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The Impact of YouTube Video Creation and AI-Assisted on Students' Speaking Performance

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Abstract

This study investigated how students' speaking performance was affected by creating YouTube video projects using AI-assisted tools like CapCut, Canva, AI voice tools, Kine Master, Grammarly, ELSA Speak, etc. This study was quantitative in design. This pre-experimental study employed a one-group pretest-posttest strategy to ascertain whether the students' speaking performance was impacted by producing a video project. The population was eleven students in the electrical engineering program at SMKN 1 Rejang Lebong. The sample consists of 47 students. Tests, both pre- and post-test, were used to gather the quantitative data. The data were statistically analyzed using a paired sample t-test with IBM SPSS 25 for Windows. The results of this research showed that using AI to help students create a YouTube project significantly improved their speaking skills. It was an effective way to teach speaking because it improves students' speaking performance, fosters teamwork, sharpens their problem-solving abilities, and motivates them to be proactive, communicative, imaginative, and creative. As a result, using it to teach speaking is strongly advised.

Keywords: *AI-Assisted; Video Project; Speaking Performance*

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Introduction

Speaking is a fundamental productive skill that enables learners to express ideas and emotions through meaningful communication. It is produced, received, and negotiated in this interactive process (Brown, 2004; Harmer, 2007). Bygate (as cited in Safitri, 2020), speaking requires not only linguistic knowledge but also the ability to apply it appropriately in different communicative contexts. Similarly, Chaney and Burk (as cited in Kumar, 2022) describe speaking as a dynamic process of constructing and sharing meaning. In the EFL context, speaking is multidimensional, encompassing fluency, accuracy, pronunciation, vocabulary, coherence, creativity, and motivation (Wang et al., 2024). Learners with higher creativity and emotional intelligence tend to perform better in fluency and accuracy (Wang et al., 2024), while affective factors such as confidence and motivation are also essential for oral performance (Fathi et al., 2024).

In recent developments, AI-assisted tools have become powerful aids in language learning, offering innovative ways to design, edit, and refine video-based speaking tasks. Tools such as CapCut, Canva, Kine Master, and AI Voice Generator provide learners with creative opportunities to produce high-quality digital content while receiving real-time feedback on pronunciation, fluency, and intonation. Fathi et al. (2024) confirmed that AI-mediated significantly improves learners' willingness to communicate and overall speaking performance. Through AI support, students gain autonomy and motivation to revise their speech and visual presentation, aligning with communicative and digital competence goals in modern EFL pedagogy.

Teachers need to use a technique that requires students to be engaged and create more active participation, especially in speaking. Nowadays, in the learning process must use of technologies like video conferencing, email correspondence, and social media interaction. Creating video projects using AI-assisted tools not only develops students 'linguistic competence but also enhances creativity, collaboration, and critical thinking. Even though it has been shown to increase learners' motivation, Digital Literacy, self-confidence, and oral fluency. All skills are essential in the 21st century. This activity allows the students to combine the visual picture, sound, and narration supported by AI Assisted, such as CapCut, Canva, AI voice tool, Kino Master, etc.

Moreover, with the accessibility of online resources and video software, technology-enhanced projects have revolutionized the learning environment, providing strong support for

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language learning. Students' enthusiasm for learning is greatly increased, anxiety is decreased, and independent learning is encouraged by these projects (Hung, Hwang, & Huang, 2012). The process begins with the filming stage, where students use cameras or mobile phone cameras to capture video footage. Next comes the video editing stage, where students can utilize various editing software with other available applications to refine and organize the footage. Finally, after editing, the video can be posted on various platforms, such as cloud drives, disks, flash drives, or social media outlets like YouTube, Instagram, and Facebook. These steps allow students to engage creatively with technology while producing content that can be shared with others, fostering both learning and digital literacy skills. Furthermore, project-based video creation encourages students to become active participants. Kusuma (2022) found that video project-based learning enhances collaboration, creativity, and self-confidence, which are essential components of communicative competence. Learners not only consume language input but also engage in output production, promoting both linguistic and affective development.

From several studies, using video-based instruction can significantly improve students' oral performance. Anwar (2022), for instance, found that students' speaking skills were greatly enhanced by using YouTube tutorial videos. By providing students with real-life communication models, Khoirina et al (2023) found that using YouTube videos as a teaching tool enhanced students' speaking abilities. Fitriana (2023) discovered that digital storytelling improved both speaking and writing skills among vocational learners. Additionally, Kusuma and Syam (2022) investigated how YouTube-based instructional activities in teaching procedural texts facilitated learners' understanding and confidence in spoken English, while Kusuma (2022) highlighted how video project-based learning encouraged students' teamwork, confidence, and excitement in college-level speaking classes. Also, Silfiya et al (2021) discovered that students responded favorably to using YouTube as a platform to practice and enhance their speaking abilities, while Rahmawati (2023) verified that digital storytelling videos successfully enhanced the fluency and pronunciation of vocational students. Based on these results taken together, implementing YouTube-based projects and digital videos into EFL instruction can improve students' communicative competence, pronunciation, and fluency while also encouraging motivation and engagement at all educational levels.

