



## Youtube As A Learning Platform In EFL Speaking Class And Anxiety Reduction

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### Abstract

Speaking fluent English is crucial as an international lingua franca, offering individuals greater opportunities for education, employment, and social mobility. To develop students' speaking and reduce their anxiety, YouTube was incorporated in an English classroom. Educational YouTube videos are regarded as authentic materials that play an essential role in teaching. There were two classes in the third semester randomly selected as experimental and control classes in the English Education Department at Universitas Borneo Tarakan, consisting of 70 students. The experimental class was treated with YouTube, and the control one was taught traditionally. Data were collected through a speaking test (instructing students to explain the video) for all samples and a questionnaire to observe the students' anxiety after using YouTube. The test data and Likert scale for the questionnaire were analyzed using a T-test. The study discovered that the average increase in the experimental group's speaking ability score was  $2.86 \pm 0.54$ , higher than in the control group's speaking ability score of  $1.03 \pm 0.74$ . The anxiety of the 36 respondents in the experimental group, at most 33 respondents (91.7%), had a medium level of anxiety, and the other three respondents (8.3%) had a low level of anxiety. It implied that technology contributed to creating effective English learning for students in the 21st century. Since YouTube assisted students in fostering speaking, teachers are expected to engage kinds of technologies to create fun English learning and motivate students.

**Keywords:** YouTube; Anxiety; Speaking

### Abstrak

Berbicara bahasa Inggris dengan lancar sangat penting sebagai bahasa Internasional yang menawarkan kesempatan yang lebih besar bagi individu untuk pendidikan, pekerjaan, dan mobilitas sosial. Untuk mengembangkan kemampuan berbicara siswa dan mengurangi kecemasan mereka, YouTube digunakan ke dalam kelas bahasa Inggris. Video YouTube yang mendidik dianggap sebagai materi autentik yang memainkan peran penting dalam pengajaran. Ada dua kelas pada semester ketiga yang dipilih secara acak sebagai kelas eksperimen dan kontrol di Pendidikan Bahasa Inggris di Universitas Borneo Tarakan, yang terdiri dari 70 mahasiswa. Kelas eksperimen diperlakukan dengan YouTube, dan kelas kontrol diajarkan secara tradisional. Data dikumpulkan melalui tes berbicara (menginstruksikan siswa untuk menjelaskan video) untuk semua sampel dan kuesioner untuk mengamati kecemasan siswa setelah menggunakan YouTube. Data tes dan skala Likert untuk kuesioner dianalisis menggunakan uji-T. Penelitian ini menemukan bahwa peningkatan rata-rata skor kemampuan berbicara kelompok eksperimen adalah  $2,86 \pm 0,54$ , lebih tinggi daripada skor kemampuan berbicara kelompok kontrol sebesar  $1,03 \pm 0,74$ . Kecemasan pada 36 responden dalam kelompok eksperimen, paling banyak 33 responden (91,7%), memiliki tingkat kecemasan sedang, dan tiga responden lainnya (8,3%) memiliki tingkat kecemasan rendah. Hal ini menyiratkan bahwa teknologi berkontribusi dalam menciptakan pembelajaran bahasa Inggris yang efektif bagi siswa di abad ke-21. Karena YouTube membantu siswa dalam mengembangkan keterampilan berbicara, guru diharapkan untuk menggunakan berbagai teknologi untuk menciptakan pembelajaran bahasa Inggris yang menyenangkan dan memotivasi siswa.

**Katakunci:** YouTube; Kecemasan; Berbicara

## Introduction

Speaking is a basic skill in English language learning, essential for effective communication and providing individuals with opportunities for personal and professional growth. The aim of English teaching in Indonesia is to equip students with speaking skills in English Leong & Masoumeh (2017). Additionally, speaking fluently in English is crucial as it operates as an international lingua franca, offering individuals greater opportunities for education, employment, and social mobility (et.al, 2021). According to Hughes (2002) and Richard (2016), fluency became a target for speaking courses as a way for students to speak without losing the attention of their listeners. According to Hedge (2000), the ability to react coherently involves connecting words and phrases, pronouncing sounds clearly, and using emphasis and intonation. Accuracy is the second trait of a great public speaker. Language use and comprehension should be fluid for learners. Teachers should emphasize precision in their instruction as a result. The accuracy and completeness of language forms should be carefully observed by learners, who should also concentrate on grammatical structures, vocabulary, and pronunciation.

