

YouTube English Channel as a learning medium: Its effect on students' speaking skills of Islamic senior high school

ABSTRACT - This study addresses a persistent challenge in English language instruction: although speaking proficiency is a core competency, many learners face barriers such as low self-confidence, limited access to varied learning media, and inadequate opportunities for active practice. The present research investigates the effect of using a YouTube-based English Channel as a learning medium on the speaking skills of students at an Islamic Senior High School. A quasi-experimental design was employed, involving two intact classes: XI MIA 1 (experimental group), which received instruction using a YouTube English Channel, and XI MIA 4 (control group), which was taught without the use of this medium. Speaking performance was assessed through video-recorded tests measuring five sub-skills: pronunciation, grammar, vocabulary, fluency, and comprehension. The experimental group demonstrated a mean gain of 5.71 points (from 67.26 to 73.03), whereas the control group showed only a marginal increase of 0.94 points (from 68.72 to 69.56). These results indicate that the integration of the YouTube English Channel yielded substantially greater improvement in speaking skills compared to conventional instruction. The study concludes that YouTube-based media contribute to a more contextualized, engaging, and interactive learning environment, thereby facilitating more optimal development of students' oral proficiency. Pedagogically, the findings support the integration of digital media into English language teaching. Future research is encouraged to extend the contextual scope, include more diverse participant samples, and examine additional affective variables such as learner motivation and self-confidence.

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1. Introduction

A crucial skill that students at the secondary education level must master, especially in the face of globalization challenges, is English. Speaking skills become a very decisive aspect, because this ability reflects the extent to which students can use English in real communication (Humaira, 2023). Learning to speak still faces various obstacles, especially in Islamic high schools in Pekanbaru city, both from the teachers' and students' perspectives. This condition necessitates the adoption of learning media innovations that can provide more engaging and interactive learning experiences, thereby encouraging student participation (Alkhalaf & Moafa, 2025; Wang & Lee, 2025).

English speaking skills cannot be acquired through memorization of vocabulary or grammar (Sendur & Kılıçkaya, 2024), but rather through intensive practice opportunities with meaningful contexts (Assadi & Obed, 2025). Unfortunately, that learning still focuses on the use of textbooks and blackboards, which provides less space for students to develop speaking confidence. So, students tend to be hesitant, embarrassed, and even afraid of making mistakes when trying to convey their ideas (Ding & Yusof, 2025). In this context, digital media, such as YouTube, offers excellent opportunities as a rich, authentic, and accessible learning resource (Yassin, 2024). The use of YouTube enables students to be exposed to a variety of authentic English communication contexts (Humaira, 2023) while providing an opportunity to imitate, practice, and improve their speaking skills (Yassin, 2024).

Several previous studies have shown that digital media, particularly YouTube, have significant potential in foreign language learning. For example, a study by Budianto et al. (2025) revealed that using YouTube can increase students' motivation and listening comprehension. Other research by Lo (2024) shows that watching English learning videos on YouTube can enrich students' vocabulary. Meanwhile, research by Jiang and Zhao (2025) highlighted that YouTube can create a more engaging and contextualized learning environment. However, most studies emphasize listening and vocabulary comprehension. At the same time, the influence of YouTube as a learning medium on students' speaking skills, particularly in the context of Islamic high schools in Pekanbaru, remains relatively under-explored.

In the practice of English language learning at the secondary school level, students' speaking skills still face a number of complex challenges. Low self-confidence, fear of making mistakes, limited opportunities for active practice, and minimal use of varied learning media are often factors that hinder the mastery of speaking skills. This situation reflects the gap between the potential of modern learning media, such as YouTube, and classroom learning practices, which still tend to be conventional (Katemba, 2022). Therefore, research is needed that specifically examines how the use of YouTube can affect students' speaking skills, while also providing solutions to low student participation and active engagement in the learning process.

