

**THE EFFECT OF USING YOUTUBE VIDEOS ON STUDENTS'
ENGLISH-SPEAKING SKILL OF ENGLISH CAMP PARE AEC
MAN 2 KUANTAN SINGINGI**

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ABSTRACT

Nowadays students watch YouTube videos to improve their language skill. This research focused on students' English-speaking skill especially in English camp PARE AEC MAN 2 Kuantan Singingi. The objective of this research was to investigate whether there was a significant effect of using YouTube videos on students' English-speaking skill of English camp PARE AEC MAN 2 Kuantan Singingi. This research employed a quantitative quasi-experimental design. The sample of the research consisted of 36 students, including 18 students in experimental group and 18 students in control group. Data were collected through pre-test and post-test speaking assessment conducted in the form of debate activities. Students' speaking skill were assessed using debate-based speaking assessment framework integrating Brown's (2004) speaking components with the debate assessment aspects of manner, matter, and method. The results of the research indicated that YouTube videos were an effective medium for improving students' English-speaking skill. The experimental group improved from 62.6 to 78.3, with gain a 15.7, while the control group improved from 63 to 71.8 with gain 8.8. The result of the independent sample t-test showed a significant difference between the two groups (Sig. = 0.000 < 0.05). Therefore, that the use of YouTube videos had a significant effect on students' English-speaking skill of English camp PARE AEC MAN 2 Kuantan Singingi.

Keywords: YouTube videos, English-speaking skill, quasi-experimental

ABSTRAK

Saat ini para siswa menonton video YouTube untuk meningkatkan kemampuan bahasa mereka. Penelitian ini berfokus pada kemampuan berbicara bahasa Inggris para siswa, khususnya di *English camp* PARE AEC MAN 2 Kuantan Singingi. Tujuan penelitian ini adalah untuk menyelidiki apakah terdapat pengaruh yang signifikan dari penggunaan video YouTube terhadap kemampuan berbicara bahasa Inggris para siswa di *English camp* PARE AEC MAN 2 Kuantan Singingi. Penelitian ini menggunakan desain kuasi-eksperimental kuantitatif. Sampel penelitian terdiri dari 36 siswa, 18 siswa di kelompok eksperimen dan 18 siswa di kelompok kontrol. Data dikumpulkan melalui penilaian berbicara *pre-test* dan *post-test* yang dilakukan dalam bentuk kegiatan debat. Kemampuan berbicara siswa dinilai menggunakan kerangka penilaian berbicara berbasis debat yang mengintegrasikan komponen berbicara Brown (2004) dengan aspek penilaian debat yaitu *manner*, *matter*,

method. Hasil penelitian menunjukkan bahwa video YouTube merupakan media yang efektif untuk meningkatkan keterampilan berbicara bahasa Inggris siswa. Kelompok eksperimen meningkat dari 62,6 menjadi 78,3, dengan peningkatan sebesar 15,7, sedangkan kelompok kontrol meningkat dari 63 menjadi 71,8 dengan peningkatan sebesar 8,8. Hasil uji t sampel independen menunjukkan adanya perbedaan yang signifikan antara kedua kelompok ($\text{Sig.} = 0,000 < 0,05$). Oleh karena itu, penggunaan video YouTube memiliki pengaruh yang signifikan terhadap keterampilan berbicara bahasa Inggris siswa *English camp* PARE AEC MAN 2 Kuantan Singingi.

Kata Kunci: Video YouTube, kemampuan berbicara bahasa Inggris, kuasi-eksperimental

A. Introduction

English is extremely important as a global language used in education, work, and communication. Speaking is widely regarded as the most important of the four major language skills because it reflects a person's ability to communicate ideas, opinions, and information effectively Rao (2019). According to Brown (2004), speaking is a communicative skill that involves several components, including pronunciation, grammar, vocabulary, fluency, and comprehension. All these components contribute to effective communicative competence. Therefore, mastering speaking skill is essential for students to communicate effectively both in academic settings and in the real world.

