

ENHANCING SPEAKING SKILL THROUGH YOUTUBE: SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

Speaking is the most important part of communication. Many students in universities, junior high schools, and senior high schools have trouble conveying their ideas to others. Using YouTube to help students ease their ability to practice speaking is promising. Eleven articles showed that kind of notion. They were found on the Google Scholar website. Filtering them by the keyword "learning to speak through YouTube" and the year setting "since 2018" has determined that they are appropriate to be analyzed. All articles adapted method designs such as qualitative, quantitative, and mixed-method approaches differently. The analysis done by each article showed the effectiveness of using YouTube to enhance speaking ability. This kind of finding could be used by teachers to teach the related subject. It also triggers other researchers to do related studies.

Keywords: Grammar, Pronunciation, Speaking, Vocabulary, YouTube.

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INTRODUCTION

Speaking is an essential part of communication. The members of the society communicate with each other to satisfy their business accomplishments. They share their information with others using utterances. The exchange of knowledge is spread through speaking. It enables them to express the intent of the people. The success of interaction among the people, though, is influenced by the speakers' fluency. To improve successful mingling, speaking practice is required in all aspects of daily life (Suseno, 2020).

The students in speaking class need to be able to convey their intention to others. It is important to boost the use of a language for communication. Nevertheless, many students faced problems when practicing speaking. They were reluctant to utter their words to the teacher or friends. It seemed that they did not have sufficient vocabulary in their heads. They also lacked practice in both listening and speaking. They required a method that guided them in developing and directing their vocabulary knowledge (Balbay and Kilis, 2017).

Nowadays, students are internet literate. Their lives are influenced a lot by the information found in their gadgets. One of the familiar applications of using gadgets is YouTube (Yusuf, 2020). The content varies. The students can find music, drama, or podcasts on it. The teacher can manipulate it to meet a specific need in the classroom. Various authentic materials are provided on YouTube. Using it in the teaching-learning process assists the students in improving their competence in speaking skills (Tristiana and Swondo, 2020).

The teacher must provide the tool for students to use to help them improve their speaking skills. Hussin *et al.* (2020) conducted research concerning teaching and speaking. He invited senior high school students to complete it. The focus of learning is to improve the students' ability to speak. Some speaking components, such as pronunciation, grammar, vocabulary, fluency, and comprehension, are the materials that the students need to master. The teacher guides the students in making discussions by incorporating YouTube content in the form of songs and conversations (Alobaid, 2020). The findings of this kind of research were analyzed using a quantitative and experimental approach. According to the findings, using YouTube content to improve speaking skills is effective ($p=0.05$). Understanding is one of the most important aspects of speaking.

METHODS

Some steps of analysis using a systematic literature review need to be guided (Triandini *et al.*, 2019). Hussin *et al.* (2020) said that the procedure of applying the approach of systematic literature review started with planning, conducting, and reporting.

The object of the study is to use YouTube to enhance speaking skills. To see the validity of that kind of study, some other studies with a similar focus need to be analyzed. The articles were taken from different journals listed on Google Scholar.

Planning

Before getting started with the review, some research questions are necessary. They will lead the process of review while pursuing the target. To meet such a goal, research questions are provided.

1. What application is used to develop speaking skills?
2. What kind of methods was used to analyze the findings?
3. What kind of speaking components is developed?
4. What are the participants and results of the study?

RESULTS

Those kinds of questions need to be answered to satisfy the validity of the previous study. It is the systematic literature review that will meet the expectations of the result.

Conducting

To get the materials to analyze, some journal articles need to be obtained. The web address contains a list of journal articles that need to be determined. It is on Google Scholar. To find the desired articles, enter the key phrase "learning to speak through YouTube" into the search section. The publication year must be determined. To get such a goal, the menu "Year" provides it. The option appears when you click it. Choosing "since 2018" is necessary to obtain the proper paper.

Search process

There are a number of titles appearing on the page. Funding the proper ones is important to satisfy the analysis. Some criteria need to be stated. It will serve as filtering guidance. The process of inclusion and exclusion will happen accordingly. To meet such a goal, the questions below guide the process of filtering.

1. Is the paper published after 2018?
2. Is the paper taken from Google Scholar?
3. Does the paper discuss speaking competence and using YouTube?

