

The effect of YouTube videos with immersive learning strategy on young learner speaking performances

Siti Zuhra, Asnawi Muslem*, Muhammad Aulia

Graduate Program in English Language Education, Universitas Syiah Kuala, Indonesia

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ABSTRACT

This study seeks to evaluate the impact of YouTube videos incorporating an immersive learning strategy on the speaking performance of young learners. It is designed as a quantitative research project. The participants consist of all fifth-grade students at Islamic Primary School 6 Banda Aceh during the 2023/2024 academic year, totaling 40 students—20 engaged in pair learning and 20 in individual learning. A random sampling method was implemented using Google Forms. Data collection involved an oral pre-test and post-test or interview as the primary instrument. The data were analyzed statistically with the Wilcoxon signed-rank test to determine the p-value for four speaking skills. The results revealed a sig 2-tailed value of 0.000 for all four items, falling below the 0.05 significance level. This indicates that YouTube videos with an immersive learning strategy significantly influenced the speaking performance of young learners, particularly in expressing personal needs. These findings carry pedagogical implications for EFL teachers, encouraging the use of YouTube videos to improve students' speaking abilities. The results can guide teachers and curriculum designers in choosing and organizing learning activities to optimize language development outcomes through a student-centered approach.

Keywords: *Immersive learning strategy; YouTube video; Speaking; Individual learning; Pair learning*

* *Corresponding author:*

Asnawi Muslem
Graduate Program in English Language Education, Universitas Syiah Kuala
Jl. Syech Abdurrauf No. 4, Kopelma Darussalam, Banda Aceh 23111, Indonesia
Email: drasnawi@usk.ac.id

1. Introduction

Language learning involves mastering four main skills including speaking. Speaking is the verbal aspect of communication used to interact with others. Aziz and Kashinathan (2021) stated that speaking is the most significant skill as it involves the ability to engage in a conversation. It is a productive skill involving mental processes and linguistic elements such as words, phrases, and sentences. These linguistic constructs are used to convey messages effectively to listeners. According to Brown (2004), speaking can be directly observed and is influenced by the speaker's listening skills, which impact the reliability of oral assessments.

However, speaking is one of the language skills that poses significant challenges for English as a Foreign Language student (Chand, 2021; Suryani et al., 2020; Abugohar et al., 2019). Ghonsooly and Elahi (2015) examine the challenges EFL young learners encounter when speaking English, focusing on Iranian elementary school students. The study identifies several difficulties, including limited vocabulary, lack of confidence, and insufficient speaking practice. Spoken language is often regarded as one of the most challenging components of language learning (Chand, 2021; Suryani et al., 2020; Brown & Yule, 2007). Speaking English is complicated because speakers must be proficient in various categories. International Baccalaureate Organization (2020) explained four items that should be proficient including vocabulary, grammar, pronunciation and intonation, and content. If learners are proficient in English, they should be able to communicate easily and effectively with others (Mei & Masoumeh, 2017).

Based on a preliminary study at an Islamic primary school in Banda Aceh in November 2023, the researchers got a result of the English Test about telling hobbies. Of the 235 students who took the test, only 59 were brave enough to speak in front of the class and passed the standard of minimum completeness of mastery learning (75). Meanwhile, other students did not perform at their best. The average score was 25 for vocabulary, grammar, pronunciation and intonation, and content. Most of them did not speak when they did the test. Many factors made the students unable to communicate in English even though they had studied since the first grade. Firstly, students found it challenging to express their thoughts clearly because they were unsure how to convey them. Secondly, the teacher provided insufficient opportunities for students to practice speaking and lacked motivation in the lessons. Thirdly, students felt hesitant to talk due to concerns about mispronunciation and a lack of confidence. Additionally, students struggled with limited vocabulary, grammatical errors, and frequent pauses, which hindered their ability to convey their ideas effectively.

Many teaching methods can be used to improve learners' speaking skills. Immersive strategy is a potential method that can be implemented in teaching to enhance EFL speaking skills (Alberta Education, 2010). Muslem and Abbas (2017) stated that living overseas in an English-speaking nation and teaching EFL using an immersive multimedia strategy are two efficient strategies for raising EFL students' speaking abilities. Muslem et al. (2019) also found that enhancing learners' speaking ability can be done by applying

an immersive strategy with video clips. The immersive learning strategy represents realistic scenarios and creates an environment where students can fully engage and immerse themselves in experiences that foster learning (Porter & Castillo, 2023).