However, speaking skill remains a major challenge for many students. They often face difficulties related to

poor pronunciation, limited vocabulary, fear of making grammatical errors or syntactic errors, and a lack of self-confidence when speaking English Khasanah & Lestyanawati (2024). Students of the English camp PARE AEC of MAN 2 Kuantan Singingi also experience these difficulties. Based on the preliminary observations and interviews, students have difficulties in terms of recalling vocabulary, hesitated when speaking, and focus too much on grammatical accuracy, which reduced their willingness to communicate. Furthermore, conventional learning media such as games and PowerPoint presentations did not always provide authentic real communication contexts or engage students in relevant speaking practice.

Incorporating digital media into language learning is becoming

increasingly important in this era of rapid technological advancement. With its diverse and authentic audiovisual content, YouTube as one of the largest video-sharing platforms that can support the language acquisition process. According to Ilyas and Putri (2020), this platform enables students to improve their speaking skill by providing exposure to native speakers and real-life communication. According to Paivio's Dual Coding Theory (1971) states that learning becomes more effective when combination of visual and verbal information was input enhances comprehension and memory retention. Additionally, Social Cognitive Theory emphasizes that learning occurs through observation and imitation. Students can imitate language use from the objects they observe Bandura (1986). Therefore, YouTube videos have the potential to create a more engaging and effective learning environment for improving one's speaking skills.

Debate activities provide students with a great opportunity to practice speaking in real-life situations, in addition to using digital media. Through debate, students were trained to express their opinions,

construct logical arguments, respond to different perspectives, and communicate their ideas effectively. In this research, students were assigned a debate task to demonstrate their speaking skills. Meanwhile, the debate-based speaking assessment framework incorporates speaking elements, according to Brown (2004), such as manner, matter, and method, to assess students' speaking skills.

Based on the previous issue, the research question for this research is as follows: Is there any significant effect of using YouTube videos as a learning media compared to game-based and PowerPoint media on students' English-speaking skill of English camp PARE AEC MAN 2 Kuantan Singingi? Therefore, the objective of this research is to investigate whether the use of YouTube videos as learning media has a significant effect on students' English-speaking skill compared to game-based and PowerPoint media of English camp PARE AEC MAN 2 Kuantan Singingi.

This research offers theoretical and practical benefits for English language teaching and learning. From a theoretical perspective, it contributed to the understanding of

how YouTube videos can support speaking instruction through authentic audiovisual learning. Furthermore, this research highlights the increasingly important role of Information and Communication Technology (ICT) in education. This research aims to provide additional information on the use of information and communication technology (ICT) in English language learning, specifically on how ICT helps students speak more effectively using audiovisual media. Practically, this research offers valuable insights for teachers to design more engaging and interactive speaking activities. These activities have the potential to boost students' confidence and improve their communication skills. This research encourages the creation of more engaging learning environments that actively involve students. It may also be of value to future researchers interested in studying the use of digital tools for language instruction.

B. Method

The effect of using YouTube videos on students' English-speaking skills was examined using a quantitative method with a quasi-experimental design, specifically a non-equivalent control group design.

This research was conducted at English camp PARE AEC MAN 2 Kuantan Singingi. Using total sampling technique, 36 students from 12th generation of English camp were selected as the sample of the research. The students were divided into two groups: a control group and an experimental group. Both groups were given a pre-test before the process of teaching and learning speaking. This pre-test was intended to measure the students' initial English-speaking skill before given the treatment.

Data were collected through oral speaking test conducted in the form of debate activities. Students' speaking skill was assessed using a debate-based speaking assessment framework, which integrated Brown's (2004) speaking components with aspects of debate assessment, namely manner, matter, and method. According to Brown, speaking components such as pronunciation, grammar, vocabulary, fluency, and comprehension serve as indicators of speaking skill, while manner, matter, and method serve as categories of assessment used in debate. Manner assessed pronunciation, vocabulary, and fluency; matter assessed

comprehension and the relevance of arguments; and method assessed grammar and the organization of ideas.