Ten goods were acquired by responding to such inquiries to obtain the desired papers. Table 1 shows that there was one paper published in 2019, two papers in 2020, three articles in 2021, and five goods in 2022. Based on the first guided question, which required that all articles be published after 2018, such published years were filtered. Five of the ten papers that were collected were published in 2022. It implies that the articles that had the most updates were the ones that were published. All of the articles in the website resource section were collected from Google Scholar. It follows the recommendation 2. The papers displayed by Google Scholar were the most reliable. They came from the output of each individual Google Scholar account. All of the articles in the content section covered the topics of speaking ability and YouTube. It is the subject that the study looked into. The observation was subject-specific. It produces accurate and thorough results. The publishers are discussed in the final section. Each essay was published in a separate journal, as can be seen. They were sourced from both domestic and foreign publishers. It strengthens the effectiveness of the outcomes.

Data collection

Before obtaining the intended papers, the proper website needs to be confirmed. It is on Google Scholar. By clicking on such a website on Google, the page will be displayed. Texting the key in the search box is the important part of finding the numerous intended papers.

After writing "learning English through YouTube" on the search box and choosing "since 2018" on the menu year, the faltered papers appeared. By adopting the stated questions and choosing the ones that fit, 11 papers are found. As seen at Table 1, there are 11 papers from different journals. Each article talks about speaking and podcasting. These kinds of articles were published in 2019–2022. The profiles of the articles fit with the inclusion and exclusion process. It would be the data from the analysis.

Answering research questions

To gain the intended data, the research questions need to be answered. There are three kinds of questions. Each question is answered based on the provided data in the article. It is essential to present valid data. It would complete the analysis process. Table 2 shows the list of research question answers. The items listed in it are the applications, methods, speaking components, participants, and results. It consists of the answer to research questions 1, 2, 3, and 4. It is clear that the study was conducted using three different research designs. There were mixed-method, qualitative, and quantitative methodologies applied. It appears that many analytical vantage points are used to observe the data analysis process. It improves the study's findings. There are several different speech components that can be seen. The articles include grammar, vocabulary, pronunciation, fluency, self-assurance, motivation, listening, reading, writing, speaking, and command expression. It demonstrates how thoroughly the spoken parts were uncovered. It will finish the in-depth conversation.

Ranking the developed skills

The teaching-learning process developed some speaking components. Each article discussed those kinds of components differently. To see the rank of the discussed components, the table of ranking needs to be established. It is important to provide such data to ease the process of the analysis. Table 3 shows the ranked speaking components based on the information from the listed articles. It is seen that pronunciation is on the top of concern. The pronunciation issue is covered in seven articles. After pronunciation, vocabulary, grammar, self-awareness, and speaking fluidity are given priority, motivation, intonation, and comprehension are the articles' secondary concerns. Reading, writing, listening, and command expression received the least attention during the conversation. Pronunciation is the most crucial of all the spoken-word elements that have been explored. It implies that when learning a language, delivery is guided by pronunciation.

The summary of methods and participants in the study

It is important to display in articles the summary of the analysis methods and participants. Showing such data eases the process of

Table 1: The profiles of the papers

Numbers	Titles	Years	Content	Publisher	Website source
1	YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill (Ilyas and Putri, 2020)	2020	Speaking competence and YouTube	J-SHMIC : Journal of English for Academic	Google Scholar
2	Utilizing YouTube to Enhance English Speaking Skill: EFL Tertiary Students' Practices and Perceptions (Truong and Le, 2022)	2022	Speaking competence and YouTube	AsiaCALL Online Journal,	Google Scholar
3	Improving students' speaking skills and motivation using YouTube videos and role-play (Susanti <i>et al.</i> , 2022)	2022	Speaking competence and YouTube	Journal of Educational and Language Research	Google Scholar
4	Students' Perspectives toward Using YouTube in Improving EFL Learners' Motivation to Speak (Alkathiri, 2019)	2019	Speaking competence and YouTube	Journal of Education and Culture Studies	Google Scholar
5	English with Lucy YouTube Channel to Teach Students' Speaking Skill (Mutiarani <i>et al.</i> , 2022)	2022	Speaking competence and YouTube	TEKNOSASTIK	Google Scholar
6	The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' perspectives (Kristiani and Pradnyadewi, 2021)	2021	Speaking competence and YouTube	Journal of Applied Linguistics and Language Research	Google Scholar
7	Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19 (Syafiq <i>et al.</i> , 2021)	2021	Speaking competence and YouTube	Elsya : Journal of English Language Studies	Google Scholar
8	Enhancing Students' Speaking Skills Using YouTube for Maritime English Learning in Akademi Maritim Nusantara (Lengari, 2022)	2022	Speaking competence and YouTube	Saintara : Jurnal Ilmiah Ilmu-Ilmu Maritim	Google Scholar
9	The use of YouTube videos in encouraging speaking skills (Wahyuni and Utami, 2021)	2021	Speaking competence and YouTube	Pustakailmu.id	Google Scholar
10	The Effect of YouTube Videos in Teaching Speaking Skills for Eighth Grade Students (Tristiana and Swondo, 2020)	2020	Speaking competence and YouTube	Jurnal Riset Pendidikan (JRP)	Google Scholar
11	YouTube videos for improving speaking skills: The benefits and challenges according to recent research in EFL context (Purwanti <i>et al.</i> , 2022)	2022	Speaking competence and YouTube	Jurnal Pendidikan Teknologi dan Kejuruan	Google Scholar

