

ABSTRACT

Muhammad Asbiq Afkar Alamsyah (2025): Exploring the Use of Animated YouTube Educational Videos Toward Students' English Speaking Skills (A Case Study of Sixth-Grade Elementary School Students in Cianjur). A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

The ability to speak English fluently is crucial for effective communication, and technology can play a significant role in developing this skill. This research aimed to explore (1) the implementation of YouTube videos in learning English speaking skills, including animated dialogues, pronunciation practice, and interactive activities, and (2) students' perceptions of using YouTube videos in enhancing their speaking skills. This research employed a qualitative case study design involving sixth-grade elementary school students at SD Negeri Mekarsari in Cianjur.

Data were collected through observations and interviews, allowing the researcher to obtain authentic classroom interactions and students' personal perceptions. The instruments used consisted of an observation checklist regarding the use of YouTube in the learning process, and an interview guide with open ended questions designed to encourage students' reflective responses. Data were analyzed model of qualitative data analysis, which included data collection, coding, reduction, presentation, and conclusion drawing to ensure the validity and reliability of the findings.

The findings indicated that (1) YouTube videos were effectively implemented in speaking activities and helped students practice vocabulary, grammar, pronunciation, and fluency, (2) students had positive perceptions of YouTube videos, stating that the combination of visuals, audio, and animation made learning more interesting and motivating. Moreover, students demonstrated improvement in their speaking abilities, becoming more confident and fluent in expressing ideas,

In conclusion, YouTube videos were an effective medium for improving students' English speaking skills because they provided engaging and interactive learning. This research contributes to teachers through practical insights into designing speaking lessons using digital media, while also serving as a reference for researchers to develop further studies on technology-based language learning at various educational levels for better results in the future.

Keywords: YouTube videos, English speaking skills, Language learning, Educational technology