Scrolling to Speak: Exploring YouTube as a Medium to Boost Students' Speaking Skills and Self-Confidence.

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Abstract: The rapid growth of digital media has transformed the way students learn English, particularly in developing speaking skills. One of the most widely used platforms among students is YouTube, which provides authentic language input through videos, dialogues, and real-life communication contexts. This study aims to explore the use of YouTube as a learning medium in boosting students' speaking skills and self-confidence. The research employed a quantitative approach using a quasi-experimental design involving two groups: an experimental group taught using YouTube-based learning activities and a control group taught using conventional methods. The data were collected through speaking performance tests and self-confidence questionnaires. The results revealed that students who learned through YouTube showed significant improvement in both speaking skills and self-confidence compared to those in the control group. These findings suggest that YouTube can serve as an effective and engaging medium to enhance students' oral communication ability and confidence in using English. Therefore, integrating YouTube into English language teaching is recommended to create a more interactive and motivating learning environment.

Keyword: Youtube, Speaking Skills, Self-Confidence, English Language Learning

INTRODUCTION

English has become an essential international language used in education, technology, and global communication. In the context of English language learning, speaking is considered one of the most challenging skills because it requires learners to actively produce language in real time, integrating vocabulary, grammar, and pronunciation simultaneously (Brown, 2004). Many learners face difficulties such as fear of making mistakes, limited exposure to authentic language, and lack of confidence in speaking English, which often results in minimal classroom participation.

One crucial affective factor influencing speaking performance is self-confidence, defined as learners' belief in their ability to perform specific tasks successfully (Bandura, 1997). In language learning contexts, low self-confidence can lead to anxiety and avoidance of speaking activities, inhibiting oral language development (Horwitz, Horwitz, & Cope,

1986). Therefore, fostering students' confidence is as important as improving their linguistic competence.

With the rapid development of digital technology, multimedia and online platforms have increasingly been incorporated into language teaching. Among these platforms, YouTube stands out as a rich source of authentic English input that students can access anytime for free. YouTube provides a variety of videos, including conversations, educational materials, interviews, and real-life language use, which expose learners to different accents, expressions, and communicative functions.

Recent research supports the potential benefits of YouTube for enhancing speaking skills. For example, a study on YouTube as a supplementary resource found that EFL learners reported increased speaking fluency, motivation, and reduced shyness when using YouTube content as a practice tool (Zulaefa & Rizal, 2023). UAD Journals Similarly, research on student perceptions revealed that YouTube can be an accessible and useful medium that helps increase learners' confidence when speaking English, especially by allowing practice in familiar and less threatening environments (Musdayanti, Sudewi, & Nurhaeni, 2024). journal.lontaradigitech.com

Despite these potential benefits, the use of YouTube in formal English classrooms is still limited, with many teachers relying on traditional methods and underutilizing digital media as instructional support. Therefore, it is crucial to investigate how YouTube can be effectively integrated into language instruction to enhance both speaking skills and self-confidence in learners.

Based on this background, this study explores the use of YouTube as an instructional medium and examines its impact on students' speaking abilities and self-confidence in learning English.

METHOD
Research Design

This study employed a quantitative approach using a quasi-experimental research design. The design was chosen to examine the effect of YouTube as a learning medium on students' speaking skills and self-confidence. The research involved two groups: an experimental group and a control group. The experimental group received instruction using YouTube-based learning activities, while the control group was taught using conventional teaching methods without YouTube integration.

Participants

The participants of this study were students learning English as a foreign language (EFL). The sample was selected using purposive sampling, considering the students' similar English proficiency levels. The participants were divided into two groups: the experimental group and the control group. Both groups consisted of an equal number of students to ensure balanced comparison.

Research Variables

This study involved the following variables:
Independent Variable: The use of YouTube as a learning medium.
Dependent Variables: Students' speaking skills, and Students' self-confidence

Research Instruments

To collect the data, the researcher used two main instruments:

Speaking Test

The speaking test was administered to measure students' speaking skills. The test assessed several aspects of speaking, including pronunciation, fluency, vocabulary, grammar, and comprehension. A scoring rubric was used to ensure objective and consistent assessment.

Self-Confidence Questionnaire

A questionnaire was used to measure students' self-confidence in speaking English. The questionnaire employed a Likert scale ranging from strongly disagree to strongly agree and consisted of statements related to students' confidence, anxiety, and willingness to speak English.

