

## The Effect of Using Educational YouTube Videos on the Seventh Grade Female Students' Speaking Skill and their Attitudes toward them

**Esraa Khaldoon Alowaisy \***

Al al-Bayt University, Jordan

**Ali Farhan AbuSeileek**

Al al-Bayt University, Jordan

### Abstract

This study examined the effect of using educational YouTube videos on the seventh-grade female students' speaking skill and their attitudes toward them. The participants of the study included 36 students joining speaking classes in the English language at Al-Fayhaa Mixed Basic School. To achieve the purposes of the study, the researchers used the quasi-experimental design. Data were collected using a questionnaire and pre/post-test. The participants have already been divided into two sections by the school administration. However, they were assigned randomly into two groups: The experimental group (20 students) and the control group (16 students). The experimental group was taught speaking skill using educational YouTube videos, while the control group was subjected to study speaking skill using the regular instruction. A pre/post-test was administered to both groups in order to find students' results, while a questionnaire was administered to the experimental group to find students' attitudes due to the method of teaching. Results revealed that there were statistically significant differences in students' speaking skill and its aspects due to using educational YouTube videos and students enjoyed and had positive attitudes toward using educational YouTube videos in their English-speaking classes.

**Keywords:** Attitudes, Educational YouTube Videos, EFL Learners, Speaking Skill

### INTRODUCTION

Technology is now part of our daily lives because it serves so many different purposes and fills so many different needs and activities. According to Ahmadi and Reza (2018), people can publish, download, share, watch, and discuss content on social media. Technology gives students access to a variety of online materials, which motivates them to conduct research and develop greater confidence for English language learners. Making things simpler to understand, for instance through an instructional video, simplifies learning as well. It is critical to acknowledge that there are many different learning methods and that conventional education might not be able to accommodate

them all. YouTube is regarded as a kind of helpful study method since interactions occur there, and videos there can be shared and commented on.

The most distinguished advantage of using YouTube is that it includes a large number of videos on various aspects of the English language. English learners can type the title of the educational video they prefer on the YouTube website, and it will display the search options directly. In the educational field, these videos are crucial and useful for English language learning. English language instructors can create engaging exercises for speaking classes and activities for their students by using these meaningful educational YouTube videos. The educational use of YouTube also helps students achieve academic success and engagement while studying abroad by improving their English language proficiency and subject understanding. Pupils enjoy watching videos on YouTube, which not only helps them learn difficult concepts, but also helps upgrade their speaking skill. On the other hand, teachers should pay more attention to students' learning capacities instead of spending more time using the regular instructional method. Educational YouTube videos can help learners communicate in the English language, which encourages a level of familiarity and scaffolds them to build their language community (Kim & Kim, 2021). Therefore, learners can make a much more personal connection with people, which allows them to get to know each other and see how they interact in an authentic context.

Nowadays, new strategies should be used to teach speaking correctly while at the same time focusing on motivation. These strategies like using educational YouTube videos in learning are an example of contemporary strategies (Silviyanti, 2014). Despite the importance of educational videos shared on YouTube in studying English-speaking skill, few studies have been conducted by researchers to develop and improve speaking skills. In addition, this study is different from them as there is no study that has looked into how basic English language learners use educational YouTube videos for learning speaking skill purposes and their attitudes toward them.

Educational YouTube videos remove the barriers of traditional classes where the teacher is the only speaker in the class and encourage sharing, expression, and speaking while also encouraging positive thinking in the students' minds (Alhamami, 2013). According to Alastuey (2011), YouTube videos have an important impact by giving students a chance to talk and respond with partners in class when viewing instructional videos and comprehending the subjects. Learners encounter actual things, people, and situations in these real-world settings. Therefore, YouTube educational videos have become a significant resource for communication.

Some students are skilled in speaking which makes them more confident. On the other hand, they despise speaking because of their incapacity to speak properly; as previously said, it all depends on their practicing and the amount to which they practice various speaking aspects (Chahrazad & Kamed, 2022). English speaking is a challenge for learners at school. Zhang (2009) argued that the majority of English language learners still struggle with speaking, and many are unable to communicate effectively in English. In addition to difficulties like a lack of vocabulary and poor pronunciation, students who have difficulties in speaking English also feel a lack of confidence and fear of errors or

inaccuracies. Floriasti (2013) reported that the low level of students' language skill could be caused by several issues, including their knowledge, motivation, language proficiency, personalities, and speaking materials. When students are asked to speak English, they typically face challenges. Therefore, some causes can lead students to find it difficult to communicate in English. In addition, pupils find it difficult to speak English fluently because of a lack of motivation to learn the language and use the regular instruction while teaching speaking.

According to Binmahboob (2020), the use of YouTube enables students to talk and participate with their partners and teachers in class through viewing and understanding subjects. Educational videos on YouTube is a method that assists learners to display, hear, get the content, and practice the English language. YouTube is also a media that is used for education; learners can watch and hear the videos that are being displayed. Therefore, YouTube is a video-based media; with YouTube they can see, hear, and watch what is going on in educational videos.

In Jordan, many audiovisual learning methods have been added because of the higher improvement in Internet-supported technology. On the other hand, speaking problems among Jordanian students are caused by a variety of circumstances, such as a lack of errors in grammar usage, understanding, communicative activities, word recognition use, confidence, and dictionary use. A correlated relationship was noticed between English language speaking and students' attitudes toward learning the English language. Hence, teachers should utilize appropriate strategies for teaching. English as a Foreign Language (EFL) teachers may make use of collaborative student-centered activities to eradicate competitiveness among the students (Tristeza, Narzoles & Palermo, 2021). Therefore, students with positive attitudes towards speaking English reported significantly better results due to using educational YouTube videos than those with negative attitudes.

### **The Importance of Using Educational YouTube Videos in Language Learning**

Maness (2004) stated that learners could receive helpful signs since they view real-life and authentic YouTube videos. YouTube educational videos have aided in meeting the demands of students and teachers in foreign language classes. This new method offers quick, efficient videos of educational and enjoyable tool around the world. Moreover, technology has eliminated many of the problems that facilitate and enhance English learning. Such educational YouTube videos achieve two functions; first, they are interesting and attractive to watch, and second, they are effective and help students develop their English language speaking skill. After that, students have an actual chance to engage communicatively in learning speaking skill.

Almurashi (2016) reported that utilizing YouTube educational videos fosters perfect comprehension, creates an effective teaching and learning environment that is more enjoyable and meaningful, and gives students an opportunity to facilitate learning in their speaking classes. It is regarded as a significant resource for learning the English language since it gives students access to real-world, authentic videos that improve their comprehension of their English classes. As a source of information, 98% of students used YouTube, and 86% of them indicated that their English spoken assessment improved

(Jafar, 2012). Therefore, using educational YouTube videos plays a significant effect on learning the English language and communication.