Table 2: The response of the research questions

Number	The applications	Methods	Speaking components	participants	Results
1	YouTube	Qualitative	Confidence	College students	Improving the students' speaking skills
2	YouTube	Mixed	Grammar, vocabulary, pronunciation, fluency	College students	Improving the students' speaking skills
3	YouTube	Quantitative	Speaking, motivation, confidence	College students	Improving the students' speaking skills
4	YouTube	Quantitative	Pronunciation, motivation, confidence	College students	Improving the students' speaking skills
5	YouTube	Quantitative	Pronunciation, vocabulary, grammar	Senior high students	Improving the students' speaking skills
6	YouTube	Quantitative	Pronunciation, vocabulary, intonation, comprehension	College students	Improving the students' speaking skills
7	YouTube	Qualitative	Vocabulary, speaking fluency, pronunciation, grammar	College students	Improving the students' speaking skills
8	YouTube	Qualitative	Speaking, listening, reading, writing	Junior high student	Improving the students' speaking skills
9	YouTube	Quantitative	Pronunciation, vocabulary, intonation	College students	Improving the students' speaking skills
10	YouTube	Quantitative	Command expressions	Junior high students	Improving the students' speaking skills
11	YouTube	Quantitative	Pronunciation, grammar, vocabulary, fluency, and comprehension	Senior high students	Improving the students' speaking skills

Table 3: The ranking of the developed speaking components

Number	Speaking components	Article numbers	Total
1	Speaking	3, 7, 8	3
2	Reading	8	1
3	Writing	8	1
4	Listening	8	1
5	Pronunciation	2, 4, 5, 6, 7, 9, 11	7
6	Vocabulary	2, 5, 6, 7, 9, 11	6
7	Grammar	2, 5, 7, 11	4
8	Intonation	6, 9	2
9	confidence	1, 3, 4	3
10	Fluency	2, 7, 11	3
11	Command	10	1
12	Motivation	3, 4	2
13	Comprehension	6, 11	2

data analysis. It will lead the readers to the intended purpose of the analysis. This kind of summary is shown in Table 4. The methods and participants are clearly visible in the articles in which they are used. It is clear that most articles intentionally combine qualitative and quantitative methodologies. To obtain the result in detail, they would like to concentrate on one of the two ways. To achieve satisfied results, a thorough investigation from an analytical perspective is becoming more and more important. However, the mixed-method technique is only used in one publication. It is concluding the analysis's point of view. Enhancing the study's strength is crucial.

DISCUSSION

The proper data

The data came from the intended sources. It is the information gained from the articles. The validity of such articles is shown in Table 1. It can be seen that each article meets the filtering requirement. There are 11 articles listed. The requirement of including and excluding articles must be met during the filtering process. The condition is that each article must be taken from the Google Scholar website, discuss podcasting, and speaking competence, and be published after the year 2018. It is also seen that each one was found on Google Scholar, talked about speaking competence, and was published after the year 2018. All the listed articles fit the requirement. Moreover, they are published in different journals. It emphasizes the independence of the content. It causes them to be appropriate for the analysis.

The answer to research questions

Research question 1

Research question 1 asks about the application used to conduct teaching and speaking. As shown in Table 1, each article mentions that YouTube is the only application to be used in its research. Using this

kind of application to enhance speaking practice seemed beneficial for the students. YouTube consists of voice and transcription. The students can use it to build their pronunciation, vocabulary, grammar, and other speaking components. It is essential to establish a successful speaking practice. Due to the content, each article uses to enhance the participants' speaking development.

Research question 2

The use of analysis methods is asked in research question 2. Each article applies the research method independently. The method of analysis used in the articles is different from one to another. As shown in Table 4, five articles used a qualitative method, while the remaining five used a quantitative one. Only one article adapted a mixed-method approach. Using the various methods yields reliable results. Each article stated that, in its analysis, using YouTube to enhance speaking competence is beneficial. The participants improved their public speaking skills by delivering the ideas. It is shown in Table 2.

