

## STUDENTS' SPEAKING PERFORMANCE USING YOUTUBE IN LEARNING

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ABSTRACTS	ARTICLE INFO
<p>The study emphasizes the usage of integrating multimedia resources, such as YouTube, into language education curricula. By exposing students to a diverse range of authentic, engaging, and pedagogically sound video content, the learning experience was enriched, allowing for more contextualized language practice and the development of practical communication skills. This research intends to find out how the speaking performance of first-grade students after using YouTube as a learning tool on their speaking performance. A total of 30 students of MTS Negeri 3 Lombok Barat were chosen as participants. The method applied in the research was descriptive qualitative method which employed speaking test and interview to find out the students speaking performance in using YouTube. Speaking test was conducted to assess the students' English Speaking performance. It revealed the students excellence in content, pronunciation, and vocabulary. However, the students' performance in grammar and fluency was categorized as good rather than excellent. The researchers assessed the students' speaking scores and categorized their performance into five levels: poor, fair, average, good, and excellent. The results revealed that 42% of the students reached the excellent level, while both the average and good levels accounted for 25% each. The fair and poor levels each represented 4%. Overall, the average students' speaking performance after learning using YouTube was deemed good, reflecting the students' cognitive and mental readiness.</p>	<p><b>Article History:</b> <i>Received: December 24<sup>th</sup>, 2024</i> <i>Revised: December 25<sup>th</sup>, 2024</i> <i>Published: December 2024</i></p> <p><b>Keywords:</b> <i>Students' Speaking Performance, YouTube platform</i></p>

### INTRODUCTION

The integration of technology in education has revolutionized traditional teaching methods, particularly in language learning. YouTube, as a prominent platform for video content, provides diverse resources that can significantly enhance students' engagement and learning outcomes. Speaking has increasingly become an essential means of communication in both everyday life and language learning contexts (Ernati & Merti, 2022). Students have the flexibility to learn at any time and place, allowing them to acquire new skills throughout the learning process.

This study investigates the impact of utilizing YouTube as an educational tool on the speaking performance of students learning English as a second language at MTS Negeri 3 Lombok Barat. Previous research has shown that using YouTube can improve speaking skills among EFL learners by offering authentic language exposure and opportunities for practice in a contextualized environment (Shalihah et al., 2022). With the rapid advancement of technology and the increasing prevalence of online resources, YouTube has appeared as a popular platform for language learning, offering diverse content that can enhance students'

speaking abilities. This study analyzes the speaking performance of students after the implementation of YouTube as a learning tool in the classroom (Jusuf et al., 2021). With the increasing accessibility of digital resources, YouTube has emerged as a popular platform for enhancing language skills, particularly speaking.

The study emphasizes the usage of integrating multimedia resources, such as YouTube, into language education curricula. By exposing students to a diverse range of authentic, engaging, and pedagogically sound video content, the learning experience was enriched, allowing for more contextualized language practice and the development of practical communication skills (Abdullah et al., 2019).

The implications of this research extend beyond the classroom, suggesting that the strategic incorporation of YouTube and other digital platforms can serve as a valuable asset in language learning environments. The study provides insights for educators, curriculum designers, and educational policymakers on the potential benefits of harnessing the power of multimedia resources to enhance students' speaking performance and overall language proficiency (Ilinawati, Sijono, 2021). Further research is recommended to explore the long-term impacts of YouTube-based learning, as well as the effectiveness of specific types of video content and instructional approaches in catering to diverse student needs and learning preferences (Jaya et al., 2022).

There are several activities designed to enhance speaking skills, including interviews, live monologues, recorded monologues, role plays, collaborative tasks, and discussions (Ernati & Merti, 2022). An interview involves an oral question-and-answer session aimed at gathering information. A recorded monologue is a voice recording of someone delivering a speech. Role play consists of acting out the character and behavior of another person. Collaborative tasks and discussions require students to work together on an assignment.

