

ABSTRACT

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The ability to speak is a critical skill for EFL learners to master; however, many students face considerable challenges when speaking English. These challenges include a lack of ideas, insufficient confidence, inadequate preparation, limited vocabulary, and low levels of motivation. This study endeavors to address these obstacles through the integration of YouTube videos. Specifically, the research aims to analyze students' speaking performance before the use of YouTube videos, examine their performance following their implementation, and determine the extent of significant improvement between the two stages.

This study adopted a quantitative methodology with a pre-experimental design. The research was conducted at Karya Budi SMP in Bandung. The population consisted of students from the eighth grade B, while the sample comprised 38 students from the eighth grade A. The study spanned five meetings, which included both a pre-test and a post-test. The data analysis was performed using SPSS version 26.

The study shows that using YouTube videos significantly improves students' speaking skills. These videos help learners better organize their ideas, making it easier to communicate. They also expanded vocabulary and improve grammar, fluency, comprehension, and pronunciation. The results revealed an increase in scores: the average pre-test score rose from 74.94 to 81.89 in the post-test, with the highest score increasing from 92 to 100. The N-Gain score of 0.3773 reflected a moderate improvement. Overall, YouTube videos were an effective tool for enhancing speaking abilities.

In conclusion, the study highlighted that YouTube videos enhanced students' speaking abilities, expanded their vocabulary, and assisted in organizing their thoughts before speaking. The substantial improvement observed in post-test results compared to pre-test scores reaffirms the value of YouTube videos as an effective teaching strategy for developing speaking skills in the classroom.

Keywords: YouTube videos, speaking skills, EFL learners, language learning strategy, pre-experimental design.