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However, the number of previous studies highlighting the benefits of video-based learning in enhancing students' speaking performance, most of these investigations have primarily focused on the use of YouTube or digital videos as ready-made learning materials, rather than as student-generated projects. Moreover, very few studies have examined how AI-assisted tools can support students in the process of creating and editing their own YouTube videos to develop their speaking competence. Therefore, this study addresses two main questions: (1) To what extent does video creation enhance students' speaking performance? (2) Are there significant differences in students' speaking achievement after following the intervention? Unlike previous research that mainly employed pre-made or teacher-provided videos, this research engages learners in producing their own YouTube video projects using AI-assisted applications or tools. So, the students can develop not only their fluency and pronunciation, but also their creativity, digital literacy, and communicative confidence. Pre-test and post-test designs are used in this quantitative study, and a paired-sample t-test is used to assess the results in order to decide whether the improvement is statistically significant. It was anticipated that the results would expand research on AI-integrated project-based learning, especially in vocational EFL contexts, by offering empirical proof of the genuine and significant ways in which technology-assisted video production can improve students' speaking proficiency.

Research Methodology

2.1 Research Design

The present research used a quantitative design to investigate the role of video project tasks on EFL learners' speaking development. The study employed a pre-experimental design, one-group pretest post-test were components involving firsthand experimental treatment without randomization of subjects or a control group. In this model, the speaking performance of the students was tested before applying the treatment through a pretest to find out their initial level of skill. Following the completion of the speaking tasks in video mode, a posttest was conducted to assess speaking improvement. The change from pretest to post-test served as the measure of treatment effects. While the lack of a control makes it difficult to generalize cause and effect, such a design is compatible with classroom-based research where the main focus is on examining change in the same group of learners and determining how practical innovative pedagogy can be (Creswell, 2014). This is why this design was deemed appropriate to test the

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potential of a video project assignment in improving the students' speaking performance within a real instruction.

2.2 Participants of the Study

This study involved only students in the eleventh level of the Electrical Engineering Program, SMKN 1 Rejang Lebong. The studies were conducted with a total of 47 students, comprising 7 female students and 40 male students. The respondents were purposively chosen as the researcher herself was their instructor, and they are available to perform the tasks related in video project every time a regular class is conducted.

2.3 Research Instrument

The main instrument employed in this study was a rubric of speaking assessment adopted from Ferstephanie & Pratiwi (2022). Students' speaking performance was evaluated in pretest and post-test by using an analytic scoring rubric. The rubric was designed to assess students' speaking performance in video-based tasks, focusing on four key aspects: fluency, pronunciation, non-verbal expression, and content understanding. The rubric assessed four critical dimensions of speaking skill, based on the models suggested by Knight (1992) and Ulker (2017).

Table 1. Speaking Rubric

Criteria	5	4	3	2	1
Fluency	Speaking quickly	A minor in speech	Reluctance to talk for some reason	Frequently hesitant to talk	Reluctant to talk
Pronunciation	Excellent pronunciation that is easy to understand	The pronunciation is clear and accurate	The pronunciation is nearly perfect, yet occasionally it requires complete focus.	There is a difficult pronunciation that makes it tough to understand and requires repetition.	There is a serious pronunciation issue
Non-verbal	Non-verbal full expressed to enhance the audience	The majority of nonverbal	A lot of nonverbal communication	Some nonverbal cues	No nonverbal communication
Content	Demonstrates a thorough comprehension of the subject.	Demonstrates an accurate understanding of the subject.	Has a nearly excellent comprehension of the subject.	Comprehending certain aspects of the subject	Lack of comprehension of the subject

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2.4 Data Collection

The data collection process was carried out in five meetings. The main objective was to measure the improvement of students' speaking performance after engaging in AI-assisted video-making activities. The procedure consisted of three main stages: pre-test, treatment, and post-test.

