

## **THE EFFECT OF YOUTUBE ON SPEAKING ABILITY OF SENIOR HIGH SCHOOL STUDENTS**

*Zainal Abidin (Zenmine999@gmail.com)<sup>1</sup>, Agustinus Ngadiman (agustinus.ngadiman@gmail.com)<sup>2</sup>*

### **ABSTRACT**

*YouTube is a rich source for teaching speaking in EFL contexts. YouTube also enables students to learn other languages in the world. The present study aimed to find out whether senior high school students in Indonesia who frequently watched YouTube in English speak better than those who seldom. This was an ex-post-facto study. A questionnaire and speaking test were designed to assess students' speaking ability. T-test and ANOVA were used to measure the different effects of YouTube on students' speaking ability (grammar, vocabulary, and pronunciation aspects). The present study revealed that the speaking ability of the subjects who often watched YouTube significantly exceeded the speaking ability of those who seldom watched YouTube. Based on the T-test analysis, YouTube gave a better effect on students' speaking ability; more specifically, based on the ANOVA analysis, YouTube gave the highest effect on the vocabulary aspect of their speaking ability.*

**Keywords:** *YouTube, Speaking ability, EFL Students, Linguistic aspects*

### **INTRODUCTION**

Languages exist as an essential tool to communicate; as an international language, English is widely used in communication (spoken or written) around the world as the first or second language in some countries or a foreign language in developing countries. English has become an international language and used as a universal communication means to connect people all over the world (Shih, 2010). In Indonesia, English lesson has been set as compulsory in the school curriculum to make the students able to use English as a means of communication. According to Ngadiman (2019) English in Indonesia becomes an important language taught as a main subject at school although it is still as a foreign language and it is sometimes even used as a requirement to enter higher education levels. He also stated that the objective of teaching English is to enable students to have reading, listening, speaking and writing abilities. English in Indonesia as a foreign language mostly functions to present scientific and technological information but it is not used as a daily communication tool. As a matter of fact, most students in Indonesia who have graduated from senior high schools cannot speak English well yet although they have learned English since elementary school. Bellen (as cited in Weda, 2016) said that although students have learned English from elementary school, they still have low English proficiency. Bellen added that the English of secondary school graduates in Indonesia is very low.

Due to the fact that most students around the world are well familiar with internet channels, especially YouTube, many experts have been interested in doing studies on the effect of YouTube in English teaching. Mun (2014) in his study in Taiwan under the title "Effect of Online Video Support on Listening Comprehension and EFL Learners' Perceptions" demonstrated about the effect of online videos (YouTube) as a supportive tool for the main text book. The majority of participants were freshmen and they were placed in different levels based on their placement test taken right before the semester. The result showed that YouTube had a positive effect in enhancing

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<sup>1</sup> *Teacher of SMP Ar Raudhah Al-Aziziyah, Bangkalan, Madura*

<sup>2</sup> *Lecturer of Widya Mandala Surabaya Catholic University*

learner's listening performance in the EFL classroom. The use of YouTube video clips appears to be effective in enhancing EFL learners' listening comprehension and test performance. In 2017 Almoswai & Rashid conducted a similar study in Iraq which also raised YouTube as an English teaching and learning media to develop students' performance in grammar under the title "The effectiveness of Using YouTube Video on EFL Iraqi College Students' Performance in Grammar at Missan University". This study described that using YouTube for watching English video could be a helpful tool for developing English skills and can be useful for learners who do not have enough time to study language courses or those who would like to expose themselves to the English language surroundings.

In the last two years, Corona virus has happened in all over the world that has changed face to face learning activities to online learning activities. In this Corona pandemic situation, teachers have been forced to apply technologies with the internet connection and applications available for teaching and learning English. According to Alsulami (2016), one of the factors that facilitates learners in increasing their English skills is the development of smart phone, tablets and the rapid growth of ESL programs on the internet. It means that learners are able to expand their learning activities not only inside but also outside of the classroom due to the available access. Gray & Tobing (2010) stated that millennial students have more time to learn outside than during the school time given because there are no limitations of time and space and all students can access internet as private class anytime and anywhere they want.

