

Research Article

Improving The Students' Speaking Skills in Formal Contexts Using Youtube Videos

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Abstract: This classroom action research (CAR) aims to improve students' English-speaking skills in formal communication contexts. The study focuses on second-semester students of the Business and Professional Communication Study Program at Politeknik Negeri Madiun in the 2024/2025 academic year. The main problem addressed is the students' low ability to speak English formally and fluently. The objective is to determine whether watching YouTube videos can enhance students' formal speaking performance. The research employed both qualitative and quantitative methods. Qualitative data were obtained from students' performance scores before and during the implementation, while quantitative data were gathered through observations, questionnaires, and interviews to compare pre-test and post-test results. The intervention used several active viewing techniques, including active viewing, freeze framing and prediction, silent viewing, and reproduction activity. The findings indicate a consistent improvement in students' speaking abilities across all research cycles. The average scores increased from 61.1 in the pre-test, to 63.6 in post-test Cycle I, 66.6 in Cycle II, and 70.0 in Cycle III. These results demonstrate that integrating YouTube videos with active viewing techniques effectively enhances students' formal speaking competence. In conclusion, the use of interactive video-based learning can significantly support the development of English-speaking skills in formal contexts for vocational students.

Keywords: Classroom Research; Formal Communication; Speaking Skills; Vocational Students; YouTube Videos

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1. Introduction

Nowadays, the development of communication in all aspects of life grows fast. This condition is one of the reasons that international languages are the key to get the goal of communication and one of them is English. It becomes the dominant language as it is the language of science, tourism, internet, technology, a very large extent of trade, and export. That is why improving the quality of teaching English is very important to prepare the learners of English as a foreign language to be competitive as the human resource in their life.

Students, as young generation, need to be communicatively competent in English as it is the international language. It means that they need to study hard and be more creative to master the four language skills in passive and active way namely listening, speaking, reading, and writing.

Speaking is the most important one because people who know the language are referred to as "speakers" of that language. When the students master speaking English, they are able to get more knowledge, to fulfill certain education requirements, to travel abroad, to gain access to the culture of English speaking nations, or simply to meet more people from different countries. Therefore, this research is concerned with one of the skills that is speaking.

Speaking is an active language action from the language users that demand the real initiation in language employing to express self orally. It is very important for the students of Business English for Communication and Professional Study Program especially for those who are on the second semester.

Unfortunately, the second semester's students of Business English for communication and professional study program, generally, do not feel confident in using English to communicate with their friends because they are afraid of making mistakes or even for formal communication. Some of the students are not motivated to speak English as their friends prefer to use informal to formal one. The other students are not creative in delivering their opinion as they have limited English 1 vocabularies. They often speak very little for formal communication because they just want to try their speaking skill. When they speak formal English, they often make mistakes in arranging, choosing, and pronouncing words. Besides they often use English for daily communication. As a result, the listeners do not understand what they mean and the language used is classified to informal.

Teaching speaking is a very important part of foreign language learning, since oral communication seems to be more widely used than the written one. The ability of communication in a second language clearly and efficiently contributes to the success of the learner at campus and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is described. With this aim, various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun.

Generally, there are some aspects of teaching which can influence students' speaking skills. They are lecturer, and strategy. A good strategy brings the significant influence in the success of the process of teaching learning, especially in terms of improving students' speaking skill in the class. So, the effective way should be applied by the lecturers in achieving class objectives.

To help the lecturers in teaching speaking for polytechnic students, lecturer may use an interesting teaching way to present their teaching materials that also help them in creating an interesting class. Besides, the students are motivated to practise their English without burden and force. They get the relax and fun occasion to express their ideas and opinion in English orally. They are also more creative to deliver their expression, thought, and opinion in good English such as arranging, choosing, and pronouncing words, and organizing sentences for formal situation.

