



## Extent of Use and Perceived Benefits of YouTube Videos

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### ABSTRACT

This study explored the relationship between YouTube usage and the English-speaking skills of Grade 11 and 12 General Academic Strand students of Southern De Oro Philippines College Senior High School and Carmen National High School during the 2023-2024 academic year. It sought to determine the extent of YouTube video consumption among students, differentiating between academic and personal usage. Additionally, the study aimed to assess the student's English-speaking proficiency, focusing on grammar, and vocabulary. Through a quantitative research design, data were collected using a survey questionnaire and analyzed using descriptive statistical methods. The findings indicated substantial YouTube usage among students for both academic and personal purposes, along with a commendable level of proficiency in various aspects of spoken English. However, there is a significant correlation was found between YouTube usage and English-speaking proficiency. These results underscore the need for a comprehensive pedagogical approach that integrates diverse strategies to foster language learning among students.

**Keywords:** YouTube, English speaking skills, academic usage, personal usage.

## INTRODUCTION

In the dynamic landscape of the 21st century, technology has undergone unprecedented advancements, transforming traditional educational practices. One notable technological development is the emergence of video-sharing sites, with YouTube standing out as a pioneer and a hub for vast educational resources Michael, E., & Shah, P. (2020). Students perceive YouTube as an effective tool for learning English in rural ESL classrooms, adapting to 21st-century teaching methods and enhancing the learning process.

The ubiquity of English as the most frequently used language globally, both inside and outside the classroom, underscores the importance of effective language learning. Non-native English speakers often face challenges in mastering the language, prompting the utilization of instructional resources like YouTube to address these issues. The platform provides learners with readily accessible online content, enabling independent learning beyond the confines of traditional classrooms.

Speaking skills, considered the most challenging among language skills, are crucial for non-native English speakers. Sukprasert, Namjaitrong, and Jitjarasamphan (2019) identify two components of speaking competence: grammar and vocabulary. The first component is grammar, defined by Mandasari and Wahyudin (2019), describes the structure of a language, emphasizing the need for precise grammatical usage in communication (Hussin, 2020). The second component, vocabulary, according to Robles, M. (2020), involves word choice and effective communication.

English's role as the second official language in the Philippines, extensively used in various domains, underlines its continued importance in the country's linguistic landscape. Despite this, Filipinos encounter challenges in grammar and vocabulary necessitating improvement.

YouTube, as a versatile tool, proves instrumental in addressing these challenges. Studies by Saed, H., Haider, A., Al-Salman, S., & Hussein, R. (2021). demonstrate YouTube's positive impact on improving students' speaking skills and increasing their interest in English learning. YouTube's versatility in supporting diverse learning needs, providing cultural context, and facilitating exposure to authentic English through native speakers contributes significantly to skill enhancement.

Despite the Philippines being labeled an English-speaking country, issues persist, prompting the integration of YouTube videos into educational settings. A study Pratama, S., Arifin, R., & Widianingsih, A. (2020). reveals widespread use of YouTube videos by teachers and students, citing benefits such as enhanced learning experiences, increased engagement, improved instruction, visual aids, and broader content sharing.

In the realm of Senior High School education, YouTube's role in improving speaking skills is well-established. Studies by Anggraini (2021) and Fahad Saud Albahlal (2019) indicate the effectiveness of incorporating YouTube videos into language learning classrooms, resulting in significant improvements in grammar and vocabulary. YouTube's appeal lies in its comprehensive content, catering to various learning levels, and its ability to enhance learner motivation.

In the Philippines, where social media, especially YouTube, serves diverse purposes, the study's importance lies in understanding the extent of YouTube usage among Grade 11 Senior High School students and exploring their perceived benefits. The research aims to uncover how YouTube contributes to enhancing speaking skills, with a

specific focus on Senior High School students in the General Academic Strand in a selected school in Cagayan de Oro City.

As YouTube emerges as a prevalent and widely used social media and educational platform, the researchers seek to establish a correlation between YouTube videos and the English-speaking skills of Senior High School students. This comprehensive summary highlights the evolving role of technology, specifically YouTube, in addressing language learning challenges and shaping the educational landscape in the Philippines.

