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THE IMPACT OF A YOUTUBE-ASSISTED CONTEXTUAL-BASED E-MODULE ON EFL LEARNERS' SPEAKING SKILLS

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Abstract

The objective of this study is to create a YouTube-assisted contextual-based e-module that functions as a pedagogical component that can basically be applied to improve speaking skills. Contextual learning provides tools for teaching that can be developed and designed in an innovative way to increase learning for all students. This contextual-based e-module incorporates YouTube as an integrated resource, offering lecturers a valuable tool to enhance their teaching with a wide range of engaging and relevant content. The videos available on YouTube align well with the instructional material, providing both interesting and practical support to enrich the learning experience. This study employed the Borg and Gall research and development (R&D) model, which consists of six stages: needs analysis, objective planning, and development of the initial product, preliminary field testing, main product revision, and main field testing. A total of 50 students from the English Language Education Study Program at the Universitas Islam Riau, who were enrolled in the Speaking for General Communication course, participated in the study. This research used a mixed-methods approach, utilizing tests, questionnaires, and interview guides as data collection instruments. The results show that students responded positively to the use of the contextual-based e-module, which effectively improved their speaking skills. The e-module was also found to be practical, engaging, and supportive of independent learning. Importantly, the findings indicate that the module fosters greater student responsibility and autonomy in their learning. These results have practical implications for classroom instruction, suggesting that the integration of multimedia and contextual strategies can significantly enhance speaking pedagogy in higher education.

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INTRODUCTION

Speaking is the skill of expressing intentions, thoughts, and ideas through language in a structured and purposeful manner that aligns with the listener's needs, making the message clear and understandable. As emphasized by (Kadamovna, 2021), speaking plays a vital role in the process of learning English. It acts as a bridge that connects classroom learning with real-world communication. For students, speaking provides an opportunity to apply their classroom knowledge in practical, everyday situations. According to Kurum (2016), through speaking activities, teachers can guide learners in transferring their language skills from academic settings to real-life contexts.

At Universitas Islam Riau, the speaking curriculum is structured into four progressive stages, one of which is the Speaking for General Communication course, offered in the first semester. This course is designed to equip students with the foundational ability to communicate effectively in everyday English conversations, enabling them to express themselves confidently in a variety of daily contexts. However, the current implementation of

the course remains heavily textbook-centered, relying primarily on teaching materials provided by lecturers and structured practice activities that closely follow the content of those books.

While this approach provides a consistent framework, it often fails to address the diverse challenges that students face in real-time communication. One of the major obstacles encountered by learners is their limited vocabulary, which significantly hinders their ability to construct meaningful and fluent English sentences. This challenge is closely tied to their lack of grammatical mastery, as many students struggle to apply grammar rules correctly when attempting to speak spontaneously (Parmawati Asep, 2019).

Another persistent issue is mispronunciation, which stems from students acquiring new vocabulary without sufficient attention to proper pronunciation. This can lead to misunderstandings and a lack of confidence when speaking. Additionally, students often face difficulties generating ideas, especially during speaking tasks that require personal opinions or creative responses. This cognitive barrier frequently results in minimal or repetitive speech, as students tend to remain silent or offer very brief answers, thereby limiting the development of their speaking fluency (Hismanoglu & Hismanoglu, 2010). These challenges highlight the need for a more engaging, interactive, and contextualized approach to teaching speaking skills—one that not only focuses on linguistic accuracy but also supports students in building confidence, creativity, and real-world communicative competence.

From the explanation above, supporting lecturers must exercise greater creativity in selecting and utilizing the learning resources, such as the module, that will be employed. To meet the learning objectives mentioned in the syllabus, the learning module utilized must also be suitable for the needs and characteristics of the pupils. Teaching materials include lessons that students must learn in order to accomplish certain objectives, whether those lessons are printed out or are taught by the teacher (Puspita & Rosnaningsih, 2020).

This study aims to develop a contextual-based e-module supported by YouTube. Contextual learning has proven to be an effective approach for teaching speaking, as it encourages students to express themselves by linking the material they are learning to real-life experiences (Yusyac et al., 2021). According to Berns & Erickson (2001), contextual learning incorporates seven essential components of effective education: constructivism, questioning, inquiry, learning communities, modeling, and authentic assessment. Furthermore, (Roza et al., 2019) observed that students showed increased enthusiasm when participating in group work and engaging in critical thinking—particularly when they were able to relate their classroom speaking activities to real-world language use in meaningful contexts.

