

The Use of Youtube in Facilitating Undergraduate Students' Speaking Skills in the School of Education at Universiti Teknologi Malaysia

Nurul Shahira Rustan, Faraha Hamidi

Universiti Teknologi Malaysia

Email: shahira00@graduate.utm.my

Corresponding Author Email: faraha.hamidi@utm.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i4/23832> DOI:10.6007/IJARPED/v13-i4/23832

Published Online: 25 November 2024

Abstract

This study examines ESL learners' perceptions of YouTube videos as supplementary tools for enhancing their speaking skills and ranks improvements in vocabulary, pronunciation, and sentence structure as a result of using YouTube. The research was conducted in response to the increased use of YouTube in global language learning, especially after the shift to online classes following the COVID-19 pandemic. Many Malaysian ESL learners perform better in writing than in speaking assessments, indicating a lower awareness of the importance of mastering speaking skills for the workforce. To address this, the study focuses on undergraduates in the School of Education at Universiti Teknologi Malaysia (UTM), with ten participants in semi-structured interviews and 60 respondents in an online questionnaire. Using a mixed-method approach, the qualitative component explores learners' perceptions, while the quantitative part ranks improvements in specific language elements. Findings reveal that YouTube videos are effective in facilitating speaking skills due to digital immersion and enhanced communicative competence. Pronunciation showed the most significant improvement, followed by vocabulary and sentence structure. These insights suggest that YouTube could be further integrated into language learning with clear guidelines for improving speaking skills, and future research could explore optimizing YouTube features to match learners' preferred styles.

Keywords: YouTube, Language Acquisition, ESL, Video-based Learning, Media in Education.

Introduction

Deemed as the essence of communication that allows human beings to interact in their daily settings, the language system has further grown and developed to the point where one is able to speak more than one language, specifically the English language, due to its nature as a global language.

In Malaysia, learners are introduced to English as a second language as early as kindergarten level, which primarily revolves around basic daily vocabulary and more complex sentence structures according to their education level. Its importance in the Malaysian education

system is further emphasised, as it was made to be a compulsory subject to be taken by students in Sijil Pelajaran Malaysia (SPM) by the end of their secondary education. The English test is designed to test students' language acquisition in four skills, which include reading, listening, speaking, and writing.

Despite the vast efforts that have been implemented to ensure Malaysian students are proficient bilingually, there is a significant gap in their written and spoken form performance, as observed by Aziz and Kashinatan (2021), where students excel more in their writing compared to speaking, as although most students have passed the English exam, they could not properly demonstrate it in their spoken form. In fact, even most global learners find it difficult to express simple sentences in a daily context despite being taught English since their earlier stage of education (Al-Jarf and Mingazova, 2020).

Furthermore, the focus on centralised language exam practice in the Malaysian education system has been diverted to students' reading comprehension essay writing skills rather than developing the crucial language skills, which are speaking skills. There is significantly less emphasis on the speaking skills assessment as it holds the least mark weightage in most English language final exams compared to other skills. Hence, students only become aware of the importance of mastering speaking skills when they have to sit for the Malaysian University English Test (MUET), which would only be taken at the pre-university level onwards.

The pedagogical approaches taken in teaching speaking in Malaysian ESL classrooms have also been limited due to the use of only conventional learning materials such as textbooks and printed materials. The approach includes reading out certain excerpts from the textbook, thus hindering natural speaking skills acquisition as the dialogue is scripted (Hiew & Murray, 2023). Moreover, the content is mostly incorporated with culture and reality that most students are foreign to. The emphasis on grammar accuracy and pronunciation has also been stressed the most, hence making students more self-conscious of their language proficiency, which inhibits them from actively participating in speaking activities.

A study by Aziz and Kashinatan (2021), reveals that ESL teachers in Malaysia find it challenging for learners to initiate a full English conversation in the classroom due to their lack of language proficiency and self-confidence. This was seen to worsen during the pandemic outbreak, where their interaction during open and distance learning (ODL) became less proactive and overwhelming. In order to address this concern, teachers started to adapt and incorporate online materials and platforms into their lessons to improve the students' engagement. This includes the use of YouTube videos as learning materials for teaching speaking skills, as they are able to demonstrate excellent examples of speech patterns, and intonation, and the use of a wide range of vocabulary.

