



THE USE OF YOUTUBE AS A LEARNING MEDIUM TO IMPROVE SPEAKING SKILLS IN HIGHER EDUCATION

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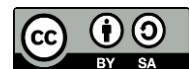
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Abstract

Students' learning motivation has recently declined because teachers have limited control over the learning environment, even though many references are now available as guidelines or sources for introducing learning materials, including YouTube-based resources. This study aimed to examine the use of YouTube-based media and learning in relation to students' learning motivation. A quantitative method was employed; data were obtained through interviews and questionnaires, with the questionnaires distributed online. The findings showed that YouTube-assisted learning media could increase students' learning motivation, as reflected in improved learning outcomes. This study concluded that using YouTube as a learning medium was effective and efficient, as demonstrated by the finding that 90% of students obtained the highest scores. The study was limited to the YouTube learning environment, although many other learning environments could be used to improve students' speaking skills. Future researchers are expected to conduct studies related to students' learning motivation by using different learning environments. This study also recommends that future researchers investigate learning motivation through YouTube.

Keywords: Arabic Language, Learning Media, Learning Motivation



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INTRODUCTION

Educational technology is an activity intended to realize learners' potential (Saad et al., 2020). Educational technology is implemented so that learners acquire the knowledge, skills, and social competencies they need in society (Jassal et al., 2019). Education is also inseparable from media used in learning activities (Bull et al., 2020). Technological developments can be used as media tools in learning (Pennycook et al., 2020). Successful learning is based on several factors, one of which is the quality of the learning process; good learning has a positive effect, whereas poor learning has the opposite effect, so information can be obtained quickly (Cui et al., 2003). The development of educational media can produce different educational theories and practices, allowing students to use media as learning resources (Pratt, 1999). Such instruction can provide benefits through attractive and varied media that help teachers deliver learning content and help students understand the material during the learning process.

The development of media technology has become a means of facilitating the teaching and learning process between teachers and students. Learning innovation continues to increase, making the educational process easier (Korber et al., 2020). Teachers can express a wide range of ideas in the classroom so that no obstacles hinder learning (Carr-Chellman & Duchastel, 2000). Various educational technologies are now available and are used to improve learning (Daniel, 2020). This is one of the advantages of media technology used in education as a learning tool (Wright et al., 2020). During the teaching and learning process, teachers use available classroom media and develop media based on the material being presented. One of its functions is to help teachers convey messages or topics to students so that the content is easier to understand, more attractive, and more enjoyable, while also developing particular attitudes and technological skills and creating a learning situation that is not monotonous (Lim et al., 2020). Students may easily forget to apply effective learning situations (Xu et al., 2020). In the past, learning environments were limited to school facilities such as whiteboards, modules, and other materials. It may be difficult for teachers to provide students with a comprehensive understanding of YouTube (Lundberg et al., 2020). With the support of technology, learning can now be developed into a YouTube-based environment that attracts students to learn (Hadjadj et al., 2020). The use of YouTube as a resource has become increasingly attractive and easy to communicate.

In learning, YouTube is particularly needed and can enhance what is referred to as the learning environment, because learning resources have traditionally been limited to book-based materials (Q. Wu & Zhang, 2020). Teaching media can now be developed into a more attractive learning environment to improve contemporary storytelling skills (Anaza et al., 2020). Interactive media can provide a time-manageable solution for improving speaking skills (Succi & Canovi, 2020). Interactive media can also serve as a solution for enhancing speaking skills (Samaniego et al., 2020). Teachers can therefore encourage the use of media according to their needs in the teaching and learning process. Several factors must be considered when selecting and using learning media, including learning objectives, effectiveness, and the abilities of teachers and students (Lee et al., 2007). Teachers can present instruction as attractively as possible by using the various forms of media currently available, because the resources required as learning materials are already accessible to students through different media.