During the students speaking performance, the researchers identified several challenges faced by the students. These challenges included psychological factors such as shyness, anxiety, and a lack of confidence, as well as linguistic issues and external influences like the environment and audience dynamics. These factors significantly impacted the students' performance. To address these issues, the researchers evaluated the students' speaking skills after learning using YouTube by employing a scoring rubric. This rubric included five key aspects of speaking skills: pronunciation, fluency, grammatical accuracy, vocabulary, and content. These elements are essential for effective speaking, as they relate to a student's ability to pronounce words correctly, generate and express ideas verbally, communicate fluently with proper grammar, and use appropriate vocabulary. Consequently, the content of their speech should be clear and comprehensible to the audience. The study focused on 30 students of MTS 3 Lombok Barat. Specifically, the current study referred to the following issue: How is the students speaking performance in using YouTube?

## RESEARCH METHODS

The study involved 30 students at MTs Negeri 3 Lombok Barat. This study utilized a qualitative research design, which Berg (2001) defines as an approach where researchers seek answers by exploring various social and individual contexts. Qualitative research emphasizes the importance of the contextual environment and evidence derived from participants' responses. It serves as a method for revealing hidden aspects about individuals being observed, as well as those they interact with, which can be reflected through various forms such as letters, photographs, and social media. Thus, qualitative techniques enable researchers to investigate and understand the perspectives and perceptions of others.

The study focused on analyzing the speaking performance of students after learning using YouTube. The participants were 30 of English as a Foreign Language (EFL) learners.

Data were collected directly from the students' performance, as component of the speaking curriculum that encourages active student participation. The researchers evaluated the students' performances using a speaking rubric that encompasses various speaking aspects. In analyzing the data, the researchers followed several steps. First, they reviewed various articles and gathered references to support their study. Next, they prepared relevant materials and media before conducting the research, which included outlining teaching activities, preparing instructional content, and creating a scoring rubric. The researchers then proceeded to assess the students' speaking performance after learning using YouTube. During this phase, they provided instruction in requiring students to deliver their presentations orally. The researchers evaluated these presentations using the scoring rubric. After scoring the students, the researchers coded the scores for analysis and categorized them into five levels of ability: poor, fair, average, good, and excellent. Finally, the results of this analysis were presented in a table format.

## RESEARCH FINDINGS AND DISCUSSION

The researcher undertook a systematic approach to analyze the data. Initially, she reviewed a range of articles and compiled references to support their research. She then prepared necessary materials and media, which included outlining teaching activities, developing instructional content, and creating a scoring rubric. Next, the researcher assessed students' speaking performance after learning using YouTube. This phase involved providing instruction and requiring students to present their work orally. The researcher used the scoring rubric to evaluate these presentations. After scoring, the researcher coded the results for analysis, categorizing them into five distinct levels of ability: poor, fair, average, good, and excellent. Ultimately, they presented the findings of their analysis in a table format.

No	Score	Level of Ability	Meaning
1	> 50	Poor	There are frequent grammatical errors, but the message is still understandable. The vocabulary used is insufficient for effective expression, and the range of language experiences is quite limited. There is no specific description of fluency, and while pronunciation errors occur frequently, they do not prevent comprehension.
2	51-60	Fair	Basic construction is generally accurate, but there is a lack of confident control over grammar. The vocabulary is adequate for simple expression, though it often relies on circumlocution. While the main idea can be understood, this applies mostly to non-technical subjects. The speaker shows some confidence but lacks fluency in most social situations. The accent is understandable, though it is frequently flawed.
3	61-70	Average	There is adequate structural accuracy, and the speaker can communicate with sufficient vocabulary. Comprehension is generally complete at a normal speaking

			pace. They can express specific interests competently and with relative ease. Errors do not hinder understanding.
<b>4</b>	<b>71-79</b>	<b>Good</b>	The speaker can use the language accurately, with grammar errors being quite rare. They understand and can engage in any conversation, demonstrating complete comprehension. They speak fluently, and pronunciation errors are infrequent.
<b>5</b>	<b>80-100</b>	<b>Excellent</b>	The speaker uses the language accurately, with grammar errors being infrequent. They can understand and participate in any conversation, showing complete comprehension. They speak fluently, and pronunciation errors are also quite rare.

