The Effectiveness Of Youtube Video To Improve English Speaking Skills Of Eighth Grade Students At SMP Negeri 19 Palu

Rai Ayu Wilena Dewi[1], Hastini[1], Grace Novenasari Manurung[1]

[1]Universtitas Tadulako Palu, Indonesia
*Correspondence: raiayuwilenadewi@gmail.com

ABSTRACT

This research investigated the effectiveness of YouTube videos in improving the English-speaking skills of eighth-grade students at SMP Negeri 19 Palu. Two groups participated in the reseach's quasi-experimental design: an experimental group that was treated using YouTube videos and a control group that was taught using conventional methods. Fluency and comprehensibility were the main goals of the speaking skills evaluation. A speaking rubric was used to collect the data through pre-tests and post-tests. Because of the non-normal distribution of the data, the Wilcoxon Signed Rank Test and the Mann-Whitney U Test were used for analysis. The results demonstrated that the experimental group's speaking scores significantly exceeded those of the control group. While the control group's mean score only improved from 29.44 to 45.00, the experimental group's reached from 36.32 to 72.11. A substantial difference (p = 0.001) between the two groups was verified by the statistical analysis, suggesting that YouTube videos are a useful tool for improving students' English-speaking skills. According to the research, including digital resources like YouTube into English language instruction can foster a more stimulating and encouraging learning environment.
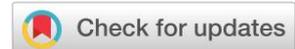
1. Introduction

YouTube is one of the largest media platforms with a wide reach, which provides a variety of educational content with interesting visual and audio elements, so it can be utilized as an effective learning media. With different types of content such as vlogs, cartoons, tutorials and dialogs, students can learn by seeing and hearing accents, intonations and expressions used in everyday life. This can enrich the learning experience, improve speaking fluency, and encourage more independent and enjoyable learning. YouTube videos help students speak more fluently, expand their vocabulary, predict unexpected terms they do not know the meaning of, and order their thoughts while speaking (Saraswati, 2021; Andini et al., 2021; Kyeongjae et al., 2025). Most students feel less confident and shy when speaking or sharing knowledge in front of the class. They are afraid of making mistakes when pronouncing words, lacking knowledge of vocabulary, and organizing the words they want to convey (Amelia et al., 2024; Jung et al., 2025; Rahman et al., 2019). Speaking lessons should be more interactive and emphasize direct speaking practice, but unfortunately the learning methods applied focus more on providing material without any opportunity for students to practice speaking actively (Kaharuddin et al., 2025; Sachiya et al., 2025; Youngsun et al., 2024).

Based on the above statements related to the problems experienced by eighth grade students at SMP Negeri 19 Palu, several problems related to students' speaking skills in English as a second language can be identified. First, students often experience difficulties in pronunciation, proper use of vocabulary and grammar, which hinders their ability to express their ideas clearly which can affect their fluency in speaking. Second, the learning process is less successful when instructional strategies do not aggressively encourage students to practice speaking. These problems highlight the need for better teaching strategies and a supportive learning environment to improve students' speaking skills. This research will examine the effectiveness of YouTube videos in improving students' speaking skills.

The researcher had conducted a pre-observation with the English teacher at SMP Negeri 19 Palu. Based on the results of the interview, several problems were found that caused students to experience difficulties in improving their speaking skills. Students encountered issues in pronunciation, lacked vocabulary, and had difficulty organizing their ideas into spoken words. Additionally, they showed limited understanding of the learning material and were often too shy to ask

questions at the end of the lesson. These issues were also supported by previous research findings. For example, Pratama, Ningsih, and Kurniawan (2022) found that YouTube videos helped improve students' speaking abilities by providing authentic examples of pronunciation and vocabulary in context. Likewise, Jasman, Sujarwo, and Siradjjudin (2023) emphasized that the use of video-based learning fostered an engaging classroom atmosphere and significantly enhanced students' speaking performance. Therefore, based on the observed problems and previous findings, the researcher adopted YouTube videos as a learning medium to improve the speaking skills of eighth-grade students at SMP Negeri 19 Palu and to assess its effectiveness in a junior high school setting.

Based on the factors above, the researcher applied learning media using YouTube videos. With the implementation of this method, it was expected that students could learn and understand more about how to speak well and correctly through the material presented in the video. According to Sari & Margana (2019), "YouTube is a learning platform that provides a wider space for students to practice speaking skills". Therefore, through the use of this media students were able to develop speaking skills more actively. Based on research conducted by Meinawati et al. (2020) at SMA IT Rahmania, it was found that the use of YouTube as a media can be an effective alternative in teaching speaking skills in the classroom. Through the utilization of this media, students showed a more expressive and confident speaking ability, without feeling burdened by the accuracy of the phrases or language structures they used. Therefore, in this research, the researcher adopted a similar method, using YouTube videos as learning media, to improve the speaking skills of grade VIII students at SMP Negeri 19 Palu as well as assess the effectiveness of this method when applied at the junior high school level. In conclusion, the researcher hoped that YouTube videos could improve the speaking skills of grade VIII students at SMP Negeri 19 Palu.

