CREATING YOUTUBE CONTENT TO REDUCE STUDENT SPEAKING ANXIETY AT THE 4TH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF UIN PALOPO

A Thesis

A thesis submitted to the English Language of S1 Tarbiyah Department of State Islamic University of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

UIN PALOPO

Composed By:

MASDIAH RADHI NUR
2102020035

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

CREATING YOUTUBE CONTENT TO REDUCE STUDENT SPEAKING ANXIETY AT THE 4TH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF UIN PALOPO

A Thesis

A thesis submitted to the English Language of S1 Tarbiyah Department of State Islamic University of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

UIN PALOPO

Composed By:

MASDIAH RADHI NUR
2102020035

Supervised By:

1. **Prof. Dr. H. Rustan S., M. Hum**
2. **St. Hartina, S.Pd., M.Pd.**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
2025

STATEMENT OF AUTENTHICITY

Who undersigned below:

Name   : Masdiah Radhi Nur
Reg Number   : 21 0202 0035
Faculty   : Tarbiyah and Teacher Training
Study Program : English Language Study Program

Stating exactly that:

1. This thesis originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own work, except the citations whose original sources have been reported. All mistakes or error in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 19 September 2025

Regards,

Masdiah Radhi Nur

THESIS APPROVAL

This thesis entitled *"Creating Youtube Content to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo"* which is written by Masdiah Radhi Nur, Registration Number 2102020035, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in the Thesis Examination/*Munaqasyah* which was carried out on Tuesday, August 12ᵗʰ 2025/Hijriah 12 1447 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S. Pd).

Palopo, August 12ᵗʰ 2025

BOARD OF EXAMINERS

1.	Husnaini, S.Pd.I., M.Pd	Chairwoman	(	)
2.	Madehang, S.Pd., M.Pd	Examiner I	(	)
3.	Nurhayati Usman., S.Pd.I., M.Hum	Examiner II	(	)
4.	Prof. Dr. H. Rustan S, M.Hum	Consultant I	(	)
5.	St. Hartina, S.Pd., M.Pd	Consultant II	(	)

Approved by:

On behalf of Rector of UIN Palopo
The Dean of Education and Teachers Training Faculty

The Head of English Language Education Study Program

Prof. Dr. H. Sukirman, S.S., M.Pd
NIP 19670516 200003 1 002

Husnaini, S.Pd.I., M.Pd
NIP 19840802 200902 2 007

SUPERVISOR APROVAL

Thesis Entitled : Creating Youtube Content to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo

Written by

Name : Masdiah Radhi Nur

Register Number : 2102020035

Faculty : Tarbiyah and Teacher Training

Study Program : English Language Education

It has been corrected and approved to be examine munaqasyah examination

Palopo, 28 Juli 2025

Supervisor I

Prof. Dr. H. Rustan S, M.Hum
NIP. 196512311992031054

Supervisor II

St. Hartina, S.Pd., M.Pd
NIP. 199109092019032021

NOTA DINAS PEMBIMBING

Lamp : -

Palopo, 07 Juli 2025

Hal : Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamualaikum Warahmatullahi Wabarakatuh

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama   : Masdiah Radhi Nur

NIM   : 2102020035

Prodi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul   : Creating Youtube Content to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

Wassalamualaikum Warahmatullahi Wabarakatuh

Pembimbing I	Pembimbing II
Prof. Dr. H. Rustan S, M. Hum	St. Hartina, S. Pd., M. Pd
NIP. 196512311992031054	NIP: 199109092019032021

EXAMINER APROVAL

Thesis Entitled : Creating Youtube Content to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo

Written by

    Name : Masdiah Radhi Nur

    Register Number : 2102020035

    Faculty : Tarbiyah and Teacher Training

    Study Program : English Language Education

It has been corrected and approved to be examine munaqasyah examination

Palopo, 28 Juli 2025

Examiner I

Madehang, S.Pd., M.Pd
NIP. 197306152000031004

Examiner II

Nurhayati Usman, S. Pd.I., M.Hum
NIP. 198311082023212024

ACKNOWLEDMENTS

بِسْـــــمِ اللهِ الرَّحْمٰنِ الرَّحِــــــيْمِ

Alhamdulillahi Rabbil 'Alamin, all praises to Allah SWT, who has given us some mercies and blessings, so that the researcher could finish this the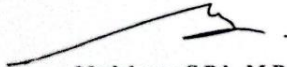sis entitled "Creating Youtube Content to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo". This thesis is prepared as one of the requirements to obtain a bachelor's degree (S. Pd) in the English Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic University of Palopo. To our prophet Muhammad SAW, who guided us from the stupidity era into the cleverness era. The researcher realizes this thesis's existence by receiving many people's advice, guidance, encouragement, and comments. Therefore, the researcher would like to express thanks to:

1. Dr. Abbas Langaji, M.Ag, the Rector of UIN Palopo.

2. Prof. Dr. H. Sukirman, S.S.,M.Pd., the Dean of Tarbiyah and Teacher Training Faculty.

3. Husnaini S. Pd, I., M.Pd., the Head of English Education Study Program of UIN Palopo and an academic advisor for supporting the researcher during her study at UIN Palopo.

4. Prof. Dr. H. Rustan S., M.Hum, the first consultant and St. Hartina, S.Pd., M.Pd, the second consultant who has given corrections, explanations, suggestions, guidance, and some ideas until the thesis proposal is finished.

5. All the lecturers in UIN Palopo, especially the English Language Education Study Program lecturers, have given the researcher knowledge, motivation and attention to learning the language. Moreover, all staff in UIN Palopo who has given help to the researcher.

6. Students of English Education Study Program at the 4th Semester to Participation and Response During the Research.

7. To the researcher parents, who have sacrificed so much, offering all their prayers, love, tears, and hopes for the researcher, and who have been patient in waiting for the researcher to complete this thesis.

8. My brothers and sisters, Maghfirah Radhi Nur, Darussalam, Darulhikmah, Muh. Khoirullah, and Adinda, who always accompanied the researcher, sharing stories and laughter, and providing support and prayers in the completion of this thesis.

9. My friend, Kak Fadia, who has always accompanied and guided the researcher in the preparation of this thesis, has provided support and prayers for the researcher from the early stages of college until the researcher reached this point.

10. And for myself, Masdiah Radhi Nur, thank you for persevering this far. There have been many tears, sweat, struggles, and pain that the researcher endured, yet the researcher continued the lengthy process with determination, effort, and prayer. The researcher belief that "behind every difficulty lies ease" was a source of strength during the most challenging phases of completing this study. There were many doubts and fears within myself, but did not deter me from

facing every challenge. I am very proud of myself for having overcome each of those challenges, culminating in the completion of this thesis as evidence of my responsibility as a graduating student.

The researcher hopes this research can provide benefits for the author personally, to readers, and teachers.

Finally, the researcher realizes that this thesis is far from perfect. Therefore, all criticisms and suggestions are highly expected for future improvements.

Palopo, July 7, 2025

The Researcher

Masdiah Radhi Nur

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

Masdiah Radhi Nur, 2025. *"Creating YouTube Content to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo."* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Rustan Santaria and St. Hartina.

This study investigates the effectiveness of creating YouTube content in reducing speaking anxiety among fourth-semester students of the English Education Study Program at UIN Palopo. Employing an explanatory mixed-method design, quantitative data were collected using the Foreign Language Classroom Anxiety Scale (FLCAS) before and after the intervention, while qualitative data were gathered through interviews with three students. The findings reveal a decrease in overall anxiety from a moderate level (mean = 117.94) to a low level (mean = 93.59), including reductions in speaking anxiety (from 3.6 to 2.8), test anxiety (from 3.4 to 2.8), and social anxiety (from 3.5 to 2.9). Qualitative results indicate that producing YouTube content fosters learner autonomy, enables students to record and review their performances to build confidence, and provides motivational feedback from lecturers and peers. The study concludes that creating YouTube content significantly lowers speaking anxiety and enhances students' speaking performance. Future research is recommended to involve a larger participant pool, develop more interactive content, and explore alternative, easily accessible media.

Keywords: Speaking Skills, Student Speaking Anxiety, Youtube Content

Verified by UPT Pengembangan Bahasa UIN Palopo	
Date	Signature
22/09/2025	

ABSTRAK

Masdiah Radhi Nur, 2025. *"Pembuatan Konten YouTube untuk Mengurangi Kecemasan Berbicara Mahasiswa Semester IV Program Studi Pendidikan Bahasa Inggris UIN Palopo."* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Rustan Santaria dan St. Hartina.

Penelitian ini bertujuan untuk mengkaji efektivitas pembuatan konten YouTube dalam mengurangi kecemasan berbicara pada mahasiswa semester IV Program Studi Pendidikan Bahasa Inggris UIN Palopo. Dengan menggunakan desain metode campuran (mixed method) tipe explanatory, penelitian ini mengumpulkan data kuantitatif melalui kuesioner FLCAS (sebelum dan sesudah intervensi) serta data kualitatif melalui wawancara dengan tiga orang mahasiswa. Hasil penelitian menunjukkan adanya penurunan tingkat kecemasan dari kategori sedang (rerata 117,94) menjadi rendah (rerata 93,59), termasuk penurunan kecemasan berbicara (dari 3,6 menjadi 2,8), kecemasan menghadapi ujian (dari 3,4 menjadi 2,8), dan kecemasan sosial (dari 3,5 menjadi 2,9). Temuan kualitatif menunjukkan bahwa pembuatan konten YouTube mendorong kemandirian belajar, memungkinkan mahasiswa untuk merekam serta meninjau ulang video mereka guna membangun kepercayaan diri, dan memperoleh umpan balik yang bersifat motivasional dari dosen maupun teman sekelas. Disimpulkan bahwa pembuatan konten YouTube secara signifikan dapat mengurangi kecemasan berbicara serta meningkatkan performa berbicara mahasiswa. Penelitian selanjutnya disarankan untuk melibatkan jumlah partisipan yang lebih luas, menggunakan konten yang lebih interaktif, serta mengeksplorasi alternatif media yang lebih mudah diakses.

Kata Kunci: Keterampilan Berbicara, Kecemasan Berbicara Mahasiswa, Konten Youtube

Verified by UPT Pengembangan Bahasa UIN Palopo	
Date	Signature
22/09/2025	

الملخص

مسدية راضي نور، ٢٠٢٥م. "إعداد محتوى يوتيوب لتقليل قلق التحدث لدى طلبة الفصل الرابع في برنامج دراسة تعليم اللغة الإنجليزية بجامعة بالوبو الإسلامية الحكومية". رسالة جامعية في برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. بإشراف: رستان سَنتارِيا و سِتي هارتينا.

تهدف هذه الدراسة إلى بيان فاعلية إعداد محتوى يوتيوب في تقليل قلق التحدث عند طلبة الفصل الرابع في برنامج دراسة تعليم اللغة الإنجليزية بجامعة بالوبو الإسلامية الحكومية. وقد استخدمت الدراسة المنهج المختلط من نوع التفسير التتابعي، حيث جُمعت البيانات الكمية من خلال استبانة مقياس قلق تعلم اللغة الأجنبية *FLCAS* قبل التدخل وبعده، كما جُمعت البيانات النوعية من خلال مقابلات مع ثلاثة طلاب. وأظهرت النتائج انخفاض مستوى القلق من الدرجة المتوسطة (بمعدل ١١٧,٩٤) إلى الدرجة المنخفضة (بمعدل ٩٣,٥٩)، بما في ذلك انخفاض قلق التحدث (من ٣,٦ إلى ٢,٨)، وقلق الامتحان (من ٣,٤ إلى ٢,٨)، والقلق الاجتماعي (من ٣,٥ إلى ٢,٩). كما بينت النتائج النوعية أن إعداد محتوى يوتيوب يعزز الاستقلالية في التعلّم، ويُمكّن الطلبة من تسجيل مقاطعهم ومراجعتها لبناء الثقة بالنفس، والحصول على تغذية راجعة تحفيزية من الأساتذة والزملاء. وتوصلت الدراسة إلى أن إعداد محتوى يوتيوب يسهم بشكل ملحوظ في تقليل قلق التحدث وزيادة أداء الطلبة في مهارة التحدث. وتوصي الدراسة اللاحقة بإشراك عدد أكبر من المشاركين، واستخدام محتوى أكثر تفاعلية، واستكشاف بدائل إعلامية أكثر سهولة في الوصول.

الكلمات المفتاحية: مهارة التحدث، قلق التحدث لدى الطلبة، محتوى يوتيوب

xv

CHAPTER I

INTRODUCTION

A. Background

The ability to speaking gives students an edge in many academic and professional aspects and facilitates valuable international experiences. But to master speaking especially with students, there are not a few obstacles they have to face, one of which is speaking anxiety.

Among the various language skills, speaking is often regarded as both highly important and particularly challenging for learners of English as a foreign language (EFL). As the most direct and interactive form of communication, speaking plays an important role in helping students express ideas, build shared meaning, and engage in meaningful interactions both inside and outside the classroom. In the era of globalization, people need communication and for this purpose, communication skills perform a key role. To be successful in different fields of life, all people need to get proficiency overall skills of the language. Among these skills, speaking occupies the core position. Without this skill, the purpose of communication cannot be performed effectively.[1]

In the context of higher education, students are required not only to understand the material theoretically, but also to be able to convey it clearly and

---

[1] Shamim Akhter. "Exploring the Significance of Speaking Skill for EFL Learners." *SJESR* Vol. 4 No. 3, (2021): 1–9.

effectively. Academic activities such as seminars, class discussions, group presentations, and scientific forums require speaking skills as the main means of demonstrating mastery of the material. Students who have good speaking skills generally show higher self-confidence and active participation in the learning process. Speaking is widely recognized as the most essential productive skill in foreign language learning, involving the ability to convey messages through spoken language. It encompasses a range of micro skills such as syntax, grammar, morphology, semantics, phonology, and pragmatic or sociolinguistic competence. Speaking is not limited to the act of producing utterances; rather, it is a comprehensive process that includes constructing meaning, articulating thoughts, and effectively receiving and interpreting information with confidence.[2]

Although speaking skills are very important in communication, mastering them is often a major challenge for students. One of the main obstacles is speaking anxiety, which is a feeling of nervousness, fear, and lack of confidence when speaking English, especially in public or in formal situations. This anxiety interferes with fluency, increases grammatical errors (accuracy), and limits the use of active vocabulary. Speaking anxiety is a form of apprehension that is unique to foreign language learning, characterized by feelings of worry, tension, and discomfort when using a foreign language. Unlike general anxiety, this type of anxiety is specifically related to learning and

---

[2] Zarifa Ghafari. "The Importance of Speaking Skill in the Classroom." *Archive of Conferences* Vol. 11 No. 1, (Desember, 2020): 3–4.

communicating in a foreign language. Of all language skills, speaking is the most anxiety-provoking because it requires quick, spontaneous responses in situations that are often stressful, such as in front of others.[3]

In fact, speaking anxiety can make students reluctant to participate in speaking activities, thereby hindering the development of their abilities. Additionally, limited active vocabulary is a common issue, making it difficult to express ideas accurately and variably. However, speaking anxiety often becomes the primary factor worsening speaking performance because it can disrupt fluency and prevent students from recalling learned vocabulary, leading them to avoid speaking. The language anxiety model consists of three stages in cognitive processing, namely input, process, and output. Anxiety that arises at the output stage, especially when speaking, has the most significant effect on oral ability. This form of anxiety can inhibit vocabulary selection, increase errors in language structure, and reduce fluency in speaking, because some cognitive aspects are diverted to manage anxiety. Therefore, speaking anxiety is viewed not only as an emotional issue but also as a real cognitive impairment in the learning and use of a foreign language.[4]

To obtain a more concrete picture of the problem of anxiety when speaking in class, the researcher conducted pre observations of 4th semester students in the English Education Study Program at UIN Palopo. The results of

---

[3] Elaine Keller Horwitz, et al. "Foreign Language Classroom Anxiety." *The Modern Language Journal* Vol. 70 No. 2, (1986): 125–132.

[4] Peter Dennis MacIntyre, Robert Crawford Gardner. "The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language." *Language Learning* Vol. 44 No. 2, (1994): 283–305.

pre observations of 4th semester students in the English Education Study Program at UIN Palopo showed difficulties in speaking skills, especially those related to speaking anxiety. Students appear less active in discussions even though they understand the material, and when asked to speak, they show hesitation, nervousness, and low self-confidence, marked by frequent pauses and the use of words such as "uh" or "mmm."

A significant number of learners often avoid speaking activities due to feelings of unpreparedness, fear of making mistakes, and concerns about being judged negatively. In informal situations, they commonly switch to using Indonesian, indicating a lack of confidence to speak English spontaneously. Moreover, an overemphasis on grammatical accuracy and pronunciation frequently intensifies their speaking anxiety.

In facing these diverse challenges, teacher are required to show strong dedication in seeking creative approaches and applying effective teaching methods to enhance students' speaking abilities. This dedication is evident in their efforts to design engaging, relevant, and student-centered learning experiences. Their passion for delivering meaningful instruction highlights their commitment to fostering a classroom environment that is both enjoyable and promotes active student participation in language learning.[5]

Based on the problems identified in the initial observation regarding the students' speaking anxiety, a learning strategy is needed that can effectively

---

[5] Husnaini, Andi Tenrisanna Syam, et al. "Teachers' Strategies in Teaching Speaking at High Schools: Obstacles and Challenges." *Linguistics Initiative* Vol. 4 No. 2, (2024): 1–10.

overcome these obstacles. One solution that can be implemented is the creation of YouTube content as a learning medium that can help reduce speaking anxiety and increase students' confidence in speaking. Utilizing YouTube content as an instructional medium offers a creative and effective alternative for addressing the speaking anxiety frequently encountered by students in learning English as a foreign language. Students can record themselves while speaking, make improvements if necessary, and review the results before publishing them, so they feel more prepared and confident.

More than just a training tool, YouTube also provides authentic content that supports independent learning. Through this platform, students can imitate the pronunciation, intonation, and sentence structure of native speakers while expanding their vocabulary. This ability helps reduce the fear of making mistakes, which often triggers anxiety. Additionally, YouTube allows students to receive feedback from instructors and peers through the comment feature, which further boosts motivation and confidence in speaking.

