

# Exploring YouTube-Based Learning in Boosting EFL Learners' Speaking Competence and Learning Autonomy

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**Abstract**—The exploration of YouTube-based learning in the context of speaking classes has been limited. However, utilizing YouTube as a learning tool holds the potential for students to improve their speaking skills and English learning autonomy. This study aimed to investigate the impact of utilizing YouTube as a learning platform on the development of students' speaking abilities and English learning autonomy. The present study used a quasi-experimental, with the speaking scoring rubric being applied as the research instrument. The researcher administered pre-and post-tests to assess how the YouTube-based teaching technique affected students' speaking competence and learning autonomy. The research sample consisted of 55 students from the English study program at Universitas Katolik Indonesia Santu Paulus Ruteng, who were selected using a simple random sampling procedure. Findings indicate that the average score of the experimental group (72.69) was higher than the control group (66.15). YouTube-based learning has also successfully promoted students' autonomous speaking practice (4.12), indicating a high level of learning autonomy. The findings suggest the substantial impact of utilizing YouTube as a platform for facilitating the achievement of speaking competence.

**Index Terms**—EFL teaching, learning autonomy, speaking competence, YouTube-based learning

## I. INTRODUCTION

EFL students who have strong interpersonal skills can communicate their thoughts, concepts, and views in a manner that is effective and acceptable to their interlocutor in an actual-life interaction. The ability to speak requires acquiring interpretations and utterances and receiving and processing information in day-to-day living. Speaking is communicating, convincing, and amusing others through articulated phrases or utterances. To support this claim, EFL speakers must comprehend the linguistic rules regulating the proper articulation of words, phrases, and complete sentences (Abugohar et al., 2019; Rao, 2019).

In order to achieve success in various learning scenarios, EFL learners must prioritize the development of their communication abilities to ensure effective communication. English as a Foreign Language (EFL) learners have the potential to enhance their oral communication skills using the practice of repetition and pronunciation, primarily through engaging with diverse speaking classes available on the YouTube platform (Menggo, 2021; Saed et al., 2021a; Sari et al., 2020). Oral communication plays a crucial part in this scenario, as the content conveyed throughout spoken language displays distinctions compared to information provided by written expression. This idea can be communicated in various ways, including using vocal potentials (voices), expressions, movements, tone of voice, articulating stress, rhythm, and taking a breath, among other things. As a consequence of this, students should prioritize developing their abilities in interpersonal communication. EFL students can determine and evaluate their level of English ability by getting involved with speaking courses.

When guiding in the speaking courses, the primary emphasis lies in transferring information and abilities to students about the subsequent generations of English utterances and arrangements. This idea encompasses the proficient utilization of vocabulary, sentence stress, pronunciation patterns, and the rhythmic structure of language. Additionally, it involves the selection of suitable terms and phrases that align with the appropriate social context, audience, circumstance, and topic. Furthermore, the instruction aims to equip students to organize their thoughts coherently and logically while employing language to express cognitive principles (Hukom, 2019; Kirkova-Naskova, 2019). EFL teachers are strongly

encouraged to teach speaking using the most suitable approach, method, digital media, and evaluation type because speaking depends on articulation accuracy.

It is not achievable to undermine the effectiveness of an approach by employing the appropriate multimedia to back up the approach in question. Learners' ability to communicate fluently can be increased by using a range of multimedia-based activities, such as video recording on YouTube. Students might see their reflection in a YouTube clip similarly to how they would observe themselves when speaking in the presence of a reflection. However, at a higher standard, this type of interactive media is one of the acceptable alternatives that could be used to develop EFL learners' speaking competence (Putri & Rahmani, 2019; Salam et al., 2020). EFL learners might one day see their movies uploaded on YouTube; when this happens, it will be simple for them to recognize and comprehend the errors in the utterances they have previously produced/spoken. Learners have the potential to enhance their communication skills by utilizing YouTube video creation as a tool. This idea includes the development of clear articulation of thoughts, generating ideas, and fostering a heightened sense of responsibility and autonomy in the learning process (Binmahboob, 2020; Maziriri et al., 2020). The researchers posit that videos uploaded to YouTube encompass essential auditory and visual content that can aid students in self-reflection and enhance their speaking abilities and learning autonomy.