Nowadays, the global digitisation that has evolved into our education system has encouraged education institutions to incorporate newer learning tools and platforms into the learning process, which include YouTube videos as learning resources. Apart from its effectiveness in providing a more interactive learning experience, the learning process is deemed more entertaining. Given that newer generations spend more time on the internet, the idea of aligning the students' preferences into their learning would positively impact their overall motivation and acceptance towards the learning process. (Sakkir et. al., 2020).

Although YouTube has primarily been used to attract student's attention, it holds a deeper educational value as video-based learning could cater to different learning styles, such as visual, auditory, and kinaesthetic, that are often neglected through traditional learning methods. YouTube videos are also integrated as a medium to help the students understand the context of the lesson and guess a new vocabulary meaning through the application of language use shown in the videos. It has been proven through multiple research projects conducted in the past, such as a study by Putrawansyah et al. (2020) that shows a significant improvement in students' vocabulary and pronunciation in students speaking skills upon treatment with YouTube videos in the Asking and Answering Activity, in which the students have become less anxious and are showing better progress in their speaking activities participation. This is also supported by a study by Hadeel et al. (2021) that learners' speaking skills in different countries such as Indonesia, Sudan, and Iran are gradually developed with the use of YouTube videos. Particular research on the effect of implementing YouTube videos in teaching speaking throughout the pandemic by Syafiq et al. (2021) has shown that apart from improving students' motivation to participate in speaking activities, there is a significant improvement in students speaking skills along with other language elements such as understanding of content, fluency, and grammatical structure.

Instilling the importance of learning and mastering speaking skills in Malaysian learners is important to ensure that they can communicate and express themselves appropriately in English prior to entering the work-life settings. Therefore, this study is conducted among undergraduate students of the School of Education at Universiti Teknologi Malaysia to investigate their perception of the effectiveness of YouTube videos as supplementary tools to facilitate their speaking skills. This study is also conducted to rank their improvement of target language elements, namely Vocabulary, Pronunciation, and Sentence Structure, from the use of YouTube.

The overall conduct of this student will be closely guided by a Media Ecology Theory to find the relation between the utilisation of YouTube and the development of speaking skills.

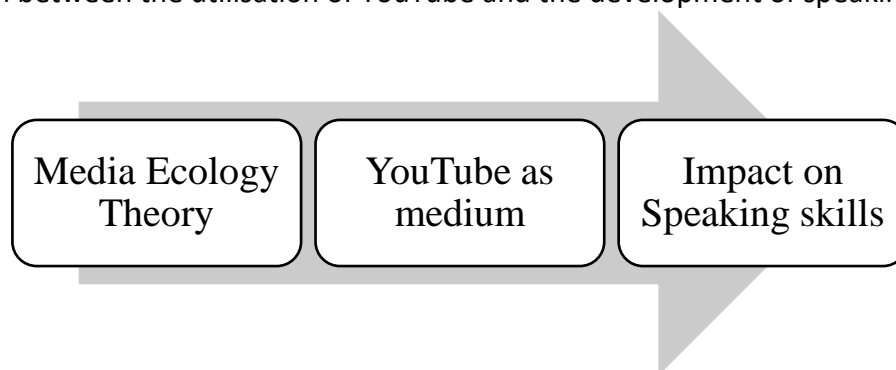


Figure 1: Theoretical Framework

Media Ecology Theory was formally introduced by Postman (1973), which focuses on the complex relationship between media, technology, and human communication beyond the environmental constraint. Media is seen as not only an information conveyer but rather a medium that alters the way learners perceive and understand the world. In this research context, YouTube media serves as a visual and auditory medium that will shape how the learners will engage with content, apart from providing a multi-sensory experience to help learners perceive and internalise the target language skills based on the videos they have watched.

Literature Review

YouTube

YouTube remains the most popular video-streaming platform for users to share their interests in their channels. Popular for their real-time video viewing, users are able to watch their desired videos without having to download them, making the platform play a significant role in content creation. The rapid growth of YouTube channels today has allowed the platform to serve a wide range of purposes, as we have seen today, which also include education.

