

Original Paper

Students' Perspectives towards Using Youtube in Improving EFL Learners' Motivation to Speak

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Abstract

It is beneficial for educators to apply the use of modeling strategies to assist English language learners (ELLs) and their ability to improve their understanding of word diction and the movements that are needed to create English sounds using their mouths and tongues. The purpose of this study is to determine whether Youtube, as a media source that is able to model language practice in an engaging manner, can be used to help ELLs gain improve word pronunciation skills. A questionnaire was administered to students to assess the attitudes that students had towards using Youtube to improve their motivation to speak and practice language in class. The results demonstrated that the use of Youtube in the English language classroom represents an engaging method, and this motivates students to participate in these lessons. Furthermore, participation in English speaking lessons using Youtube videos increased student confidence about their English-speaking abilities. It is therefore reasonable for educators to continue to use Youtube and other video media as a part of instruction in the ELL classroom because this motivates students to learn and to practice their speaking skills aloud with confidence, enabling them to achieve their language attainment goals.

Keywords

Youtube, language learning, speaking skill, motivation, English

1. Introduction

1.1 Background of the Study

Modeling strategies could be used effectively to help English language learners (ELLs) to gain an increased understanding of the movement of the mouth and tongue and diction that is created with the production of sound (Kitchen & Gray, 2013). This is an advantageous approach, as it allows the student to visually observe and listen to the instructor as a part of their language learning experience. However,

it could be difficult to identify the precise movement that is leading to the creation of a sound for many learners. After several unsuccessful tries, some become upset and lose motivation. As such, there is a need for English language educators to employ the use of motivational and engaging learning strategies.

A common interest that most students share today is a fascination with the internet and with social media (Anderson, 2013). As such, many enjoy participating in technology-based activities. One preferred media program that students enjoy and often view at home as well as in school is Youtube. This web-based tool enables educators to select from a variety of free educational views that could be enjoyed by their students. Furthermore, there is additional content, such as movies and television shows. It is therefore possible to use Youtube as a learning tool to find videos that engage the students while promoting their acquisition of language.

In linguistics, Youtube can be applied as a learning tool for a variety of purposes. In particular, when videos are familiar in a student's native language, hearing the same video in English and with subtitles might help them follow the story in English and give a sense of the pronunciation of some words (Aronin & Singleton, 2012). Youtube could be applied in vast applications and could be tailored to meet the specific needs of the curricular objectives that must be covered.

1.2 Statement of the Problem

It is important for ELL educators to find new ways to inspire their students to learn the English language. Since a mastery of English improves the ease with which students are able to learn additional subjects that they will be taking as a part of their undergraduate education, it is beneficial for educators to apply the use of new techniques to increase the efficacy of the learning process (Aronin & Singleton, 2012). By motivating students to learn and by modeling new strategies that they could use on their own to practice language, it is possible to facilitate their success. As such, the present research proposes the use of an intervention program to support the learning of ELLs at the undergraduate level. Ultimately, it is expected that such a strategy would increase the motivation that the students have to speak, and that their communication and linguistic skills will improve.

1.3 Purpose of the Study

The purpose of this study is to assess ELL student perspectives towards using Youtube as a learning tool to motivate and engage students to develop knowledge of linguistics in the English language. It is hypothesized that students will be more engaged when they are able to participate in activities that are based off of Youtube content, and this increased compliance is expected to contribute to improved linguistic outcomes for the students who participate (Wang, Bergin, & Bergin, 2014). It is also hypothesized that the communication skills of students will increase, since they are able to use what they see and hear from these videos as models for interactions that they could apply in their own conversations, both for academic and casual purposes.

1.4 Research Questions

The research questions that will be addressed in this research include:

1. Is the motivation of ELL students who participate in a Youtube-based program in linguistics improved compared to students who participated in a classroom demonstration done by the professor?
2. Do the speaking skills of ELL students who participate in a Youtube-based program in linguistics appear to be improved compared to students who participated in a classroom demonstration done by the professor?
3. Do the linguistic skills of ELL students increase when they participate in a Youtube-based learning program compared to through demonstrations done by the professor?

These questions will be examined using an undergraduate population as a convenience sample. This information will be used to determine the best strategies to motivate and engage undergraduate students. Gaining knowledge about which videos and programs students prefer could also guide knowledge of how to focus lessons around specific linguistic goals in practice. This information could be applied by the undergraduate educator to help his or her students increase the ease with which they gain mastery of the English language.