1) Pre-test (Meeting 1). At the beginning of the research, students were asked to record and submit a speaking task on a familiar topic with them without using AI-assisted and not upload at you tube channel. This pre-test aimed to assess their initial speaking performance in terms of fluency, accuracy, pronunciation, vocabulary, and coherence. The scores from this stage served as baseline data before the treatment began.
2) Treatment Stage (Meetings 2–4). During the treatment stage, students participated in a series of AI-mediated video-making tasks based on different text genres.

   Meeting 2: Students created a video on Narrative Text (telling a story).

   Meeting 3: Students produced a video describing a Place (Descriptive Text).

   Meeting 4: Students made a video recounting a Past Experience (Recount Text).

   In each task, students were encouraged to use AI tools such as pronunciation apps, grammar checkers (e.g., Grammarly, ELSA Speak), and translation tools to plan and practice their speech to improve pronunciation, grammatical accuracy, and fluency through self-reflection and AI feedback. The teacher guided them through the process of using AI-assisted tools like Cap Cut, Canva, Kine Master, and AI Voice Generator. The students can choose one or more applications and combine them to produce the high quality of video project. Not only teachers but also all students must take part and exchange information in using application of AI assisted.
3) Post-test (Meeting 5). After completing the treatment sessions, students performed a final video presentation as the post-test. This task measured the improvement in their speaking ability after the intervention. The same rubric used in the pre-test was applied to ensure consistency and reliability in scoring.

2.5 Validity and Reliability of the Instrument

The validity and reliability of the research instrument were maintained through a structured process to ensure the accuracy of the collected data. The content validity and construct validity were used to establish the instrument's validity. The content validity of the

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speaking assessment was secured by matching the speaking rubric with that in the English curriculum developed for Vocational High School, especially the speaking competencies to be achieved by learners in classroom practice. This alignment process enabled to reach strength of the instrument regarding being an adequate measure of the objective, and also one accurate with respect to its communicative components that young learners are expected to develop.

The concept of speaking ability was defined in this study using Brown's framework as a theoretical basis. All of the components were not, however, operationalized as distinct evaluation criteria. Fluency, pronunciation, nonverbal expression, and content comprehension were the four observable and performance-based components of the rubric that were thought to be appropriate for assessment using video-based speaking exercises. Since students' lexical choice and coherence are reflected in their ability to communicate ideas clearly and show that they understand the subject, it was assumed that vocabulary use and coherence would be implicitly represented within the fluency and content criteria.

In order to establish the reliability, the assessment procedure was the same at every specific time in the whole study program. The same speaking rubric was employed for the pretest and post-test. Furthermore, all speaking productions of the students were rated by one rater in order to reduce subjectivity and keep consistency of scoring. Inter-rater reliability was enhanced by standard scoring procedures to make sure that the assessment performance was stable, consistent, and reliable across administrations.

2.6 Data Analysis

A pretest and posttest design was used to compare students' speaking progress before and after the experiment with video project tasks. Descriptive and inferential statistics were used in comparing the students' speaking scores from both tests. Descriptive statistics (mean, standard deviation, and frequency distribution) of students' speaking scores were also provided for the data summary. These metrics served to give a summary of students' speaking scores, both before and after the intervention. A paired-samples t-test was used to test if there was a significant difference between the pretest and post-test scores. We chose this test because the same set of subjects was measured twice and under two different conditions. Before performing the t-test, a normality test was carried out on the data. If the data were determined to be not normally distributed, the Wilcoxon signed rank test was used as a non-parametric counterpart. Students' speaking scores were obtained from the analytic speaking rubric. Four items, i.e., fluency, pronunciation, grammar, and vocabulary were scored on a five-point scale with a

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highest score of 5 for each item. Accordingly, the highest possible total of a student was 20 before converting to any kind of differing form. For example, if a subject scored 20 for the sum of all four aspects, the final score was multiplied by five.

Results and Discussion

Results

Data were entered on Microsoft Excel 2007 and analyzed with SPSS version 15.0. There were 47 students of eleventh grade in Electrical Engineering programs joining this research. The study of data was limited in students' speaking performance pre- and post-test by video project tasks. Summary statistics and findings in descriptive and inferential interpretations are shown. Pretest and post-test scores of the students were analyzed using descriptive statistics (mean, standard deviation). An inferential analysis with paired-samples t-tests was carried out to determine whether the students' speaking performance improved significantly after the teaching. The respondents by gender are described in Table 2 below.

Table 2. Gender

		Frequency	Percent	Valid Percent	
Valid	Female	7	14.9	14.9	**14.9**
	Male	40	85.1	85.1	**100.0**
	Total	**47**	**100.0**	**100.0**	

The sample size for this study consists of 47 participants, revealing a significant gender imbalance. Of the total participants, 7 are female, representing 14.9% of the sample, while 40 are male, comprising 85.1%. The cumulative percentage further highlights this disparity, with females accounting for 14.9% of the sample and males making up the remaining portion, bringing the total to 100%. This distribution clearly indicates that the sample is predominantly male, underscoring a substantial skew in gender representation. Such an imbalance may have implications for the generalization of the study's findings, particularly if gender is a relevant factor in the context of the research.