To explore the problem, this research seeks to answer the research question: "How can YouTube English Channel as a learning medium affect the English-speaking skills of Islamic senior high school students?" Thus, this study aims to analyze the effect of using YouTube English channels as a learning medium on the English-speaking skills of Islamic senior high school students. Specifically, this research provides an empirical foundation for the effectiveness

of using digital media in English language learning, enriches the existing literature on the integration of YouTube in learning speaking skills, and offers practical recommendations for teachers to develop learning strategies that are more varied, contextual, and tailored to student needs.

2. Literature review

2.1. English speaking skills

Speaking skills are among the main skills in mastering English as a foreign language, serving as a means of oral communication. In EFL studies, speaking is understood as a productive skill that requires the ability to convey ideas clearly and comprehensibly in a specific communication context (Mahapatra, 2024). This skill is not only about mastery of language forms but also about using language appropriately and meaningfully in different social situations. (Bush et al., 2021).

Conceptually, speaking skills consist of several interrelated components, namely pronunciation, grammar, vocabulary, fluency, and comprehension. These five components are often used as a framework for assessing speaking skills because they reflect the overall quality of oral communication. An imbalance in mastery of one aspect can hinder the effectiveness of message delivery (Erliana et al., 2024), even though other aspects have been mastered well.

In the context of learning English as a foreign language, speaking skills are often considered the most challenging. Students are not only required to master linguistic aspects but also face non-linguistic factors such as self-confidence (Siddiqui et al., 2022), fear of speaking, and the courage to participate actively (Goh, 2016). These affective factors often influence students' speaking performance, so that speaking ability does not always reflect the actual level of language comprehension.

Therefore, the development of speaking skills requires a holistic learning approach that integrates cognitive, affective, and psychomotor aspects (May & McDermott, 2024; Stanley, 2025). Effective learning requires meaningful language input, sufficient practice opportunities, and a learning environment that supports student interaction and active participation. This framework is an important basis for examining the use of learning media, including digital media such as YouTube, which has the potential to provide authentic contexts and improve students' speaking skills (Zuhra et al., 2025).

2.2. Speaking learning theory

Within the framework of speaking learning theory oriented towards Communicative Language Teaching (CLT) and social constructivism, the use of YouTube not only serves as a source of material, but also as a trigger for communicative interaction in the classroom (Radosavlevikj 2020; Sarab et al., 2016). YouTube videos provide concrete communication contexts, such as dialogues, interviews, or everyday conversations, which can be used as starting points for group discussions (Alharthi, 2024; Hoinbala, 2022). After watching the video, students are directed to discuss the content, communication objectives, and language use, so they can

engage in the process of negotiating meaning, which is the core of communicative learning (Hazaymeh & Khasawneh, 2024; MacRea et al., 2022).

Furthermore, YouTube can be integrated into role-play activities by asking students to imitate or modify the communication situations shown in the videos. Through these activities, students not only copy speech but also adapt language according to different roles and contexts. This process is in line with Vygotsky's view of learning as a social activity, where speaking skills develop through interaction, collaboration, and scaffolding from teachers and peers (Wibowo et al., 2025).

In addition, YouTube supports oral presentations as a more productive form of speaking practice. Students can be asked to summarize the content of the video, express their opinions, or critique the message conveyed in the broadcast (MacRea et al., 2022). This activity encourages students to organize their ideas, choose appropriate vocabulary, and convey them in a coherent, communicative manner. Thus, YouTube catalyzes meaningful speaking activities, rather than just a passive viewing medium.

Theoretically, this mechanism shows that YouTube supports speech learning through three main channels: providing authentic input, creating communication contexts, and facilitating social interaction (Lambright, 2024). These three approaches align with the principles of communication-based learning, which emphasize active student involvement in language use. Therefore, the use of YouTube in speaking instruction has a strong theoretical basis and contributes to increased student participation and improved oral interaction quality.