1.5 Aims of the Study

The primary aim of the research is to determine the extent to which the motivation of ELL students who participate in a Youtube-based program in linguistics increase compared to students who participated in a classroom demonstration done by the professor. This will be done by asking the students to take a survey describing their motivation, and they will be given the survey prior to and following participation in the intervention. A second aim is to determine whether the speaking skills of ELL students who participate in a Youtube-based program in linguistics appear to be improved compared to students who participated in a classroom demonstration done by the professor. This will be measured on the basis of the students' demonstrated ability. The final aim will be to determine whether the linguistic skills of ELL students increase when they participate in a Youtube-based learning program compared to through demonstrations done by the professor. This will also be assessed through the use of rating spoken conversations and dialogues.

1.6 Significance of the Study

If the use of Youtube videos in the classroom for the instruction of ELLs results in an improved mastery of the English language as well as served as a motivator for students to participate in the learning process, it would be reasonable to recommend this tool for use among ELL educators in the undergraduate setting. Although many instructors utilize videos as a method of supplementing information taught using verbal and other learning strategies, it is not currently known whether this tool is advantageous in helping students achieve learning outcomes or whether it serves as a distraction that limits learning. Furthermore, this research will determine whether the use of Youtube videos is effective as a learning tool in the undergraduate setting; efficacy has been demonstrated when this tool has been applied to primary and secondary students, but this may have a different effect on adult learners. The results of the present study will be used to determine whether it is an evidence-based practice to use Youtube in improving the motivation that ELLs have to learn to speak the English language.

1.7 Limitations of the Study

Since the study involves collecting information about the perceptions that students have as it pertains to language learning and the use of Youtube, it is important to consider that there is potential self-reporting bias. For example, the students in the classroom may report that they enjoy the Youtube activity and that they feel that they are learning, since they may feel that rating the activity negatively would have a negative impact on the researcher's opinion of them. It is important to disclose the fact that the assessments of the program will be anonymous, but it is still expected that this effect will influence the results and make them appear slightly more positive than they would have been if this bias was not present.

Furthermore, this intervention is being tested on a single classroom. Thus, this group is representative of the ELL population since it will be comprised of ELLS, but the participants may not be reflective of the types of students who are in ELL classes in undergraduate programs across the country. Thus, the demographic features of these individuals will be summarized so that readers have the opportunity to determine whether the population that they are responsible for educating is similar to the population assessed in the present study.

2. Literature Review

It is important to evaluate the applications that could be used to maximize the utility of the English learning experience for all students. To accomplish this, theories and concepts relevant to English language learning will be discussed. This offers educators an understanding of what they could do to support students who may need additional help with learning. A discussion of technology will follow, since this is a technique that has become increasingly popular in the ELL classroom to support student learning. Finally, the focus will be on the potential benefits that Youtube could offer the language learning community at the university level, since it is a free and accessible tool. Collectively, this information could be applied by ELL educators to help their students develop a more thorough understanding of the English language as well as their ability to use it in practical situations.

2.1 Theories of Second Language Learning

It is advantageous for ELL instructors to be aware of the external and internal factors that are related to language learning success in the classroom. In particular, knowledge of the student's original language plays an important role because literacy skills in one language often translate to the second (Paradis & Kirova, 2014). This demonstrates that it is reasonable for parents to help their children develop necessary learning skills in their native language. Although this will not translate directly to awareness in English, it does offer the student more structure and knowledge that will make the process easier for him or her in school. Research has also shown that increased levels of exposure to the English language at home does correlate with success, so it is useful for many students if their parents learn English with them, so that they are able to practice at home and spend additional time building skills in a new language.

It is also reasonable for educators to apply a communicative approach when they are teaching English, since this facilitates the development of written as well as oral communication skills. The communicative approach is a concept that aims to promote self-learning for the students, and this enables students to collaborate in the learning process and offer one another with feedback (Wan, 2017). This is a skill that they could apply in their daily lives to further their understanding of English. To make the process more engaging, some educators have framed this approach around the dramatic arts, since role play enables students to practice these skills through a focused frame.

A final consideration that should be made when providing students with knowledge of English in the classroom is whether language and clinical impairments may be a barrier to success. Students have distinct learning needs, and it is therefore advantageous for the educator to determine strategies that these individuals could use to achieve the same learning outcomes as their peers. According to Paradis (2016), students tend to take longer than three years when they are attempting to gain the norms of English speaking and to understand how their literacy skills in English are related to their literacy skills in their native language. However, those with specific language impairments do take more time to learn language on average compared to those without specific language impairments (Paradis, 2016). It is therefore valuable for instructors to apply techniques in practice that will help improve the speed of learning and the comprehension abilities of students.