Soelistya et al. (2023) explained in their research that immersion learning is the process of giving pupils deep experiences that provide the impression that they are not fully able to access reality. When students want to learn English, they must surround themselves with it and use it. This means that students should travel to an English-speaking country and learn there to master the language. Not everybody has an opportunity to study or travel abroad for long periods. Another way to learn English is by the teacher who teaches English using English. A teacher has an important role in the teaching and learning process. One of the roles of a teacher is to present the materials to the students in the classroom (Alberta Education, 2010). However, the role is limited in some cases. Muslem et al. (2019) stated that a teacher is a facilitator of learning. Fortunately, we live in an era where globalization and digitalization have created numerous opportunities for learners to encounter English in diverse contexts. We can catch the environment through technology.

The integration of technology in educational practices has garnered significant attention from researchers, as it serves to enhance the learning experience for students. (Chien, 2016). Teachers must be able to integrate technology into teaching. As a teacher for young learners, YouTube videos are appropriate to become one of the technologies in teaching English. Balbay and Kilis (2017) mentioned that the videos on the playlist of YouTube channels are profitable to a huge degree for learners in learning language. It is a friendly user and low cost to learn English with an English native speaker. Teachers can use it as a medium in teaching English as an example and students can practice the English from the videos (Marneni & Kumar, 2017). To effectively learn and master the language, learners must be committed and motivated. So, an alternative way to enhance their English is learning through an immersive strategy with YouTube videos.

Porter and Castillo (2023) aim to analyse the effectiveness of immersive language learning environments with traditional classroom settings in terms of English language acquisition. The findings suggest that immersive language learning environments offer substantial benefits over traditional classroom settings. They provide a more engaging and practical application to language learning, which can lead to better acquisition of language skills and greater student satisfaction. In addition, Muslem et al. (2019) stated in their research that immersive strategies, such as using English video clips, are effective in enhancing EFL students' speaking abilities. These strategies offer a more engaging and context-rich learning experience compared to traditional methods. Muslem and Abbas (2017) also researched the impact of immersive multimedia learning with peer support on English speaking and reading aloud. They found that the immersive multimedia learning combined pair group showed markedly superior results across all assessments of oral reading and speaking performance.

Nevertheless, the majority of existing research has predominantly centered on older students or varied educational levels, thereby underscoring a notable gap in the literature concerning the application of these strategies for younger learners. This study concentrates on fifth-grade students, a pivotal phase in the language acquisition process, and aims to generate significant data regarding the effectiveness of this strategy for young learners. Consequently, this research endeavors to address this gap by investigating the effect of YouTube videos with an immersive learning strategy on the speaking performances of young learners. This not only contributes valuable insights to the field of language education but also assists educators in developing more effective instructional methods for elementary students.

2. Literature review

The researchers provide a brief literature review on the use of YouTube videos as a learning media, the definition of immersive learning strategy, and the implementation of immersive learning strategy.

2.1. The use of YouTube videos as a learning media

The purpose of learning media is to support teaching and learning processes. The implementation of learning technologies in the teaching and learning process allows teachers and students to communicate in both directions (Harianja & Fibriasari, 2019). In this technological era, learning media is no longer restricted to books and whiteboards. Advancements in technology make learning more accessible and engaging.

For those learning a foreign language, ICT-based learning media can be highly beneficial. Harianja and Fibriasari (2019) stated that examples of such media include blogs, e-learning platforms, and YouTube. YouTube, a widely used social media platform, continues to grow in popularity due to its ability to provide information, entertainment, and opportunities for self-expression.

Within education, the development of YouTube as one of the prominent social media platforms offers an opportunity. Abbas and Qassim (2020) explore YouTube's active and influential in education and how language educators can utilize it to enhance students' English language skills. Learners can watch YouTube videos to emulate native speakers (Marneni & Kumar, 2017). Learners can accurately practice English skills in an enjoyable and supportive environment.

Some recent studies are used to support this study. Almurashi (2016) stated that YouTube can create interesting learning and teaching opportunities for English learners. Students can access a lot of videos as learning resources. They can learn through English tutorials, videos, songs, and films (Kristiani & Pradnyadewi, 2021). Riswandi (2016) found that the student's knowledge of pronunciation, grammar, and vocabulary improves through the videos. He conducted a study of 28 senior high school students. All of the students said that teaching and learning through YouTube were enjoyable, especially in learning speaking. They felt motivated to study because it brought a new atmosphere and

differed from the traditional one. Moreover, Jati, Saukah, and Suryati (2019) conducted a study about using YouTube tutorial videos. They analysed junior high school students' fluency, accuracy, and performances. Meinawati et al. (2020) also investigated enhancing speaking skills using YouTube. They assessed the tenth-grade students on pronunciation after listening to the materials from YouTube.

