The Widely Common Media to Teach English: Does YouTube Affect Students' Speaking Skills?

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ABSTRACT
The digital age has brought about significant transformation in many aspects of life, including education. On top of that, Siemens and Downes (2020) argued that the current digital era is defined by a concept called connectivism. It suggested that learning is fundamentally a social and networked process. Thus, the theory provided a powerful perspective on how digital platforms such as YouTube have changed the learning space. In this study, the authors aimed to find out the proper answer about the effectiveness of YouTube as the media that is widely used by teachers in improving students' English speaking skills. This study employed a qualitative systematic review. The authors set the criteria for selecting previous studies using Xiao and Watson's (2019) framework. The criteria were as follows: (1) published in journals and available in Google Scholar, (2) within the last five years from 2019 – 2023, (3) specifically related to the effectiveness of using YouTube as learning media in EFL classrooms to enhance students' speaking skills, and (4) original research article and using a quantitative approach. As a whole, this study supported the notion that integrating YouTube into the language classroom can lead to significant improvements in students' speaking skills, ultimately contributing to their overall language proficiency and motivation.

Keywords: English language teaching, speaking skills, YouTube

INTRODUCTION

The digital age has brought about significant transformation in many aspects of life, including education. On top of that, Siemens and Downes (2020) argued that the current digital era is defined by a concept called connectivism. It is a potential learning theory because it emphasizes how a student's learning improves through the knowledge and insights gained from their connections with others (Roberts, 2013). Thus, connectivism suggests that learning is fundamentally a social and networked process, shaped by our connections with others and the ease with which we can access and assess information. Further, according to Roberts (2013), only through these personal networks the learner can acquire perspective and diversity of opinion and learn to make critical decisions.

The theory provides a powerful perspective on how digital platforms such as YouTube have changed the learning space. It is important to highlight the fact that technological advances open up new opportunities to improve the quality and effectiveness of the English teaching and learning process. In other terms, students have easy access to a variety of learning materials, such as educational videos on YouTube. The traditional approach to English Language Teaching (ELT), which puts the teacher at the center and often overlooks students' communication skills, is falling out of favor. Today, teachers around the world are increasingly

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adopting communicative teaching methods that emphasize student interaction and practical language use (Jayanthi & Kumar, 2016; Shah, 2020).

Speaking skill

Many people worldwide are learning English to communicate internationally (Rao, 2019). Consequently, this fluency allowed them to achieve their goals and express themselves freely. However, without sufficient English proficiency, they may struggle to share their ideas and participate in classroom discussions (Noviyenty, 2018). After all, a core function of spoken language is to exchange information. Previous study has shown that Perfect communication is not possible for people without the use of language. In addition, effective communication is key to achieving our goals, especially in today's globalized world (Rao, 2019). This need for communication across borders is why languages are so important. Knowing a language goes beyond simply memorizing words, it means being able to speak and construct sentences that others can understand (Kürüm, 2016; Manning, 2022).

Particularly, many experts agree that speaking is a crucial skill in learning English. It also serves as a key indicator of a student's overall English proficiency (Mega & Sugiarto, 2020; Zyoud, 2016). Moreover, speaking is the common method of communicating with others to verbalize our opinions, questions, and even how we feel (Kristiani & Pradnyadewi, 2021). Many students still think that English speaking is a difficult skill to apply. As a result, they do not have much knowledge of English vocabulary. Teachers have started using YouTube as a learning medium because they know it makes learning more interesting and helps students communicate with each other. However, many students still face some challenges, such as not having the ability to communicate in English because they do not have a lot of vocabulary or grammar knowledge. They also do not have much exposure, which makes it hard for them to practice using the language outside the classroom. Some students also lack the confidence and motivation to improve their speaking skills (Sudarmaji et al., 2021; Syamsudin et al., 2024; Ulla, 2020). In the difficulties faced by students in an age that has integrated with technology, YouTube is an online media that presents a variety of materials that can be adapted to the needs of students.