2.2 Technology as a Tool for Learning English

Technology is a tool that it utilized to support the learning of diverse students, and the ELL classroom is no exception. In particular, educators have showed that the use of audioblogs contribute to enhanced opportunity to practice English speaking skills in the classroom (Hsu, Wang, & Comac, 2008). Offering students oral assignments offers the educator a greater opportunity to assess the speech development of students, and the methods applied could be tailored to meet the needs of various students. Students could use their cellphones for these recorded tasks, demonstrating that there is a low technology barrier to this practice. The students are prompted to answer question in a range of forms, including interviews, surveys, and open-ended questions, and the accessibility of the recorded blogs makes this tool easier for the educator to assess the quality of English used by his or her students.

Additional technological devices exist to allow for the learning of English through actions. In particular, one technique that has been applied is the use of taking pictures along with phrases to identify the subjects associated with photos in the English language. This technique is advantageous because it offers students the ability to describe images that are captured through the use of cell phone technology, cameras, or social media, and this will help them therefore associate their knowledge of these subjects with their existing knowledge and promote the learning process (Liu & Chen, 2014). This system has been shown to be more effective for people who do use these mobile-assisted language learning techniques compared to those who don't. Although improvement may only be due to increased engagement, the statistics demonstrate that this technique does improve the quality of English language learning.

An additional technique that could be used to promote the learning of the English language is the use of children's stories. Although those who would be most engaged by this strategy are younger students, reading children's stories is a valuable way of learning English for older learners as well since the books often use simplistic words and follow a plot (Cavus & Ibrahim, 2016). Some students may have read these books in their native languages as well. Ultimately, the benefits of using children's books as a learning technique includes information about vocabulary, as well as listening and pronunciation when they read the book with the use of a mobile device. This could therefore be applied in the ELL classroom or by the student on his or her own to facilitate the learning process.

2.3 The Use of Youtube for Learning English

Youtube has been used as a tool for the purpose of improving the English-speaking skills of students. In particular, an action research study that evaluated the use of this technique on seventh grade students could that there was an overall improvement in the students' speaking skills after applying this intervention. In particular, Riswandi (2016) found that knowledge of content, grammar, pronunciation, vocabulary, and fluency improved for those who had participated. This technique has also been applied to support the English-speaking skills of 11th grade students in Portugal (Bastos & Ramos, 2009). The authors concluded that the use of Youtube and related learning strategies contributes value to the classroom. In particular, this is an additional mode through which students could be exposed to the language-based material that they are learning, and Youtube may make the experience more meaningful for them because this allows their interests to be captured.

At the university level, research has demonstrated that groups who participate in watching Youtube videos to assist them during a reading activity were more likely to receive better scores compared to students who did not participate in the intervention. Vocabulary achievement was a long-term effect associated with this outcome (Kabooha & Elyas, 2018). Another advantage is that Youtube videos could be used to educate students about some of the diversity that appears in English speaking across the world to better prepare them for some of the social situations that they may find themselves in (Jalaluddin, 2016).

2.4 Improving The Efficacy of Language Learning

In addition to using Youtube and related assistive technologies in practice, it is reasonable to implement the use of specific learning strategies to support this practice. Explicit instruction is necessary to support learning success (Guapacha Chamorro & Benavidez Paz, 2016). The cognitive academic language learning approach and task-based learning could be used for this purpose. This enables students to understand how the information that they are learning could be related to the situations that they are modeling through the use of these tasks (Guapacha Chamorro & Benavidez Paz, 2016). This also draws from the understanding that needing to use a language increases the efficacy of the learning process. Thus, this strategy could be utilized to facilitate the implementation of a literacy intervention that makes use of technologies, like Youtube.

Overall, the evidence demonstrates that it is advantageous to use technology-based applications for

instruction in the English language. The literature demonstrates that this contributes to greater levels of engagement, which tends to result in better English learning outcomes. It is valuable to use this technique as assistive technology for students with learning disabilities, but technology-based interventions have the potential to improve the skills of all English learners by offering them an additional tool for comprehension. It is therefore valuable to observe the effects that the use of Youtube has on English learning to a greater extent, and these findings could be potentially applied to increase English learning efficacy in the university level classroom. It is ideal to detect the lessons learned from this technique to be able to continue contributing to the literature since this will help a greater number of students gain literacy skills in the English language.