Factors influencing speaking ability in English language learning are diverse and include various elements that impact learners' fluency in spoken English. However, language learners need to know more about the language and the wider world to communicate effectively and fluently in this area. English language learners who struggle with speaking English might seriously hinder their ability to learn and communicate in other languages (EFL). Speaking is still the most complex skill for most English learners to grasp, and they still need to converse verbally in English, claims Zhang (2009). Students' speaking performance is affected by their performance circumstances, psychological elements, listening abilities, response during speaking activities (Tuan & Mai, 2015), linguistics factors (Mahripah, 2014), and motivation (Merisuo-Storm (2007). In addition, Rababa'h (2005) claimed that certain elements are learner-related, while others are connected to the environment, curriculum, and teaching methods. Besides, linguistics and world knowledge, the factors that influence such as self-confidence, self-esteem, apprehension or anxiety, fear of futility, embarrassment,

motivation or encouragement, manner, and empathies have been identified as crucial components affecting the development of speaking skills Kiruthiga & Christopher (2022). Anxiety, in particular, has been highlighted as a significant factor that can weaken students' oral performance (Alfiani et al., 2022). Additionally, the fear of oral presentation, especially in public speaking situations, can contribute to speaking anxiety and hinder students' speaking abilities (Anuar et al., 2023). According to Dil (2009), the two main obstacles for EFL students are nervousness and unwillingness during the English-speaking process. Afraid of judgement when they make fault, especially in front of their colleagues, causes anxiety and unwillingness. According to Al-Abri (2008), one of the main reasons students need help with speaking is that textbooks need frequent oral activities. As a result, he recommended introducing specific oral exercises such as songs, rhymes, short stories, and more conversational language to make speaking more enjoyable for students.

Teachers may encounter a few speaking-related problems when supporting students with speaking in class. They include using one's mother tongue, being inhibited, lacking relevant knowledge, and seldom participating (Tuan & Mai, 2015). Firstly, students sometimes experience speaking obstacles in the classroom when they would like to speak. They worried about having errors and are terrified of being criticized. They are too shy with other students to pay attention to them. Littlewood (2007) asserts that a language classroom is be able make students reticent and uneasy. The second problem is that students often criticize their failure to say anything and lack of eagerness to communicate. Baker and Westrup (2003) agree that students find it very difficult to answer when their teachers require them to speak in a foreign language because they have no opinion on what word to say, what lexicon to use, or how to use grammar correctly. Low participation in the speaking class is the third problem. The third issue with speaking ability is that some students use their mother tongue in speaking classes because it is natural to do so. (Tuan & Mai, 2015). According to Harmer, there are several reasons why students speak in their native tongue in speaking sessions (1991). First, students would seek to speak in their native language when asked to discuss a subject unfamiliar to their teachers. The second justification is that it comes naturally for

students to speak their mother tongue. Students utilized their mother tongue to explain anything to their classmates if teacher does not encourage them to communicate in English.

Language anxiety is a common occurrence that most language learners have experienced. Anxiety can arise when speaking a language. Extreme disquietudes are be able sometimes leading to despondency and feelings of failure in students (Bashir et al., 2011). Foreign language disquietude is a prominent factor that influences FL learners' performance and accusation. FLA is more frequent in output language accusations such as writing skills and input (Chiu et al., 2010). Studies on Foreign Languages Anxiety have repeatedly revealed that speaking is learners' most anxiety-provoking language skill (E. Horwitz, 2001; Melouah, 2013; Tsiplakides & Keramida, 2009). However, speaking in English can be associated with anxiety and fear, which can hinder language learning. Research has shown that students may experience anxiety and fear related to speaking English, impacting their willingness to communicate and overall language proficiency (Li & Jackson, 2008; Woodrow, 2006; Wahono & Zahro, 2021; Shahbaz, 2021). Addressing speaking disquietude is crucial in establishing a co-operative learning atmosphere for language learners. A speaking activity involves multiple interlocutors; failure to communicate the intended message is stressful.