YouTube as media in teaching and learning English

Education is undergoing a major transformation driven by technological advancements. Technology integration in learning is becoming increasingly common at all educational levels. This shift is partly due to the rise of "digital natives" – today's young generation who are comfortable with technology. This has led to a change in learning needs and styles, with a growing demand for more visual and interactive experiences. Research showed that rapid technological growth significantly impacts Gen Z (those born between 1995 and 2014) in particular (Tarihoran et al., 2022). Several theories have shown that technology has become an essential aspect of modern life, simplifying daily activities and offering numerous benefits (Kristiani & Pradnyadewi, 2021). In the field of English as a Foreign Language (EFL), this trend translated to the growing popularity of integrating Information and Communication Technologies (ICT) into e-learning platforms (Al Khotaba, 2022; Hariadi & Simanjuntak, 2020; Husna et al., 2019).

One popular e-learning platform for EFL classrooms is YouTube. YouTube is essentially a video-sharing site where users can upload, watch, and share videos (Chau, 2010; Ilyas, M; Putri, 2020). Heriyanto (2015) stated that educators find YouTube valuable because of its vast library of educational videos. As a result, it functions as a free online video repository, allowing for easy storage and access (Atmojo, 2021). Notably, teachers can leverage YouTube to simplify lesson preparation, while students can use it to hone their speaking skills at their own pace. Research suggests that students benefit from observing how native speakers communicate in YouTube videos, they can practice expressions, intonation, and vocabulary with greater accuracy and confidence (Meinawati et al., 2020).

Benefits of using YouTube in English language teaching

As we already know, English language teachers are increasingly using YouTube to bring real-world English into the classroom. This makes learning more engaging for students, as the materials are authentic and easy to understand. Therefore, the author feels that YouTube is beneficial in English Language Teaching (hereafter ELT). According to Catapano (2020), there are some benefits of YouTube to promote in your classroom. (1) YouTube gives a place for teachers. They can learn more about their teaching practice from many video resources. (2) Many videos are interesting and engaging, which will make it easy to get students interested in watching and learning more. (3) The videos are watchable anytime and place as long as students have internet access. (4) There is a wealth of resources from experts that will encourage students to learn more from the experts (Fachriyah et al., 2020 cited from Catapano).

Studies suggest that YouTube can benefit students in several ways. Studies by Kim and Kim (2021) show it can broaden their understanding of different cultures. Additionally, Adisti (2022), as cited in Kim and Kim, highlighted that YouTube use during study abroad programs can boost academic performance and engagement. This is because the platform offers a wealth of educational content, including materials to improve English skills. Finally, Riswandi (2016) emphasized that YouTube can enhance students' English speaking ability and overall motivation to learn the language.

The literature shows that YouTube is regarded as a significant source of online material that can play a vital role in the field of education and learning. Its popularity has grown considerably in recent years, particularly among adults (Almurashi, 2016). Therefore, in this study, the authors aim to find the proper answer to the research questions about the effectiveness of using YouTube as the media that is widely used by teachers to improve students' English-speaking skills.

METHOD

The study employed a qualitative systematic review framework. A systematic review, also known as a research synthesis, aims to present a comprehensive, neutral synthesis of many relevant studies in a single document (Aromataris & Pearson, 2014). Hence, it will synthesize several previous studies on the application of YouTube in teaching English as a foreign language (hereafter EFL) to enhance students' speaking skills. The authors set the criteria for selecting previous studies using Xiao and Watson's framework of systematic review (Husna et al., 2019 cited from Xiao & Watson, 2019). The criteria were as follows: (1) published in journals and available in Google Scholar, (2) within the last five years from 2019 – 2023, (3) specifically related to the effectiveness of using YouTube as a learning medium in EFL classrooms to enhance students' speaking skills, and (4) original research article and using a quantitative approach. Further, Google Scholar was the chosen source repository because it contains a vast number of published articles, making it simple to obtain relevant articles.

Based on the results of a systematic search of Google Scholar as the author's chosen online research platform, there are several relevant articles with appropriate topics related to the author's research. This search provided 900 articles identified by a combined review. After removing articles with duplicate titles, and abstracts, the authors had 35 articles ready for further review. After reviewing, the authors had 7 eligible full-text articles. The Google Scholar search results are described in the chart. This report follows the *Preferred Items for Systematic Review and Meta-Analysis (PRISMA)* reporting guidelines.