3. Methodology

This chapter describes the population, sample, and instrument of the study in addition to the validity and reliability of the instrument. Moreover, it explains the procedure and the statistical analysis utilized in this research.

3.1 Sample of the Study

The sample of the study consisted of 30 EFL students of level 3 enrolled in the Department of English at the College of Sciences and Humanities at Prince Sattam Bin Abdulaziz University in the academic year 1439/1440 (2018-2019). The age average was 20 for the students.

3.2 Research Instrument

The researcher designed five-point Likert scale questionnaire to collect the data of the study. The questionnaire aimed at exploring EFL students' attitudes towards using Youtube in improving their motivation to speak consisting of 24 items. It was divided into two sections. The first section (1-12) was about YouTube use and language learning. The second (12-24) was about the role of Youtube in speaking skill improvement.

3.3 Instrument Validity and Reliability

Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. The researcher achieved the face validity of the questionnaire by submitting it to a number of experts and requesting their opinions on the suitability of the questionnaire to the research objectives. More than half of the experts conveyed that the questionnaire is suitable for what it is designed to measure. A final copy of the questionnaire can be seen in Appendix A.

Also, the researcher verified the construct validity of the questionnaire by using the Pearson correlation coefficient. The results are shown in the below table.

Table 1. Pearson Correlation to Questionnaire Validity

S	Pearson	S	Pearson	S	Pearson	S	Pearson
YouTube Use in Language Learning							
1	.494**	4	.528**	7	.466**	10	.616**
2	.529**	5	.452**	8	.638**	11	.520**
3	.647**	6	.515**	9	.462**	12	.475**
The Role of Youtube in Speaking Skill Improvement							
1	.596**	4	.532**	7	.677**	10	.695**
2	.680**	5	.619**	8	.615**	11	.677**
3	.685**	6	.657**	9	.434**	12	.682**

** Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

From Table 1, all the values are significant at the level of 0.01 or 0.05 and this indicates that all the questionnaire items are valid for the study.

Reliability is the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials. In this research, the researcher has used Cronbach's Alpha coefficient to assess the reliability of the questionnaire. Cronbach's Alpha coefficient for the questionnaire was 0.750. This coefficient is acceptable as the questionnaire is used for the first time. The questionnaire is then considered a reliable tool. The results are shown in Table 2.

Table 2. Cronbach's Alpha for Questionnaire Reliability

Sections	Number of Items	Cronbach's Alpha
YouTube Use in Language Learning	12	0.794
The Role of Youtube in Speaking Skill Improvement	12	0.808
Total	24	0.750

3.4 Procedure

1. The researcher developed the questionnaire of the study.
2. The questionnaire was arbitrated by a panel of raters consisting of six EFL university (See Appendixes 1).
3. The questionnaire was edited according to the raters' suggestions (See Appendixes 1).
4. The SPSS program calculated Cronbach's alpha to ensure the reliability of the instrument.
5. The results were collected and analyzed statistically employing SPSS program.

4. Results & Discussion

4.1 Introduction

This chapter presents the results of the study. It demonstrates the results of the field study in terms of the research sample's responses to the items of the questionnaire. The results of the field study are interpreted, according to the study questions. After the presentation of results in the tables, the findings are discussed and linked to the literature and the previous studies that tackled the research topic.

4.2 Responses to the First Section

The first section of the questionnaire was concerned with examining the students' perceptions of the use of Youtube in language learning. Below are the responses of the students to each item of this section. The number of the students who responded to the questionnaire was (31) students. Table 3 shows the responses of the participants to the use of YouTube in language learning:

Table 3. Responses to YouTube Use in Language Learning

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	YouTube is a beneficial tool for language learning.	F	19	10	0	1	1	4.55	0.67	5
		%	61.2	32.2	0	3.2	3.2			
2	YouTube videos capture and retain your attention during the whole class.	F	20	9	1	1	0	4.64	0.61	3
		%	64.5	29	3.2	3.2	0			
3	You learn English faster and better by using YouTube videos.	F	16	8	3	2	2	4.46	0.82	6
		%	51.6	25.8	9.7	6.4	6.4			
4	Using YouTube videos in language learning decreases your anxiety in the class.	F	17	6	4	0	4	4.37	0.88	7
		%	54.8	19.3	12.9	0	12.9			
5	Youtube learning activities are very interesting and motivating.	F	15	7	5	1	3	3.80	1.20	12
		%	48	22.5	16	3.2	9.7			
6	The authentic materials in YouTube videos help you better understand the lesson.	F	21	9	1	0	0	4.66	0.59	2
		%	67.7	29	3.2	0	0			
7	YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms.	F	14	6	7	3	1	3.93	1.17	11
		%	45	19	22.5	9.7	3.2			
8	YouTube videos minimize your fears to pronounce words in front of the whole class.	F	22	8	1	0	0	4.71	0.66	1
		%	70.1	25.8	3.2	0	0			
9	You do not feel bored when the	F	20	10	0	1	0	4.57	0.70	4