The use of digital tools has been explored as effective methods to improve students' speaking skill performance (Dewi et al., 2023; James et al., 2019). Additionally, language learning strategies, such as listening to English songs and employing collaborative learning approaches, have been studied for their impact on speaking skills. Listening skills are crucial for developing speaking abilities, with the goal of using language in real situations being fundamental in language acquisition (Lailatuzzakiya et al., 2020; Khamzovich et al., 2021). Collaborative learning approaches have been demonstrated to positively influence students' English-speaking skills, underscoring the importance of communication skills in response to globalization (Arta, 2019). Technology-based media has infiltrated every aspect of our lives. Educational YouTube videos are regarded as authentic materials that play an essential role in teaching. Smartboards, or at the very least computers also projectors, are become

very necessary in most of today's revolutionized classrooms. For example, (Perez et al., 2017) investigate the effect of YouTube video exposure on L2 vocabulary acquisition. Their study on vocabulary learning through video viewing reported that participants' vocabulary was directly linked to the summarization skills they developed by utilizing the context in the videos they watched. According to the literature about the utilization of video in the L2 classroom, it may help students visualize word meanings. According to Iwasaki (2009), videos, in addition to audio, can help students visualize the meaning. In line with this notion, Shrosbree (2008) provides a quote supporting favoring video over audio-only provenance for listening activities. They positively perceived using media (videos) to decrease the speaking disquietude. Balbay and Kilis (2017) found many students benefited significantly from the videos on this specially designed additional materials YouTube channel playlist. This can help university language teachers by suggesting alternative ways to utilize YouTube and other online video resource platforms.

The integration of technological tools in English language learning has been identified as a critical factor affecting English language anxiety (Elas & Majid (2019)). The concern over teachers' competency in utilizing technological tools has been highlighted as a contributing factor to English language anxiety, indicating the need for effective integration of technology to alleviate anxiety levels. Wang & Zhan (2020) suggests that the utilize of technology in online English learning can influence learners' anxiety levels and motivation, emphasizing the need for a comprehensive understanding of the impact of technology on learners' psychological states. Moreover, the influence of technology on speaking anxiety among English learners has been a subject of interest, particularly in specific contexts (Quinto & Macayan, 2019). The previous researchers explained the effects of Youtube implementation and how internet use instruction influenced the reduction of anxiety; thus, to the best of the researchers' knowledge, little research has been done on the use of YouTube as a learning resource in EFL contexts, especially to develop speaking skills as a productive skill that is crucial for more effective communication. This current study investigated Youtube videos providing supportive learning environments, interactive activities, and

effective teaching strategies as a medium to learn English which is expected to increase the students' spoken language and reduce their speaking disquietude.

### Method

Pre-tests and post-tests were employed in the study's quasi-experimental design for both groups. This research design examines how YouTube influences students' speaking development and anxiety in EFL speaking classes. In this study, there are both experimental and control groups. Two groups are chosen randomly; one class serves as the experimental group and uses YouTube videos with spoken activities, while another class is as the control group and teaches speaking in a conventional manner using a textbook.

Seventy English Education Department students in two English Listening integrated speaking classes at Universitas Borneo Tarakan were engaged. The study tools include a questionnaire and a speaking exam (pre- and post-test). The examinations and the questionnaire examined the student's speaking abilities. The experimental and control groups were initially used as the pre-test and post-test following the administration of the treatment. The tests given to the students were recorded and assessed using the same guidelines and time constraints. The students' speaking performance was scored using the IELTS speaking band descriptors, divided into four major categories: lexical resource, grammatical range and accuracy, fluency and coherence, also the pronunciation. According to Hu and Trenkic (2021), IELTS scores were a reliable predictor of academic success, so the IELTS assessment criteria accurately measure the students' speaking performance. The result confirmed the need for coaching and repeated task-taking during the treatment. Three experienced raters were present to evaluate the students' speaking progress before and after the treatment.