Numerous studies have explored the application of contextual learning in language education. Setyadi (2003), in his research titled *"Teaching English with Contextual Teaching and Learning (CTL),"* found that learning is inherently connected to real-life situations. Students are expected to learn and develop independently, without coercion, and the closer the learning environment resembles real-life contexts, the more effective the process becomes. Similarly, research conducted by Choiruddin (2022), titled *"The Development of English E-Modules Based on Multicultural and Contextual Teaching Learning Approach to Improve Student Learning Outcomes,"* revealed that e-modules designed with a contextual learning approach not only enhance students' English language skills but also deepen their comprehension of the subject matter being taught.

YouTube has increasingly become a valuable tool in language education, offering flexible and engaging resources that can be utilized both in the classroom and during independent learning. According to Watkins & Wilkins (2011), YouTube videos are particularly effective in supporting the development of students' speaking, listening, and pronunciation skills. The audiovisual nature of YouTube allows learners to not only hear authentic English in context but also observe facial expressions, gestures, and other non-

verbal cues that are essential to effective communication. These elements provide learners with rich input that goes beyond what traditional textbooks can offer.

This aligns closely with the objectives of the learning media developed in this study, which is primarily aimed at enhancing students' speaking proficiency. Speaking skills involve multiple components, including vocabulary usage, sentence construction, pronunciation, fluency, and appropriate intonation. By integrating YouTube videos into the learning process, students are exposed to authentic language use in real-life situations, which helps them internalize natural speech patterns and improve their own production of spoken English.

Furthermore, as (Hussain, 2017) emphasizes, achieving good pronunciation and fluency in speaking is not only a linguistic goal but also a cultural one. The ability to speak with clarity and confidence is often associated with being an effective communicator in English-speaking cultures. Therefore, it becomes part of the teacher's role to guide students toward this standard by providing them with access to authentic models of English, such as those found in native speaker YouTube content. Teachers serve as facilitators who bridge the gap between learners and these cultural-linguistic models, helping students acquire not just accuracy, but also naturalness and cultural appropriateness in their spoken English.

Educators who seek to incorporate technology into their teaching practices may find YouTube to be a highly beneficial tool (Duffy, 2007). The platform offers immediate and engaging access to a wide range of content, including instructional tutorials, cultural videos, and multilingual materials from across the globe. As a result, it is becoming an increasingly popular resource among English language instructors. The rise in interest in YouTube-based learning reflects its potential to positively transform the learning environment and enhance educational experiences (Upton et al., 1984). Supporting this perspective, (Burke et al., 2009) assert that YouTube serves as a creative and effective teaching medium, initially applied in health education, but with broad applicability across various academic disciplines.

Several studies have emphasized the positive impact of using YouTube videos in English language teaching and learning. (Trishu & Shruti, 2021) , in their study *"A Study of YouTube as an Effective Educational Tool,"* concluded that YouTube significantly enhances students' learning and educational experiences. Similarly, (Rahayu & Putri, 2019), in *"A Study of YouTube as an Effective Instructional Tool,"* found that uploading speaking videos to YouTube can increase students' motivation. Supporting this, (Ilyas, M; Putri, 2020), , in their research titled *"YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill,"* demonstrated that incorporating YouTube into classroom activities, particularly for speaking practice, creates a more enjoyable learning atmosphere. Additionally, Riswandi (2016), in his study *"Use of YouTube-Based Videos to Improve Students' Speaking Skill,"* revealed that integrating YouTube videos into the learning process led to significant improvements in students' speaking performance. These improvements included increased fluency, vocabulary development, pronunciation accuracy, grammatical structure, and overall spoken content. These findings suggest that YouTube, as a multimedia platform, offers engaging and authentic language input that supports more effective speaking practice and helps learners build confidence in using English in real-life situations.

Many previous studies used the contextual learning model in teaching speaking. There are also many studies that use social media for learning, one of which is YouTube. However, these models and media are implemented separately. Although there are, they serve only as a media aid in certain aspects.

YouTube, an online file-sharing service that lets users make public profiles, select lists of other users with whom to share videos, and explore links and content posted by others, aids in the learning process by helping students relate what they are learning to actual life circumstances. This becomes something new if it is packaged into a unified and interrelated whole. Through YouTube, it can accommodate the seven main components of effective

learning, which are the main characteristics of learning in the contextual learning model. The packaging is contained in one product, namely a YouTube-assisted, contextual-based e-module. As a result, the study aims to develop a YouTube-assisted, contextual-based e-module to improve EFL learners' speaking skills. Consequently, this study intends to achieve the previously stated objectives, with the following research question encapsulating the central focus of the discussion: How feasible is a YouTube-assisted Contextual based E-modules on EFL Learners' Speaking Skills? And to what extent does the implementation of a YouTube-assisted Contextual-based E-module on EFL Learners' Speaking Skills?.