Alsulami (2016) added that the most obvious advantage of using technology as learning media is the easiness and timeliness of access and it is helpful for both teachers and students. When the students integrate all of the ICT devices they have, they will find something easier. Jang (as cited in Leliani, et al, 2014) also mentioned that the integration of ICT in EFL classroom is believed as one tool that creates a positive effect to reach instructional purposes. To help students to have easier steps, get cheaper material as authentic input which can be more flexible for them in learning English situation, teachers should be able to guide their students to access positive and educational platforms. Arends (1998) said that teachers need many approaches to meet the lesson goals that can encourage their students' motivation, involvement and achievement. To support the online learning approach, various digital media, applications, platforms, and websites are utilized. One of the well-known platforms which is frequently applied to optimize the understanding of learning material is YouTube. According to Brook (2011) YouTube is a web 2.0 which is based on video sharing, where viewers watch and can give comments, while users can post their own videos they created by themselves, create appropriate tags related to the video's content and write a title and description for the video's content, comment on their own or other users' video, create or join other users' video channels on various topics of interest, search for videos based on titles or keywords and respond others' videos. Kelsey (as cited in Abidin et al., 2011) also stated that YouTube is one of the websites that people can upload and share videos; it is used to display of a wide variety of user-generated content, video content, including movie clips, television clips and music videos as well as amateur contents such as video blogging and short original videos. Jalaluddin (2016) supported that YouTube is a website which shares many kinds of different videos such as video clips, music videos, movie trailers, video blogging, short original videos and educational videos and it allows users to upload, view, rate, share and comment on videos and also allows all users to watch videos and for registered users can upload videos to their channels.

Jones and Cuthrell (as cited in Brook, 2011) added about YouTube that YouTube is not a collection of information only but those who have registered in the website can share their work and participate in an interaction

with other users. Besides being motivating and interesting, YouTube allows students to listen clearly to the words and sentences from native speakers who pronounce the words properly and can get ideas for speaking. Also, YouTube was reported to provide free environment in which students can interact with their teachers and peers without anxiety and fear. However, the utilization of YouTube for autonomous learning for students in Indonesia has not been much of interest for researchers in Indonesia. Therefore, this study aimed at examining the effects of YouTube on the English speaking ability of secondary students in Indonesia where English is taught as a foreign language. Specifically, the study aimed at finding out whether secondary students in Indonesia who frequently watched YouTube in English speak better than those who seldom watched YouTube in English. This study focused on the effect of YouTube on the speaking ability of high school students in Bangkalan, Indonesia. The present study, thus, tries to answer the following main question: Do students who often watched YouTube videos spoken in English had better speaking skills than those who seldom?

One is said to be able to speak when he knows what to speak and how to speak. What to speak is the idea to be communicated to others and how to speak refers to the mastery of pronunciation, vocabulary and grammatical aspects of the language. Therefore, speaking cannot be separated from linguistic aspects such as grammar, vocabulary and pronunciation. Therefore, further questions were formulated as follows:

- a. Does YouTube have different effects on all of three aspects (grammar, vocabulary, pronunciation) of the speaking ability of the students?
- b. Which of those speaking aspects received the highest effect?

## **METHOD**

This study employed an Ex Post Facto research design. The choice of the design based on the following considerations: (i) students in the 21<sup>st</sup> century are familiar well in using current technology; (ii) students must have different experiences in involving themselves in watching YouTube. They were assumed to have watched YouTube to learn speaking before the present study was conducted.

The population of this study was the twelfth-grade students of a senior high school in Bangkalan, Madura, Indonesia, consisting of the students who often and seldom watched and utilized YouTube for learning speaking in English. Convenience sampling technique was applied due to the fact that the students were not in their classrooms as usual; there were 30 students who often watched YouTube and 30 students who seldom watched YouTube as the participants whose data were eligible to be analyzed in this study.