A teacher should be able to create an enjoyable learning atmosphere for both students and the teacher (Freudenreich et al., 2020). To create such an atmosphere, educators can combine designed learning materials with developing media, such as YouTube (Z. Li et al., 2020). During the teaching and learning process, teachers need to consider students' conditions as reflected in their various competencies (Chang et al., 2021). Teachers can also combine designed materials with developing technology through the use of learning media (Yao et al., 2020). One medium that can be used to teach speaking skills is YouTube (R. Li et al., 2020). Learning media may contain audio, visual, audiovisual, miscellaneous media, and images (de

Salas et al., 2021). They can also be used to stimulate thoughts and feelings (Kotov et al., 2020). Learning activities and learning interest that lead students into the learning process, together with a good understanding of the expected material, increase the likelihood that learning objectives will be achieved effectively and efficiently (Van den Bergh et al., 2020). YouTube is therefore appropriate for attracting students to learn and develop speaking skills.

Learning media are among the resources currently developing, allowing teachers to use them as teaching materials (Newman & Cragg, 2020). Many forms of learning media contain motivation for interest or action, information, and persuasive directions for carrying out motivational activities; learning media can also be implemented through theatrical and entertainment techniques to determine students' competencies in teaching and learning (Benitez et al., 2020). YouTube-based learning media are suitable for attracting students to speaking instruction and involve students in the learning process (Tabernik et al., 2020). The images and materials available in ScrapYouTube (YouTube) are presented as attractively as possible so that students can think creatively and develop skills that encourage them to participate in learning through YouTube (Comunian & England, 2020). This learning process helps teachers improve students' speaking skills. The use of an attractive learning environment can increase students' interest in new material presented by the teacher and make the material easier to understand (Darling-Hammond et al., 2020). An engaging learning environment improves students' storytelling ability.

One advantage of learning media is that they increase students' active attitudes toward learning (Gadekallu et al., 2020). They help teachers convey messages or topics so that students can understand them more easily (Lippi et al., 2020). The learning outcomes achieved by students determine the success of the teaching and learning process conducted by the teacher. One example is the direct reward received by students after answering a question; through rewards, teachers can evaluate students' active attitudes toward learning and generate enthusiasm and motivation (Munster et al., 2020). Rewards also make learning more attractive to students as a form of appreciation. Because the forms and types of media used in learning are numerous and varied, efforts have been made to group and classify them according to their development (Hendren et al., 2020). This categorization can help teachers apply a clear learning design to achieve their objectives (Dai et al., 2020). Such use can be adapted to material objectives and teacher quality as an efficient and effective form of learning (Hayes & Coutts, 2020). Learning media can be used in various ways (C. Wu et al., 2020). Technology now extends into many areas, including education. The function of learning media is to generate students' interest in the material being presented.

Yusi Kamhar and Lestari (2019) concluded that the use of YouTube social media for Arabic learning in higher education aimed to utilize everyday media, such as YouTube, to develop students' speaking skills. Students can learn and speak with family members so that they are trained to communicate through social media, particularly YouTube. Social media continues to develop and facilitate modern life. Regular use of social media makes it easier to learn what is happening, interact with many people, broaden social networks, express oneself more effectively, and receive information, so people do not need to worry about rapid developments and similar changes. Over time, people who understand this digital evolution will become part of a modern society. One digital tool currently used is YouTube. Sa'diyah et al. (2022) stated that the human need for technology cannot be separated from the passage of time. One example is YouTube. YouTube is a website on which users can watch, download, and share videos. The existence of YouTube provides a medium that can support the implementation of current education. Its effect on students' Indonesian language skills, however, remains in question. The researchers therefore attempted to find an answer through this study. A Likert-scale questionnaire was used as the response model. Validity was then tested using SPSS, and responses to the Likert-scale items were analyzed. After the study was completed, data were collected from respondents, most of whom agreed with the hypothesis

proposed by the researchers. The researchers ultimately concluded that YouTube affected Indonesian language ability. Darmuki (2020) discussed the role of YouTube as an innovation for increasing students' learning motivation and skills. Several obstacles are encountered in improving Arabic takallum, including difficulty selecting words and using grammar, low concentration, code mixing, limited vocabulary, low confidence, unclear pronunciation, and the need for an attractive teaching environment. The purpose of that article was therefore to increase students' and teachers' awareness of the benefits of YouTube social media as a means of practicing takallum, so classroom learning would become more enjoyable and takallum skills would continue to develop. The article used a literature review method by examining published research articles supported by several books, which were analyzed to draw conclusions. Learning through YouTube can encourage students to master a language, and instructional videos can be watched anywhere and at any time. Teachers and students must therefore be prepared for the era of technological development and understand how to use it.