YouTube is the biggest and popular site of online video within the world. Recently, YouTube users spread across the world of all ages, from kids to the adults. The users can transfer, search, watch, discuss about videos and additionally share 2 video clips without charge (Jalaluddin, 2010). The researchers find YouTube to be another technique for improving the students' speaking. When watching YouTube based videos, students are required to get the ideas to talk from the speaker's atmosphere so that students can try to do imaginative, intensive, reactive, active, interactive to comprehensive speech performance. Speaking skill would be higher if the atmosphere or genuine content promotes it as schemas for the students. Implementation of this strategy includes the often part-based pre-work, the work process, and the portion focusing on languages. This strategy is expected to help the scholars solve the problems and increase the speech achievement of the scholars. (Riswandi, 2016).

Based on the background of this research, the researcher proposes a research entitled "Improving the Students' Speaking Skills in Formal Contexts Using YouTube Videos (A Classroom Action Research at the Second Semester of English for Business and Professional Communication Study Program at State Polytechnic of Madiun in the Academic Year of 2024/2025)".

2. Preliminaries or Related Work or Literature Review

This section presents the theoretical foundation and relevant studies that support the present research. It reviews key concepts, previous findings, and scholarly discussions related

to the topic, providing a clear understanding of the existing body of knowledge. By examining prior research and identifying gaps or limitations, this section establishes the rationale for the current study and situates it within the broader academic context.

Speaking

The Nature of Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts (Chaney, 1998: 13). Harmer (1991: 46) states that when communication takes place, there are a speaker and listener. Assuming of an affective communication, there is a desire for the communication to be effective both from the point of view of the speaker and the listener. It means that speaking must be delivered using the effective oral communication requiring the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. It also involves non linguistic elements such as gestures, body language or posture, and facial expression. Furthermore, Brown (2004: 167) states that speaking is very complex task to understand the nature of what appears to be involved. Speaking proficiency is depending on grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Tarigan (1985: 21) defines speaking as the capability to articulate the sound expressing and delivering thought, opinion, and wish.

The Aspects of Speaking

Bygate (1987: 3) states that in order to achieve a communication goal through speaking, there are two aspects to be considered – knowledge of the language and skill in using this knowledge.

a. The knowledge of speaking

Bukart (2006: 15) states that speaking involves three areas of knowledge as follows: 1) Mechanisms (pronunciation, grammar, and vocabulary) It refers to using the right words in the right order with the correct pronunciation. 2) Functions (transaction and interaction) 6 It refers to knowing when clarity of message is essential (transaction or information exchange) and when precise understanding is not required (interaction or relationship building) 3) Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, and relative roles of participants) It refers to understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

b. The skill of Speaking

Syakur (1987: 3) states that there are, generally, at least four components of speaking skill: comprehension, grammar, vocabulary, pronunciation, and fluency. 1) Comprehension Oral communication certainly requires a subject to respond to speech as well as to initiate it. 2) Grammar It is needed for students to arrange a correct sentence in conversation, and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also used to learn the correct way to gain expertise in a language in oral and written form. 3) Vocabulary One cannot communicate effectively and express their ideas both orally and in written form if they do not have sufficient vocabulary. So vocabulary means the appropriate diction which is used in communication 4) Pronunciation Pronunciation is the way students produce clearer language when they speak. It deals with phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in language. 7 5) Fluency Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items.

Micro and Macro Skills of Speaking

List of speaking skills can be drawn up for the purpose to serve as a taxonomy of skills from which one will select one or several that will become the objective of an assessment task. Brown (2004: 142-143) states that the micro skills refer to the producing the smaller chunks of language such as; phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion nonverbal communication, and strategic options. The micro and macro skills total roughly 16 objectives to access in speaking are as follows:

Micro Skills

To develop effective speaking skills in English, learners need to master several essential components of oral production. They should be able to produce distinct English phonemes along with their allophonic variants accurately. Furthermore, they must demonstrate the ability to produce chunks of language of varying lengths while applying correct stress patterns, rhythmic structures, and intonation contours. Proficiency in using reduced forms of words and phrases is also crucial for achieving natural speech. In addition, speakers should be capable of employing an adequate number of lexical units to fulfill specific pragmatic purposes and produce fluent speech at different rates of delivery. Effective speakers monitor their own oral production and make use of strategic devices such as pauses, fillers, self-corrections, and backtracking to ensure clarity. They must also apply grammatical systems accurately, including correct word classes, tenses, agreements, and word order, and produce speech in natural constituents such as appropriate phrases, pause groups, and breath groups. Moreover, they should be able to express a single meaning through various grammatical forms and employ cohesive devices effectively to maintain coherence in spoken discourse.