Three studies have examined the usefulness of YouTube video-based learning that could improve learners' English learning achievement has been carried out in several different methods (Ilyas & Putri, 2020; Suadi, 2020; Syafiq et al., 2021). However, these studies have not focused on how learning through YouTube videos might help students improve their speaking competence and learning autonomy. The findings of the latest investigation should fill this knowledge gap.

Learning through YouTube videos has a beneficial effect on the student's ability to communicate verbally and their behavioral characteristics, including autonomous learning, critical thinking, and self-evaluation. Thus, this research aims to investigate video-based learning on YouTube as a multimedia tool for improving learners' speaking competence and English-speaking learning autonomy. YouTube helps EFL learners communicate more successfully by improving their capacity to comprehend and produce understandable speech and developing proficiency in transmitting and receiving messages in their regular interaction.

Based on the gap above and the theoretical description, the researchers formulate one relevant research question: How does the YouTube-based learning technique improve EFL learners' speaking ability and English-speaking learning autonomy? Based on the research question, this investigation attempts to provide an answer to that topic.

## II. REVIEW OF LITERATURE

### A. *Speaking Skills in English Language Teaching*

The development of speaking proficiency is a fundamental aspect of English language acquisition, encompassing two primary categories: micro and macro components or dimensions. Micro-components are designed to generate language elements of smaller dimensions, encompassing sounds, morphemes, phrases, collocations, accuracy, and sentence elements. In contrast, macro elements refer to a speaker's focus on overarching elements such as simplicity, reasoning, style, coherence, non-verbal communication, and tactical communication (Alharbi, 2015; Phoeun & Sengsri, 2021). In order to develop an adequate speaking ability, it is imperative for students, particularly those learning English as a Foreign Language (EFL), to master these fundamental components. These components play a crucial role in enhancing the speaking skills of EFL learners. Speaking accuracy comprises six key elements: fluency, grammatical correctness, accuracy, pronunciation, vocabulary usage, and comprehension. Fluency encompasses the capacity to produce cohesive responses by effectively connecting words and sentences, accurately articulating sounds, employing appropriate emphasis and intonation, and executing these elements with precision (Trang & Hong, 2021). Furthermore, accuracy means effectively employing appropriate terminology, phrases, clauses, and sentences in human discourse while adhering to grammatical rules and utilizing precise vocabulary.

Furthermore, grammar operates in linguistic form, producing syntactically valid structures inside a given language. However, it is worth noting that grammar may occasionally fall short of generating accurate sentences (Bataineh et al., 2019; Qindah, 2018). Students must achieve proficiency in pronunciation, as it is a fundamental element of language acquisition. Students must know the various phonetic sounds, the appropriate placement of word stress, and the appropriate employment of rising and falling intonation patterns while articulating sentences. These features facilitate learners in achieving successful oral communication (Sherine et al., 2020; Syafitri et al., 2018). The researchers additionally asserted that pronunciation encompasses how language is orally articulated.

Moreover, understanding refers to fully comprehending the meaning provided in spoken communication. Comprehension plays a crucial role in speaking settings as it enables the conveyance of information or messages to the recipient (Krebt, 2017). The efficacy of speech delivery depends upon the speaker's ability to successfully convey ideas or a message.

### B. *YouTube-Based Learning in Speaking Class*

Using YouTube as an instructional tool is one of the strategies advocated for enhancing oral proficiency in English teaching. The unquestionable advancement of ICT has significantly impacted all aspects of human life, including English language teaching. YouTube is a prominent illustration of the advancements in Information and Communication

Technology (ICT). YouTube is a digital platform that facilitates the sharing of videos, wherein individuals who produce video content are registered as users. This platform enables social interaction among users through features such as commenting and voting, fostering engagement and allowing followers to actively participate in the lives of content creators (Farikhah & Rizal, 2023; Saidalvi et al., 2021).

Self-recorded videos are a variant of educational content available on YouTube-based learning. Self-recording refers to the automated procedure of generating an auditory recording. The term "self-recording video" generally corresponds to content documented by individuals or learners, typically during self-directed practice or study sessions. This type of video enables learners to capture and review their own generated videos, encompassing many learning perspectives (Amirnejad, 2015; Fitriyani et al., 2018). Using self-recorded videos by students is a crucial tool to analyze their finished work, hence offering an alternative form of assessment. Additionally, these videos can be shared with classmates on YouTube, further enhancing the collaborative learning experience among students.