YouTube was selected as the learning medium in this research due to its numerous benefits in enhancing students' speaking abilities. The platform allows learners to record and upload their videos independently, giving them the opportunity to practice speaking without the immediate pressure of a live audience. This flexibility enables students to re-record until they feel confident,

thereby reducing speaking anxiety and creating a more comfortable and supportive learning environment.[6]

Moreover, YouTube offers ease of access and interactive features that make it an effective educational tool. Students can replay learning videos as often as needed, which not only helps reduce anxiety but also improves their confidence and fluency. As a result, YouTube proves to be an innovative solution for enhancing speaking skills, offering a more engaging alternative to conventional teaching methods while fostering gradual and structured improvement..[7]

Overall, speaking skills are an important aspect that must be mastered by students in the English Education Study Program in order to support their academic and career success in the future. However, various obstacles such as speaking anxiety and limited vocabulary often become barriers to mastering this skill. Therefore, innovative and effective teaching methods are needed, one of which is through the use of YouTube as an educational tool. This medium not only has the potential to enhance students' speaking abilities but also helps reduce the anxiety they experience when speaking. Thus, this study aims to examine the effectiveness of creating YouTube content to reduce student

---

[6] Ramli, et al. "YouTube as a Learning Platform in EFL Speaking Class and Anxiety Reduction." *Jurnal Edumaspul* Vol. 8 No. 2, (2024).

[7] Nurhadi, Ririn Pratiwi Suharto. "The Role of YouTube in Enhancing Speaking Skills and Reducing Speaking Anxiety in EFL Learners." *Journal of Language and Learning Technologies* Vol. 10 No. 1, (2022): 45–58.

speaking anxiety at the 4th semester of english education study program of UIN Palopo.

B. Research Questions

1. Do creating youtube content reduce student speaking anxiety at the 4th semester of english education study program?

2. What is the student perception on creating youtube content in reducing their speaking anxiety at the 4th semester of english education study program?

C. Research Objective

1. To find out whether creating youtube content reduce student speaking anxiety at the 4th semester.

2. To find out the student perception on creating youtube content in reducing their speaking anxiety at the 4th semester of english education study program.

D. Research Significances

1. Theoretical Significances

  The result of this research will later be able to contribute the development of knowledge as well as a contribution to thinking, especially regarding the anxiety feelings of students at UIN Palopo City.

2. Practical Significances

a. For Academics

  This research provides practical implications for educators, particularly within the field of English language instruction. By investigating the integration of YouTube content creation as a method to

alleviate speaking anxiety, the study introduces a fresh viewpoint on the effective application of digital platforms in language education. Furthermore, it contributes to the broader academic discussion on technology enhanced learning by addressing the affective dimensions of second language acquisition, with a specific focus on anxiety in spoken communication.

b. For Students

This research is beneficial for students in the English Education Study Program by offering fun speaking learning strategies through YouTube content creation. This method helps reduce speaking anxiety, boost confidence, and encourage creativity, digital literacy, and motivation in learning English.

c. For Teacher

This study is useful for English lecturers or teachers as a reference in designing creative learning methods and utilizing technology. The use of YouTube content creation strategies can be an alternative solution to reduce students' anxiety in speaking and encourage increased engagement and speaking skills. In addition, this approach supports the creation of a more dynamic learning environment that is in line with the development of the digital world that is close to students' lives.

d. For Future Researcher

This study can serve as a basis for future researchers to expand studies related to the use of digital platforms, especially YouTube, in reducing speaking anxiety. Future researchers can explore various variations of content creation

techniques or combine them with other learning methods to increase their effectiveness. Additionally, this research opens opportunities to investigate the influence of digital media on other affective aspects of language learning, such as motivation, self-confidence, and social interaction among students.

E. Scope of Research

1. By Discipline

This study focuses on the field of English Language Education, particularly on 4th semester students in the English Language Education Study Program at UIN Palopo. This study discusses second language learning with an emphasis on psychological factors, namely anxiety when speaking.

2. By Content

This study focuses on the creation of YouTube content as a method to reduce anxiety when speaking English among 4th semester students in the English Education Study Program at UIN Palopo. This study discusses the relationship between speaking activities through video media and their effect on students' anxiety levels when speaking in a foreign language.

3. By Activity

This study involved students in the creation of English-language videos uploaded to YouTube as a means of practicing speaking. The activity included video material preparation, recording, basic editing, and publication. Additionally, this study also includes measuring students' speaking anxiety levels before and after participating in the activity, using questionnaires and interviews. This study does not delve deeply into technical aspects of video

editing, interaction with YouTube audiences, or professional channel management, as the primary focus of the research is on speaking activities and their impact on the anxiety experienced by students.

F. Definition of Key Terms

1. Speaking

Speaking refers to an individual's capability to convey messages verbally through direct or oral communication.

2. Student Speaking Anxiety

Speaking anxiety among students refers to the feelings of fear, nervous and unease that emerge when they are required or attempt to speaking, especially in language learning contexts. This form of anxiety is commonly influenced by several factors, including doubts about their language proficiency, fear of negative evaluation, apprehension about making errors while speaking and the pressure to communicate accurately and fluently. In the realm of foreign language acquisition, such anxiety can significantly impair students' speaking performance, lead to avoidance of speaking tasks and negatively impact the overall learning experience.

3. Youtube Content

In this study, YouTube content is defined as videos produced and uploaded by students to the YouTube platform as a means of practicing speaking English. This content can take the form of vlogs, presentations, dialogues, stories, or other forms of oral communication that support the development of speaking skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

There are several previous studies related to this research:

Sari dan Iswahyuni with the title "The Students Speaking Anxiety on the YouTube Video Project in EFL Learning in Indonesia." This study aims to describe the emergence of anxiety in YouTube video projects undertaken by non-English language students. This study uses a qualitative descriptive approach involving 124 students as participants. The results show that 65 students experienced anxiety, while the other 59 did not feel anxious when working on YouTube video projects. Some factors that triggered anxiety included low self-perception, negative peer evaluation, and a learning environment that tended to be stressful. Conversely, factors that supported the absence of anxiety included positive self-perception and a pleasant and supportive learning atmosphere. Nevertheless, the study emphasizes that the YouTube video project is the most preferred medium, based on 104 student responses stating that they preferred this project over other speaking activities such as storytelling, oral presentations, or speeches.[8]

Madzlan et al, with the title "Use of Video Blogs in Alleviating Public Speaking Anxiety among ESL Learners." This study aims to determine whether

---

[8] Angela Bayu Pratama Sari, Dwi Iswahyuni. "The Students' Speaking Anxiety on the YouTube Video Project in EFL Learning in Indonesia." *Premise Journal of English Education and Applied Linguistics* Vol. 8 No. 2, (2019): 176–192.

public speaking anxiety can be reduced through the use of online platforms and/or video vlogs. Creating personal video vlogs is believed to help learners by providing a safe and stress-free learning environment to practice public speaking skills. In addition, this study also seeks to identify factors that influence the use of video vlogs as a medium for public speaking. A mixed-methods approach was used to evaluate the impact of video vlog use. The data were gathered using questionnaires and semi structured interviews involving a group of college level ESL students. Quantitative and qualitative data analysis revealed that the use of video vlogs yielded significant positive results in reducing public speaking anxiety among ESL learners.[9]

Andewi dan Waziana, with the title "Analysis of Making A Vlog to Minimize Public Speak Anxiety Among EFL Students." This study focuses on analyzing vlog creation as a way to reduce public speaking anxiety among EFL students. This study answers the question, "How can vlog videos reduce public speaking anxiety among EFL students?" A descriptive qualitative method that directly observes behavior was used in this study. Participants consisted of 10 first-semester students from the Information Systems Department at Institut Bakti Nusantara. Data was collected through observation and interviews. Students were instructed to produce a video presentation on the topic of

---

[9] Noor Alhusna binti Madzlan, et al. "Use of Video Blogs in Alleviating Public Speaking Anxiety Among ESL Learners." *Journal of Education and E-Learning Research* Vol. 7 No. 1, (2020): 93–99.

"Advertising." The findings reveal that creating vlogs is an effective method for alleviating public speaking anxiety among EFL learners.[10]

Ramli et al, in research titled "YouTube as a Learning Platform in EFL Speaking Class and Anxiety Reduction." This research explored the use of YouTube as a tool for English language instruction. The study emphasized that YouTube's educational videos serve as authentic resources that enhance the learning experience. A total of 70 third semester students from the University of Borneo Tarakan participated in the study, with participants randomly assigned to either an experimental group or a control group. The experimental group utilized YouTube as part of their learning process, while the control group followed traditional teaching methods. Data were gathered through speaking assessments and anxiety questionnaires and analyzed using t-tests and Likert scales. Findings revealed that the experimental group experienced greater improvement in speaking proficiency (2.86 ± 0.54) compared to the control group (1.03 ± 0.74). Furthermore, 91.7% of students in the experimental group exhibited moderate anxiety levels, while 8.3% reported low anxiety. These results suggest that YouTube is an effective medium for enhancing speaking skills and reducing anxiety among students.[11]

Khoiroh, in her study titled "Using YouTube for Speaking in Online Learning: EFL Students' Perception and Difficulties" investigated students'

---

[10] Widi Andewi and Winia Waziana. "Analysis of Making a Vlog to Minimize Public Speak Anxiety among EFL Students." *IALLTEACH (Issues In Applied Linguistics & Language Teaching)* Vol. 5 No. 2, (2023): 94–98.

[11] Ramli, et al. "YouTube as a Learning Platform in EFL Speaking Class and Anxiety Reduction." *Jurnal Edumaspul* Vol. 8 No. 2, (2024).

perceptions of using YouTube to enhance their English-speaking skills during online learning, along with the challenges they encountered and the strategies they employed to address them. The research involved 32 students from non-English majors, consisting of 4 male and 28 female participants. Data were collected through open-ended questionnaires and analyzed in three stages: data comprehension and categorization, coding and simplification, and interpretation and presentation of findings. The results revealed that most students held positive attitudes toward the use of YouTube as a speaking learning tool, citing its usefulness, accessibility, and engaging nature. The obstacles identified were grouped into internal and external factors. To manage these difficulties, students turned to online resources, utilized YouTube's features, and engaged in discussions with peers and lecturers.[12]

Of the five previous studies, this study differs significantly in terms of focus, approach, and location. The first study examined non-English major students using a descriptive approach, while this study focuses specifically on 4th semester students in the English Education Program at UIN Palopo using a mixed-method approach. The second and third studies used YouTube vlogs to address speaking anxiety, but this study is broader, encompassing various types of YouTube content. The fourth study employed a quantitative experimental method with a control group, whereas this study emphasizes students' emotional experiences during the YouTube content creation process without intergroup

---

[12] Shoburotin Annur Khoiroh. "Using YouTube for Speaking in Online Learning: EFL Students' Perception and Difficulties." *Research in English Language Teaching in Indonesia* Vol. 9, (2021): 202–211.

comparisons. The fifth study examined perceptions and challenges in using YouTube for online learning, whereas this research focuses on the direct impact of YouTube content creation to reducing speaking anxiety in an academic setting.

Thus, previous research can guide researcher in conducting this study, with a focus on creating youtube content to reduce student speaking anxiety at the 4th semester of english education study program of UIN Palopo. The novelty of this research lies in its context at UIN Palopo, thereby contributing new insights into the conditions of students in that region. Unlike previous studies that used YouTube as a passive medium, this study emphasizes content creation by students themselves to reduce speaking anxiety. The primary focus is not merely on improving speaking skills but also on the psychological aspect of anxiety management. The strategy of recording and uploading when ready helps students build confidence gradually. Another innovation is the integration of YouTube's functions as an educational tool while also aiding in reducing speaking anxiety related to their psychological well-being.

B. Literature Review

1. The Concept of Speaking

Speaking is a form of oral communication used to convey messages, ideas and thoughts to individuals or groups. Speaking skill is very important among the four aspects that must be mastered, because speaking is the main

aspect in learning English at school and in daily interaction in society. [13]

Improving speaking skills is very important especially in the current era where English is not the native language of students. Speaking is one of the most challenging skills for students to acquire, particularly for EFL (English as a Foreign Language) learners who encounter numerous obstacles throughout the learning process.[14]

English is increasingly recognized as a global language for communication, both locally and internationally. Of the four main language skills - listening, speaking, reading and writing - speaking is considered the most crucial skill for effective language acquisition. Speaking ability is very important as it allows us to interact with others and express our feelings. For students to learn English better, teachers need to understand the factors that influence success and failure in language learning. Effective teaching should show how participation in various conversational exchanges can improve students' speaking skills, so that they can communicate more fluently, ask and answer questions, and convey their thoughts on various topics.[15]

As social beings, speaking is a basic need for every individual. Humans need communication, where speaking becomes one of the important

---

[13] Juwita Pratiwi Utami. *EFL Teachers' Strategies in Teaching Speaking Skill (A Descriptive Study at SMA Karya Sekadau in the Academic Year of 2022/2023)*. Skripsi. IKIP PGRI Pontianak, 2023.

[14] Audry Adiananta, et al. "Exploring Challenges Faced By EFL Vocational Students In Speaking and How They Cope With It: A Descriptive Case Study," *Innovative: Journal Of Social Science Research* Vol. 3 No. 4, (2023): 55–67.

[15] Junnisa Alda Miranda, Achmad Yudi Wahyudin. "Pre-Service Teachers' Strategies in Improving Students' Speaking Skills." *Journal of English Language Teaching and Learning* Vol. 4 No. 1, (2023): 40–47.

aspects of social interaction. Through speaking, one can convey their concerns and interests. In addition, speaking also allows individuals to express various emotions. Speaking is a part of language and communication that has certain limitations. It is a form of communication and language skills that is practical in nature.[16]

Speaking is the process of conveying thoughts, ideas, or information to others through the use of spoken language. Speaking represents a fundamental and widely used mode of communication in social settings, enabling individuals to exchange information, establish connections, and engage in both social and professional interactions.

a. Purpose of Speaking

Speaking is a very important means of communication for various purposes, both in personal life, education, social interaction, and the professional world. Speaking is one aspect of language and communication that has certain limitations. As a form of communication and a practical language skill, speaking is a system of audible and visible signs, which uses various muscles of the human body to convey the speaker's intentions, ideas and notions.[17]

Speaking is the skill to articulate and communicate thoughts, ideas, or emotions to others through spoken language in a way that is comprehensible to the listener. Engaging in interaction and

---

[16] Elvi Susanti. *Keterampilan Berbicara*. Depok: Rajawali Pers, 2020, p. 1
[17] Elvi Susanti. *Keterampilan Berbicara*. Depok: Rajawali Pers, 2020, p. 1&3

communication with those around them is one activity that can help students develop and enhance their speaking abilities.[18]

Speaking, as a form of communication, serves not only to deliver the speaker's ideas or thoughts to the listener but also fulfills a range of deeper functions depending on the speaker's communicative intentions. Identifying the purpose of speaking involves understanding it as a means of conveying messages to others for various reasons such as social interaction, emotional expression, ceremonial functions, or practical objectives. The connection between speaking and language proficiency is evident through the integration of linguistic elements, which manifest in multiple speaking purposes: expressing personal identity, functioning as a cognitive-motor activity, acting as a symbolic process, occurring within specific temporal and spatial contexts, serving as a productive skill, persuading or influencing the listener, expanding their understanding, describing objects, and conveying implicit messages.[19]

b. Importance of Speaking

Speaking is an important skill because it helps us communicate with others. Speaking can help us to inform others of our ideas, build relationships, expand our knowledge and open ourselves to new experiences. The importance of speaking for students lies in its ability to

---

[18] Siti Chadijah. "Upaya Guru Meningkatkan Kemampuan Berbicara Siswa Melalui Penerapan Metode Role Playing Pada Pembelajaran Bahasa Indonesia." *Jurnal Al-Amar* Vol. 4 No. 2, (2023): 161–174.

[19] Siti Fauziah. "Berbicara Sebagai Suatu Keterampilan Berbahasa." *Al-Munzir* Vol. 10 No. 2, (2018): 298–319.

open access to a wider world, expand career opportunities, facilitate communication, increase knowledge and insight into global information, and become a tool in understanding technology.[20]

Among the four language skills, speaking is the most essential for effective communication in today's interconnected world. Given its widespread use across global contexts, it is crucial for students to develop strong communication abilities to succeed in their chosen careers. The classroom serves as a valuable environment for fostering these skills, particularly in speaking. Enhancing speaking proficiency offers significant advantages for students, helping them prepare more effectively for future professional opportunities.[21]

Speaking is a very important language skill, especially in today's globalized world, as it allows us to communicate effectively, build relationships and expand opportunities. For students, speaking skills can open access to wider career opportunities, enrich their knowledge and help them understand global technology and information.

c. Principles of Speaking

Speaking principles are basic rules that help ensure that oral communication is effective, clear and mutually understood. Principles of effective speaking include clarity, relevance, simplicity, consistency,

---

[20] Frully Zulfania Arrahma, et al. "Kesadaran Mahasiswa Bahasa Asing Akan Pentingnya Berbicara Bahasa Inggris." *Jurnal Pendidikan Indonesia* Vol. 3 No. 1, (2022): 34–42.

[21]Sudarmo, S. "The Importance of Speaking in English as a Foreign Language Between Skillful and Thoughtful Competencies: Studying Sociolinguistics Perspectives." *Linguistics and Culture Review* Vol. 5 (S1), (2021): 113–124.

active listening, empathy, confidence, supportive body language, politeness, and appropriate time management. By applying these principles, communication becomes easier to understand, contextualized, and helps create a better relationship between the speaker and the listener. The principle of speaking is to use language appropriately and correctly, and to speak according to needs. In addition, we also need to pay attention to the norms and manners that apply in society so that communication can run smoothly and effectively.[22]

Based on the description above, it can be concluded that the principles of effective speaking involve various important aspects, such as clarity, relevance, simplicity and empathy, which aim to make oral communication easier to understand and strengthen the relationship between speaker and listener. In addition, the use of appropriate language, speaking as needed, and paying attention to prevailing norms and manners are also very important to ensure smooth and successful communication.

d. Approaches to Assessing Proficiency in Speaking

Assessing speaking skills plays a vital role in supporting students' development of communication abilities, which are essential for academic achievement and future career success. In the context of today's globalized economy, individuals across the world are increasingly expected to demonstrate strong speaking proficiency for educational, professional, and social purposes. Consequently, the evaluation of speaking whether

---

[22]Elvi Susanti. *Keterampilan Berbicara*. Depok: Rajawali Pers, 2020, p. 6-8.

conducted in classroom settings or through external assessments holds significant importance.[23]

A pedagogical approach is one of the methods that can be employed to assess students' speaking proficiency. Strategies within this approach include task-based instruction, project-based learning, the integration of technology, and the explicit teaching of pragmatics and discourse strategies. This framework provides valuable insights into effective practices for evaluating and enhancing speaking skills, particularly within English for Specific Purposes (ESP) contexts.[24]

English language learning is a teaching process that aims to acquire the ability to use English effectively. This process can be carried out through various approaches and techniques tailored to the needs and characteristics of students, such as audio-lingual methods, communicative, and audiovisual impressions. The implementation of differentiated learning creates diversity in the classroom by providing opportunities for each student to understand content, develop ideas and improve learning outcomes individually. Differentiated learning approach can be applied in English subject because it can accommodate students' learning needs based on their learning readiness, interests and learning styles.[25]

---

[23] Nivja H. de Jong. "Assessing Second Language Speaking Proficiency." *Annual Review of Linguistics* Vol. 9 No. 1, (2023): 541–560.