The cumulative evidence from these studies indicates that YouTube effectively enhances students' speaking skills by providing engaging content and promoting active learning. Leveraging YouTube as a learning medium is effective in language education. Its ability to motivate students combined with the variety of content available, can significantly contribute to developing students' speaking performances. Therefore, incorporating YouTube videos into English language teaching should be encouraged. It not only makes learning enjoyable but also aligns with modern educational practices.

2.2. The definition of immersive learning strategy

The immersion program was founded in the 1960s. It is well adopted in schools in Canada and the United States to improve students' second language acquisition and learning (Chen, 2019; Tallinn, 2005). According to Muslem and Abbas (2017), immersion can be considered experiential learning that involves students deeply interacting and getting absorbed in the target language through all of their senses in the learning process. The learners are "immersed" in the target environment for all or part of the time and only the target language is allowed in the learning process (Chen, 2019).

To fully immerse themselves, learners engage in activities both inside and outside of the classroom while watching and listening to the teacher's offered videos and recordings. These multimedia resources serve as essential inputs for learning. Learners can repeatedly play these materials to thoroughly understand and master the content, allowing them to eventually reproduce the language with accuracy almost similar to native speakers (Muslem & Abbas, 2017).

2.3. The implementation of immersive learning strategy

The immersive learning in language teaching typically involves several structured principles that constitute an effective immersion. Here are the steps for implementing an immersive learning strategy based on contemporary understanding and research that have been done by Muslem et al. (2019). First, immersion is crucial. It refers to creating a highly engaging and realistic environment where students can experience and practice the target language as naturally as possible (Nguyen & Chan, 2022). They can watch, listen, and observe videos assigned at home until the information is understood. Second, practicing the information should be provided. Teachers should provide opportunities for students to actively use the language in varied contexts to build proficiency (Wang & Xu, 2023). Teachers design interactive and collaborative learning experiences to enhance student engagement. They could ask students to present the information from the video and have a discussion. It encourages all students to participate actively in the activities

and provides opportunities to use the target language in various contexts. Finally, both the teacher and students give some feedback. Feedback not only clarifies learning goals but also motivates students to take ownership of their learning journey (Hattie and Timperley, 2023). Feedback helps students to understand their performance and improve their language skills. They could know how well the performance is and improve the result. After doing the steps, the teacher can assess the program's effectiveness through evaluation and make necessary adjustments based on learner progress.

3. Method

This section will provide the method that researchers used to meet the research objective.

3.1. Research design

This study employed a quantitative research approach. Matthews and Ross (2010) describe quantitative research methods as those that involve the collection of structured data that can be quantified numerically. The study utilized this approach to investigate how YouTube videos combined with immersive learning strategies affect the young learners' improvement of speaking performances.

The research incorporated a true experimental design, which is characterized by the random assignment of participants to different groups. This type of design is considered highly effective for educational experimentation due to the control it provides (Ary et al., 2019). The research was conducted in three stages: a pre-test, a treatment phase, and a post-test.

3.2. Sample and research instrument

The population of this research was the fifth-grade students of MIN 6 Banda Aceh. There were 6 classrooms with 235 students in the academic year 2023/2024. The sampling technique used in this study is simple random sampling. The fundamental feature of simple random sampling is every individual in the population has an equal and independent probability of being selected (Ary et al., 2019). The researchers provided a Google form and asked the six classroom teachers to send it to parents' WhatsApp groups. The parents individually filled out the form about the data such as the student's name, email account, parents' cell phone number, and the agreement to join the class. There were 45 students who had filled out the form. The researchers randomly chose 40 of 45 students as the sample of this research. They were separated into two groups. 20 students are for the individual experiment class and 20 students are for the paired experiment class.

This study used tests as the instruments to collect data. Tests are generally used to improve learning. The tests focused on spelling, greeting, introducing, likes and dislikes, and telling hobbies. Test results available used to provide reports to certain parties about the progress of students and the success of teachers teaching (Sudaryono et al., 2013). This study applied pre-test and post-test. Before giving the test, the researcher also

conducted validity and reliability measurements. Pearson correlation analysis was conducted to compare scores to evaluate the test's validity and it indicates that all items were valid. While the researcher used Cronbach's Alpha to consider the same instrument can be used multiple times to measure an object and still provide the same results.