This study aimed to re-examine the use of YouTube as a learning medium in higher education. Students are expected to use the learning environment as effectively as possible to improve their speaking skills and achieve the learning objectives. YouTube for Education is appropriate for teachers and educational activities aimed at improving speaking skills and can be considered a means of supporting students' learning and speaking processes in higher education. YouTube-based learning media present attractive features, improve students' speaking ability, and encourage them to speak so that they understand what they have learned. Based on the explanation above, the problem of improving speaking ability needs to be addressed. The researchers therefore aimed to develop the use of YouTube for Education in higher education to improve students' speaking skills.

RESEARCH METHOD

Research Design

This study employed a quantitative descriptive research design to examine the use of YouTube as a learning medium for improving university students' speaking skills. The design was selected because the study focused on measuring students' responses, perceptions, and levels of agreement regarding the accessibility, practicality, attractiveness, and usefulness of YouTube in speaking activities. The research did not involve an experimental treatment or a control group; therefore, the findings describe students' perceptions rather than establish a direct causal effect of YouTube on speaking achievement.

Research Target/Subject

The target population consisted of university students participating in language-learning activities, particularly those involving speaking practice. The research sample included 30 students who had experience using YouTube or other digital media as part of their learning process. Participants were selected using purposive sampling because they were considered capable of providing relevant information concerning the use of YouTube for developing speaking skills. The inclusion criteria required participants to be active university students, to have access to YouTube, and to have used or observed YouTube-based learning materials. The unit of analysis was the individual student's response to the use of YouTube as a learning medium.

Research Procedure

The research procedure was carried out in several stages. The first stage involved identifying the problems experienced by students in speaking activities and reviewing the potential use of YouTube as a learning resource. The researchers then developed a questionnaire based on indicators such as ease of access, practicality, attractiveness of learning

materials, learning motivation, creativity, confidence, curiosity, and speaking participation. Before the questionnaire was distributed, the items were reviewed to ensure that they were relevant to the research objectives. The questionnaire was subsequently distributed online to the selected participants. Supporting information was also obtained through observation and interviews concerning students' experiences with YouTube-based learning. After all responses had been collected, the researchers organized, coded, analyzed, and interpreted the data according to the research questions.

Instruments, and Data Collection Techniques

The study collected quantitative data supported by limited qualitative information. The primary instrument was a questionnaire consisting of 15 statements measured using a Likert scale with response categories such as strongly agree, agree, disagree, and strongly disagree. The questionnaire assessed students' perceptions of YouTube in terms of accessibility, practicality, clarity of materials, creativity, innovation, curiosity, motivation, confidence, and support for speaking skills. The questionnaire was distributed online to make data collection more efficient and accessible to the participants. Observation was used to examine students' engagement and responses during YouTube-supported learning activities, while interviews were conducted to obtain additional explanations regarding their experiences. Instrument validity was examined using item-validity testing with SPSS, while reliability testing should also be reported to demonstrate the consistency of the questionnaire.

Data Analysis Technique

The questionnaire data were analyzed using descriptive statistics. Each response was coded numerically according to the Likert-scale categories, after which the frequency and percentage of responses for each item were calculated. The percentage was determined using the formula $P = N/f \times 100\%$ where P represents the percentage, f represents the frequency of a particular response, and N represents the total number of participants. The results were presented in tables and charts to show the distribution of students' responses. The percentage scores were then interpreted using predetermined categories to determine whether YouTube was perceived as highly appropriate, appropriate, less appropriate, or inappropriate as a learning medium. Observation and interview data were summarized descriptively and used to support the interpretation of the questionnaire findings. The conclusions were drawn by relating the results to the research objective of examining the suitability of YouTube for supporting university students' speaking skills.

