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Exploring the Effect of YouTube on English Major Students' Speaking Proficiency at Ho Chi Minh City University of Industry and Trade

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Abstract

In the current context of rapid technological growth, scholars and educators who specialize in the English language have shown a great deal of interest in YouTube. With the rise of YouTube videos as a resource, educators and learners can now benefit from their usefulness and relevance in facilitating effective language learning, especially when it comes to speaking activities. The purpose of this study was to investigate critically how students' practice speech on the YouTube platform influences their ability to speak more. There were 65 females and 35 males among the 100 English majors in their third and final year at Ho Chi Minh City University of Industry and Trade (HUIT) who participated in the survey. The age range of the participants was 20 to 22 years old. Using surveys and interviews as well as other data gathering tools, the study used a mixed-methods design. Examining the transcripts of the interviews and questionnaires, it was discovered that the experimental group's students thought it was a good idea to use YouTube videos for speaking exercises. Let's Talk and VOA Speaking English are the two channels that participants enjoy watching the most. Additionally, the research pinpointed a few common subjective and objective challenges people face when watching YouTube videos. Finally, recommendations for teachers and scholars are provided at the end of the book.

Keywords: *speaking, YouTube, videos, English- majored students*

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Introduction

The advent of the digital era has brought about significant transformations in the manner in which individuals engage in communication, pursue academic endeavors, and access information. YouTube, a prominent online platform renowned for its extensive collection of videos encompassing a wide range of subjects in both entertainment and education, holds a dominant position among similar platforms. YouTube serves as a platform for instructing English language learners, particularly in the enhancement of their oral communication abilities, owing to its vast array of captivating video content and the preference of students for audio-visual stimuli during the educational journey. According to Anggraini (2021), the accessibility of YouTube videos allows students to conveniently utilize them as educational resources at any given time

and location. This study is grounded in the theoretical framework of social constructivism, which places emphasis on the significance of social interaction and collaboration in the process of language acquisition.

YouTube is primarily a knowledge-creation platform with multimedia learning alternatives. According to Lindstrom (1994), students' recall and comprehension skills improve more quickly when they have a total experience, meaning they see, hear, and do. The degree of comprehension in a given subject surpasses 75% when learners engage in the activities of seeing, hearing, and producing materials during instructional sessions. In contrast, learners who just rely on understanding during preparation exhibit a comprehension level of 20%, while those who solely rely on seeing and hearing demonstrate a comprehension level of 40%. Several authors have supported the claim that using videos as a pedagogical tool has a significant impact on instructional practices. Furthermore, Bunus (2010) and Greenhow and Robelia (2009) have demonstrated that social media holds significance in the context of the learning process. According to DeWitt et al. (2013), learners have experienced advancements in their cognitive capacities, such as decision-making and problem-solving, as well as their aptitude for interacting with one another through the utilization of social media platforms. This level of skill is directly relevant to the subject matter being taught in their academic courses. Hence, the utilization of social media in educational settings is a viable option. According to Gbolahan (2017), incorporating YouTube videos into the teaching-learning process improves information acquisition and understanding. By focusing on the impact of these videos and developing effective tactics, educators can optimize the learning experience.

However, there is a scarcity of scholarly study about the impact of YouTube on the development of speaking abilities among English major students at Ho Chi Minh City University of Industry and Trade (HUIT). Hence, the present research proposal aims to examine the aforementioned topic.

Literature Review

Speaking

One of the four language skills is speaking, and for many students, being proficient in English is a top priority. It's because they use speaking ability as a communication tool to maintain rapport in relationships, persuade others, and succeed or fail in negotiations. There are a few techniques that can be applied to help pupils improve their speaking abilities. Among the techniques that are crucial in improving speaking ability are planning, rehearsal, and repetition (Harmer, 2011). Discussing the different speaking skills is crucial in relation to providing students with a clear description of how to develop their speaking abilities. According to Brown (2004), there are certain distinctions between speaking macro and micro skills. The ability to produce tiny language units like phonemes, morphemes, words, collocations, and phrasal units is referred to as a micro talent. The macro skills, on the other hand, are those that have to do with mastering the more

substantial components of language units, such as fluency, discourse, function, style, cohesiveness, nonverbal communication, and strategic options.