Macro Skills

In effective spoken communication, speakers must be able to appropriately accomplish various communicative functions according to the situation, participants, and goals of the interaction. They should use suitable styles, registers, and pragmatic conventions while applying conversation rules such as turn-taking, interrupting, and maintaining or yielding the floor in face-to-face interactions. Competent speakers are also expected to convey logical and semantic links between events, distinguishing focal and peripheral ideas, expressing emotions, and balancing new and given information through clear generalizations and exemplifications. Additionally, successful communication involves integrating nonverbal elements—such as facial expressions, gestures, body language, and other kinesic cues—alongside verbal messages to enhance meaning. Finally, effective speakers employ a range of speaking strategies, including emphasizing key words, rephrasing for clarity, providing contextual clues for interpretation, seeking assistance when needed, and continuously monitoring how well their interlocutors understand them.

Based on the theories written above, it can be concluded that speaking is a productive skill used to express ideas, opinions, feelings, emotions, knowledge, and messages. It is also the students' skill to comprehend conversation, understand grammar, use proper vocabularies, organize them correctly, and deliver them fluently in correct pronunciation, intonation and stress. In short, it is an interaction that involves comprehension, fluency, vocabulary, pronunciation, and grammar.

Testing Speaking

Speaking is a productive skill that can be directly and empirically observed. Those observations are invariably coloured by the accuracy and effectiveness of a test taker. Testing speaking is conducted to identify how competent the students are. Therefore, the teacher has to hold the test through some criteria. Kaye (2009: 2) states that there are four criteria of speaking as follows:

Fluency and Coherence

They refer to how good the students are at keeping talking at the right speed and how good they are at connecting their ideas together. It is a fairly general criteria which includes evaluating the relevance of the students's answers, but in terms of the elements, they refer to speakers's need in understanding and following the rules of language at a word, sentence and text level.

Lexical Resource

It refers to how much vocabulary the student has and how well they use it. As well as the rules of language at a word level, this criterion considers the communicative functions of speech and the social meaning of speech.

Grammatical Range and Accuracy

They refer to how many structures the students have and how well they use them. Again, as well as the rules of language, this criterion considers the communicative functions of speech.

Pronunciation

The pronunciation refers to how well the students pronounce the language. As well as considering the communicative effect of the students's pronunciation, there is evaluation of how much strain it causes on a listener, and how noticeable their accent is - although accent itself is not a problem. This criteria refers to speakers's in producing the phonological features of speech. Furthermore, Louma (2004: 59) states that speaking scores express how well the examinees can speak the language being tested. They usually take the form of numbers, but they also be verbal categories such as 'excellent' or 'fair'. Scale for assessing speaking must be related to the purpose of the test and the definition of the construct to be assessed.

Both Oller (1979: 321-323) and Richards and Renandya (2002: 222-223) adapted from the FSI to classify the proficiency description as follows:

a. Accent

In evaluating students' accent, six levels of proficiency are considered. At the lowest level, pronunciation is frequently unintelligible. The next level shows frequent gross errors and a very heavy accent that make understanding difficult and require frequent repetition. As improvement occurs, a "foreign accent" still requires concentrated listening, and mispronunciations may lead to occasional misunderstanding and apparent errors in grammar and vocabulary. A more advanced level is characterized by a marked "foreign accent" and occasional mispronunciations that do not interfere with understanding. At the fifth level, there are no conspicuous mispronunciations, although the speaker would not be mistaken for a native speaker. The highest level represents native-like pronunciation, with no trace of a foreign accent.