2.3. *Digital learning media*

Digital learning media can be defined as any form of learning tool that utilizes technology, including platforms, devices, systems, and digital applications used by learners in the learning process (Manoharan et al., 2024). Digital media can have a positive impact on the quality of teaching by encouraging independent and cooperative learning, making learning less teacher-centered and more active for students (Eisenmann, 2018). Its presence not only facilitates access to a wide and varied range of learning resources but also provides more contextual and experienced multimodal learning (Ilin, 2022).

In the context of language skills, digital media plays a crucial role, as it provides an authentic language model (Menggo et al., 2025), opportunities for independent and collaborative practice, and helps increase students' motivation and involvement in actively using language, both orally and in writing (Baryshnikova et al. 2021). One of the effective digital media for language learning is YouTube (Baryshnikova et al., 2021; Spišiaková & Shumeiko, 2025), as it provides a variety of authentic videos that showcase language use in real contexts (Yassin, 2024). Through exposure to such audiovisual content, students can imitate pronunciation, intonation, and relevant vocabulary, thereby allowing their speaking skills to develop more naturally (Budianto et al., 2025).

In addition, YouTube can increase students' motivation and confidence in speaking practice by presenting authentic, contextual audiovisual content that is close to everyday life, helping English be understood as a real communication tool, not just academic material (Lo,

2024). Exposure to native and non-native speakers through videos allows students to observe pronunciation, intonation, and language usage repeatedly in a low-pressure learning environment, in line with the principle of social learning (Bush et al., 2021). In addition, using YouTube as a trigger for discussion, role-playing, and oral presentations creates a meaningful, gradual learning experience, allowing students to achieve small successes that strengthen their intrinsic motivation and confidence to participate actively in speaking activities.

2.4. YouTube as a medium to improve speaking skills

YouTube has significant potential for teaching English-speaking skills because it provides authentic materials that showcase language use in real communication contexts (Simbolon & Yusnita, 2020). In this study, speaking skills were operationalized into five main aspects, namely pronunciation, grammar, vocabulary, fluency, and comprehension. Exposure to YouTube videos allowed students to directly observe how English is used by native speakers and competent speakers in various situations, thus providing a relevant model for the development of comprehensive speaking skills.

From the perspective of pronunciation, YouTube videos provide authentic examples of pronunciation, word stress, intonation, and sentence rhythm that are difficult to obtain from textbooks alone. By listening to and imitating the speech in the videos, students can gradually improve their pronunciation accuracy. This aligns with the theory of Multimedia Learning: integrating sound and visuals helps students process phonological input more effectively than text-based learning alone (Mayer, 2024).

In terms of grammar and vocabulary, YouTube provides meaningful contexts for language use. Sentence structure and vocabulary choices are not presented separately, but appear naturally in conversations or dialogues. This allows students to understand how grammar and vocabulary are used in real communication situations, thereby supporting more functional language internalization.

In terms of grammar and vocabulary, YouTube provides meaningful contexts for language use. Sentence structure and vocabulary choices are not presented separately, but appear naturally in conversations or dialogues. This allows students to understand how grammar and vocabulary are used in real communication situations, thereby supporting more functional language internalization (Morat et al., 2017; Trang, 2022). Repeated exposure to this kind of context helps students expand their vocabulary and use language structures more accurately when speaking.

In addition, YouTube contributes significantly to the development of speaking fluency. Through activities such as imitating dialogues, retelling video content, or expressing opinions based on what they have watched, students are encouraged to speak continuously without focusing too much on linguistic errors. This process helps students reduce unnecessary pauses and improve their natural speaking fluency, especially when learning is done repeatedly and in a structured manner (Alshaikhi & Khasawneh, 2025).

The final aspect, comprehension, is also enriched by using YouTube. The visual support in the videos helps students understand the meaning of speech, the context of conversations, and the speaker's intentions, enabling them to respond more appropriately in speaking activities.

With flexible anytime, anywhere access, students can replay videos as needed, which supports deeper understanding and independent practice outside of class (Jiang & Zhao, 2025; Yassin, 2024).