	teacher uses YouTube videos in the class.	%	64.5	32.2	0	3.2	0			
	Youtube videos encourage you to ask and answer questions in the class.	F	15	12	4	0	0	4.26	0.71	8
10		%	48.4	38.7	12.9	0	0			
	You feel more comfortable in using YouTube to learn English.	F	16	8	4	1	2	3.99	1.01	10
11		%	51.6	25.8	12.9	3.2	6.4			
	You enjoy choosing materials on YouTube in learning English.	F	16	11	3	1	0	4.24	0.91	9
12		%	51.6	45.5	9.7	3.2	0			
Total Mean								4.34		

Table 3 shows the students' responses to the first section items. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is (4.34) which means that the respondents estimated the items of this section highly. This means that the students see that Youtube is highly effective in language learning. Below is a description of the responses to each item in the section:

- In the first rank, the students estimated “*YouTube videos minimize your fears to pronounce words in front of the whole class*” with a mean score (4.71) and standard deviation (0.66). This means that the students highly agree on this item.
- In the second rank, the students estimated “*The authentic materials in YouTube videos help you better understand the lesson*” with a mean score (4.66) and standard deviation (0.59). This means that the students highly agree on this item.
- In the third rank, the students estimated “*YouTube videos capture and retain your attention during the whole class*” with a mean score (4.64) and standard deviation (0.61). This means that the students highly agree on this item.
- In the fourth rank, the students estimated “*You do not feel bored when the teacher uses YouTube videos in the class*” with a mean score (4.57) and standard deviation (0.70). This means that the students highly agree on this item.
- In the fifth rank, the students estimated “*YouTube is a beneficial tool for language learning*” with a mean score (4.55) and standard deviation (0.67). This means that the students highly agree on this item.
- In the sixth rank, the students estimated “*You learn English faster and better by using YouTube videos*” with a mean score (4.46) and standard deviation (0.82). This means that the students highly agree on this item.
- In the seventh rank, the students estimated “*Using YouTube videos in language learning decreases your anxiety in the class*” with a mean score (4.37) and standard deviation (0.88). This means that the students highly agree on this item.

- In the eighth rank, the students estimated “*Youtube videos encourage you to ask and answer questions in the class*” with a mean score (4.26) and standard deviation (0.71). This means that the students highly agree on this item.
- In the ninth rank, the students estimated “*You enjoy choosing materials on YouTube in learning English*” with a mean score (4.24) and standard deviation (0.91). This means that the students highly agree on this item.
- In the tenth rank, the students estimated “*You feel more comfortable in using YouTube to learn English*” with a mean score (3.99) and standard deviation (1.01). This means that the students highly agree on this item.
- In the eleventh rank, the students estimated “*YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms*” with a mean score (3.93) and standard deviation (1.17). This means that the students highly agree on this item.
- In the twelfth rank, the students estimated “*Youtube learning activities are very interesting and motivating*” with a mean score (3.80) and standard deviation (1.20). This means that the students highly agree on this item.

The above findings show that the top six items perceived by the students concerning the role of YouTube in language learning are as follows:

1. *YouTube videos minimize your fears to pronounce words in front of the whole class.*
2. *The authentic materials in YouTube videos help you better understand the lesson.*
3. *YouTube videos capture and retain your attention during the whole class.*
4. *You do not feel bored when the teacher uses YouTube videos in the class.*
5. *YouTube is a beneficial tool for language learning.*
6. *You learn English faster and better by using YouTube videos.*

These findings demonstrate that YouTube videos lower the fears of the students to pronounce words in front of others, the videos help students to better understand the lesson, retain the students’ attention during the class, and make the student feel free of boredom. Also, the findings show that the YouTube videos are beneficial learning tools and that the students can learn faster by using YouTube.