YouTube is one of the important internet online resources for language learning. The learner can post videos, share them with other users, and give feedback on the videos that have already been posted. This method engages many learners around the world. In addition, YouTube is available in more than sixty languages and ease to use in many countries (Silviyanti, 2014). Therefore, YouTube educational videos are available to many EFL students as well in order to facilitate and enhance learning English language.

Using YouTube in the classroom fosters students' creativity and mindset (Abbas, 2020). Others make the argument that as students apply the knowledge they have gained during watching YouTube educational videos to the actual situation, their higher thinking skills such as decision-making and problem-solving have expanded. The 90% of information transferred in educational YouTube videos to the visual brain is given that the student's brain processes visuals 60,000 times faster than text. YouTube has shown to be a successful educational tool because it links academics, educators, and researchers from across the world and offers intriguing, enlightening, and entertaining content. This has given education a new dimension by fostering innovation and creativity (Trishu & Shruti, 2021).

Using YouTube for instructional purposes also may help students improve their English proficiency and academic level while learning the English language. By conversing with others, it gives students the chance to improve their command; it also enables them to improve their understanding of English as a foreign language. Learners enjoy watching YouTube videos, which not only helps them learn difficult English words, but also enhances their communication skill.

### **The Importance of Using Educational YouTube Videos in Students' Speaking Skill**

Speaking skill is one of the main skills in learning the English language, as it allows communicating with others and expressing ideas and emotions. The integration of English language skills explains the importance of speaking skill. Students can share ideas, engage in dialogue, and give examples of how various linguistic forms can be utilized to express ideas, emotions, and experiences (Kayi, 2006). Learning English language aims for learners to communicate in that language. However, not all students are proficient in using English, even after studying the language from elementary school through college or taking an English course. Using YouTube videos is a method by which videos can be shared in the classroom. In addition, learners can submit, watch, and share educational videos on this website. Many people use YouTube to amuse themselves, and find information. They can also create an account, upload videos to YouTube, and write comments and like on each other's videos. Students can study English through YouTube. Moreover, numerous educational channels offered informative videos in English language. Therefore, students and teachers can select the appropriate videos based on their needs to develop and enhance their speaking skill (Wahyuni, Utami & Education, 2021).

Speaking is one of the four main language skills for responding, interacting, and enabling understandable oral interaction. Comprehension, pronunciation, grammar, vocabulary, fluency, and tone or emotion. All of these aspects are related to speaking skill (Shumin, 2002). However, speaking is sometimes regarded as being exceedingly difficult in the context of learning English as a foreign language due to the complicated set of abilities that students should use when speaking in English. The mother tongue of many students has an impact, and shyness and nervousness may prevent students from expressing themselves. These students may comprehend the topic of the talk, yet they may choose not to participate (Pappamihiel, 2002). Therefore, it is very important to identify instructional techniques, media, and technologies to enhance students' speaking skill. Speaking is an expression or method of verbal communication that a person uses. Certainly, a meaning behind what someone says helps others grasp it.

Students learn more effectively when using visual aids, and YouTube is one of such visual help. Students that learn visually benefit from being able to watch what is being taught, which makes it easier for them to comprehend the course material. In addition, YouTube is one of the most popular platforms and has many uses, particularly for teaching English. It aids teachers in supporting students' learning activities. YouTube videos may improve students' speaking skill. In addition, they affect senior high school students' speaking abilities. Therefore, YouTube helped students develop their speaking skill and boosted their enthusiasm for learning English because they could use YouTube videos outside the classroom as well (Dewi, 2020).

Students should engage in interactive communication with the interlocutors in order to develop their speaking skill. Educational YouTube Videos has developed into a communication tool that helps improving and developing students' speaking ability in the setting of the educational field. Earlier research had shown that using YouTube videos improves the development of students' speaking skills. YouTube videos have been shown to improve students' exposure to aspects of speaking skill such as pronunciation, vocabulary, fluency, and grammar (Ratna, Arie & Putu, 2022). However, using educational YouTube videos also has drawbacks, including erratic internet connections, decreased engagement with peers and teachers, low video comprehension, inappropriate video lengths, and kids' inability to understand the content.

### **The Importance of Using Educational YouTube Videos in Developing Students' Attitudes**

The use of technology to develop and scaffold learning is crucial. Technology has given teachers additional options for teaching students with diverse learning styles, allowing them to develop a wider range of teaching strategies while also increasing students' interest in learning English (Dewi, 2020). Educational YouTube videos aid students in their learning because they are adaptable teaching tools that allow teachers to select videos based on their needs, determine when to play and pause them, repeat important scenes, and select which sections to use. The issue that teachers run into while trying to improve their pupils' speaking abilities is that not all of the students are interested in learning English. Thus, by employing technology, teachers have discovered the best way to engage pupils in their speaking activities.

Varieties of educational videos are seen on YouTube in recent times. Such educational YouTube videos use for learning as well as entertainment makes it more than just a method for pleasure. The digitalization of education is increasing in this method. It has provided new avenues for education. One of these new learning tools is YouTube. You can now watch videos, think, and express thoughts about the main ideas properly (Maziriri, Gapa & Chuchu 2020). However, the only things you require are a dependable internet connection and access to a PC, laptop, or cellphone. Search for whatever you need would be the following step. You can talk openly with other students because of this. It widens your mind to new and complex concepts and ways of learning. You can watch conversational videos on YouTube as well.

There are several interesting videos on YouTube, including musical, gaming, and other enjoyable videos. Due to the other video, students can quickly become sidetracked and their learning can be disrupted. Students might use their free time to view other videos instead of studying (Alkathiri, 2019). YouTube videos typically provide informational bits that students need to comprehend. The same is important for language learners who should understand the meaning of the language that is being used. Therefore, YouTube videos enable students to become interested to understand the subject matter through a variety of topics, give useful information, and audio-visual shows.

The use of authentic materials has a positive effect on students' speaking skill. In addition, the complexity of teaching in the EFL classroom is reduced by using authentic resources (Akbari & Razavi, 2016). Such research is necessary since there are several benefits associated with providing authentic language speaking for developing effective environment speaking activities. The researcher noticed that positive attitudes toward using such materials might be attributed to the various advantages in developing learners' speaking and its aspects perfectly. The researcher actually got benefit from a variety of teacher data sources.

According to Sun and Yang (2015), YouTube videos distract students from developing speaking skill. However, each learner learns differently. Some students learn more effectively when using visual aids, and YouTube is one of such visual help. Students that learn visually benefit from being able to see what is being taught, which makes it easier for them to comprehend the course material. It is a place for open dialogue and discussion which makes it engaging. Additionally, a resource is being accessed at any time and in any place, which provides attractive YouTube sharing videos to activate and simplify students in the field of learning speaking skill.