The instruments of this study were a questionnaire and a speaking test. The questionnaire was used to know how often the students used YouTube videos. The questionnaire containing 21 items was developed to obtain the data of students' frequency in watching YouTube and attitudes toward YouTube. It contained close-ended questions with possible answers provided. The speaking test was used to obtain the score of their speaking ability. The speaking test used a test speaking rubric developed by the UCL Speaking Test Corpus (USTC) so the test validity is obtained, while to obtain the reliability of the speaking test score, three speaking inter-raters assessed the speaking ability of the participants using the same rubric. Before the speaking raters did the assessment, they were trained how to evaluate the participants' speaking ability using the speaking rubric to measure the different effects of YouTube on the linguistic aspects (grammar, vocabulary, and pronunciation) of their speaking ability. T-test and ANOVA were used to analyze the data in the present study.

## FINDINGS

### a. Effects of YouTube on the speaking ability

Table 1 presents the result of statistical analysis of the effect of YouTube on the subjects' speaking ability using T-test.

**Table 1. Results of students' speaking test at a 0.05 level of significance**

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	64.09	45.15
Variance	301.83	220.16
Observations	15	15
Hypothesized Mean Difference	0	
df	27	
t Stat	3.21	
P(T<=t) one-tail	0.0017	
t Critical one-tail	1.70	
P(T<=t) two-tail	0.0034	
t Critical two-tail	2.05	

Note: variable 1= Students who often watched YouTube  
variable 2= Students who seldom watched YouTube

Table 1 illustrates that the mean score of the speaking ability of the students who often watched YouTube was 64.09 and the mean score of the speaking ability of the subjects who seldom watched YouTube was 45.15. It means that the score of the subjects who often watched YouTube was higher than those who seldom watched YouTube. The result of the t-test above also obtains t Stat score 3.21, t Critical one-tail values score 1.70 and critical two-tail score 2.05, it can be seen that the t Stat is higher than both t Critical one-tail and t Critical two-tail. Finally, this study observes the P value which shows 0.001 for one-tail and 0.003 for two-tail which are less than the level of significance (0.05). The data above reveals that often watching YouTube gives a significant positive effect on the students' speaking performance.

After obtaining the result using 0.05 level of significance this study also used 0.01 level of significance to test the data so this study convinced that watching YouTube had a positive effect on the students' speaking skill. The following data is T-test score using 0.01 level of significance.

**Table 2. Results of the students' speaking test at a 0.01 level of significance**

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	64.09	45.15
Variance	301.83	220.16
Observations	15	15
Hypothesized Mean Difference	0	
df	27	
t Stat	3.21	
P(T<=t) one-tail	0.0017	
t Critical one-tail	2.47	
P(T<=t) two-tail	0.0034	
t Critical two-tail	2.77	

Note: variable 1 = Students who often watched YouTube  
variable 2 = Students who seldom watched YouTube

The data in Table 2 shows the same result with a 0.05 level of significance that t Critical one-tail and two-tail are lower than t Stat. The t Critical one-tail values is 2.47 and t Critical two-tail values is 2.77; they are still lower than the t Stat 3.21. Besides the P value both one-tail (0.001) and two-tail (0.003) are less than 0.01 as the levels of significance which describes that the null hypothesis is rejected and alternative hypothesis is accepted. Both using a 0.05 level of significance and 0.01 level of significance the data proves that the students who often spent their time watching YouTube English videos had better English speaking. From the result of T-test calculation both using 0.05 and 0.01 levels of significance, this study convinced that often watching YouTube had a positive effect in increasing students' speaking skill.

### b. Effects of YouTube on the Linguistic Aspects of Speaking Ability

Table 3 shows the effect of watching YouTube on the grammatical aspect of speaking ability using T-test.