Assessment of speech

According to Thornburry (2005), there are two key methods for evaluating speaking. Both are scored analytically and holistically. In contrast to analytical scoring, which assigns a different score to each component of the job, holistic scoring bases the overall impression on a single score. Each of those approaches has benefits of its own, but the holistic approach is efficient and ideal for formally gauging progress. While analytical scoring takes more time since the teacher must consider many different criteria, it is likely fairer and more dependable. This study uses an analytical system based on Pandiya (2013) that is broken down into six different areas to be evaluated, including fluency, grammatical accuracy, sentence and word pronunciation, interactive communication, and vocabulary resources.

YouTube's utilization

YouTube is an internet platform that facilitates the sharing and consumption of videos, enabling users to engage in activities such as viewing, uploading, and interacting with video content. This particular website, which belongs to the multinational technology company Google, has the distinction of being the second-most frequently used platform globally. YouTube is a widely utilized platform that offers a diverse range of video content spanning many subjects, including but not limited to music, entertainment, education, and news. Users also have the option to establish their own channel and post personal videos for the purpose of sharing them with others.

The use of ICTs (information and communication technologies) into the classroom is now standard practice. Johnson, Becker, Estrada, and Freeman (2014) state that the system allows for the incorporation of digital technology into several facets of higher education instruction. As a catalyst for change, information technology has provided academic institutions with access to massive amounts of data, which in turn is altering the nature of instruction.

YouTube is a platform that facilitates the uploading and downloading of clips by students, covering a wide range of subjects and materials. YouTube enables students not only to watch and listen to videos, but also to remark, share, modify, add, and speak about the content they have viewed. Additionally, YouTube fosters a stimulating atmosphere that enhances students' comprehension of auditory content and refines pronunciation and intonation. Participating in a collaborative discourse with the instructor and peers following the viewing of an instructional film on a certain subject matter enables students to cultivate fluency in verbal expression and overcome their anxiety and shyness to speak in public (Noytim, 2010).

YouTube provides an excellent opportunity for educators within the classroom. The source by Lee (2010) is a reliable and trustworthy resource for educational resources. Teachers can choose movies that are suitable for the class and match the students' proficiency level. They can then involve the learners in a sequence of inquiries and responses regarding the content of the videos. The pupils' lexical range can be enhanced as they actively engage in listening to new terms and employ contextual cues to infer the implications of new words. Furthermore, YouTube serves as a platform for accessing current events and news updates. This enables students to stay abreast of the latest information and knowledge.

Currently, YouTube serves as a community for linguistic instructors and students, fostering the process of learning. Sun (2009) states that YouTube offers an ideal platform for sharing video and audio content in the classroom. Teachers can utilize it for tasks, games, and for creating a unique learning environment (Lee, 2010; Noytim, 2010; Kelsen, 2009). YouTube serves as a platform for students to encounter various tongues, enabling them to acquire cultural understanding (Brown, 2014).

Zorko (2009) published a research study that found that learners who played web-based video games for the first time faced difficulties in speaking. These difficulties were attributed to their limited understanding, as well as faults in pronunciation and grammar. By utilizing YouTube for training, their performance has shown improvement, and they received benefits from the feedback provided by their peers and lecturers. These findings demonstrate that YouTube videos facilitate interaction between learners while increasing their proficiency in speaking, words, and syntax.

Videos engage students more than other technologies and provide more entertainment (Caudron, 1997 & Salomon, 1984). According to Fulk et al. (1995), people enjoy viewing movies and think that doing so is more enjoyable than utilizing other technologies. The human mind and senses can be profoundly affected by videos. By downloading movies from the internet or buying CDs of them from retailers, people can view them again and again (Berk, 2009). Videos can be created, mixed with other content, and played again and again (Bonk, 2011).

Teachers and students agree that YouTube is one of the best examples of a video-sharing platform that may help students achieve their learning objectives both inside and outside of the classroom, participate in class discussion, and gain information (Sherer & Shea, 2011). Several notable universities publish content on a range of topics on their own YouTube channels (Orús et al., 2016). Students can study new content while learning online with the help of videos on a range of disciplines from Khan Academy, a non-profit educational organization (Khan, 2015).