RESEARCH METHOD

Research Design

This study adopts a Research and Development (R&D) methodology as outlined by Borg and Gall (Gall, M. D., Gall, J. P., & Borg, 2003), which is highly appropriate for the developmental focus of the research. The study follows a structured series of stages, including a needs assessment, planning, prototype development, expert validation, product revision, and field testing. A mixed-methods approach was selected to integrate both qualitative and quantitative data. The rationale for using this approach lies in its ability to provide comprehensive insights: qualitative data captured participants' experiences and perceptions, while quantitative data offered objective measures of user satisfaction and learning outcomes (Stroud et al., 2020). This dual approach enabled data triangulation, increased internal validity, and informed product refinement.

Qualitative data were obtained through semi-structured interviews and classroom observations. The interviews were transcribed verbatim and analyzed using thematic coding, following an inductive approach (Ahmed, 2024). Two independent coders reviewed the transcripts to ensure inter-coder reliability, resolving discrepancies through discussion (Cole, 2023). Observational data were recorded using structured sheets and field notes, capturing learner interaction, engagement, and the instructional flow during the implementation. Meanwhile, quantitative data were collected using questionnaires and performance tests. Descriptive and inferential statistics were used to analyze the results, with a paired sample t-test applied to compare pre-test and post-test scores (Lim, 2024).

Research Participants

The study involved 50 first-semester students from the English Language Education program at the Faculty of Teacher Training and Education (FKIP), Universitas Islam Riau. They were selected using a purposive sampling strategy, as they represented the target users of the YouTube-assisted, contextual-based e-module. These students were actively involved in the needs analysis, product trial, and effectiveness testing phases. Most of the participants were between 18–20 years old; with intermediate-level English proficiency based on internal placement tests. They also had moderate experience using digital learning tools, particularly through prior exposure to mobile learning platforms.

In addition to the student participants, the study also involved two material experts and two media experts who served as validators. The material experts were responsible for evaluating the content's relevance, accuracy, and alignment with learning objectives, while the media experts focused on the technical and visual aspects of the e-module, including layout, interactivity, and user-friendliness. These experts provided critical insights and suggestions that were used to revise and improve the initial prototype of the e-module. The inclusion of both user and expert perspectives ensured that the e-module met both pedagogical and technical standards.

Instruments

Several instruments were used in this study to collect both qualitative and quantitative data. The first instrument was a questionnaire, which was distributed to the participants to identify their needs, preferences, and challenges related to the use of e-modules. The second instrument was an expert validation form, designed to evaluate the developed product in terms of content accuracy, design quality, language clarity, and overall feasibility.

To evaluate the product's effectiveness, a user response questionnaire was employed during the small group trial. This instrument measured aspects such as usability, clarity, engagement, and usefulness of the product. Additionally, interview guidelines and observation sheets were used to gather more in-depth feedback and behavioral data during the implementation phase. Finally, a performance test or learning outcome assessment was used to quantitatively measure any improvement in students' speaking skills after using the e-modules. All instruments were validated by experts before being used in the field to ensure reliability and appropriateness.

Data Analysis

Data analysis from the results of the e-module validation questionnaire obtained from a team of material experts and media experts to determine the feasibility of YouTube-assisted contextual-based e-modules for speaking in general communication courses leads to the following conclusion about the percentage of eligibility.

Table 1
Conclusion Percentage of Eligibility (Etami et al., 2022) (Arikunto, 2014)

Score in Percentage	Category
< 40%	Not Feasible
40% - 55%	Less Feasible
56% - 75%	Feasible
76% - 100%	Very Feasible

Module assessment is determined by the minimum value of the "feasible" category. So if the average assessment by material experts and media experts shows a "feasible" category, then this e-module is feasible to use in learning.

The effectiveness of the YouTube-assisted, contextual-based e-module was assessed by analyzing data obtained from a trial implementation. During the trial, students took a pre-test in the initial session, followed by learning activities using the e-module integrated with YouTube. At the conclusion of the lesson, a post-test was administered. The pre-test and post-test results were computed and examined using a significance level of 0.05. Data analysis was carried out automatically with Microsoft Excel 2010 and SPSS version 23. The pre-test and post-test outcomes were then compared, and if an improvement was observed, it indicated that the YouTube-assisted, contextual-based e-module was effective for teaching speaking in general communication courses.