**Table 3. Results of students' speaking test "Grammar" at 0.05 level of significance**

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	12.53	8.71
Variance	11.88	8.09
Observations	15	15
Hypothesized Mean Difference	0	
df	27	
t Stat	3.31	
P(T<=t) one-tail	0.0013	
t Critical one-tail	1.70	
P(T<=t) two-tail	0.0026	
t Critical two-tail	2.051	

Note: variable 1 = Students who often watched YouTube  
variable 2 = Students who seldom watched YouTube

Based on the result above (Table 3), the mean score of the students who often watched YouTube is 12.53 and the mean score of the students who seldom watched YouTube is 8.71. This study found that the mean value of the students who often watched YouTube is higher than those who seldom watched YouTube. The t-critical of one-tail score is 1.70 and t-critical two-tail score 2.051, t Stat score 3.31. Related to the score above t Stat score is higher than both two t Critical one-tail and t Critical two-tail. The last one that can be seen is P value, P one-tail (0.001) and P two-tail (0.002) still less than the level of significance (0.05). The data above shows a significant difference, so the null hypothesis is rejected and Ha is accepted "there is a significant difference of speaking skill between the students who often watched English video by using YouTube than those who seldom watched, it means that there is a positive effect of watching YouTube videos towards the students' grammar ability.

Table 4 shows the effect of YouTube on the students' vocabulary acquisition.

**Table 4. Results of the students' speaking test "vocabulary" at a 0.05 level of significance**

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	13.24	8.98
Variance	14.85	10.78
Observations	15	15
Hypothesized Mean Difference	0	
df	27	
t Stat	3.26	
P(T<=t) one-tail	0.0014	
t Critical one-tail	1.70	
P(T<=t) two-tail	0.0029	
t Critical two-tail	2.05	

Note: variable 1 = Students who often watched YouTube  
variable 2 = Students who seldom watched YouTube

Table 4 shows that both t Critical one and t Critical two-tail are lower than the t Stat, the one-tail critical value (1.70) while two-tail critical value is 2.05. It means that vocabulary acquisition of the students who often watched YouTube was better than those who seldom watched YouTube.

Table 5 shows the effect of YouTube on the students' pronunciation acquisition.

**Table 5. Results of the students' speaking test "pronunciation" at a 0.05 level of significance**

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	12.97777887	9.1555564
Variance	14.08677846	8.855030269
Observations	15	15
Hypothesized Mean Difference	0	
df	27	
t Stat	3.090635318	
P(T<=t) one-tail	0.002297793	
t Critical one-tail	1.703288423	
P(T<=t) two-tail	0.004595587	
t Critical two-tail	2.051830493	

Note: variable 1 = Students who often watched YouTube  
variable 2 = Students who seldom watched YouTube

From Table 5 it can be seen that the mean score of the pronunciation aspect of the speaking ability of the students who often watched YouTube is higher than the pronunciation aspect of the speaking ability of those who seldom watched YouTube (12.97>9.15). The one-tail value is 1.70 while the two-tail critical value is 2.05. It means that the students who often watched YouTube had better English pronunciation than those who seldom watched.

### c. Different Effects of YouTube on Linguistic Aspects of Speaking Ability

To answer the second research question about which of the speaking aspects (grammar, vocabulary, and pronunciation) received the highest effect from watching YouTube for those who often watched YouTube the data were analyzed using ANOVA. The result of the analysis is presented in Table 6.

**Table 6. Results of ANOVA analysis on three aspects of speaking skills**

SUMMARY						
<i>Group (Speaking Aspects)</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Column 1 (Grammar)	15	187.99	12.53	11.89		
Column 2 (Vocabulary)	15	198.67	13.24	14.85		
Column 3 (Pronunciation)	15	194.67	12.98	14.09		

  

ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	3.87	2	1.94	0.14	0.87	3.22
Within Groups	571.49	42	13.61			
Total	575.37	44				

Based on the data above (Table 6), column 1 variance shows 11.89, column 2 variance shows 14.85, and column 3 variance shows 14.09 and the highest score among the three skills is column 2. The result of analysis of variance (ANOVA) indicates that students' vocabulary increased when they often watched YouTube videos. Therefore, it is concluded that vocabulary aspect of the students' speaking ability received the most effect from watching YouTube English videos.

## DISCUSSION

Students learn a foreign language easily when they are tense-free. In addition, learning takes place when input is comprehensible and interesting. YouTube seems to correspond to this statement. In YouTube students can select attractive contents that motivate them to learn second language unconsciously. In YouTube videos students may choose and find the language contents which are comprehensible and motivating. Students can watch English movies from the texts available in YouTube as well. YouTube videos in English are found more motivating for students when they are used by their teacher in the classroom, and they can watch the same videos going back home from YouTube.