YouTube is a technological tool that has the potential to enhance pupils' proficiency in oral communication. According to Almurashi (2016), YouTube presents itself as a compelling medium for the purpose of instructing and acquiring proficiency in the English language. YouTube offers a wide range of videos that can serve as valuable educational materials for students. English language acquisition can be

facilitated through the utilization of concise English movies, cinematic productions, and instructional materials specifically designed for English language learning. Furthermore, Riswandi (2016) conducted a study that revealed that YouTube has the potential to enhance students' speaking proficiency, particularly by augmenting their understanding of vocabulary, grammar, and pronunciation in the English language through the diverse range of videos available on the platform. Therefore, it can be inferred that YouTube can serve as a valuable educational tool for enhancing students' language proficiency, particularly in the area of oral communication, which can be utilized by educators. This study is supported by a number of prior investigations. One study conducted by Riswandi (2016) aims to examine the effects of YouTube on the enhancement of students' speaking skills as well as the instructional process involved in teaching and learning speaking skills through the utilization of YouTube videos.

Difficulties in Utilizing YouTube Videos for Language Acquisition

Learners seemed to find videos on YouTube to be a highly helpful resource for enhancing their ability to speak. However, there are a few more issues with YouTube videos that educators and language learners should be aware of when instructing or studying a language. Some problems are identified by the current investigation in using YouTube videos to study language, such as intermittent connectivity to the internet, inappropriate video contents, low concentration, lack of feedback, and a decline in student-teacher and relationship-building.

The primary technological obstacle in utilizing YouTube videos as an educational resource is the unreliable connectivity required to view the content. Unstable connections can impede the viewing, transferring files, and posting of videos between your device and YouTube, which may be inconvenient for learners as well as educators (Kusmaryani, Musthafa & Purnawarman, 2009). Anggrarini, & Faturokhan (2021) revealed that the availability of the YouTube video may fluctuate, thereby affecting pupils' language acquisition. The intermittent connectivity to the internet may contribute to difficulties in accessing language resources. The issue of internet connection speeds may impact the presentation of videos, resulting in blurry and delayed video downloading. As a result, the learner's native acquisition would be disrupted and students would become displeased.

Nurhakim et al (2021) stated that while the videos offer the requisite clarification, which is pupils varied in the amount of time it took them to comprehend the material. After devoting an excessive amount of time to a specific explanation, they had a sense of desperation and sought help. Occasionally, pupils may become unfocused and cease their observation of educational materials before finishing them. The sensation of loss can give rise to the inference that one is incapable of autonomous learning, even though this sentiment may originate from the erroneous choice of YouTube videos. Hence, there is a significant demand for a curated collection of videos that might enhance students' ability to learn independently.

According to Huang (2020) some students may encounter challenges in understanding the educational content presented in YouTube videos, as perceived from the learners' point of view. YouTube videos may be a challenge for students to understand due to their lack of thorough selection to match the students' level and preparation. Students occasionally struggle to comprehend the YouTube videos utilized. Students may struggle to understand the material being covered in YouTube videos and may not meet the learning objectives if there is no interaction between teachers and students or a discourse period (Hsieh, & Hsieh, 2019). However, students may encounter difficulties in keeping pace with the discourse (Alharbi, 2019). The pupils may feel overwhelmed by the numerous and intense exchanges of comments on their videos, while those who are shy may experience unease when receiving comments. Therefore, he advocates for the teacher's intervention to restrict or redirect the debate as needed. This intervention effectively ensures that the duration of the conversation is accessible for every learner to absorb and comprehend (Sari, Dardjito, & Azizah, 2020)

Aims and research methods

Aims

The objective of this study is to investigate the influence of YouTube as an educational platform on improving the speaking skills of English major students at HUIT. Additionally, it intends to examine the students' preferences, elucidate the use of the YouTube platform, and identify the problems associated with its use.

Research Questions

The study will investigate the following research inquiries:

1. What are the students' preferences about the utilization of YouTube videos?
2. What is the students' perception of the utilization of the YouTube platform?
3. What challenges do students encounter when utilizing the YouTube platform?

Research Methodology

The study utilized a mixed-methods strategy, including quantitative and qualitative techniques, to acquire the findings. The survey consists of six items in the form of multiple-choice questions, as well as sixteen issues that are assessed using a 5-point Likert scale and open-ended questions. The aim of this study is to collect survey data from a sample of 100 undergraduate students who have chosen English as their major at Ho Chi Minh City University of Industry and Trade (HUIT), ensuring that the sample is statistically representative. They are currently in their third year of academic success. The survey participants will be allocated a time frame of 15 minutes to finish the survey, with the objective of ensuring that their responses

are maintained in an indistinguishable manner. The resultant data will be employed in the research investigation.