On the other hand, the findings showed that YouTube minimizes the students’ anxiety in the class, encourages the students to ask and answer questions, gives students the pleasure of selecting the videos, make the students feel comfortable, allows students to use the correct vocabulary and grammar, and gives motivation to the students to learn.

The above findings are supported by Watkins and Wilkins (2011) and Alimemaj (2010) who reported that YouTube videos have many advantages in the field of language learning. The same result was confirmed by Kelsen (2009) and Brandl (2012) who concluded that YouTube videos seem to gain the support of most of the teachers and the reason is their desire to break the routine and bring new things to the educational setting which will be fun and entertaining.

Tu (2010) and Alimemaj (2010) supported these findings as well by revealing that English language

teachers are interested in the use of YouTube in their learning process since it represents to them a new way which they think it is going to help them in the educational setting and enrich their students' English language knowledge.

Furthermore, Barrs (2012) emphasized similar results when he concluded that YouTube videos could be a solution to many problems such as boredom and routine. Additionally, Sun (2009) supported this finding by revealing that YouTube videos can be used as a new and authentic source for providing knowledge that learners can depend on for the purpose of gaining new information beside the teacher. YouTube videos can be a very useful way of practicing the language for EFL learners and provide them with new and exciting methods of learning the English language.

This finding is supported by the findings of Lou et al. (2010) and Zokoro (2009) who concluded that YouTube is of a great importance in the EFL classroom environment. YouTube videos make learners classroom-oriented and motivated to learn, participate, and interact. Also, YouTube videos kill the boredom that accompanies traditional language classes where all students are passive and the teacher makes all the efforts.

Also, this finding corresponds with Zokoro (2009) who revealed that the students can use YouTube videos at their own place at home at any time of the day. This gives them more independence from classrooms and they practice as much as they need. Moreover, students benefit greatly through the authentic materials provided by YouTube videos and interaction is enhanced.

4.3 Responses to the Second Section

The second section of the questionnaire was concerned with examining the students' perceptions of the use of Youtube in speaking skill development. Below are the responses of the students to each item of this section. The number of the students who responded to the questionnaire was (31) students. Table 4 shows the responses of the participants to the use of YouTube in speaking skill development:

Table 4. Responses to the Role of Youtube in Speaking Skill Improvement

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	Watching YouTube videos helps you speak with your colleagues and teachers in the class.	F 20	5	5	1	0		4.35	1.03	5
		% 64.5	16	16	3.2	0				
2	YouTube videos give you the motive to comment on and discuss things in the class.	F 19	7	0	2	3		4.31	1.01	6
		% 61	22.6	0	6.4	9.7				
3	YouTube videos allow you to organize ideas while speaking.	F 23	7	1	0	0		4.74	1.22	1
		% 74	22.6	3.2	0	0				
4	YouTube videos help you understand the material being	F 15	9	6	0	1		3.99	0.86	10
		% 48	29	19	0	3.2				

	delivered.											
5	Youtube videos increases the number of new words you learn.	F	20	4	6	1	0	4.42	1.09	4		
		%	64.5	12.9	19.3	3.2	0					
6	Your pronunciation is improved when you learn via YouTube videos.	F	14	12	5	0	0	3.57	0.78	12		
		%	45	38.7	16	0	0					
7	Youtube videos simplify the lesson to you.	F	18	9	1	1	2	4.29	0.94	7		
		%	58	29	3.2	3.2						
8	YouTube videos help you guess the meaning of unfamiliar words.	F	22	6	2	1	0	4.61	1.19	2		
		%	70.1	19	6.4	3.2	0					
9	Youtube videos help you speak fluently.	F	21	5	3	1	1	4.54	1.14	3		
		%	67.7	16	9.7	3.2	3.2					
10	YouTube videos help you segment the stream of speech into recognizable units.	F	16	7	7	0	1	4.04	0.87	9		
		%	51.6	22.6	22.6	0	3.2					
11	YouTube videos prevent you from going astray while speaking.	F	14	12	5	0	0	3.87	0.81	11		
		%	45	38.7	16	0	0					
12	You better understand the material when you watch a Youtube video about it.	F	17	8	4	2	0	4.13	0.91	8		
		%	54.8	25.8	12.9	6.4	0					
Total Mean			4.23									

Table 4 shows the students' responses to the second section items. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is (4.23) which means that the respondents estimated the items of this section highly. This means that the students see that Youtube is highly effective in speaking skill development. Below is a description of the responses to each item in the section:

- In the first rank, the students estimated “*YouTube videos allow you to organize ideas while speaking*” with a mean score (4.74) and standard deviation (1.22). This means that the students highly agree on this item.
- In the second rank, the students estimated “*YouTube videos help you guess the meaning of unfamiliar words*” with a mean score (4.61) and standard deviation (1.19). This means that the students highly agree on this item.
- In the third rank, the students estimated “*Youtube videos help you speak fluently*” with a mean score (4.54) and standard deviation (1.14). This means that the students highly agree on this item.
- In the fourth rank, the students estimated “*Youtube videos increases the number of new words you learn*” with a mean score (4.42) and standard deviation (1.09). This means that the students highly agree on this item.