2. Methodology

In conducting this research, the researcher used quasi experimental design. The researcher chose to use a quasi-experimental design because this is considered the most appropriate to the conditions at school, where for class VIII which consists of four classes with a total of 98 students and researchers chose to take two classes according to the results of observations at the school which can facilitate the data collection process, namely class VIII C with 19 students and class VIII D with 18 students.

This research used a quantitative method in data collection. This method provided objective and measurable results, so it made it easier for researcher to statistically compare the learning outcomes of the experimental and control groups. In this research, VIII C class became the experimental group and VIII D class became the control group.

Quantitative data derived from pre-test and post-test scores allow researcher to conduct more systematic and accurate analysis and highlighted data-based conclusions. In addition, quantitative methods were useful for assessing the effectiveness of research that used a quasi-experimental design. Both groups underwent a pre-test and post-test. The treatment was given to the experimental group, while the control group was not. The researcher used the research design from Cohen, Manion, and Morisson (2005, p. 213) as follows:

Experimental   X

    -

Control

Where:

  : The Pre-Test of Experimental Group

  : The Post-Test of Experimental Group

  : The Pre-Test of Control Group

  : The Post-Test Control Group

X : The Treatment of Experimental Group

---   : No Randomization of Subject

The pre-test was given before the treatment, and the post-test was given after treatment. The researcher used YouTube videos to teach and learn during the four sessions of the treatment. The pre-test was used to determine the students' basics of speaking skills, and the post-test was used to know how well they have improved since their treatment.

3. Result and Discussion

3.1 Result of the Test

In order evaluate students' speaking skills, researchers used two different test formats in this chapter: pre-test and post-test. Both tests were given to the experimental group and the control group. The pre-test was conducted before the students received any treatment, with the aim of identifying the difficulties they faced in speaking. To determine if the intervention has improved the students' speaking skills, a post-test was given following the course of treatment.

a. Result of Pre-test

Before the researchers gave the treatment, the researchers gave a pre-test to both groups to generate data. The pre-test in the experimental class was held on May 7, 2025 and the pre-test in the control class was held on May 9, 2025. The results of the pre-test are presented in tables 1 and 2:

Table 1. Experimental Group's Score on Pre-test

No	Initial	Students Score		Obtained Score	Max. Score	Standard Score
		Fluency	Comprehensibility			
1	AGH	2	2	4	10	40
2	BNA	3	3	6	10	60
3	DP	1	1	2	10	20
4	FKB	4	4	8	10	80
5	H	1	1	2	10	20
6	LM	1	1	2	10	20
7	MA	2	3	5	10	50
8	MAPD	1	1	2	10	20
9	MDP	1	1	2	10	20
10	MAM	1	1	2	10	20
11	NR	1	1	2	10	20
12	PS	2	3	5	10	50
13	PDK	1	1	2	10	20
14	RH	3	4	7	10	70
15	SK	2	3	5	10	50
16	SSA	2	2	4	10	40
17	SAP	1	1	2	10	20
18	ZS	1	2	3	10	30
19	ZG	2	2	4	10	40
			Total			690
			MEAN			36.32

Table 1. shows that students' total score in experimental group is 690, where the highest score is 80 and the lowest score is 20.

Table 2. Control Group's Score on Pre-test

No	Initial	Students Score		Obtained Score	Max. Score	Standard Score
		Fluency	Comprehensibility			
1	AM	2	2	4	10	40
2	A	1	1	2	10	20
3	ARR	1	1	2	10	20
4	DS	1	1	2	10	20
5	HB	2	3	5	10	50
6	IL	1	1	2	10	20
7	KP	1	1	2	10	20
8	MAR	1	1	2	10	20
9	MI	1	1	2	10	20
10	MOPP	1	1	2	10	20
11	MRRD	2	3	5	10	50
12	MAAP	1	2	3	10	30
13	M	2	2	4	10	40
14	MAAS	2	2	4	10	40
15	OLS	3	3	6	10	60
16	RAA	1	1	2	10	20
17	S	1	1	2	10	20
18	SN	1	1	2	10	20
			Total			530
			MEAN			29.44