YouTube videos can be used to teach speaking with certain benefits. Students utilize YouTube because it is a flexible tool that they can use in the classroom. It increases students' interest in learning English and makes the learning process more enjoyable. Students' speaking skill advance if teachers are successful in capturing their attention during the learning process (Jalaluddin, 2016). Therefore, YouTube videos have a great effect on students' speaking skill, but they should also be used with guidance from students and teachers.

Using educational YouTube videos can be an effective method to enhance students' attitudes toward learning speaking skill. Educational YouTube videos can provide access to a diverse range of perspectives and voices that students may not have encountered before. This can help develop positive attitudes toward learning as it becomes more accessible and flexible. Moreover, educational YouTube videos can be engaging and interactive, helping students to stay focused and interested in the content. This can be particularly helpful for students who may find traditional classroom instruction dull or boring.

## **SPEAKING SKILL**

Speaking skill is the ability to communicate effectively through spoken language. It involves the ability to articulate words clearly, use appropriate grammar and vocabulary, and convey meaning in a way that is understood by the listener. In speaking skill, there are generally considered to be four main aspects, which are pronunciation, vocabulary, fluency, and grammar.

Pronunciation is one of the speaking aspects, which is important for effective communication, as it helps to convey meaning clearly and reduce the chance of misunderstanding. It refers to the way words are spoken, including the sounds and stress patterns used. The capability to make sounds or expressions with the mouth in order to produce understandable language is known as pronunciation. Maintaining good pronunciation means being able to oral sounds or facial expressions, which seeks to equip students to express in a clear manner. Good pronunciation is essential for effective communication, as it helps to ensure that listeners can understand what is being said.

Students who have pronunciation weaknesses need to improve and focus on developing their learning process and a good understanding of the English language. Pronunciation skills may substantially restrict communicating abilities, and there may be hitches in the discussion due to a lack of comprehension and thus straining the listener. It furthermore stresses that as English is obviously accepted as an international language around the world, it is crucial for people to understand each other on spoken English (Rajadurai, 2006).

Vocabulary is one of the four main speaking aspects skill; it refers to the knowledge and use of a range of words and phrases in English language, including their meaning, spelling, and appropriate use in different contexts.

In a person's language, vocabulary is a set of well-known words. It is a useful and important aspect of communication and education that is frequently developed with age. Therefore, vocabulary is a collection of words and phrases usually alphabetically arranged and explained or defined. A wide range of vocabulary is important for expressing oneself clearly and effectively. Nordquist (2019, p.1) states that "vocabulary refers to all the words in a language that are understood by a particular person or group of people." Therefore, it is a vital component of language, and maintains conversational involvement. Building vocabulary can be done in various ways such as watching videos or movies, playing word games, and using vocabulary-building applications or flashcards.

Thus, intentional and consensual efforts to expand vocabulary can help learners become more confident and fluent speakers.

Fluency refers to the ability to talk confidently and smoothly, without hesitating or stumbling over words, and with appropriate speed and rhythm. Fluency is what one communicates with when they are unafraid and speak with confidence. The capacity to speak swiftly and fluently without hesitation or concern for making mistakes is referred to as fluency (Binder, Haughton & Bateman, 2002). It is important because it helps speakers convey their ideas clearly and effectively, and engage in conversation with others. Thus, good fluency is important for conveying ideas clearly and confidently.

The last speaking aspect is grammar which refers to the rules for how words are combined to form sentences. Grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences (Kroeger, 2005). Therefore, it is a set of rules guiding the sounds, words, sentences, and other components of a language, as well as how they are arranged and understood. The term "grammar" also refers to a book that contains these rules or the study of these abstract features. Thus, good grammar is important for conveying information accurately and making good understanding.

## **REVIEW OF RELATED LITERATURE**

Akabri and Razavi (2016) studied the effectiveness of YouTube videos for English language classrooms as a helpful material. The goal of this study is to ascertain whether ELLs can benefit from improving their word pronunciation skills by using YouTube, a website application that can attractively model English language instruction. Students were given a survey to fill out in order to gauge their sentiments toward utilizing YouTube to increase their drive to talk and use language in English lessons. The findings showed that using YouTube in the classroom to teach English is a fun and effective strategy. A large variety of useful material for teaching English is available on YouTube. Students are motivated by interaction in a motivating setting, which also lessens their uncertainty about learning a second language. The results also showed that this strategy considers that instructors will have a great chance to support the development and performance of their pupils. Moreover, YouTube videos are more comprehensive, practical, and realistic than conventional teaching techniques.

Omer (2017) investigated the effectiveness of using YouTube videos on improving EFL learners' listening and speaking skills. Data from a sample of 30 English major undergraduate students was gathered via a questionnaire. The findings demonstrated that YouTube assisted students to develop their speaking and listening skills and encouraged them to interact orally in English. YouTube also taught students who were EFL learners about the culture of the language, which improved their language proficiency and fluency.

Sahli and Snoussi (2017) investigated how teachers and students feel about using real videos as a productive technique for improving students' speaking abilities. It also makes an effort to clarify the significance of several authentic video formats for improving communication abilities. The data were gathered through self-completion questionnaires



administered to learners and teachers who have taught Oral Expression Courses. The findings of the study have shown that authentic videos are the best method for developing learners' language use and classroom oral participation, which in turn affects learners' speaking skill. The findings of the study also demonstrated that using authentic videos is the most effective way to improve students' oral involvement in class and language use, both of which have an impact on their speaking ability. Additionally, skills and knowledge can be built with technology. Instead of just writing and doing the assignments, learners should be provided the opportunity to utilize the language organically in this situation.

Athena (2017) investigated students' perception toward Madurest local art-based YouTube videos in speaking class. The objective of the study was to find out what the students felt about a local YouTube channel that promoted English speaking among pupils. The information was gathered through semi-structured interviews with twenty English Department learners who were registered for speaking skill. The student opinions and thoughts on the portfolio assessment that was applied in the speaking were identified and categorized using the qualitative research design to evaluate the information. According to the investigation, the majority of students were inspired by the use of Madura YouTube. It was thought to be rewarding for the students' speech. The student believed it could also aid them in achieving their speaking class goal.

Kurniawan (2019) investigated how English talking course students perceived using YouTube to advance their speaking abilities. Students in the English program at Bengkulu College who participated in a speaking class with a total of forty students made up the study's subject. The information was gathered through a survey and informal interviews. The poll was then examined using a Likert scale, and meet data was used to uncover contemporary facts and occurrences from the discussion. Overall, it seems that students believe that YouTube can help them improve their speaking abilities significantly. The findings of the study showed that the use of YouTube in students' speaking might be encouraged in class to speak in front of the camera with increased confidence. The feedback and comments left by other students on YouTube helped them improve their public speaking skills.