Research question 3

The first research question inquires about the abilities gained after learning to speak through podcasts. The answer to this question is given accordingly based on the content of the articles. It is stated in Table 2. The components of speaking skills such as speaking, listening, reading, and writing; vocabulary building; pronunciation practice; intonation; confidence building; motivation; grammar; fluency; comprehension; and command expression are developed during the process of learning. Each article discussed such materials differently.

To see the frequency of each component, Table 3 has it. It is clear that pronunciation takes first place. It is mentioned in seven of the 11 articles. It seems that pronunciation is the most important component compared with the others. People implement it to conduct deliveries. Failure to practice proper pronunciation leads to communication failure. It is one of the reasons why pronunciation is considered the most important one.

The second category is vocabulary. It is used in six of the 11 articles. The use of vocabulary in speaking practice is unavoidable. People cannot express their thoughts if they do not have sufficient vocabulary in their heads. It is the word that represents the thought to be expressed. It is the important part that must be developed to enhance the success of delivery. In the process of learning to speak, the students need to learn to build their vocabulary knowledge. It is necessary to enhance their utterances.

Grammar sits in the third position. It is discussed in four out of 11 articles. People need to learn it to make their delivery understandable.

Table 4: Methods and participants

Number	Methods	Article numbers	Participants	Article numbers
1	Qualitative	1, 7, 8, 9, 11	College students	1, 2, 3, 4, 6, 7, 9
2	Quantitative	3, 4, 5, 6, 10	Senior high students	5, 11
3	Mixed-method	2	Junior high students	8, 10

It is the rule for how people construct sentences. With such competence, people can conduct communication easily. Bettering communication by developing grammar skills enhances the success of speaking practice. Through YouTube, students can get a model of proper grammar usage in the proper context.

The other position is taken by speaking, fluency, and confidence. They are developed in three out of 11 articles. It sits in the fourth position. It seems that those skills are needed by the students who do not have problems with pronunciation, vocabulary, or grammar. They need to work on their public speaking skills. Having good competence in speaking practice will influence the fluency and confidence of the delivery.

Intuition and motivation are taking the fifth position. Each of them is developed in two of the 11 articles. Reading, writing, listening, and command expression are taking on the last position. Each of them is discussed in one article. It seems that the components in the fifth and sixth positions are complementary to the speaking component and enhance the success of speaking practice.

The answer to research question 4

The number of participants is asked in research question 4. As shown in Table 2, the participants are from universities and senior and junior high schools. They participated to experience the process of language learning using YouTube. To see the number of the articles involving the participants, Table 4 has it. It could be seen that seven out of 11 articles involved college students in their research. It is essential for those students to get the benefit of it. In their studies, they must give numerous presentations. Some future jobs for them will also require the mastery of speaking skills.

Nevertheless, two articles involved senior high school students, and the other two invited junior high school students. The students in junior high and senior high schools often had problems practicing speaking. They experienced obstacles in delivering ideas to other people. Joining this kind of research benefits them by easing their ability to convey their intention. It will help them activate their involvement in speaking class (Pratama and Ningsih, 2022).

The gadgets are commonly used by the students at school and at home. YouTube is one of the applications that the students often use to see the videos. Students in colleges, junior high, and senior high schools used this type of application on their mobile devices. It is proven by the content of the analyzed articles. The content of YouTube enables them to develop their speaking skills (Albahlal, 2019). Analyzing the content of the articles, it is seen that the major speaking components such as pronunciation, vocabulary, and grammar are the primary focus. Those components help students build their speaking skills. Using YouTube content to improve speaking ability has proven to be affective (Meinawati *et al.*, 2020). This kind of result is shown by 11 related articles from different publishers. They were found on the Google Scholar website. This finding completes the previous study stated in the introduction.

CONCLUSION

Speaking is the most important part of communication. Many university students, as well as senior and junior high school students, struggled

with speaking practice. It is impeding their ability to communicate their ideas. To help the students overcome such obstacles, 11 articles were analyzed. Those articles discussed speaking competence and YouTube. After implementing quantitative, qualitative, and mixed methods, the findings were analyzed. It turns out that implementing YouTube content to enhance speaking development is effective. The three major components of speaking such as pronunciation, vocabulary, and grammar are developed greatly. This kind of result is important to help teachers and students better understand the method of speaking and learning.

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