Table 2. shows that students' total score in control groups is 530, where the highest score is 60 and the lowest score is 20.

b. Result of Post-test

The post-test in experimental group was conducted on May 28th, 2025 and the post-test in control group was conducted on May 26th, 2025. The result of student's individual score on post-test can be seen in table 3 and 4:

Table 3. Experimental Group's Score on Post-test

No	Initial	Students Score		Obtained Score	Max. Score	Standard Score
		Fluency	Comprehensibility			
1	AGH	5	5	10	10	100
2	BNA	4	4	8	10	80
3	DP	2	3	5	10	50
4	FKB	5	5	10	10	100
5	H	2	3	5	10	50
6	LM	4	4	8	10	80

7	MA	5	5	10	10	100
8	MAPD	4	5	9	10	90
9	MDP	2	3	5	10	50
10	MAM	2	3	5	10	50
11	NR	2	2	4	10	40
12	PS	3	3	6	10	60
13	PDK	3	3	6	10	60
14	RH	4	4	8	10	80
15	SK	3	3	6	10	60
16	SSA	5	5	10	10	100
17	SAP	4	4	8	10	80
18	ZS	2	4	6	10	60
19	ZG	4	4	8	10	80
			Total			1.370
			MEAN			72.11

Table 3. shows that students' total score in the experimental group is 1.370, where the highest score is 100 and the lowest score is 40.

Table 4. Control Group's Score on Post-test

No	Initial	Students Score		Obtained Score	Max. Score	Standard Score
		Fluency	Comprehensibility			
1	AM	3	3	6	10	60
2	A	2	2	4	10	40
3	ARR	1	2	3	10	30
4	DS	3	4	7	10	70
5	HB	3	4	7	10	70
6	IL	2	3	5	10	50
7	KP	1	2	3	10	30
8	MAR	1	1	2	10	20
9	MI	1	1	2	10	20
10	MOPP	1	1	2	10	20
11	MRRD	2	2	4	10	40
12	MAAP	2	3	5	10	50
13	M	3	3	6	10	60
14	MAAS	3	3	6	10	60
15	OLS	3	3	6	10	60
16	RAA	2	1	3	10	30

17	S	1	1	2	10	20
18	SN	4	4	8	10	80
			Total			810
			MEAN			45.00

Table 4. shows that students' total score in the control group is 810, where the highest score is 80 and the lowest score is 20. After the data were calculated, it can be seen that the mean score of the post-test of control group is 45, which is lower than the mean score of the experimental group.

c. Result Descriptive Statistics Description

Table 5. Descriptive Statistics Description

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-Test Eksperimen	19	60	20	80	690	36.32	19.210	369.006
Post-test Eksperimen	19	60	40	100	1370	72.11	20.160	406.433
Pre-test control	18	40	20	60	530	29.44	13.492	182.026
Post-test control	18	60	20	80	810	45.00	19.778	391.176
Valid N (listwise)	18							

As shown by the table above, the mean score of the pre-test in the experimental class was 36.32, with the lowest score being 20.00, and the highest score being 80.00. On the other hand, the mean score of the experimental class post-test was 72.11, with the lowest score being 40.00 and the highest score being 100.

The table shows that the mean score of the control class pre-test was 29.44, with the lowest score being 20.00 and the highest score being 60.00.

In contrast, the mean post-test score for the control group was 45.00, with the lowest score being 20.00 and the highest score being 80.00.

d. Result of Text Normality and Homogeneity

Table 6. Test of Normality

Wilcoxon Signed Rank Test

Ranks

		N	Mean Rank	Sum of Ranks
Post-test Experiment - Pre-test Experiment	Negative Ranks	0[a]	.00	.00
	Positive Ranks	19[b]	10.00	190.00
	Ties	0[c]		
	Total	19		
Post-test Control - Pre-test Control	Negative Ranks	1[d]	2.50	2.50
	Positive Ranks	12[e]	7.38	88.50
	Ties	5[f]		

Total	18	

a. Post-test Experiment < Pre-test Experiment

b. Post-test Experiment > Pre-test Experiment

c. Post-test Experiment = Pre-test Experiment

d. Post-test Control < Pre-test Control

e. Post-test Control > Pre-test Control

f. Post-test Control = Pre-test Control

Test Statistics[a]

	Post-test Experiment Pre-Test Experiment	Post-test Control-Pre-test Control
Z	-3.838[b]	-3.047[b]
Asymp. Sig. (2-tailed)	<,001	.002

a. Wilcoxon Signed Range Test.

b. Based on Negative Ranks.

