



"Improving Public Speaking Skills through YouTube Media for Sixth Grade Students of SDN 2 Daleman, Education Subdivision Coordinator of Tulung District, Klaten Regency, Academic Year 2024/2025"

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ARTICLE INFO

Article History

Received : 9-7-2025

Revised : 30-7-2025

Accepted : 30-7-2025

Keywords

Public Speaking Skills,
Youtube Media, Learning,
Elementary School,
Classroom Action
Research.

ABSTRACT

This study aims to improve the public speaking skills of sixth-grade students at SDN 2 Daleman through the utilization of YouTube as an audiovisual-based learning medium. Public speaking is a crucial component of oral communication competence that needs to be developed from an early age, as it influences students' confidence, critical thinking, and ability to express ideas in public. Initial observations indicated that most students faced difficulties in structuring their speeches systematically, using proper pronunciation and intonation, and showing appropriate expression and vocal control during presentations. The research employed a Classroom Action Research (CAR) approach conducted in two cycles, each comprising planning, action, observation, and reflection stages. The subjects were 17 sixth-grade students, consisting of 8 boys and 9 girls. Data were collected through observation, documentation, interviews, and speech performance tests. The success indicators were determined by the increase in the number of students who met the Minimum Mastery Criteria (MMC) of 75 and improvements in specific aspects of public speaking, including expression, pronunciation, intonation, voice volume, and content structure. The results showed a significant improvement in students' public speaking skills through the use of YouTube media. In the pre-cycle stage, only 7 out of 17 students (41%) achieved the MMC. After the first cycle of implementation, the number increased to 10 students (58%). By the second cycle, 15 students (88%) met



or exceeded the target. In addition to the quantitative improvement, qualitative enhancements were observed in students' delivery of speech elements. Learning improvement was also evident across multiple performance aspects, such as clarity of pronunciation, appropriate expression, dynamic intonation, mastery of content, and proper vocal projection. The effective use of YouTube, particularly through a modeling approach featuring high-achieving students as role models, proved to be a powerful motivator and conceptual clarifier. Moreover, it enabled students to engage in self-reflection by watching their own recorded speeches. Therefore, YouTube serves not only as a visual aid but also as a strategic tool to enhance oral communication skills in the context of 21st-century learning.

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A. INTRODUCTION

Speaking in public, particularly the skill of delivering speeches, is an essential competency that should be instilled from an early age, as it plays a vital role in building self-confidence, logical thinking, and the ability to convey ideas systematically.

In the Indonesian language curriculum for elementary school, this skill falls under the speaking domain, which must be mastered by students, especially in the sixth grade. Ideally, students should be able to express their opinions using proper and correct Indonesian, appropriate intonation, and expressive delivery that supports communication. Beyond the technical aspects, speech delivery also trains students to think critically and persuasively in articulating their views in a structured manner (Tarigan, 2008).

However, observations conducted during the even semester of the 2024/2025 academic year at SDN 2 Daleman revealed that the realization of these skills is still far from expectations. Of the 17 sixth-grade students, only 41% met the Minimum Mastery Criteria (KKM) in the speech material. Many students still struggle to organize ideas logically, use standard language, control their voice, and show appropriate body expression while delivering a speech. Common issues include lack of eye contact, unclear articulation, and unstable intonation and volume, indicating weak mastery of speaking skills (Saryono, 2015).

This problem is closely related to the teaching methods used by teachers, which rely heavily on lecturing and textbook-based instruction. This conventional approach renders students passive recipients of information, with limited opportunities to practice and explore oral skills. In fact, speech delivery is a productive skill that requires hands-on practice, not just theoretical explanation. Sadiman et al. (2010) emphasized that lectures tend to be



ineffective in teaching practical skills unless supported by learning media that stimulate students' real-life experiences.

In response to this need, digital media is considered a relevant and contextual alternative solution. One such tool is the use of YouTube as a learning aid for speech delivery. YouTube not only offers a wide range of interesting and inspiring speech examples from various sources but also allows students to create, record, and evaluate their own performances. This aligns with Arsyad (2011), who stated that audio-visual media can enhance the attractiveness of learning and help students grasp the material in a more concrete and in-depth way.

The use of YouTube in learning is not merely as a medium for passive viewing, but as a platform for practical training and self-reflection. Through the Classroom Action Research (CAR) approach in two cycles, students are actively engaged in watching sample speeches, drafting scripts, recording performances, and evaluating their own speech delivery. This process transforms students into active and creative learners who develop their speaking competence through direct experience (Kemmis & McTaggart, 1992).

