



Improving Students' Speaking Ability Through Video Youtube Channel "Ritueli Daeli" at The Student of MTS Daruttholibin Watumalang

Novicha Lismawati^{1*}, Niken Kencono Ungu²

¹⁻² Fakultas Bahasa dan Sastra, Jurusan Pendidikan Bahasa Inggris, Universitas Sains Al-Quran, Indonesia

Email: novichalisma96@gmail.com¹, nikenkenconoungu@unsiq.ac.id²

Alamat Kampus: Jl. KH. Hasyim Asy'ari Km. 03 Kalibeber Kec. Mojotengah, Kab. Wonosobo 56351

Korespondensi penulis: novichalisma96@gmail.com

Abstract. *This study aims to improve students' speaking skills through the use of the YouTube channel "Ritueli Daeli" among seventh-grade students at MTs Daruttholibin Watumalang. A Classroom Action Research (CAR) approach was implemented in two cycles. Data were collected through interviews, speaking tests, observations, and documentation. The results indicate that incorporating videos from "Ritueli Daeli" significantly enhanced students' speaking skills in fluency, pronunciation, and confidence. The average score increased from 72.32 in the first post-test to 74.87 in the second post-test, with students' engagement and motivation visibly increasing. This study supports the integration of digital media, specifically curated YouTube content, as an effective tool to enrich English learning experiences.*

Keywords: *ritueli daeli, speaking ability, youtube video*

1. BACKGROUND OF THE RESEARCH

Learning a foreign language, especially English, often presents challenges for many students. One of the major difficulties lies in mastering pronunciation, which typically demands specialized methods and instructional strategies. In today's digital era, however, the way students access information and engage with learning materials has transformed significantly (Margolis, J., 2018). Platforms like YouTube and other social media have become deeply embedded in students' daily routines, prompting discussions on how such digital tools—particularly YouTube—can be utilized effectively to enhance learning in educational settings (Almurashi, W.A., 2016).

Among the four language skills, speaking plays a vital role—not only as a tool for communication but also as an indicator of students' language proficiency and self-confidence. Nevertheless, speaking remains a critical area needing improvement in Indonesian education. Limited vocabulary and weak understanding of sentence structures often hinder students' ability to speak fluently and confidently in public (Hamad M. M., 2019). In fact, speaking is currently seen as one of the most essential components in English language education. Many language experts emphasize its value, as speaking allows individuals to express ideas, emotions, and thoughts directly during communication (Putri F. R., 2019).

MTs Daruttholibin is a newly established Islamic junior high school that is still undergoing development, particularly in its infrastructure and instructional systems. As a

growing institution, its students require effective and suitable English teaching methods to enhance their competitiveness with other schools. Proficiency in English is crucial for navigating globalization, adapting to technological advancements, supporting institutional accreditation, and elevating the overall quality of education (Amalia, A., 2024). This research initiative aimed to enhance students' knowledge and speaking abilities in English. Given the widespread difficulties students face in learning the language, teachers are expected to facilitate a learning environment that is both engaging and comfortable (Cahyani, F. I., 2020).

Based on the results of classroom observations and interviews with English teachers at MTs Daruttholibin, it was found that seventh-grade students faced significant challenges in learning English—especially in speaking. The investigation revealed several obstacles: some students found it hard to get started with English and struggled with understanding its grammatical structures and pronunciation. A lack of consistent speaking practice made students feel uneasy, which in turn limited their fluency development. Many were reluctant to participate, even when they knew the correct answers, due to a fear of making mistakes. This fear negatively impacted their confidence and inhibited active class involvement. Additionally, several students expressed boredom during lessons delivered through conventional teaching methods, further reducing their motivation and engagement. Teachers, therefore, are confronted with the critical task of creating a learning atmosphere that promotes enthusiasm and enjoyment.

Recent studies highlight that a supportive and enjoyable learning environment significantly boosts students' motivation to study English. One promising strategy is the integration of educational videos—such as those available on YouTube—into the learning process. These videos help establish a dynamic and enjoyable classroom atmosphere, which in turn contributes to a holistic improvement in students' English proficiency. English speaking proficiency remains a significant challenge for Indonesian students. Limited opportunities for practice, unengaging traditional teaching methods, and low self-confidence are the primary barriers. In today's digital era, platforms like YouTube offer innovative and appealing alternatives for language learning. The 'Ritueli Daeli' channel is recognized for delivering beginner-friendly English content in an easy-to-understand format. However, there is a lack of research that specifically examines its effectiveness within madrasah settings. Therefore, this study aims to address that gap by evaluating the impact of using the 'Ritueli Daeli' channel on students' English speaking skills.