RESEARCH FINDINGS AND DISCUSSION

RESEARCH FINDINGS

Need assessment

The results of the questionnaire in this study indicate that speaking for general communication learning e-modules is unquestionably required. This is because there are still problems with learning, such as those related to accuracy and fluency in speaking. Besides the unavailability of learning e-modules that can accommodate effective learning and the importance of a contextual teaching and learning procedure as a reference for learning with e-modules, contextual learning functions as a pedagogical component for enhancing student learning.

To create a contextual-based learning e-module that effectively addresses the challenges students face in general communication courses, it is essential to incorporate popular social media platforms into the learning process. This need emerged from interview findings with students, which served as the foundation for media development aimed at solving student-related learning issues. Students expressed a preference for learning methods that allow for more speaking practice through dialogue and direct interaction, the inclusion of engaging and relevant videos to prevent boredom and enhance comprehension, and the use of YouTube videos to help them become more familiar with native speakers' pronunciation.

YouTube emerged as the most preferred platform among students for learning activities. They believe that learning through YouTube is enjoyable, easier to understand, and supports both visual and auditory learning styles. Additionally, students appreciate the opportunity to observe and listen to native speakers pronounce words accurately. YouTube also offers the flexibility to explore various types of content according to their personal learning preferences, making the learning process more enjoyable and effective.

Planning

The planning that was done involved creating speaking materials for a general communication course by synthesizing content from various relevant literatures. This process was guided by the results of the needs analysis, which identified students' specific difficulties, preferences, and learning goals related to speaking skills. Based on this data, a contextual-based learning design was developed, incorporating real-life communication scenarios to make the learning experience more meaningful and relevant to students' everyday language use.

To enhance engagement and accessibility, the learning design was supported by the use of YouTube as a digital learning platform. YouTube videos were selected and/or created to provide models of authentic speaking, reinforce key concepts, and serve as visual-auditory input that complements the textual content. The result of this planning phase was the development of a YouTube-assisted, contextual-based learning e-module. This e-module combines theoretical material, practical speaking exercises, and multimedia elements to foster active learning and improve learners' speaking performance.

As part of the design and development process, two key instruments were created: an **e-**module assessment questionnaire and a test instrument. The e-module assessment questionnaire was used to gather feedback on the feasibility, usability, content relevance, and design quality of the module, particularly from both experts and student users. Meanwhile, the test instrument was designed to measure the effectiveness of the e-module in improving students' speaking abilities, particularly in the context of general communication. These instruments ensured that both qualitative and quantitative evaluations could be conducted systematically to validate and refine the product.

Development of main product

E-module development is designed based on the results of the needs analysis. The title of the e-module used is "YouTube Media Assisted Contextual-Based Speaking Learning Module." The e-module design includes an introduction, unit outcomes, terminology, teacher support information, activities, the learning process, reflections, assessment, and resources. Introduction: An introduction consists of a description of the topic to be discussed. Unit outcomes are an explanation of the final goal, competence in the topics discussed. Terminology is the limitation of the discussion material. The Teacher Support System is a teaching support system used by lecturers to improve student achievement. Activities are learning activities and material discussed in the learning process. The Learning Process is a contextual learning-based speaking learning procedure assisted by YouTube media through 7 learning steps, namely: (1) teaching through YouTube; (2) class discussion; (3) managing the

reference based on YouTube; (4) learning by teaching; (5) product publications; (6) public response analysis; and (7) product evaluation. Reflection is an activity carried out in the learning process in the form of both written and oral assessments. Assessment is an activity to collect information about student performance and progress as well as an assessment of the student learning process. Resources are learning resources used in the e-module.

Main product validation

The validation results of this learning e-module showed that the whole e-module is very suitable for use in speaking in general communication courses. This feasibility has been proven by verification results from materials and media experts.

Table 2
validator Assessment Result

No	Validator	Percentage	Category
1	Material expert 1	92.16	Very feasible
2	Material expert 2	97.16	Very feasible
3	Media expert 1	91.30	Very feasible
4	Media expert 2	94.57	Very feasible
Mean Percentage		93.79	Very feasible

According to the table above, the overall average of the results of the material expert and media expert assessments gives an average score of 93.79, so that the e-module is included in the "very feasible" category. This shows that the YouTube-assisted, contextual-based Speaking for General Communication learning e-module is very suitable to be used as a learning reference source for first-semester students taking Speaking for General Communication courses. However, there were several suggestions and input from the validator; these suggestions and input were used to make improvements before field trials were carried out.