This strategy also supports the strengthening of 21st-century skills, particularly the 4 Cs – critical thinking, communication, collaboration, and creativity – which are highly needed in today's digital era. By participating in the production and evaluation of speech videos, students learn to think reflectively, structure their arguments clearly, and assess their performances objectively. Such learning positions students not merely as recipients of knowledge but as active subjects in the learning process (Trilling & Fadel, 2009).

Previous studies reinforce this assumption. Fitriyani (2020) found that using speech videos as a learning medium increased students' confidence and enthusiasm in expressing their opinions orally. Furthermore, Wulandari (2021) demonstrated that YouTube not only improved performative aspects such as intonation and articulation but also helped shape engaging delivery styles. Meanwhile, Sulastris (2019) noted that speech practice through video recordings had a significant impact on students' ability to organize speech content systematically and expressively (Fitriyani, 2020; Wulandari, 2021; Sulastris, 2019).

Based on this background, this study aims to examine the implementation of YouTube media in improving the speech skills of sixth-grade students at SDN 2 Daleman through a classroom action approach. The main focus lies in strengthening students' courage, fluency, expression, and speech content structure. This study also serves as an effort to design a more innovative learning model that aligns with the characteristics of digital-era learners, while also contributing to the development of oral literacy in elementary school settings (Depdikbud, 2021).

B. METHODS

This study employed a qualitative approach using the Classroom Action Research (CAR) method developed by Kemmis and McTaggart, which consists of four stages: planning, action, observation, and reflection.

This approach was chosen because the research focuses on the process of improving students' public speaking skills through YouTube media within the classroom learning context, rather than merely quantitative outcomes (Arikunto, 2010).



The research was conducted at SDN 2 Daleman, Tulung District, Klaten Regency, from February to March 2025. The subjects of the study were 17 sixth-grade students, comprising 8 boys and 9 girls. The object of the research was the improvement of students' speech skills through the use of YouTube media in the learning process.

The research procedure consisted of two action cycles. Cycle I began with conventional teaching methods and the introduction of speech material. Cycle II implemented improved strategies, including the presentation of inspirational speech videos from YouTube, more intensive mentoring, and providing students with opportunities for practice and expression. Each cycle involved the stages of planning, implementing actions, observing, and reflecting to evaluate and refine the learning process.

Data were collected through observation, field notes, video documentation, and student reflections. The data were analyzed using qualitative descriptive analysis, focusing on changes in students' speech performance—both verbal aspects (intonation, fluency) and non-verbal aspects (facial expression, body language). The results from each cycle were used to assess the effectiveness of the actions and to identify supporting and inhibiting factors in students' public speaking skill development.

C. RESULTS AND DISCUSSION

1. Theoretical Relevance

The results of this classroom action research strongly reinforce previous theories stating that the use of YouTube as a learning aid—particularly in the teaching of speaking or public speaking skills—has a significant positive impact on students' skill development.

This study demonstrates that audiovisual media such as YouTube can effectively bridge the gap between theory and practice in Indonesian language learning by providing concrete visualizations. These visual cues help students better understand how to structure a speech, apply proper intonation, expression, and deliver an effective and engaging speech flow.

These findings are consistent with the study by Nurul Hidayati (2019), who concluded that the use of YouTube significantly enhances student participation and their ability to construct speeches. Hidayati emphasized that video visualizations offer students a clearer picture of how to compose and deliver quality speeches, which was also evident in the improved performance of students in this study.

In line with Susanti (2022), who highlighted that digital media can significantly enhance students' communication abilities when used with the right pedagogical approach, this study ensured that students were not just passively watching videos. Instead, the teacher guided students to observe, take notes, discuss, and emulate effective speech techniques. This reflects an integration of active, collaborative, and reflective pedagogical approaches, which successfully stimulated students' communication skills.

The significant increase in students' confidence and willingness to speak in front of the class shows that YouTube media impacts not only cognitive learning but also students' social and emotional dimensions.

This research also supports Setiawan's (2018) argument that the use of video media can improve Indonesian speaking skills, particularly in aspects such as intonation, pauses, and fluency. In this study, students had the opportunity to record their speech performances and replay them for self-evaluation. This turned out to be an effective method for improving



technical speaking aspects, such as voice modulation, word articulation, and control of speech tempo.