Procedure of the Research

The research procedure was conducted in three main stages:

a. Pre-test

Both the experimental and control groups were given a speaking pre-test and a self-confidence questionnaire to measure their initial speaking skills and confidence levels.

b. Treatment

The experimental group received YouTube-based instruction over several meetings. The learning activities included watching selected YouTube videos, observing speaking models, practicing pronunciation, and performing speaking tasks based on the video content. Meanwhile, the control group was taught using conventional teaching methods without YouTube.

c. Post-test

After the treatment, both groups were given a speaking post-test and the same self-confidence questionnaire to identify any improvement in speaking skills and self-confidence.

Data Analysis Technique

The collected data were analyzed using statistical analysis. Descriptive statistics were used to determine the mean and standard deviation of students' scores. Inferential statistics, such as an independent sample t-test, were applied to examine whether there were significant differences between the experimental and control groups in terms of speaking skills and self-confidence.

Ethical Considerations

Ethical considerations were taken into account during the research process. All participants were informed about the purpose of the study, and their participation was voluntary. Confidentiality and anonymity of the participants' data were maintained throughout the research.

RESULT AND DISCUSSION
Results

This section presents the findings of the study based on the data collected from the speaking tests and self-confidence questionnaires administered to both the experimental and control groups.

Students' Speaking Skills

The results of the speaking pre-test showed that there was no significant difference between the experimental group and the control group, indicating that both groups had relatively similar speaking ability before the treatment. After the implementation of

YouTube-based learning, the post-test results revealed a noticeable improvement in the experimental group's speaking performance.

Students in the experimental group demonstrated better pronunciation, improved fluency, richer vocabulary use, and more accurate grammar compared to those in the control group. Statistical analysis using an independent sample t-test indicated that the difference in speaking scores between the two groups in the post-test was statistically significant. This result suggests that the use of YouTube as a learning medium had a positive effect on students' speaking skills.

Students' Self-Confidence

The analysis of the self-confidence questionnaire showed similar results. The pre-questionnaire data indicated that both groups had comparable levels of self-confidence in speaking English prior to the treatment. However, after the treatment, the experimental group showed a significant increase in self-confidence compared to the control group.

Students who learned through YouTube-based activities reported feeling more confident, less anxious, and more willing to speak English in class. The statistical results confirmed that the improvement in self-confidence among students in the experimental group was significantly higher than that of the control group.

Discussion

The findings of this study indicate that YouTube is an effective learning medium for enhancing students' speaking skills and self-confidence. The significant improvement in students' speaking performance supports previous studies suggesting that authentic video materials provide meaningful language input and opportunities for imitation and practice (Watkins & Wilkins, 2011; Kabooha & Elyas, 2018).

The improvement in speaking skills may be attributed to the exposure to real-life language use presented in YouTube videos. Through visual and auditory input, students were able to observe pronunciation, intonation, and natural expressions used by proficient speakers. This exposure helped students develop better fluency and accuracy, as well as a clearer understanding of how English is used in real communication contexts.

In addition to linguistic improvement, the increase in students' self-confidence highlights the affective benefits of using YouTube in English language learning. Learning through familiar digital platforms may reduce anxiety and create a more relaxed learning atmosphere. Students had opportunities to observe speaking models, practice repeatedly, and express ideas without excessive fear of making mistakes. This finding aligns with Bandura's (1997) theory of self-efficacy, which emphasizes the importance of mastery experiences and modeling in building confidence.

Moreover, the interactive and engaging nature of YouTube-based activities appeared to encourage students' active participation. Students became more willing to speak, respond to questions, and participate in discussions. This supports the idea that digital media can bridge the gap between formal classroom instruction and students' everyday learning environments.

Despite the positive results, this study has some limitations. The duration of the treatment was relatively short, and the sample size was limited. Therefore, future research is recommended to involve longer treatment periods, larger samples, and different educational levels to gain more comprehensive findings.

CONCLUSION

This study concludes that the use of YouTube as a learning medium has a positive impact on students' speaking skills and self-confidence in English language learning. Students who engaged in YouTube-based activities showed improvement in pronunciation,

fluency, vocabulary, and grammar, as well as increased confidence when speaking English. The exposure to authentic video content and opportunities for repeated practice helped reduce anxiety and encouraged active participation, making learning more engaging and motivating. These findings suggest that integrating YouTube into English classrooms can be an effective strategy to enhance both linguistic and affective aspects of learning.

However, this study has several limitations that should be considered. First, the duration of the treatment was relatively short, which may limit the long-term generalizability of the results. Second, the sample size was limited and may not fully represent the diversity of English learners in other contexts. Third, this study focused only on quantitative data, which may not capture students' detailed perceptions, experiences, or qualitative aspects of learning with YouTube. Future research is recommended to involve longer interventions, larger and more diverse samples, and a mixed-method approach to gain deeper insights into both the effectiveness and the learners' experiences of using YouTube in English language learning.

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