RESULTS AND DISCUSSION

A quantitative research method was used to examine YouTube as a learning medium. Quantitative research is a method that makes extensive use of numbers, from data collection to interpretation. Quantitative data were collected through interviews, questionnaires, and direct observation of a research area or topic. These activities involved obtaining in-depth information, developing situation-specific questions, collecting personal information, and gaining additional insights beyond the research variables. Research involving the construction and use of calculations is also referred to as quantitative research. In this study, the quantitative method used a questionnaire as the instrument measured throughout the questionnaire-based research. Quantitative research uses numerous numerical elements, beginning with data collection and ending with interpretation; it is a comprehensive and careful examination of all facts (Körner, 2021). A quantitative approach therefore examines relationships among variables objectively. YouTube can improve students' speaking skills by providing various speaking resources that help increase language understanding, reading skills, and learning motivation. The use of YouTube in education can therefore serve as an alternative for improving the quality of learning in higher education. Quantitative research methods are also divided into

descriptive and inferential methods. One example of quantitative research is the use of YouTube for Education in higher education to improve students' speaking skills, along with many other examples.

Table 1. Questionnaire Distribution Results

No.	Statement	Data Validity
1.	YouTube is suitable for learning and can encourage students' curiosity	0 – 75
2.	YouTube is easy to access and practical to use	0 – 73
3.	The material on YouTube is highly attractive and easy for students to understand	0 – 75
4.	The material available on YouTube can encourage students to become creative	0 – 73
5.	The material available on YouTube is highly suitable for students whose learning style involves reading scientific works	0 – 70
6.	The use of online YouTube makes students more innovative	0 – 72
7.	YouTube provides enjoyable learning and helps increase students' interest in speaking	0 – 80
8.	The use of YouTube can increase curiosity and encourage students to express opinions without demeaning others	0 – 74
9.	The use of YouTube can train students to explain the answers they provide	0 – 67
10.	The research examples presented on YouTube are very clear	0 – 70
11.	The answers provided through YouTube are highly accurate and reliable	0 – 68
12.	The material used through YouTube is consistent with the material being taught	0 – 70
13.	YouTube is a medium that facilitates learning for students	0 – 72
14.	YouTube is highly practical and has therefore become a technological tool widely favored by students	0 – 74
15.	YouTube is greatly needed by students, particularly for developing their speaking skills	0 – 75

The table above contains statements concerning several YouTube-related items examined by the researchers. The statements in the YouTube questionnaire greatly assisted the researchers in examining the use of YouTube in higher education to improve students' speaking skills. The instrument consisted of 15 statements concerning the benefits, purposes, and activities of using YouTube for students. The statement regarding the benefits of YouTube received a strong agreement score of 80%. The statement that YouTube is simple, practical, and attractive received 75% agreement. The study also examined how YouTube use in higher education could inspire students to think more innovatively and creatively, receiving a strong agreement score of 75%.

Seventy-four percent of respondents fully agreed with the statement that using YouTube can encourage respect for the opinions of others. The examples presented through YouTube-based learning media were considered very clear and received a strongly agree response of 73%. The statement that YouTube could facilitate learning also received 73% agreement. The same pattern applied to the other statements, which also received high levels of agreement. The table above shows that YouTube was highly popular among students, with the highest response in the strongly agree category at 72% and the lowest at 67%. Research and learning through YouTube can make it easier for students to practice speaking both at home and at university.