The results were assessed by an Australian native speaker collaborating with the researcher using the modification of the International Baccalaureate Organization (2020) speaking rubric. The scores are classified into four bands including limited, adequate, substantial, and excellent performance. This rubric was suitable for young learners due to the aim of the program design for primary school language learners. The elements focused on vocabulary, grammar, pronunciation and intonation, and content.

3.3. Data collection and analysis

The technique of data collection used in this research was learning outcome data using tests. According to Brown and Abeywickrana (2019), a test is a tool used to assess an individual's skills, understanding, or performance in a specific area. They explained tests could be multiple-choice questions, a writing prompt, an oral interview, or a checklist by a test-taker. In this research, an oral interview was used to assess students speaking.

Before conducting this study, a researcher visited MIN 6 Kota Banda Aceh to get information on students' speaking ability. The researcher met the fifth-grade English teacher and got the result of one chapter on learning outcomes in the first semester of the academic year 2023/2024. After analysing the data, the researcher made the preparations such as the clearance letter, google form, the design of lesson plan, and teaching materials. The teaching materials used in the present study were downloaded from YouTube.

The researcher began to conduct the study by administering pre-test for both groups. In the pre-test, the researcher designed a family gathering game to create an enjoyable class. It took 15 minutes. Then, the students were asked to come to the researcher one by one. The researcher asked the sixth question. Each student spent 1-3 minutes. After all students finished, the researcher invited their email address into Google Classroom. They were divided into two groups. Pair immersive learning joined Room A and Individual immersive learning joined Room B. Then, researchers explained the procedure of the class. Around 7.30 pm, the researcher sent three first videos to be watched by students.

The treatments were conducted for six meetings, which covered six materials. Each meeting lasted about 2 x 35 minutes in the classroom and 10-30 minutes until they covered 2 hours at home. If they wished so, students could learn for more than 2 hours each day. The goal of each meeting for the students was to be orally able to speak about personal needs based on the video. The room A students worked in pairs and started to practice with their pair using the students' worksheet. The researcher went around when students were practicing. After that, she played the videos in front of the class and confirmed some mistakes with the students. The next activity was creating learning by their own context. They would practice it with their pair. The researcher gave some

feedback at the end of the class. While in room B, the researcher guided students to work individually using the students' worksheet by asking the information of the video in the classroom. She played the videos in front of the class and confirmed some mistakes. The next activity was creating learning by their own context. After they are ready, they come to the researcher and practice. The researcher gave some feedback at the end of the class. In post activity, the researcher remained with both of the groups to stay tuned in google classroom. She posted the next three videos around 07.30 – 08.00 P.M a day before the next classroom session. The students could watch and listen to the next videos. After the sixth meeting's treatment, the researcher provided a post-test. Similar to the pre-test, the post-test was done in the same way. But the researcher should accomplish the interview in the morning. The students came to the studio room one by one. It took 4-7 minutes for each student.

Finally, the pre-test and post-test of the two groups were analysed by using statistical nonparametric analysis. Due to the random sample, the researchers get unique data. Both groups showed the balance of learners' capacity. But a student from each group showed good English capacity. It revealed that the data of this study did not meet the assumptions of normality required for parametric tests. The researchers used a Wilcoxon signed-rank test. In nonparametric statistical inference, Gibbons and Chakraborti (2011) discuss the Wilcoxon signed-rank test and the Mann-Whitney U test as fundamental non-parametric methods for comparing samples.

The researchers used Wilcoxon signed-rank test to compare two related samples between the pretest – post-test scores of four items for the pair experimental group and the individual experimental group with a significance level of 5%. This test was used to determine the difference between the average score in terms of vocabulary, grammar, pronunciation and intonation, and content before treatment (pre-test) and the average score after treatment (post-test).

4. Findings and discussion

The results from this study showed that the use of YouTube videos with immersive learning strategies improved young learners' speaking skills. It can be seen from Table 1 and Table 2. Table 1 shows the results of pre-test and post-test from a pair experiment group. Table 2 shows the results of pre-test and post-test from individual experiment groups. In general, both of the Table compare the students pre-test and post test score for each skill.

Table 1.

