

The Effectiveness of Using YouTube Media to Improve English Integrated Listening and Speaking Skills at 7th Grade Students'

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ABSTRACT

This research examines the effectiveness of using YouTube videos to improve integrated English listening and speaking skills among grade 7 students at SMP Negeri 5 Salatiga in the academic year 2024/2025. This study addresses two research problems: (1) The profile of students' before and after using YouTube videos to improve English integrated listening and speaking skills (2) The effectiveness of using YouTube videos to improve English integrated listening and speaking skills.

The design of this study was pre-experimental. Pre-test and post-test results from 30 students were collected, and statistical techniques, such as paired sample t-test, were used for analysis. The post-test mean score (82.43) was greater than the pre-test mean score (70.53), according to the data. Furthermore, a significant difference between students' learning outcomes before and after the treatment was indicated by a significance value of 0.000 ($p < 0.05$). These results imply that by offering visual and aural stimuli, increasing engagement, and demonstrating real-world language use, YouTube videos can significantly improve students' speaking and listening skills.

KEYWORDS: Integrated, listening, speaking, YouTube videos.

INTRODUCTION

The ability to listening and speaking in English is the foundation of effective communication, especially among junior high school students who are in the early stages of language acquisition. Listening provides essential input that forms the basis for understanding the language, while speaking allows students to actively express their ideas and opinions. Ihsani et al., (2023) noted that Listening skills, as one of the skills achieved during learning, where listeners are required to understand, interpret and evaluate what they hear. However, traditional classroom teaching often lacks engaging and authentic materials that support the development of these integrated skills.

The purpose of this study is to find out how well seventh grade students' English speaking and listening skills can be improved by using YouTube videos. Saed et al. (2021) state that YouTube content is not only limited to music videos, but also includes tutorials, interviews, short films, documentaries, daily vlogs, and news. Another important source of relevant social media content that can inspire students to interact with popular culture in different countries is YouTube. One group in this study received treatment through YouTube-based training as part of the pre-experiment investigation. The main objective was to determine whether the medium could significantly improve students' communicative competence.

The significance of this study lies in its response to the limited use of multimedia, particularly YouTube, in junior high school English classrooms. Given the popularity and accessibility of YouTube, integrating this platform into teaching practices offers the potential to provide authentic, engaging, and context-rich learning experiences. Pratama et al., (2020) examined that video listening instruction has a great impact on students' ability to understand the subject matter or context of the lesson they are learning. Prior studies (Almurashi, 2018; Watkins & Wilkins, 2018) have shown positive outcomes of using YouTube in language learning, particularly in improving students' exposure to real-life

language usage, intonation, and expressions. This is relevant to previous research conducted by Bella & Huda (2022), the study revealed that students' use of YouTube media outside the classroom was characterized by free, controlled, and individual patterns. YouTube was found to support self-learning and critical thinking skills by providing access to learning materials anytime and anywhere. The research highlighted the role of YouTube in enhancing students' speaking skills and promoting interactive learning experiences.

While many studies have focused solely on listening or speaking skills, few have addressed the integration of both skills in a single learning medium. This research addresses that gap by exploring how YouTube can simultaneously support the development of receptive and productive language skills in a junior high school context.

The hypothesis proposed in this study is that the use of YouTube videos significantly improves students' integrated English listening and speaking skills. The independent variable is the use of YouTube-based audio-visual media, and the dependent variable is students' integrated performance in listening and speaking. This study used a pre-test and post-test design to measure effectiveness. Abbreviations such as AV (Audio-Visual) and EFL (English as a Foreign Language) are used throughout this paper.

METHODOLOGY

This study uses a quantitative approach with a pre-experimental design, specifically a one-group pretest-posttest model. This design was chosen to determine the effectiveness of YouTube-media in improving students' integrated listening and speaking skills. This research involves giving a pre-test, giving treatment in the form of YouTube video-based instruction, and giving a post-test to measure the improvement that occurs.

The population of this study was all seventh grade students at SMP Negeri 5 Salatiga in the 2024/2025 school year. The sample consisted of 30 students from class VII A, who were selected through purposive sampling based on teacher recommendation. This selection was made by considering the students' difficulties in listening and speaking English as well as their ability to actively participate in classroom activities.

Data was collected using two main techniques: tests and documentation. The tests included a pre-test given before the treatment and a post-test after the use of YouTube videos in the classroom. These tests were designed to assess listening and speaking skills. Documentation (e.g., photos, videos, and student work) was used to support and validate the data collected from the tests.