Thus, the literature shows that YouTube not only serves as an engaging learning medium but also aligns conceptually and operationally with the speaking skill indicators used in this study. The integration of YouTube into English language learning significantly improves students' pronunciation, grammar, vocabulary, fluency, and comprehension, making it a relevant treatment variable for this quasi-experimental study.

3. Method

3.1. Research design

This study uses a quantitative approach with a quasi-experimental design (Hallberg & Eno, 2015), because researchers did not fully randomize subjects, but instead utilized pre-existing classes (Cham et al., 2024; Chow, 2024). The research design involved two groups: an experimental and a control group, each of which received pre-test and post-tests to measure students' speaking skills before and after the treatment.

In the experimental group, speaking skills were taught by integrating YouTube as a learning resource. Students watched videos relevant to English-speaking Material, such as dialogues and contextual conversations, then performed speaking activities, including repeating utterances, answering oral questions, and expressing opinions based on the video content. During the learning process, teachers and researchers served as facilitators, providing guidance and feedback on students' speaking performance.

In contrast, in the control group, speaking skills were taught without using YouTube, relying on conventional methods. Learning activities focused on textbook use and teachers' verbal explanations, with speaking exercises in the form of question-and-answer sessions and simple dialogues based on written Material. A comparison of pre-test and post-test results between the two groups was used to assess the effect of using YouTube on students' English-speaking skills.

3.2. Population and sample

The population of this study consisted of all students in class XI of Islamic Senior High School, which comprised five classes with a total of 178 students. From the population, the researcher took two classes of the MIA (Mathematics and Natural Sciences) program, namely XI MIA 1 and XI MIA 4. This selection was based on the consideration that all MIA classes had relatively similar ability levels, with no class showing significantly superior academic performance. XI MIA 1 was the experimental group, consisting of 35 students, while XI MIA 4 served as the control group, comprising 36 students.

3.3. Research instrument

The main instrument in this study was an English-speaking test conducted via video recording. Speaking skills were assessed using the speaking assessment frameworks proposed

by Brown (2004) and Hughes (2011), which view speaking skills as a multidimensional ability encompassing linguistic and performative aspects (Jamil et al., 2025). This framework is used because it is relevant and widely applied in Research on learning English as a foreign language. This framework is used because it is relevant and widely applied in research on learning English as a foreign language.

Pronunciation is evaluated based on clarity of articulation, intonation, and comprehensibility of speech. Grammar is assessed based on the accuracy of sentence structure, while vocabulary is evaluated based on the accuracy and variety of words students use when speaking. These three aspects represent the main linguistic dimensions of speaking competence.

Furthermore, fluency is assessed by the student's ability to speak continuously with minimal pauses, while comprehension is evaluated by the student's ability to understand the topic and provide relevant responses. These five aspects are assessed analytically to provide an objective and systematic overview of the student's speaking competence.

3.4. Data collection procedures

There are several stages to collect the data. First, a pre-test was given to the experimental and control groups to determine the students' initial ability in speaking English. Students were asked to create a video recording showcasing their speaking skills on a predetermined topic. Second, the experimental group received treatment in the form of learning by utilizing the YouTube English Channel, whereas the control group continued to use conventional learning methods without using YouTube. Third, after the series of treatments was completed, both groups were given a post-test in the form of a speaking test similar to the pre-test through video recordings. The recordings of the pre-test and post-test were then assessed based on a predetermined speaking assessment rubric.

3.5. Data analysis

The data of the pre-test and the post-test were analyzed to see the difference of speaking ability between the experimental group and the control group. The analysis was conducted by comparing the average scores of the two groups before and after treatment. The statistical tests employed included normality and homogeneity tests to verify that the data met the assumptions of the analysis, followed by a t-test to assess the significance of differences in learning outcomes, between the experimental and control groups. Thus, this data analysis can answer the research question regarding the effect of using YouTube English Channel on students' speaking skills.

4. Findings

The speaking skills of the students in XI MIA 4, assigned as the control class, were assessed using their pre-test and post-test scores, with no use of YouTube media in the teaching.