Moreover, a group of six English major students at HUIT will be interviewed in a way that is somewhat structured in order to learn more about possible ways to help these students do better in school. The interviews will be conducted inside the confines of a compact office located on the primary campus of HUIT, with an approximate duration of 10 minutes for each interview. Furthermore, alongside the process of documenting the responses, it is imperative to obtain consent from the participants to record all five interviews on videos.

Following the data collection process, the collected data will be subjected to analysis and description using the SPSS software. This facilitates comprehension of the primary characteristics of the dataset. The utilization of visual aids such as graphs, charts, and tables is employed in the course of the study.

Question 1: What channel of YouTube video do you prefer to watch?

Question 2: How do you perceive the utilization of the YouTube platform?

Question 3: What difficulties do you have when using the YouTube platform?

The significance and expected outcomes

This study is of paramount importance as it aims to examine the impact of YouTube on English as a Foreign Language (EFL) learners in terms of their motivation and language ability. YouTube is a widely utilized and prominent digital platform that offers a wide variety of authentic and engaging tools for language learning. However, there is a lack of empirical study on the effective use of YouTube in English as a Foreign Language (EFL) contexts, specifically in the context of Vietnam. This study seeks to fill the current research gap by investigating the influence of YouTube on the attitudes, behaviors, and outcomes of English majors at HUIT in the context of language acquisition. Moreover, this study will provide significant insights into the several factors that impact the usage and preferences of YouTube among HUIT learners. The anticipated results of this study are as follows:

The objective of this study is to get evidence to analyze the pattern and objectives of YouTube usage among English as a Foreign Language (EFL) learners in Vietnam. Additionally, to investigate the correlation between the utilization of YouTube and the motivation levels and language proficiency of EFL learners,

The expected findings will also examine the various obstacles and opportunities associated with utilizing YouTube as a platform for English as a Foreign Language (EFL) learning. Additionally, it seeks to put together a comprehensive framework and set of principles for effectively integrating YouTube into the EFL curriculum and instructional practices.

These results will enhance the theoretical and practical understanding of utilizing YouTube as a tool for English as a Foreign Language (EFL) instruction. Especially, the data will provide valuable insights to

educators, curriculum designers, and policymakers regarding the effective utilization of YouTube as a resource for language acquisition.

The contribution of the research proposal to my university

This study will make a valuable contribution to the university's mission of delivering cutting-edge and exemplary education that caters to the requirements and aspirations of students and society at large. This research aims to examine the efficient utilization of YouTube in the field of English as a Foreign Language (EFL). It will provide practical information and suggestions for teachers and curriculum creators seeking to boost their students' language abilities and motivation. In addition, this study will add to the body of knowledge already available on the use of YouTube and other web-based tools for language acquisition, which will be helpful to other scholars and teachers working in the same or similar disciplines.

Limitation

The research is subject to limitations, which refer to potential weaknesses or faults that could impact the study's validity, reliability, or generalization. Several potential shortcomings of the study can be identified: First of all, the potential lack of representatives in the sample size and selection raises concerns about the generalization of findings to the broader community of English as a Foreign Language (EFL) learners in Vietnam. Another aspect I would like to mention is that the utilization of measurement techniques, such as surveys and interviews, may introduce certain biases or inaccuracies during the process of data collection and analysis. Additionally, the YouTube videos utilized in the research may not adequately represent the range of variation and level of quality found within the accessible resources for English as a Foreign Language (EFL) instruction. By only looking at the length and frequency of their usage, it may not be possible to fully understand the potential impact of YouTube on the motivation and language abilities of English as a Foreign Language (EFL) learners. Finally, the research utilizes artificial intelligence (AI) as a tool for information retrieval.

Research gap in current perception

The importance of speaking skills in language acquisition is indisputable. Nevertheless, numerous pupils have challenges when it comes to developing their listening proficiency. Educators are recommended to offer students additional chances to engage in dynamic and engaging learning settings, allowing them to learn at their own pace. Interactive movies promote student engagement by allowing them to actively participate with the material and showcase their comprehension of the information. Contemporary study provides evidence that the YouTube platform is effective in improving pupils' language skills. The video application can be utilized in educational settings to enhance students' language proficiency, specifically their oral communication abilities. Consequently, there exists a clear connection between the instruction and acquisition of English listening skills and the utilization of the application.

