Investigating the Influence of YouTube on Speaking proficiency in English Major Students at Ho Chi Minh City University of Industry and Trade

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Abstract

YouTube has attracted a lot of interest from researchers and educators who specialize in the English language in the modern context of rapid technological development. The advent of YouTube videos as a resource has demonstrated the value and applicability of such movies in helping teachers and students participate in productive language instruction, particularly when it comes to speaking exercises. This study set out to critically examine how the YouTube platform affects students' ability to speak more when they practice. The poll included 100 third-year English majors at Ho Chi Minh City University of Industry and Trade (HUIT), with 65 males and 35 females. The participants ranged in age from 20 to 22 years old. The study employed a mixed-methods design, utilizing data collection instruments such as surveys and interviews. After looking at the questionnaire responses and interview recordings, it was found that the students in the experimental group liked the idea of using YouTube videos in speaking activities. The channels that participants like watching the most are Let's Talk and VOA Speaking English. Furthermore, the study identified some prevalent subjective and objective difficulties encountered by individuals during the consumption of YouTube content. Additionally, suggestions for educators and researchers are included at the conclusion of the text.

Keywords: speaking, YouTube, videos, 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 mostly creates knowledge and provides multimedia learning options. According to Lindstrom (1994), when students have a whole experience—that is, when they see, hear, and do—their recall and comprehension skills advance more quickly. 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). Therefore, the goal of this research proposal is to investigate the previously mentioned subject.

**Literature Review**

**Speaking**

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Basically, speaking is one of the four language skills, and speaking fluent English is a major priority for many students. This is due to the fact that they use their speaking skills as a communication tool to convince people, uphold rapport in relationships, and win or lose in negotiations. A few strategies can be used to assist students in developing their speaking skills. Repetition, preparation, and planning are some of the key strategies for enhancing speaking ability (Harmer, 2011). In order to give students a clear explanation of how to improve their speaking abilities, it is essential to discuss the various speaking skills. According to Brown (2004), there are several ways to differentiate between speaking macro and micro skills. The ability to produce small language units, such as phonemes, morphemes, words, collocations, and phrasal units, is known as a micro talent. On the other hand, the macro skills center on the more substantial components of language units, like cohesiveness, discourse, style, cohesiveness, nonverbal communication, and strategic options.
Assessment of speech

There are two primary methods for evaluating speaking, according to Thornburry (2005). Both get comprehensive and analytical scores. Holistic scoring employs a single score to convey the overall impression, in contrast to analytical scoring, which assigns a different score to each section of the work. While there are advantages to each of those strategies, the holistic strategy is effective and the best choice for formally measuring advancement. Although analytical scoring requires more time due to the teacher's need to take into account numerous criteria, it is probably more reliable and equitable. The analytical system used in this study is based on Pandiya (2013) and is divided into six evaluation domains: vocabulary resources, interactive communication, sentence and word pronunciation, grammatical accuracy, and fluency.

YouTube

YouTube is an online platform that allows users to share and watch videos, as well as interact with the content by watching, uploading, and sharing videos. Currently ranked as the second most popular platform worldwide is this website, which is owned by the multinational technology company Google. YouTube is a popular website that provides a wide variety of video content on a wide range of topics, such as news, music, entertainment, and education. In addition, users are able to create their own channel and upload private videos to share with others. Information and communication technologies (ICTs) are becoming indispensable in the classroom. Johnson, Becker, Estrada, and Freeman (2014) claim that the system makes it possible to incorporate digital technology into a variety of higher education teaching and learning procedures. Teaching and learning are changing as a result of information technology, which is a change agent and has provided professors and students in academic institutions with access to a wealth of information sources. Compared to other technologies, videos engage pupils and produce more entertainment (Caudron, 1997; Salomon, 1984). People appreciate watching movies and believe that watching them provides more enjoyment than using other technologies (Fulk et al., 1995). Videos can have a significant impact on the human mind and senses. People can watch films repeatedly by downloading them from the internet or purchasing CDs of them from stores (Berk, 2009). After they are made, videos can be combined with other content and replayed endlessly (Bonk, 2011). According to educators and learners, YouTube has emerged as one of the best examples of video-sharing tools that may support learning goals both within and outside of the classroom, engage students in classroom debate, and empower them with knowledge (Sherer & Shea, 2011). Many renowned colleges use their own YouTube channels to post content on a variety of subjects (Orús et al., 2016). A non-profit educational company called Khan Academy includes videos on a variety of subjects that allow students to study unfamiliar material while learning online (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. If needed, you can include consecutive paragraphs with their own headings, where appropriate. For APA Style formatting, type your own references. To correctly format a reference page according to APA Style guidelines, see page five.