Table 1

Statistics of pre-test and post-test scores in the control class.

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error
Pre-Test Control	36	56	78	68,72	0,825
Post-Test Control	36	50	84	69,56	1,258
Valid N (listwise)	36				4,949

Table 1 shows that the speaking skills of students who were taught without using YouTube English Channel had an average pre-test score of 68.72 with a standard error of 0.825 and a standard deviation of 4.949. The scores obtained by students at this initial stage varied from a low of 56 to a high of 78. At the post-test stage, the control class received an average score of 69.56, with a standard error of 1.258 and a standard deviation of 7.546. The range of scores in the final test showed a wider variation, from a minimum score of 50 to a maximum score of 84. Thus, there was a slight increase in the average score of the students' speaking skills in the control class after the treatment; however, the increase was relatively small and did not show significant changes. The researcher provides a table summarizing the pre-test and post-test results for XI MIA 1, which was assigned as the experimental class.

Table 2

Statistics of pre-test and post-test scores in the experimental class.

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error
Pre-test Experiment	35	58	78	67,26	1,066
Post-test Experiment	35	64	86	73,03	0,678
Valid N (listwise)	35				6,308

Table 2 shows that the speaking skills of students taught using YouTube English Channel at the pre-test stage had an average score of 67.26 with a standard error of 1.066 and a standard deviation of 6.308. The range of scores obtained by students was between the lowest score of 58 and the highest score of 78. After the treatment was given, the post-test results showed an increase with an average score of 73.03, a standard error of 0.678, and a standard deviation of 4.011. The scores varied from a minimum score of 64 to a maximum of 86. Thus, this finding indicates an improvement in students' speaking skills after learning with YouTube English Channel, as evidenced by both the average score and the range of scores achieved.

The results of pre-test and post-test from the control and experimental classes were analyzed to emphasize the significant variations in students' speaking abilities when taught with and without the use of YouTube English Channel.

Table 3

The difference scores of students between the control and experimental classes.

	Control Class			Experimental Class		
	pre-test	Post-test	Gain	pre-test	Post-test	Gain
Total	2474	2504	34	2354	2556	200
Mean	68,72	69,56	0,94	67,26	73,03	5,71

Table 3 shows a difference in the improvement of speaking skills between students who learned without using the YouTube English Channel and students who learned by using it. In the control class, the pre-test average score of 68.72 increased to 69.56 in the post-test, resulting in a 0.84-point increase. Meanwhile, the experimental class using the YouTube English Channel showed more significant results, specifically a pre-test average score of 67.26, which increased to 73.03 in the post-test, representing a 5.77-point increase. Based on these results, the improvement in speaking skills is greater for students who learn using the YouTube English Channel compared to those who learn without it.

In addition, to determine whether the data required parametric or non-parametric analysis, the researcher used the Kolmogorov-Smirnov method within SPSS 23 to perform a normality assessment. The ensuing results are delineated below:

Table 4

Normality of the data.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experiment	0,176	35	0,008	0,932	35	0,031
Control	0,102	35	,200*	0,971	35	0,478

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4 indicates that the data distribution is considered normal when the significance level (Asymp. Sig) is greater than 0.05. As shown in the table above, the Asymp. Sig values for the post-test scores in the experimental and control classes are 0.008 and 0.200, respectively. Thus, it can be concluded that the data does not show a normal distribution. Therefore, the analysis of the use of YouTube English Channel in teaching speaking was conducted using the Mann-Whitney U test.

Table 5

Mann-Whitney test.

	Results
Mann-Whitney U	426
Wilcoxon W	1092
Z	-2,365
Asymp. Sig. (2-tailed)	0,018

 a. Grouping Variable: Class

Table 5 shows that H_0 is accepted and H_a is rejected, because the Asymptotic P-Value is Less than 0.05. Sig (2-tailed) is 0.018, which is below 0.05. This indicates a significant difference in the speaking skills of students at Islamic Senior High School, between those who are taught without using YouTube English Channel and those who are taught using it.