A review of earlier research raises concerns about students' speaking abilities and the use of the YouTube medium in English language classrooms. While some researchers have utilized YouTube videos in English classroom settings, the majority of them have focused on the advantages that English language learners can derive from the YouTube platform and the optimal ways to integrate it into their English language learning process. A few studies have examined the conditions under which learners' speaking abilities can also be enhanced by including YouTube in their English language education, as well as the way in which students see the incorporation of YouTube in speaking practice. Moreover, research on YouTube and its application in English instruction in Vietnam appears to be identical, particularly with regard to enhancing students' listening comprehension.

Thus, the goal of this essay is to determine how Ho Chi Minh City University of Industry and Trade's (HUIT) English major students' speaking abilities have grown as a result of utilizing YouTube, as well as their perceptions of the platform's challenges, their preferences and influencing variables. Additionally, by utilizing YouTube, this project hopes to significantly improve the way that English listening skills are taught and learned in Vietnam.

Research Site and Participants

The location where this study was conducted was the Ho Chi Minh City University of Industry and Trade (HUIT). HUIT, which was established four decades ago, currently boasts an enrollment of more than 2,500 students throughout Vietnam. HUIT possesses three recognized campuses that are located in close proximity to the Tan Phu District. The varied and top-notch learning environment that HUIT students experience equips them to be successful adults and responsible members of society worldwide. The educators employed at HUIT have extensive training and qualifications.

The study's participants consisted of a sample of 100 undergraduate students who followed a major in English at HUIT. The sample consisted of 65 female and 35 male participants, with ages ranging from 20 to 22. The third and last year of their studies was upon the students. The researcher worked as an English instructor at HUIT, supervising three Speaking 1 classes during the Autumn 2021 semester and two Speaking 2 classes during the Summer 2022 semester (that lasts from October 2021 to May 2022). Participants in these classes were selected through a random sampling method. The study involved participants who were enrolled in a two-semester program with the researcher. Throughout this period, the individuals successfully completed the Speaking 1 and Speaking 2 courses. Each academic semester consisted of a total of 60 instructional periods. Therefore, the convenience sampling method was chosen as the preferred option due to the participants' voluntary willingness to take part in the study. The participants' English learning experiences described minimal variation, taking into account all relevant criteria.

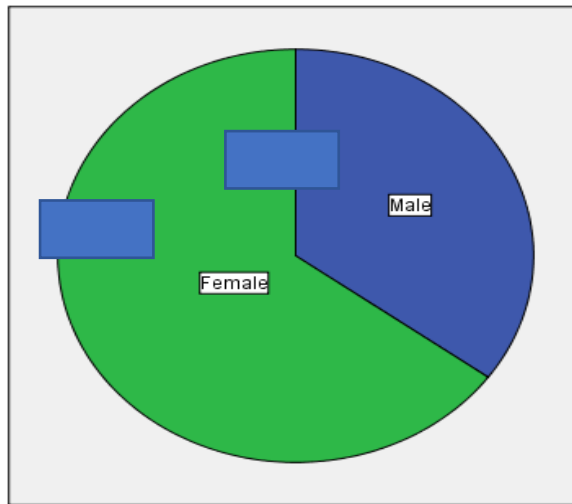


Figure 1. The number of males and females in the research

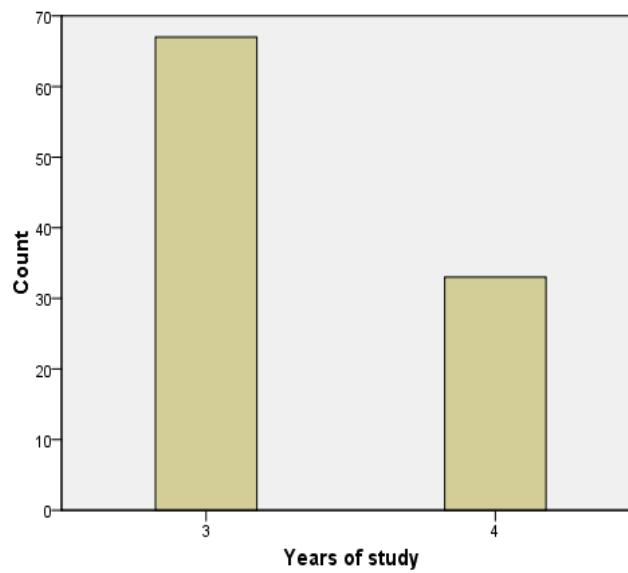


Figure 2. The duration of HUIT students' studies

The Roles of Researchers and Possible Ethical Problems

The responsibilities and identities of study participants as well as the participant-researcher relationship are related to ethical considerations. It was necessary for the researcher to ensure that the students' identities would not be disclosed and that they would get the highest

level of respect during the study. As part of the study, the researcher also watched, taught, and conducted interviews in English. The teacher intervened in the pupils' performances either not at all or very little.