b. Grammar

Grammar is assessed based on accuracy and control of language patterns. The lowest level reflects grammar that is almost entirely inaccurate except for stock phrases. The next stage demonstrates constant errors, showing mastery of very few major grammatical patterns and frequently preventing communication. Students at the mid-level may make frequent errors, indicating that some major patterns remain uncontrolled, occasionally causing irritation and misunderstanding. At the next stage, only occasional errors appear, showing imperfect control but without causing misunderstanding. A more proficient speaker makes few errors and shows no consistent pattern of failure. The highest level is achieved when no more than two grammatical errors occur during the interview.

c. Vocabulary

The vocabulary criterion focuses on the range and appropriateness of words used. The lowest level is characterized by an inadequate vocabulary even for the simplest conversation. The next stage involves vocabulary limited to basic personal and survival topics such as time, food, transportation, and family. As proficiency increases, word choice becomes sometimes inaccurate, and limitations in vocabulary prevent discussion of some common professional or social topics. At the next level, students possess adequate professional vocabulary to discuss special interests, and their general vocabulary allows them to discuss non-technical subjects with some circumlocutions. A more advanced speaker uses a broad and precise professional vocabulary and an extensive general vocabulary sufficient to handle complex practical problems and varied social situations. At the highest level, vocabulary is as accurate and extensive as that of an educated native speaker.

d. Fluency

Fluency measures the smoothness and continuity of speech. At the lowest level, speech is so halting and fragmentary that conversation is virtually impossible. The next stage involves very slow and uneven speech, except for short and routine sentences. At the intermediate level, speech is frequently hesitant and jerky, and sentences may feel incomplete. Students at the next stage speak with only occasional hesitation, showing some unevenness due to rephrasing or searching for words. At the fifth level, speech is generally effortless and smooth, though still perceptibly non-native in rhythm and evenness. The highest level represents speech that is effortless, smooth, and natural across both professional and general topics, comparable to that of a native speaker.

e. Comprehension

Comprehension refers to the ability to understand spoken language. At the lowest level, the listener understands too little for even the simplest conversation. The next stage allows understanding only of slow and simple speech on common social or touristic topics, requiring

constant repetition and rephrasing. The third level shows the ability to comprehend careful and somewhat simplified speech during dialogue, though considerable repetition may still be needed. At the next stage, the listener understands normal educated speech quite well during conversation, requiring only occasional repetition or rephrasing. The fifth level represents comprehension of almost all normal educated conversation, with difficulty arising only from rare colloquial expressions, low-frequency vocabulary, or exceptionally rapid or slurred speech. At the highest level, the listener fully understands both formal and colloquial speech, as would be expected of an educated native speaker.

Teaching Speaking

Teaching speaking is a very important part of foreign language learning, since oral communication seems to be more widely used than the written communication. Kayi said what is meant by “teaching speaking is to teach ESL learners to: (1) produce the English speech sounds patterns; (2) use word and sentence stress, intonation patterns and rhythm of the second language; (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; (4) organize their thoughts in a meaningful and logical sequence; (5) use language as a mean of expressing values and judgments; (6) use the language quickly and confidently with few unnatural pauses, which are called as fluency (Nunan, in Kayi, 2006:1). Therefore, teacher should emphasize the development of oral communication in teaching English. Nunan (1989: 32) states that teaching speaking should be about fostering: (1) the ability to articulate the phonological features of the language comprehensibly; (2) mastery of stress, rhythm, and intonation patterns; (3) an acceptable degree of fluency; (4) transactional and interpersonal skills; (5) skills in taking short and long speaking turns; (6) skills in negotiating meaning; (7) conversational listening skills (successful conversations require good listeners as well as good speakers); (8) skills in knowing about negotiating purpose for conversation; and (9) using appropriate conversational formulae and fillers. Based on the theories written above it can be concluded that speaking takes a big role in the language learning process. It is very important for the lecturer to give their students opportunity to practice speaking which includes the students’ imagination in devising situation which causes the use of language in the expression of the students’ own meaning.

