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## THE EFFECTIVENESS OF USING YOUTUBE VIDEOS IN IMPROVING STUDENTS' SPEAKING SKILLS AT SMP SWASTA KARTIKA 1-4 PEMATANGSIANTAR

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### ABSTRACT

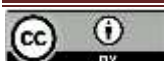
*This study examines the effectiveness of using YouTube videos in improving the speaking skills of eighth-grade students at SMP Swasta Kartika 1-4 Pematangsiantar. The experimental class consisted of 32 students who received treatment using YouTube videos, such as BBC Learning English, which contains everyday conversation materials, while the control class consisted of 33 students who were taught using conventional methods. The pre-test and post-test data were analyzed using SPSS, including the Kolmogorov-Smirnov normality test and the t-test. The results showed that the mean score of the experimental class increased significantly from 54.69 to 83.13, which was higher than the control class, which increased from 59.09 to 69.24. In addition, the t-value (4.160) was higher than the t-table value (1.695) with  $df = 31$  and a significance level of 0.05. Therefore, the null hypothesis ( $H_0$ ) was rejected. This research was motivated by the low speaking ability of junior high school students, which is caused by the lack of engaging and authentic learning media. YouTube videos were proven to be effective in improving students' fluency, accuracy, and comprehension through activities such as listen-and-repeat, dialogue practice, and role-play. The findings of this study contribute theoretically to the development of digital learning media and provide practical implications for English teachers to adopt authentic audiovisual materials in order to enhance students' motivation and improve their speaking performance effectively.*

**Keywords:** Youtube Videos, Speaking Skills, English Learning Media

## I. INTRODUCTION

### Background of Research

English plays an important role as an international language used in communication, education, and global interaction. In Indonesia, English is taught as a foreign language, and students are expected to master four basic language skills, namely listening, speaking, reading, and writing. Among these skills, speaking is considered one of the most important because it directly reflects students' ability to communicate ideas, thoughts, and feelings in real-life situations. Speaking enables students to interact with others and express themselves effectively, which is essential in both academic and social contexts.



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However, in reality, many students still face various difficulties in speaking English. They often encounter problems related to pronunciation, limited vocabulary, grammatical errors, and lack of fluency. In addition, psychological factors such as fear of making mistakes, lack of confidence, and anxiety also influence students' speaking performance. These problems make students reluctant to participate actively in speaking activities and reduce their motivation to learn English.

Based on preliminary observation conducted at SMP Swasta Kartika 1-4 Pematangsiantar, it was found that students' speaking ability is still relatively low. Most students are not confident when speaking English and tend to remain passive during classroom activities. This condition is mainly caused by the use of conventional teaching methods that focus more on textbooks and less on interactive communication. As a result, students do not get enough opportunities to practice speaking in meaningful contexts.

In order to overcome these problems, it is necessary to apply innovative and engaging learning media that can support students' speaking development. One of the effective media that can be used is YouTube videos. YouTube is a digital platform that provides a wide variety of video content, including educational materials that can be used in language learning. Through YouTube videos, students are able to observe authentic language use, including pronunciation, intonation, and speaking style used by native speakers in real-life situations.

The use of YouTube videos in the classroom can create a more interesting and interactive learning environment. Students can watch videos, imitate pronunciation, and practice speaking through various activities such as repeating dialogues and performing role-plays. In addition, YouTube videos can increase students' motivation and engagement in learning, as they present learning materials in a more attractive and enjoyable way. Therefore,



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this research aims to investigate the effectiveness of using YouTube videos in improving students' speaking skills.

### **The Problem of Research**

Based on the background described above, the problem of this research is formulated as whether the use of YouTube videos has a significant effect on students' speaking skills at the eighth grade of SMP Swasta Kartika 1-4 Pematangsiantar.

### **The Objective of Research**

The objective of this research is to find out whether the use of YouTube videos has a significant effect on students' speaking skills.

## **REVIEW OF LITERATURE**

### **The Definition of Speaking**

Speaking is one of the productive skills in language learning that involves the ability to produce spoken language to communicate meaning. According to Brown (2001), speaking is a process of constructing meaning that involves producing, receiving, and processing information. It requires not only linguistic competence but also the ability to use language appropriately in different contexts. Similarly, Bastos and Ramos (2009) state that students are more interested in and better able to understand learning materials through audiovisual media, such as videos, images, sounds, and animations, compared to conventional media.