Based on the results of the normality test that has been carried out, the data is declared not normally distributed. In order to determine the difference between the pre-test and post-test scores in the two groups (experimental and control), the analysis is therefore carried out using the non-parametric Wilcoxon Signed Ranks Test.

After treatment, every participant of the experimental group saw an improvement in their speaking ability learning outcomes, according to the Wilcoxon test findings. All post-test scores are higher than the pre-test scores, as evidenced by positive rankings up to 19 and the absence of negative ranks or ties. With a significance value of $p < 0.001$ and a statistical value of $Z = -3.838$, the difference between the pre-test and post-test scores is very significant. This suggests that the experimental group's treatment has a beneficial effect on improving the speaking skills of the students.

In the control group, there were 12 participants who experienced an increase, 1 participant experienced a decrease, and 5 participants did not experience a change in value (ties). There is a significant difference between the pre-test and post-test in the control group as well, according to the Wilcoxon test findings, which showed a value of $Z = -3.047$ with a significance value of $p = 0.002$.

However, the control group's progress was not as significant or as consistent as the experimental group's when compared to the experimental group.

Table 7. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	2.040	3	70	.116
	Based on Median	1.809	3	70	.153
	Based on Median and with adjusted df	1.809	3	65.200	.154
	Based on trimmed mean	2.114	3	70	.106

Homogeneity test is conducted to determine whether the variance of each data group has similarities (homogeneous). Data is declared homogeneous if the sig. value > 0.05. Based on the data analysis in the table above, the four data have values greater than 0.05 (0.116, 0.153, 0.154, 0.106), so it can be concluded that the variance between data groups is homogeneous. That is, there is no significant difference in variance between the groups studied.

e. Result of the Hypothesis Testing

Table 8. Mann-Whitney Test

Ranks

	Classes	N	Mean Rank	Sum of Ranks
Results	Experiment Class (YouTube video)	19	24.61	467.50
	Control Class (conventiona)	18	13.08	235.50
	Total	37		

Test Statistics[a]

	Results
Mann-Whitney U	64.500
Wilcoxon W	235.500
Z	-3.272
Asymp. Sig. (2-tailed)	.001
Exact Sig. [2*(1-tailed Sig.)]	<,001[b]

a. Grouping Variable: class

b. Not Corrected for Ties.

The study showed a U value of 64.500, a Z score of -3.272, and a significance level (Asymp. Sig. 2-tailed) of 0.001 based on the Mann-Whitney U test findings. There is a statistically significant difference between the speaking skills outcomes of students in the experimental class (using YouTube videos) and those in the control class (using conventional teaching techniques), as indicated by the significance value being less than 0.05 (0.001 < 0.05).

Therefore, the null hypothesis (H_0), according to which the experimental and control groups do not vary in their accomplishment of speaking skills, is rejected. On the other hand, the alternative hypothesis (H_1), which states that the two groups' achievement of speaking skills differs, is accepted.

This finding indicates that using YouTube videos as a teaching media is far more successful than conventional methods in helping students become more fluent speakers of English. These results provide support the idea that integrating digital technology-based media might improve language learning outcomes, especially speaking skills.

3.2 Discussion

The aim of this research was to find out how successfully YouTube videos may help eighth-grade students at SMP Negeri 19 Palu enhance their skills in speaking English. The research's quasi-experimental method involved two groups: the experimental group received instruction using YouTube videos, while the control group received instruction through

conventional methods. The speaking skills assessed focused specifically on fluency and comprehensibility, which are crucial aspects in oral communication.

According to the research's findings, students speaking skills were significantly impacted by using YouTube videos. When compared to the control group, students in the experimental group showed a significant improvement in both fluency and comprehensibility following treatment. The research question, "Is the use of YouTube videos effective in improving students' English speaking skills?" is directly addressed by this conclusion. Yes, YouTube videos have been shown to be a useful resource for improving students speaking skills.

The effectiveness of YouTube as a learning media can be attributed to several factors. First, YouTube gives users access to real-world conversational situations and actual language input, such as tone and pronunciation from local speakers. This supports the findings of Sari & Margana (2019), who pointed out that YouTube gives students access to a wider and more engaging environment for improving their speaking skills. Students have a better chance to learn language patterns and mimic them in their own speech when they are exposed to spoken English in real contexts on frequently.

Second, compared to more conventional techniques, YouTube's visual and aural elements strongly engage students. Students were able to practice speaking in appropriate and significant situations through the content utilized in the treatment sessions, which included videos on describing friends, conversation, daily routines, Introducing Family Members and asking & giving opinions. The ability of students to pause, repeat, and imitate speech helped them pronounce words more clearly and deliver them more naturally.