[24] Saptiany, Budi Agung Prabowo. "Speaking Proficiency Among English Specific Purpose Students: A Literature Review on Assessment and Pedagogical Approaches." *LITERACY: International Scientific Journals of Social, Education, Humanities* Vol. 3 No. 1, (2024): 36–48.

[25] Nur Saadah, et al. "Pendekatan Berdiferensiasi dalam Pembelajaran Bahasa Inggris." *Jurnal Pendidikan Tambusai* Vol. 7 No. 2, (2023): 4643–4653.

One of the approaches that can be applied in the teaching and learning process is a theme-based approach. This approach starts by choosing a topic of interest to students, then designing activities that involve them in exploring the theme using English and technology as tools. It is assumed that students will be more motivated to learn if they focus on the theme being studied. The main focus of theme-based learning is on concepts or topics that are relevant to learners' needs and cover all four language skills.[26]

2. Anxiety

   a. Definition of Anxiety

Anxiety is an integral part of human life. Since ancient times, philosophers, religious leaders, scholars, more recently physicians and social and medical scientists have sought to understand the mystery of anxiety and create effective solutions to address this common and disturbing condition. Anxiety is a complex response system involving cognitive, emotional, physiological, and behavioral aspects (i.e., threat mode) that is triggered when an individual anticipates a highly unpleasant event or situation, perceived as unpredictable and uncontrollable, and potentially threatening to important personal interests[27]

---

[26] Ni Made Ratminingsih, et al. "Pembelajaran Bahasa Inggris untuk Anak Abad 21." Jakarta: *PT. RajaGrafindo Persada–Rajawali Pers*, 2023, p. 7.

[27] David A. Clark, and Aaron T. Beck. *Cognitive Therapy of Anxiety Disorders: Science and Practice*. New York: Guilford Press, 2011.

Anxiety, on the other hand, refers to a more persistent state of threat or "anxiety worry," which involves additional cognitive factors besides fear, such as feelings of unease, loss of control, uncertainty, vulnerability (a sense of helplessness) and difficulty in achieving desired outcomes

Anxiety also tend to be chronic, costly, and debilitating. This means that without some changes on your part, the problem tends to persist and can even get worse as time goes on. With so many lives affected by it, it is no surprise that anxiety disorders are associated with huge personal, social, and economic costs.[28]

Based on the explanation above, knowing the definition of anxiety can provide a good understanding of anxiety that exists in oneself, can identify triggering factors and risks that may cause anxiety, and plan preventive measures to reduce its impact. By understanding the definition and signs of anxiety, it can be faster to recognize if oneself or others may experience anxiety disorders, to seek help early.

b. Student Speaking Anxiety

Student speaking anxiety refers to feelings of fear, nervousness, or unease that occur when learners are required to speak in front of others whether during class discussions, presentations, or social interactions. This is a common issue that can hinder students' communication abilities and limit their active participation in the learning environment. Nevertheless,

---

[28] John P. Forsyth, Georg Eifert H. Eifert. "The Mindfulness and Acceptance Workbook for Anxiety: A Guide to Breaking Free from Anxiety, Phobias, and Worry Using Acceptance and Commitment Therapy." *Oakland: New Harbinger Publications*, 2016. p.35

with appropriate understanding and strategies, this anxiety can be alleviated, enabling students to communicate with greater confidence. The hesitation students exhibit toward speaking in class is not rooted in a lack of awareness about the value of learning English, nor in laziness or disinterest, but rather in low self-confidence, fear of negative evaluation by peers, and concern over being compared to others.[29]

Anxiety can be felt by anyone, including students who face pressure related to their academic problems. This anxiety arises from feeling threatened by something that is not yet certain. For student, anxiety is often caused by a mismatch between their expectations and the reality they face regarding academic issues.[30]

Classroom speaking anxiety among students is primarily influenced by three key factors: communication apprehension, test-related anxiety, and fear of negative evaluation. Additional contributors include insufficient preparation, fear of making errors, and concern about being embarrassed in front of peers. As a result, the teacher's role becomes crucial in addressing these issues. Both students and teachers must work together to foster a positive and supportive classroom environment that can help alleviate students' speaking anxiety.[31]

---

[29] Ely Fitriani1, et al. "Studi Kasus: Kecemasan Berbicara Bahasa Inggris sebagai Bahasa Asing." *Jurnal Basicedu* Vol. 6 No. 2, (2022): 2312–2322.

[30] Bahagia Rambe, Deliati. "Implementasi Teknik Desensitisasi Sistematis Untuk Meminimalisir Kecemasan Berbicara Di Depan Umum Pada Siswa Kelas VII SMP Prima Tembung." *LOKAKARYA* Vol. 2 No. 2, (2023): 131–142.

[31] Uli Modesta Siagian, Adam. "An Analysis of Students' Anxiety in Speaking." *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* Vol. 8 No. 1, (2017): 3–9.

c. Factors of Student Speaking Anxiety in Speaking Skills

Speaking is a productive language skill that can be directly assessed and encompasses multiple elements. Nevertheless, it often induces anxiety in students due to psychological challenges associated with using a foreign language. Factors contributing to students' speaking anxiety in English include communication apprehension, test-related stress, and fear of negative evaluation, all of which are influenced by context-specific anxieties. These situations can create emotionally and physically distressing experiences for some students during classroom speaking activities. As a result, many learners experience fear, frustration, worry, and insecurity when attempting to express themselves in English. Their fear of making mistakes and lack of confidence in their abilities often inhibits their willingness to speak, thereby limiting their verbal participation.[32]

Moreover, addressing speaking anxiety requires an understanding of the underlying factors that contribute to students' discomfort when speaking. These factors include fear of speaking English, intimidation by the teacher, low self-confidence, concern about being less capable than peers, shyness, inadequate preparation, fear of making mistakes, limited vocabulary, reliance on the mother tongue, and anxiety related to language

---

[32] Elinda Umisara, et al. "An Evaluation of the Psychological Factors Influencing the Students' Anxiety in Speaking English." *English Education Journal* Vol. 11 No. 4, (2021): 496–505.

assessments.[33]

Student anxiety can be divided into two categories, namely internal factors and external factors. Internal factors include shyness, lack of confidence, socialization, and fear of public speaking. Meanwhile, external factors include grammar ability, vocabulary, students' reading ability, and influence from peers.[34]

Based on the explanation above, it can be concluded that students' speaking anxiety in the classroom is caused by a combination of internal and external factors. Internal factors, including shyness, low self-confidence, and fear of speaking in public, contribute to feelings of discomfort. Meanwhile, external influences such as limited grammar knowledge, restricted vocabulary, and peer pressure also play a significant role in increasing anxiety. These combined factors can impede students' ability to communicate effectively in a foreign language. Therefore, recognizing and addressing these sources of anxiety is essential to help students engage more confidently and participate actively in classroom activities.

---

[33] Suparlan. "Factors Contributing Students' Speaking Anxiety." *Journal of Languages and Language Teaching* Vol. 9 No. 2, (2021): 160–169.

[34] Arief Styo Nugroho, et al. "Investigating Causing Factors of Speaking Anxiety." *EDUKASIA: Jurnal Pendidikan dan Pembelajaran* Vol. 4 No. 2, (2023): 1289–1294.

d. Solutions to Reduce Student Speaking Anxiety in Speaking Skills

To reduce student speaking anxiety in speaking class, it is essential to implement various methods that may support create a more supportive and comfortable learning environment. With the right approach, students can become more confident and encouraged to actively engage in speaking activities. It is important to understand that speaking anxiety is not something to be feared, but rather a challenge that can be reduce in the right way. With a deeper understanding and focused practice, students are likely to become better prepared and more self-assured in public speaking situations, especially in the classroom. Students employ three main strategies to reduce speaking anxiety. First, most students felt better prepared and better before speaking after doing some preparation. Second, many students believe that positive thinking can help reduce anxiety when speaking. Finally, some students chose to apply relaxation techniques when they felt anxiety and failed in speaking.[35]

Solutions to reduce student anxiety include watching movies in english, browsing english language websites, visiting foreign countries, engaging in conversations with native speakers, delivering more oral presentations, reading english literature for practice and attending english courses at a university during the summer break.[36]

---

[35] Ardhea Rosana Putri, et al. "A Study Of Students' Anxiety In Speaking." *Journal of Education, Linguistics, Literature and Language Teaching* Vol. 3 No. 01, (2020): 35–47.

[36] Suzan Hammad Rafada, Abeer Ahmed Madini. "Effective Solutions for Reducing Saudi Learners' Speaking Anxiety in EFL Classrooms." *Arab World English Journal* Vol. 8, (2017).

The steps students take to reduce anxiety when speaking english are to try to speak as well as possible, take a moment to calm down, then continue the conversation while lowering their voices.[37]

3. Creating Youtube Content to Reduce Student Speaking Anxiety.

YouTube is a digital platform for sharing videos, where users can upload, view, and engage with various types of content. By taking advantage of the wide range of resources available on YouTube, students can discover various methods to reduce their speaking anxiety and enhance their self confidence. In the context of Education 4.0, technology plays a vital role. Integrating technology into the learning process is essential to achieve targeted educational outcomes for instance, the use of video blogging has proven effective in developing students' speaking abilities by examining their perceptions of its implementation. The YouTube vlogging project followed five key stages: preparation, demonstration, planning, execution, and evaluation. After completing the activity, students were required to conduct self-assessments to reflect on their speaking experiences. Therefore, it is recommended that video blogging be incorporated into EFL classrooms as a teaching and learning strategy to strengthen students' speaking performance.[38]

---

[37] Anis Yona Tyas Wilupi, Agung Wicaksono. "Investigating Problem and Solution of Students' Anxiety in Speaking Class." *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan dan Pembelajaran)* Vol. 6, (Agustus, 2023): 507–514.

[38] Nodistya Septian Indrastana, et al. "The Implementation of Mobile-Assisted Language Learning Through YouTube Vlogging to Boost Students' Speaking Performance." Dalam *Proceedings of ICOSHIP 2020*, (Januari, 2021): 50–54. Atlantis Press.

Developing speaking skills can be particularly difficult, especially because English is considered a foreign language in Indonesia. Both educators and learners encounter numerous challenges. To overcome these difficulties, teachers must implement engaging and effective strategies to enhance students' speaking abilities. Utilizing the YouTube platform has shown a beneficial influence on the improvement of EFL students' speaking proficiency.[39]

Most students are satisfied using YouTube as an english learning media. Choosing engaging learning media can support students in the learning process and enhance their motivation, as YouTube offers a mix of visuals, animations, text, and audio that captures students' interest and encourages greater enthusiasm for learning English, particularly in developing speaking skills.[40]

Students expressed appreciation for the opportunity to study independently, interact with various peers, and participate in a variety of language activities. Nevertheless, further enhancements are required in areas such as technological literacy, stable internet connectivity, access to suitable

---

[39] Masrurotul Ajiza, Dewi Puspitasari. "The Use of Youtube in Improving the Speaking Skills of EFL Higher Education Students." *UNNES-TEFLIN National Conference* Vol. 5, (November, 2023): 469–477.

[40] Yunita Kurnia Aliffia, Yudhi Arifani. "The Utilization of Using Youtube Videos to Improve Students Speaking Skills During Online Learning at Ban Kaengsriphoom School, Thailand: English." *Journal of English Development* Vol. 4 No. 1, (2024): 1–14.

online learning devices and pedagogical training for teachers in order to maximize the effectiveness of online learning.[41]

The role of teacher in managing student behavior in the classroom is crucial to the success of the learning process. Good classroom management can create a safe, comfortable, and conducive learning environment, providing opportunities for students to actively participate. Such an environment encourages students to speak with more confidence and without pressure, which in turn can maximize their language skills.[42]

a. The concept of "Upload Youtube Video"

1) Definition of Upload Youtube Video

"Upload YouTube Video" refers to the process of sending a video from a user's device to the YouTube platform to make it accessible to the public or a specific audience. By uploading videos on YouTube, users can share their content with a wide audience or build a community of followers interested in a particular topic.

---

[41] Madehang, M., Masruddin, M., dan Iksan, M. "Reflecting on the Implementation of Online English Learning in Islamic Higher Education: Lecturers and Students' Perspectives. "*International Journal of Asian Education* Vol. 5 No. 3, (2024): 183–197.

[42]Humaeroah, H., Sardi, A., and Ermawati, E. "Teacher Perspective: Managing Students' Behavior Problem in Teaching English at Primary School." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* Vol. 10, No. 2 (2022): 2113–2121.

2) Procedure for Uploading Youtube Video

The general steps in the video upload process on YouTube are:

a) Login to the application: Users must first log in within the Youtube application.
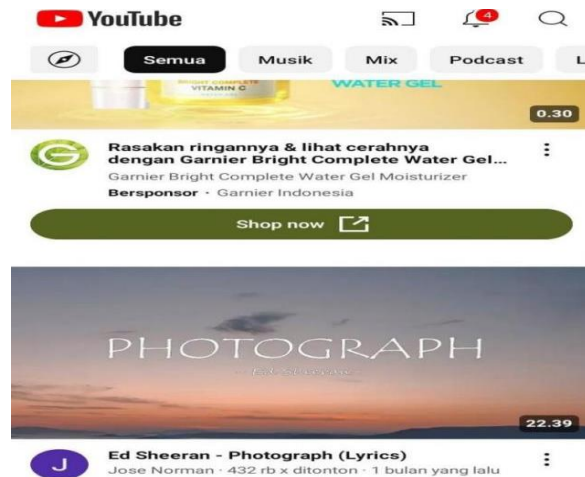
b) Access the Upload Feature: Once logged in, users can access the upload feature by clicking on the camera icon with a plus sign (+) at the top right corner of the YouTube page or through their channel dashboard.
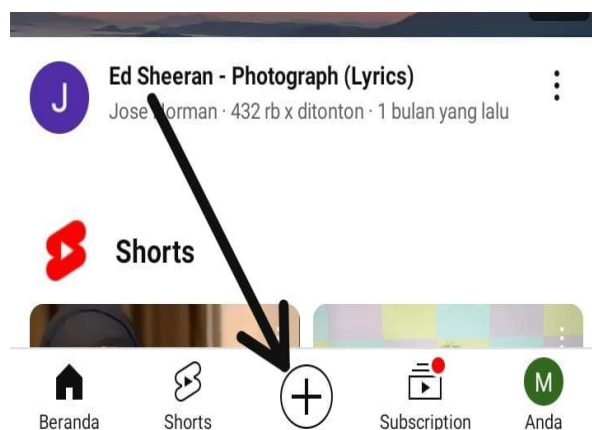
c) Select Video: Users select the video file they want to upload from their device.
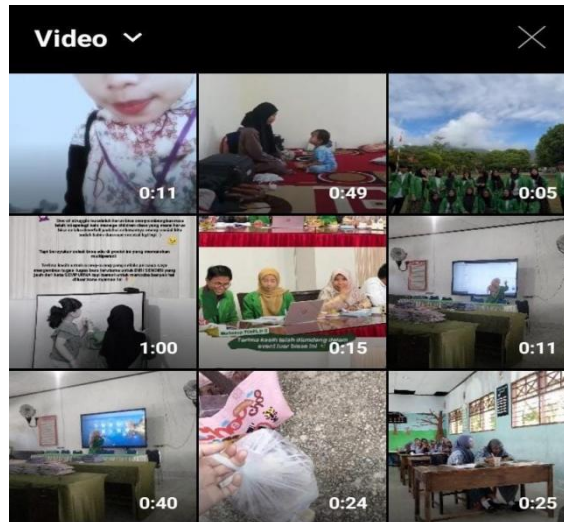
d) Enter Details: Once the video is uploaded, users must add information such as title, description, and tags. They can also select thumbnails, add subtitles, and specify privacy settings (such as Public, Unlisted, or Private).
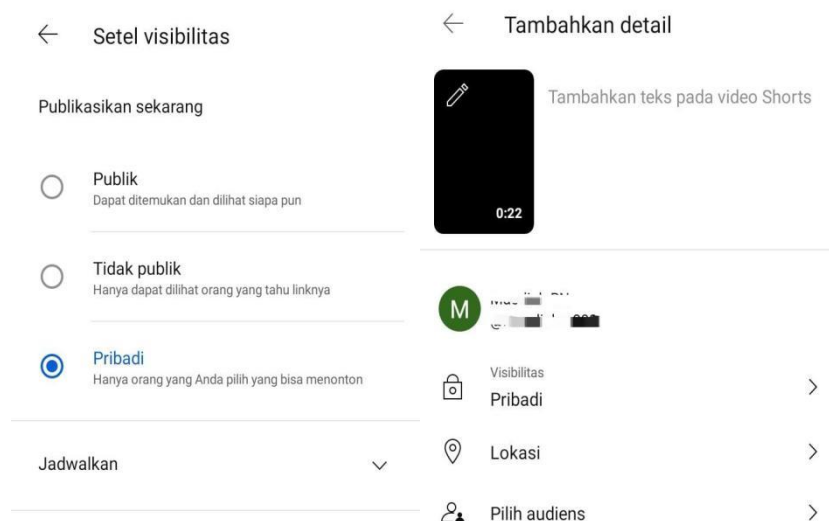
e) Select Other Settings: Users can add videos to playlists, set monetization if eligible, and set age or content restrictions accordingly.
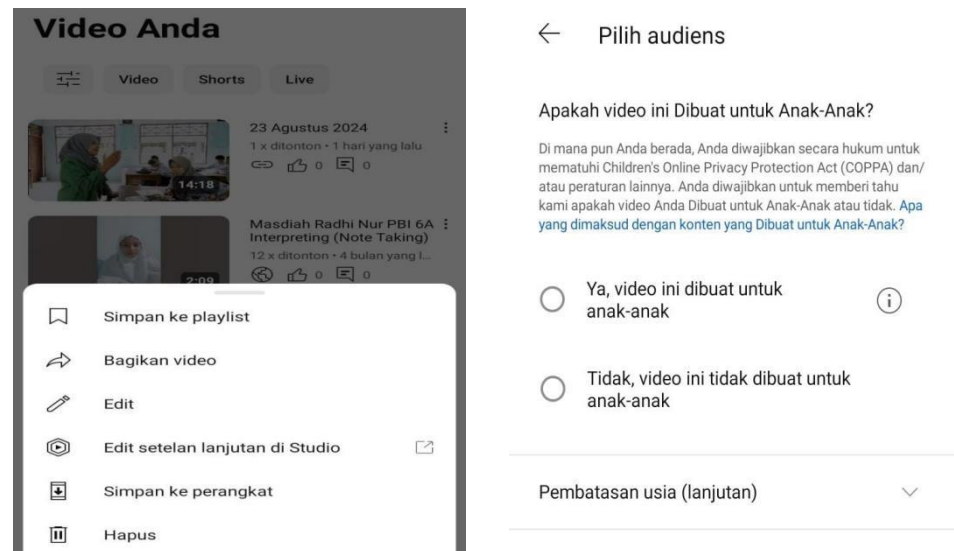
f) Upload and Processing: Once all the details are filled in and settings are selected, the video begins to be uploaded and processed by YouTube. This process may take a few minutes, depending on the size and length of the video.
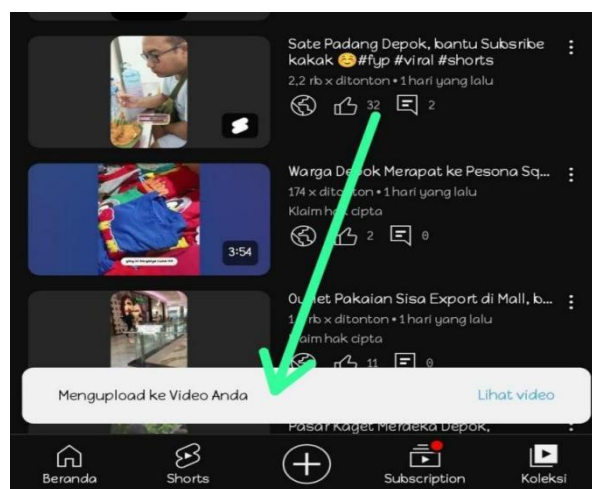
g) Publication: Once the processing is complete, the video will be available for viewing according to the privacy settings selected. Users can publish it immediately or schedule it for a specific time.
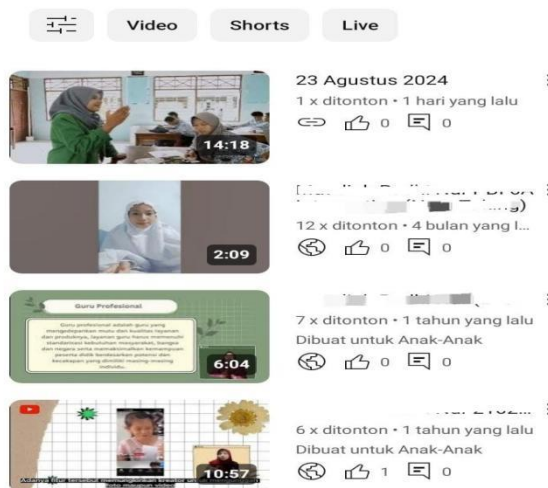
3) Teaching with Youtube App