Permana (2020) conducted a study to discover EFL students' perceptions of using of YouTube videos for speaking skills. The purpose of the study is to determine how EFL students feel about using YouTube videos to improve their speaking abilities. The sample for the study was gathered by the researcher from EFL students in semesters three, five, and seven of English instruction at Iain Palangkaraya. The method of the study was categorized as a quantitative approach and its study design was a survey study. The questionnaire is distributed by the researcher via Google Docs, which is then sent to samples over WhatsApp. The 197 total samples for this study were drawn from the third, fifth, and seventh semesters. To collect the data, the researcher employed a cluster sampling approach. The results showed students' perceptions on the use of YouTube videos had affected on speaking skill positively.

Hasanah (2020) examined the impact of YouTube videos on tenth grade students' speaking abilities. Forty students from SMAN 2 Bangkinang Kota participated in this study. Speaking skill was the dependent variable in this study and a YouTube video was

the independent variable. In this study, a speaking exam was the only tool used. Using the SPSS 24 version, the data were examined. The researcher found a strong impact of YouTube videos on the students' ability to talk coherently at SMAN 2 Bangkinang Kota. The fact that the  $t$ -table was higher than the  $t$ -calculate in the  $t$ -test result further demonstrated the significance of the influence of the YouTube videos pattern on students' speaking. Additionally, the achievement between experimental and control groups differed significantly.

Ilyas and Putri (2020) conducted a study that examined how YouTube channel is an alternative social media to enhance EFL students' speaking skill. This study aims to ascertain if watching YouTube videos has a significant effect on students' spoken communication abilities. The use of a YouTube channel can make it simpler for students to get classes and can inspire them to learn, so effectively achieving the goal of education. Incorporating YouTube into classroom instruction to support language learning, especially speaking, promotes a positive learning attitude. The design of the study is the experimental research which was carried out at the Universities of Islam Riau's English language study program. Eighty-four students from the first semester make up the sample. The findings of study indicated a noticeable improvement after using the YouTube channel for learning.

Tristiana and Swondo (2020) investigated the effect of YouTube content making on students speaking skill. This research goal was to determine whether using YouTube to generate content has a significant effect on students' speaking ability. This research of the study technique combined experimental research with a quantitative approach. Students in the eleventh grade at Madrasah Aliyah Swasta Yaspi in Labuhan Deli made up the sample for this study; there were 80 total students, divided into two classes with 40 each for the experimental class and the control class. While the control classes in the study were taught using traditional methods, the experimental group received instruction in YouTube content creation. Research tools used to gather data include pre-and post-tests. Then, an oral test in the form of a brief conversation served as the data collection tool. Using the  $t$ -test. Data from study outcomes are checked using the  $t$ -test. Calculation results show that  $t_{obs}$  is 4.411 and that  $t$ -table value (0.05) is 1.686. We are aware that the  $t_{obs}$  is greater than  $t$ -table because ( $4.411 > 1.686$ ). This indicates that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It can be said that pupils' speaking abilities are strongly influenced by the creation of YouTube videos.

Syafiq, Rahmawati, Anwari, and Oktaviana (2021) explored how YouTube videos may be used in the classroom to teach and learn as well as how they can help students with their speaking abilities. Muhammadiyah University of Kudus first-semester college students were the subjects of a classroom action research. The study entire non-English program population consisted of 85 students, who were randomly selected from a redundant class using purposive sampling. The speaking evaluation and interview provided the data, which were then analyzed using the constant comparative method and descriptive statistics. According to the findings of the study, using YouTube videos as English learning resources helped students improve their fluency, vocabulary, pronunciation, grammar,

and content when speaking. Consequently, using YouTube videos can help enhance students' speaking abilities while participating in online learning during the pandemic Covid-19. The use of YouTube videos to teach other English language skills may be the subject of future research.

Saed, Haider, Al-Salman, and Hussein (2021) tested how YouTube videos are efficacy in teaching speaking skill to EFL students in Jordan. The study sample consisted of 80 students who were enrolled in Oral Skills courses offered by the English Language and Literature Department at a private university in Jordan. Forty students each made up the experimental group and the control group from the participants. A pre-test and a post-test were administered to the two groups. The findings showed a noticeable improvement in the speaking abilities of the pupils who participated in the YouTube experiment. The study suggests using YouTube videos in the EFL classroom to help students with their speaking abilities.

Fernandez (2021) examined how YouTube as a source affected EFL students' attitudes toward learning. It began as a fantastic tool for uploading videos of lectures, stories, and wisdom. The main goal of the study was to investigate how students in the Primary Education degree program feel about using YouTube in English classes. The study included 46 intermediate-level third-year students. It used a mixed-method strategy that included qualitative and quantitative techniques. The findings demonstrate that despite the difficulties stated by participants, they responded favorably to the platform's utilization. Given these results and the benefits offered, the integration of YouTube in the foreign language classroom is highly recommended.

Ha (2021) investigated Non-English Majors' Attitudes towards using YouTube to improve speaking skills. The purpose of the study was to investigate how college students felt about utilizing YouTube to improve their speaking abilities in the setting of a university in Binh Duong. One hundred and fifty students took part in the study. Two tools (questionnaires and interviews) were used to collect both quantitative and qualitative data. Descriptive statistics and content analysis were used to analyze the data gathered. The findings of the study showed that non-English majors had favorable opinions about using YouTube to improve their speaking abilities. More intriguingly, the results showed that affective views regarding YouTube usage were more favorable than cognitive and behavioral attitudes. In order to make a little contribution to the teaching and learning process, the study also presented a number of recommendations for both teachers and students.

Susanti, Putra, and Aisyah (2022) investigated how improving the speaking skill is motivated via using YouTube and role-play. The purpose of the study was to increase students' speaking motivation at the Tourism Academy of Jakarta. It also aimed to apply YouTube video role-play to enhance students' speaking motivation there. The research topic concerns how students see the use of YouTube and role-play. In the first semester, there were 15 students in one class participating in the action research. The remaining information was gathered through observation, a speaking test, an interview, and questioning. Interviews were conducted with 15 Tourism Academy Jakarta first-semester students and a teacher of English (male and female). The study used three-cycle

planning, doing, observing, and reflecting methodology. The advancement of students' speaking scores and motivation questionnaire data had increased in each cycle and learning through role play and YouTube was that the students' motivation and speaking confidence had been successfully increased. The findings of the study demonstrated that the role-playing strategy was effective in enhancing students' speaking abilities. They discovered that this instruction effectively increases speaking motivation and skill.

Athreh and Obeidat (2022) examined how watching YouTube videos affects students' English language proficiency after attending lectures through Zoom and WhatsApp. It also demonstrated the difficulties and potential solutions associated with using YouTube videos for online learning. To accomplish the study's goal by applying both qualitative and quantitative approaches. One hundred fourth-year college students from the College of Education at Yarmouk University's English language and literature department. The investigators conclude that students use YouTube as a learning tool because they are driven to use the videos to comprehend academic materials to the extent that they believe YouTube videos benefit them more than teacher-led lessons on Zoom and WhatsApp to enhance their performance and language skills.