Furthermore, the interactive and engaging quality of YouTube videos assisted students in overcoming their fear of public speaking. Many students are shy or afraid of making mistakes when they speak in front of others. However, using YouTube, students may initially practice independently by observing and repeating what the speakers said, gradually increasing their confidence. This outcome is supported by Meinawati et al. (2020), who found that YouTube encouraged more expressive and confident speech in students without the fear of being judged.

On the other hand, students in the control group only experienced a slight improvement. This was due to the lack of opportunities to actively engage in speaking activities. The development of speaking accuracy and fluency may be limited by conventional techniques, which usually focus on elements of language theory without offering hands-on practice.

In summary, the findings of this study show that YouTube videos are helpful for improving students' speaking skills, in addition to being engaging and enjoyable. This supports previous research that emphasizes the advantages of digital media for English language acquisition. YouTube makes learning more understandable, interesting and efficient by teaching students how English is used in everyday contexts.

4. Conclusion

According to the results, the eighth-grade students at SMP Negeri 19 Palu may effectively improve their English-speaking skills by watching YouTube videos. The experimental group's post-test results were considerably higher than those of the control group. Statistical testing confirmed this improvement, demonstrating that the experimental group performed better than the control group in terms of fluency and comprehensibility. For this reason, YouTube videos are a pleasant and helpful tool for helping students get better at speaking English.

References

Amelia, Y., Wan, W. B., & Rahman, F. F. (2024, September 9). Vocabulary mastering of *Hanyu Shuiping Kaoshi* level 3 students of Chinese Language and Culture Study Program Hasanuddin University. *ELS Journal on Interdisciplinary Studies in Humanities, 7*(3).

Andini, C. Yassi, A.H., & Sukmawaty. (2021). The use of honorifics in English and Buginese with special reference to bone language: A comparative study. *International Journal of Innovative Science and Research Technology*, 6(7), 873-877.

Cohen, L., Manion, L., & Morrison, K. (2005). *Research methods in education* (5th ed.). RoutledgeFalmer.

Jasman, J., Sujarwo, S., & Siradjjudin, S. (2023). Video-based learning to enhance speaking performance of EFL students. *Journal of English Language Education and Development*, 4(1), 55–67.

Jung, S., Ko, Y., Kyeongjae, P., Sosrohadi, S., & Rahman, F. F. (2025). Bridging Cultural Gaps: Addressing Translation Issues in Korean Language Expression for Indonesian Learners. *International Journal of Research and Innovation in Applied Science*, *10*(3), 1-8.

Kaharuddin, Rahman, F., Abbas, A., & Hasjim, M. (2025). The Vowel Structure of Proto-Makassar: A Phonological Reconstruction of Five Dialects. *Journal of Language Teaching and Research*, *16*(3), 880-888.

Kyeongjae, P., Jung, S., Ko, Y., Sosrohadi, S., & Rahman, F. F. (2025). The Role of Korean Syntax in Sentence Structure and Affixation Errors in Indonesian: A Study on Negative Transfer. *International Journal of Current Science Research and Review*, *8*(2), 911-920.

Meinawati, M., Fitriani, S., & Rahman, A. (2020). YouTube as an alternative media in teaching speaking skills at SMA IT Rahmania. *Indonesian Journal of English Education and Teaching*, 5(2), 101–113.

Ningsih, S., & Kurniawan, D. (2022). The effect of YouTube videos on students' speaking skills. *Journal of Language Teaching and Learning*, 12(3), 44–53.

Rahman, F., Abbas, A., Hasyim, M., Rahman, F., Abbas, A., & Hasyim, M. (2019). Facebook group as media of learning writing in ESP context: A case study at Hasanuddin University. *Asian EFL Journal Research Articles*, *26*(6.1), 153-167.

Sachiya, F., Faisal, R., Sosrohadi, S., Mahdori, M., Aditya, T. P. M., & Andini, C. (2025). A comparative analysis of Indonesian and Korean verbs: A semantic and pragmatic perspective. *International Journal of Arts and Social Science*, *8*(3), 89-97.

Saraswati, N. P. (2021). The use of YouTube videos to improve students' speaking ability. *English Language in Education Journal*, 7(1), 23–32.

Sari, D. R., & Margana, M. (2019). YouTube as a learning platform for practicing speaking skills. *Journal of English Language Studies*, 4(2), 112–120.

Youngsun, K., Sosrohadi, S., Andini, C., Jung, S., Yookyung, K., & Jae, P. K. (2024). Cultivating Gratitude: Essential Korean Thankfulness Phrases for Indonesian Learners. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(2), 248-253.