2. THEORITICAL REVIEW

To support the present study, several relevant prior studies were examined. These studies provided theoretical and empirical foundations for the use of YouTube as a learning medium to enhance students' speaking skills.

Mtsn et al. (2021) found that YouTube videos significantly improved students' speaking performance across multiple aspects—such as pronunciation, fluency, grammar, and comprehension. Their study highlighted students' increased motivation and engagement when using videos. While similar in using YouTube as a learning tool, the current research differs by focusing on a specific channel. Puji Wahyuningsih et al. (2022) explored the benefits of YouTube as an online learning platform during the COVID-19 pandemic. They found that YouTube increased students' interest, motivation, and understanding of English. The main contrast with the present study lies in the learning mode—Wahyuningsih's was online, while this research is conducted in a face-to-face setting.

A.Y. (2023) investigated the impact of YouTube videos on seventh-grade students' speaking abilities in Bengkulu. Her study recorded a noticeable improvement in speaking scores—from a pre-cycle average of 61.7 to 75.6 by the second cycle—demonstrating YouTube's effectiveness in boosting fluency, vocabulary, and motivation. The current study aligns with this goal but differs by focusing on the “Ritueli Daeli” channel as structured content. Irawan Meyzar (2024) examined the influence of YouTube tutorial videos on high school students' speaking fluency and pronunciation using a pre-experimental method. In contrast, the current study applies a Classroom Action Research (CAR) model that enables iterative improvements through direct classroom practice, and specifically evaluates the impact of “Ritueli Daeli.”

Abrar & Jaya (2021) assessed the use of general YouTube tutorials in improving fluency and pronunciation. Their study used a pre-test/post-test design to measure changes in students' performance and motivation. Although similar in goals, the present study differs in its methodological approach and specificity, as it centers on one curated YouTube channel and incorporates continuous reflection through CAR.

In summary, while previous studies confirm the positive impact of YouTube on English speaking skills, most rely on general or unspecific video content and apply linear experimental designs. This current research fills an important gap by applying Classroom Action Research with a focus on the “Ritueli Daeli” channel, offering a more structured, cyclical, and targeted approach to improving students' speaking performance in a traditional classroom setting.

3. RESEARCH METHOD

This study employed a Classroom Action Research (CAR) approach, consisting of two cycles: planning, implementation, observation, and reflection. The participants were seventh-grade students at MTs Daruttholibin Watumalang. The research instruments included interviews with teachers and students, classroom observations, speaking tests assessed using a scoring rubric, and documentation. Data were analyzed using a qualitative descriptive method to evaluate the improvement in students' performance.

4. RESULT AND DISCUSSION

This section outlines the data collection process, research setting and timeline, the results of data analysis (presented through tables and charts), and the interpretation of findings in relation to theoretical frameworks and previous studies. It also addresses both the practical and theoretical implications of the research results.

Research Findings

- **Data Collection and Research Timeline**

The study was conducted from March to April 2025 at MTs Daruttholibin Watumalang, located in Wonosobo, Central Java. It employed a Classroom Action Research (CAR) approach, which was carried out in two cycles. Data were collected through interviews, classroom observations, documentation, and speaking proficiency tests.

- **Students' Speaking Skill Improvement**

The research findings revealed an improvement in students' speaking skills following the implementation of videos from the "Ritueli Daeli" YouTube channel.

- a. **Improvement Students' Speaking Skill**

The following are the students' score data:

Tabel 1. Students' Pre-Test, Post-Test I, and Post-Test II Results

Num.	Category	Successful		Unsuccessful		Total	
		N	%	N	%	N	%
1.	Pre-Test	14	45.16%	17	54.84%	31	100%
2.	Post-Test I	18	58.06%	13	41.94%	31	100%
3.	Post-Test II	26	83.87	5	16.13%	31	100%

The data table above illustrates the percentage of students who met or did not meet the minimum mastery criteria. The school has established a minimum score of 70 for the English subject. A clear improvement can be observed in the number of students achieving this standard from the pre-test to post-test I, and then to post-test II. In the pre-test, only 9 students, or 45.16%, met the criteria, while 17 students, or 54.84%, did not. In post-test I, the number of students meeting the criteria increased to 18 (58.06%), while 13 students (41.94%) still fell below the standard. A more significant improvement was seen in post-test II, where 26 students, or 83.87%, passed, and only 5 students, representing 16.13%, failed to reach the minimum score.