Students commonly employ mobile phones, cameras, or selfie sticks to capture their performances as exemplars. Nevertheless, there are instances where recordings are produced with the aid of classmates and subsequently shared on the YouTube platform. Learners often employ self-recorded videos and upload them to YouTube, as highly polished movies may only sometimes provide viewers with a comprehensive understanding of the topic content. Using self-recorded videos on YouTube as a means of learning has demonstrated more efficacy in enhancing the speaking proficiency of EFL learners (Bajrami & Ismaili, 2016; Hakim, 2016).

Video YouTube has shown to be a valuable tool in enhancing the learning experience inside classroom settings. The difficulty of self-evaluation for students who are also performers is easily understood. One potential approach incorporates learners recording themselves on video and subsequently uploading the recordings to a YouTube channel. This method is beneficial when individuals wish to identify and rectify errors in their pronunciation, grammar, comprehension, vocabulary usage, facial expressions, and gestures. Additionally, it offers a valuable opportunity to utilize the target language within an authentic and meaningful context.

### *C. YouTube-Based Learning and Students' English Speaking Autonomy*

YouTube-based learning also influences students' study habits in English speaking. A habit is formed when an individual consistently engages in a specific action, incorporating it into their routine. The students have proposed that being acquainted with the fundamental functionalities of diverse computer programs and utilizing varied software applications all assist in enhancing the student's knowledge of the English language. This notion considers learners' lexical repertoire, articulation, syntactic coherence, and proficiency in utilizing punctuation marks when composing written texts in English (Hajebi et al., 2018; Urh & Jereb, 2014). The instructional materials provided on YouTube devices are only in English, motivating students to work on fluency and properly understand instructions for educational tools. Students quickly learn the significance of phrases that confused them. Nevertheless, this approach should be viewed as an endeavor to modify students' English acquisition habits in order to boost their proficiency in reading, speaking, and writing. Consequently, students' mastery of the English language will progress through their proficiency in utilizing YouTube sites.

YouTube-based learning promotes the development of independent English students who possess strong initiative and creativity through the utilization of YouTube and the creation of other diverse learning tools. Autonomous English language learners foster pupils' ability to develop autonomous English-speaking practices. Students' motivation for achieving their learning objectives becomes more assertive when they actively participate in independent English-speaking practice, which involves a blend of learning skills and self-discipline that promotes dynamic, pleasurable, and meaningful learning experiences (Hawkins, 2018). Student English speaking practice autonomy enables them to access their sources and motivation to consistently improve their academic speaking performance and achieve their highest potential. The development of student's capacity to evaluate their growth, sustain their motivation, and assume complete accountability for their speaking learning causes learning autonomy to be indispensable in any functional educational program (Mostafa et al., 2019).

The scholarly focus by researchers on autonomous English-speaking learning is facilitated by the YouTube channel exclusively for English language learners. Research findings indicate that providing students greater autonomy in learning methods enhances their English language proficiency and digital skills (Priego et al., 2015; Yot-Domínguez & Marcelo, 2017). Students' improved English proficiency and digital literacy greatly improve their ability to independently recognize and evaluate shortcomings in their English-speaking learning. Contemporary students must possess the capacity for innovative thinking in order to effectively address a diverse array of academic tasks and everyday obstacles that require digital ability.

## III. METHODS

### *A. Research Type*

The present study employed a quasi-experimental approach incorporating both pre-test and post-test analyses. The primary objective of a study's design is to investigate the impact of a treatment or intervention on an outcome in question while considering any potential confounding variables that may influence the observed results (Creswell, 2014). The

selection of this design for the present study setting was motivated by the author's objective to conduct a comparative analysis of the speaking proficiency between two distinct groups, particularly between the control and experimental groups. The experimental group utilized YouTube-based learning through self-recorded English-speaking presentation videos, while the control group employed conventional classroom instruction, namely direct oral presentations in the classroom.

### *B. Research Respondents*

The study population comprised 154 students who were currently enrolled in an English-speaking course at the English department at Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia. The participants in this study were chosen from a sample of five classes consisting of first and second grade. However, out of the five classes, only two presented homogeneity test findings, obtaining a value of 0.064. This value was compared to the criterion value at a 5% significance level. The difference in variance between the experimental group (variance 1) and the control group (variance 2) was 2.06.