Baron et al (2022) analyzed how students' attitudes toward using authentic teaching material in online classes on YouTube. The research method uses qualitative. Fifty students from the English Language Program at Universities Indraprasta Jakarta were used to collect attitudes from the Grammar and Speaking sessions. Both questionnaires and interviews were used to gather data. The findings indicated that YouTube could be considered legitimate material if its subject matter, structure, length, and uniqueness meet the needs and learning goals. The findings of the study also have significance for how teachers should address producing instructional materials and videos, which should take into consideration students' various levels of learning skills.

Broun, Arfani, and Lestari (2022) examined the impact of YouTube on language skills, especially speaking skill. They investigated the topic from a teacher's perspective regarding YouTube. The participants of the study include master's degree holders from British universities who made up the research sample. The study used a group discussion and an online questionnaire to examine differing views on the virtual world. The findings of the study showed that while participants believe technology to be very important in their lives, YouTube still plays a relatively small part in those lives. It was also discovered that teachers still use YouTube improperly in the classroom despite the fact that they have no reasonable excuse for doing so.

### **Concluding Remarks**

The review of related literature above presented that YouTube is a useful tool for improving students' language abilities, particularly speaking abilities. Many studies documented the benefits of using YouTube on the students' performance and attitude, the student's personality development and sense of self-confidence may be influenced by using educational YouTube videos. In line with earlier studies, the current one seeks to determine how students' speaking skill are impacted by using educational YouTube videos. Therefore, the researchers agree that this method actually gives students the

chance to investigate their language focused on fluency, grammar, vocabulary, and pronunciation, and develop speaking skill in a variety of scenarios, as well as make decisions based on the study and facts of appropriate evidence, which significantly helps. Rich social networks result from using educational YouTube videos. However, there has not been much discussion in the literature about how educational YouTube videos effected on the elementary level of school students' speaking skill. However, this study was different as the researchers focused on determining how educational YouTube videos affected the speaking skill and attitudes of Jordanian 7th grade female students who studied English as a foreign language.

## **THIS STUDY**

### **Statement of Problem**

Speaking is the most popular way to exchange information with others, express ideas, and raise questions. However, many students also have several problems in improving their speaking skill. According to Riswandi (2016), the difficulties that students typically have in developing their speaking abilities include their feelings of shyness and anxiety while speaking in the class, their absence of confidence when responding to teachers' questions, and their anxiety when they make a presentation. In this problem, the improvement of technology becomes a significant strategy that can simplify and facilitate activities. This development definitely has many advantages and beneficial impacts for everyone. Technological improvement provides a lot of positive changing in the field of education (Chitamba, 2014). In the field of education, technology gives great benefits for developing the learning process.

Many students feel fear or hesitation to express their ideas or thoughts while speaking, they do not use various and effective media to enhance them while speaking. Therefore, educational YouTube videos is one of the most effective applications that helps to activate students to learn and speak English fluently, to attract them to develop their pronunciation while speaking, and to correct their errors to enhance their English language.

The researchers noticed that there is a weakness in students' performance in speaking skill when using the regular instruction method. Teachers try to motivate learners toward effective speaking skill. The Internet can be used in teaching as a media that activates students to the communication world. The current study tries to enhance students' speaking skill via using educational YouTube videos, and their attitudes toward using them. This study attempts to solve this problem, so it focuses on the importance of applying it to foster students' collaboration, facilitate their English speaking, and create a motivational active learning environment.

### **Purposes and Questions of the Study**

This study solicited to find out the effect of using educational YouTube videos on the 7th grade female students' speaking skill and its aspects (pronunciation, vocabulary, fluency, and grammar) due to the method of teaching (educational YouTube videos vs. regular instruction). It sought to answer the following two research questions: Are there any

statistically significant differences between the mean scores of the experimental group and control group in the speaking skill and its aspects due to the method of teaching (educational YouTube videos vs. regular instruction) in the post-test?, and what are the 7th grade female students' attitudes toward applying educational YouTube videos in their learning of the speaking skill?

### **Significance of the Study**

The subject of this study is one of the current topics which contains theoretical literature. It can increase and develop new ideas and information for researchers and may provide curriculum designers with a new theoretical framework on cooperative educational YouTube videos for learning the speaking skill. In addition, this study may contribute to attentions of officials in the Ministry of Education about the impact of educational platforms on developing the speaking skill, which may encourage and enhance methods to get benefits from them to raise the efficiency of speaking performance in different aspects. Thus, there has been a high demand on using this method for learning English. Becoming a popular method; therefore, YouTube has been remarkably used among learners due to its ease of use and free availability. Using educational YouTube videos helped learners overcome a considerable number of negative concerns. It can motivate and enhance students' performance as it offers various new methods of learning English. This great demand on using educational YouTube videos leads to a need to examine students' abilities in learning English language skill.

This study may guide stakeholders about the effect of using educational YouTube videos on the 7th grade female students' learning of speaking skill and their attitudes toward them. The results of this study may be beneficial to the Ministry of Education in improving the speaking skill through sharing attractive educational videos. This study may add to the foreign library as a new kind of study related to digital educational authentic materials and their effect on the development of learners' motivation. Empirically proved its effectiveness, using educational YouTube videos was highly recommended to be used as a supplementary method in teaching English-speaking skill.

## **METHOD**

### **Participants and Design of the Study**

A quasi-experimental design was chosen by the researchers to conduct this study. The experiment of this study lasted for a period of two months during the second semester in the academic year 2022/2023 in a public school in Jordan. The school was chosen for logistical purposes; it is near the researcher's residence place, and has enough number of students, sections, and modern laboratory computer to conduct the study. The participants of the study were based on a Jordanian public school including 36 female students from the 7th grade. The study was conducted in a school environment based on the *Action Pack 7* curriculum. The 36 participants learn English as a foreign language. They joined English language classes including speaking. The participants were already divided into two sections by the school administration. However, they were assigned randomly into two groups: 16 students in the control group and 20 students in the experimental group by the researcher. The experimental group was taught speaking skill

using educational YouTube videos, while the control group was taught speaking skill using the regular instruction method.

A pre-test was administrated to both the experimental and control groups. As stated in the table below, means, standard deviations, and MANOVA were utilized to determine any significant differences between the two study groups in the speaking skill in order to determine students' actual level before applying the experiment.