Main product revision

Revisions of the main product were made based on suggestions and input provided by material experts and media experts. The things that were revised in the YouTube-assisted, contextual-based speaking learning modules were as follows: In terms of material, the things that were revised were language clarity, completeness of pictures, and assessment sheets in the e-module. Several sentences in the module use sentences that are not passive; these sentences are then corrected to form passive sentences, which can clarify the contents of the module material. Assessment sheets for all modules are less detailed and more detailed. The assessment sheet is then revised by describing each aspect assessed and providing a range of assessment scores. In terms of media, the things that can be improved are the consistency of terms and the organization of explanations, the writing of foreign words, the synchronization of pictures with text, and the completeness of the illustrations in the module.

Main field tests

In the main field trials, a YouTube-assisted, contextual-based module was used to teach speaking for general communication courses. There were two classes in this field trial: a control class and an experimental class. At this stage of field testing, it starts with preliminary tests, after which the experimental classes are processed in the semester modules. Additionally, at the previous meeting, the experimental and control classes were given a post-test. After the pretest and posttest results for the control and experimental classes were known, a paired-sample t-test was performed. This test was used to assess the difference between the results of the two tests.

Table 3
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Control Class	10.080	14.335	2.867	4.163	15.997	3.516	24	.002
Pair 2	Experimental Class	28.640	10.372	2.074	24.359	32.921	13.807	24	.000

Table 3 displays the findings, revealing a mean score difference of 10.080 between the pre-test and post-test in the control group, with a t-value of 3.516 and a significance level of 0.002. While this indicates some improvement in student performance, the change is relatively modest. Conversely, the experimental group showed a considerably greater mean difference of 28.640, accompanied by a t-value of 13.897 and a highly significant p-value of 0.000. These results reflect a marked enhancement in student achievement within the experimental group. Thus, it can be inferred that the YouTube-assisted, contextual-based e-module significantly contributes to improving students' speaking skills in general communication courses, confirming its effectiveness as a teaching aid.

Discussion

Language learning success is often measured by a student's ability to communicate effectively in English, demonstrating both accuracy and fluency in their speech. According to Roosdianna, et, al. (2018), these two components—accuracy and fluency—are crucial in the process of mastering the English language. Accuracy ensures that learners use correct grammar, vocabulary, and pronunciation, while fluency enables them to speak smoothly and confidently in real-time conversations. However, data from a recent questionnaire indicates that fluency remains the most significant challenge faced by students when it comes to speaking English. Many learners struggle to express their thoughts fluidly and without hesitation, which can hinder their ability to engage in spontaneous communication. As (Richards, 2006) points out, fluency involves the capacity to participate in meaningful, uninterrupted dialogue, even in the face of limited language resources or communicative difficulties. He also notes that building a foundation of accuracy is essential, as it supports the gradual development of fluency. In other words, by mastering the basics of correct language use, students can gain the confidence and competence needed to communicate more fluently over time .

One effective approach to enhancing speaking skills in general communication courses is the use of a contextual teaching and learning (CTL) approach. This method emphasizes the importance of engaging students actively in the learning process by encouraging them to explore, discover, and construct knowledge based on real-life experiences. According to (Jayanti & Rozimela, 2022), contextual learning focuses on making the material relevant and meaningful by connecting it to students' everyday lives.

Rather than simply memorizing language rules or practicing isolated dialogues, students are guided to understand how the language is used in authentic contexts. This approach fosters deeper learning, as students are more likely to retain information and develop practical communication skills when they can see the relevance of what they are learning. Contextual learning encourages learners to become active participants in their education, promoting critical thinking, problem-solving, and the ability to adapt language use in real-world interactions. Ultimately, by integrating real-life situations into the learning process, students

are better equipped to apply their speaking skills confidently and effectively in daily communication.

Learning methods that relate the material being taught to real-world situations in reaction to student demand are required for meaningful interaction. Contextual integration with assessment approaches that support exploratory activities, student cognitive learning goals, and other relevant skills is as important as ICT-enabled learning and other learning strategies (Yani et al., 2021). This is strongly reinforced by the results of student interviews, which reveal that learners favor a learning method that allows for increased speaking practice through frequent dialogue and direct interaction. They also expressed a preference for watching engaging and relevant videos connected to the lesson content, as these help make the material more interesting and easier to comprehend. A simple way to improve speaking skills is by frequently listening to native speakers through YouTube videos. This approach is supported by findings from Saed et al. (2021), which reported a notable improvement in students' speaking abilities following a YouTube-based intervention.