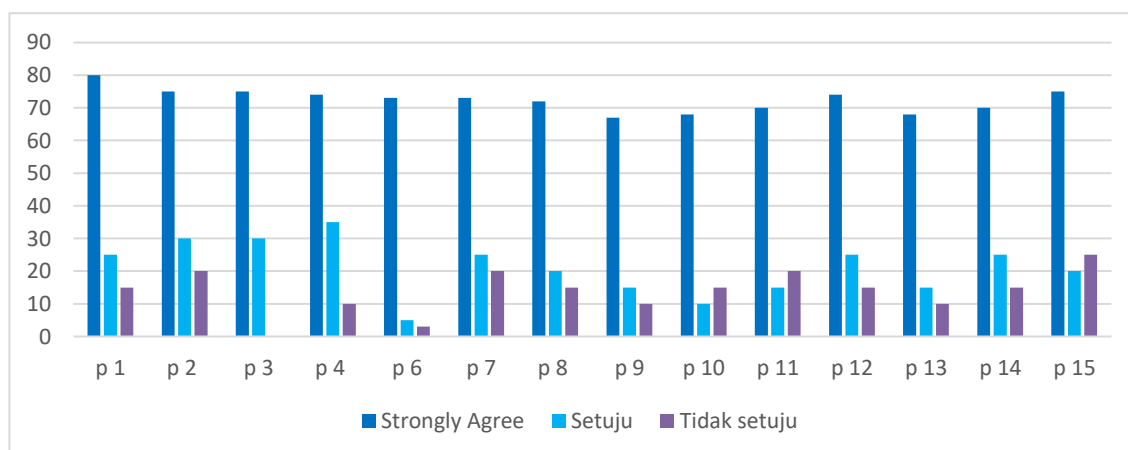


Figure 1. Respondents' Responses to the YouTube Application

The chart above presents respondents' responses regarding YouTube. It explains that the study used 15 questions concerning the use of YouTube to support speaking skills and increase vocabulary in Arabic learning. Question 15 aimed to identify users' opinions regarding the effect of YouTube use on speaking skills. The items receiving the highest percentage were Items 2, 3, and 12, each at 75%. The next highest results were for Items 6 and 7, with 72% of respondents selecting strongly agree. Another high result was 73% for Item 2 in the strongly agree category, while 20% selected disagree. The lowest percentage in the disagree category was 3% for Item 6. The highest response category was therefore strongly agree, while the lowest was disagree.

Data on Arabic language ability obtained from the researchers' YouTube test showed that, in the strongly agree category, the highest percentage was 75% for three items, while the lowest was 72% for two items. In the agree category, the highest percentage was 35%, whereas the lowest was 5%. In the disagree category, the highest percentage was 15%, while the lowest was 0%. Based on the total responses to the 15 questions concerning YouTube use to improve speaking skills in Arabic learning, students strongly agreed that asking and answering questions through YouTube as speaking practice was easy and practical, with the highest percentage reaching 75%, whereas 15% of students disagreed.

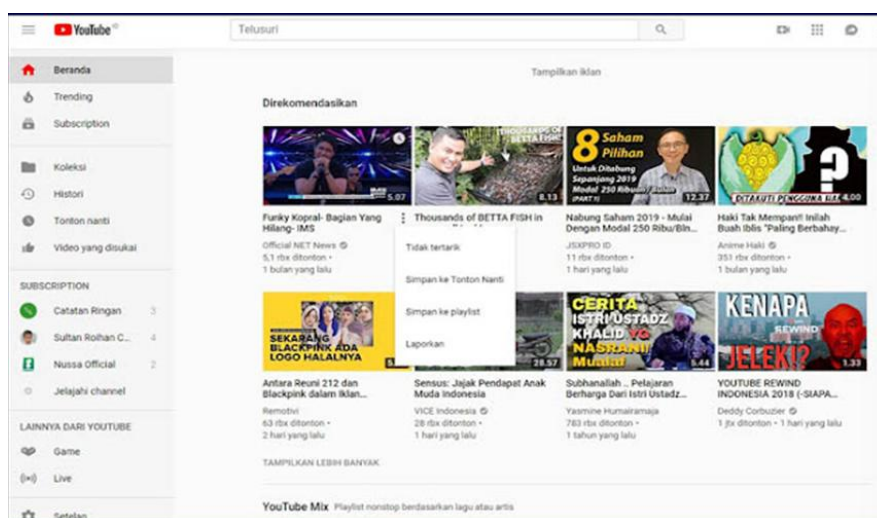


Figure 2. YouTube Channels That Can Be Used for Learning

The image above shows the YouTube format used to support speaking skills and increase vocabulary in Arabic learning. The YouTube form contains questions that respondents must complete to obtain clear and systematic information. YouTube is easy to use for asking and