In this study, the researchers successfully achieved a homogeneity variance that dropped below the predetermined threshold of 5%. As a result, it could have been concluded that the initial capabilities of the two classes under investigation were equivalent or homogeneous. Hence, the researchers employed a sampling technique to select a representative sample from the population of two distinct groups, including 55 students. Specifically, one group, referred to as the treatment group, consisted of 29 students, while the other group, known as the control group, comprised 26 students.

### *C. Instruments*

The instruments employed in this study encompassed both test and non-test measurements. The test instrument was used to measure the participants' speaking ability. On the other hand, the non-assessment tool employed was the questionnaire and Focus Group Discussion (FGD) in measuring English-speaking learning autonomy that adopted the self-regulated learning proposed by Zimmerman (2002). The questionnaire consisted of ten items that covered English learning autonomy. Then, ten items of the English learning autonomy questionnaire were categorized into four classifications such as high, medium, low, and very low. Furthermore, this Focus Group Discussion (FGD) aims to investigate the participants' viewpoints on the supplementary impacts of utilizing YouTube as a learning tool in the context of a speaking course. The speaking scoring rubric utilized in the study was derived from the speaking scoring rubric defined by Brown (2004) in the context of language measurement.

### *D. Data Analysis Procedures*

The data collection process involved a series of actions undertaken by the researchers. Initially, the researchers obtained data about English Language Education in the first and second grades at Universitas Katolik Indonesia Santu Paulus Ruteng. Furthermore, it is essential to align the curriculum courses and teaching materials with the expertise of proficient-speaking lecturers. Furthermore, the researchers implemented the lesson plans for this study's experimental and control groups. The researchers implemented YouTube-based learning in the experimental group, utilizing self-recorded speaking presentations.

In contrast, the control group engaged in classroom-based personal presentations. Eight videos focused on speaking classes have been released on the YouTube channel. Each of these videos is self-recorded and covers a distinct speaking topic. The eight subjects align with the speaking topics provided by the speaking lecturers. The control group was provided with eight themes that were not derived from YouTube but focused on personal classroom presentation strategies.

### *E. Ethical Code of Research*

The present study was conducted according to the standard procedures for conducting research in the Indonesian context. The research committees from Universitas PGRI Mahadewa Indonesia, Indonesia, Universitas Mahasaraswati Denpasar, Indonesia, and Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia, have accepted this study.

## IV. FINDINGS

The researchers started with the pre-and post-test results for both the experimental and control groups. Distinct treatments were delivered to both the control and experimental groups. A homogeneity test was performed before conducting the pre-test for the two groups. The results of this test revealed a homogeneity variance of 0.064. At a 5% significance level, the criteria value for the difference in variance between the experimental group (variance 1) and the control group (variance 2) was 2.06. The homogeneity variance of the obtained result was below the 5% threshold, suggesting that the data revealed homogeneity. This result indicates that the samples from both groups possessed similar speaking abilities. During the initial session, the researchers offered a pre-test to the experimental and control groups to assess the ability of those taking part to speak. The pre-test encompassed an oral evaluation when students' speaking ability was evaluated without prior knowledge or preparation. A total of 55 students participated in the test, with 29 students assigned to the experimental group and 26 to the control group. In order to gather data, the researchers conducted a comprehensive assessment comprising a pre-test and a post-test for the experimental and control groups. The subsequent data presents the pre-and post-test scores for both the experimental and control groups.