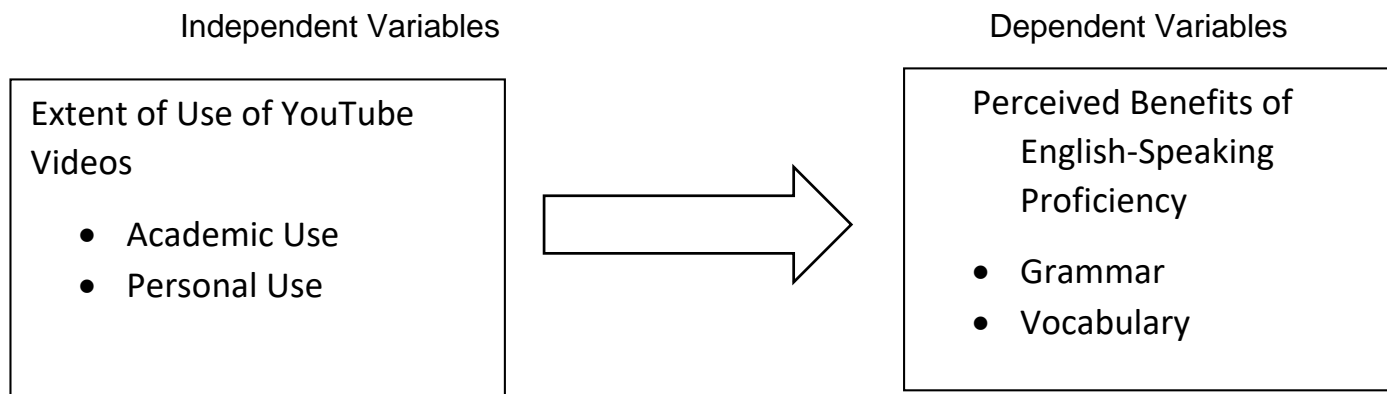
The significance of YouTube as a widely utilized platform for both social interaction and educational content spurred researchers to delve into its impact on the English speaking proficiency of Senior High School students in the General Academic Strand within a specific educational setting in Cagayan de Oro City. Recognizing YouTube's pervasive influence, the study aims to unravel the intricate relationship between the consumption of videos on this platform and the enhancement of English language skills among students.

## FRAMEWORK

This study is grounded in Albert Bandura's Social Cognitive Theory and Richard L. Daft and Robert H. Lengel's Media Richness Theory, examining their application to the relationship between YouTube videos and the English-speaking skills of Senior High School students in Cagayan de Oro City. Albert Bandura's theory posits that individuals learn by observing and modeling behavior; applied to YouTube and English-speaking skills, it suggests that students can enhance their language proficiency through video-based observation. Social Cognitive Theory is further explored by Seo, Huh, and Kim (2020), emphasizing how audience engagement with YouTube channels shapes behavior and attitudes over time.

Simultaneously, Media Richness Theory contends that different media types are suited for specific communication tasks. In the context of YouTube and English-speaking skills, videos are deemed effective tools for skill enhancement, allowing students to observe and imitate proficient speakers. Watkins & Wilkins (2021) support this, noting YouTube's potential for enhancing conversation and listening skills, aligning with the theory's principles. The conceptual framework underscores YouTube's role as a free educational resource, facilitating convenient online learning. It acknowledges the inclusive nature of video creation and its contribution to advancing English-speaking skills, identified as a vital skill encompassing grammar, and vocabulary. The framework integrates theoretical insights with practical applications, establishing a foundation for investigating YouTube's impact on Senior High School students' English-speaking proficiency.

## SCHMATIC DIAGRAM OF THE STUDY



## STATEMENT OF THE PROBLEM

This study investigated the relationship between YouTube and the English-speaking skills of Grade 11 and 12 General Academic Strand students of Southern De Oro Philippines College Senior High School and Carmen National High School for the school year 2023-2024. It specifically aimed to respond to the following questions:

1. What is the extent of use of YouTube videos among Senior High School Students in terms of:
  - 1.1 Academic use; and
  - 1.2 Personal use?
2. What is the perceived level of English-speaking proficiency of the Senior High School Students in terms of:
  - 2.1 Grammar; and
  - 2.2 Vocabulary?
3. Is there a significant relationship between the YouTube usage and the English-speaking proficiency of Senior High School Students?