5. Discussion

5.1. Students' speaking skills taught without using YouTube media

These findings reveal that using learning methods with minimal media variation is less effective at promoting improvements in speaking skills, particularly in pronunciation, fluency, and vocabulary mastery among students. Limited exposure to authentic spoken language models makes it difficult for students to imitate correct pronunciation, maintain fluency, and use vocabulary contextually. In addition, the lack of audiovisual stimuli also affects students' confidence in expressing ideas orally, so that the development of grammar and understanding of meaning in oral communication does not occur optimally.

This finding aligns with Sarab et al. (2016) and Radosavlevikj (2020) who suggest that speaking skills require intensive practical exposure, contextualization, and the use of authentic media; thereby encouraging students to be involved actively. The low improvement in the control class can be attributed to the limitations of conventional methods, which place more emphasis on textbooks and blackboards, thus not providing a rich and interactive learning experience.

The results in the control class served as an important benchmark in assessing the effectiveness of using YouTube English Channel in the experimental class. With a comparison group, researchers can see more clearly the differences in speaking skill achievement that arise from conventional learning methods compared to digital media-based learning. In line with these results, Alshaikhi and Khasawneh (2025) emphasized that this analysis is essential to ensure that the improvement of speaking skills does not occur by chance, but is truly influenced by the use of YouTube media in the learning process (Trang, 2022).

The difference in results obtained between the control class and the experimental class also provides a concrete picture of the contribution of digital media to the mastery of speaking skills. In line with Eisenmann (2018) and Baryshnikova et al. (2021), research studies have demonstrated that the use of authentic videos from YouTube enhances students' confidence, expands their vocabulary, and improves their pronunciation. This finding aligns with the findings of Rabi'ah and Baidawi (2023), who suggest that digital media serves not only as an additional tool but also as an effective learning strategy for developing speaking skills. Thus, this study also strengthens the empirical evidence, as reported by Spišiaková and Shumeiko (2025), that technology integration, particularly through YouTube, can significantly contribute to improving the quality of English language learning.

5.1.1. Students' speaking skills taught by using YouTube English Channel

The findings align with the theory of media-based learning, which emphasizes that visual and auditory stimuli can enhance both understanding and communication skills. Mayer (2024), through the Cognitive Theory of Multimedia Learning, states that the integration of text, sound, and moving images enhances information processing and encourages students' active engagement in the learning process. In line with this context, Jiang and Zhao (2025) reveal that YouTube serves not only as a source of authentic material but also as a practice tool that facilitates the development of speaking skills through imitation, improvisation, and interaction in more real communication situations.

In this case, Menggo et al. (2025) states that this emphasis on active engagement is essential because the language learning process demands integration between linguistic and performative aspects. The use of YouTube offers an alternative learning method that is more relevant to students' digital lives. Exposure to a variety of video content enables students to hear intonation, expression, and vocabulary in authentic contexts, allowing their speaking skills to develop more naturally. This result aligns with Alharthi (2024) and Hazaymeh and Khasawneh (2024), who found that authentic videos increased students' confidence in speaking and also improved pronunciation accuracy.

In addition, Hoinbala (2022) also confirmed that repeated exposure to audiovisual-based authentic materials helps students build more effective communicative competence. Thus, YouTube integration is a form of implementation of the Communicative Language Teaching (CLT) approach, which emphasizes communication practices in authentic contexts (Mayer, 2024; Yassin, 2024).

However, this study also has limitations that need to be examined. First, the relatively short duration of the study has not allowed for an explanation of the long-term impact of YouTube use on students' speaking skills. Second, variations in the quality of video content may affect learning outcomes, as not all videos are suitable for students' ability levels and needs. Therefore, further research needs to consider differences in the type of YouTube content, the duration of the intervention, and student's motivation factors.

In line with Goh's (2016) view on the complexity of speaking skills, which involve cognitive, affective, and social aspects; a deeper exploration will provide more comprehensive recommendations for the development of digital media-based language learning strategies in schools.