Results and discussion

Results from Closed-ended Questions

Three closed-ended Questions were designed to collect quantitative data from respondents by providing students with predefined choices of answers. Close-ended questions help to group, compare, and analyze data easily and quickly. Close-ended questions also help to show trends and percentages over time.

Participants' preferences for using YouTube channels were examined using six options in the first questionnaire construct in the first section. Table 1 below lists the results that were gathered and explained.

Table 1. Preferences for using YouTube channels

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BBC Learning English	12	12.0	12.0	12.0
Dan Hauer	9	9.0	9.0	21.0
Let's Talks	21	21.0	21.0	42.0
Rachel's English	12	12.0	12.0	54.0
TED Talks	14	14.0	14.0	68.0
VOA Learning English	32	32.0	32.0	100.0
Total	100	100.0	100.0	

The proportion of those who expressed a preference for viewing BBC Learning English is 12%, which is comparable to the percentage of individuals who favored Rachel's English Channel. In addition, an interesting number of the participants involved in the trial expressed their preference for utilizing VOA Learning English as a means to enhance their speaking abilities (32%). Similarly, a notable proportion of the participants, specifically 21%, expressed their preference for the Let's Talk channel. A total of 14% of the participants indicated a frequent viewership of TED Talks, while a mere 9% of the remaining respondents expressed a preference for Dan Hauer's channel. The results presented above show that English major students at HUIT have a variety of YouTube channel preferences, with VOA Learning English being particularly popular with this group.

Reliability

To make sure the research was solid, the researcher doing the study made sure that the questionnaires in the article and in the interviews were clear. The questionnaire was tested on ten students first, and the questionnaire was changed as needed before it was sent to the official survey. The reliability of the questionnaire was also checked using Cronbach’s alpha method, as described in Table 1 below. According to Siregar (2014), if the coefficient of dependability of a research instrument exceeds 0.6, it can be deemed credible. The researchers' acquisition of the Cronbach's alpha value of 0.820 in this investigation indicates the study's dependability. Thus, it appears from the evidence that the research hypothesis as well as the null hypothesis were both rejected.

Table 2. Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.820	.823	10

Table 3. Learners’ perceptions on using YouTube to enhance Speaking ability

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Watching You Tube Videos Help Me Improve My Speaking Skill.	37.08	17.472	.088	.522	.846
You Tube Videos Help Me Comprehend The Material I Listen To.	36.99	16.722	.276	.758	.825
YouTube Videos Better Help Me Use Stress And Intonation Cues.	37.04	14.309	.725	.966	.780
YouTube Videos Help Me Discriminate Individual Sounds.	37.03	14.521	.618	.580	.791
I listen to the YouTube videos in search of significant words with deeper meaning.	37.07	14.418	.677	.725	.785
YouTube Videos Help Me Guess the Meaning Of Unfamiliar Words.	37.04	14.331	.720	.822	.781
YouTube Videos Are Vital In Developing Grammatical Patterns And Building Vocabulary.	37.18	14.969	.571	.549	.796

You Tube Videos Prevent Me From Going Astray While Speaking.	37.14	16.035	.313	.453	.825
YouTube Videos Can Lower My Anxiety And Increase My Confidence And Motivation In Speaking English.	37.02	15.488	.499	.803	.804
YouTube Videos Can Provide Interactive And Engaging Activities For Me To Practice And Develop My Speaking Skills.	36.99	14.967	.630	.953	.791

The second part of the questionnaire focused on participants' perceptions of speaking activities when utilizing YouTube as a therapeutic method. The findings were presented in a quantitative and visually descriptive manner in Table 3.

Based on correlation scores ranging from 0.846 to 0.781 for each section of the questionnaire, the preceding table demonstrates the questionnaire's reliability. All of these values exhibit a high magnitude. With an overall correlation score of 0.802, the questionnaire is deemed appropriate for the objectives of this investigation.