**Table 1.** Means, Standard Deviations and MANOVA Test Results of the Experimental and Control Groups on Speaking Performance in the Pre-test

	Group	No.	Mean	Std. Deviation	F	df	Sig.
Pronunciation	Experimental	20	5.35	.988	.324	35	.990
	Control	16	5.00	9.66			
Vocabulary	Experimental	20	5.40	.231	.572	35	.879
	Control	16	5.00	1.155			
Fluency	Experimental	20	3.65	1.268	.618	35	.844
	Control	16	2.75	1.238			
Grammar	Experimental	20	5.20	1.673	.556	35	.890
	Control	16	4.63	1.455			
Total	Experimental	20	19.75	3.837	.365	35	.981
	Control	16	17.56	3.898			

Table 1 presented that the finding of the pre-test, which came before the experiment, revealed that the average student results for the two groups were nearly equivalent. This demonstrated the similarity between the two groups before the experiment. This showed that there was no statistically significant difference between the two groups' scores on the speaking part of the students' pre-test.

The study included the following variables: The independent variable is the method of teaching which has two levels (teaching speaking skill using educational YouTube videos and teaching speaking skill by using the regular instruction method), and the dependent variables are students' mean scores of both groups (experimental and control) in the post-test, and the experimental group students' responses to the questionnaire items.

### Instruments of the Study

The study instruments were a pre/post-test and a questionnaire. The test requires one hour for both groups (experimental and control), including one question that students answered it orally to measure their performance. The scoring scale includes the following criteria: Fluency, grammar, vocabulary, and pronunciation in English language out of 40 grades, 10 for each criteria. The pre-test was used for this study before conducting the experiment. After two months of the experiment, the same test was administrated as a post-test to measure students' performance in the level of fluency, grammar, vocabulary, and pronunciation on learning speaking skill. The questionnaire was built for the experimental group by the researchers to investigate students' attitudes toward using educational YouTube videos; it consists of eight items.

The two instruments (the test and questionnaire) were given to a group of 8 specialists in English language professors, teachers, and supervisors in teaching English as a Foreign

Language (TEFL), Computer Assistance Language Learning (CALL), and linguistics. Therefore, they reviewed the accuracy, clarity, construct, reliability, validity, and effectiveness of the tool, in order to send their feedback (comments and thoughts) to the researcher. After that, the researchers revised the instruments according to their recommendations, remakes, and feedback. Their comments were considered as a part of the valued study by the researcher, and the modulated copy was assumed according to their comments and suggestions. They suggested correcting some language mistakes, modifying the assessment scale, and introducing some items to the questionnaire.

To establish the reliability of the test, the test-retest technique was used. This was implemented by conducting a pilot study where a test was given to 20 students who were not included in the study participants. They sat for a test, two weeks later; the pilot group received the same test. By using Pearson's formula, the reliability coefficient test was calculated and found to be 0.85, which was acceptable for the purposes of the study. The speaking test was assessed by two raters who measure students' speaking performance together. The inter-rater reliability between them was found to be 0.89. Thus, the test can be described as being reliable. To ensure the reliability of the questionnaire items, Alpha should range between 0.80 and 0.95. Therefore, to determine whether the questionnaire items were reliable, consistent, and interrelated, the reliability of the questionnaire was measured by using Cronbach Alpha Coefficient. The correlation between the total mean and items was 0.89, which indicated that the instrument is reliable.

### **Instructional Method and Program**

YouTube is one of the most powerful language-learning media. Even though it is more popular for its recreation value, it also displays instructional videos from qualified instructors on different topics. It has a lot of benefits, particularly for students as watchers as they can incorporate YouTube into their best and most active learning via being able to watch and to be exposed to authentic language. The instructional use of YouTube raises students' academic levels and makes them more interested in speaking skill by improving their subject knowledge and English-speaking skill. By conversing with others, it further enables students to improve their understanding of the English language and communication.

### **Instructional Treatment**

This section focuses on how the experimental and control group studied English speaking activities and the teacher's roles in this process. The participants were randomly assigned into two groups in the experiment. The first was designated as an experimental group that received speaking instruction using educational YouTube videos. The control group received speaking instruction using the regular instruction method for teaching English. Students had the freedom to ask any question they wanted about the teaching strategy. In the experimental group, the teacher explained to the students the nature and goal of using educational YouTube videos based on the curriculum before starting the experiment. They used educational YouTube videos for the experimental group, focusing on ideas and conversation videos, as well as pronunciation, vocabulary, fluency, and grammar. First, the teacher asked open-ended questions. Then



students worked in small cooperative groups to watch the educational YouTube videos and discuss their answers. The teacher asked students to foster their speaking and develop their performance. After that, each group reported their answers through a group leader orally to the teacher. Thus, the teacher provided the students with feedback according to videos by leading them to an acceptable level of speaking.

In contrast, students in the control group were taught speaking skill by using the regular instructional method. The teacher divided them into small cooperative groups, the activities included speaking questions and each group worked together to discuss the questions, and then they reported the answers orally through their group leader. The rules for awarding points to students were made clear by the researcher, who also created the materials and questions.

### **Procedures of the Study**

After receiving permission from the Ministry of Education and Al al-Bayt University to carry out this study, the researchers followed the following steps.

1. The study was conducted in the second semester of the academic year 2022/2023 at Al-Fayhaa Mixed Basic School in Jerash.
2. At random way, the participants were divided into two groups: The first was designed as an experimental group (20 students), while the second was designed as a control group (16 students).
3. The whole participants took the pre-test to be sure that the experimental and control groups have the same level of competency in the speaking performance.
4. All of the seventh grade female students in the two groups were required to compose oral sessions about conversational topics before receiving any instruction. The subject was given 90 minutes over eight week.
5. In the experimental group, students studied the speaking skill using educational YouTube videos, while in the control group, students were taught speaking skill using the regular instructional method.
6. The whole participants took the post-test, and then the researchers collected and compared the results with each group via using a determent statistical analysis program.
7. Students in the experimental group responded to a questionnaire about their attitudes toward the effect of using educational YouTube videos in their learning of speaking skill.
8. The researchers collected the findings of the data from students' answers to the pre/post-test and responses to the questionnaire using qualitative data, which were analyzed using Statistical Package for Social Sciences (SPSS) program.

### **Statistical Analysis**

By using SPSS program, means, standard deviations, MANOVA, and T-test were conducted for all study variables, including method (using educational YouTube videos

vs. regular instruction) for each of the experimental and control groups' speaking skill and its aspects (pronunciation, vocabulary, fluency, and grammar) in the pre/post-test. The experimental group students' responses were analyzed using means, standard deviations, and degrees (high, medium, and low) for each item and total item in the questionnaire.

## FINDINGS

The objective of the study was to examine the effect of using educational YouTube videos on the 7th grade female students' speaking aspects (pronunciation, vocabulary, fluency, and grammar) due to the method of teaching (educational YouTube videos vs. regular instruction). The first question focused on whether there were any significant differences between the mean score of the experimental and control group speaking aspects (pronunciation, vocabulary, fluency, and grammar) due to the method of teaching (educational YouTube videos vs. regular instruction) in the post-test. To answer this question, mean scores of the experimental and control groups in speaking aspects (pronunciation, vocabulary, fluency, and grammar) due to the method of teaching (educational YouTube videos vs. regular instruction) were calculated (see the table below).