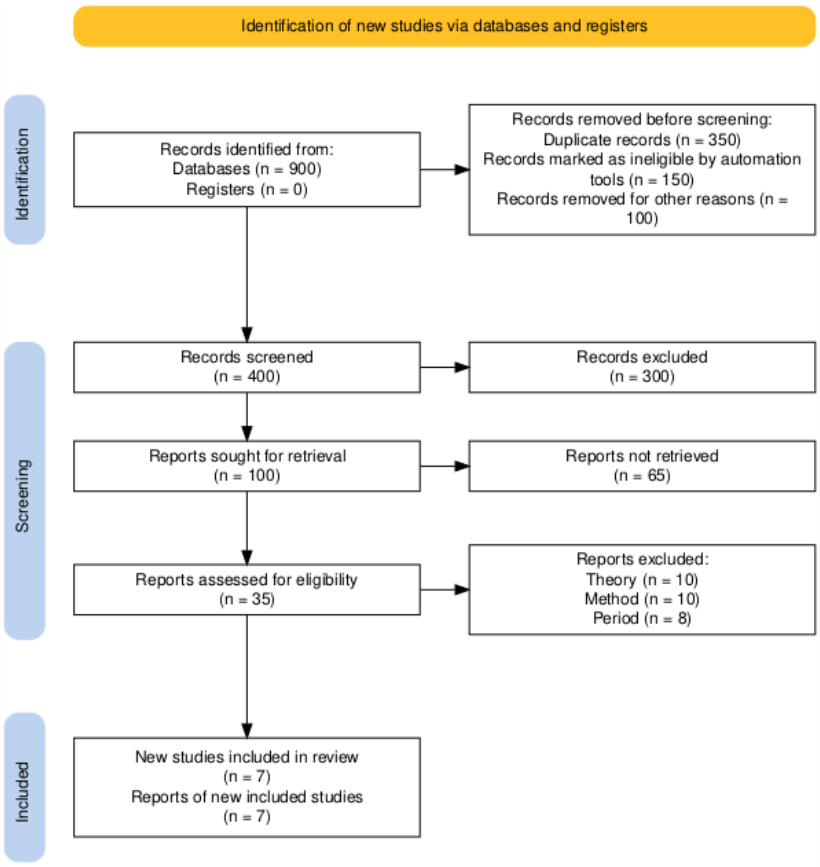


Figure 1. PRISMA Flowchart of the Selection Process

FINDINGS AND DISCUSSION

This part describes the findings of the previous studies on how much YouTube as a teaching medium is used by teachers in English language teaching and whether the use of YouTube is effective in improving students' English-speaking skills. Therefore, the authors attached the result of the selection process using PRISMA that has been carried out in Table 1.

Table 1. The Articles Selected Using Quantitative Approach

No	Authors	Years	Research Title	Journal /Volume/Database
1	Mona M. Hamad, Amal Abdelsattar Metwally, Sabin Yasmin Alfaruque	2019	The impact of using YouTube and Audio Tracks Imitation YATI on Improving Speaking Skills of EFL Learners	English Language Teaching/Vol.12/Google Scholar
2	Rena Tristiana, Ashari P. Swondo	2020	The Effect of YouTube Content Making on Students' Speaking Skill	Jurnal FISK/Vol.1/Google Scholar
3	Muhammad Ilyas, Miranti Eka Putri	2020	YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill	Journal of English for Academic (J-SHMIC)/VOl.7/Google Scholar
4	Linda Lestari, Iskandar Zulkarnain, Syafrina Prihatini	2022	The Effect of Introductory Videos in YouTube on Students' Achievement in Speaking Skill of the Tenth Grade	Journal of English and English education/Vol.2/Google Scholar
5	Nurul Syafika, Ali Ashari, Febti Ismiatun	2022	The Correlation between Watching YouTube Video and the Students' Speaking Ability at English Education Department of University of Islam Malang	Google Scholar
6	Ferdy Hasan, M. Khalid	2023	The Effect of Watching A Video YouTube Toward English Speaking Mastery on	Jurnal Pendidikan Tambusai/Vol.7/Google Scholar