Table 4. Descriptive Statistics of Students' challenges in using YouTube

	Mean	Std. Deviation	N
1. Lack of interaction	4.37	.525	100
2. Inappropriate content	4.24	.553	100
3. Technical issues	4.36	.628	100
4. Distractions	4.29	.608	100
5. Unreliable sources	4.31	.526	100
6. Lack of feedback	4.29	.478	100

The final section of the questionnaire was aimed at identifying the challenges encountered by participants when utilizing YouTube platforms for the purpose of enhancing their speaking skills, as outlined in Table 4.

Firstly, a majority of the participants (38% strongly agree, 62% agree) expressed that they encounter difficulties related to a lack of interaction while watching YouTube videos ($M = 4.37$, $S.D. = 0.5257$). Furthermore, the participants also discovered that the utilization of YouTube videos presented unsuitable material (mean = 4.24, $SD = 0.553$, with 48% strongly agreeing and 52% agreeing). According to the findings presented in Table 3, it can be observed that a significant proportion of the participants identified

technical concerns as a prominent challenge ($M = 4.36$, $S.D. = 0.628$, with 53% strongly agreeing and 47% agreeing). The students in the experimental group reported feeling distracted by certain factors while watching YouTube videos, leading to a decrease in their ability to concentrate on the content being seen. The mean score for this lack of attention was 4.29, with a standard deviation of 0.608. In addition, the participants expressed challenges in selecting reliable resources ($M = 4.31$, $S.D. = 0.526$, with 65% strongly agreeing and 35% agreeing). The recent findings indicate that students have a deficiency in receiving feedback while engaging in YouTube viewing activities. The mean score for this challenge is 4.29, with a standard deviation of 0.478. Furthermore, 30% of the participants strongly agree with this statement, while 70% agree.

Results from open-ended questions

Open-ended questions serve the objective of gathering qualitative data from participants, enabling them to articulate their perspectives, ideas, emotions, or personal encounters using their own language. Open-ended inquiries serve the purpose of exploring more profound ideas, fostering engagement, stimulating creativity, and gaining an in-depth comprehension of various perspectives pertaining to a given subject matter.

Of the 100 participants, 27 nominated six different types of YouTube channels that they frequently viewed for speaking enhancement. Two students mentioned that they loved the EnRoy Official channel, while nine students advised the Academic English Help channel. The other five students affirmed how fascinating the Khanh Vy official channel is. A number of 10 students left suggested watching the Speak with Tiffari and English Speaking Success channels, and solely one student claimed that Psych2Go is very amazing and useful for him.

Results from the Interview

Six members of the experimental group participated in a semi-structured interview following the intervention to confirm the researcher's findings regarding students' opinions of using YouTube for in-person speaking activities, in addition to the information gathered from the questionnaire. In order to safeguard their identities, the seven students who volunteered for the interview were given the aliases S1, S2, S3, S4, S5, and S6. The interview was conducted using transcribed data that was categorized into themes to learn more about the participants' opinions regarding the use of YouTube for speaking exercises, the platform's value in enhancing speaking abilities, issues they ran into, the platform's drawbacks, and their recommendations for future research.

First, the participants were invited to share their favorite YouTube channels by the researcher. Three participants (S1, S2, and S6) expressed their opinion that watching the TED Talks channel was both informative and entertaining. The statement "It's funny and covers various topics" was made by participant S1. "The VOA Learning English channel is very good, and speakers speak English very fluently and

accurately." S3 claimed. "IELTs with the Datio channel are very practical because I can experience the questions and answers". S5 answered. S4 also claimed, "The BBC channel is very professional; I can mimic the style of speaking and the way of expressing myself.

The first interview question included information about the individuals' decision to utilize YouTube. The interviewees were then questioned by the researcher regarding the benefits and drawbacks of the YouTube platform for speaking abilities. All of the interviewees agreed that YouTube videos were helpful in various ways when discussing the platform's influence. "YouTube videos help me use stress and intonation cues better, but I can't receive an evaluation of my activity," Student S4 clarified. S1 and S2 responded, however, "YouTube videos can help me feel less nervous and boost my confidence and motivation when I speak." Concerns were also raised about their lack of interaction while watching the videos, and they need partners. Additionally, student S3 shared, "I was often inspired by advertisements, and watching YouTube videos helped me improve my speaking skills." Two other students made similar claims, saying they were exposed to too many sites and didn't know which ones were trustworthy. S5 disclosed, "YouTube videos help me avoid making mistakes when I'm speaking," and S6 asserted, "YouTube videos assist me in determining the meaning of new words." This result is consistent with the YouTube treatment of the fourth and fifth constructs of the questionnaires.