b. Classification of Students' Scores

Tabel 2. Percentage of Students Achieving Score ≥ 70

Num.	Classification	Range	Pre-Test		Post-Test I		Post-Test II	
			F	%	F	%	F	%
1	Excellent	91-100	0	0%	0	0%	0	0%
2	Very Good	76-90	5	16%	13	42%	16	52%
3	Good	61-75	18	58%	18	58%	15	48%
4	Average	51-60	8	26%	0	0%	0	0%
5	Poor	36-50	0	0%	0	0%	0	0%
6	Very Poor	0-35	0	0%	0	0%	0	0%

The chart above presents the percentage distribution of students' speaking scores across the pre-test, post-test I, and post-test II. The pre-test results show a wide variation in student performance. Five students, or 16%, achieved a "very good" score, while 18 students, or 58%, were in the "good" category. Meanwhile, 8 students, representing 26%, received a "fair" score.

In post-test I, there was noticeable improvement. Thirteen students (45%) achieved a "very good" classification, while 18 students (58%) maintained a "good" level of performance.

By post-test II, further progress was observed. Sixteen students, or 52%, reached the "very good" level, and 15 students, or 48%, attained the "good" category. These results indicate a continued positive shift in students' speaking performance throughout the cycle.

The results demonstrate a significant rise in the proportion of students achieving the Minimum Competency Standard.

Discussion

• **The Effectiveness of Using YouTube "Ritueli Daeli" Videos**

The use of videos from the "Ritueli Daeli" channel has proven effective in enhancing students' speaking skills. These videos feature simple dialogues, clear pronunciation, and content that is accessible for beginners. This finding aligns with studies by Wahyuningsih et al. (2022) and Abrar & Jaya (2021), which affirm that YouTube can serve as an interactive and engaging learning medium.

• **Speaking Skill Aspects Improved**

Based on the results of observation and assessment, several aspects of students' speaking skills showed noticeable improvement:

- Fluency: Students became more fluent in delivering sentences in English.
- Pronunciation: There was a reduction in pronunciation errors.
- Expression and Confidence: Students demonstrated greater self-confidence and expressiveness during speaking activities.

• **Practical Implications**

This study demonstrates that:

- Teachers can utilize YouTube as a cost-effective and efficient instructional medium.
- Videos with clear subtitles and intonation greatly support the teaching of pronunciation.
- Students become more motivated and actively engaged in the learning process.

• **Theoretical Implications**

This study reinforces Harmer's (2012) theory on the importance of authentic input exposure in developing speaking competence. Furthermore, the use of video-based learning supports the multimodal learning theory (visual-auditory) within the context of English as a Foreign Language (EFL).

5. CONCLUSION AND DISCUSSION

Conclusion

This research confirms that incorporating YouTube videos from the "Ritueli Daeli" channel into English lessons can effectively enhance the speaking abilities of seventh-grade students at MTs Daruttolibin Watumalang. Based on the research findings and data analysis, the following conclusions are drawn: The study investigates how English-language YouTube videos can support the improvement of speaking skills among 7th-grade students at MTs

Daruttolibin Watumalang. The participants consisted of 31 seventh-grade students from MTs Daruttolibin Watumalang. The researcher implemented a Classroom Action Research (CAR) model involving multiple action cycles. This method was selected because it allows direct involvement in the learning process through continuous observation, reflection, and refinement. The findings demonstrate that utilizing the “Ritueli Daeli” YouTube channel significantly contributes to enhancing students’ speaking performance. The research was carried out in two cycles, each comprising the stages of planning, action, observation, and reflection. The learning sessions were conducted over three meetings in total. Students’ speaking improvement was evaluated through pre-tests and post-tests. The pre-test average score was 67.74. After the first cycle, this increased to 72.32, and after the second cycle, it rose further to 74.87. These results indicate a meaningful improvement in students’ speaking ability as a result of using YouTube videos in the classroom.