Aims and research methods

This study aims to explore the impact of YouTube as a learning platform on enhancing the speaking abilities of English major students at HUIT, clarify the utilization of the YouTube platform, and learn the challenges of using it.

The study will address the following research questions:

1. To what extent does YouTube affect students’ English?

2. How do students perceive the utilization of the YouTube platform?

The research will employ a mixed-methods approach, incorporating both quantitative and qualitative procedures, in order to obtain the results. The survey comprises a total of six items in the format of multiple-choice questions, along with sixteen issues that are evaluated using a 5-point Likert scale and open-ended questions. The objective of this study is to gather survey data from a statistically representative sample of 100 undergraduate students who have selected English as their major at Ho Chi Minh City University of Industry and Trade (HUIT). They are presently in their third year of academic achievement. 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 ten 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.

**The significance and expected outcomes**

This study is crucial because it will look at how YouTube affects learners of English as a Foreign Language (EFL) in terms of motivation and language proficiency. YouTube is a commonly used and highly prevalent digital platform that provides a diverse range of genuine and captivating resources for the purpose of language acquisition. Nevertheless, a dearth of empirical research exists about the effective utilization of YouTube in English as a Foreign Language (EFL) settings, particularly within the context of Vietnam. This study aims to address the existing research vacuum by examining the impact of YouTube on the attitudes, behaviors, and results of English majors at HUIT in the context of language acquisition. Additionally, this study will offer valuable insights into the various aspects that influence the utilization and preferences of YouTube among HUIT learners.

**The contribution of the research proposal to my university**

This study will make a significant contribution to the university's goal of providing innovative, excellent education that fulfills the needs and goals of both the general public and students. This study's goal is to assess YouTube's usefulness for teaching English as a foreign language (EFL). It will provide educators and curriculum designers with helpful suggestions and advice on how to raise their students' motivation and language proficiency. Teachers and other academics in related fields will also benefit from this study because it adds to the body of knowledge already available on the use of YouTube and other web-based tools for language acquisition.
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. That being said, the YouTube videos that were used in the study might not fully show the variety and quality of English as a Foreign Language (EFL) resources that are available. 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

It is impossible to dispute the significance of speaking abilities in language learning. However, many students find listening to be a difficult skill. It is advised that educators provide students with more opportunities to participate in more dynamic and interactive learning environments where they can learn at their own speed. Interactive videos also enable students to interact with the content and demonstrate their understanding of what they are watching. Current research supports the efficacy of the YouTube medium in enhancing students' language proficiency. The video app may be used in the classroom to improve students' language skills, particularly their speaking skills, so there is a direct correlation between teaching and learning English listening skills and using the app.

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.

So, the point of this essay is to find out how the English majors at Ho Chi Minh City University of Industry and Trade (HUIT) have improved their speaking skills by using YouTube and how they see the
platform's problems and factors that affect them. Additionally, by utilizing YouTube, this project hopes to significantly improve the way that English listening skills are taught and learned in Vietnam.

**Participants and Research Site**

The Ho Chi Minh City University of Industry and Trade (HUIT) was the site of this investigation. HUIT was founded forty years ago and today has over two thousand students enrolled from all over Vietnam. There are three campuses of HUIT that are well-known and near the Tan Phu District. Students at HUIT benefit from a diverse and excellent learning environment that prepares them for success as adults and as contributing members of society everywhere. The instructors working at HUIT are highly qualified and have received a lot of training.