- In the fifth rank, the students estimated “*Watching YouTube videos helps you speak with your colleagues and teachers in the class*” with a mean score (4.35) and standard deviation (1.03). This means that the students highly agree on this item.
- In the sixth rank, the students estimated “*YouTube videos give you the motive to comment on and discuss things in the class*” with a mean score (4.31) and standard deviation (1.01). This means that the students highly agree on this item.
- In the seventh rank, the students estimated “*Youtube videos simplify the lesson to you*” with a mean score (4.29) and standard deviation (0.94). This means that the students highly agree on this item.
- In the eighth rank, the students estimated “*You better understand the material when you watch a Youtube video about it*” with a mean score (4.13) and standard deviation (0.91). This means that the students highly agree on this item.
- In the ninth rank, the students estimated “*YouTube videos help you segment the stream of speech into recognizable units*” with a mean score (4.04) and standard deviation (0.87). This means that the students highly agree on this item.
- In the tenth rank, the students estimated “*YouTube videos help you understand the material being delivered*” with a mean score (3.99) and standard deviation (0.86). This means that the students highly agree on this item.
- In the eleventh rank, the students estimated “*YouTube videos prevent you from going astray while speaking*” with a mean score (3.87) and standard deviation (0.81). This means that the students highly agree on this item.
- In the twelfth rank, the students estimated “*Your pronunciation is improved when you learn via YouTube videos*” with a mean score (3.57) and standard deviation (0.78). This means that the students highly agree on this item.

The above findings show that the top six items perceived by the students concerning the role of YouTube the development of speaking skill are as follows:

1. *YouTube videos allow you to organize ideas while speaking.*
2. *YouTube videos help you guess the meaning of unfamiliar words.*
3. *YouTube videos help you speak fluently.*
4. *YouTube videos increases the number of new words you learn.*
5. *Watching YouTube videos helps you speak with your colleagues and teachers in the class.*
6. *YouTube videos give you the motive to comment on and discuss things in the class.*

These findings demonstrate that YouTube videos allow the students organize their ideas while speaking, help them guess the meaning of unfamiliar words, help them speak fluently, increase the number of words that the students learn, help students speak with their peers and teachers, and give students the motivation to comment on and discuss things in the class.

On the other hand, the findings showed that YouTube videos simplify the lesson to the students, make them better understand the material, help students segment the stream of speech into recognizable units,

and help students improve their pronunciation.

The findings of the study demonstrated that YouTube videos had proven to contribute positively to speaking. This corresponds with Alhamami (2013) and Alwahabi (2013) who pointed out that YouTube videos can help improve speaking skills and enhance cooperative learning between students and to develop the chances for language use. YouTube videos provide a good environment for cooperative learning, answering questions, formulating questions on videos, and communication skills that are important for independent learners.

YouTube videos can be a resolution for the language learners who have problems in speaking. This can be justified that students, in YouTube videos-based classes, are given opportunities to speak freely and share opinions and comments with their teachers and friends (Brown, 2014). In traditional speaking classes, students are inactive in addition to the lack of participation and exchange of comments and opinions whether with their teachers or with their friends.

Also, this finding is supported by Wagner (2007) who argued that using videos in the classroom gives instructors to offer language learners to authentic cultural information. The same result is revealed by Silviyanti (2014) who reported the positive effect of YouTube on developing speaking skills since the interesting and pleasant environment formed by YouTube encourages the class to learn.

Furthermore, the present findings are supported by Snelson and Perkins (2009) who concluded that the usage videos in English language class is a useful in language learning. They motivate the learners to speak in the foreign language. It can be said that YouTube can be very helpful for them enhancing their speaking skill, it can also be a valuable tool in grammar and vocabulary learning. The major benefit of using movies for learning English is that it amuses the learners.