Pair experimental group result

	Vocabulary	Grammar	Pronunciation and Intonation	Content
Z	-3.875 ^b	-3.888 ^b	-3.720 ^b	-4.011 ^b
Asymp. Sig. (2-tailed)	.000	.000	.000	.000

Table 1 shows the result of a Wilcoxon signed rank test for the pair experimental group. It reveals significant changes in scores across different skills. The test compares post-test scores with pre-test scores to determine if there are statistically significant differences in vocabulary, grammar, pronunciation and intonation (PI), and content. The Z-values are -3.875 for vocabulary, -3.888 for grammar, -3.720 for pronunciation and intonation, and -4.011 for content. It indicates that the observed differences between pre-test and post-test scores are substantial. The Asymptotic Significance (2-tailed) values, all reported as .000, denote a high level of statistical significance for each comparison. It is less than 0.05. So, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In summary, the analysis demonstrates that there are significant reductions in scores from pre-test to post-test across vocabulary, grammar, pronunciation and intonation, and content. The high significance level confirms that these results are unlikely to be due to random variation and suggests that the use of YouTube videos in the immersive learning class had a notable impact on student performance.

Table 2.

Individual experimental group result

	Vocabulary	Grammar	Pronunciation and Intonation	Content
Z	-3.912 ^b	-3.981 ^b	-3.839 ^b	-4.938 ^b
Asymp. Sig. (2-tailed)	.000	.000	.000	.000

Table 2 presents the results of a statistical analysis examining the impact of using YouTube videos combined with an immersive learning strategy on various educational outcomes within an individual experimental group. The table shows the differences between pre-test and post-test scores for four skills. They are vocabulary, grammar, pronunciation and intonation (PI), and content. The Z-values provided are -3.912 for vocabulary, -3.981 for grammar, -3.839 for PI, and -3.938 for content. The Asymptotic

Significance (2-tailed) values are all reported as .000, it is less than 0.05. So, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, the use of YouTube videos with an immersive learning strategy appears to have had a consistent and measurable effect on the educational outcomes, with the changes being robust and statistically reliable.

As stated in the introduction, the main objective of this study was to find out whether or not the effect of YouTube videos with an immersive learning strategy on young learners speaking performances. After collecting and processing all the data from the pre-test and post-test, it is necessary to discuss the results of the research. There were significant differences between the pre-test and post-test, the data analysis demonstrated that this strategy likely encouraged learners to be able to comprehend and improve their speaking performances.

Based on the result, it showed that the learners improve their speaking ability in terms of vocabulary, grammar, pronunciation and intonation, and content. The learners' scores were getting better from the first meeting until the last meeting in the test for each speaking skill. Most of the learners got a score of 25 on four items in the pre-test which was still in limited performance. Only two learners showed good knowledge which means a substantial performance. It was difficult to respond to English questions orally about personal information. After they ran with the 6 meeting treatments and often repeated the videos for many times, they showed unpredicted orally performance in the post test. In the post-test, the scores increased around 25 to 75.

Then, it was also proven by the result of the statistical computation using the Wilcoxon signed rank test, the result showed a significant difference between pre-test and post-test achievement. In the pre-test and post-test scores for the pair experimental group, the asymptotic significance of four speaking items was .000. It was less than 0.05. In addition, in the pre-test and post-test scores for the individual experimental group, the asymptotic significance of four speaking items was also .000. It was less than 0.05. Both of the group results indicated that the learners' speaking aspects showed positive improvement.

The result of this study showed learners' speaking performance enhanced through immersive learning strategy. This finding supported the previous study. Muslem et al. (2019) explained the application of an immersive strategy utilizing English video clips markedly enhanced students' oral proficiency. Even though they analysed senior high school students, it was also efficient for young learners. Learners were more confident and motivated in learning English during the treatment. They enjoyed and felt interested when learning English by using YouTube videos with an immersive learning strategy. The learners were very energetic and the class atmosphere also looked very fun. This learning was appropriate to motivate them to learn English. Porter and Castillo (2023) emphasized that immersive learning facilitates a more natural process of language acquisition and it is similar to how a native language is learned.

Learners in this context were young learners in which they have unique characteristics. The unique characteristics influenced their learning preferences and behaviors. Therefore, the use of technology such as YouTube through the learning process is an appropriate choice to interact with their willingness to learn something. Abbas & Qassim (2020) explored YouTube's active and influential role in education and how language educators can utilize it to enhance students' English language skills. Almurashi (2016) explained that YouTube can create interesting learning and teaching opportunities for English learners. Students feel real-life interactions by watching YouTube videos. Real-life interactions offer learners immediate feedback on the accuracy of their communication (Porter & Castillo, 2023).