## RESEARCH DESIGN

The research design used in this study is a correlational design. Correlational design is a non-experimental research method that examines the relationship between two or more variables without manipulating or controlling any of them. The survey is designed to collect data on the frequency of watching YouTube videos and the level of English-speaking skills of the participants.

### RESEARCH SETTING

The study was conducted during School Year 2023 – 2024 on Grade 11 and 12 General Academic Strand students of Southern De Oro Philippines College Senior High School and Carmen National High School. To make the students feel comfortable when responding to the activity, the research study was conducted inside the Senior High School building.

### PARTICIPANTS AND SAMPLING PROCEDURE

In the study, the respondents were the students of *Grade 11 and 12 General Academic Strand students of Southern De Oro Philippines College Senior High School and Carmen National High School* who regularly used YouTube and can both speak and understand English. This indicated a purposive sampling approach, where participants were deliberately selected based on specific criteria that aligned with the research objectives.

**Problem 1.** What is the level of YouTube video usage of Senior High School Students in terms of:

1.1 Academic use; and

1.2 Personal use?

### Table 1

#### *Extent of YouTube Video Usage in Terms of Academic*

Indicators	Mean	SD	Description	Interpretation
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1. I trust the accuracy and reliability of educational content presented in YouTube videos.	2.98	0.65	Agree	High
2. I feel a sense of connection to online communities through YouTube videos.	2.87	0.64	Agree	High
3. YouTube videos have expanded my understanding of topics beyond what is covered in my academic curriculum.	3.11	0.80	Agree	High
4. I actively engage with the comments section on academic YouTube videos to discuss and learn more.	2.89	0.82	Agree	High
5. I am confident in evaluating the quality and credibility of academic content on YouTube.	3.08	0.68	Agree	High
6. I actively seek out recommendations for YouTube channels or videos from trusted sources.	2.91	0.70	Agree	High
7. I frequently use YouTube videos to supplement my understanding of academic topics.	3.10	0.76	Agree	High
8. I actively seek out recommendations for academic YouTube channels or videos from reliable sources.	2.98	0.77	Agree	High
9. YouTube videos have provided alternative explanations or perspectives that complement my academic courses.	3.14	0.67	Agree	High
10. I believe that YouTube videos have become an essential resource for contemporary academic learning.	3.11	0.69	Agree	High
<b>Overall Mean</b>	<b>3.01</b>	<b>0.72</b>	<b>Agree</b>	<b>High</b>

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

The data presented in Table 1 offers important insights on the use of YouTube

videos for academic purposes, giving readers a thorough grasp of students' viewpoints and how these videos affect their learning. The overall mean score across all participants was 3.01, with a standard deviation of 0.72, indicating a significant level of agreement regarding the usefulness and applicability of YouTube videos for academic learning. To reinforce this claim, a study by Tahmina, (2023). Students' Perception of the Use of YouTube in English Language Learning. Their research, titled "Exploring the Impact of YouTube Videos on Academic Learning: A Student Perspective," likely delves into the impact of YouTube on the process of learning the English language from the student's perspective. The study likely investigates various aspects, such as the perceived effectiveness of YouTube as an educational tool, the types of content students find beneficial, and the overall influence on language acquisition.

The research may explore how multimedia elements, such as video content on YouTube, contribute to language learning, addressing potential advantages or challenges. This could include assessing whether students believe that YouTube enhances listening and speaking skills, aids in comprehension, or provides a more engaging learning experience compared to traditional methods.

The study might also examine students' preferences regarding specific channels, video genres, or teaching styles on YouTube. Understanding students' perceptions can offer valuable insights for educators and curriculum designers, guiding them in incorporating digital resources effectively into language education.

The indicator with the highest mean in Table 1 is item 9: "YouTube videos have provided alternative explanations or perspectives that complement my academic courses," with a mean score of 3.14 and a standard deviation of 0.67. This signifies that students strongly agree that YouTube videos play a significant role in offering diverse viewpoints and supplementary explanations beyond what is covered in their formal academic curriculum. As cited by Kay(2020) in Mayer's study, This finding aligns with the idea that YouTube serves as a valuable resource for students seeking additional insights and alternative perspectives in their academic pursuits. It also emphasizes the effectiveness of multimedia learning in providing varied representations and fostering a deeper understanding of complex topics.