Types of Classroom Speaking Competence

Types of classroom speaking competence categories are applied to the kinds of oral production that students are expected to carry out in the classroom. Brown (1994: 266) states that there are six speaking competence applied in the classroom as follows:

Imitative

In this type of competence, students are asked to repeat or imitate the teachers’ speech or speech of tape record. Imitation of this type is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements of language form. In other words, this activity focuses more on form rather than on meaning. Such activity is called “drilling”. Drills offer students an 16 opportunity to listen and repeat certain strings of language orally that may pose some linguistics difficulties-either phonological or grammatical. They offer limited practice through repetition. Furthermore, Brown states that drills can help to establish certain psychomotor patterns and to associate selected grammatical with their appropriate context.

Intensive

In this type of competence, students deal with their linguistics difficulties either phonological or grammatical aspect of language. Brown states that intensive speaking goes one step beyond imitation to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

Responsive

In this type of competence, students may give short replies to teacher or even students had an initiative for asking questions or comments. Students’ responses are usually sufficient and do not extend in dialogues. However, such speech can be meaningful and authentic.

Transactional (dialogue)

In this type of competence, students are involved in exchanging specific information with their conversational partners. This activity is carried out for the purpose of conveying

specific information. Brown states that transactional language is an extended form of responsive language. It may have more of a negotiate nature than merely responsive speech.

Interpersonal

In this type of competence, students actively participate in the authentic give and take of communicative interchange. This type of activity is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

Extensive (monologue)

In this type of competence, students are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. This type of activity is to develop students' global oral ability of producing spoken language which is more formal and deliberative.

Teaching Speaking by Using YouTube

YouTube videos can be used in a various way to teach speaking skill in the classroom. As suggested by Cakir (2006) there are some practical techniques for video implementation in classroom such as;

Active viewing

The students have to participate actively in viewing the video since this strategy requires them to focus their attention on the primary subject of the video. Before showing the video, the teacher should put some essential questions regarding the video on the board so that the students have a general understanding of the subject. The students may take notes while viewing the video, and then they must answer the questions orally. The students allowed them to watch and listen for specific information needed for detail understanding.

Freeze Framing and Prediction

It means by clicking the pause button on the screen. Then, the students guess what will occur in the following actions when the situation is frozen. Freeze framing is ideal for speculative purposes. This practice also stimulates students' imaginations by having them hypothesize and deduce more facts about the figures.

Silent Viewing

Considering video is an audio-visual medium, the sound and picture are distinct elements. Silent viewing catches the attention of students' curiosity, encourages cognition, and enhances anticipating skills. In silent viewing, the video segment played without sound, focusing entirely on the image. When students are watching a video for the first time, this activity can also be used as a prediction technique. One method is to play the video segment without sound and instruct students to observe the characters' behavior and use their powers of deduction. Then, at intervals, press the pause button to stop the picture on the screen and have students guess what is going on and what the characters might be saying, or ask students what has happened up to that point. The video segment is replayed with the sound on so that students can compare their impressions to what actually occurs in the video.

Reproduction Activity

After viewing the video, the students are required to reproduce what is being said, explain what is occurring, or to write or retell what has happened. This practice challenges students to put their knowledge to the test. Even if it is difficult and mistakes are made, students will profit by trying in English.

3. Proposed Method

The research applied Classroom Action Research (CAR). Harmer (2003: 414) states that Action Research is the name given to a series of procedures teacher can engage in, perhaps because they wish to improve aspects of their teaching, or alternatively, because they wish to evaluate the success and/or appropriation of certain activities and procedures.

The Procedure of the Research

Writing Action research is described as a spiral steps and there are four stages: planning, acting, observing, and reflecting (Lewis in McNiff, 1998: 22). The scheme is shown below:



A representation of Lewin's Action Research Cycle (Mills, 2000: 17) is as follows:

Planning

The students' problem in speaking English was classified based on the interview and observation in the pre cycle of the second semester's students. There were three basic problems found that expressed by ashamed to communicate in English all the time; the difficulty to use English patterns, lack of vocabulary and many mistakes on pronunciation. The researcher decided to use YouTube Videos to solve the problems above by implementing the activities as follows: 1) designing learning activities using YouTube Videos; 2) setting the objectives that were achieved in observation; and 3) designing the tests that were used to know the success of the action.