			Students Class XI at Madrasah Aliyah Negeri (MAN) 1 Deli Serdang	
7	Syaputra A.Y, Azwandi, Syafryadin	2023	Improving Students' Speaking Skills Through YouTube Videos at the Seventh Grade of MTsN 02 Kota Bengkulu	Linguistic English Education and Art (LEEA) Journal/Vol.6/Google Scholar

YouTube as a learning medium mostly used by the teachers in ELT

The findings from the selected articles were used to answer the research question about whether incorporating YouTube content into language learning can have a positive impact on students' speaking skills because YouTube provides a platform for students to engage with authentic language materials, listen to native speakers, and practice their speaking skills more interactively and creatively. Additionally, YouTube offers a variety of resources that can make the learning process more interesting and engaging for students. The research answered how YouTube is used by teachers as a medium for teaching the English language. The researcher concluded that YouTube is a valuable resource that can be effectively utilized in teaching English to enhance students' speaking abilities and create a more engaging learning experience (Swondo & Tristiana, 2020).

Other views have shown that YouTube has been recognized as an effective tool in teaching English because it provides various benefits for language teaching and learning, such as (1) YouTube offers real-life language use, including everyday language, cultural content, and diverse accents, which can help students understand and learn the language. (2) YouTube videos are engaging and visually stimulating, which makes learning more enjoyable and motivates students to learn languages. (3) YouTube offers language learning materials to supplement traditional classroom materials and cater to different learning styles. (4) YouTube lets students practice listening, pronunciation, and language skills outside the classroom, promoting independent learning. As a result, the researcher concluded that incorporating YouTube videos into language teaching can enhance students' language skills, cultural awareness, and motivation to learn (Hamad et al., 2019).

One of the previous studies selected showed that using YouTube as a teaching tool offers some advantages. For instance, clarifying verbal messages, enhancing the learning process through direct interaction, and stimulating experiences and perceptions. Because YouTube is a popular and engaging platform, it can cater to different learning styles, and make it easier for students to accept and understand the lessons. They concluded that YouTube can indeed be considered an effective medium for teaching English, especially in improving students' speaking skills (Lestari et al., 2022).

Next, the authors present the average value of the research results from several studies related to the effectiveness of using YouTube in improving students' speaking skills based on the data collected (see Figure 1). We attach it to Table 2 as follows.

Table 2. Summary of the Selected Final Articles

NO	AUTHORS	MAIN CHARACTERISTICS	RESEARCH DESIGN	FINDINGS
1	(Hamad et al., 2019)	The Students of 1st Semester at College of Science & Arts Muhayil, King Khalid University	Experimental Research	The study found that the use of YouTube videos and YATI had a positive impact on EFL learners' speaking skills, leading to enhanced speaking fluency and performance. The authors recognized that these tools contributed to language acquisition and improvement in speaking fluency. They also highlighted the importance of integrating technology, such as YouTube videos and audio tracks into traditional classrooms to enhance teaching and learning processes. To sum up, the authors declared that YouTube videos were engaging and motivating for students, providing them with authentic language input and cultural