Speaking is a complex skill that involves several components such as pronunciation, fluency, accuracy, and comprehension. Pronunciation refers to the correct production of sounds, while fluency refers to the ability to speak smoothly without hesitation. Accuracy involves the correct use of grammar and vocabulary, and comprehension refers to the ability to understand and respond appropriately in communication.



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## Teaching Speaking

Teaching speaking is an important aspect of English language learning that aims to help students communicate effectively. According to Harmer (2004), teaching speaking involves providing students with opportunities to use language in meaningful contexts and encouraging them to express their ideas freely. Teachers need to create interactive activities that allow students to practice speaking, such as discussions, role-plays, and presentations.

However, many traditional teaching methods still focus on grammar and written exercises, which do not provide sufficient opportunities for students to practice speaking. As a result, students become passive and lack confidence in using English orally. Therefore, teachers need to use appropriate teaching media that can make speaking activities more engaging and effective.

### YouTube Videos in Learning

YouTube is one of the most popular digital platforms that can be used as a learning medium. It provides a wide range of video content that can support language learning. The use of YouTube videos in teaching speaking is considered effective because it combines both visual and auditory elements, which can help students understand language more easily.

Through YouTube videos, students can observe how native speakers pronounce words, use expressions, and communicate in different situations. This exposure helps students improve their pronunciation, vocabulary, and speaking fluency. In addition, YouTube videos can increase students' motivation and engagement, as they present learning materials in a more interesting and interactive way.

## THE METHOD OF RESEARCH

### The Research Method



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This research applied a quantitative approach, which focuses on collecting and analyzing numerical data to test hypotheses. According to Creswell (2017), quantitative research is used to examine relationships between variables and to determine the effect of one variable on another. This study used a quasi-experimental design involving two groups, namely the experimental class and the control class.

### **The Technique of Collecting Data**

The data in this research were collected through speaking tests, which consisted of pre-test and post-test. The pre-test was conducted before the treatment to measure students' initial speaking ability. After the treatment using YouTube videos, the post-test was administered to measure students' improvement in speaking skills.

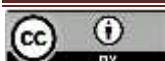
### **The Technique of Analyzing Data**

The data were analyzed using SPSS 27 through several stages. The researcher first conducted descriptive statistics to determine the mean and standard deviation of the scores. Then, normality and homogeneity tests were conducted to ensure that the data met the assumptions for hypothesis testing. Finally, the t-test was used to determine whether there was a significant difference between the pre-test and post-test results.

## **ANALYSIS OF DATA**

### **Data Analysis**

The results of the study showed that students' speaking ability improved after the implementation of YouTube videos as a learning medium. Before the treatment was conducted, the pre-test results indicated that students had relatively low speaking ability. This condition was reflected in their lack of confidence when speaking, difficulties in expressing ideas, and poor pronunciation. Many students were hesitant to speak and often made mistakes in producing correct sounds and words.



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After the treatment using YouTube videos, the post-test results showed a noticeable improvement in students' speaking performance. The students became more confident in expressing their ideas and were more willing to participate in speaking activities. In addition, their pronunciation improved, and they were able to speak more fluently compared to their performance in the pre-test. This improvement indicates that the use of YouTube videos contributed positively to the development of students' speaking skills.

The result of hypothesis testing showed that the value of t-count was 4.160, while the value of t-table at the significance level of 0.05 was 1.695. Since the value of t-count is higher than t-table, it indicates that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. This finding means that there is a significant effect of using YouTube videos on students' speaking skills, and it can be concluded that YouTube videos significantly improve students' speaking ability.

## CONCLUSION

Based on the results of the research, it can be concluded that the use of YouTube videos has a significant effect on improving students' speaking skills. This is supported by the data analysis, which shows that the post-test scores of the experimental class are higher than those of the control class. The hypothesis testing also indicates that t-count (4.160) is higher than t-table (1.695) at the significance level of 0.05, meaning that the null hypothesis is rejected and the alternative hypothesis is accepted. The use of YouTube videos not only improves students' speaking ability in terms of fluency and pronunciation, but also enhances their vocabulary, motivation, and confidence. In addition, this media creates a more engaging and interactive learning environment, which encourages students to participate actively in speaking activities. Therefore, YouTube videos can be considered an effective learning medium for improving students' speaking skills.



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