Acting and Observing

The observation was done along with the implementation or the action. The researcher implemented YouTube Videos through the steps and activities. They were designed and formed based on the students' problem, such as: Active Viewing, Freeze Framing and Prediction, Silent Viewing, and Reproduction Activity. The activities or action of YouTube Videos were done in groups. The researcher observed the ongoing process of implementation. The interview was also done to know the students' opinion during learning English through YouTube Videos.

Reflecting

In this time, the researcher reflected and reviewed everything that had done during the action of the activity. It was used to evaluate the success and failure of the implementation of YouTube Videos to solve the students' problems. The failure were solved for the next cycle.

Technique of Data Collecting

There are two kinds of data which are used in this research, the quantitative and qualitative data. The qualitative data are in the form of students' scores. The data are students' scores from the beginning of the research to the end of the research. They are taken from the test. The qualitative data are collecting by the following techniques: observations, questionnaires, interviews, and document.

Technique of Data Analysis

The quantitative data were analyzed by using descriptive statistics. It compared between the score of the pre-test, before implementing watching You Tube videos and the score of post-test, after implementing watching YouTube videos and applying the four techniques. The qualitative data were analyzed constant comparative analysis. It requires the researcher to take one piece of data and compare it to all other pieces of data that were either similar or different.

4. Results and Discussion

The second semester students of English for Business and Professional communication were expected to be able to speak English well inside or outside the classroom. This target was expected to show the existence of the new study program at state Polytechnic of Madiun. Besides, it was also targeted to run all the programs of English for Business and Professional communication Study Program such as; daily English and English club. Unfortunately, this condition was not same as the researcher's expectation. The students had some problems on speaking. The students preferred using Indonesian and Javanese to communicate with their

friends. They practised their English when the lecturer reminded them. They used English on simple communication or short conversation. They seemed afraid of making mistake when they communicated in English. They were also lack of structures understanding and the usage of English vocabularies. In pre survey on Friday March 10th, 2025 in answering the questions, "Do you think that speaking English important?" and "Is speaking English easy?" some students replied in the short answer. The others preferred using Indonesian or Javanese to English as they could express with full of feeling. They thought that speaking English was difficult and unexpressed well. Based on the interview answered by the students, it could be concluded that the students had problems in speaking English especially on comprehension, fluency, vocabulary, pronunciation, and grammar. The researcher found the problems through the interview and observation. The problem also based on the pre-test on Friday March 14th and 17th, 2025. The researcher played on the video of formal communication from YouTube and started to explain some points. Some students paid attention well. The others looked so interested in by interrupting and questioning to the researcher. The condition directly changed when the researcher asked the students to retell the video in front 23 of the class. They looked so nervous and afraid of speaking English in front of the class. They were busy to take a note and opened their dictionary as they were lack of vocabularies. They also got difficulty to arrange some words and pronounce them correctly. The students delivered in simple sentences as they are afraid of making mistakes. In short, It could be concluded that the students had some problems on comprehension, fluency, vocabulary, pronunciation, and grammar. After finishing all the steps of the cycles, the researcher designed the goal of the research such as the students were able to; comprehend on their topics, use the correct words, choose the correct structures, speak in the correct intonation, stress, and pronunciation, and deliver their sentences fluently.

Cycle I

It had been stated that the second semester students of English for Business and Professional Communication Study Program of state polytechnic of Madiun got some problems on speaking. They faced the problem on comprehension, fluency, vocabulary, pronunciation, and grammar. The suitable method chosen was using YouTube Videos. It was used to make the goal of the research come true. The first cycle was used to describe the process of teaching and learning by using YouTube Videos in order to improve the students' skill on speaking for formal contexts. It was done in four steps such as; 1) planning; 2) acting; 3) observing; and 4) reflecting.