YouTube in Education

Video-based learning has been long introduced since 1997 and has been further amplified by the creation of YouTube in 2005 due to its accessibility as a teaching resource. Users developing and adapting new learning strategies with the use of YouTube videos have made YouTube one of the most used resources in education, according to Rangarajan, Begg, and Somani (2019). According to Pattier, (2021), 84.2% of 1150 teachers across all educational levels in Spain have implemented the use of YouTube videos in their teaching, with the frequency of the videos used ranging from one to 15 YouTube videos per week. 75.8% of the teachers admitted they were satisfied with their learners' development upon implementation.

YouTube is deemed an accessible place to find teaching resources due to the increase of instructional videos found on the platform. Other than the explicit introduction of grammatical and functional language structures, the videos also help learners to visualise the content presented in a real-life environment through non-verbal cues that enforce learners' comprehension. A study by Albahiri and Alhaj (2020) shows that learners' spoken English discourse performance is positively influenced by the use of real environment depictions shown on YouTube videos.

Digital Literacy

In order to maximise the effectiveness of the language learning experience implemented with digital learning resources, learners should master digital literacy in 21st-century classroom settings. Digital literacy in this context refers to the ability to access related resources and evaluate the videos prior to implementing the information gained from the digital resources, such as YouTube videos. Some vital components that must be acquired by learners include device and internet navigation skills and using search engines effectively to access learning content. Digital literacy mastery would also help learners to analyse and decode the message conveyed from the accessed video to ensure the information received is critically evaluated for its credibility, reliability, and relevance.

Speaking Skills

The four basic language skills are divided into two groups, namely active and passive skills. Reading and listening are considered passive skills, whereas the skills that require learners to produce outcomes, like writing and speaking, are considered active skills (Rao, 2021). However, speaking is considered the most important language skill as it will be a tool to evaluate learners' ability in real-life situations and is widely used in professional settings to enhance one's career, such as through interviews, discussions, and presentations. ESL teachers play an important role in ensuring effective teaching and speaking strategies are implemented in the classroom. Learners should perform well in speaking activities such as

delivering short speeches, decision-making, and problem-solving through the regular practice of speaking skills to improve their self-confidence and become outstanding speakers.

Facilitating Speaking Skills

The five fundamental principles to facilitate learners' speaking skills, as discussed by Suban (2021), are context understanding, fluency, and accuracy practice; providing opportunities to talk, meaning negotiation; and providing guidance in transactional and interactional speaking. However, this particular topic would only revolve around the fundamentals of fluency and accuracy practice due to the implementation of video-based learning through YouTube and the target group of the research.

Apart from pronouncing words correctly, fluency also involves the synthesis of skills and knowledge to produce and express their thoughts in a speech. Nonetheless, it is also important to get the context understood along with the effort to minimising grammatical mistakes. According to Masuram and Sripadda (2021), the mastery of fluency should be combined with the focus on accuracy in linguistic components like grammar, pronunciation, and choice of vocabulary in order to produce more effective speaking activities. These elements, combined with the micro-skills of monitoring strategic devices like pauses, fillers, and self-correction in oral communication, as highlighted by Brown (2007), would help learners improve the clarity of their speech to the receivers.

Malaysian University English Test (MUET)

MUET, first introduced in 1999, is an English proficiency test taken by pre-university students prior to their admission. This test consists of assessments for the four main skills with fairly divided marks of 90 for each skill, hence accumulating to the total mark of 360 across all tests, and is conducted three times a year at selected centres across Malaysia. The test is aligned with the Common European Framework of References for Language (CFER) to ensure its reliability to be recognised worldwide. The table below shows an aggregated score for each MUET band as sourced from Paiman and Hasni (2021).

Table 1

MUET Band aggregated score

Band	Proficiency level	Score Range
Band 1.0	Basic	1-35
Band 2.0		36-81
Band 2.5		82-122
Band 3.0	Independent	123-163
Band 3.5		164-210
Band 4.0		211-257
Band 4.5		258-293
Band 5.0	Proficient	294-330
Band 5+		331-60

The sample of this research, however, would only include language learners that fall under the 'Independent' category, which are Band 3 to Band 4.5 achievers among undergraduate SOE students.