In Table 1, the indicator with the lowest mean is item 2: "I feel a sense of connection to online communities through YouTube videos," with a mean score of 2.87 and a standard deviation of 0.64. This suggests that, compared to other aspects assessed, students express a slightly lower level of agreement regarding the sense of connection to online communities facilitated by YouTube videos.

Research by Kimmons (2021) highlights that while online platforms can foster connections, the nature and depth of those connections may vary. Factors such as the asynchronous nature of online interactions and the impersonal environment could contribute to the slightly lower mean in this aspect. Additionally, findings from Dennen et al. (2020) suggest that the perceived sense of community in online environments can be influenced by the level of interaction and engagement within those communities.

**Table 2**

Extent of YouTube Video Usage in Terms of Personal

Indicators	Mean	SD	Description	Interpretation
1. I frequently watch YouTube videos for entertainment purposes.	3.06	0.84	Agree	High
2. YouTube videos provide me with valuable information and knowledge on various topics.	3.15	0.63	Agree	High
3. I actively search for tutorials or instructional videos on YouTube.	3.33	0.77	Strongly Agree	Very High
4. I regularly search for YouTube channels that align with my area of interests.	3.09	0.80	Agree	High
5. I often share YouTube videos with friends or family for entertainment or educational purposes.	2.81	0.93	Agree	High
6. I am confident in evaluating the quality and credibility of academic content on YouTube.	3.05	0.67	Agree	High
7. I actively seek out recommendations for YouTube channels or videos from trusted sources.	3.11	0.71	Agree	High
8. I enjoy watching vlogs or lifestyle content on YouTube.	3.22	0.87	Agree	High
9. I feel a sense of connection to online communities through YouTube videos.	2.90	0.82	Agree	High
10. I actively follow YouTube channels that align with my interests or passions.	2.96	0.88	Agree	High
<b>Overall Mean</b>	<b>3.06</b>	<b>0.79</b>	<b>Agree</b>	<b>High</b>

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

Table 2 provides valuable insights into the personal utilization of YouTube, revealing specific preferences and habits of surveyed individuals. The overall mean score of 3.06, coupled with a standard deviation of 0.79, indicates a consensus among participants in using YouTube for personal enrichment and leisure, emphasizing the platform's



significant role in catering to diverse personal interests such as tutorials, vlogs, and documentaries. A relevant study by Maynard, A. (2021). "How to Succeed as an Academic on YouTube," offers academics insights on establishing a successful presence on the platform. It likely covers strategies for content creation, audience engagement, and effective communication, addressing challenges like building a subscriber base and optimizing content through YouTube's algorithms.

Furthermore, the data unveil a significant interest in educational content, evident in the high mean score of 3.33 and low standard deviation of 0.77 for tutorials or instructional videos. This underscores participants' strong inclination to use YouTube as an extensive repository for skill development and self-improvement. Additionally, a substantial number of respondents (mean=3.22, SD=0.87) find pleasure in watching vlogs or lifestyle content, affirming YouTube's role as an entertainment hub that accommodates varied recreational tastes.

The results emphasize YouTube's importance as a source of knowledge and information (mean=3.15, SD=0.63), showcasing its effectiveness in meeting users' informational demands by providing valuable insights on a wide range of issues. The high mean score and low standard deviation reflect a shared acknowledgment among participants of the platform's usefulness in delivering diverse and valuable content.

Table 2 highlights the variety of ways people use YouTube for entertainment, information, and personal enrichment. The results demonstrate the platform's varied function in meeting the users' recreational and educational needs, demonstrating a significant preference for active involvement with a variety of information available on the platform.

In Table 2, the indicator with the lowest mean is item 5: "I often share YouTube videos with friends or family for entertainment or educational purposes," with a mean score of 2.81 and a standard deviation of 0.93. This suggests that compared to other aspects related to personal YouTube usage, students express a slightly lower level of engagement in sharing videos with their social circles. Insights into this lower mean may be associated with individual preferences for consuming content rather than actively sharing it. Research by Al-Rahmi et al. (2018) found that sharing behavior on social media platforms is influenced by factors such as perceived usefulness and the desire for social interaction. In the context of YouTube, students may prioritize personal consumption over sharing content.