Table 1: The level of Speaking Ability

The researcher analyzed and categorized the students' scores according to their assessed abilities. Additionally, a scoring rubric was employed to measure the students' performance, focusing on pronunciation, vocabulary, fluency, grammatical accuracy, and content. These factors are crucial for the students' success in oral presentation. The results, based on the scoring rubric, can be summarized as follows:

Test Score	Levels of Ability	Frequency	Percentage
<b>&gt; 50</b>	<b>Poor</b>	1	4%
<b>51-60</b>	<b>Fair</b>	1	4%
<b>61-70</b>	<b>Average</b>	6	25%
<b>71-79</b>	<b>Good</b>	6	25%
<b>80-100</b>	<b>Excellent</b>	16	42%

Table 2: Students speaking achievement

The findings indicate that students' speaking performance after learning using YouTube. Five levels of speaking ability were used to assess the students performance. The highest achievement refers to excellent category, 40% of the scores, with 10 students scoring between 80 and 100. The next category, good, represented 25% there were 6 students scoring between 71 and 79. The average category also accounted for 25%, 6 students scoring between 61 and 70. The last two categories, fair and poor, each represented 4%, with 1 student scoring between 51 and 60 and another scoring below 50. In summary, the average score for students' speaking performance after learning using YouTube was 76, indicating a good level of ability. The researchers analyzed the challenges faced by students in speaking, identifying grammatical accuracy and fluency as the primary issues. Many students struggled with constructing grammatically correct sentences, which led to anxiety while speaking. From the data, it can be seen that the highest level achieved by the largest number of students is the very good level, followed by the average and good levels, which had the same percentage of students. The lowest levels were medium and poor. Overall, students' speaking performance after learning using YouTube was deemed as fairly good.

The results suggest that incorporating YouTube into the EFL curriculum can effectively enhance students' speaking skills. The engaging nature of video content helps reduce anxiety and encourages students to practice speaking more frequently. Exposure to various accents and speaking styles through YouTube videos contributes to improved pronunciation and fluency. In the study, specific YouTube videos used included: Language Learning Channels: Videos from channels like "English with Lucy" and "BBC Learning English. Besides YouTube, their website offers structured lessons, quizzes, and audio/video resources for language learners. These videos were chosen for their educational value, engaging content, and ability to model effective speaking techniques. Several platforms offer similar learning resources to enhance speaking skills and language acquisition. These platforms provide various tools and resources to help learners improve their speaking skills in an engaging and interactive manner.

This study is aimed to find out the impact of YouTube as a learning tool on the speaking performance of English as a Foreign Language (EFL) students. This study analyzes the speaking performance of students after the implementation of YouTube as a learning tool in the classroom. With the increasing accessibility of digital resources, YouTube has emerged as a popular platform for enhancing language skills, particularly speaking. The speaking assessments measured various aspects of language production, such as vocabulary usage, pronunciation accuracy, grammatical complexity, and overall fluency.

## CONCLUSION

In conclusion, the investigation highlighted a variety of students' speaking achievements. The researcher categorized these achievements into five levels: poor, fair, average, good, and excellent. The study included 24 students, with 42% classified as excellent, while both the average and good levels comprised 25% each. The fair and poor levels each represented 4%. The overall average score among the students was 76, this referred to good level of performance. It is noted by the researcher that some students needed to improve their speaking skills, especially in grammatical accuracy, fluency, pronunciation, and other related areas, as some students faced challenges in these aspects. Since speaking performance is a crucial part of the speaking curriculum, it is important for students to practice this in class. They should be encouraged to participate actively in speaking activities.

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