The main instruments used in this study were test items developed to assess listening (multiple-choice questions) and speaking (oral performance based on video descriptions) skills. The instruments were validated through expert judgment and tested for reliability using SPSS version 22, which resulted in a Cronbach's Alpha of 0.703, indicating acceptable reliability.

Data were analyzed using descriptive and inferential statistical methods. Descriptive statistics were used to calculate the mean, standard deviation, and gain score. Inferential analysis used Paired Samples T-Test to assess the significance of the difference between pre-test and post-test results. In addition, N-Gain analysis was conducted to measure the effectiveness of the treatment. All analyses were conducted using IBM SPSS version 22.

RESULTS AND DISCUSSION

This study aimed to investigate the effectiveness of YouTube videos in improving integrated listening and speaking skills among seventh grade students. The main findings showed a significant improvement in students' performance after the treatment. The pre-test mean score was 70.53, while the post-test mean score increased to 82.43. The paired sample t-test showed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference. In addition, the N-Gain value was 0.4841, placing the effectiveness in the moderate category.

The results of this study show that integrating YouTube videos into English language learning can substantially improve listening and speaking skills. The observed improvement can be attributed to the audio-visual nature of YouTube content, which provides learners with exposure to

authentic language, visual cues, real-world contexts, and diverse accents. This combination reinforces comprehension and encourages students to produce more fluent and accurate spoken language.

The results of this study are in line with previous studies such as Almurashi (2018), who confirmed that YouTube videos improve students' ability to understand and use English more effectively. Similarly, Watkins and Wilkins (2018) noted that YouTube can improve listening skills by exposing students to natural speech and nonverbal communication. The increase in post-test scores in this study supports these findings and confirms that students performed better after the integration of YouTube-based materials, especially in the aspects of comprehension, pronunciation, and fluency.

This study extends the findings of previous research by integrating receptive (listening) and productive (speaking) skills, which are often studied separately. Dalimunthe & Purnomo (2022) focused on speaking, while Arifin (2020) examined listening. The current study addresses both and shows that YouTube can be a bridge to developing integrated skills holistically. Moreover, unlike Bella & Huda's (2022) study which examined out-of-classroom use, this study implements YouTube videos in the classroom learning process, thus providing a controlled learning environment.

While these findings are promising, it is possible that there were other factors that contributed to the improvement, such as students' increased familiarity with the test format, increased motivation due to the novelty of using technology, or teacher influence. Therefore, although YouTube played a major role, these external factors may have amplified the learning outcomes. This result is in line with Harmer's (2007) opinion that video media can provide authentic speech models and enrich the context of communication for students. In addition, this finding also supports Cakir's (2006) research which states that the use of videos in language learning helps students in understanding verbal and nonverbal expressions. In this study, students showed an increase in fluency and confidence when performing the speaking task in the post-test after watching and analyzing the dialogues in the YouTube videos. This shows that visual cues are helpful in students' spoken language production.

This study implies that English teachers should consider incorporating authentic digital content such as YouTube into their instruction, especially in EFL contexts where students may have less exposure to English in the real world. YouTube videos can serve as an additional resource for developing listening and speaking skills interactively and effectively. Moreover, this study supports the shift towards a student-centered and media-rich learning environment aligned with the Merdeka Curriculum.

There are some limitations to this study. First, the research design is pre-experimental with no control group, making it difficult to attribute learning outcomes to the YouTube-based treatment. Second, the sample was limited to one class in one school, which may not reflect the wider population. In addition, the short duration of the intervention limits long-term conclusions about retention and language development.

CONCLUSION

In the results showed that students' abilities in listening and speaking skills before being treated were still relatively low. The pre-test average student score was 70.53. Then the post-test score showed an increase to 82.43. This shows that learning conducted with YouTube video media has an impact on improving students' abilities which not only strengthens understanding through audio but also helps through visualization.

The effectiveness of YouTube media is proven through the results of the paired Samples t-test on the post-test results. The average post-test score (82.43) was higher than the pre-test score (70.53). Sig. (2-tailed) of $0.000 < 0.05$ and $t_{\text{count}} (4.272) > t_{\text{table}} (2.045)$, indicating that there is a significant difference in learning outcomes before and after giving treatment.

Thus, it can be concluded that the use of YouTube videos is more effective in improving integrated English listening and speaking skills. The visual display presented through the video is

able to help students understand the context, expression, and communication situation, as well as increase motivation in speaking English.

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