TABLE 1  
DISPLAYS THE RESULTS OF THE PRE-TEST CONDUCTED ON THE EXPERIMENTAL GROUP

No	Resp. Code	Speaking evaluation aspects					Score
		Fluency (20)	Pronunciation (20)	Vocabulary (20)	Grammar (20)	Comprehension (20)	
1	FD	3	4	4	2	2	64
2	AKM	4	3	3	4	3	68
3	HVH	4	4	3	3	2	64
4	FXSJ	3	4	3	2	3	60
5	AFJ	4	3	3	3	3	64
6	ES	4	3	3	2	3	60
7	FAS	4	4	3	3	3	68
8	BJ	4	4	4	2	3	68
9	AP	3	3	4	2	3	60
10	JK	4	4	3	2	3	64
11	MJ	4	3	3	4	3	68
12	LNL	4	4	4	2	3	68
13	HRK	3	4	3	2	3	60
14	DSS	4	3	2	2	3	56
15	FS	4	3	3	2	3	60
16	YD	4	3	3	3	3	64
17	EA	3	3	4	2	3	60
18	APJ	4	3	3	3	4	68
19	EH	4	3	3	3	3	64
20	OF	3	2	3	3	4	60
21	MSH	3	4	3	2	3	60
22	AR	3	3	4	3	3	64
23	PA	4	3	4	3	4	70
24	YJ	4	3	3	3	3	64
25	MJ	4	3	3	2	3	60
26	ASB	5	4	4	3	3	76
27	ERA	4	4	3	3	3	68
28	KWM	4	3	3	2	3	60
29	MOD	5	4	3	3	3	72
Total							1864
Average score							64,27

TABLE 2  
DISPLAYS THE RESULTS OF THE POST-TEST CONDUCTED ON THE EXPERIMENTAL GROUP

No	Resp. Code	Speaking evaluation aspects					Score
		Fluency (20)	Pronunciation (20)	Vocabulary (20)	Grammar (20)	Comprehension (20)	
1	FD	3	4	4	4	4	76
2	AKM	4	4	4	4	4	80
3	HVH	4	4	4	5	4	84
4	FXSJ	3	5	4	4	4	80
5	AFJ	4	4	3	3	3	68
6	ES	4	4	5	4	3	80
7	FAS	5	4	4	4	3	80
8	BJ	4	4	4	4	3	76
9	AP	4	3	4	4	4	76
10	JK	4	4	3	4	5	80
11	MJ	4	3	5	4	3	76
12	LNL	4	4	4	4	5	84
13	HRK	4	4	3	5	3	76
14	DSS	4	4	4	4	5	84
15	FS	4	3	3	3	5	72
16	YD	4	3	3	3	3	64
17	EA	3	5	4	3	3	72
18	APJ	4	3	3	3	4	68
19	EH	4	3	4	4	3	72
20	OF	5	2	3	3	4	68
21	MSH	4	4	3	4	3	72
22	AR	3	5	4	3	3	72
23	PA	4	3	4	4	4	76
24	YJ	4	4	3	3	4	72
25	MJ	4	3	3	4	4	72
26	ASB	5	4	4	4	3	80
27	ERA	4	4	4	3	4	76
28	KWM	4	4	3	4	3	72
29	MOD	5	4	4	3	4	80
Total							2108
Average score							72,69

TABLE 3  
DISPLAYS THE RESULTS OF THE PRE-TEST CONDUCTED ON THE CONTROL GROUP

No	Resp. Code	Speaking evaluation aspects					Score
		Fluency (20)	Pronunciation (20)	Vocabulary (20)	Grammar (20)	Comprehension (20)	
1	EKS	4	4	3	4	4	76
2	YJ	4	4	4	3	3	72
3	NPA	3	4	3	4	4	72
4	YM	3	4	3	3	3	64
5	ARJ	4	4	3	2	3	64
6	MYJ	4	3	3	2	3	60
7	MA	3	4	3	2	3	60
8	MSB	4	3	3	2	3	60
9	KSH	3	3	4	2	3	60
10	RMI	4	4	3	3	3	68
11	AGB	4	3	3	2	3	60
12	TS	4	3	3	2	3	60
13	ILV	3	4	3	2	3	60
14	IA	4	3	3	2	3	60
15	IAU	4	3	3	2	3	60
16	FP	4	3	3	2	3	60
17	YGE	3	4	4	3	3	68
18	FK	4	3	3	3	4	68
19	MFL	4	3	3	2	3	60
20	JD	4	2	3	3	3	60
21	MJ	3	4	3	2	3	60
22	GNP	3	3	4	2	3	60
23	PJR	4	4	4	3	3	72
24	FDH	4	4	4	3	3	72
25	PVS	4	3	3	2	3	60
26	VV	4	4	4	3	4	76
Total							1672
Average score							64,29