The sample of 100 undergraduate English majors at HUIT comprised the study participants. Participants in the sample ranged in age from 18 to 21 years old, with 65 of them being female and 35 being male. The students had entered their final year of study, their third year overall. The researcher was employed by HUIT as an English instructor, where she oversaw two Speaking 2 classes in the summer of 2022 (which runs from October 2021 to May 2022) and three Speaking 1 classes in the autumn of 2021. A random sampling technique was used to choose the participants in these classes. Participants in the study were enrolled in a two-semester program taught by the researcher. The people finished Speaking 1 and Speaking 2 classes with success during this time. There were a total of sixty instructional periods in each semester. Due to the participants' voluntary willingness to participate in the study, the convenience sampling method was selected as the best choice. All pertinent criteria were taken into consideration, and the participants' experiences learning English were described with minimal variation.

![Figure 1. The number of males and females in the research](image)

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Researcher’s Roles and Potential Ethical Issues

The roles 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 receive the highest level of respect throughout the study. As part of the study, the researcher also observed, taught, and conducted interviews in English. The teacher intervened in the students’ 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.
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

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.820</td>
<td>.823</td>
<td>10</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Scale Mean if Item Deleted</th>
<th>Scale Variance if Item Deleted</th>
<th>Corrected Item-Totol Correlation</th>
<th>Squared Multiple Correlation</th>
<th>Cronbach's Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Watching YouTube Videos Help Me Improve My Speaking Skill.</td>
<td>37.08</td>
<td>17.472</td>
<td>.088</td>
<td>.522</td>
</tr>
<tr>
<td>2. YouTube Videos Help Me Comprehend The Material I Listen To.</td>
<td>36.99</td>
<td>16.722</td>
<td>.276</td>
<td>.758</td>
</tr>
<tr>
<td>5. Through The YouTube Videos I Listen For Important Words That Carry Meaning.</td>
<td>37.07</td>
<td>14.418</td>
<td>.677</td>
<td>.725</td>
</tr>
<tr>
<td>7. YouTube Videos Are Vital In Developing Grammatical Patterns And Building Vocabulary.</td>
<td>37.18</td>
<td>14.969</td>
<td>.571</td>
<td>.549</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. YouTube Videos Prevent Me From Going Astray While Speaking.</td>
<td>37.14</td>
<td>16.035</td>
<td>.313</td>
</tr>
<tr>
<td>9. YouTube Videos Can Lower My Anxiety And Increase My Confidence And Motivation In Speaking English.</td>
<td>37.02</td>
<td>15.488</td>
<td>.499</td>
</tr>
<tr>
<td>10. YouTube Videos Can Provide Interactive And Engaging Activities For Me To Practice And Develop My Speaking Skills.</td>
<td>36.99</td>
<td>14.967</td>
<td>.630</td>
</tr>
</tbody>
</table>

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.

To begin with, the researcher asked the participants to share their favorite YouTube channels. There were three participants (S1, S2, and S6) who said that the TED Talks channel was an interesting and useful channel to watch. As participant S1 said, "It's funny and covers various topics". "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 information regarding the participants' choice to use YouTube was provided in the first interview question. The researcher then questioned the interviewees about the advantages and disadvantages of the YouTube platform for speaking skills. 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.

It can be inferred from the data gathered from the questionnaire and the interviews that the students who participated in the experiment felt favorably about using YouTube as a platform for speaking exercises and its helpful impact on the students’ speaking skills. The findings also reveal the results of the first construct of students’ different preferences about speaking activities through YouTube video treatment in the questionnaire. It can be seen that the above responses support the results analyzed in the third section of the questionnaire. Apart from the positive perceptions after the experience with YouTube in speaking activities, the students faced some difficulties. Hence, they provided some comments on YouTube for a better future experience.

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. Viewers have expressed a great appreciation for these particular types of videos. The creation of short-length videos is recommended due to the potential for extended videos to induce feelings of boredom and distraction. It is additionally suggested that videos be made compatible with mobile, laptop, and other contemporary devices. When producing educational videos aimed at assisting students, educators, content providers, and video makers should take into consideration the following tips:

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.

References


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