After being given a pre-test, a treatment was given to both groups. Students in the control group was taught using game-based activities and PowerPoint presentations, while students in the experimental group taught using YouTube videos as a learning medium. Finally, post-test was administered to both groups after the treatment using the same format as the pre-test. To ensure the reliability of the assessment, students' speaking skill was evaluated by three independent raters with educational background in English language education. Each student's final score was calculated by taking the average of the scores assigned by the three raters.

The collected data were analyzed using the SPSS version 27. To ensure that the data met the assumptions for parametric testing, normality and homogeneity were conducted. Next, an independent samples t-test was conducted to determine whether there were significant differences between the experimental and control groups.

Hypotheses were tested at a significance level of 0.05.

C. Results and Discussions

The research results were derived from the pre-test and post-test scores of the experimental and control group were presented in the following section.

Descriptive Analysis

Pre-test and post-test results were used to conduct a descriptive analysis to examine how students' speaking scores were distributed across the two groups. The results indicated that the experimental group had a higher average score than the control group, although both groups showed improvement.

Table 1. Mean Score of Pre-test and Post-test

Control Class			
<i>N</i>	<i>Pre-test</i>	<i>Post-test</i>	<i>Gain</i>
18	63	71.8	8.8
Experimental Class			
<i>N</i>	<i>Pre-test</i>	<i>Post-test</i>	<i>Gain</i>
18		78.3	15.7
62.6			

Table 1 showed that both groups showed improvement. The control group showed an average increase from 63.0 to 71.8 (gain = 8.8), while the experimental group showed an

average increase from 62.6 to 78.3 (gain = 15.7), while. This difference indicated that YouTube videos were a more effective learning medium in speaking than conventional teaching methods using games and PowerPoint.

Normality Test

The normality test aimed to determine whether the research data were normally distributed or not. The normality test in this research used the Shapiro–Wilk test because the sample size in each group was less than 50.

Table 2. Normality Test

Normality Test		
Class	Sig.	Interpretation
Pre-test Experiment	0.066	Normally Distributed
Post-test Experiment	0.052	Normally Distributed
Pre-test Control	0.094	Normally Distributed
Post-test Control	0.059	Normally Distributed

Table 2 displayed that the results of the Shapiro-Wilk were the significance value obtained for the pre-test data of the experimental group was 0.066 and for the control group was 0.094. The significance value for the post-test data of the experimental group was 0.052 and for the control group was 0.059. All significance values were greater than 0.05, so it can be

concluded that the pre-test and post-test data in the experimental and control groups were normally distributed.

Homogeneity Test

Homogeneity test was used to determine whether the pre-test and post-test results of students in the experimental group and control group came from the same population with the same variance. The homogeneity test in this research used Levene's Test.

Table 3. Homogeneity Test

Homogeneity Test		
Test	Sig.	Interpretation
Pre-test	0.562	Homogeneous
Post-test	0.116	Homogeneous

Table 3 demonstrated the pre-test homogeneity test in the experimental group and control group, based on the mean, obtained a significance value of 0.562. The post-test homogeneity test in the experimental group and control group, based on the mean, obtained a significance value of 0.116. This showed that the pre-test and post-test results in both groups were homogeneous, because the significance value exceeded 0.05.

Independent Sample T-test

The independent t-test on the pre-test and post-test results of students in the experimental and control groups were conducted to determine the validity of the hypothesis. The independent t-test was used to see if there was a significant difference between the two groups in terms of students' English-speaking skill.

Table 4. Independent Sample T-test

Independent Sample T-Test			
<i>Test</i>	<i>t</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>
Post-test	3.988	0.000	6.555

The results of the Sig (2-tailed) test can be used to determine whether the use of YouTube videos has a significant influence on students' English-speaking skill and whether the results are below the significance level of 0.05. Table 4 showed that 0.000 was the significance value in the Sig (2-tailed) test. The Sig (2-tailed) was less than 0.05, indicating a significant effect between the two groups. This showed that there was a significant effect of using YouTube videos on students' English-speaking skill of English Camp PARE AEC MAN 2 Kuantan Singingi.