TABLE 4  
DISPLAYS THE RESULTS OF THE POST-TEST CONDUCTED ON THE CONTROL GROUP

No	Resp. Code	Speaking evaluation aspects					Score
		Fluency (20)	Pronunciation (20)	Vocabulary (20)	Grammar (20)	Comprehension (20)	
1	EKS	4	4	3	4	4	76
2	YJ	4	4	4	3	3	72
3	NPA	3	4	3	4	4	72
4	YM	3	4	3	3	3	64
5	ARJ	4	4	3	2	3	64
6	MYJ	4	3	3	2	3	60
7	MA	3	4	3	2	3	60
8	MSB	4	3	3	2	3	60
9	KSH	3	3	4	2	3	60
10	RMI	4	4	3	3	3	68
11	AGB	4	3	3	2	3	60
12	TS	4	3	3	2	3	60
13	ILV	4	4	3	3	3	68
14	IA	4	3	3	2	3	60
15	IAU	4	4	3	3	3	68
16	FP	4	4	3	3	3	68
17	YGE	3	4	4	3	3	68
18	FK	4	3	3	3	4	68
19	MFL	4	4	3	3	3	68
20	JD	4	2	3	3	3	60
21	MJ	3	4	3	2	3	60
22	GPH	4	4	3	3	3	68
23	PJG	4	4	4	3	3	72
24	FDH	4	4	4	3	3	72
25	PVS	4	4	3	3	3	68
26	VV	4	4	4	3	4	76
Total							1720
Average score							66,15

Furthermore, the survey analysis results on the amount of English learning autonomy among the respondents are presented in Table 5 below.

TABLE 5  
RESPONDENT'S ENGLISH LEARNING AUTONOMY

No	Item	Mean
1	I commit to a predetermined plan for practicing and improving my English speaking skills.	4,4
2	I possess an organized strategy for achieving proficiency in spoken English.	4,2
3	I am going to stick strictly to the time I allocate for studying.	3,6
4	I simplify the English language materials I study as a component of my study routine.	4,2
5	I ascertain the order of importance in which I must gain proficiency in the spoken material I am learning.	4,8
6	I can select and choose the sources of English language materials that are being studied.	3,4
7	I am capable of conducting a self-evaluation of my proficiency in English speaking.	4,6
8	I can choose the suitable English-learning speaking media based on how well I speak in English.	4,6
9	I initiated interactions with peers whom I thought could help me with my inadequate English-speaking ability.	3,8
10	In my English-speaking routine, I practice for the allocated period.	3,6
	<b>Average</b>	<b>4,12</b>

Items 1 through 10 in Table 5 above show the levels of English learning autonomy possessed by the experimental group 29) respondents who enrolled in an English-speaking course at the English department at Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia. Data analysis suggests that the treatment class (29 respondents) placed in the High Category in measuring English-speaking learning autonomy (average = 4,12).

## V. DISCUSSION

Upon completion of the research study, the researchers reported that the utilization of YouTube as a platform for learning had significant outcomes in terms of enhancing the speaking abilities of the participants. Engaging in self-recorded video practice on YouTube could be considered a good and exciting activity for building an enjoyable and informative setting conducive to English-speaking practice (Albantani & Madkur, 2017; Marzuki & Nurpahmi, 2020; Masruddin, 2018).

The efficacy of YouTube-based learning in the speaking class is assessed only using the speaking scoring rubric. The speaking rating criteria utilize five criteria, namely vocabulary, pronunciation, fluency, grammar, and comprehension, to assess the speaking proficiency of the participants. The criteria encompass various factors, such as the consideration of test takers and their specific requirements, the types of information that speaking raters require to assess speaking skills effectively, and the optimal methods to stimulate and evaluate these speaking skills, ensuring accurate and proper test grading. According to Brown (2004), it is essential for speaking testers to take into account the specific types of information that are required from someone's speaking abilities. It is crucial for those who are learning English as a second language to possess knowledge of the five fundamental evaluation criteria, namely fluency, vocabulary, grammar, pronunciation, and comprehension. The explanations for each of these are going to be provided below.

### A. Fluency

Fluency is the capability to communicate in a foreign language with proficiency and correctness. This concept posits that people who speak English must demonstrate fluency in several key aspects: a) the capacity to engage in extended discourse with minimal interruptions; b) the ability to construct sentences that are coherent, logical, and meaningful; c) the capacity to employ appropriate language expressions across a variety of situations; d) the skill of showing creativity and imagination in their use of language. This concept asserts that fluency encompasses the capacity to communicate with clarity.