Meanwhile, the researchers administered a questionnaire adapted from Horwitz and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) to assess students' levels of anxiety when speaking. They included three related anxieties in their definition of foreign language anxiety: test anxiety, communication apprehension, and fear of negative evaluation. This theory of foreign language anxiety has obtained widespread

acceptance, with subsequent research recognizing its uniqueness and demonstrating its reliability (Trang, 2012). This scale consists of 33 statements, with eight items for communication anxiety (1, 9, 14, 18, 24, 27, 29, 32), nine items for fear of negative evaluation (3, 7, 13, 15, 20, 23, 25, 31, 33), and five items for test anxiety (2, 8, 10, 19, 21). The remaining 11 items were put in the anxiety of English classes (4, 5, 6, 11, 12, 16, 17, 22, 26, 28, 30). The questionnaire score is based on a Likert scale with four categories: strongly agree (SA), Agree (A), disagree (D), and strongly disagree (SD). The questionnaire consists of thirty-three statements that they must complete acknowledging their anxiety.

An independent t-test was used to compare the results of the two groups. This compares the two groups' mean scores to see any statistically significant differences (Basit, 2010). To define the differences between the two groups, quantitative data were calculated using the SPSS program. Means, standard deviation, Pearson correlation, and the independent-sample t-test were the quantitative calculations used in this study. The result of the analysis was reported and interpreted to uncover the novelty and progress in the body of knowledge and also to state the limitation of the study in order to provide further research development.

## Findings And Discussion

### a. Findings

#### Comparison of 2 variables

According to the results of the normality test, the variable data for increasing speaking ability scores in the experimental and control group data was not normally distributed with a significance value of less than 0.05. From the results of the normality analysis, the comparison test for the increase in speaking ability scores between groups used the Mann Whitney surrogate test.

**Table 1.** Normality test

Variabel	Stat istic	Signif icance
Students' speaking performance (experimental class)	0.379	0.000
Students' speaking performance (control class)	0.237	0.000

### Hypothesis testing

The analytical hypothesis used is as follows:

**Table 2.** Summary of *t*-test

Group	Mean	St dev.
Experiment	2.8611	0.54263
Control	1.0278	0.73625
Z count	= -7.110	
Z table	= 1.960	
p-value	= 0.000	

Based on the table above, the average increase in the experimental group's speaking ability score was  $2.86 \pm 0.54$ , higher than the average increase in the control group's speaking ability score of  $1.03 \pm 0.74$ . From the Mann Whitney test, the calculated Z value is smaller than the -Z table ( $-7.110 < -1.960$ ), and the p-value is smaller than  $\alpha$  ( $0.000 < 0.050$ ), so the decision is made that  $H_0$  is rejected, which means there is a difference in average. significant difference between the experimental and control groups based on the increase in speaking ability scores measured. Based on these results, it can be concluded that the group that used YouTube as a learning medium/learning resource (experimental group) could improve their speaking skills than the group that used textbooks (control group) with a higher average improvement score in the experimental group, and the difference significant from the results of the comparison test.

### Students' Anxiety

In this section, the anxiety variables in the experimental group are described with the following results.

**Table 3.** Anxiety levels

Kategori	F	Persentase
	Anxiety	
High	0	0.0%
Medium	33	91.7%
Low	3	8.3%

The anxiety variable of the 36 respondents in the experimental group, at most 33 respondents (91.7%) had a medium level of anxiety, and the other 3 respondents (8.3%) had a low level of anxiety.

### b. Discussion

The finding stated that the average increase in the experimental group's speaking ability score was  $2.86 \pm 0.54$ , higher than in the control group's speaking ability score of  $1.03 \pm 0.74$ . The anxiety of the 36 respondents in the experimental group, at most 33 respondents (91.7%), had a medium level of anxiety, and the other three respondents (8.3%) had a low level of anxiety. The results of this study depict that integrating technology in the educational environment at the school level is critical (better student academic performance and innovative teacher teaching) and significantly mediates the relationship between anxiety and engagement. (Bhuttah et al., 2021). In line with Skjæveland (2016), YouTube made students motivated to engage and remember content better than through traditional textbooks. YouTube contains cultural insight and exposes students to authentic language, with communicative competence, listening comprehension and vocabulary learning outcomes. YouTube platform positively and significantly influences student attitudes towards the use of YouTube. It can create a different learning atmosphere so the students can enjoy their learning activities (Maziriri et al., 2020). In the 21st century, it is visible that colleges, universities, and educators have embraced YouTube, taking advantage of both its content and video-sharing technologies (Snelson, 2018).