Teaching with the YouTube app can be a very effective method as the platform provides various features that support learning, such as video tutorials, visual presentations, and the ability to interact with an audience. By utilizing YouTube's features and applying a systematic approach, it can make learning effective and engaging for students.

YouTube provides a range of features that support the learning process, including the "upload video" option. Gaining experience in using this video upload feature on the YouTube app can help students learn the video creation process, improve their editing skills, and understand how to deliver material effectively. Here's how to utilize YouTube's video upload feature in a learning context:

a) Video Upload Process:

Prepare Video:

(1) Record Video: Use a camera or smartphone to record the material you want to teach or document. Make sure the picture and sound quality are good.

(2) Edit Video: Use video editing software to crop, add text, graphics, or effects. Applications like Adobe Premiere Pro, Final Cut Pro, or other free editing tools such as Shotcut and DaVinci Resolve will work.

Upload Videos to YouTube:

(1) Open the YouTube app : Start the YouTube app on your device and ensure that you are logged into your YouTube account.

(2) Click the camera icon : Tap the camera icon with a plus symbol located at the bottom of the app (for the desktop version, it can be found in the upper right corner).

(3) Select the video: Select the video you want to upload from your gallery or a folder on your device.

Fill in the Video Details:

(1) Title : Create an informative and engaging title that reflects the content of the video.

(2) Description : Write a clear and thorough explanation of your video content, highlighting main ideas and any supplementary information.

(3) Tag : Add relevant tags to help your video be found by people searching for the topic.

(4) Thumbnail : Choose an attractive and representative thumbnail of your video. You also have the option to add a personalized thumbnail image.

(5) Category : Select the appropriate category for your video.

Privacy Setting:

(1) Public : Videos are accessible to everyone on YouTube.

(2) Unlisted: Videos can only be accessed by people who have the link.

(3) Private : Videos can only be accessed by you or people you choose.

(4) Publish: After filling in all the details and settings, click "Publish" to upload the video.

b) Using YouTube Features for Learning :

Feedback and Interaction :

(1) Respond to Comments : Read and respond to viewer comments to get feedback and build community.

(2) Use Feedback : Use feedback from viewers to improve the quality of future videos.

Experiments with Formats :

(1) Try Different Formats : Experiment with different types of videos such as tutorials, vlogs, presentations, or practical demonstrations to see which format is most effective.

(2) Learn from Other Videos : Watch popular videos or videos from successful creators to understand their techniques and style.

Learning from Process :

(1) Improve Skills : The process of creating and uploading videos can help you improve skills such as on-camera speaking, editing, and visual design.

(2) Evaluasi Process : Review your video production process and identify areas for improvement, such as content planning, shooting techniques, and editing.

Use Additional Features :

(1) Live Streaming : Try features live streaming to interact with the audience directly and get real-time feedback.

c) Tips for Effective Learning:

(1) Plan Well : Create a plan or script before recording to ensure that the video created is informative and well-structured.

(2) Practice Regularly : The more you make videos, the better your skills in content creation and delivery.

(3) Evaluation and Iteration : After uploading a few videos, evaluate the results and keep refining the approach based on the experience and feedback gained.

By utilizing the upload video feature on YouTube, students can learn various new skills while sharing their knowledge and experience with others.

C. Conceptual Framework

The theoretical foundation of this research is illustrated in the diagram below:

Input	⟷	Creating Youtube Content to Reduce Students Speaking Anxiety
Process	⟷	Creating Youtube Content
Output	⟷	Students' Ability to Reduce Speaking Anxiety Creating Youtube Content

Students create a speaking video and upload it on the video upload feature on the Youtube application	Students can reduce anxiety problems in speaking to creating Youtube content	Improve speaking skills to creating Youtube content

D. Hypothesis

The research hypothesis is described based on the theory mentioned above:

Ho: Creating youtube content is not effective to reduce student speaking anxiety.

H1: Creating youtube content is effective to reduce student speaking anxiety.

CHAPTER III

RESEARCH METHOD

A. Research Type and Design

This type of research is Mixed Method. The mixed method research method is an approach that integrates qualitative and quantitative methods in one study. This approach utilizes the strengths of both methods simultaneously to provide a more comprehensive and in-depth picture of the problem being studied.[43]

This study utilized both quantitative and qualitative approaches. The distinction between these two methods lies in the research objectives and the extent of the investigation. Quantitative research aims to examine causal relationships between two or more variables, typically involving a wider scope and allowing for broader generalizations. The data required in quantitative research is numerical data. Meanwhile, qualitative research is used when the question focuses on the reasons why a phenomenon occurs and how the process occurs, which requires in-depth understanding through interviews or observations. The data in qualitative research consists of the statements or perspectives of informants, with the primary objective being to explore phenomena within a specific setting rather than to generalize findings. Therefore, the scope of quantitative research can be likened to digging a culvert: broad,

---

[43] Hendrayadi, et al. "Mixed Method Research." *Jurnal Review Pendidikan dan Pengajaran (JRPP)* Vol. 6 No. 4, (2023): 2402–2410.

long, but not deep, while qualitative research can be likened to digging a well: although narrow, it is very deep. Both methods are essential and complementary.[44]

This study used an explanatory research design, where quantitative data was initially gathered and analyzed, followed by the collection of qualitative data to offer a deeper or more detailed explanation of the quantitative findings. The steps in this study are:
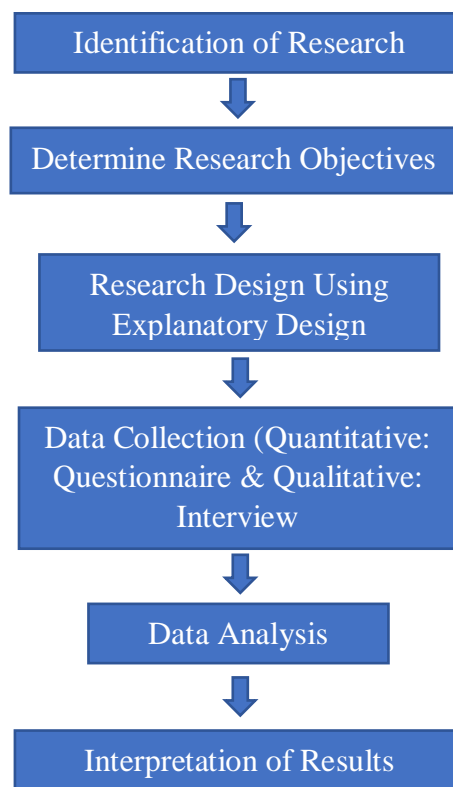
[44]Muhammad Firmansyah, et al. "Esensi Perbedaan Metode Kualitatif dan Kuantitatif." *Elastisitas: Jurnal Ekonomi Pembangunan* Vol. 3 No. 2, (2021): 156–159.

The explanation of the mixed method model in the context of this research is:

1. Researcher determine research problems that are relevant to the methods used.

2. Researcher define what want to achieve with these two types of data, namely quantitative data was utilized to assess students' speaking abilities before and after the implementation of the YouTube application, while qualitative data was employed to further explore and elaborate on the results obtained from the quantitative analysis.

3. Furthermore, researchers collected data in a certain order. In this case, the researcher used an explanatory design, where quantitative data is gathered initially and subsequently followed by the collection of qualitative data. The next stage, researchers collected data through research instruments that was designed. In this case, researcher collected quantitative data using questionnaires, while qualitative data was collected through interviews.

4. Next, researcher analyzed the data that was collected. For quantitative analysis, the data was analyzed using statistical methods, namely likert scale calculations expressed in the form of percentages, and for qualitative analysis or non-numerical data, it was analyzed using techniques such as thematic analysis, coding, or narrative analysis to understand the context and deeper meaning.

5. At this stage, the researcher combined the results of quantitative and qualitative analysis to gain a comprehensive understanding. At this stage, the researcher integrated the findings from both types of data.

B. Time and Location of Research

The researcher took a study on 4th Semester English Education Study Program Students at UIN Palopo City. The researcher conducted this research from April 22 to May 27, 2025.

C. Population and Sample

In this research, the population consisted of 36 4th semester students in the English Education Study Program. The population referred to the entire group of individuals, cases, or objects to which the findings of the research were intended to be applied. Understanding the population well was very important because a representative sample was taken from the group.[45]

The sample in this study was 4th semester students of the english eucation study program class A, consisting of 17 students. The sample was a portion of the population, selected based on specific methods, and reflected certain characteristics relevant to the study.[46]

The sampling technique employed in this study was non-probability sampling, also known as non-random sampling, which is a sampling technique that will not be randomly. The researcher was specifically used purposive

---

[45] I Ketut Swarjana. *Populasi-Sampel, Teknik Sampling & Bias dalam Penelitian.* Yogyakarta: Penerbit Andi, 2022, p. 5

[46] I Ketut Swarjana. *Populasi-Sampel, Teknik Sampling & Bias dalam Penelitian.* Yogyakarta: Penerbit Andi, 2022, p. 13.

sampling techniques, which means this technique selected samples based on criteria that was determined by the researcher.

D. Research Variable

The variables that was used in quantitative methods was independent variables and dependent variables. The independent variable was the used of the YouTube content to reduce students' speaking anxiety, while the dependent variable was speaking anxiety.

While in the qualitative method, the variables that was explored in this study was students' experiences in using YouTube to reduce speaking anxiety, students' perceptions of the effect of YouTube on their speaking anxiety, students' motivation to use YouTube, and the impact of speaking practice with YouTube.

E. Research Instruments

In the quantitative approach, the instrument utilized was a questionnaire aimed at assessing students' speaking anxiety levels. One of the primary tools used in this study was the Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et al. (1986). This questionnaire comprises 33 items focused on anxiety experienced during foreign language learning, particularly in speaking contexts. It employs a five point likert scale with the following options: Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (NA), Disagree (D), and Strongly Disagree (SD). The FLCAS was administered to measure students' speaking anxiety levels before and after the implementation of YouTube content. This instrument provided quantitative data that enabled the

researcher to assess whether the use of YouTube effectively reduced speaking anxiety among university students.

In the qualitative approach, the instruments used included several techniques aimed at gaining a deeper insight into students' experiences in creating YouTube content as a means to reduce speaking anxiety. The primary instrument employed to gather qualitative data was the interview.

Interview is a technique conducted directly with students to dig deeper into their personal experiences in reduce speaking anxiety through YouTube. The researcher employed open ended questions to gather more detailed and personal insights from the students. The interview instrument was used to obtain richer data related to students' feelings, opinions, and perceptions about YouTube.

F. Data Collection Technique

The following is how the data collection technique uses mixed methods in this study:

1. Quantitative Data Collection

The quantitative part was focus on measuring students' speaking anxiety levels before and after craeting the YouTube content. The data that was collected was numerical in nature and could be analyzed statistically.

a. Pre-Survey (Before using YouTube): Students was filled out a questionnaire that was measure their level of speaking anxiety before they start creating YouTube. For instance, a Likert scale was utilized to evaluate the students' level of anxiety when speaking English. The questionnaire employed by the

researcher was the Foreign Language Classroom Anxiety Scale (FLCAS), originally developed by Horwitz et al. (1986).

b. Intervention (YouTube Use): Students was gave the task to use YouTube as a tool to practice speaking for a certain period (e.g. 4-5 weeks), with instructions on the types of videos they can watch as reference (e.g. speaking tutorials, pronunciation exercises, or vlog videos) and was asked to create speaking videos through YouTube. In conducting this study, the intervention was carried out by involving students in YouTube content creation activities, with three practice sessions held at different meeting times. Each session was designed progressively to provide speaking practice with the aim of helping to reduce students' anxiety levels when speaking by utilizing the use of English. The content themes provided at each meeting were as follows:

1. In the initial meeting, students were instructed to create a brief video on a topic they selected themselves. This activity aims to foster initial confidence and comfort in speaking English without the pressure of specific structures or strict rules.

2. In the second session, students were asked to create a vlog documenting their daily activities or specific experiences in their surroundings. This type of content encourages students to use English narratively and contextually. Vlogs mimic real-life communication in everyday life and allow students to express themselves naturally, which ultimately contributes to increased confidence in speaking.

3. In the final session, students are asked to create a YouTube video containing reviews of products, films, books, or other topics that interest them. This task is more structured and requires critical thinking skills, descriptive language, and systematic idea development. At this stage, students are expected to have sufficient confidence to deliver more formal and informative content.

c. Post-survey (After using YouTube): After the intervention period, students filled out the same questionnaire to measure their level of speaking anxiety after practicing with YouTube content.

After carrying out the above steps, the researcher was took the next step, namely the observation checklist. This step was done by the researcher as students practice speaking after creating YouTube. Checklists was used to monitor the following:

1) Comfort level while speaking (e.g. based on facial expressions or body language).

2) Increased fluency and confidence in speaking English.

2. Qualitative Data Collection

The qualitative part was aim to gain a deeper understanding of students' experiences in creating YouTube content to reduce speaking anxiety. Data collection was conducted using interviews.

In this qualitative study, data were collected through structured interviews to gain detailed insights from respondents about creating YouTube content as a strategy to reduce speaking anxiety. The participants were 4th

semester students from the English Education Study Program at UIN Palopo. The sampling technique used was purposive sampling, in which the researcher selected participants based on their ability to provide relevant information related to the research topic. A small group of students (approximately 2–3 individuals) was chosen from the larger population for this purpose. Structured interviews as the interview design was explored:

a. How YouTube videos provide an overview or reference regarding speaking techniques?

b. How do they feel before and after using YouTube to practice speaking English?

c. What types of YouTube videos they find most effective (e.g. tutorial videos, speaking exercises, or vlogs)?

d. Their personal experience in using YouTube for speaking practice.

e. Suggestions or feedback for improving the use of YouTube in reduce speaking anxiety.

To ensure that the interviews was well recorded and the researcher had evidence that the interviews had been conducted with informants or data sources, the following tools were needed:

a. Notebook: With a notebook, the researcher could record the entire conversation with the data source.

b. Recordings: Voice recordings (voice notes) are used to record conversations between researcher and data sources, with a note that this recording requires permission from the informant or data source.

c. Guided Interview Guidelines: Before the interview, the researcher prepared a list of questions to be given to the informant, in order to facilitate the course of the interview and conversation.

3. Integration of Quantitative and Qualitative Data (Mixed Method)

a. Data Triangulation: The researcher was compare findings from quantitative data (surveys and observations) with qualitative insights (interviews and group discussions). This approach was help to gain a more comprehensive understanding of how YouTube could help reduce speaking anxiety.

b. Interpretation: Quantitative data may indicate trends or patterns (e.g., a significant decrease in anxiety), while qualitative data may provide deeper insights into students' experiences and the factors that contributed to these changes.

4. Data Collection Time Plan:

a. Week 1: Initial data collection was done through pre-survey and first observation.

b. Weeks 2-4: Students was used YouTube to practice speaking (with guidance on the types of videos suggested as references and asking students to made speaking videos).

c. Week 5: Final data collection was done through post-survei and interviews.

d. Week 6: Data analysis and interpretation of research results was carried out.

G. Instrument Validity and Reliability

The Foreign Language Classroom Anxiety Scale (FLCAS) is a 33 item questionnaire using a 5-point likert scale, ranging from strongly agree to strongly disagree, developed by Horwitz et al. This instrument is among the most commonly used tools for assessing anxiety in foreign language learning and is widely recognized by language researchers as both valid and reliable. Furthermore, the FLCAS has validation by numerous scholars, with its validity reviewed by experts to ensure the accuracy and credibility of the data collected. The researcher divided three types of anxiety based on the FLCAS dimensions, namely speaking anxiety (1, 3, 9, 12, 13, 20, 24, 27, 33), test anxiety (8, 10, 21, 22, 29, 30) and social anxiety (2, 4, 5, 6, 7, 11, 14, 15, 16, 17, 18, 19, 23, 25, 26, 28, 31, 32).[47]

H. Data Analysis Technique

1. Quantitative Data

The researcher utilized the Foreign Language Classroom Anxiety Scale (FLCAS) to assess students' levels of anxiety in learning a foreign language. The following steps were carried out to determine the degree of anxiety based on the scores collected:

a. Collecting Data from the FLCAS Questionnaire

Students was completed the FLCAS questionnaire, which consisted of 33 statements. Each item in the questionnaire was assessed using a Likert Scale

---

[47] Elaine Keller Horwitz, et al. "Foreign Language Classroom Anxiety." *The Modern Language Journal* Vol. 70 No. 2, (1986): 125–132.

ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The researcher needed to gather responses from the participants in the study.

b. Scoring Answers and Calculating Scores

After the students filled out the questionnaire, the researcher coded the answers with numbers according to the likert scale. For example:

1) 1 (Strongly Disagree)

2) 2 (Disagree)

3) 3 (Neutral)

4) 4 (Agree)

5) 5 (Strongly Agree)

Statements in the FLCAS was related to the students' feelings of anxiety or discomfort in certain situations (e.g., speaking in front of the class, taking an exam, or talking to classmates). The researcher calculated a score for each item based on the answers given.

For Example:

If a student gave an answer of 4 (Agree) to the statement saying "I feel anxiety when asked to speak in a foreign language in front of the class," then it meant that he/she felt anxiety in that situation. This answer was given a score of 4.

c. Calculating the Total Score

After collecting the answers from the research sample, the researcher summed up the scores for each individual. Each student had a total score based on their assessment of the 33 statement items.

For Example :

Student A gave a score of 4 on item 1, 3 on item 2, 5 on item 3, and so on. After completing all 33 items, the researcher calculated the total score for Student A.

To determine the level of speaking anxiety among students, researchers used a questionnaire with a 1–5 likert scale consisting of 33 items. Each respondent received a score calculated based on the total value of each item. The total score for each respondent was calculated using the following formula:

$$Xtotal = \sum_{i=1}^{n} Xi$$

Meanwhile, the mean score for each respondent was determined using the following formula:

$$\bar{x} = \frac{\sum_{i=1}^{n} Xi}{n}$$

Xi = item scores to i

n = number of items (in this case $n = 33$)

The calculation was performed using Microsoft Excel, with the following formula:

Total score: =SUM

Average score: =AVERAGE

To gain deeper insight into the types of anxiety experienced by the respondents, the researcher categorized the speaking anxiety questionnaire

into three main types based on psychological classifications: speaking anxiety, test anxiety, and social anxiety. Each category contained several relevant items. The scores for each respondent were calculated separately for each category, with all calculation carried out using Microsoft Excel.

The formula used to calculate the total score for each category and the overall total is =SUM (B2 : J2 or adjusted to the item column used). The average for each dimension is also calculated to see the general trend of all respondents:

$$\bar{x}kategori = \frac{\sum_{i=1}^{n} Xi}{n}$$

Xi : scores in each category

n : number of respondents

d. Interpreting the Total Score

To measure the anxiety level of students, the researcher interpreted the total score obtained based on the value range. A higher total score indicated a higher level of anxiety, and a lower score indicated lower anxiety. However, for a more detailed interpretation, the researcher used the following anxiety categories that are often used for the FLCAS:

Anxiety Level Scores and Interpretation:

1) Score 33-99 (Low): Indicated a low level of anxiety, meaning that students felt quite comfortable and did not experience much anxiety in foreign language learning.

2) Score 100-150 (Moderate): Indicated a moderate level of anxiety; students may have felt slight anxiety in certain situations but were still able to manage it.

3) Score 151-165 (High): Indicated a high anxiety level; students experienced significant anxiety in various foreign language learning situations, such as speaking in front of the class or facing exams.

For Example:

1) Student A scored a total of 115 out of 165. This indicates a moderate level of anxiety.

2) Student B scored 155 out of 165, indicating a high level of anxiety.[48]

e. Assessing Anxiety Level Based on FLCAS Dimensions

The FLCAS consisted of several different dimensions that described specific types of anxiety, such as anxiety about speaking in front of the class, anxiety about taking exams, or anxiety about interacting with classmates or teachers. The researcher conducted a more in-depth analysis by categorizing scores based on these dimensions.

1) Speaking Anxiety: Speaking in front of a class or speaking in a foreign language.

2) Test Anxiety: Anxiety when facing exams or tests.

3) Social Anxiety: Anxiety when interacting with classmates or teachers.

---

[48] Elaine Keller Horwitz, et al. "Foreign Language Classroom Anxiety." *The Modern Language Journal* Vol. 70 No. 2, (1986): 125–132.

Researchers calculated scores per dimension to identify the type of anxiety that bothered students the most, and whether they were more anxiety due to public speaking, exams, or social interactions. By using the FLCAS to measure students' anxiety, researchers can clearly assess their anxiety level based on the total score and the different anxiety dimensions. Once the scores are calculated and analyzed, researcher can interpret the anxiety level and take the next steps to help students reduce their speaking anxiety.[49]

The following is an interpretation of the average score per dimension:

1) 1.00 – 2.00 (very low)

2) 2.01 – 3.00 (low)

3) 3.01 – 4.00 (moderate)

4) 4.01 – 5.00 (high)[50]

---

[49] Elaine Keller Horwitz, et al. "Foreign Language Classroom Anxiety." *The Modern Language Journal* Vol. 70 No. 2, (1986): 125–132.

[50] Grayson Newton Holmbeck, et al. "An Author's Checklist for Measure Development and Validation Manuscripts." *Journal of Pediatric Psychology* Vol. 34 No. 7, (2009): 691–696.

2. Qualitative Data

     The steps of qualitative data analysis are described in the figure below:
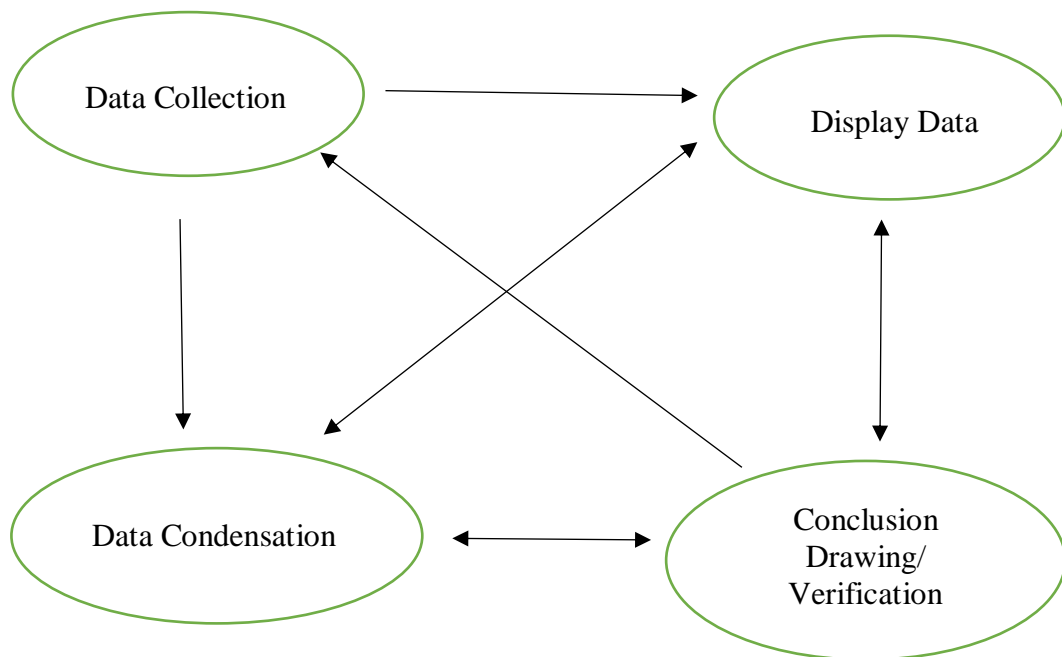
     Based on the diagram above, the steps in qualitative data analysis was explained as follows:

a. Data Collection

     The researcher collected data through in-depth interviews with respondents, aiming to gain a deeper understanding Creating Youtube Content to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo.

b. Data Reduction

     This data reduction process was carried out by researchers continuously while conducted research to produce core notes from the data obtained from the results of extracting data. After that, the researcher was

reduce the data by summarizing, selecting, and focusing on important things while discarding unnecessary data. Thus, the purpose of this data reduction was to simplify the data obtained during data collection in the field.

c. Presentation of data

Data presentation was a process of presenting data by briefly describing either in the form of charts, tables, or descriptions about Creating Youtube Content to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo. The most commonly used method to present data in qualitative form with narrative text.

d. Conclusion Drawing/Verification

This section was a conclusion in the form of new findings that had not previously existed about Creating YouTube application to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo.

Researcher are expected to adhere to high ethics, maintain honesty and transparency in research. Protection of research subjects, especially those involving humans, as well as data confidentiality are also very important. Researcher must convey research results honestly and avoid manipulation or plagiarism, and avoid conflicts of interest that can affect objectivity.[51]

---

[51] Rustan Santaria. *Konsep Dasar Metodologi Penelitian – Panduan Praktis Penyelesaian Studi*. Jakarta: Laskar Perubahan, 2016, p. 135

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Quantitative Research Results

The instrument's validity was assessed by a lecturer from the English Education Study Program to ensure that each item in the questionnaire accurately reflected the indicators relevant to the research objectives, thereby guaranteeing that the collected data was reliable and valid.

a. Description of Quantitative Data

1) Pre-Survey Results Creating Youtube Content to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo

Table 4.1 Pre-Survey Results

No.	Name	Pre-Survei Score	Anxiety Level
1	KA	120	Moderate
2	NA	130	Moderate
3	AR	111	Moderate
4	ASY	111	Moderate
5	AT	117	Moderate
6	AZ	111	Moderate
7	AA	101	Moderate
8	ARP	115	Moderate
9	SH	133	Moderate
10	SF	110	Moderate
11	AM	114	Moderate
12	AS	138	Moderate
13	NAI	112	Moderate
14	MM	117	Moderate
15	DC	106	Moderate
16	AAS	129	Moderate

17	AM	130	Moderate
Total		2005	
Average		117,941	Moderate

Based on table 4.1, all students in the english education program in 4th semester class A had scores of 100-150 which falls into the moderate category. The average pre-survey score for the variable of speaking anxiety was 117.941 which indicates that students may feel slight anxiety in certain situations but can still manage their anxiety.

Table 4.2 Pre-Survey Results of Anxiety Level Assessment Based on FLCAS

Dimensions

No	Name	Score		
		Speaking Anxiety	Test Anxiety	Social Anxiety
1	KA	33	22	65
2	NA	34	24	72
3	AR	31	20	60
4	ASY	33	17	61
5	AT	39	19	59
6	AZ	32	21	58
7	AA	25	17	59
8	ARP	32	21	62
9	SH	36	22	75
10	SF	30	18	62
11	AM	32	20	62
12	AS	39	25	74
13	NAI	33	17	62
14	MM	34	22	61
15	DC	30	19	57
16	AAS	34	24	71
17	AM	39	24	67
Total		566	352	1087
Average		3,6	3,4	3,5

Table 4.2 displays, the average score for speaking anxiety among students is 3.6 which indicates a moderate level. The average score for test anxiety among students is 3.4 which also indicates a moderate level. As for social anxiety, the average score among students is 3.5 which also indicates a moderate level.

2) Post-Survey Results Creating Youtube Content to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo

Table 4.3 Post-Survey Results

No.	Name	Post-Survei Score	Anxiety Level
1	KA	95	Low
2	NA	84	Low
3	AR	95	Low
4	ASY	111	Moderate
5	AT	94	Low
6	AZ	84	Low
7	AA	100	Moderate
8	ARP	93	Low
9	SH	87	Low
10	SF	78	Low
11	AM	92	Low
12	AS	98	Low
13	NAI	102	Moderate
14	MM	99	Low
15	DC	101	Moderate
16	AAS	88	Low
17	AM	84	Low
Total		1591	
Average		93,588	Low

Based on table 4.3, all students in the english education program in semester 4 class A had scores of 33-99 which falls into the low category. The

average post-survey score for the variable of speaking anxiety was 93.588 indicating that students feel quite comfortable and do not experience much anxiety in foreign language learning.

Table 4.4 Results of Post-Assessment Survey of Anxiety Levels Based on FLCAS Dimensions

No	Name	Score		
		Speaking Anxiety	Test Anxiety	Social Anxiety
1	KA	28	18	49
2	NA	22	14	48
3	AR	25	18	50
4	ASY	27	18	53
5	AT	25	16	53
6	AZ	22	14	48
7	AA	28	15	57
8	ARP	29	16	50
9	SH	23	18	46
10	SF	21	18	61
11	AM	22	16	46
12	AS	32	20	59
13	NAI	28	19	55
14	MM	24	19	56
15	DC	27	17	57
16	AAS	23	17	48
17	AM	22	16	46
Total		434	289	888
Average		2,8	2,8	2,9

Table 4.4 shows result of the average score for speaking anxiety among students is 2.8 indicating a low level. For test anxiety, the average score is 2.8 also indicates a low level. Similarly for social anxiety, the average score is 2.9 indicating a low level.

b. Results Findings

The pre-survey results indicate that students' speaking anxiety levels are in the moderate category, with an average score of 117.941. After participating in specific learning or intervention activities, the post-survey results show to reduce in anxiety to the low category, with an average score of 93.588. This reduce in anxiety levels was also evident in the three dimensions measured. In the speaking anxiety dimension, the average score decreased from 3.6 to 2.8. For test anxiety, the score decreased from 3.4 to 2.8. Meanwhile, in the social anxiety dimension, there was a decrease from 3.5 to 2.9. Thus, it can be concluded that all aspects of anxiety that were previously at a moderate level decreased to a low level. This indicates that students experience increased confidence and comfortable when speaking.

2. Qualitative Research Results

a. Description of Interview Data Exposure

The results of this study on Creating YouTube Content to Reduce Student Speaking Anxiety in the 4th Semester of the English Education Study Program at UIN Palopo were obtained through interviews with informants (4th semester english education students in class A) who were considered capable of providing accurate information on Creating YouTube Content to Reduce Student Speaking

Anxiety in the 4th Semester of English Education Study Program UIN Palopo. The interviews used were structured interviews, meaning there was a set of guiding questions.

The informants interviewed were three students from the English Education Program 4th Semester Class A namely NA, MM, and SF. Below are the results of the researcher interviews with these students:

1) How do YouTube videos provide insight or reference regarding speaking techniques?

Based on the informants' responses regarding YouTube videos providing an overview or reference on speaking techniques:

NA: "In my opinion, YouTube videos are very helpful in providing an overview or reference on speaking techniques because it present real examples. Not only that, but the videos also provide strategies and tips that are easy to follow."

Based on the interview with NA, YouTube videos play an important role in providing understanding and references related to speaking techniques. NA revealed that the videos are very useful because they present real examples that can be observed and used as direct references. In addition, NA also considered that YouTube videos present various speaking strategies and tips that are easy to understand and apply. This shows that visual media such as YouTube not only provide information, but also support an active and enjoyable learning process, especially in mastering speaking skills.

MM: "In my opinion, YouTube is a platform that provides various types of videos, where you can not only see the images, but also the movements and sounds produced. Through these videos, I feel that I can learn how to speak well in public. The videos on YouTube also provide various tips and tricks, such as how to control facial expressions, emphasize voice when pronouncing each word, and use body language effectively. So that the audience does not feel bored or tired."

Based on the interview with MM, YouTube is considered a very helpful tool in supporting the learning of public speaking skills. The main advantage of YouTube lies in it's presentation of content that combines images, movement and sound, allowing viewers to understand important aspects such as intonation, facial expressions and body language more thoroughly. MM said that through various videos on YouTube,she was able to learn how to deliver a good speech or presentation. The combination of visuals and audio in the videos makes the learning process more interesting and easy to understand.

SF: "In my opinion, YouTube is very helpful in providing an understanding of speaking techniques, especially because the videos presented usually show direct practice from the speakers. I think that through YouTube, I can see how speakers use facial expressions, intonation, and body gestures to convey their message. So the material is easier to understand than just reading theory in a book."

Based on the interview with SF, YouTube is very useful in helping to understand speaking techniques. She considered that the advantage of YouTube lies in the availability of videos featuring live speakers. SF also stated that the delivery of material through videos makes the concept of speaking easier to understand and the visual and audio elements in YouTube videos provide a clearer and more realistic picture of good speaking techniques.

Based on the explanations from the three informants NA, MM, and SF, it can be verified that YouTube plays an important role in supporting the learning process of speaking skills. All three consistently emphasized that the video content on YouTube displays real visual and audio examples, which help in understanding various speaking techniques such as intonation, facial expressions, and body language. The similarity of views among the three informants reinforces the finding that YouTube is not only an entertainment medium, but also an effective, practical and accessible learning medium. Through this verification process, there is an alignment of perceptions that supports the validity of the data regarding the effectiveness of YouTube as a means to improve oral communication skills in an active and interesting way.

2) How did you feel before and after using the YouTube app to practice speaking?

Based on the informants' answers regarding their feelings before and after using the YouTube app to practice speaking:

NA: "Before, I felt very nervous, lacked confidence, often experienced anxiety, and had difficulty speaking in public. However, after getting to know and utilizing the YouTube app to improve my English language skills, especially in speaking, now I feel more confident, my skills are much better than before and I am ready to speak in public."

Based on the interview with NA stated that before using YouTube, she often felt nervous, lacked confidence, and was anxious when speaking in front of many people, especially in English. Nevertheless, following the use of YouTube as a learning tool to enhance her speaking skill, she felt a

significant change. Now, NA is more confident and her speaking skills have improved significantly compared to before.

MM: "Before using the YouTube platform, I admitted to having anxiety issues when speaking, feeling less confident, and being afraid of making mistakes. However, after utilizing YouTube especially for learning speaking skills, I felt helped. Although YouTube does not provide direct feedback, this platform gives me a 'learning companion' that provides various video references, including for creating short videos as a means of practicing speaking."

Based on the interview with MM stated that before using YouTube, she often felt anxiety, lacked confidence, and was afraid of making mistakes when speaking in public, which hindered her learning process. However, after utilizing YouTube to learn speaking skills, sshe felt meaningful support from the platform. While YouTube does not provide immediate feedback, she considers it a "study buddy" that provides a variety of helpful video references. One of the benefits is the guidance to create short videos to practice speaking independently. Thus, she feels that YouTube is not only a source of learning materials, but also a medium of practice that helps boost her confidence and speaking skills.

SF: "Before using YouTube, the respondent felt less confident and often felt confused when speaking in English, especially in formal settings like class presentations. However, after regularly watching and imitating speakers on YouTube, it felt more confident and able to form sentences spontaneously with better pronunciation."