**Table 2.** Means and Standard Deviations of the Experimental and Control Group in the Aspects of Speaking due to the Method of Teaching in the Post-test

Speaking Aspects	Group	No.	Means	Std. Deviation	Df	F	Sig.																																												
Pronunciation	Experimental	20	7.70	.979	1	26.719	.000																																												
	Control	16	5.94	1.063				Vocabulary	Experimental	20	7.95	1.099	1	20.819	.000	Control	16	6.00	1.366	Fluency	Experimental	20	5.70	1.261	1	26.719	.000	Control	16	3.75	1.291	Grammar	Experimental	20	7.70	1.174	1	20.819	.000	Control	16	5.75	1.238	Total	Experimental	20	Experimental	20	5.596	34	.000
Vocabulary	Experimental	20	7.95	1.099	1	20.819	.000																																												
	Control	16	6.00	1.366				Fluency	Experimental	20	5.70	1.261	1	26.719	.000	Control	16	3.75	1.291	Grammar	Experimental	20	7.70	1.174	1	20.819	.000	Control	16	5.75	1.238	Total	Experimental	20	Experimental	20	5.596	34	.000	Control	16	Control	16								
Fluency	Experimental	20	5.70	1.261	1	26.719	.000																																												
	Control	16	3.75	1.291				Grammar	Experimental	20	7.70	1.174	1	20.819	.000	Control	16	5.75	1.238	Total	Experimental	20	Experimental	20	5.596	34	.000	Control	16	Control	16																				
Grammar	Experimental	20	7.70	1.174	1	20.819	.000																																												
	Control	16	5.75	1.238				Total	Experimental	20	Experimental	20	5.596	34	.000	Control	16	Control	16																																
Total	Experimental	20	Experimental	20	5.596	34	.000																																												
	Control	16	Control	16																																															

Table 2 shows a slight variance in the means of speaking aspects (pronunciation, vocabulary, fluency, and grammar) due to the method of teaching (educational YouTube videos vs. regular instruction). The MANOVA test shows there were statistically significant differences at  $\alpha = 0.05$  between the means of both groups (experimental and control) performance in all aspects of speaking and the total mean, in favor of the experimental group (Educational YouTube Videos).

The second question was "what are the 7th grade female students' attitudes toward using educational YouTube videos in speaking skill. To answer this question, a questionnaire of 8 items was used. By having comprehension interpretation and analysis of the questionnaire results, the experimental group students had positive attitudes toward

using educational YouTube videos to develop speaking skill as an engaging and motivating tool, as indicated in Table 3.

**Table 3.** Means and Standard Deviations of the Experimental Group Students' Attitudes toward Using Educational YouTube Videos in the Seventh Grade Students' Learning of Speaking Skill

Rank	No.	Item	Means	SD	Degree
1	7	After using the educational videos of YouTube, my speaking performance in the assessment improved.	4.70	.470	High
2	3	The educational videos of YouTube enriched my vocabulary	4.55	.686	High
3	5	The educational videos helped me to speak smoothly and without hesitation.	4.50	.513	High
4	4	Using the educational videos of YouTube helped me to express my ideas.	4.40	.681	High
5	2	After using the educational videos of YouTube, I could pronounce words correctly	4.20	.838	High
6	6	After using the educational videos of YouTube, my speaking fluency improved.	4.10	.852	High
7	1	Using educational videos of YouTube helped me in developing my oral performance.	4.05	.826	High
8	8	The educational videos of YouTube helped me to express my ideas using correct grammatical sentences	3.85	.933	High
Total			4.02	.288	High

Table 3 shows that the highest mean in the experimental group students toward using educational YouTube videos in learning speaking skill was for item 7 "After using the educational videos on YouTube, my speaking performance in the assessment improved" which received 4.70. The second highest mean was for item 3 "The educational videos on YouTube enriched my vocabulary" which got 4.55. This was followed by item 5 "The educational videos helped me to speak smoothly and without hesitation" which obtained 4.50. However, item 4 "Using the educational videos of YouTube helped me to express my ideas" ranked last with a mean 4.40. This was followed by item 2 "After using the educational videos of YouTube, I could pronounce words correctly" which got 4.20. Item 6 "After using the educational videos of YouTube, my speaking fluency improved" got 4.10. This was followed by item 1 "Using educational videos of YouTube helped me in developing my oral performance" which had a low mean 4.05. Thus, the lowest mean was for item 8 "The educational videos of YouTube helped me to express my ideas using correct grammatical sentences" which received 3.85. This table also shows that the total mean was 4.02.

## DISCUSSION

The first question investigated whether the speaking skill and its aspects of the female 7th grade students were significantly affected by the method of teaching (educational YouTube videos vs. regular instruction) on the mean scores of the experimental and control groups. The findings of this study indicate that using educational YouTube videos had a significant impact on improving students' speaking skill. In other words, the MANOVA findings demonstrated a significant difference between the mean scores for the experimental and control groups, in favor of the experimental group that applied the educational YouTube videos. When compared to the other group, which received the regular instruction, students in the educational YouTube videos treatment condition got significantly higher mean scores on the speaking performance test.

This finding may be attributed to the fact that using educational YouTube videos is authentic because it could help students acquire the speaking skill efficiently. Using educational YouTube videos also may encourage students to use it to learn speaking skill with a relaxed environment. In contrast to the control group, which received the regular instruction, the experimental group experienced which received educational YouTube videos through a curriculum that was centered on using educational YouTube videos, students in the experimental group made more progress in speaking performance than did the students in the control group. This conforms to the conclusion of Almurashi (2016) that more than half of the participants agree that YouTube is an important resource for improving students' English fluency through real-life videos. In addition, the findings show concordance with Abbas (2020) that students' communication skills, specifically their speaking abilities, can indeed be enhanced by watching YouTube videos.

The finding of this study agreed with Ilyas and Putri (2020) that using educational YouTube videos was an effective method of learning English speaking for EFLs. It is also in harmony with Hasanah (2020) that using educational YouTube videos had a significant impact on the performance of students' speaking skill. In addition, the results of this study are in line with Tristiana and Swondo (2020) that using educational YouTube videos was an effective method for improving learners' speaking skill for English language learning.

The findings of the study also displayed that students had the highest significant mean scores in vocabulary 7.95. MANOVA post-test findings showed that there were significant differences between the experimental and control groups in the four aspects of speaking in preference for the experimental group. This could be related to the new method of teaching that emphasizes to using educational YouTube videos in speaking instruction. In visual classrooms, students may not have enough time to study their English speaking skill due to the overcrowded in most classrooms. Additionally, teachers may not actively push students to use English in the classroom. Moreover, a barrier to students' speaking aspects may be the absence of activities with a clear goal. Students may constantly be hesitant to use English for fear of making mistakes or coming under fire from their teachers or other classmates who are fluent in the language. The study discovered that students who utilized the educational YouTube videos significantly improved in all aspects of speaking.