A good education is mainly defined by how well students obtain knowledge. Students who watch a visual explanation video understand and remember complex concepts much better. One of YouTube's primary benefits is its free web-based service containing short videos about particular ideas taught in schools. Educators can easily search for and review videos about a specific concept or knowledge and then share the link with students (Chtouki et al., 2012). ICT, such as YouTube, becomes an effort to develop students' technological literacy. Besides, technology can affect students' communication competence because it provides enormous sources of information to shape students' insight or world knowledge. Bringing the Internet into the classroom promises a fundamental change. YouTube contributes to how teachers prepare literacy instruction, engagement, and content varieties (El-Hindi, 1998). Maziriri (2020) revealed that incorporating YouTube into a formal learning

environment was well-received. Furthermore, student attitudes toward YouTube use and behavioural intentions were significantly positive, indicating that this platform successfully supports student learning at the tertiary level. This study adds new knowledge to the current education management body, learning literature instruction, and a research context that academics frequently need to pay more attention.

Technology such as YouTube facilitates entertainment, information access, and academic learning. People come across many educational videos due to their researches on that subject to find information how to do anything. Various people created these videos, and have varying structures and qualities. This situation is what gives YouTube its content and abundance. With this wealth and ease of access, it has been demonstrated that YouTube can supplement educational systems and situations (Cihangir et al., 2012). YouTube can indeed reduce learning anxiety because YouTube as a supplementary learning tool experienced lower levels of anxiety compared to those who did not. This suggests that the visual and auditory nature of YouTube videos can help alleviate anxiety by providing a more engaging and interactive learning experience (Hsin-Yi Chang and Gwo-Jen Hwang, 2018). Sung, Chang, and Liu (2016) revealed that multimedia resources, such as videos on YouTube, were associated with decreased anxiety levels and improved learning performance because YouTube can be a valuable tool in reducing learning anxiety by providing alternative and engaging ways to access educational content.

These findings suggest that speaking anxiety is an important psycho-sociolinguistic phenomenon, highlighting the need to address speaking anxiety in technical and specialized fields through effective technological interventions. Additionally, the apparent correlation between student's anxiety in learning speaking and their English academic performance has been explored indicating a significant relationship between anxiety levels and academic performance (Sengkey, 2022). This underscores the importance of addressing anxiety in English language learning through targeted technological interventions to improve learners' academic outcomes. The impact of technology on learners' self-efficacy and psychological anxiety in English language

learning has also been investigated, emphasizing the role of external stimuli, social support, and learners themselves as factors affecting English learning anxiety (Zeng et al., 2020). This highlights the potential of technology to provide support and alleviate anxiety levels among English learners.

To sum up, YouTube videos have promising potential for teaching race beyond the English speaking because they combine communicative competence gained from watching authentic videos with cultural competence. YouTube can boost intrinsic motivation because what they watch is relevant to their personal lives. Another challenge in using YouTube is that students frequently associate YouTube and video viewing with entertainment and relaxation, which makes it difficult for teachers to distinguish between learning and recreational uses of the resource in their teaching. Technology may not be the only factor influencing learners' foreign language anxiety. In other words, it appears from the scope of the studies examined that their learning styles, proficiency levels, and academic backgrounds may be related to foreign language anxiety levels. It can be a consideration to delve into the other factors that affect the students' communication competence.

## Conclusion

Many benefits and challenges of ICT are discovered in the EFL classroom. YouTube provides a variety of student activities and interactions. Teachers can create effective methods and techniques, design games to prepare language skills and select suitable knowledge areas and materials. It also boosts students' learning progress and motivation. They have room to grow their ICT literacy, which influences their essential technology skills. However, YouTube potentially destroys learning focus, so teachers need to observe and create more variation and interesting activities. Optimizing YouTube needs massive investment in educational technology to bear self-awareness in clearly distinguishing educational and recreational. Some challenges that can be experienced in using YouTube are premium suggestions, advertisements, bullying also inferiority in the comments, event copyright issues characteristics.

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