5.1.2. The effect of YouTube English Channel instruction on students' speaking skills

This finding can be explained through multimodal learning theory, which suggests that the use of audiovisual media can enrich language input and increase students' attention (Ha et al., 2023). Mayer (2024) in cognitive theory of multimedia learning emphasizes that the combination of text, sound, and visuals supports more effective information processing, thus facilitating the acquisition of speaking skills. Therefore, the significant increase in the experimental group indicates that exposure to authentic videos on YouTube provides a more potent stimulus than conventional teaching methods (Baryshnikova et al., 2021).

The results of this study align with those of several previous studies. For example, research by Bsharat and Behak (2021) and Budianto et al. (2025) revealed that the use of authentic videos, including TikTok videos, can improve students' vocabulary, pronunciation, and confidence in speaking. Similarly, Spišiaková and Shumeiko (2025) emphasizes that YouTube as a learning medium can create a more interactive and contextual learning environment. Next, Rabi'ah and Baidawi (2023) reported that the use of YouTube improved the ability to develop language skills, especially in phonological aspects. Thus, the results of this study strengthen the empirical evidence that YouTube English Channel is a worthy alternative for learning language skills.

Practically, the results of this study provide important implications for teachers in designing English language learning. Teachers should not only rely on lecture methods or speaking exercises in class, but also utilize digital media that are more closely aligned with students' daily lives. This aligns with the findings expressed by MacRea et al. (2022) and Ilin (2022), who note that YouTube offers a diverse range of video content that presents real-life communication situations, thereby helping students understand language use in authentic contexts (Lambright, 2024; Manoharan et al., 2024; Wibowo et al., 2025). This has the potential to increase students' motivation, engagement, and confidence in developing their speaking skills (Lo, 2024; Yassin, 2024).

Although the findings of this study are significant, several limitations need to be considered. First, this study only involved two classes with a limited number of samples, so the results cannot be widely generalized. Second, the use of YouTube English channels is still limited to specific content, so not all variations of student learning styles can be optimally facilitated. The external factors, such as students' interest, motivation, and self-learning habits, also have the potential to influence the results; however, they have not been fully explored in this study.

To strengthen these findings, further research can be conducted involving a larger sample, a longer intervention period, and a variety of YouTube content used. Furthermore, a more in-depth analysis of the influence of students' motivation, learning style, and self-confidence on the effectiveness of YouTube media is needed. Thus, future research can provide more comprehensive recommendations for teachers, schools, and educational policymakers on integrating digital media into language learning strategies.

6. Conclusion

This study concludes that using YouTube has a positive effect on the speaking skills of Islamic high school students in Pekanbaru, particularly in pronunciation, fluency, and vocabulary mastery, followed by improvements in grammar and comprehension. The experimental class showed higher scores than the control class because YouTube provides authentic language models that help students observe and imitate pronunciation, intonation, and language use in real communication contexts. Pedagogically, YouTube serves as an audiovisual medium that supports modelling and oral practice, helping students become more fluent, confident, and effective in conveying ideas orally. Based on these findings, English teachers are advised to utilize YouTube English channels in a planned manner by creating playlists tailored

to students' levels, integrating videos into speaking exercises (e.g., shadowing, role-playing, short vlog, etc), and using speaking skill evaluation rubrics. Schools are expected to provide supporting facilities and arrange digital literacy training for teachers. Theoretically, these findings support the Cognitive Theory of Multimedia Learning, which emphasizes the importance of audio-visual integration in learning. Further research should involve more diverse samples, incorporate motivation and confidence variables, and employ a long-term experimental design to measure the impact in greater depth.

Declaration on the use of AI

The author used Grammarly to assist with grammar correction, paraphrasing, and improving clarity and coherence. These tools were employed exclusively for linguistic refinement, not for generating original ideas, conducting data analysis, or creating substantive content. All interpretations, arguments, and conclusions are solely those of the author, who assumes full responsibility for the manuscript.

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