Suggestion

Based on the results of this study, the researcher offers several suggestions for teachers, schools, and future researchers to further enhance the effectiveness of English teaching and learning: For English Teachers, It is advised that teachers incorporate YouTube-based learning strategies to address students’ difficulties in speaking. Teachers should actively explore digital resources, such as YouTube, that can increase student engagement and help them grasp learning materials more effectively. For Educational Institutions, Both formal and informal educational institutions should ensure the availability of sufficient learning facilities and media. This will assist teachers in accessing and using appropriate resources, thereby supporting a more effective teaching and learning environment that aligns with educational objectives. For Future Researchers, Subsequent studies are encouraged to explore the use of YouTube as a learning medium in more depth. Future research could examine other variables influencing students’ speaking development, as well as investigate the impact of YouTube on additional language skills such as listening and reading, to build a broader understanding of students’ overall English proficiency.

ACKNOWLEDGEMENTS

This article is derived from an undergraduate thesis submitted in partial fulfillment of the requirements for the Bachelor of Education degree in English Language Education at the Faculty of Language and Literature, Universitas Sains Al-Qur’an (UNSIQ), Central Java.

The author gratefully acknowledges the support and contributions of the following individuals and institutions:

- First and foremost, praise and thanks to Allah SWT, whose guidance and blessings enabled the successful completion of this research.
- Sincere appreciation is extended to Mrs. Niken Kencono Ungu, M.Pd, the research advisor, for her valuable insights, patience, and continuous encouragement throughout the study.
- Heartfelt thanks to the English teacher and seventh-grade students of MTs Daruttolibin Watumalang, whose cooperation made this research possible.
- The author also expresses gratitude to the lecturers and staff of the Faculty of Language and Literature at UNSIQ, for their academic support and knowledge shared during the study years.
- Lastly, the author is deeply thankful for the unwavering support and motivation provided by her family and loved ones, whose encouragement has been essential throughout this journey.

It is hoped that this research may contribute meaningfully to the field of English language education and inspire further studies on the use of digital platforms such as YouTube to enhance students' speaking proficiency.

DAFTAR REFERENSI

- Al., N. H. (2019). The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya. *Loquen: Jurnal Karya Ilmiah Guru*, 1-10.
- Almurashi, W. A. (2016). The Effective Use of YouTube Videos for Teaching the English Language in Classrooms as Supplementary Material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32-47.
- Anggraini, A. (2021). Improving Student's Speaking Skill Using YouTube Video as Media: An Action Research. *Scope : Journal of English Language Teaching*, 5(2), 57. <https://doi.org/10.30998/scope.v5i2.8406A>.
- N. (2021). Listening Comprehension.
- Arikunto, S. (2015). *Penelitian tindakan kelas*. Jakarta : Bumi Aksara.
- Benson, P. (2011). *Teaching and Researching Autonomy in Language Learning*. Routledge.
- Carney, N. (2021). Using pop songs to develop L2 listeners' metacognitive awareness. *Language Teaching Research*, 645-664.
- Carolinawati, N., Dewi, R. S., & Suprihatin, E. (2021). The Effectiveness of YouTube Videos in Improving Speaking Skills. *Journal of English Education and Teaching*, 5(3), 312-320.

- Creswell, J. W., & Poth, C. N. (2020). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.).
- Dörnyei, Z. (2014). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Flick, U. (2019). *An Introduction to Qualitative Research* (7th ed.). London: Sage Publications.
- Georgescu, S.-D., & Anastasiu, I.-E. (2021). The interview as a qualitative research instrument. *Proceedings of the International Management Conference*, 15(1), 969–973. <https://doi.org/10.24818/IMC/2021/05.14>
- Hamad, M. M., Al Farhan, A., & Alharthi, F. (2019). Using YouTube to Enhance EFL Students' Speaking Skills. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 2(1), 32–37.
- Haryoko, S. (2020). *Metodologi penelitian kuantitatif dan kualitatif*. Yogyakarta: CV Jejak.
- Jiang, X. (2019). The role of pop song lyrics in enhancing EFL learners' listening comprehension. *International Journal of English Language Teaching*, 45-59.
- Karimi, M. &. (2021). Using English Pop Songs to Improve Listening Skills and Vocabulary Acquisition in EFL Classrooms. *Teaching English with Technology*, 112-127.
- Keller, J. M. (2010). *Motivational Design for Learning and Performance: The ARCS Model Approach*. Springer.
- Kerlinger, F. N. (2006). *Foundations of behavioral research* (4th ed.). Holt, Rinehart and Winston.
- Khoirina, D. R., Nurani, L. M., & Widodo, S. A. (2023). Students' Perceptions Toward the Use of YouTube Videos to Improve Their Speaking Skills. *ENLIT Journal*, 3(1), 12–19. <https://jurnal.stkipbjm.ac.id/index.php/enlit/article/view/2204>
- Lestary, A. (2019). The Impact of Listening Skills on Language Acquisition. *Journal of Language and Linguistics*, 1-12.
- Li, J., & Zhang, Y. (2017). The Impact of Video-Based Technology on Pronunciation Learning. *International Journal of Computer-Assisted Language Learning and Teaching*, 7(4), 34–49.
- Lincoln, Y. S. (2022). *The SAGE Handbook of Qualitative Research*. Mathura Road, New Delhi, India: SAGE Publications, Inc.
- Little, D. (1991). *Learner Autonomy 1: Definitions, Issues and Problems*. Authentik.
- Lynch, T. (2019). Teaching second language listening: The role of critical thinking and authentic materials.
- Margolis, J. (2018). How-To Videos Are the Secret to YouTube's Education Boom. *WIRED Magazine*. <https://www.wired.com/story/youtube-videos-how-to-education-youtuber>
- Mustika, N. &. (2019101-1115). The Effectiveness of English Pop Songs to Enhance Students' Listening Skill. . *Jurnal Tadris Bahasa Inggris*.