**Problem 2.** What is the perceived level of English-speaking proficiency of the Senior High School Students in terms of:

2.1 Grammar; and

2.2 Vocabulary

**Table 3**

Perceived Level of English-Speaking Proficiency in Terms of Grammar

Indicators	Mean	SD	Description	Interpretation
	n		n	n
1. YouTube videos have helped me improve my understanding of grammar concepts.	3.21	0.71	Agree	High

2. I find YouTube videos to be a valuable resource for learning and practicing grammar.	3.21	0.66	Agree	High
3. YouTube videos provide clear explanations and examples of grammar rules.	3.15	0.64	Agree	High
4. I feel that YouTube videos have increased my motivation to learn and improve my grammar skills.	3.09	0.67	Agree	High
5. YouTube videos have helped me become more confident in using grammar correctly in my English communication.	3.03	0.71	Agree	High
Overall Mean	3.13	0.68	Agree	High

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

The impact of YouTube videos on participants' comprehension and development in this particular area is highlighted in Table 3's enlightening data on the level of English-speaking skill in terms of grammar. The participants demonstrated a strong consensus, evident in the total mean score of 3.13 and a standard deviation of 0.68, highlighting their positive perceptions of YouTube videos' beneficial impact on improving grammar abilities. To fortify this finding, an exploration of Albahlal, F. (2019). *The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives* likely explores English teachers' views on how YouTube affects speaking skills in secondary students. The study likely provides insights into the perceived benefits and challenges of integrating YouTube into language education from the teachers' standpoint.

The overall mean in Table 3 for the perceived level of English-speaking proficiency in terms of grammar is 3.13, with a standard deviation of 0.68, indicating a high level of agreement among participants. This suggests that students perceive YouTube videos as a valuable and effective resource for enhancing their understanding of grammar concepts and improving their English-speaking proficiency. The consistently positive responses across the indicators demonstrate a consensus among students regarding the beneficial impact of YouTube videos on grammar learning, motivation, and confidence in English communication.

The mean score of 3.21 and a standard deviation of 0.71, underscores the significant contribution of YouTube videos to participants' comprehension of grammatical principles. This suggests that YouTube serves as an efficient instructional tool, aiding users in understanding intricate grammar concepts and enhancing overall grammar competency.

Additionally, the mean score of 3.21 and a standard deviation of 0.66 indicates participants' belief in YouTube videos as a useful tool for learning and practicing grammar. This accentuates the platform's role in providing accessible and comprehensive resources, enabling users to improve grammar abilities and apply knowledge through practical exercises, fostering a dynamic and interactive learning environment.

The data further reveals, with a mean score of 3.15 and a standard deviation of 0.64, that YouTube videos offer concise explanations and illustrations of grammar principles.

This emphasizes the platform's capability to deliver clear and simple explanations, instilling confidence in users to grasp complex grammar principles and encouraging a deeper understanding of the nuanced intricacies of the English language.

In Table 3, the indicator with the lowest mean is item 5: "YouTube videos have helped me become more confident in using grammar correctly in my English communication," with a mean score of 3.03 and a standard deviation of 0.71. While the mean is still in the "Agree" category and considered high, it is slightly lower compared to other indicators. Insights into this lower mean may indicate that, while students generally agree that YouTube videos contribute to their grammar proficiency, they may feel less confident in the direct application of these skills in their English communication.

Moreover, participants expressed the belief that watching YouTube videos enhances their motivation to learn and advance grammar abilities, with a mean score of 3.09 and a standard deviation of 0.67. This highlights YouTube's role in cultivating a positive learning environment, motivating active engagement with the material, and fostering a favorable attitude toward understanding English grammar, ultimately improving overall language proficiency.

The data in Table 3 underscores the positive impact of YouTube videos on participants' grammar proficiency in spoken English. The platform emerges as a crucial facilitator of an engaging and effective learning experience, positively influencing participants' understanding, practice, and motivation to master complex grammar concepts and rules, as evidenced by consistently high mean scores and relatively small standard deviations.