Related Work

Overall, there is numerous research conducted on the effectiveness of YouTube in teaching speaking skills. This includes a study by Shoufan and Mohamed (2022) that suggests that the incorporation of YouTube has unconsciously increased learners' confidence and reduced their anxiety to participate in speaking activities in the classroom. A study by Abbas et al. (2019) reveals that the use of social media like Facebook and YouTube is effective in enhancing learners' vocabulary as it raises their consciousness of language use in real-life settings as they interact with other users on the platform. Purwanti et al. (2022) also highlighted the benefits of YouTube implementation in facilitating learner skills as it encourages the mastery of pronunciation, grammar, vocabulary, and comprehension of spoken English due to the exposure to language use, as demonstrated in the YouTube videos. Learners can comfortably repeat their lesson in their own private space, given the content is easily accessible with their mobile devices.

Methodology

The data collection was done through a mixed method, a combination of qualitative and quantitative research, in order to achieve the two objectives of the research. The qualitative part of this research is conducted to collect in-depth information on the respondents' overall perceptions, personal experiences, and preferences of the use of YouTube to investigate their

perception of the effectiveness of YouTube videos as supplementary tools to facilitate their speaking skills. On the other hand, the quantitative part of this research is conducted to rank the improvements of the target language elements. The respondents of this research are a group of undergraduate students from SOE in UTM, specifically the samples that have achieved Band 3 to Band 4.5 in MUET through purposive sampling. The combination of both methods would provide more reliable findings using two instruments, which are semi-structured interviews and online- questionnaires. The figure below represents the process of data collection until the data analysis.

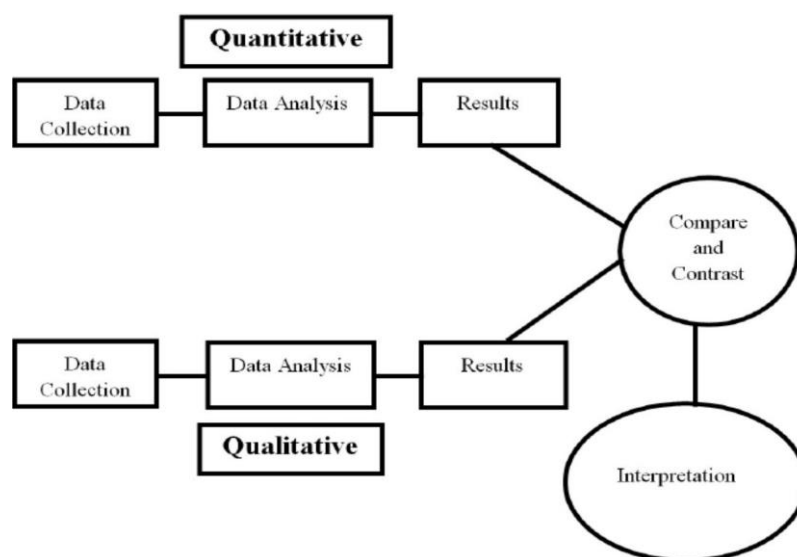


Figure 2: Mixed-Method Research Design Approach
(Adopted from Creswell 2)

Research Instruments

The semi-structured interview consists of seven questions divided into three parts to acquire in-depth and detailed responses on the respondents' overall perceptions, experiences, and preferences in YouTube use to facilitate learners' speaking skills. 10 involved participants are required to explain their experiences along with any instances that prove the effectiveness and/or any difficulty faced with the use of YouTube, and lastly, their implied learning strategies using YouTube videos to learn speaking skills. The online questionnaire was constructed by adapting questionnaires from previous research and consists of 15 items to evaluate the students' self-assessed performance on the target languages, vocabulary, pronunciation, and sentence structure in each section, respectively, and rank which elements show the most to least improvement. Each section is made up of five items and is incorporated with a Likert scale with a value of 1 to 5 to represent the respondents' answers from 'Strongly Disagree' to 'Strongly Agree,' respectively. Two additional sections in the beginning are collecting the respondents' demographic and their YouTube usage patterns. This online questionnaire is distributed to 60 respondents among undergraduate students of SOE at UTM.

Data Analysis

The data collected from the semi-structured interview are further analysed using thematic analysis, in which researchers will develop a coding framework to group the responses based

on some identified themes from the transcription. On the other hand, the data accumulated from the online questionnaire is analysed descriptively using Statistical Package for Social Science Software (SPSS) to find the mean and standard deviation to rank the language elements from the most to least improvements based on the respondents' self-assessment based on the average mean. A dual analysis will also be implemented to find the items with the highest and lowest mean in each section. The results for both analyses were compared and interpreted before researchers drew conclusions from the findings.