Based on the information obtained from the questionnaire and the interviews, it can be concluded that the experiment's participants' opinions of YouTube as a speaking exercise platform and its beneficial influence on their speaking abilities were positive. The results also show the outcomes of the first construct in the questionnaire, which asked about the various preferences of the students for speaking exercises using YouTube videos. As can be observed, the answers given here corroborate the findings examined in the questionnaire's third part. Aside from their favorable opinions following their YouTube speaking activity experience, the pupils encountered various challenges. As a result, they posted some remarks on YouTube to help with future experiences.

Conclusion

Based on the findings of the conducted research, the researcher has derived the following conclusions:

1. When teachers use interesting methods, like YouTube videos, as a teaching aid, their students learn English much better, especially when it comes to speaking and understanding what others are saying.
2. There has been a notable surge in the utilization and impact of YouTube clips as an educational tool, offering considerable benefits in terms of accessibility, engagement, and comprehension for students. In addition to this, students can also actively engage in the learning process and exhibit high levels of enthusiasm through the utilization of videos on YouTube as a medium for classroom-based learning and action research.

3. The video's multimedia format, combining visual and auditory elements, has the potential to assist students in improving their pronunciation, expanding their vocabulary, and facilitating the generation of coherent sentences during oral communication. Students can acquire knowledge more efficiently and experience heightened self-assurance in engaging with the class, as they rely not just on their spoken proficiency but also on their understanding abilities. Furthermore, the act of watching movies can inadvertently facilitate the acquisition of grammar skills in a subconscious manner.

4. Based on study findings, it has been demonstrated that incorporating YouTube clips into language instruction can effectively enhance students' speaking proficiency. Therefore, English educators are strongly recommended to utilize YouTube videos as authentic learning resources.

5. In conclusion, it is recommended that future researchers dedicate additional effort to investigating the benefits and drawbacks associated with the utilization of YouTube videos.

Recommendation

The research findings have led to the formulation of several recommendations aimed at enhancing the use of educational videos for learners. When making videos, it is important to consider several formats, such as animated videos, whiteboard videos, live videos, movies mixing voice and pictures, and films similar to those seen on Khan Academy. These specific kinds of videos have received a lot of praise from viewers. It is advisable to produce short movies since long ones could make viewers bored and distracted. It is also advised to optimize movies for laptops, mobile phones, and other contemporary gadgets. When producing educational videos that are intended to assist students, educators, content producers, and video creators should consider the following advice:

Not all videos available on the YouTube platform may be considered accurate or reliable. partial perspective. It is important for viewers to critically evaluate the content of videos and consider the credibility and reliability of the sources. Assess the credibility of the videos. Not all videos available on the YouTube platform may be deemed accurate or reliable. Certain videos can have an agenda-driven viewpoint, be prejudiced, or include inaccurate or misleading material. In order to minimize the risk of deception or misinformation, it is imperative for students to consistently authenticate the sources and ascertain the accuracy of the information conveyed in the films they consume. Individuals have the option to employ alternative sources such as online platforms, literary resources, or subject matter authorities in order to verify and validate the accuracy of the material.

Implement a content filtering system to eliminate any unsuitable content. Some YouTube videos might not be suitable for the student's age level or academic requirements. They may contain profanity, violence, nudity, or explicit or potentially harmful content. Students are encouraged to use YouTube Restricted Mode, a feature that filters potentially objectionable content, to protect themselves from offensive content. Additionally, users can report or flag any films they see that they believe to be inappropriate.

In this task, the management of internet access and the supervision of advertising content are involved. YouTube videos can only be accessed with an internet connection, which is a resource that is not always available or dependable in some places. Students should be proactive and download the required movies in advance for offline viewing. Alternatively, they should make sure they have access to a stable wireless network. Additionally, YouTube sometimes shows commercials before or during videos, which some people find annoying or distracting. If possible, students can choose to ignore or mute the ads, or they can use ad-blocking software to get rid of them entirely.

Students should also practice speaking with a peer or an instructor in group settings. On websites like Italki or Cambly, you can find educators or native speakers who can offer you feedback and corrections.

Please repeat the audio information that was shown in the videos. If the video is paused, you can try to imitate the speakers' emphasis, tone, and pronunciation.

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