**Table 4**

Perceived Level of Videos in Terms of Vocabulary

Indicators	Mean	SD	Description	Interpretation
1. YouTube videos have helped me expand my vocabulary in the English language.	3.20	0.70	Agree	High
2. I find YouTube videos to be a valuable resource for learning new words and phrases.	3.13	0.66	Agree	High
3. YouTube videos provide useful explanations and examples that help me understand the meaning of words.	3.22	0.58	Agree	High
4. I feel that YouTube videos have increased my motivation to improve my vocabulary skills.	3.09	0.72	Agree	High
5. YouTube videos have helped me become more confident in using a wider range of vocabulary in my English communication.	3.03	0.72	Agree	High
Overall Mean	3.13	0.68	Agree	High

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

Table 4 provides relevant data on participants' vocabulary competency in English, emphasizing the considerable contribution of YouTube videos to improving participants'

comprehension and vocabulary growth. The participants' strong consensus, with a total mean score of 3.13 and a standard deviation of 0.68, underscores the positive impact of YouTube videos on vocabulary growth. Supported by Tahmina, (2023). Students' Perception of the Use of YouTube in English Language Learning, likely explores how students perceive the integration of YouTube into English language learning. The research may investigate the effectiveness of YouTube as an educational tool, student preferences, and the overall impact on language acquisition from the learners' standpoint.

In Table 4, the indicator with the highest mean is item 3: "YouTube videos provide useful explanations and examples that help me understand the meaning of words," with a mean score of 3.22 and a standard deviation of 0.58. This suggests that students highly agree that YouTube videos are effective in providing clear explanations and examples to enhance their understanding of word meanings. Insights into this highest mean indicate that students perceive YouTube videos as valuable tools for not only expanding their vocabulary but also gaining a deeper understanding of the contextual usage and meanings of words. This finding aligns with the idea that multimedia resources, like YouTube, can offer rich and varied content that contributes to language learning.

The mean score of 3.22 and the relatively small standard deviation of 0.58 show that YouTube videos are a beneficial resource for giving participants helpful explanations and examples that help them learn the meaning of words. This result highlights the platform's efficiency in providing thorough and understandable explanations, helping users to understand the subtleties and contextual usage of different words in the English language, and eventually developing a deeper comprehension of vocabulary.

The mean score of 3.20 and the standard deviation of 0.70 indicate that YouTube videos significantly contribute to respondents' vocabulary growth in the English language that parallel to the study of Baroroh, K., Huzairin, H., & Nurdiana, N. (2021). The use of English subtitled video on YouTube to improve students' vocabulary achievement. This highlights the platform's effectiveness in enabling users' exposure to a variety of words and expressions, encouraging the learning of new vocabulary, and encouraging a more thorough and nuanced grasp of the lexicon of the English language.

The mean score of 3.13 and the standard deviation of 0.66 in the data also show that participants believe YouTube videos to be a useful tool for learning new words and phrases. This emphasizes the platform's function in supplying interesting and accessible information that encourages participants to actively engage with new terminology, enabling them to increase their linguistic knowledge and English language ability.

The lowest mean in Table 4 is for statement 5: "YouTube videos have helped me become more confident in using a wider range of vocabulary in my English communication," with a mean of 3.03. This suggests that respondents, on average, are slightly less inclined to agree with this statement compared to others in the table. It may be worth exploring why some participants perceive a lower impact on confidence despite the overall positive trend in perceived vocabulary enhancement.

The data presented in Table 4 highlights the beneficial effects of YouTube videos on participants' vocabulary proficiency in English. The platform plays a significant role in fostering an enjoyable and effective learning experience, improving participants' vocabulary comprehension and expansion, and ultimately assisting in their overall proficiency and fluency in the English language, as evidenced by the consistently high mean scores and the relatively low standard deviations.