Findings and Discussion

Learners' Perception of Effectiveness: Digital Immersion

Table 1

Transcription Table 1

Aspect	Transcription
Accessibility and navigation	<i>Participant 2: "YouTube offers videos with subtitles, visual demonstrations, and animations that enhance comprehension and retention. These videos often include subtitles, making it easier for learners to follow along the practice speaking along with the speakers."</i>
Engagement with content	<i>Participant 5: "...because the exposure to authentic language use because when I am actively engaged with authentic language materials, I have sufficient opportunities to understand the language use in different context."</i>
Social influence	<i>Participant 8: "From YouTube videos, I get to see how people in real life talk to each other so tried to mimic and copy what they are saying."</i>
Motivational factor	<i>Participant 7: "... But from watching this video it gives me the idea and inspiration for me to speak in English and I think it can increase my desires to speak in English."</i>
Personalised and flexible learning	<i>Participant 2: "So, I watched English tv show on YouTube more frequent. You know when you need to practise for speaking, I would rather choose to watch and mimic the speaker's, and I was intentionally wants to learn on the pronunciation and new vocabulary from the native speaker itself."</i>

The table above encompasses the positive responses received from the participants where they deem YouTube videos as an effective supplementary tool in facilitating their speaking skills, from the aspect of digital immersion. The participants highlighted some important elements ranging from the platform's accessibility, their engagement with the content, the social influence, motivational factor, and opportunities for personalised learning by using YouTube videos as their supplementary tools in learning speaking skills.

According to the participant, YouTube is equipped with multiple interactive features like subtitles and buttons that allow users to navigate the videos for learning based on their liking. In this case, the participant mentioned it is easier to speak along with the speakers due to the presence of subtitles.

In terms of engagement with the content, a participant provided an example of engaging with videos that showcase the authentic use of language, which gives him an opportunity to understand how language can be used in certain contexts. This certainly can facilitate one's speaking skills, as highlighted by Djurayeve (2021), on how listening and replaying authentic speech can help to improve intonation, sound imitation, and pronunciation through a technique called shadowing.

YouTube videos could also present a role model for learners to learn speaking to align with their learning styles of imitation from resources like daily vlogs and documentaries to improve their overall speaking skills. A similar result is also shown in a study by Mandasari and Aminatun (2019), where students seem to be able to produce English-speaking vlogs by learning from YouTube vlogs.

Normally, most learners refuse or engage less in English conversations due to the lack of contextual knowledge on the topic. However, watching YouTube videos that explain the topics would have given them the idea to participate in the conversations, hence increasing their motivation to speak in English. This is supported by a study by Hyun and Le (2020) that suggests familiarising learners with topics and English-related values would enhance their participation in English-speaking tasks.

The participant shared how they feel more in control of their learning with YouTube videos, as they can opt for videos based on their personal needs for practicing speaking skills. Some opted for videos that focused on speakers' pronunciation and tones, whereas others opted for videos to improve the technical component of their speaking, such as persuading and the use of language.

Learners' Perception of Effectiveness: Communicative Competence

Table 2

Transcription Table 2

Aspect	Transcription
Practical communication skills	Participant 6: "I like learning from YouTube videos because we can see the speech pattern they produce. How they generate ideas and expand it with more details." Participant 2: "So, I could say that I see the improvement in myself in terms of my voice projection, tone, and accent"
Linguistic skills	Participant 6: "They usually have the theme for their podcast, so I can learn new vocab by listening to podcasts related to them." Participant 9: "I find that my pronunciation be improved ever since because I've been exposed with the conversation in real life situation in contents that I watch in YouTube."

Table 2 discusses the perception of the effectiveness of YouTube videos as supplementary tools to facilitate speaking skills in terms of the enhancement of their communicative competence, which includes their improved ability in practical communication and linguistic skills.

The use of YouTube is deemed effective as it helps the participant organise their ideas and navigate a real-life conversation. The participant shares how the process of articulating and expanding their ideas in speaking about certain topics becomes easier upon watching several YouTube videos. Navigating a real-life English conversation could also be done better by improving their voice projection, tone, and accent. The same output is being observed in a study by Syifa et al. (2021), where learners seem to adapt the speech pattern produced by their favourite YouTube speakers through rephrasing, pronunciation imitation, and adding new vocabulary into their spoken sentences.