Based on the findings of the focus group discussion (FGD) conducted in the pre-treatment setting, it was observed that a significant number of students exhibited a lack of fluency in their speech. This idea could be linked to various factors, including the overly formal classroom environment, which induces nervousness and shyness among students. Additionally, inadequate preparation regarding the topic under discussion and time obstacles further contribute to the student's inability to articulate their thoughts effectively. Nevertheless, in the following examination, simultaneous to administering the treatment and implementing YouTube-mediated learning via a self-recorded method, most students exhibited enhanced performance, as seen by improved oral fluency and accuracy. The participants provided numerous justifications for their actions, such as the opportunity to assess their errors, the additional time allocated for gathering subject-specific resources, and the excitement and pleasure derived from documenting their performances on YouTube Channel.

The enhancement in fluency arises from the requirement for every student to engage in self-reflection or self-evaluation while submitting their recorded videos to the class YouTube Channel. Furthermore, the students conducted self-evaluations following the guidance offered by the speaking trainer. Using video as a tool for interaction facilitates learners' acquisition of English fluency. The notion is substantiated by research conducted by Lopez et al. (2021) and Putri and Rahmani (2019), who asserted that video is the optimal medium for developing fluency and enhancing speaking clarity. The participants in the study shared their recorded oral presentations on the online platform YouTube to evaluate and analyze their proficiency in terms of accuracy and fluency. This concept included examining many aspects, such as the pace of speech, intonation, emphasis, breaks, repeats, and self-corrections. The attainment of fluency in speaking ability is considered crucial for remarks. Using video in instruction mitigates the challenges posed by fluency components for

learners. The utilization of video technology enhances the acquisition of oral communication abilities, explicitly concerning the aspects of fluency and correctness (Fu & Yang, 2019; Saed et al., 2021b).

### *B. Pronunciation*

Pronunciation refers to the process or method in which words are articulated and spoken. It encompasses the act of producing sounds and uttering speech. Alternatively, it could constitute a manner of articulating a term, particularly within a recognized or widely comprehended framework (Gilakjani, 2016; Syafitri et al., 2018). An issue arose during the pre-test phase of this study when students encountered difficulties in pronouncing the word. The individuals had a deficiency in their ability to articulate the terms accurately. In the subsequent assessment, the pupils' pronunciation of the word exhibited a marked improvement compared to the initial evaluation. The enunciation of their words becomes lucid, facilitating the audience's comprehension of the presented argument. Their ability to accurately enunciate a single word and fix any errors was due to the ample amount of time available to them. Furthermore, the students self-evaluated based on the lecturer's guidance for the speaking component. The students demonstrated a heightened self-awareness regarding their deficiencies in pronunciation, including intonation patterns exhibited in individual words, stress patterns, and the correct pronunciation of weak sounds and linking words.

### *C. Vocabulary*

Once individuals engage in language acquisition, a crucial area of emphasis for both speakers and learners is the expansion of their vocabulary. This particular component holds significant importance within the realm of language learning. A limited lexicon in a second language poses a considerable obstacle to effective interpersonal communication, thereby underscoring the significance of vocabulary acquisition for second-language learners, particularly regarding their speaking proficiency (Alharthi, 2019; Radzuan et al., 2018). The participants in this study had a restricted lexicon when expressing their thoughts, ideas, or opinions during the pre-treatment phase. The respondents needed help in identifying suitable terminology on the subject matter under discussion due to the intricacy of the vocabulary. The listeners' limited vocabulary hinders the comprehension of the topic's significance.

The vocabulary growth of the respondents exhibited variations after their exposure to treatment via YouTube-based learning. The participants autonomously produced and submitted eight videos to the YouTube channel assigned to the speaking class. The development and expansion of the respondents' vocabulary characteristics is surprisingly impressive. The participants preferred suitable terminology about the subject matter, and the communication or significance they transmitted to the audience was deemed satisfactory. The enhancement of vocabulary skills can be attributed to the fact that every student was mandated to engage in self-reflection and assess their oral proficiency for each video uploaded on the YouTube platform. The acquisition of a strong vocabulary is closely linked to one's ability to perform well in speaking duties. Proficiency in vocabulary significantly contributes to the attainment of optimal performance when speaking (Alharthi, 2019; Husnu, 2018).