Moreover, Silviyanti (2014) supported this research finding that YouTube videos are a good source for speaking skill development, confirming that the authenticity of the videos gives the students the ability to pay continuous attention to the lesson being delivered. Furthermore, the findings of this study showed that the use of YouTube videos in speaking learning minimizes anxiety and makes the students feel comfortable. Entertainment is one of the things that bring good atmosphere to the classroom. Also, this finding is supported by Kelsen (2009) who reported that the teachers have a positive attitude towards YouTube videos and recommend their use in speaking classes owing to their interactivity, socialization, and cooperative learning.

5. Discussion, Conclusion and Recommendations

5.1 Discussion of the Results

The results demonstrate that modeling strategies represent an effective method that could be used to help English language learners gain an improved understanding of how to move their mouth and tongue in a manner that produces the appropriate English diction (Ismaiel & Awadh Al Asmari, 2017). Furthermore, the use of Youtube to present knowledge about English words as well as how native speakers say these words could serve as an engaging way to model these processes. It is therefore

valuable for ELL educators to use this strategy to help their students develop English language skills in the classroom (Lee, 2014). Creating lessons that are engaging and includes the use of media that interest students is likewise an effective method to motivate the students to participate in the learning, influencing the positive impact that it has on their English-speaking abilities (Hockly, 2016).

Several advantageous outcomes were found associated with the use of using Youtube as a part of language instruction in the classroom. In particular, the students found this exercise to be the most valuable because they found that the use of the videos helped minimize the fears that they had regarding speaking the English words in front of the class (Alwehaibi, 2015). Reducing hesitation to practice aloud is a beneficial outcome because it encourages students to participate in the lesson. Furthermore, students also found that the materials found on Youtube were authentic and therefore enabled the students to understand how to speak English based on real world contexts. The third most valuable aspect of this lesson was that students found that watching the Youtube videos kept their attention throughout the class, and this meant that they were more likely to focus throughout the lesson (Tugrul Mart, 2012).

On the other hand, students did not think that the Youtube learning activities were directly motivating, since this was ranked 12th on the list of perceived advantages of offering Youtube-based English lessons (Ismaiel & Awadh Al Asmari, 2017). However, the outcomes demonstrated that this motivation is present, but it is more indirect in terms of the lesson participation that it encourages. Students also found that using Youtube videos did not play a significant role in helping the students pronounce vocabulary words and grammatical forms (Alwehaibi, 2015). As such, there is reasonable benefit associated with increasing the use of Youtube in the English language classroom as a learning tool.

In terms of skill improvement, students found that using Youtube in the classroom benefitted them the most by allowing them to organize their ideas while speaking, gaining the ability to guess the meaning of unfamiliar words, and using the videos to help increase English language fluency (Hughes & Greenhough, 2006). On the other hand, students felt that this lesson approach helped them develop the following skills the least: improved pronunciation, preventing the speaker from going astray, and understanding the material being delivered (Tugrul Mart, 2012). As such, Youtube-based lessons could be improved to address these concerns and to better meet the needs of ELL students.

6. Conclusion

The results demonstrate that the use of Youtube in English language learning has the potential to minimize fears that the students have to try new words in front of the class, this approach helps the students better understand the lesson, and the students find Youtube to be a beneficial skill for learning language. In addition, it was determined that ELL students were able to develop the following skills: organizing ideas while speaking, speaking English fluently, and guessing the meanings of new words. As such, it is reasonable for ELL teachers to apply Youtube-based lessons in the classroom to support the language development abilities of their students.

6.1 Recommendations

The following recommendations can be presented:

1. It is reasonable for ELL educators to try using Youtube in their language classrooms to increase the level of comfort that students have with pronouncing English words in front of their classmates.
2. Since this technique has been shown to draw more attention to the lesson, this strategy could likely also be applied to improve student outcomes.
3. It is ideal for ELL educators to explore the use of this tool in improving English language abilities and skills in a manner that best meets the personalized needs of their students.
4. It is advantageous to determine how students react to these lessons and what they find beneficial to make enhancements that will support their abilities to build their English language skills further.

6.2 Suggestions for Further Research

1. To improve lesson delivery, it is important to focus on which videos serve as ideal example of pronouncing diction in the English language.
2. Not all videos are able to contribute to student improvement in the same manner, and some of the weaknesses associated with this method in the present study, such as an insignificant improvement in ability to use English vocabulary, could be addressed through this method.
3. It is important for educators to consider how to modify this approach for their classrooms in a manner that will result in the greatest amount of student learning.

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