**Table 5**

Summary Table of English-Speaking Proficiency

English Proficiency	Mean	Standard Deviation	Description	Interpretation
Grammar	3.13	.68	Agree	High
Vocabulary	3.13	.68	Agree	High

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

Table 5 presents a summary of English-speaking proficiency, specifically focusing on grammar and vocabulary skills. The mean English proficiency scores for both grammar and vocabulary are 3.13, with a standard deviation of 0.68 for each category. The description associated with these scores is "Agree," suggesting a general consensus or alignment in the assessment of proficiency levels. The interpretation of these findings indicates a high level of English proficiency in both grammar and vocabulary among the assessed individuals. In Aguisando, M. (2016) study. The Influence of Grammar and Vocabulary Proficiency on Speaking Competency of the Education Students in the University of the Immaculate Conception. The consistency in mean scores and the low standard deviation suggest that the proficiency levels are uniform and stable within the population, further supporting the notion of a high overall proficiency in English speaking skills.

**Problem 3.** Is there a significant relationship between the YouTube usage and the English-speaking proficiency of Senior High School Students?

**Table 6**

Correlation Analysis Between YouTube Usage and English-Speaking Proficiency

YouTube Usage	R-value	P-value	Decision on H0	Interpretation
Academic	.708**	.000	Reject	Significant
Personal	.655**	.000	Reject	Significant

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table 6 appears to be displaying the results of a correlation analysis between YouTube usage and English-speaking proficiency, where YouTube usage is

categorized into 'Academic' and 'Personal.' The 'R-value' represents the correlation coefficient, while the 'P-value' signifies the probability of observing the correlation by chance. Isnaniah, (2020) statement suggests a positive impact of utilizing YouTube as a media tool to enhance students' English-speaking skills. The study likely explores how incorporating YouTube in language learning positively influences students' speaking abilities, indicating the platform's effectiveness in fostering language development in an educational context.

The high R-values (0.708 and 0.655) indicate strong positive correlations between both Academic and Personal YouTube usage and English-speaking proficiency. The low P-values (0.000) suggest that these correlations are statistically significant, leading to the rejection of the null hypothesis ( $H_0$ ).

Drawing on the Social Cognitive Theory of Albert Bandura, this correlation implies that the use of YouTube, particularly in academic and personal contexts, may significantly contribute to the enhancement of English-speaking proficiency. Bandura's theory emphasizes the importance of observational learning and social interaction, suggesting that individuals can learn and improve their skills by observing the behavior of others.

Additionally, when considering Media Richness Theory by Richard L. Daft and Robert H. Lengel, the significant correlations between YouTube usage and English-speaking proficiency support the idea that the richness of media, in this case, YouTube, plays a vital role in the effectiveness of communication and learning. According to this theory, rich media like YouTube, which provides various forms of content, such as videos, audios, and text, can facilitate better information processing and understanding, leading to improved language proficiency in this context.

Therefore, these findings suggest that the use of YouTube, both for academic and personal purposes, has a substantial positive impact on the English-speaking proficiency of the individuals involved, supporting the theories of Albert Bandura and the concept of media richness put forth by Daft and Lengel.

## CONCLUSIONS

The study focused on examining the intricate connections between senior high school students' utilization of YouTube and their proficiency in speaking English in Cagayan de Oro City.

1. Results indicated that participants extensively used YouTube for both personal and academic purposes.
2. Students showcased excellent competency in various aspects of spoken English, including vocabulary, and grammar.
3. Surprisingly, the study found that there is a strong positive correlation with substantial evidence linking in the videos usage and students' English-speaking ability to their usage of YouTube.

These findings underscore the transformative impact of digital media platforms on education and stress the importance of considering diverse strategies to enhance students' language proficiency.

## RECOMMENDATIONS

Findings and conclusions of the study resulted in the following recommendations:

1. **Administrators** should prioritize quality content selection and appropriate usage guidelines. Training teachers to curate tailored educational material and collaborating with content creators enhance classroom instruction. Establish monitoring mechanisms and raise student awareness for responsible consumption.
2. **Teachers** provide guidance to learners on how to use YouTube more effectively for educational purposes. Emphasize the endorsement of reliable and curriculum-aligned content.
3. **Students** encouraged to efficiently utilize YouTube for education, engaging in selected videos that align with curriculum, reinforcing classroom material for enhanced online learning.
4. **Future Researchers** to explore the long-term effects of incorporating multimedia resources like YouTube videos into language education. Additionally, investigating the impact of personalized interventions on students' language development can provide valuable insights for future educational strategies.

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