answering questions and is readily accessible. This accessibility results from the fact that YouTube does not need to be downloaded from the Play Store because it is already available on many devices. It can be used not only on high-quality and expensive devices but also on ordinary devices. On YouTube, questions may be directed to anyone depending on the information they need. This study focused on students because it examined YouTube as a medium for speaking skills; therefore, YouTube was directed toward student use.

YouTube allows users to upload as many videos as they wish. It also offers financial benefits to users who upload videos and obtain at least 1,000 views. The outcomes of using YouTube include improving speaking ability, earning money, researching and marketing products, accessing free services, downloading particular videos, learning through video tutorials, and receiving reminders. These features make the social medium highly popular because YouTube can serve users with different needs and interests. People generally obtain information about lifestyles, business, hobbies, entertainment, and other topics. YouTube continues to serve many subscribers almost every day. Its popularity remains strong because it is user-friendly, making it easy for inexperienced users to enjoy and maximize the features offered. The YouTube image is clearly visible in the example above, making the content easy to recognize and supporting reading and speaking development in Arabic learning.

The findings of this study concerned the use of YouTube in higher education to improve oral skills in learning. YouTube facilitated students' speaking and learning skills. It also helped teachers assess students' ability to understand what they had learned. YouTube was highly suitable for students, particularly for improving their speaking ability. One advantage of YouTube is that it can connect users with many people more quickly. Users can download various videos, music files, images, and animated clips. They can also interact with viewers by inviting comments. YouTube strongly influenced students because those who were initially unenthusiastic about speaking became more motivated to learn through the application. This learning atmosphere was highly attractive to students. YouTube can improve students' speaking skills. Its explanations are engaging and help students understand how to use YouTube appropriately and correctly.

This study examined the use of YouTube for Education, with many students reporting that they enjoyed learning with YouTube. The research employed a quantitative method that used numbers and numerical data. This quantitative method was implemented by collecting various forms of information obtained by the researchers in the field. At the research site, information was obtained directly from its sources and was expected to correspond to actual conditions. By using a quantitative method that involved original data from the study, the researchers could explain in detail how much knowledge had been obtained in the field. The method also assisted the researchers in presenting their scientific work through tables, bar charts, pie charts, and line graphs based on data reflecting the sources and conditions of the research area.

This study aimed to understand the use of learning media in the speaking activities of teachers and students during the teaching and learning process. Some universities have already used YouTube, whereas a small number still use conventional or manual methods to assess students' abilities. Universities that do not use YouTube are generally institutions whose accreditation and technological development remain limited, whereas universities that have adopted YouTube tend to be more modern and technologically advanced. The tools developed for higher education improve students' speaking skills and make it easier for teachers to deliver material during learning. The researchers therefore hope that the government can provide adequate facilities to universities that have not yet adopted YouTube. The researchers also hope that future studies can assist schools and individuals who do not know how to use YouTube in education so that they can use this resource without difficulty in accordance with current developments.

CONCLUSION

Based on the findings and discussion above, it can be concluded that the use of YouTube in higher education to improve speaking skills can serve as a reference for students and enable teachers and students to use and apply YouTube in assessing their learning process, for example through online assessments. The study surveyed 30 university students, and the table presents the percentages of students who agreed, strongly agreed, disagreed, and strongly disagreed with the use of YouTube in higher education. Based on the findings, the use of YouTube for educational purposes was categorized as highly appropriate and could be used as a learning medium to support students' understanding and increase their reading motivation.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Google Gemini to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft..

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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