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Table 3. The Descriptive Statistics

	N	Min	Max	Mean	Std. D	Skewness	Kurtosis	N	Min
		S	S	S	S	S	Std. E		S
Pre test	47	55	75	63.94	5.608	.827	.347	-.703	.681
Post test	47	60	86	70.32	6.228	.150	.347	.043	.681
Valid N	47								

The descriptive statistic indicates the performance on pretest and post-test scores for 47 participants. A mean score of 63,94 and a standard deviation of 5,608 indicate moderate variability in the pre-test scores, which range from a minimum of 55 to a maximum of 75. The post test scores showed an improvement, with a minimum of 60 and a maximum of 86, a higher mean score of 70,32 and a slightly higher standard deviation of 6,228. Suggesting increased consistency in the participants' performance after the intervention. These results suggest a notable improvement in scores from the pretest to post test. but the standard deviation in the pretest and posttest. However, the standard deviation in the pretest and posttest was very high. It was indicating there were students who got very low scores and those who got very high scores. There were many differences among students.

Table 4. The Independent Sample T test

	Gender	N	Mean	Std. D	Std. E Mean
Post test	FEMALE	7	72.71	9.142	**3.455**
	MALE	40	69.90	5.629	.890

		F	Sig.	T	Df	Sig. (2-tailed)	Mean. D	Std. Error. D		F	Sig.
Post test	Equal variances assumed	4.674	.036	1.106	45	.275	2.814	2.545	-2.313	7.941	
	Equal variances not assumed			.789	6.818	.457	2.814	3.568	-5.669	11.297	

		M	Std. D	Std. E. M	L	U	T	df	Sig. (2-tailed)
Pair 1	Pre test - Post test	-6.383	6.042	.881	-8.157	-4.609		46	.000

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To investigate the differences in post-test scores between male and female participants, an independent samples t-test was used. A summary of the findings, the mean score for males (N = 40) was 69.90 with a standard deviation (SD) of 5.62, whereas the mean score for females (N = 7) was higher at 72.71 with an SD of 9.14. The t-test revealed no statistically significant difference between the two groups, despite the observed difference in mean scores (t(45)=1.106, p=0.275; t(45) = 1.106, p = 0.275; t(45)=1.106, p=0.275). The overall mean difference was 2.814, and the 95% CI ranged from −2.313 to −2.313 to 7.941. The findings show that although the average post-test scores of females were slightly greater, the overlap in the confidence interval and the non-significant p-value imply that the scores of males and females were statistically similar. in relation to this finding, post-test performance in this sample was not significantly impacted by gender.

Table 5. the Paired Sample Test

		Mean	N	Std. D	Std. E Mean
Pair 1	Pre test	63.94	47	5.608	**.818**
	Post test	70.32	47	6.228	.908

The paired-samples t-test was used to assess the difference between the pre-test and post-test scores of 47 participants. Compared to the mean pre-test score of 63.94 (SD = 5.67), the mean post-test score was significantly higher at 70.32 (SD = 6.23). The intervention may have improved the participants' performance, as evidenced by the average difference between the pre-test and post-test scores of -6.383 (SD = 6.042). The mean change's 95% CI, which ranged from -8.157 to -4.609, offered more proof that the score improvement was consistent and statistically significant. The t-test results showed a statistically significant difference between the pre-test and post-test scores (t(46)=−7.243, p< 0.001, confirming that the score improvement is highly significant. The substantial improvement in participants' performance in raising their scores. Depending on the type of test being used, the results suggest that the intervention significantly changed the participants' knowledge, skills, or capacities.

Discussion

Investigating the impact of AI-assisted video production on the speaking abilities of eleventh-grade electrical engineering students at SMKN 1 Rejang Lebong was the primary goal of this study. Following the intervention, students' speaking scores improved statistically significantly, according to the quantitative analysis, which used a one-group pretest–posttest

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design. With a paired-sample t-test result of $t(46) = -7.243$, $p < 0.001$, the mean score rose from 63.94 on the pretest to 70.32 on the posttest. Based on this research, learners' speaking proficiency was successfully improved by integrating AI-based video projects, especially in the areas of fluency, pronunciation, confidence, and creativity.

