

EXPLORING THE IMPACT OF YOUTUBE VIDEOS ON IMPROVING STUDENTS' SPEAKING SKILLS AT SMAN 10 LUWU

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ABSTRACT

This study aims to explore the impact of using YouTube videos as an instructional medium on students' speaking skills at SMAN 10 Luwu. The research employed a pre-experimental method with a one-group pretest–posttest design. The sample consisted of 32 tenth-grade students selected through purposive sampling. Data were collected using speaking tests assessing vocabulary, pronunciation, grammar, and fluency, and were analyzed using SPSS version 27. The results showed a significant improvement in students' speaking ability, indicated by the increase in the mean score from 26.90 in the pretest to 61.25 in the posttest. The significance value ($p < 0.001$) confirmed that the improvement was statistically significant. The audiovisual elements of YouTube videos helped students improve pronunciation, sentence patterns, and confidence in speaking. Therefore, YouTube videos are proven to be an effective instructional medium for enhancing students' speaking skills.

Keywords: Speaking Skills, YouTube Videos, Instructional Media, Speaking Improvement, EFL.

1) INTRODUCTION

Speaking skills are essential in communication as they allow individuals to express ideas, share information, and interact effectively. However, many students face difficulties such as limited vocabulary, poor pronunciation, low confidence, and lack of exposure to authentic language. These problems were also found among tenth-grade students at SMAN 10 Luwu.

The use of traditional teaching methods often makes students passive and less motivated. Therefore, innovative media such as YouTube videos are needed to provide authentic language input and create engaging learning environments. YouTube offers audiovisual content that helps students improve pronunciation, vocabulary, and fluency.

Based on this background, this study aims to investigate whether the use of YouTube videos significantly improves students' speaking skills at SMAN 10 Luwu.

2) METHODS

This study used a pre-experimental design with a one-group pretest–posttest approach. The research was conducted at SMAN 10 Luwu with 32 tenth-grade students selected through purposive sampling.

Data were collected using speaking tests conducted before (pretest) and after (posttest) the treatment. Students were assessed based on four aspects: vocabulary, grammar, pronunciation, and fluency.

The treatment consisted of teaching speaking using YouTube videos over four meetings. Data were analyzed using SPSS version 27, particularly the paired sample t-test, to determine the significance of improvement.

3) RESULTS

The findings showed a significant improvement in students' speaking skills. The mean score increased from 26.90 in the pretest to 61.25 in the post-test.

Most students initially fell into the “Very Poor” category, but after the treatment, they improved to “Average,” “Good,” and even “Excellent” levels. Vocabulary and pronunciation showed the most improvement, while grammar remained the weakest aspect.

Statistical analysis showed that the significance value was less than 0.05 ($p < 0.001$), indicating a significant difference between pretest and post-test results.

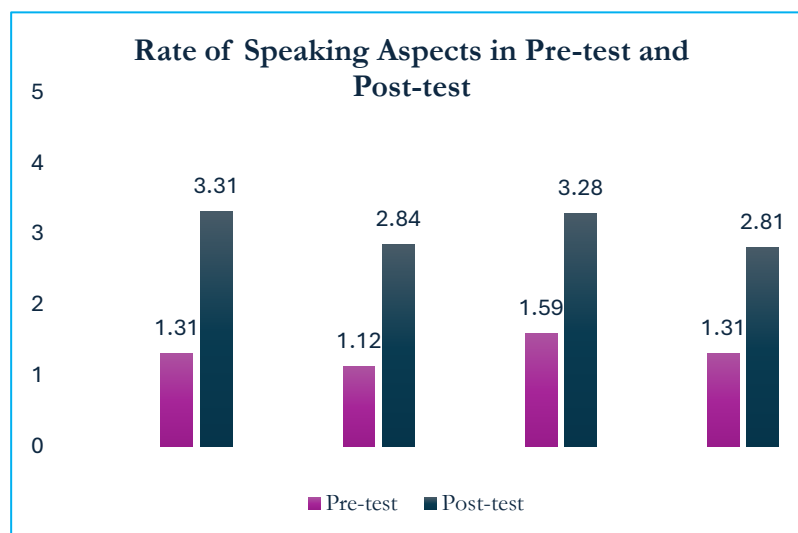


Figure 1. The Comparison of Students' Scores in Pre-test and Post-test

4) DISCUSSION

The results indicate that YouTube videos have a positive impact on students' speaking skills. The audiovisual features help students understand pronunciation, intonation, and sentence structure more effectively.

Students also became more confident and active during speaking activities. The videos provided real-life language examples, making learning more meaningful and engaging.

However, this study also found some limitations, such as dependence on internet access and technological facilities. Despite these challenges, YouTube remains an effective tool for improving speaking skills.

5) CONCLUSION

This study concludes that YouTube videos significantly improve students' speaking skills at SMAN 10 Luwu. The improvement is evident in vocabulary, pronunciation, grammar, and fluency.

It is recommended that teachers use YouTube as a supplementary teaching medium, students use it for independent learning, and future researchers explore its use in other language skills.

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