Language learners who struggle with speaking may find relief in YouTube videos. This justifies the fact that students are given YouTube videos in courses the opportunity to express themselves freely and talk about their ideas with their teachers and friends (Alkathiri, 2019). Along with their lack of participation and exchanging thoughts or acquaintances, pupils in the regular instruction speaking lessons are also inactive. The results demonstrated that YouTube videos are more beneficial than the regular instruction in learning speaking skill and its aspects because they let students interact with the material, confer and discuss, work out issues together, infer meaning, and provide comments.

The findings of this study are in line with Syafiq, Rahmawati, Anwaru, and Oktaviana (2021) that focused on the importance of using YouTube videos to develop speaking skill and its aspects. They found that the use of educational YouTube videos leads to greater improvement in students' speaking skill.

The findings of this study also agreed with Saed, Haider, Al-Salman, and Hussein (2021) that a noticeable improvement in the speaking skill and its aspects of the students who participated on the YouTube experiment. In addition, the results of this study are in harmony with Susanti, Putra, and Aisyah (2022) that YouTube videos as useful method of improving students' achievement, learning speaking skill and its aspects. Based on these findings, it can be concluded that using educational YouTube videos is one of the technological aids that provides a motivated topical activities with videos and audios to learners to help them learn the speaking skill and its aspects by watching the helpful educational videos.

The second question investigated the experimental group students' attitudes toward using educational YouTube videos in learning the speaking skill. According to the questionnaire data, the experimental group of students had positive attitudes toward the effect of using educational YouTube videos on the seventh grade female students. It was found that after using the educational videos of YouTube, students' speaking performance in the assessment improved and received the highest mean 4.70. The educational YouTube videos enriched students' vocabulary and helped them to speak smoothly and without hesitation. It also helped students to develop their oral performance. The educational videos on YouTube helped students express their ideas using correct grammatical sentences 3.85, the table displays that the mean of total items is 4.02.

Students in the experimental group who were taught utilizing a YouTube channel were more motivated. The study indicated that the students cared more about participating in class and interacting with their classmates. They did not hesitate to communicate in confidence despite their speaking limitations. Therefore, during class, students actively engaged with the speaking classes. Additionally, even if they made mistakes in the post-test but less than in the pre-test, they had the courage to answer the question. This proves that using educational YouTube videos to encourage students' participation more actively in class was a successful method.

The majority of students seem to have enjoyed the educational YouTube videos, and they reported that using it is interesting and motivating for them to speak in a way that increased their confidence in what they speak. Silviyanti (2014) reported that positive effect of YouTube on developing speaking skills reveals the same result. It is crucial to understand that YouTube can aid with language improvement. YouTube creates a fun and engaging environment that motivates students to learn. This finding also agreed with Han and Kavcar (2019) that Turkish students who watched English language videos on YouTube showed significant improvements in their speaking skills compared to a control group. While there are many studies that support the using of educational YouTube videos to enhance students' speaking skill, there are also some studies that do not necessarily agree with this conclusion. Jaber (2017) reported that YouTube could be a useful resource for language learners. It is not always an effective tool for improving speaking skills compared with the control group that used the regular classroom instruction. However, this study is different from the previous study in that the recent study was conducted in a different situation and a different environment from their study so different findings were reported.

The findings of this study agreed with Athena (2017) that students enjoyed using educational YouTube videos toward the speaking skill. Moreover, the results of this study are in harmony with Fernandez (2021) that using YouTube videos affected EFL student' attitudes in their learning of speaking skill. The finding of this study were also similar to Permana (2020) that students had more positive attitudes toward using educational YouTube videos as an intellectual method which is considered as a different way for developing students' speaking performance.

## **CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS**

YouTube videos were found to be useful in the speaking skill in this study. Its effectiveness in assisting students to comprehend their English-speaking activities more than classes delivered using the regular instruction method have been confirmed by using educational YouTube videos. The results of this study both theoretically and empirically showed that the use of the educational YouTube videos method had a positive impact of students' speaking skill and attitudes of the experimental group. Additionally, it was demonstrated that this research supports the idea that students respect the incorporation of YouTube educational videos in the classroom. This study found that students were more engaged in implementing YouTube educational videos on English-speaking activities in the classroom to advance their speaking abilities. The results showed that students' speaking aspects including pronunciation, vocabulary, fluency, and grammar through using educational videos learning environments is favorable and helpful. Finally, it can be concluded that these findings could result from this investigation: Using educational YouTube Videos is beneficial for developing the speaking skill, which may be considered as an effective technique to build students' speaking skill due to the method of teaching and its aspects and developed their positive attitudes toward it.

The following recommendations should be paid attention to while teaching English language to improve EFL students' speaking skill and motivation toward utilizing educational YouTube videos. The Ministry of Education should encourage schools to train English instructors to employ educational YouTube videos in the classroom, because the method is simple and functional in teaching students speaking and its aspects. To encourage the adoption of this method and improve English language courses and texts, curriculum designers should think about the benefits of establishing educational YouTube videos on Jordanian textbooks. The development of the language skills of EFL learners should be promoted by new methods and techniques based on instructional materials that promote educational YouTube videos in regular classroom settings. More research is needed to determine the impact of using educational YouTube videos method on EFL learners' proficiency in a variety of language skills, including a variety of variables and grade levels. Teachers should establish a learning environment in order to hasten the integration of educational YouTube videos inside Jordanian English language classes, especially in teaching the speaking skill. The use of educational YouTube videos by teachers in teaching the speaking skill should indeed be encouraged since it increases students' interest in, dedication to, and confidence in their English language proficiency, related to the speaking skill. The researchers recommend that teachers should get appropriate training courses in the English language, especially speaking and its aspects to elaborate on such educational YouTube videos in the class efficiently. Educational YouTube videos motivate students to use instructional YouTube videos to comprehend in learning speaking. Moreover, English lessons on YouTube are delivered in a more efficient, realistic, thorough, and engaging manner to students in learning the speaking skill than classes utilizing the regular instructional method. Additionally, the visual-auditory components of YouTube videos benefit students in understanding the topic at a long-term, enjoying English-speaking lessons, and enjoying themselves. This inspires them to continue studying the speaking skill in a fun and engaging manner.

The following limitations are applied to the current study: The research examined the effect of using educational YouTube videos on the 7th grade female students' learning of the speaking skill and its aspects and their attitudes toward them at public school in Jerash/Jordan. Therefore, the results cannot be generalized beyond these participants and similar samples.

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