Based on the interview with SF, before using YouTube, she often felt less confident and confused when speaking in English, especially in formal situations such as classroom presentations, making it difficult to convey messages smoothly and clearly. However, after regularly watching

and imitating the speaking styles of speakers on YouTube, SF began to feel an increase in her confidence and speaking ability. She became more able to form sentences spontaneously with better pronunciation. This shows that YouTube as a medium for learning to speaking has a positive impact on her ability to speak English, especially in formal contexts.

Based on information from informants NA, MM, and SF, it can be verified that the use of YouTube as a learning medium has a positive impact on increasing confidence in speaking, especially in the context of using English. All three said that before using YouTube, they often experienced nervousness, lack of confidence, and difficulty in conveying ideas clearly when speaking in public. However, after regularly utilizing YouTube, they felt significant improvements in their understanding of the material, ability to express ideas, and mental readiness to speak in front of an audience. Although YouTube does not offer direct interaction, the informants found that the presence of videos that present real-life examples and the opportunity to practice independently were very helpful in increasing their confidence.

The similarity of experiences and views of the three informants shows the consistency of findings that strengthen the validity that YouTube is an effective learning media in building confidence and speaking skills, especially in formal situations.

3) What type of YouTube video do you think is most effective (tutorial videos, speaking anxiety, or vlogs)?

Based on the informants' answers regarding the most effective YouTube videos in their opinion (tutorial videos, speaking anxiety, or vlogs), the following conclusions can be drawn:

NA: "Actually, there are many types of videos that I can watch, such as vlogs and others. However, I prefer speaking tutorial videos because through these videos, I can practice effective speaking techniques by utilizing the tricks and tips provided."

Based on the interview with NA said that YouTube provides a wide range of videos, including vlogs and other types of videos. However, she prefers to focus on speaking tutorial videos because through these videos she can practice speaking techniques effectively by utilizing various tricks and tips delivered by the speaker. This choice shows that NA prioritizes content that is not only informative, but also easy to apply in practice.

MM: "I'm the type of learner who prefers a relaxed approach, so I prefer vlog-style videos on YouTube. This is because vlogs use everyday language that's easier to understand. From there, I gradually started trying to implement English sentences directly. Usually, after watching a vlog, I imitate what I hear, even often speaking to myself without worrying too much about whether the sentences I say are correct or not."

Based on the interview with MM revealed that she prefers a relaxed learning method, so he chooses to watch vlog videos on YouTube. She believes that vlogs use everyday language that is easier to understand than formal language or rigid theories. By regularly watching vlogs, MM began to gradually practice the use of English sentences directly. This relaxed way

of learning is considered effective in getting used to speaking English in a more natural and spontaneous way.

SF: "In my opinion, the most effective videos are educational videos or speaking tutorials, because the material is structured and usually accompanied by detailed explanations of speaking techniques. Although vlogs are also interesting, I find tutorial videos to be more focused and suited to my learning needs."

Based on the interview with SF, the most effective videos for learning speaking skills are educational videos or speaking tutorials because the material presented is organized systematically and usually comes with detailed explanations of speaking techniques. Thus, video tutorials are able to provide more organized material that helps her understand and master speaking skills better and more purposefully.

Based on the verification results of the three informants NA, MM, and SF, it can be verified that the type of video chosen on YouTube plays a significant role in supporting the learning process of speaking skills, depending on each individual's learning style and preferences. NA and SF are more likely to choose tutorial videos because the content is organized in a coherent manner, easy to understand, and can be directly applied in speaking practice. Meanwhile, MM is more interested in vlog-style videos because they provide a relaxed learning atmosphere with casual language that allows him to practice speaking spontaneously.

The similarity in the way the three informants adjust the choice of videos to their learning needs shows that the diversity of content on YouTube gives learners the freedom to choose the most suitable approach.

This corroborates the finding that both video tutorials and vlogs play an important role in helping to improve speaking skills, provided they are suited to individual learning styles.

4) What are their personal experiences using the YouTube app for speaking practice?

Based on the informants' answers regarding the most effective YouTube videos in their opinion (tutorial videos, speaking anxiety, or vlogs), they stated that:

NA: "My experience in practicing speaking is by recording myself while speaking, then watching it again to evaluate and improve my speaking techniques, such as intonation, pronunciation, body language, and other aspects."

Based on the interview with NA revealed that she practiced her speaking skills by recording herself speaking and then playing back the recording for evaluation. This approach reflects NA awareness of the importance of self-evaluation in the continuous learning process. By recording and reviewing her performance, NA is able to recognize her shortcomings and systematically improve her speaking skills.

MM: "After using YouTube, I feel I've gained a lot of knowledge, especially because I can directly see how people speak and absorb tips and tricks visually. Although my speaking skills haven't improved significantly yet, I've started trying to implement good speaking techniques in front of the camera."

Based on the interview with MM stated that after using YouTube as a learning tool, he felt that she gained a lot of new knowledge, especially because he could witness first-hand how people speak and learn tips and tricks visually. This gives her a more tangible understanding of effective speaking

techniques. MM admits that he has started trying to apply good speaking techniques when speaking in front of the camera. This indicates that YouTube serves as a learning medium that encourages MM to actively practice and put the material learned into practice.

SF: "I have a habit of watching speaking tutorial videos everyday for 15–20 minutes, then trying to imitate the sentences spoken by the speaker in the video. I also get used to recording myself while speaking as a form of self-evaluation. I think this activity is very helpful in improving pronunciation and fluency."

Based on the interview with SF, she has a habit of watching speaking tutorial videos for 15 to 20 minutes every day. After watching, SF often imitates the sentences spoken by the speaker in the video. The process of recording and playing back the recording is considered very helpful by SF because it can improve his pronunciation and speaking fluency. By practicing consistently with self-evaluation, SF feels that her English speaking ability continues to improve.

Verification of the data from the three informants NA, MM and SF shows that the use of YouTube encourages learners to apply active practice strategies and self-evaluation in the process of developing speaking skills. This indicates a motivation to practice actively even without structured evaluation. The similarity of the self-practice patterns carried out by the three informants confirms that YouTube does not only function as a provider of learning materials, but also as a medium that encourages learners to practice reflectively and consistently. This verification reinforces the finding that strategies such as self-recording and regular practice can increase the

effectiveness of learning speaking skills through an independent and continuous approach.

5) Their suggestions or feedback the using of YouTube to reduce speaking anxiety.

Based on the informants' responses regarding suggestions or input for improving the use of YouTube to reduce students' anxiety about speaking, they stated that:

NA: "My suggestion is that the YouTube app is highly recommended for improving speaking skills, as it offers a wide variety of videos and speakers with diverse backgrounds, allowing users to tailor content to their individual interests and needs."

Based on the interview with NA, the YouTube application is highly recommended as a means to improve speaking skills. According to NA, YouTube presents a wide variety of videos and features speakers with diverse backgrounds. This diversity gives NA the opportunity to choose and customize materials according to their own interests and learning needs. With the freedom to choose content, NA can have a more personalized and efficient learning experience.

MM: "As a suggestion, I hope YouTube can provide more videos on how to reduce speaking anxiety, effective public speaking techniques, and guidelines for delivering good presentations in the classroom."

Based on the interview with MM, there is an expectation for YouTube to provide more videos that focus on how to overcome speaking anxiety, effective public speaking techniques, and guidance on delivering good presentations in a classroom environment. MM thinks that this type of content

is essential for students to help her overcome mental blocks and improve their practical speaking skills, especially in formal situations.

SF: "I suggest that students not only be passive viewers but also actively practice by creating short content such as monologue videos or simple vlogs. Additionally, I recommend that professors or university institutions provide a list of recommended videos tailored to students' skill levels, so the learning process is more focused and anxiety decreases through regular practice."

Based on the interview with SF, it is suggested that students should not only passively watch videos on YouTube, but also be more proactive by practicing through creating short content, such as simple monologue videos or vlogs. This way, students can directly hone their speaking skills more practically and effectively. In addition, SF also recommends that lecturers or educational institutions provide a list of recommended videos according to students' ability levels. This step is intended to make the learning process more structured and focused, while helping to reduce student anxiety through consistent and systematic practice.

The verification results from the inputs of informants NA, MM, and SF indicate that YouTube is a platform with great potential to support the development of speaking skills, but there is still room for improvement in its utilization through several ways. This verification reinforces the conclusion that YouTube has great potential as a medium for learning to speak, but its effectiveness will increase if it is supported by appropriate content selection strategies, active practice, and systematic support from educational institutions.

B. Discussion

The study titled "Creating YouTube Content to Reduce Student Speaking Anxiety at the 4th Semester of English Education Study Program of UIN Palopo" was chosen because speaking anxiety often inhibits english education students from expressing ideas and decreases the effectiveness of learning. The utilization of YouTube as an interactive learning media is considered potential to help students learn independently, see real examples, and understand speaking techniques to reduce anxiety. Since there is no specific application at UIN Palopo that focuses on reducce speaking anxiety, the development of this application is expected to be an innovative solution to support speaking practice, self-evaluation, and gradual increase in confidence, while contributing to the development of effective and relevant learning media.

The treatment given in this study is in the form of student involvement in YouTube video content creation activities through three speaking practices carried out in different meeting sessions. In the first session, students created short videos with free topics to build initial confidence without the pressure of strict rules. The second session focused on creating vlogs of daily activities that helped students practice english naturally and contextually, improving expression and confidence. In the last session, students create a more structured video review, demanding critical thinking and systematic idea generation skills, as well as honing formal and informative speaking skills. This series of activities is designed to gradually reduce speaking anxiety while improving english speaking skills through fun and appropriate active practice.

Based on the results of the researcher's study, it was found that the results based on quantitative data from the pre-survey showed that the level of anxiety among students was in the moderate category, with an average score of 117.941. After the intervention, the post-survey results showed a decrease in anxiety to the low category, with an average score of 93.588. This decrease in anxiety levels was also evident across the three dimensions measured. In the speaking anxiety dimension, the average score decreased from 3.6 to 2.8. For test anxiety, the score decreased from 3.4 to 2.8. Meanwhile, in the social anxiety dimension, there was a decrease from 3.5 to 2.9. Thus, it can be concluded that all aspects of anxiety that were initially at a moderate level decreased to a low level. This indicates that students feel more confident and comfortable when speaking in English.

Based on the results of the researcher's study, it was found that the results based on qualitative data with interview informants NA, MM, and SF indicated that YouTube plays an important role as an effective learning medium in developing students' speaking skills. Not only does it provide visual and audio material that facilitates the understanding of speaking techniques, but it also gives users the flexibility to choose content according to their individual learning styles, thus creating a more personalized and enjoyable learning process. In addition, YouTube encourages learners to actively practice through self-recording and self-evaluation, which contributes to increased confidence and speaking readiness, particularly in formal situations. In addition, YouTube can be a learning medium that is not only engaging and practical, but also more structured and has a positive impact in overcoming psychological barriers while improving students' speaking skills.

YouTube content creation can help reduce speaking anxiety because it provides a space for students to practice speaking independently, actively, and repeatedly in a pressure-free atmosphere. By controlling the topic, timing and delivery, students avoid the usual social anxiety that comes with speaking in front of others. The process of recording and reviewing videos allows them to correct mistakes without embarrassment, while gradually building confidence. In addition, the habit of creating content also trains students to be familiar with their own voice, intonation, expression, and body language, thus reflectively improving their speaking ability and gradually reducing anxiety. This is in line with Ramli et al research which suggests that technology contributes to creating effective English learning for students, especially YouTube. The use of YouTube as a learning medium has a positive impact in reducing students' speaking anxiety.[52]

In this study, the researcher made every effort to carry out the research process and adhere to scientific procedures. However, several limitations were encountered during the study. First, it was challenging to ask participants to complete the pre-survey and post-survey questionnaires, requiring the researcher to exercise considerable patience. Second, requesting participants to create short videos as part of the treatment creating youtube content to proved difficult, necessitating repeated reminders for timely submission. Lastly, limited internet

---

[52] Ramli, et al. "YouTube as a Learning Platform in EFL Speaking Class and Anxiety Reduction." *Jurnal Edumaspul* Vol. 8 No. 2, (2024).

quotas hindered some participants from accessing YouTube freely, forcing them to rely on the campus Wi-Fi network for internet connectivity.

The results of this study indicate that the use of YouTube is effective in reducing students' speaking anxiety, with a significant impact on English language learning in higher education, students' psychological well-being, and the strengthening of independence and creativity in learning. YouTube not only creates a more dynamic learning environment but also boosts self-confidence and encourages independent learning through content creation. Additionally, this technology-based approach can serve as an alternative intervention to support the affective aspects of language learning. This study also opens opportunities for further research exploring other digital platforms such as TikTok, Instagram Reels, or podcasts, and underscores the importance of a mixed-methods approach to comprehensively understand the phenomenon.

For future research, it is recommended that researchers choose learning methods or media that are more accessible and less dependent on internet quotas, so that participants can more freely follow the learning process. In addition, more intensive assistance is needed so that participants are more motivated and disciplined in collecting videos as part of the assignment, so that data collection runs more smoothly. Researchers are also encouraged to expand the sample size so that the results of the study become more representative and in-depth regarding the effectiveness of using YouTube applications in reducing speaking anxiety. Finally, the development of more diverse and interactive content in the application is expected to increase student engagement and motivation to learn more optimally in

order to address students' difficulties in speaking, teacher need to carefully select appropriate teaching strategies to overcome these difficulties. In addition, teacher can also implement various types of projects in project-based learning that provide opportunities for students to evaluate and develop their language skills independently.[53]

---

[53] Alfatihah, Devi Ismayanti et al. "Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of Junior High School." *IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature* Vol. 10, No. 1 (2022): 152–165.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis, the conclusions of this study are as follows:

1. Creating Youtube Content has been proven effective in reducing students' anxiety levels when speaking. Quantitative data shows that students' anxiety levels decreased significantly after receiving intervention through the YouTube app. Before the intervention, the average anxiety score was in the moderate category with a value of 117.941, while after the intervention, the score decreased to 93.588, which fell into the low category. This decrease is also reflected in the three dimensions of anxiety measured: speaking anxiety decreased from an average score of 3.6 to 2.8, test anxiety decreased from 3.4 to 2.8, and social anxiety decreased from 3.5 to 2.9. Thus, all aspects of anxiety showed changes, indicating that students felt more confident and comfortable when speaking.

2. The result of the qualitative data interview shows that YouTube content was very helpful in the process of learning to speaking. The app was considered effective because it presented material visually and auditorily, was easy to access, and allowed students to learn actively, independently, and reflectively. In addition, the treatment of creating short videos in this learning process encouraged speaking simulations that could reduce speaking anxiety.

3. YouTube is an interactive and relevant learning medium that supports the development of students' speaking skills while reducing their anxiety levels, especially in the context of english language learning in today's digital age.

B. Suggestion

The researcher suggestions align with the findings of the study, which are as follows:

1. Students are expected to be more independent in utilizing YouTube as an additional learning tool outside of class. By selecting content that suits their individual learning styles, students can practice speaking more flexibly and in a more comfortable environment, thereby increasing their confidence.

2. Higher education institutions are expected to support digital learning innovation by providing adequate facilities and training for lecturers to develop and use digital media effectively. This can help create a learning environment that is more adaptive to technological developments and student needs.

3. For the next researchers, this study still has limitations in terms of the number of participants and the duration of the practice sessions. Therefore, future researchers are expected to conduct studies with a broader scope, involving more respondents, and evaluating how effective YouTube is in enhancing other language skills, including listening, reading, or writing.

4. Future studies are suggested to explore other digital platforms beyond YouTube, examine the effectiveness of this strategy across different levels of language proficiency, and investigate its impact on students' long-term retention. In addition, researchers may also consider employing more updated instruments or

adapting recent questionnaires that are more relevant to the current context of foreign language learning.

BIBLIOGRAPHY

Alfatihah, Devi Ismayanti, et al. "Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of Junior High School." *IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature* Vol. 10, No. 1 (2022): 152–165.

Angela Bayu Pratama Sari, Dwi Iswahyuni. "The Students' Speaking Anxiety on the YouTube Video Project in EFL Learning in Indonesia." *Premise Journal of English Education and Applied Linguistics* Vol. 8 No. 2, (2019): 176–192.

Anis Yona Tyas Wilupi, Agung Wicaksono. "Investigating Problem and Solution of Students' Anxiety in Speaking Class." *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan dan Pembelajaran)* Vol. 6, (2023): 507–514.

Ardhea Rosana Putri, et al. "A Study Of Students' Anxiety In Speaking." *Journal of Education, Linguistics, Literature and Language Teaching* Vol. 3 No. 01, (2020): 35–47.

Arief Styo Nugroho, et al. "Investigating Causing Factors of Speaking Anxiety." *EDUKASIA: Jurnal Pendidikan dan Pembelajaran* Vol. 4 No. 2, (2023): 1289–1294.

Audry Adiananta, et al. "Exploring Challenges Faced By EFL Vocational Students In Speaking and How They Cope With It: A Descriptive Case Study," *Innovative: Journal Of Social Science Research* Vol. 3 No. 4, (2023): 55–67.

Bahagia Rambe, Deliati. "Implementasi Teknik Desensitisasi Sistematis Untuk Meminimalisir Kecemasan Berbicara Di Depan Umum Pada Siswa Kelas VII SMP Prima Tembung." *LOKAKARYA* Vol. 2 No. 2, (2023): 131–142.

David A. Clark, and Aaron T. Beck. *Cognitive Therapy of Anxiety Disorders: Science and Practice.* New York: Guilford Press, 2011.

Dewi Hidayati, Arif Nur'aini. "Analisis Kebutuhan Bahasa Inggris Pada Mahasiswa Ekonomi Syariah." *EKSYAR: Jurnal Ekonomi Syari'ah & Bisnis Islam* Vol. 7 No. 2, (2020): 21–34.

Elaine Keller Horwitz, et al. "Foreign Language Classroom Anxiety." *The Modern Language Journal* Vol. 70 No. 2, (1986): 125–132.

Elinda Umisara, et al. "An Evaluation of the Psychological Factors Influencing the Students' Anxiety in Speaking English." *English Education Journal* Vol. 11 No. 4, (2021): 496–505.

Elvi Susanti. *Keterampilan Berbicara.* Depok: Rajawali Pers, 2020.

Ely Fitriani, et al. "Studi Kasus: Kecemasan Berbicara Bahasa Inggris sebagai Bahasa Asing." *Jurnal Basicedu* Vol. 6 No. 2, (2022): 2312–2322.