Speaking is a basic productive skill that allows learners to express thoughts and feelings in meaningful communication, for which meaning is being generated, received, and negotiated throughout the process (Brown, 2004; Harmer, 2007). The results are also consistent with this theoretical notion regarding the utility of video project tasks: students who completed the video projects showed significant developments in speaking performance. This gain reflects the emergence of video-based interactions as an opportunity integrated in learners' proactive efforts to build and convey meaning in a real context for communication. Bygate (as cited in Safitri, 2020) stresses that speaking ability does not only mean knowledge about language but also the ability to use the knowledge according to communicative context. The substantial progress in the post-test implies that working with film project tasks promoted students' contextualized language practice, where learners could plan and rehearse oral output and refine it. This mechanism helped with better fluency, pronunciation fidelity, vocabulary usage, and more coherence.

Chaney and Burk's (1991) conceptualization of speaking as an act of creating and sharing meaning and real-time acts of construction (as cited in Kumar, 2022) finds relevance with the improved performance on the part of the students. With video production, students had to plan, process information, and consider appropriate language in a verbal form of delivery, through which the development of speaking skills is a coordinated and interactive skill. With regard to notions of speaking proficiency, within the context of EFL, speaking proficiency is viewed as multidimensional, including fluency, timidity, creativity, and motivation (Wang et al., 2024). The findings of this research suggest that video project assignments enhanced these components, especially fluency and vocabulary usage. The creative aspect of video-making could contribute to students' emotional involvement, which could in turn foster their fluency and accuracy (Wang et al., 2024).

Moreover, attitudinal variables such as confidence and motivation are very important in oral performance (Fathi et al., 2024). Anxiety among students may have been reduced through the video projects, and confidence was enhanced where learners were able to record themselves and provide self-assessment before submission. This constructive learning atmosphere may have

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accounted for the enhancement of students' willingness to communicate and overall speaking performance. Utilizing video projects as an aid to the integration of technology into improving oral proficiency has long been regarded as a practical tool. Video-based tasks allow students to practice, self-monitor, and critically examine their spoken performance. Video project-based learning also reportedly improves learners' collaboration, creativity, and self-confidence, which are important constituents of communicative competence (Kusuma, 2022). With the aid of video tasks, students are not passively receiving language input but are actively involved in producing meaningful output for both linguistic and affective growth.

The independent sample t-test indicated that there was no statistically significant difference in post-test performance between male and female students ($p = 0.275$). Female students scored slightly higher on average ($M = 72.71$) than male students ($M = 69.90$), but the difference was not statistically significant. This shows that both genders benefited equally from the AI-assisted video project, encouraging inclusive speaking activities.

From a pedagogical perspective, this finding suggests that integrating AI and video-based projects can be effective in a variety of classroom settings. Teachers are advised to use speaking exercises aided by AI to help students develop their independence, digital literacy, and communication abilities. Additionally, by integrating AI tools with project-based learning (PBL) principles, deep learning is supported because students are involved in both language use and technology-driven problem-solving and creative production.

Conclusions and Suggestions

The results of the t-test analysis allow the researcher to draw the conclusion that the speaking abilities of the students before and after the intervention differ significantly. The results of the t-test demonstrate that the improvement in students' speaking abilities is statistically significant, with the computed t-value being higher than the critical t-value. This implies that improving the students' speaking abilities was an added advantage of the intervention. The significant difference supports the effectiveness of the intervention in enhancing their speaking abilities by showing that the changes in their performance that were observed are unlikely to have happened by accident. In summary, the study offers compelling proof that the intervention significantly enhanced the speaking abilities of the students, and

statistical analysis validates the importance of the distinctions between the pre- and post-intervention periods.

To improve speaking instruction in EFL contexts, a number of pedagogical and practical suggestions can be made in light of the findings. First, in order to improve learning outcomes, AI tools ought to be incorporated into English language learning. Instructors are encouraged to use AI-assisted video projects that, through interactive and self-directed tasks, foster fluency, pronunciation accuracy, and learner confidence. Second, in order to support communicative competence and encourage creativity and digital literacy, project-based learning (PBL) must be implemented. Students should have the chance to participate in real-world speaking projects that are based on technology and represent communication in the real world. Third, to guarantee successful classroom implementation, professional development on the efficient use of AI and video-editing software in language instruction must be incorporated into teacher training programs. Fourth, to better understand the long-term effects of AI-assisted speaking projects on language performance and learner autonomy, future research should build on this study by using larger samples, control groups, and mixed-method approaches. Lastly, improving student participation through peer cooperation and self-evaluation in video-based exercises can help EFL learners further develop their critical thinking, teamwork, and communication confidence.

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