### *D. Grammar*

The importance of proper grammar cannot be overstated, as it serves as a fundamental element in both oral and written communication, enabling individuals to effectively convey their messages with clarity and comprehension. Correct grammar is vital to speak English fluently and confidently (Askhatova, 2020; Syvak, 2018). Studying grammar facilitates effective communication by enabling the speaker and the listener to comprehend and understand grammatical terms accurately.

Nevertheless, it was observed that the students committed a considerable number of errors during the pre-treatment phase of this study. Their lack of proficiency in grammar hindered their ability to articulate their thoughts effectively. After implementing YouTube-based learning through self-recorded activities, many participants demonstrated proficiency in grammatical accuracy and effectively articulating their intended thoughts and ideas. The individuals adequately prepared themselves and demonstrated their ability to articulate their points fluently and efficiently.

### *E. Comprehension*

The comprehension component of an exercise refers to the ability to grasp and interpret the activity intended to enhance and assess an individual's comprehension of spoken or written language. The comprehension component assesses the level of comprehension exhibited in the communication. The skill of comprehension additionally enhances the speaker's capacity to effectively and appropriately summarise the substance of their speech. Comprehension facilitates taking turns in conversation effectively, encompassing the speaker's ability to initiate their speech, emphasize crucial elements, and employ suitable discourse markers to conclude the interaction (Astorga-Cabezas, 2015).

In the present study, many students needed more comprehension throughout the communication of their ideas. Individuals needing help articulating sentences or words with clarity often need more vocabulary and a lack of fluency in their speech. Using YouTube for educational purposes was effectively employed, as individuals promptly and effectively engaged and established connections through spoken communication. The primary reasons for their proficiency are their strong pronunciation, extensive vocabulary, and fluent speech. The enhancement in comprehension arises from implementing a practice wherein every student must engage in self-reflection or self-evaluation while submitting their video recordings to the Speaking Class YouTube Channel. Based on the provided description, it can be deduced that an

evaluator of speaking skills is required to evaluate five interrelated components of learners' speaking abilities: fluency, pronunciation, grammar, vocabulary, and comprehension. This idea implies that a comprehensive assessment of these five elements is necessary, and the utilization of YouTube-based learning has enhanced the efficiency of this process.

Moreover, YouTube-based learning in the experimental class changed students' views on learning transform due to growing knowledge about ICT, which positively impacts fields like autonomous learning and self-assessment and the development of creative and innovative skills to support rapid progress toward students' desired skills and abilities. Implementing periodic adjustments in learning habits can effectively address several challenges to obtaining an adequate level of ICT literacy competency. Due to the growing requirement for classroom ICT competence, students instinctively develop inventive solutions to English learning problems. Motivated students may look for digital knowledge, analyze and evaluate it, and produce achievements (Soto & Gutierrez, 2018; Yot-Domínguez & Marcelo, 2017; Yuan et al., 2019). Hence, developing independent learning is crucial in attaining students' proficiency in oral communication.

Those who have the freedom to decide how to proceed with learning and adapt their strategies as necessary to achieve success derive advantages from a phenomenon called "learning independence" (El-Henawy et al., 2012; Prema & Kumar, 2018). Learning autonomy is attained when students can make decisions regarding their learning, guided by their awareness, enthusiasm, and actions. This idea emphasizes that autonomous learners can organize, manage, monitor, and evaluate themselves depending on their learning. Similar procedures help students succeed academically and assess their abilities and shortcomings. Learning autonomy can be used to learn English-speaking courses.

## VI. CONCLUSION

Based on the findings mentioned above, the researchers can infer that using YouTube as a means of instruction has positive outcomes in enhancing students' speaking abilities, including vocabulary acquisition, pronunciation refinement, fluency enhancement, grammar proficiency, and comprehension skills. The class instructed using the YouTube technique showed higher improvement than those instructed using a non-YouTube-based technique. This result is supported by comparing the two groups' average scores on the classical examinations before and after the treatment was administered. The mean score of the experimental group was 72.69, whereas the control group exhibited an average score of 66.15. Additionally, YouTube-based learning has successfully promoted students' autonomy in refining their ability to speak independently. The results of the response questionnaire on the students' autonomous speaking practice in the YouTube-based learning class (4.12) indicate a high level of autonomy. The mean score indicates that the experimental group performed more than the control group. In addition, using YouTube as an educational tool has fostered enhanced adaptability in students' learning approaches, facilitated self-assessment, and promoted the development of ICT skills and learning autonomy.

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