When teachers combine technological approaches with formative evaluation through video, the results indicate more consistent and structured improvements in speaking ability.

In practice, the sixth-grade teacher at SDN 2 Daleman shared links to educational speech videos and assigned students to watch them independently at home before classroom activities. This extended students' learning time, encouraged autonomous exploration, and increased their engagement during class discussions. This demonstrates YouTube's potential as a differentiated learning medium, meeting the diverse learning needs of students.

The integration of information and communication technology in this research also aligns with Nasution (2020), who asserted that internet-based media such as YouTube are vital tools for 21st-century learning that emphasizes 4C skills: critical thinking, creativity, communication, and collaboration.

Through YouTube use, students not only learn to communicate more effectively but also develop critical thinking in analyzing videos, collaborate during practice sessions, and express creativity in delivering speeches in their own style. These four skills were developed in an integrated manner throughout the learning cycles.

2. Practical Implications

The practical implication of this research is that teachers can effectively integrate YouTube as part of their instructional strategy for teaching speech skills. Teachers can select age-appropriate and relevant videos tailored to students' learning needs and use them as a stimulus for discussion, practice, and speech evaluation.

By observing speech models delivered by children or teenagers on YouTube, students gain more confidence, having a tangible example of how to present an effective speech. Furthermore, YouTube enables independent and repetitive learning at home through educational channels.

From a theoretical perspective, this research adds to the growing body of empirical evidence supporting the effectiveness of blended learning approaches at the primary education level. Learning that combines face-to-face methods with digital media proves to be more effective than conventional methods alone. These findings also contribute to the development of active and technology-integrated learning theories.

Thus, the conclusion that YouTube media enhances students' public speaking skills is not merely an assumption, but is supported by tested data and theories. The learning process also brought positive behavioral changes among students, such as increased participation and courage in speaking.

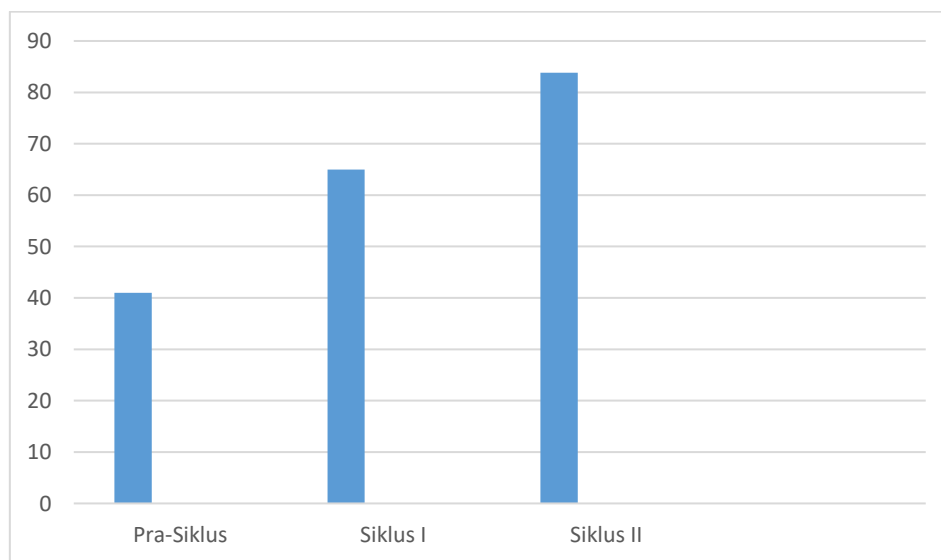
All these findings form a coherent framework demonstrating that relevant media use can transform the learning experience. The teacher is no longer the sole source of knowledge, but becomes a facilitator guiding students' exploration through digital platforms. This marks a new paradigm in teaching and learning in the modern era.

The results of this research also show that learning with visual models or examples helps students develop conceptual understanding more quickly. By watching speeches from peers or resource persons on YouTube, students gain a concrete picture of how to convey messages effectively. They do not learn from theory alone, but also from observation and imitation.