Frully Zulfania Arrahma, et al. "Kesadaran Mahasiswa Bahasa Asing Akan Pentingnya Berbicara Bahasa Inggris." *Jurnal Pendidikan Indonesia* Vol. 3 No. 1, (2022): 34–42.

Grayson Newton Holmbeck, et al. "An Author's Checklist for Measure Development and Validation Manuscripts." *Journal of Pediatric Psychology* Vol. 34 No. 7, (2009): 691–696.

Hendrayadi, et al. "Mixed Method Research." *Jurnal Review Pendidikan dan Pengajaran (JRPP)* Vol. 6 No. 4, (2023): 2402–2410.

Humaeroah, H., Sardi, A., Ermawati, E. "Teacher Perspective: Managing Students' Behavior Problem in Teaching English at Primary School." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* Vol. 10, No. 2 (2022): 2113–2121.

Husnaini, Andi Tenrisanna Syam, et al. "Teachers' Strategies in Teaching Speaking at High Schools: Obstacles and Challenges." *Linguistics Initiative* Vol. 4 No. 2, (2024): 1–10.

I Ketut Swarjana. *Populasi-Sampel, Teknik Sampling & Bias dalam Penelitian.* Yogyakarta: Penerbit Andi, 2022.

John P. Forsyth, Georg H. Eifert. *The Mindfulness and Acceptance Workbook for Anxiety: A Guide to Breaking Free from Anxiety, Phobias, and Worry Using Acceptance and Commitment Therapy.* Oakland: New Harbinger Publications, 2016.

Junnisa Alda Miranda, Achmad Yudi Wahyudin. "Pre-Service Teachers' Strategies in Improving Students' Speaking Skills." *Journal of English Language Teaching and Learning* Vol. 4 No. 1, (2023): 40–47.

Juwita Pratiwi Utami. *EFL Teachers' Strategies in Teaching Speaking Skill (A Descriptive Study at SMA Karya Sekadau in the Academic Year of 2022/2023).* Skripsi. IKIP PGRI Pontianak, 2023.

Madehang, M., Masruddin, M., Iksan, M. "Reflecting on the Implementation of Online English Learning in Islamic Higher Education: Lecturers and Students' Perspectives." *International Journal of Asian Education* Vol. 5 No. 3, (2024): 183–197.

Masrurotul Ajiza, Dewi Puspitasari. "The Use of Youtube in Improving the Speaking Skills of EFL Higher Education Students." *UNNES-TEFLIN National Conference* Vol. 5, (2023): 469–477.

Muhammad Firmansyah, et al. "Esensi Perbedaan Metode Kualitatif dan Kuantitatif." *Elastisitas: Jurnal Ekonomi Pembangunan* Vol. 3 No. 2, (2021): 156–159.

Ni Made Ratminingsih, et al. "Pembelajaran Bahasa Inggris untuk Anak Abad 21." Jakarta: PT. RajaGrafindo Persada–Rajawali Pers, 2023.

Nivja H. de Jong. "Assessing Second Language Speaking Proficiency." *Annual Review of Linguistics* Vol. 9 No. 1, (2023): 541–560.

Nodistya Septian Indrastana, et al. "The Implementation of Mobile-Assisted Language Learning Through YouTube Vlogging to Boost Students' Speaking Performance." *Proceedings of ICOSHIP 2020*, (2021): 50–54. Atlantis Press.

Noor Alhusna binti Madzlan, et al. "Use of Video Blogs in Alleviating Public Speaking Anxiety Among ESL Learners." *Journal of Education and E-Learning Research* Vol. 7 No. 1, (2020): 93–99.

Nur Saadah, et al. "Pendekatan Berdiferensiasi dalam Pembelajaran Bahasa Inggris." *Jurnal Pendidikan Tambusai* Vol. 7 No. 2, (2023): 4643–4653.

Nurhadi, Ririn Pratiwi Suharto. "The Role of YouTube in Enhancing Speaking Skills and Reducing Speaking Anxiety in EFL Learners." *Journal of Language and Learning Technologies* Vol. 10 No. 1, (2022): 45–58.

Peter Dennis MacIntyre, Robert Crawford Gardner. "The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language." *Language Learning* Vol. 44 No. 2, (1994): 283–305.

Ramli, et al. "YouTube as a Learning Platform in EFL Speaking Class and Anxiety Reduction." *Jurnal Edumaspul* Vol. 8 No. 2, (2024).

Rustan Santaria. *Konsep Dasar Metodologi Penelitian – Panduan Praktis Penyelesaian Studi.* Jakarta: Laskar Perubahan, 2016.

Saptiany, Budi Agung Prabowo. "Speaking Proficiency Among English Specific Purpose Students: A Literature Review on Assessment and Pedagogical Approaches." *LITERACY: International Scientific Journals of Social, Education, Humanities* Vol. 3 No. 1, (2024): 36–48.

Shamim Akhter. "Exploring the Significance of Speaking Skill for EFL Learners." *SJESR* Vol. 4 No. 3, (2021): 1–9.

Shoburotin Annur Khoiroh. "Using YouTube for Speaking in Online Learning: EFL Students' Perception and Difficulties." *Research in English Language Teaching in Indonesia* Vol. 9, (2021): 202–211.

Siti Chadijah. "Upaya Guru Meningkatkan Kemampuan Berbicara Siswa Melalui Penerapan Metode Role Playing Pada Pembelajaran Bahasa Indonesia." *Jurnal Al-Amar* Vol. 4 No. 2, (2023): 161–174.

Siti Fauziah. "Berbicara Sebagai Suatu Keterampilan Berbahasa." *Al-Munzir* Vol. 10 No. 2, (2018): 298–319.

Suparlan. "Factors Contributing Students' Speaking Anxiety." *Journal of Languages and Language Teaching* Vol. 9 No. 2, (2021): 160–169.

Sudarmo, S. "The Importance of Speaking in English as a Foreign Language Between Skillful and Thoughtful Competencies: Studying Sociolinguistics Perspectives." *Linguistics and Culture Review* Vol. 5 (S1), (2021): 113–124.

Suzan Hammad Rafada, Abeer Ahmed Madini. "Effective Solutions for Reducing Saudi Learners' Speaking Anxiety in EFL Classrooms." *Arab World English Journal* Vol. 8, (2017).

Uli Modesta Siagian, Adam. "An Analysis of Students' Anxiety in Speaking." *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* Vol. 8 No. 1, (2017): 3–9.

Widi Andewi, Winia Waziana. "Analysis of Making a Vlog to Minimize Public Speak Anxiety among EFL Students." *IALLTEACH (Issues In Applied Linguistics & Language Teaching)* Vol. 5 No. 2, (2023): 94–98.

Yunita Kurnia Aliffia, Yudhi Arifani. "The Utilization of Using Youtube Videos to Improve Students Speaking Skills During Online Learning at Ban Kaengsriphoom School, Thailand: English." *Journal of English Development* Vol. 4 No. 1, (2024): 1–14.

Zarifa Ghafari. "The Importance of Speaking Skill in the Classroom." *Archive of Conferences* Vol. 11 No. 1, (2020): 3–4.

APPENDIX

QUESTIONNAIRE'S INSTRUMENT OF NEED ANALYSIS

"CREATING YOUTUBE CONTENT TO REDUCE STUDENT SPEAKING ANXIETY AT THE 4TH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF PALOPO"

Answer choice descriptions:

- Strongly Agree (SA)

- Agree (A)

- Neither Agree nor Disagree (NA)

- Disagree (D)

- Strongly Disagree (SD).

NO.	Statement	SA	A	NA	D	SD
1.	I never feel quite sure of myself when I am speaking in my foreign language class.					
2.	I don't worry about making mistakes in language class.					
3.	I tremble when I know that I'm going to be called on in language class.					
4.	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5.	It wouldn't bother me at all to take more foreign language classes.					
6.	During language class, I find myself thinking about things that have nothing to do with the course.					
7.	I keep thinking that the other students are better at languages than I am.					
8.	I am usually at ease during tests in my language class.					

9.	I start to panic when I must speak without preparation in language class.					
10.	I worry about the consequences of failing my foreign language class.					
11.	I don't understand why some people get so upset over foreign language classes.					
12.	In language class, I can get so nervous I forget things I know.					
13.	It embarrasses me to volunteer answers in my language class.					
14.	I would not be nervous speaking the foreign language with native speakers.					
15.	I get upset when I don't understand what the teacher is correcting.					
16.	Even if I am well prepared for language class, I feel anxious about it.					
17.	I often feel like not going to my language class.					
18.	I feel confident when I speak in foreign language class.					
19.	I am afraid that my language teacher is ready to correct every mistake I make.					
20.	I can feel my heart pounding when I'm going to be called on in language class.					
21.	The more I study for a language test, the more confused I get.					

22.	I don't feel pressure to prepare very well for language class.					
23.	I always feel that the other students speak the foreign language better than I do.					
24.	I feel very self-conscious about speaking the foreign language in front of other students.					
25.	Language class moves so quickly I worry about getting left behind					
26.	I feel more tense and nervous in my language class than in my other classes.					
27.	I get nervous and confused when I am speaking in my language class.					
28.	When I'm on my way to language class, I feel very sure and relaxed.					
29.	I get nervous when I don't understand every word the language teacher says.					
30.	I feel overwhelmed by the number of rules you must learn to speak a foreign language.					
31.	I am afraid that the other students will laugh at me when I speak the foreign language.					
32.	I would probably feel comfortable around native speakers of the foreign language.					
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance.					

INSTRUMENT VALIDATION BY THE EXPERTS

LEMBAR VALIDASI INSTRUMEN NEED ANALYSIS

"CREATING YOUTUBE CONTENT TO REDUCE STUDENT SPEAKING ANXIETY AT THE 4TH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF UIN PALOPO"

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.

2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.

3. Pedoman skala penilaian adalah sebagai berikut:

   1: Tidak sesuai

   2: Kurang sesuai

   3: Cukup sesuai

   4: Sesuai

   5: Sangat sesuai

4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
I	**Aspek Isi**	**1**	**2**	**3**	**4**	**5**
a	Tujuan penelitian dinyatakan jelas					
b	Tujuan kuesioner dinyatakan dengan jelas					
c	Petunjuk pengisian kuesioner mudah dipahami					
II	**Aspek Cakupan (Isi)**	**1**	**2**	**3**	**4**	**5**
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
b	Butir-butir kuesioner dirumuskan dengan baik dan benar.					

III	Aspek Bahasa	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Inggris yang efektif.					
b	Butir-butir kuesioner dirumuskan dalam Bahasa Inggris yang efisien.					
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					

C. Komentar

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………

D. Saran

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut.

………
………
………
………
……………………………

Palopo, ……………………

Validator

_____

THE RESULT OF THE INSTRUMENT'S VALIDATION BY EXPERTS

USING YOUTUBE APPLICATION TO OVERCOME STUDENT SPEAKING ANXIETY AT THE 4th SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.

2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.

3. Pedoman skala penilaian adalah sebagai berikut:

   1: Tidak sesuai

   2: Kurang sesuai

   3: Cukup sesuai

   4: Sesuai

   5: Sangat sesuai

4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
I	Aspek Isi	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas				✓	
b	Tujuan kuesioner dinyatakan dengan jelas				✓	
c	Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	

		1	2	3	4	5
b	Butir-butir kuesioner dirumuskan dengan baik dan benar.				✓	
III	**Aspek Bahasa**	**1**	**2**	**3**	**4**	**5**
a	Butir-butir kuesioner dirumuskan dalam Bahasa Inggris yang efektif.					✓
b	Butir-butir kuesioner dirumuskan dalam Bahasa Inggris yang efisien.				✓	
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

C. Komentar

Kuesioner Penelitian sudah mencakup tujuan penelitian. Mudah dipahami bagi english Biggner.

D. Saran

✓ lebih banyak dan mudah diangkau jadikan instrumen dlm bentuk Digital.

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

....
....
....
....
....

Palopo, 20/05/2025

Validator

Nurhayati Usman, S.Pd.I., M.Hb

INTERVIEW GUIDELINES

"CREATING YOUTUBE CONTENT TO REDUCE STUDENT SPEAKING ANXIETY AT THE 4TH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF UIN PALOPO"

A. Respondent Identity

Name   :

Gender   :

Age   :

Level of Education:

Marital Status :

List of Questions

1. How do YouTube videos provide an overview or reference on speaking techniques?

2. How did you feel before and after using the YouTube app to practice speaking?

3. What type of YouTube video do you think is most effective (tutorial videos, speaking anxiety, or vlogs)?

4. What has been your personal experience using the YouTube app for speaking practice?

5. What suggestions or input do you have for improving the use of YouTube to reduce students' anxiety about speaking?

TRANSCRIPT OF INTERVIEW RESULTS

No.	Question	Informant's Response		
		NA	MM	SF
1.	Bagaimana video YouTube na kasi ki wawasan atau referensi tentang teknik berbicara?	Menurutku kak, video YouTube na bantu sekali ka karena na kasi ka banyak wawasan dan referensi tentang teknik berbicara. Bukan cuma na kasi ka contoh, tapi ada banyak sekali tawwa tips yang bisa sa ikuti dari youtube itu sendiri.	YouTube itu kan sebuah platform yang berisi video, sehingga kita ini bisa lihat gambar, gerakan, dan mendengar suara. Dari situ, kita bisa belajar bagaimana cara ta berbicara dengan baik di depan umum. Ada juga tips dan triknya kak seperti cara mengontrol ekspresi wajah, kontrol suara, penekanan kata yang tepat, dan bahasa tubuh. Dengan begitu, audiens nda merasa bosan atau monoton kak.	Menurutku, YouTube sangat membantu dalam memberikan pemahaman tentang teknik berbicara, terutama karena video-video youtube biasanya menampilkan pembicara. Jadi, lewat YouTube, bisaka lihat bagaimana menggunakan ekspresi wajah, intonasi, dan bahasa tubuh untuk menyampaikan pesan. Hal ini membuat materi lebih mudah dipahami daripada hanya membaca teori dari buku.
2.	Bagaimana perasaan ta sebelum dan sesudah menggunakan aplikasi YouTube untuk berlatih berbicara?	Dulu mudahka gugup kak, kurang percaya diri, dan seringka merasa cemas, terutama kalo harus berbicara di depan umum. Tapi sejak sa temukan YouTube dan mulai sa pake untuk belajar bahasa Inggris, terutama untuk bagian berbicara, merasa jauh lebih percaya diri ka sekarang.	Jadi sebelum menggunakan YouTube, mudah ka cemas kalo harus bicara kak apalagi pakai bahasa inggris. Saya toh kurang percaya diri dan takut buat kesalahan. Tapi setelah mulai ka belajar pake YouTube, terutama untuk keterampilan berbicara, mulai mi ka merasa seperti punya teman. Meskipun YouTube tidak bisa respon ka secara langsung, tapi bisa ka belajar banyak melalui video-videonya. Bisa ka mencari referensi, menonton video	Sebelum menggunakan YouTube, saya merasa nda percaya diri dan sering bingung kalo harus berbicara dalam bahasa Inggris, terutama kalo presentasi formal di kelas. Tapi setelah rutin menonton dan sa coba tiru caranya orang bicara di YouTube, saya jadi lebih percaya diri dan bisa sedikit menyusun kalimat dengan lebih spontan, dan pengucapan ku juga meningkat.

		berbicara, dan kadang saya bahkan coba buat video pendek untuk latihan.	
3.	Jenis video YouTube apa yang kita anggap paling efektif (video tutorial, kecemasan berbicara, atau vlog)?	Sebenarnya ada banyak video yang bisa sa nonton kak, kayak vlog dan lainnya. Tapi lebih sa suka nonton video tutorial cara berbicara, karena dari situ bisa ka belajar cara berbicara yang efektif, ditambah lagi ada trik dan tips yang bisa langsung dipraktekkan.	Saya toh kak tipe orang yang santai, jadi lebih sa suka belajar melalui vlog di YouTube. Itu karena vlog biasanya pake bahasa sehari-hari, jadi lebih mudah dimengerti. Dari situ, perlahan-lahan sa coba ikuti caranya mereka berbicara, bagaimana mereka ucapkan kalimat-kalimat bahasa Inggris secara langsung. Karena saya juga tipe orang yang mudah mengingat sesuatu setelah nonton vlog, jadi biasanya sa coba tiru setelah menonton. Kadang saya bahkan bicara sendiri kak, bicara tanpa sa pikir benar atau salah yang penting latihan ka dulu.	Menurut saya, video yang paling efektif adalah video edukasi atau tutorial berbicara, karena materinya lebih terstruktur dan biasanya na jelaskan teknik berbicara secara detail. Vlog juga menarik sih kak, tapi untuk kebutuhan belajar ku, video tutorial lebih terfokus dan lebih cocok untuk saya pribadi.
4.	Apa pengalaman pribadi ta menggunakan aplikasi YouTube untuk berlatih berbicara?	Pengalaman ku kak, biasanya sa suka merekam diri sendiri kalo sedang latihan bicara, terus sa nonton kembali videonya untuk periksa dan perbaiki caraku berbicara, kayak intonasi, pengucapan, bahasa tubuh, dan sebagainya.	Setelah menggunakan YouTube, sa rasa banyak sekali ilmu yang bisa sa dapat. Soalnya, di YouTube, bisa ka lihat orang bicara secara langsung dan ada juga trik dan tips yang dijelaskan secara langsung. Jadi, dari situ saya langsung coba praktikkan i. Walaupun hasilnya belum begitu bagus, perlahan ka mulai belajar	Saya punya kebiasaan menonton video tutorial setiap hari selama sekitar 15-20 menit, lalu sa coba ulang kalimat yang diucapkan pembicara dalam video itu. Saya juga biasanya merekam diriku sendiri kalo bicara untuk evaluasi diri. Menurut saya, metode ini membantu sekali untuk meningkatkan

			cara berbicara yang baik di depan kamera.	pengucapan dan kelancaran.
5.	Saran atau masukan ta untuk meningkatkan penggunaan aplikasi YouTube guna mengurangi kecemasan siswa dalam berbicara?	Menurut saya, YouTube merupakan alat yang bagus untuk meningkatkan keterampilan berbicara, karena banyak sekali video dan pembuat konten di luar sana, sehingga kita dapat memilih yang sesuai dengan minat dan kebutuhan kita.	Menurut saya, YouTube dapat menyediakan lebih banyak video tentang cara mengatasi kecemasan saat berbicara, serta cara berbicara dengan baik di depan umum. Ini dapat mencakup cara untuk memberikan presentasi yang baik di kelas, sehingga lebih banyak referensi untuk dipelajari.	Saranku, mahasiswa jangan hanya menjadi pengamat pasif, tetapi juga harus aktif latihan dengan membuat video pendek atau vlog sederhana. Selain itu, saya juga berharap dosen atau kampus dapat memberikan rekomendasi video yang sesuai dengan tingkat kemampuan mahasiswa, sehingga mereka dapat belajar lebih fokus dan rasa cemas mereka pun dapat berkurang melalui latihan rutin.