The results of this research indicated that the use of YouTube videos significantly effected students' English-speaking skill. This is evidenced by higher average scores and improved grades in the experimental group compared to the control group. The Dual Coding Theory (Paivio, 1971) explains these results by suggesting that combining visual and auditory information can enhance the learning process. YouTube videos provide both visual and auditory input, help students better understand pronunciation, vocabulary, and context. This research also supports Social Cognitive Theory (Bandura, 1986), which posits that observation and imitation are key mechanisms of learning. During debate activities, students can improve their fluency and confidence by watching videos of native speakers and imitating their speaking styles. These results align with Constructivist Learning Theory, which emphasizes active learning. Students participated in debate activities where they applied what they have learned from YouTube videos. This allows them to practice and interact with others, thereby enhancing their knowledge.

In addition, participating in debates as a means of assessing students' speaking skill also helps them improve their skill. Debates encourage students to think critically, organize their ideas, and directly respond to their opponents' arguments. This aligns with the view of Brown (2004), argues that the assessment of speaking skills must involve real-world communication. The findings of this this research align with those of previous research. Ilyas and Putri (2020) found that YouTube help students improve their speaking skill, particularly fluency. Similarly, Wahyuni and Utami (2021) reported that using YouTube videos increased students' motivation and engagement in speaking activities. Furthermore, according to Khasanah and Lestiyawati (2024), incorporating YouTube into instruction improves students' speaking skill. However, this research expands upon previous research by using YouTube videos in the context of an English camp program and incorporating debate-based speaking assessment framework integrating Brown's speaking components with debate aspects of manner, matter, and method.

Overall, the results of the research indicated that the use of YouTube videos is effective in improving students' English-speaking skill. Combining interactive speaking activities with audiovisual media creates a more engaging learning environment and enhances students' ability to communicate. Furthermore, the findings demonstrate that students' speaking skill can be effectively assessed through a debate-based speaking assessment framework. Although the assessment was organized through the debate aspects of manner, matter, and method, the framework still incorporated Brown's speaking components consisting of pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, the assessment remained focused on speaking skill while providing an authentic communicative context through debate activities.

D. Conclusion

This research found that the English-speaking skill of 12th generation students of the PARE AEC MAN 2 Kuantan Singingi were positively and significantly effect by the use of YouTube videos. The

findings showed that students were taught using YouTube videos achieved higher speaking score than those taught using game-based activities and PowerPoint presentations. The statistical analysis revealed a significant difference between the experimental and control groups ($\text{Sig.} = 0.000 < 0.05$), indicating that the use of YouTube videos effectively improving students' English-speaking skill.

In addition, the research findings indicated that YouTube videos can serve as an effective tool for audiovisual learning because they offer authentic language exposure and support students' speaking skill in debates. To evaluate students, a debate-based speaking assessment framework was used. According to Brown (2004), this framework combines speaking elements with debate assessment elements, such as manner, matter, and method. Consequently, YouTube videos can be considered a useful medium to help students improve their English-speaking skills in non-formal educational setting.

Previous studies have shown that YouTube improves speaking ability based on Linggandani et al.,

(2025). These findings support those results. Digital media has also been shown to increase student engagement and learning outcomes by Aida & Santoso (2025). Additionally, the use of digital platforms helps students become more confident and proficient in the language Sakuta et al., (2026).

Based on the Conclusions of the research, the researcher offered the following recommendations: Teachers can strategically integrated YouTube videos by aligning the content with learning objectives and combining it with interactive speaking tasks. Students should use YouTube as a self-directed learning resource to improve their speaking skill, self-confidence, and communication abilities. In the future, researchers should include larger and more diverse samples and use a variety of assessment criteria to examine different aspects of speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

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