

**THE EFFECTIVENESS OF USING YOUTUBE VIDEOS IN
TEACHING ENGLISH SPEAKING SKILLS AT
ISLAMIC JUNIOR HIGH SCHOOL**

THESIS



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2025**

COVER PAGE

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ISLAMIC JUNIOR HIGH SCHOOL**

THESIS

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This thesis to fulfill the requirement for the degree of *sarjana* (S1) in English Department Study Program, State Islamic University Syekh Wasil (UIN) of Kediri.

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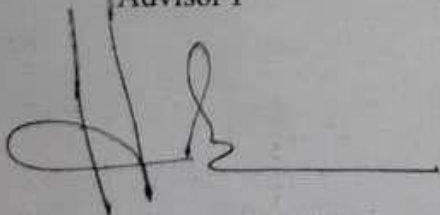
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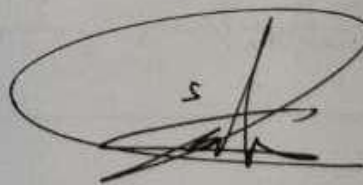
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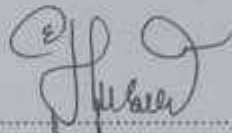
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MOTTO

“ The journey of writing this thesis is not just about completing a degree, but about growing through challenges, learning with humility, and striving to leave a mark, not for recognition, but for contribution.”

(Perjalanan menulis skripsi ini bukan sekedar tentang meraih gelar, tetapi tentang tumbuh melalui tantangan, belajar dengan kerendahan hati, dan berusaha memberi jejak bukan demi pengakuan, tetapi demi kontribusi)

DEDICATION

Bismillahirrohmanirrohim, Alhamdulillah, Thanks to Allah SWT, who has given me the smoothness and ease so that I can complete my thesis writing. Who has brought us from the dark ages to the era full of knowledge. This thesis is dedicated to:

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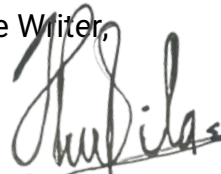
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At last the author hopes that Allah SWT will repay all the kindness of all parties who have helped in the process of preparing and completing this thesis. Hopefully, this thesis will be useful in contributing to the development of science.

Kediri, 20 November 2025

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ABSTRACT

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The rapid growth of technology in education has brought significant changes to English language teaching, particularly in developing students speaking skills. The urgency of this topic lies in the increasing demand for effective digital learning tools that can enhance students speaking skills, especially in contexts where conventional media remain dominant and student engagement is still low. In Islamic junior high school, students often struggle to express ideas verbally due to limited exposure to authentic English use, lack of confidence, and monotonous teaching methods. To address this issue, this study aims to investigate the effectiveness of using YouTube videos in teaching English speaking skills at MTsN 3 Kediri. YouTube was chosen as a learning medium because it provides authentic audiovisual material that expose learners to real-life language contexts, thereby enhancing their pronunciation, fluency, vocabulary, grammar, and comprehension.

This research employed a quantitative approach using an equivalent design involving two groups: an experimental group taught by using youtube videos and a control group taught by using powerpoint slides. The total participants were 60 students of the seventh grade at MsTN 3 Kediri, divided equally between the two groups. The data were collected through pre-test and post-test evaluating five aspects of speaking performance pronunciation, vocabulary, grammar, fluency, and comprehension. The data were analyzed using ANCOVA (Analysis of Covariance) to determine whether there was a significant difference in the speaking achievement of both groups after the treatment.

The findings revealed that students taught by using YouTube videos obtained significantly higher post-test score than those taught powerpoint slide. The ANCOVA result showed that the significance value of 0.038(<0.05), indicating that youtube videos had a positive and significant effect on students speaking skills. Furthermore, students in the experimental group demonstrated greater motivation, confidence, and enthusiasm in speaking activities. In conclusion, the use of YouTube videos is proven to be an effective medium for improving students english speaking skills at the Islamic junior high school level. Therefore, English teachers are encouraged to integrate YouTube based materials into their teaching practices to create engaging, communicative, and student centered learning environments.

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