12.	Anda menikmati memilih materi di YouTube dalam belajar bahasa Inggris					
13.	Menonton video YouTube membantu Anda berbicara dengan kolega dan guru Anda di kelas					
14.	Video YouTube memberi Anda motif untuk mengomentari dan mendiskusikan berbagai hal di kelas					
15.	Video YouTube memungkinkan Anda mengatur ide sambil berbicara					
16.	Video YouTube membantu Anda memahami materi yang dikirimkan					
17.	Video Youtube meningkatkan jumlah kata baru					

	yang Anda pelajari					
18.	Pelafalan Anda ditingkatkan ketika Anda belajar melalui video YouTube					
19.	Video Youtube menyederhanakan pelajaran bagi Anda					
20.	Video YouTube membantu Anda menebak arti kata-kata asing					
21.	Video Youtube membantu Anda berbicara dengan lancer					
22.	Video YouTube membantu Anda menyegmentasikan aliran ucapan menjadi unit yang dapat dikenali					
23.	Video YouTube mencegah Anda tersesat saat berbicara					
24.	Anda lebih memahami materi saat menonton video Youtube tentangnya					

Note:
SS   = Sangat Setuju
S   = Setuju
N   = Netral
TS   = Tidak Setuju
STS   = Sangat Tidak Setuju

Assessment rubric

Speaking Assessment						
Name :						
Class :						
No	**Aspect**	**Scale**					**Full Scale**
		1	**2**	**3**	**4**	**5**	
1.	Pronunciation						
2.	Grammar						
3.	Fluency						
4.	Vocabulary						
5.	Comprehension						