Planning

In this step, the researcher planned the lesson plans in order to achieve the goal. YouTube Videos were chosen as the way to bring the students get out of their daily activity of the curriculum. It was chosen as it could make the students learn English especially on speaking without any burden and in the relax situation. The 24 lesson plans were as follows: 1) designing the indicators achieved; 2) choosing the activities, Active viewing and Freeze Framing and Prediction; 3) using some videos of formal conexts; 4) arranging the students' task; and 5) designing spoken assessment.

Acting

The action was done for four meetings. The first meeting, the researcher played on YouTube Videos and explained about networking and the professional introduction. The second meeting, the researcher played on YouTube videos and explained the way to describe a product or project. The third meeting the researcher played on YouTube Videos and explained about persuading. In the fourth meeting, the researcher invited all the students to perform about the professional introduction, describing product, and persuading separated by groups in front of the class.

Observing

The observation was aimed to know the influence of the method applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during watching YouTube Videos; interviewing the students after watching YouTube Videos; and holding spoken test to know the improvement of the speaking indicators.

Reflecting

In the cycle I, the students said that the techniques of learning by Using YouTube Videos such as Active Viewing and Freeze Framing and Prediction motivated them to learn English more especially on speaking. They cooperated well with their friends when they were

asked to discuss after watching videos and explained by the researcher several points of material focus. They helped each other to solve the difficulty and problem during the group discussion. Using YouTube Videos in the cycle I also gave them a new experience in learning English as they could learn and practice their skill without any burden, in the relax situation, and with the help of audio-visual object.

Cycle II

Based on the evaluation of the first cycle, the researcher found the second semester students of English for Business and Professional Communication Study Program of state polytechnic of Madiun got some problems on speaking such as comprehension, fluency, vocabulary, pronunciation, and grammar. They got difficulty to understand as lack of vocabularies, could not speak fluency as limited practice, made error on structures, and made mistakes on pronunciation. The researcher continued the research to the second cycle which consisted of four steps such as; 1) revised planning; 2) acting; 3) observing; and 4) reflecting.

Revised Planning

In this step, the researcher planned the lesson plans in order to achieve the goal. YouTube Videos were chosen as the way to bring the students get out of their daily activity of the curriculum. It was chosen as it could make the students learn English especially on speaking without any burden and in the relax situation. The lesson plans were as follows: 1) designing the indicators achieved; 2) choosing the activities, Silent Viewing, and Reproduction; 3) using some videos of formal contexts; 4) arranging the students' task; and 5) designing spoken assessment.

Acting

The action was done for four meetings. The first meeting, the researcher played on YouTube Videos and explained about Giving and Receiving feedback. The second meeting, the researcher played on YouTube videos and explained communicating in cross-cultural contexts. The third meeting the researcher played on YouTube Videos and explained about presenting data. In the fourth meeting, the researcher invited all the students to perform about giving and receiving feedback, communicating in cross-cultural contexts in a dialog communication and presenting data separated by groups in front of the class.

Observing

The observation was aimed to know the influence of the method applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during watching YouTube Videos; interviewing 26 the students after watching YouTube Videos; and holding spoken test to know the improvement of the speaking indicators.

Reflecting

In the cycle II, the students said that the techniques of learning by Using YouTube Videos such as Silent Viewing, and Reproduction motivated them to learn English more especially on speaking. They cooperated well with their friends when they were asked to discuss after watching videos and explained by the researcher several points of material focus. They helped each other to solve the difficulty and problem during the group discussion. Using YouTube Videos in the cycle II also gave them a new experience in learning English as they could learn and practice their skill without any burden, in the relax situation, and with the help of audio visual object.

Cycle III

Based on the evaluation of the second cycle, the researcher found the second semester students of English for Business and Professional Communication Study Program of state polytechnic of Madiun got some problems on speaking such as comprehension, fluency, vocabulary, pronunciation, and grammar. They got difficulty to understand as lack of vocabularies, could not speak fluency as limited practice, made error on structures, and made mistakes on pronunciation. The researcher continued the research to the second cycle which consisted of four steps such as; 1) revised planning; 2) acting; 3) observing; and 4) reflecting.