Creating English learning through YouTube can be applied using many teaching strategies. One of the teaching strategies is immersive learning. Immersive learning refers to an environment where students can engage and immerse themselves in experiences that foster English learning. This learning is interactive, realistic, and contextually relevant. Soelistya et al. (2023) stated that immersion learning is the process of giving pupils deep experiences that provide the impression that they are not fully able to access reality.

Moreover, to feel the real context of learning English, students need to communicate with real English native speakers. According to Muslem and Abbas (2017), residing in an English-speaking country and using immersive multimedia for learning English as a foreign language are two effective methods for enhancing the speaking skills of EFL learners. Interacting with native speakers generally incurs higher costs than learning via YouTube videos. Native-speaker interaction provides personalized feedback and cultural immersion. They can enhance language acquisition, but it is often less accessible due to cost. In contrast, learning through YouTube videos is more cost-effective. Students could feel real English practicing with real English native speakers. It motivated them to learn and made students more interested in learning English. Hasan et al. (2018) found that YouTube is a motivating medium and can increase student speech delivery, pronunciation, intonation, grammatical skills, listening skills, and elucidate personal language problems.

Speaking skills through YouTube videos are significantly enhanced when combined with an immersive learning strategy. Ismaili (2013) stated that aspects of speaking can be improved due to immersion in English video clips. YouTube provides a vast array of video content, ranging from language tutorials and public speaking tips to real-life conversations and presentations. By integrating immersive learning, learners can actively engage with these videos in a way that goes beyond passive viewing

The researchers also found the differences between pair and individual learning results. The data showed that the mean rank for vocabulary is higher through individual rather than pair learning. Besides, the mean rank for pair learning is higher than the mean rank for individual learning in grammar, pronunciation and intonation, and content. This indicates that using YouTube videos with a pair immersive learning strategy is more effective than individual learning in improving speaking skills. This finding is supported

by the previous study. Muslem and Abbas (2017) stated that peer support groups have greater success on the learning outcomes compared to the individual group because of the immediate feedback and corrections or additional coaching from their partners to refine their mastery of the language.

Based on the previously reported research findings, the researcher concludes that the asymptotic significance values in all items indicated that the immersive learning strategy has a strong positive effect on improving speaking abilities. Both of the groups reject the null hypothesis (H_0) and the alternative hypothesis (H_a) is accepted. Therefore, the theory is verified based on hypothesis testing. YouTube videos with an immersive learning strategy significantly enhance young learners' speaking skills. This finding supports the efficacy of immersive learning strategy in language acquisition. This can inform educators and curriculum designers in selecting and structuring learning activities to maximize language development outcomes.

5. Conclusion

This study aims to assess the impact of YouTube videos integrated with an immersive learning strategy on enhancing the speaking performance of fifth-grade students at Islamic Primary School 6 Banda Aceh. The research targets several critical areas for improvement: vocabulary, grammar, pronunciation and intonation, and content. By analyzing these components, the study investigates whether this innovative teaching and learning approach can significantly elevate students' speaking proficiency. Its sub-objectives focus on evaluating specific aspects of language development, such as the acquisition of new vocabulary, improvements in grammatical accuracy, refinements in pronunciation and intonation, and the ability to comprehend and utilize content effectively.

These conclusions are substantiated by nonparametric statistical analysis. The asymptotic significance values for the four speaking components in the experimental class were all 0.000, while those in the control class were similarly 0.000. Both sets of values fall below the 0.05 significance level, confirming that the immersive learning strategy markedly enhances speaking skills among young learners. Consequently, the alternative hypothesis (H_a) is accepted, validating that immersive learning via YouTube videos effectively boosts young learners' speaking abilities. Additionally, this research offers practical recommendations for learners and future studies. For learners, improving speaking skills through this method requires commitment and adherence to the learning process. Students are encouraged to prepare by equipping themselves with laptops and English dictionaries and by watching the videos at home. This preparation fosters greater comfort, confidence, and motivation in the classroom.

Meanwhile, numerous facets of immersive learning strategies remain ripe for exploration. Future research could expand by including more participants, examining the combined benefits of individual and pair immersive learning approaches, investigating factors influencing the efficacy of individual immersive learning for vocabulary

instruction, or exploring the interplay between student engagement, motivation, and the success of immersive learning strategies. Addressing these areas could yield a deeper, more holistic understanding of how to tailor immersive learning to diverse educational contexts. Overall, this study's findings shed valuable light on the role of immersive learning strategies within digital environments and their potential to significantly enhance speaking performance among young learners.

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