Language can be learnt better and faster if the learning process is entertaining to the learners. The materials presented in YouTube are found to be original and entertaining to the learners due to the visual presentation of the language contents. Such audio-visual contents are freely accessible through YouTube. They find the videos on English language learning entertaining and interesting than those presented in traditional text materials. They can enhance their speaking and listening skills of English language from watching the YouTube videos recurrently. Learners can augment their vocabulary repository, phrase and idioms bank, pronunciation, grammar and many more from the audio-visual materials they find in YouTube videos. The advent of new media tools has transformed the way language learning used to take place before. Learning becomes stress-free when language contents are offered in an entertaining way.

In YouTube, the presented audio-visual materials do not put any stress on the learners as they watch the visuals while listening to the audios. The combination of photos and videos along with the subtitles eliminate their

stress which they sometimes feel in face-to-face communication. Throughout this process of learning, learners become used to pronounce words and expressions accurately in face-to-face communication. They can learn from the audio-visual materials at any time which makes the learning context free and hour of learning can be freely chosen by them as well. Among the four language skills -- speaking, reading, writing and listening--learners immensely enhance their speaking and listening skills throughout audio-visual materials presented in YouTube. From the dialogs in the movies, they learn both verbal and nonverbal expressions which, in turn, make them fluent speakers of the English language.

Learners find YouTube as a learning source to solve their individual language problems. They usually solve their pronunciation skill, listening skill and speech delivery from watching videos. On the contrary, in face-to-face classroom teaching, they cannot always solve their individual problems due to the shortage of time in the class sessions. YouTube videos in English are a leading source for learners to listen from native speakers and practice the language in their real life. However, sometimes they do find native speakers' English pronunciation difficult to understand. This can be overcome by listening repetitively the same audio-visual content.

YouTube can be used in some different learning situations. This statement is also supported by Wagner (2007) and Alwehaibi (2015) who demonstrated that authentic materials such as YouTube videos are always the best way to improve the students' pronunciation and intonation. YouTube videos can be a resolution for the language learners who have problems in speaking. This can be justified that students, in YouTube videos-based classes, are given opportunities to speak freely and share opinions and comments with their instructors and friends (Brown, 2014). In traditional speaking classes, students are inactive in addition to the lack of participation and exchange of comments and opinions whether with their instructors or with their friends. The findings showed that YouTube videos are useful than the traditional speaking strategy as it enables the learners to interact with the text, confer and discuss, solve problems with each other, derive meaning and make comments (Lee, 2010). All these skills that are available in the YouTube videos enable them to become better listeners. This finding is supported by the findings of Lou, Wu, Shih and Tseng (2010) and Zorko (2009) who concluded that YouTube is of a great importance in the current classroom environment. YouTube videos make learners classroom-oriented and motivated to learn, participate, and interact. Also, YouTube videos kill the boredom that accompanies traditional language classes where all students are passive and the instructor makes all the efforts. This finding is also in line with Zorko (2009) who revealed that the students can use YouTube videos at their own place at home at any time of the day.

## **CONCLUSION AND SUGGESTION**

The purpose of the present study was to examine whether students who often watched YouTube speak better than those who seldom watched YouTube. The result of the study convincingly revealed that YouTube has been an effective means for autonomous learning. Students who often watched YouTube autonomously speak better than those who seldom watched YouTube. Among the linguistic aspects (grammar, vocabulary, and pronunciation) of speaking ability, students acquired English vocabulary the best.

Students are able to use YouTube to watch some videos which they can choose the content they like by typing the keyword that they want to watch easily, if they like or they need the video as learning media, they can watch it many times and adjust it easily. Finally, they will be able to frequently watch, repeat and listen the YouTube content they want and they can adjust the speed of the dialogs or conversation in it.



Based on the result of the present study, English teachers and parents are suggested to give opportunities for students to choose YouTube for their own learning. They should encourage them to cautiously choose appropriate videos, watch and learn the language frequently, effectively, and happily.

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