Revised Planning

In this step, the researcher planned the lesson plans in order to achieve the goal. YouTube Videos were chosen as the way to bring the students get out of their daily activity of the curriculum. It was chosen as it could make the students learn English especially on speaking without any burden and in the relax situation. The lesson plans were as follows: 1)

designing the indicators achieved; 2) choosing the activities, Active viewing and Freeze Framing and Prediction, Silent Viewing, and Reproduction; 3) using some videos of formal contexts; 4) arranging the students' task; and 5) designing spoken assessment.

Acting

The action was done for four meetings. The first meeting, the researcher played on YouTube Videos and explained about formal debate. The second meeting, the researcher played on YouTube videos and explained meeting and negotiating. The third meeting the researcher played on YouTube Videos and explained about formal interview. In the fourth meeting, the researcher invited all the students to perform about formal debate, meeting and negotiating in a dialog communication and doing formal interview separated by groups in front of the class.

Observing

The observation was aimed to know the influence of the method applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during watching YouTube Videos; interviewing the students after watching YouTube Videos; and holding spoken test to know the improvement of the speaking indicators.

Reflecting

In the cycle III, the students said that the techniques of learning by Using YouTube Videos such as Silent Viewing, and Reproduction motivated them to learn English more especially on speaking. They cooperated well with their friends when they were asked to discuss after watching videos and explained by the researcher several points of material focus. They helped each other to solve the difficulty and problem during the group discussion. Using YouTube Videos in the cycle III also gave them a new experience in learning English as they could learn and practice their skill without any burden, in the relax situation, and with the help of audio visual object.

Based on the research finding, there were some important points of the improvements that could show the target of the research. They were the improvement of: 1) comprehension; 2) fluency; 3) vocabulary; 4) pronunciation; 5) grammar. The detail results are as follows: 28 The observation of cycle 1, 2, and 3 showed the indicators of speaking improvement during teaching and learning process. The proofs of the improvement were on: 1) comprehension. Most of the students were not out of topics. They also could answer, make questions and response their friends, and implemented the theories they learned from the explanation of the lecturer and YouTube videos; 2) fluency. Some students could deliver their descriptions and opinions fluently, the others could communicate during the performance of the dialogs based on the material discussed, and they also imitate the production speech that they had watched during the class from the YouTube Videos; 3) vocabulary. Most of the students could choose the formal words which related to the topic being discussed; 4) pronunciation. Most of the students could pronounce the formal words well. They also could deliver their sentences in good intonation and stress; 5) grammar. Some students can use the basic structures in arranging their words and sentences and the others could use intermediate pattern or even advance.

The students speaking scores improved from cycle to cycle which is shown in the following tables.

Table 1. The score of pre-test and post-tests.

No	Score Level	Pre-Test	Post-Test	Post-Test	Post-Test
1.	Highest	76	80	84	88
2.	Average	61.1	63.6	66.6	70
3.	Lowest	48	52	56	56

Table 2. The students' passing grade

No	Passing grade	The students' score	The sum of students			
			Pre-test	Cycle I	Cycle II	Cycle III
1.	60	Above Passing grade	10	14	16	18
2.	60	Under Passing grade	11	7	5	3

5. Conclusions

After conducting the research, the researcher can conclude that watching YouTube Videos with the four techniques can show the improvement on students' speaking skill and provide many benefits to teach and practice English on speaking skill.

Watching YouTube Videos can improve the speaking skill of the second semester students of English for Business and Professional Communication Study Program in the Academic Year of 2024/2025. The students communicated the topics during the lesson and discussion session. They deliver their ideas and present their tasks fluently. Most of the students could choose the formal and proper vocabularies related to the topic. Most of the students could pronounce the words with proper intonation and stress. They also could use the correct patterns of English during the class and the task of the lecture.

Based on the findings, it can be concluded that in general watching Youtube Videos with four techniques; active viewing, freeze framing and prediction, silent viewing, and reproduction activity can improve the speaking skill of the students of the second semester of English for Business and Professional Communication Study Program at state polytechnic of Madiun in the Academic Year of 2024/2025.

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