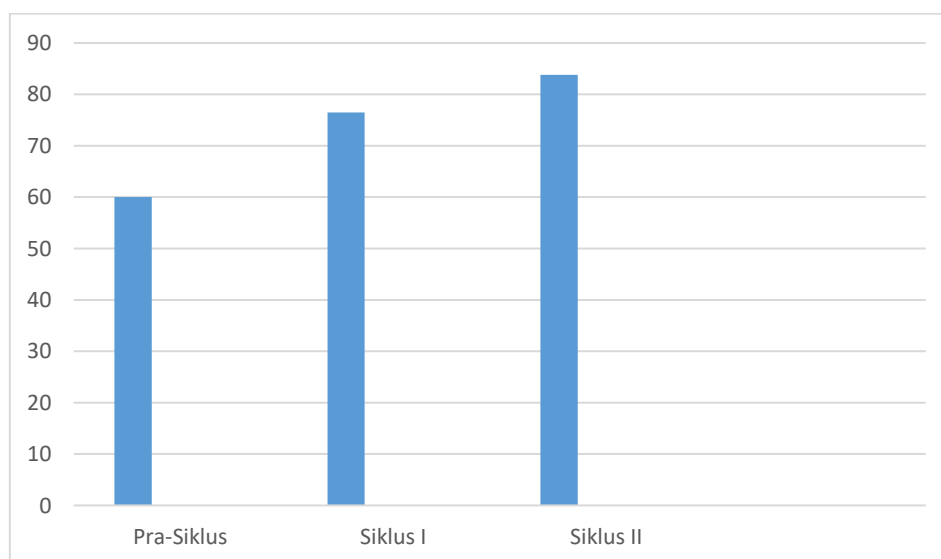
The internalization of speaking values occurs more efficiently, in line with Bandura's social learning theory, which posits that individuals learn through observing their environment. Therefore, the success in improving speaking skills through YouTube is also theoretically grounded.

These results provide a reliable foundation for developing similar instructional strategies. Teachers are encouraged to continuously explore creative, engaging, and relevant learning media. From the students' perspective, the use of YouTube makes the learning process more interesting and interactive.



"Graph of the Percentage Improvement in Mastery from Pre-Cycle, Cycle I, to Cycle II"

A. "The class average improved from 57.65 in the pre-cycle phase to 76.5 in Cycle I, and further increased to 83.8 in Cycle II."



"Graph of the Average Score Development from Pre-Cycle, Cycle I, to Cycle II"



- B. "Challenges initially faced—such as fear, limited vocabulary, and inadequate understanding of speech structure—were effectively addressed through the implementation of an audiovisual learning model utilizing YouTube."

D. CONCLUSION

1. The use of YouTube media has proven effective in improving the speech skills of sixth-grade students at SDN 2 Daleman. This is evidenced by increased scores across various aspects of speech skills, including expression, pronunciation, intonation, voice volume, and speech content. In the pre-cycle stage, students' abilities were relatively low, with most falling into the "fair" and "poor" categories. After implementing the actions in Cycle I and continuing to Cycle II, significant improvements were observed. The majority of students showed consistent positive development in all aspects. Quantitatively, this improvement is reflected in the growing number of students achieving "good" and "very good" categories, as well as the rising average class scores in each aspect of speech skills. Therefore, the action hypothesis stating that the use of YouTube media can improve students' speech skills is proven to be true and acceptable.
2. YouTube plays an important role in enhancing speech skills through contextual, engaging, and reflective learning. Speech videos on YouTube provide students with concrete examples of effective speech delivery.

RECOMMENDATIONS

1. For Teachers

Teachers are encouraged to continue using YouTube as a teaching aid for developing speech skills. This medium has been proven to increase students' interest, understanding, and performance in delivering speeches. Teachers can also develop more varied instructional methods by combining instructional videos, practice exercises, and performance-based assessments to create an active and enjoyable learning environment.

2. For Students

Students are advised to take a more active role in media-based learning, particularly by utilizing video content as an additional learning resource. Through watching, mimicking, recording, and reflecting, students will have the opportunity to independently hone their speech skills and continuously build their confidence in public speaking.

3. For Schools

Schools are expected to provide adequate facilities and infrastructure, such as internet access, audiovisual equipment, and conducive learning spaces to support the integration of digital media in the learning process. Additionally, schools can organize training for teachers to effectively utilize digital technologies, thereby enhancing the overall quality of instruction.



4. For Future Researchers

This study can serve as a reference for further research, either in the area of speech skills or other communication competencies. Future studies are recommended to expand the sample size, explore different educational levels, or integrate YouTube with other digital platforms to obtain more comprehensive and sustainable outcomes.

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