INTERVIEW DOCUMENTATION

Some documentation of interviews between researchers and informants:

LESSON PLAN

"CREATING YOUTUBE CONTENT TO REDUCE STUDENT SPEAKING ANXIETY AT THE 4TH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN PALOPO"

a. First Meeting

Class/Level	4TH Semester of English Education Study Program of IAIN Palopo
Topic	Creating Youtube Content to Reduce Student Speaking Anxiety at the 4TH Semester of English Education Study Program of IAIN Palopo.
Objectives	1. Students can identify factors that speaking anxiety. 2. Students can understand how YouTube is used for speaking practice. 3. Students can create and upload a video of themselves speaking on a specific topic on YouTube. 4. Students can give constructive feedback on classmates' videos to improve speaking skills.
Vocabulary	1. Speaking anxiety 2. Fluency 3. Pronunciation 4. Confidence 5. Feedback 6. YouTube
Materials	1. YouTube Application (for viewing and uploading videos). 2. Laptop/Smartphone with internet connection. 3. Whiteboard/Projector for presentation, etc.
Time	90 minute.
Potential Problem	1. Student understanding of the concept of speaking anxiety 2. Limited knowledge about YouTube 3. Technology or access limitations 4. Response to questionnaire 5. Time and commitment

Present : The teacher introduces the new material or concept to the students. At this stage, the teacher provides an explanation, example or demonstration of what the students will learn during the learning session.

Present Activities	Interaction	Time

1. Greetings
   T : Assalamu'alaikum
   S : Wa'alaikumsalam
   T : Good Morning Class
   S : Good Morning Miss
2. Pray
3. Attention Grab :
   T : Class Class Class
   S : Yes Yes Yes
4. Ice Breaker :
   Description: Each student is asked to name three things about themselves, two of which are true facts, and one is a lie. Their friends have to guess which one is a lie.
   Objective: This activity helps students talk in a light and less formal way, while getting to know each other. It can also help reduce speaking anxiety as the focus is not on the content, but rather the fun social interaction.
5. Presentation :
   Speaking skill: The researcher will ask the students to recall the speaking skill as far as they understand. Then after asking the students to recall, the researcher summarizes the explanation of the speaking skill.
   Speaking anxiety: The researcher will explain about speaking anxiety and the factors that inhibit speaking anxiety and ask the students about the factors that inhibit them from speaking.
   YouTube application: The researcher introduces the students to the YouTube app and explains how YouTube can be an effective platform for speaking practice, especially in overcome speaking anxiety. The researcher explains the main benefits
	T-S	30 minute

of using YouTube, for example: speaking in front of a camera without a live audience, repeating exercises, and recording yourself to see progress.		

Practice: This practice section introduces students to the topic of speaking anxiety and provides an overview of using YouTube as a learning tool.

Practice Activities	Interaction	Time
1. The researcher divided the students into small groups and held a discussion about their experiences related to speaking anxiety. For example, whether they feel anxiety when speaking in front of the class or when speaking with native speakers. 2. Before they started using YouTube independently, the researcher showed examples of speaking learning videos on YouTube such as TED Talks or English vlogs. The researcher also invited students to watch and analyze the videos, for example videos about public speaking tips or speaking exercises.	T-S	30 minute

Produce: In the produce section, students were given the opportunity to fill out a questionnaire to measure the anxiety level of students before using Youtube.

Production Activities	Interaction	Time
The researcher asked students to fill out a questionnaire before creating YouTube content to reduce speaking anxiety.	T-S	30 menit

b. Second Meeting

Class/Level	4TH Semester of English Education Study Program of IAIN Palopo.
Topic	Creating Youtube Content to Reduce Student Speaking Anxiety at the 4TH Semester of English Education Study Program of IAIN Palopo.
Objectives	1. Understand how to use YouTube as a tool to practice speaking and reduce speaking anxiety. 2. Analyze the speaking techniques used by youtubers to improve their speaking skills. 3. Doing speaking practice with the help of Youtube videos to build self-confidence.
Vocabulary	1. Fluency 2. Intonation 3. Confidence 4. Expression 5. Audience 6. Body language
Materials	1. YouTube Application (for viewing and uploading videos). 2. Laptop/Smartphone with internet connection. 3. Whiteboard/Projector for presentation, etc.
Time	90 minute
Potential Problem	1. Anxiety or Discomfort in Recording Yourself 2. Difficulty Accessing or Using YouTube 3. Difficulty Finding Relevant Videos 4. Poor Video or Audio Quality

Present : This section focuses on using YouTube as a tool for speaking practice and provides initial instructions on how students can use this platform to reduce speaking anxiety.

Present Activities	Interaction	Time

1. Greetings
   T : Assalamu'alaikum
   S : Wa'alaikumsalam
   T : Good Morning Class
   S : Good Morning Miss
2. Pray
3. Attention Grab :
   T : Class Class Class
   S : Yes Yes Yes
4. Ice Breaker :
Description: 2-3 students are asked to tell or talk briefly about their favorite YouTube video. It can be a funny video, a tutorial, or a video related to their topic. They don't need to show the video, just talk about the content and why they like it.
Objective:
a. Increase students' self-confidence by talking about things they are passionate about.
b. Connecting the use of YouTube to their daily lives.
5. Presentation :
a. Explaining the Learning Objectives: Start by explaining why YouTube can be an effective tool in helping students overcome speaking anxiety.
b. Explain the benefits of YouTube in learning English, such as observing native speakers' pronunciation and intonation, and getting real-life examples from various speakers.
c. General Concept of YouTube: Briefly explain how "Video Upload" works in the YouTube app.
d. Delivering exercise steps such as watching videos, recording yourself, uploading the recordings into the youtube "upload video" feature, evaluation and reflection as well as
	T-S	30 minute

discussion and feedback. e. Explaining the benefits and objectives of YouTube exercises such as reducing speaking anxiety and improving speaking skills.		

Practice : By practicing using YouTube, students can feel more confident in speaking and better equipped to overcome their speaking anxiety. It also encourages them to practice independently and get constructive feedback, which will accelerate their speaking improvement.

Practice Activities	Interaction	Time
1. Watch YouTube videos such as "confidence in speaking" or "TED Talk on public speaking" and analyze effective and relevant speaking techniques such as intonation, pronunciation, voice volume, and facial expressions. 2. Students are asked to create a short script for their content with the theme "**random.**" 3. After the script is finished, students are asked to practice speaking with their peers. 4. Researcher and peers give constructive feedback.	T-S	40 menit

Produce : Students are given the opportunity to practice speaking independently to reduce speaking anxiety, and improve their speaking skills through the use of widely accessible technology, namely YouTube such as the use of the "upload video on youtube" feature.

Produce Activities	Interaction	Time
1. The researcher asked the students to make a short video with the theme **"random"** such as: a. Introduce yourself in 3 unique sentences. b. Describe a brief daily routine. c. Tell us the funniest experience in your life. 2. Video duration 3-5 minutes. 3. Students uploaded the video on YouTube and shared the video link with the researcher and classmates for reflection and feedback from different perspectives.	T-S	20 minute

4. Reflections and feedback from the researcher and classmates will be written in the comments section of the uploaded video.	

C. Third Meeting

Class/Level	4TH Semester of English Education Study Program of IAIN Palopo.
Topic	Creating Youtube Content to Reduce Student Speaking Anxiety at the 4TH Semester of English Education Study Program of IAIN Palopo.
Objectives	1. Reduce speaking anxiety. 2. Speaking naturally and expressively. 3. Using technology as a learning aid. 4. Develop self-reflection skills.
Vocabulary	1. Vlog 2. Expression 3. Intonation 4. Fluency 5. Confidence 6. Content 7. Body Language 8. Self-reflection 9. Feedback 10. Audience 11. Camera Shyness 12. Authenticity
Materials	1. Smartphone atau Kamera 2. Youtube Application 3. Proyektor/Screen Sharing
Time	90 minute
Potential Problem	1. Camera/Smartphone Anxiety 2. Device and Technology Access Limitations 3. Limited Time 4. Differences in English Language Proficiency Level 5. Lack of Creativity in Making Vlogs 6. Over reliance on Scripts

Present : This section will include an explanation of how students can speaking naturally and expressively through vlog

Present Activities	Interaction	Time

1. Greetings
   T : Assalamu'alaikum
   S : Wa'alaikumsalam
   T : Good Morning Class
   S : Good Morning Miss
2. Pray
3. Attention Grab :
   T : Class Class Class
4. Ice Breaker :
   Description : The researcher asked random questions quickly (e.g., "What is your favorite food?", "If you could go anywhere, where would you go?", "What do you like most about your hobby?"). Students had to answer quickly, without thinking too long.
   Objectives : It trains students to speak spontaneously and reduces anxiety because they are not given long to think. It also helps them feel more comfortable speaking spontaneously and reduces tension.
5. Presentation :
   a. Introduction to Vlogs: Explain what is a vlog and how it is used to share personal experiences, opinions or stories with an audience through the medium of video.
   b. Explaining that speaking on camera can help reduce anxiety: Explain that speaking on camera provides an opportunity to speaking without the pressure of a live audience. This allows students to practice without feeling "judged" by a live audience.
   c. Explaining Natural and Expressive Speaking Techniques: Teach students to speaking with a variety of intonations instead of monotone. This makes the conversation sound more interesting and expressive.
   d. Determining the topic for the vlog: Students are encouraged to choose a topic that interests them and allows them to speak with passion. It could be a personal experience, a hobby, or a topic they are good.
	T-S	30 minute

e. Preparation for recording vlogs: Students can make notes or bullet points that will be covered in their vlog. This helps them not to forget and stay organized while speaking. f. Show examples of recommended vlogs from famous YouTubers or simple vlogs, to give a clear picture of the vlog video itself.		

Practice : Giving students the opportunity to apply what they have learned during the presentation session, as well as reduce their anxiety through speaking practice with vlogs.

Practice Activities	Interaction	Time
1. Preparation and simple scripting: Before recording their vlog, students are given time to create a short script or note of the main points they want to convey in the video. This script doesn't have to be very detailed, but enough to help them stay organized and focused. 2. Students are asked to create a script with the theme "vlog" for their content. 3. After that, the researcher asked the students to practice with their peers. 4. After that, students are asked to simulate video recording. 5. Researcher and classmate give constructive feedback.	T-S	40 minute

Produce : Students are given the opportunity to practice speaking with vlogs independently to overcome speaking anxiety, and improve their speaking skills through the use of widely accessible technology, namely YouTube such as the use of the "upload video on youtube" feature.

Produce Activities	Interaction	Time

1. The researcher asked students to make a short video with a "vlog" theme such as:
  a. What's in My Bag?
  b. A Day in My Life
  c. A Day as a Student
2. After practicing and receiving feedback during the previous session, this vlog should reflect their ability to speak confidently and expressively, and use the speaking techniques learned.
3. After recording the vlog, students can edit their videos if needed (e.g., cut out unnecessary parts
	T-S	20 inute

or add text and effects to improve video quality). 4. Students uploaded the video on YouTube and shared the video link with the researcher and classmates for reflection and feedback from different perspectives. 5. Reflections and feedback from the researcher and classmates will be written in the comments section of the uploaded video.	

d. Fourth Meeting

Class/Level	4TH Semester of English Education Study Program of IAIN Palopo.
Topic	Creating Youtube Content to Reduce Student Speaking Anxiety at the 4TH Semester of English Education Study Program of IAIN Palopo.
Objectives	1. Reduce speaking anxiety. 2. Speak naturally and expressively. 3. Using technology as a learning aid. 4. Develop self-reflection skills.
Vocabulary	1. Vlog 2. Expression 3. Intonation 4. Fluency 5. Confidence 6. Content 7. Body Language 8. Self Reflection 9. Feedback 10. Audience 11. Camera Shyness 12. Authenticity 13. Self Reflection 14. Feedback 15. Audience 16. Authenticity
Materials	1. Smartphone 2. Youtube Application 3. Proyektor/Screen Sharing
Time	90 minute
	1. Camera/Smartphone Anxiety 2. Device and Technology Access

Potential Problem	Limitations.
	3. Limited time
	4. Differences in speaking proficiency level.
	5. Lack of Creativity in Creating Video Reviews.
	6. Too Dependent on Scripts.

Present : This section will include an explanation of how students can speaking naturally and expressively through video review.

Present Activities	Interaction	Time

1. Greetings
 	
  T : Assalamu'alaikum
  S : Wa'alaikumsalam
  T : Good Morning Class
  S : Good Morning Miss
2. Pray
3. Attention Grab :
  T : Class Class Class
4. Ice Breaker :
Description : The researcher asks random questions quickly (e.g., "If you were asked to explain one material to others, what material would you choose?" etc.). Students have to answer quickly, without thinking too long.
Objectives : One of the purposes of making a video review is to reduce speaking anxiety. By recording themselves, students can practice speaking without the direct pressure of an audience. This helps build confidence, practice intonation and pronunciation, and improve delivery through evaluation of the recording.
5. Presentation :
 a. Introduction to reviews: Explain what a review is and how it is used to share an opinion about something.
 b. Explaining Natural and Expressive Speaking Techniques: Teach students to speak with a
	T-S	30 minute

variety of intonations instead of monotone. This makes the conversation sound more interesting and expressive.		
c. Determining the Topic: Students are encouraged to choose a topic that interests them to review. This could be a review of an item such as the quality of a bag etc.		
d. Preparation for the review: Students can make notes or bullet points that will be covered in their review. This helps them not to forget and stay organized during the talk.		
e. Show examples of recomended reviews from famous YouTubers or simpler vlogs, to give a clear idea of what a video review is all about.		

Practice : Giving students the opportunity to apply what they have learned during the presentation session, as well as reduce their anxiety through speaking practice with reviews.

Practice Activities	Interaction	Time
1. Students were asked to create a script with the theme "review" for their content. 2. After that, the researcher asked the students to practice with their peers. 3. After that, students were asked to simulate video recording. 4. Researcher and classmate gave constructive feedback.	T-S	40 minute

Produce : Students are given the opportunity to practice speaking with video review independently to reduce speaking anxiety, and improve their speaking skills through the use of widely accessible technology, namely YouTube such as the use of the "upload video on youtube" feature.

Produce Activities	Interaction	Time

1. The researcher asked students to make a short video with the theme "review" such as:
  a. Bag Quality Review
  b. Favorite Food Review
  c. Culinary Place Review
2. Having practiced and received feedback during the		

previous session, this review should reflect their ability to speak confidently and expressively, and use the speaking techniques they have learned. 3. After recording the video review, students can edit their videos if needed (e.g., cut out unnecessary parts or add text and effects to improve video quality). 4. Students uploaded the video on YouTube and shared the video link with the researcher and classmates for reflection and feedback from different perspectives. 5. Reflections and feedback from the researcher and classmates will be written in the comments section of the uploaded video.	T-S	20 minute

e. Fifth Meeting

Class/Level	4TH Semester of English Education Study Program of IAIN Palopo.
Topic	Creating Youtube Content to Reduce Student Speaking Anxiety at the 4TH Semester of English Education Study Program of IAIN Palopo.
Objectives	1. Increase students' self-awareness about the development of their speaking skills. 2. Strengthen confidence in speaking English. 3. Evaluate the effectiveness of using YouTube in reducing speaking anxiety. 4. Identify challenges and obstacles faced during the process. 5. Encourage interaction and discussion between students.
Vocabulary	1. Experience 2. Feedback 3. Anxiety 4. Youtube application 5. Evaluation 6. Overcome 7. Improvement
Materials	1. Classroom Discussion Guidelines 2. Smartphone and Camera 3. Youtube Application

Time	90 minute
Potential Problem	1. Unreduced Speaking Anxiety. 2. Technology Unpreparedness or Difficulty. 3. Internet or Device Connection Problems. 4. Lack of Participation or Reluctance to Speaking. 5. Limietd Time

Present: The researcher designed a presentation session that encouraged students to talk about their experiences in making videos and the speaking progress they felt with the Youtube application.

Present Activities	Interaction	Time
1. Researcher provide a clear explanation of what is expected of students during the process of speaking practice with YouTube such as vocabulary use, speaking fluency and can reduce anxiety in speaking.	T-S	30 minute

Practice : Giving students the opportunity to give their opinions about the use of YouTube in reducing speaking anxiety.

Practice Activities	Interaction	Time
The researcher asked the students to express their feelings about how YouTube can help reduce speaking anxiety through the treatment that has been done in class.	T-S	30 minute

Produce : In the produce section, students are given the opportunity to fill out a questionnaire to measure the anxiety level of students after using Youtube.

Produce Activities	Interaction	Time
The researcher asked students to complete a post-survey questionnaire on creating YouTube content to reduce speaking anxiety.	T-S	30 minute

STUDENTS YOUTUBE CONTENT LINK

a. Practice (1) Tema: Random

   https://youtu.be/_73ZRcEToqg?feature=shared

   https://youtu.be/0ouyultzVOQ?feature=shared

   https://youtu.be/snxzbjRlzrc?si=YmTIjrjXBdEu6NA

   https://youtube.com/shorts/K0d1csRVxbs?si=GHBrYCNd7gfHS2SI

b. Practice (2) Tema: Vlog Random

   https://youtu.be/IhAcPyzME7w?si=UIKL9SB4oBhdqaS2

   https://youtu.be/InyYDtz-Rho?si=6NUR1DO4a7Iw73mX

   https://youtu.be/BKYnehuVYfg?si=WCM1jrOhoUy4c8zp

   https://youtu.be/vH-7VVW-5MU?si=tuTwQ7XVtcFLR2YG

   https://youtube.com/shorts/sE6_NLl-7Gc?si=Ss19zX5NSMzMLhnL

   https://youtu.be/B5MKvcbDtds?si=iDYt8LctuewVNQb2

c. Practice (3) Tema: Review

   https://youtu.be/YcqDEtPk73A?si=9pI67Eqc2JB8F8r9

   https://youtube.com/shorts/GbHPBHJfzZ8?feature=shared

BIOGRAPHY

Masdiah Radhi Nur was born in Palopo City, on October 14, 2003. She's hobbies are scrolling social media and reading books. The researcher is the second of six children from a father named Radhi Nur and Asriani Arif, the researcher lives on Jl. Landau Palopo City. The researcher completed her Elementary School in 2014 at SDN 48 Langkanae, Palopo City. Then, in the same year, she continued her education at Madrasah Tsanawiyah Palopo City until 2017, then continued her education at SMAN 1 Palopo majoring in IIS. After graduated from high school in 2020, the researcher continued her education in the English Language Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Palopo.