They share a similar perception of the improvement of their linguistic skills, primarily their vocabulary and pronunciation in their speaking activities, where the participants admittedly learn new contextual vocabulary and improved pronunciation upon watching YouTube videos, especially podcasts. The improved pronunciation is credited to exposure to correct pronunciation shown on YouTube videos.

Learners' Self-Assessment on The Improvement of Target Language (Vocabulary, Pronunciation, and Sentence Structure)

Table 3

Learners' Self-Assessment on Vocabulary Improvement

<i>Item</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Level</i>
<i>YouTube helps me to discover new vocabulary through every video</i>	4.30	0.743	Reliable
<i>YouTube helps me improve my vocabulary understanding and improve the quality of my assignments</i>	4.22	0.761	Reliable
<i>YouTube videos provide me with a variety of opportunities to learn vocabulary</i>	4.42	0.619	Reliable
<i>YouTube helps to deliver the meaning of the new vocabulary effectively</i>	4.23	0.789	Reliable
<i>YouTube helps me to retain and memorise new vocabulary due to constant repetition</i>	4.22	0.825	Reliable
<i>Average mean</i>	4.278		

Table 4

Learners' Self-Assessment on Pronunciation Improvement

Item	Mean	Standard deviation	Level
<i>YouTube helps me to pronounce English words correctly</i>	4.37	0.688	Reliable
<i>YouTube-facilitated English learning is easy due to the non-native speaker's pronunciation modeled on YouTube</i>	4.22	0.739	Reliable
<i>YouTube enables me to develop my English pronunciation effectively</i>	4.35	0.659	Reliable
<i>YouTube provides me with a model of good speakers that I can follow</i>	4.40	0.669	Reliable
<i>YouTube provides me an endless resources of pronunciation example based on accent preferences</i>	4.35	0.685	Reliable
Average mean		4.334	

Table 5

Learners' Self-Assessment on Sentence Structure Improvement

Question	Mean	Standard deviation	Level
<i>YouTube closed-caption features help me in recognizing different sentence structures</i>	4.25	0.751	Reliable
<i>YouTube closed caption helps my overall language use by checking my sentence structure with some of the videos I watched</i>	4.18	0.770	Reliable
<i>YouTube ease and develop my sentence structure providing language inputs in the video.</i>	4.25	0.751	Reliable
<i>YouTube helps me expand ideas/topics for my speaking tasks</i>	4.40	0.669	Reliable
<i>I often use what I have taught and learned from YouTube videos in the usual sentence structure while speaking in English</i>	4.25	0.728	Reliable
Average mean		4.266	

A dual analysis conducted on the data collected from the online questionnaire suggested that the majority of the respondents 'Agree' with the positive impact of YouTube use in facilitating their speaking skills in the target language elements, namely Vocabulary, Pronunciation, and Sentence Structure. This is reflected in the mean derived for each item in the questionnaire, which ranged from 4.18 to 4.42. Overall, the highest mean value of 4.42 represents item 3 from the vocabulary section with "YouTube provides me with a variety of opportunities to learn new vocabulary," whereas the lowest mean value of 4.18 represents item 2 from the sentence structure section with "YouTube closed caption helps my overall language use by

checking my sentence structure with some of the videos I watched.” Nonetheless, the questionnaire was equipped with a Likert scale to represent their responses to each item, which suggests all mean numbers above the value of 4 suggest that learners “Agree” with the items presented.

It can be concluded that the findings aligned closely with media ecology theory, as suggested by McLuhan (1964) that the use of media, in this case, YouTube, as a medium to deliver the content has positively improved learners’ speaking skills due to its ability to cater to multiple learning styles compared to text-based lessons. Furthermore, YouTube plays an important role as a ‘global village’ that allows users to connect and expose themselves to wide language learning experiences offered with diverse accents and cultural contexts used in language demonstrated on YouTube videos that are beneficial for learners’ language acquisition.

Table 6

Average Mean

Language element	Average mean
Pronunciation	4.334
Vocabulary	4.278
Sentence structure	4.266

The average mean, as shown in Table 3, was accumulated from the mean of items in respective sections to assess the learners’ self-assessed improvement on the target language elements. It shows that the respondents noticed the most improvement in terms of their pronunciation, with an average mean of 4.334, followed by Vocabulary and Sentence Structure, with 4.278 and 4.266 average mean, respectively.