				content that enhanced their understanding and performance in English language learning.
2	(Swondo & Tristiana, 2020)	The Students at Second Grade of MA YASPI Senior High School, Labuan Deli	Experimental Research	The research result indicated that there were significant differences in students' achievement in speaking skills before and after being taught with YouTube content making. In this study, the authors suggest that English teachers can use YouTube content as reference material in the classroom to make learning more active and creative. Additionally, the authors emphasized the importance of providing students with opportunities to practice speaking English fluently.
3	(Lestari et al., 2022)	The Students at SMKS Muhammad Yaasiin Sei Lepan, Medan.	Experimental Research	The study demonstrated that the use of YouTube videos as a teaching tool had a positive impact on students' speaking skills. Because they showed improvement in their speaking abilities, including increased fluency, accuracy, pronunciation, and vocabulary. Besides, the average speaking ability score of students increased significantly after being taught with YouTube videos compared to before the treatment.
4	(Syafika et al., 2022)	The Fourth Semester Students' of English Education Department University of Islam Malang	Correlation in Nature	There is a significant correlation between students' habit of watching videos and their speaking ability. Here, students who watch YouTube videos have better speaking scores in their speaking ability. Consequently, watching YouTube videos has a positive impact and can influence students' speaking skills leading to enhanced proficiency and motivation.
5	(Hasan & Khalid, 2023)	The Students at the Second Grade of MAN 1 Deli Serdang	Experimental Research	The study highlighted that teachers should enhance their English language teaching competencies by improving speaking content mastery, utilizing suitable and appealing media, and fostering English language proficiency among students. Summing up, this study suggested that YouTube can serve as an effective tool for language instruction offering engaging and interactive resources that facilitate teachers in teaching and students in learning and skill development.
6	(A.Y et al., 2023)	The Students at the Seventh Grade of MTsN 02 Kota Bengkulu	CAR (Classroom Action Research)	The authors concluded to optimize the effectiveness of teaching and learning, teachers should address students' challenges in speaking activities by incorporating engaging media and methods in the educational process. The results from the research are successful indicating that utilizing YouTube digital videos can significantly contribute to improving students' speaking skills, emphasizing the importance of motivation and active student involvement. This study highlights the role of teachers in supporting students' progress in speaking by employing innovative approaches and resources like YouTube digital media to facilitate effective learning experiences.
7	(Ilyas, M; Putri, 2020)	The Students at English Study Program of Universitas Islam Riau	Experimental Research	The study found that after using YouTube channels to teach English speaking skills, there was a significant enhancement in students speaking achievement. This was determined through statistical analysis which showed a significant difference in students' speaking abilities post-intervention. Therefore, the study strongly supports the idea that integrating YouTube channels into language teaching can lead to significant improvements in students' speaking skills.

YouTube's effects on students' speaking skills

Swondo & Tristiana (2020) used a t-test to analyze their research data. On the other hand, the study included a pre-test and post-test using oral tests in the form of a short dialogue to collect the data. Moreover, the experimental group who was taught using YouTube content creation showed a significant improvement in speaking skills compared to the control group taught using conventional methods. Using YouTube in English language teaching has a

positive impact on students' speaking skills. The previous study by Swondo and Tristiana (2020) showed that using YouTube videos in language teaching can lead to significant improvements in students' speaking competence. A similar conclusion was reached by Hamad et al., (2019), whose research results showed that the use of YouTube and audio track imitation or YATI can make students more proud of their speaking performance, particularly as they lacked real contact with native speakers for practice, encouraging a competitive sense and motivation in the classroom environment. Hence, the post-test results showed a significant difference in students' speaking performance after using the YATI approach, demonstrating its effectiveness in developing speaking skills. In addition, the use of YATI not only has a positive impact on students' speaking skills improvement but also has a positive impact on their listening skills.

It was interesting to note that the results of selected articles showed such a big benefit of YouTube as a medium in English language teaching in improving students' speaking abilities. This may alter or improve aspects of teachers' teaching strategy and students' speaking skills. Because of the many positive impacts of using YouTube in teaching English, Syafika et al., (2022) suggested that incorporating YouTube into language learning can impact students' speaking proficiency and overall language skills.

CONCLUSION

In conclusion, the systematic review of the impact of YouTube on students' speaking skills in English language learning highlights the significant role of digital platforms in improving language teaching. The findings underscore the effectiveness of incorporating YouTube videos into the English language classroom to improve students' speaking skills, including fluency, accuracy, pronunciation, and vocabulary. The studies reviewed show a positive correlation between students' engagement with YouTube videos and their speaking skills, emphasizing the benefits of using multimedia resources in the language classroom. By using YouTube as a language learning tool, teachers can create engaging and interactive learning experiences that address different learning styles and encourage independent practice outside of the classroom.

As a whole, the study supported the notion that integrating YouTube into the language classroom can lead to significant improvements in students' speaking skills, ultimately contributing to their overall language proficiency and motivation. As technology continues to play a central role in education, the use of platforms such as YouTube offers teachers and students valuable opportunities to improve language learning outcomes and develop a deeper understanding of the English language.

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