- Nurhayati, N. &. (2022). He Role of Music in Enhancing Language Learning. *Journal of Educational Research and Practice*, 1-10.
- Putri, F. R. (2019). The Effectiveness of Using YouTube Videos in Teaching Speaking. *Journal of English Language Teaching and Linguistics*, 4(1), 15–23.
- Rachmawati, D., & Cahyani, F. I. (2020). The Use of YouTube Videos to Improve Students' Pronunciation. *ALSUNA: Journal of Arabic and English Language*, 3(1), 49–58.
- Rahayu, R. &. (2023). Using Pop Songs to Improve English Listening Skills. *Journal of Language Teaching and Research*, 1-15.
- Riswandi, D. (2016). The Use of YouTube Videos in Teaching Speaking: An Experimental Study on EFL Students' Speaking Ability. *ELTIC Conference Proceedings*, 1, 12–19.
- Saldaña, J. (2021). *The Coding Manual for Qualitative Researchers* (4th ed.). Sage Publications.
- Sari, D. S. (2023). The Effectiveness of Using English Pop Songs to Improve Students' Listening Comprehension Skill at Eleventh Grade Students.
- Shahbaz, M., & Bagheri, M. (2017). Using YouTube Videos to Improve Speaking Skills. *Journal of Language and Linguistic Studies*, 13(1), 77–85.
- Smith, T. &. (2023). *Contemporary Approaches to Educational Testing*.
- Sugiyono. (2021). *Metode penelitian kualitatif, kuantitatif, dan R&D*. Alfabeta
- Syafiq, M., Saragih, A., & Hasan, S. (2020). The Use of YouTube Videos in Teaching Speaking Skills: Students' Perceptions. *Elsya: Journal of English Language Studies*, 2(3), 126–134. <https://journal.unilak.ac.id/index.php/elsya/article/view/6206>
- Tahmina, M. (2020). Students' Perception on the Use of YouTube in Learning English Language. *Journal of Languages and Language Teaching*, 8(4), 348–354. <https://e-journal.undikma.ac.id/index.php/jollt/article/view/6883>
- Tisdell, S. B. (2020). *Qualitative Research: A Guide to Design and Implementation*.
- U., S. (2020). Content analysis: Pop-songs in the english language teaching classes. *Jurnal of NELTA Gandaki*.
- Widodo, H. P. (2024). Engaging language learners through multimodal listening tasks: A case study of using English pop songs. *Innovation in Language Learning and Teaching*, , 215-232.
- Wulandari, S. (2020). YouTube Video: An Authentic Material to Improve Students' Speaking Skill. *JELLT: Journal of English Language and Language Teaching*, 4(2), 72–81.
- Yuniarti, E. (2019). The Effect of YouTube Video Usage on Students' Pronunciation Skill. *Journal of English Education and Teaching*, 3(2), 101–110.
- Zhang, H. (2021). *Assessment and Evaluation in Education: Methods and Practices*.
- Zhang, Y. (2020). Enhancing ESL Learners' Listening Comprehension through Pop Song Lyrics. *International Journal of English Language Teaching*, 1-14.