Learners are most likely to model and imitate the pronunciation of the YouTube speakers, hence contributing to the improvement of their pronunciation. Although YouTube videos provide an opportunity for learners to learn new vocabulary and its contextual meaning through themed-based videos, it is not necessarily effective in helping them retain the acquired vocabulary through repetition, hence placing vocabulary improvement slightly below pronunciation. The self-assessed improvement in sentence structure shows the lowest average mean value compared to other language elements. The presence of closed captions is effective in helping learners to expand their ideas for speaking tasks and recognise different sentence structures used by content creators. However, not many agree it would help them to improve their overall language use by checking and recognising the sentence structures used in the YouTube videos.

Conclusion

Primarily, the research was conducted in order to investigate learners’ perceptions of the effectiveness of YouTube videos as supplementary tools in facilitating learners’ speaking skills and to rank the improvement of the target language elements, which include Pronunciation, Vocabulary, and Sentence Structure among the undergraduate students of SOE at UTM using a combination of a semi-structured interview and an online questionnaire.

The responses from the semi-structured interview show a major positive perception of the effectiveness of YouTube videos as supplementary tools to facilitate their learning skills based

on two main themes, which are the digital immersion and the enhancement of their communicative enhancement. The participants' responses also highlight certain aspects of motivation, social effect, features navigation, learning styles, and linguistic elements to demonstrate the effectiveness of YouTube videos based on their personal experiences in implementing them in learning speaking skills. Regardless, some respondents view the use of YouTube videos alone as not sufficient to facilitate one's speaking skills but rather should be complemented with other learning platforms.

The findings from the online questionnaire to analyse which target language elements, which include Vocabulary, Pronunciation, and Sentence Structure, show the most to least improvement based on the respondents' self-assessment and also demonstrate aligned findings with the interview, as all 15 items received a mean value of 4.12 to 4.42, which suggests they are agreeing with the statement based on the Likert scale. The average mean accumulated from all items in the section that represents each language element is used to determine the language element with the highest to lowest improvement as assessed by the respondents, with Pronunciation at the highest, followed by Vocabulary and Sentence Structure, respectively, with a marginal value.

All in all, the research has shown that undergraduate students of SOE at UTM have a positive perception towards the use of YouTube videos in facilitating their speaking skills and agree to the conclusion that YouTube videos have effectively helped them in facilitating their speaking skills, especially with the most improvement in terms of Pronunciation, Vocabulary, and Sentence Structure, respectively.

Limitation

One of the major limitations in conducting the study is that there are no specified guidelines on the contents accessed by the participants, and there is no certain test that is included to validate the effectiveness of YouTube videos in improving the target language elements, as claimed by the respondents.

Furthermore, the distribution of the online questionnaire is limited to only 60 respondents; thus, their views do not necessarily represent the entire view of other undergraduate SOE students towards the use of YouTube videos as supplementary tools in facilitating one's speaking skills accurately. Moreover, the sample is also limited to independent learners, hence the rather positive responses of the study.

Implications/Recommendations for Future Research

There are certain areas that could be improved in Malaysian ESL classrooms to encourage the integration of YouTube videos from other learning platforms to optimise its benefits towards learners' speaking skills. This includes the construction of a guideline that consists of channels and shows recommendations on YouTube that target improving specific subskills and language elements in their speaking skills.

Language instructors should also help learners identify a suitable learning style for them in learning speaking skills through a video-based learning approach. They could explore the interactive features available on YouTube together in class. For example, some learn better with repetition, reading subtitles, and copying the speakers' sentence articulation. Helping

them to discover which approach works best with their learning styles would certainly help them to take control of their learning, hence producing a better outcome in their speaking skills.

In order to achieve better results in future research on this topic, researchers could include samples with learners of lower English proficiency to achieve more varied responses and results, as the data collected in the research is rather marginal due to the inclusion of respondents that are only within a certain proficiency level.

Researchers could also opt to delve deeper into learners' perception and navigation of the features available on YouTube to facilitate their speaking skills, as most participants are aware of the navigation of these features to improve the efficiency of their learning. This will further ensure that the use of YouTube videos alone is sufficient or should be combined with learners' digital literacy in managing this digital resource in their learning.

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