According to Nuha & Saputri (2021), the most significant progress in the YouTube experimental group was seen in pronunciation, fluency, and coherence. Additionally, Kamelia (2019) highlighted that incorporating film media into English learning can make the process more engaging, as videos help create a fun and enjoyable learning atmosphere for students. The main reason is that YouTube enables students to learn through audiovisual content, making the learning process more enjoyable and easier to grasp. Additionally, YouTube allows them to observe and listen to native speakers, helping them understand correct and precise pronunciation. Moreover, students find YouTube-based learning more engaging and accessible because they have the freedom to select the type of content and learning style that best suits their preferences.

This study produced a YouTube-assisted, contextual-based e-module product that can be used for speaking in general communication courses. The learning module that has been compiled was consulted and validated by material experts and media experts so that it received input and suggestions. Then revisions were made to perfect and improve the module. The results of the feasibility study of the YouTube-assisted contextual-based learning module showed that the module as a whole was very suitable for use in learning speaking for general communication. This feasibility has been proven by the results of verification by materials and media experts. The overall average of the material expert and media expert evaluation results is an average score of 93.79, placing this module in the "highly feasible" category.

The effectiveness of the YouTube-assisted, contextual-based e-module was determined through field testing, an experiment. After calculating the data, student scores increased significantly between the pretest and posttest in the experimental class. It was found that the experimental class had an average pre-test score of 54.56 and a post-test score of 83.20. This means that student scores experienced a higher increase after testing the YouTube-assisted contextual-based module in learning speaking for general communication courses. In contrast, albeit not significantly, student scores in the control class increased between the pre- and post-test. The control class pre-test mean score was 52.16, and the post-test mean score was 62.24. This is because in the control class, there was no trial of YouTube-assisted contextual-based teaching modules in learning to speak for general communication courses.

CONCLUSION

Based on the findings of the study, it can be concluded that there is a clear need for a learning module specifically designed to address the challenges in teaching speaking for general communication. The developed module adopts a contextual learning approach, which integrates the seven components of effective learning and utilizes YouTube as a supporting platform. This YouTube-assisted, contextual-based speaking module is not only aligned with

current technological advancements but also with the principles of student-centered learning. The module successfully achieved its intended objectives: (1) maximizing the use of digital technology in learning; (2) meeting students' learning needs in the digital era; (3) promoting student-centered learning and reducing lecturer dominance; (4) enhancing students' problem-solving abilities; and (5) instilling positive educational values related to internet use for academic purposes.

Despite these promising results, several limitations should be acknowledged. The sample size was limited and drawn from a specific academic context, which may affect the generalizability of the findings. Additionally, the study was conducted over a relatively short period, and long-term retention of skills was not examined. Future research could address these limitations by conducting longitudinal studies to assess long-term learning outcomes and retention. Further studies might also explore the integration of this module with other language skills, such as listening or writing, or adapt the module for different educational levels or cultural contexts. This study highlights the potential of digital, contextual-based modules to transform language instruction and supports the integration of technology to enhance student engagement and autonomy. Institutional support throughout the development and implementation process is gratefully acknowledged.

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This research was fully supported by the Faculty of Teacher Training and Education, as well as the Institute for Research and Community Service (DPPM) at Universitas Islam Riau. Their support played a crucial role in the successful completion of this study. Based on the findings, it is highly recommended that future researchers use the results of this study as a foundation for further developing educational YouTube content, particularly for teaching speaking skills in general communication courses. By building on this research, future efforts can focus on creating more engaging, interactive, and effective video materials that cater to students' needs and enhance their speaking proficiency through contextual and audiovisual learning methods.

Future researchers are encouraged to build upon the content, structure, and pedagogical strategies introduced in this study by creating more varied and context-specific videos tailored to learners' needs. These may include videos that focus on different aspects of speaking skills, such as pronunciation, fluency, intonation, and conversational strategies. Additionally, researchers may explore the integration of interactive features, such as embedded quizzes or discussion prompts, to increase student engagement and learning retention.

Further development can also involve testing the videos in broader educational contexts, across different levels of proficiency or among diverse learner populations, to assess their generalizability and long-term impact. By using the results of this study as a foundation, future work can continue to innovate and improve the use of digital media in language education.

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