

The Effects of Using Youtube-Based Videos on English Speaking Performance of Grade 2 Students at Iris Primary School



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ABSTRACT: English as an international language play a more important role in many parts of our life nowadays. Master English, especially speaking skill, is importantly need for the students to allow them to communicate with other people global. This study aimed to investigate the efficacy of utilizing YouTube videos to improve students' speaking performance using YouTube-based videos in language classroom. The data were taken using an instrument in the form of speaking tests given at the beginning and at the end of the study and an observation on students' speaking performance in the classroom during the treatment of using YouTube-based videos. The results showed that there were significant differences between students' pretest and posttest scores. In particular, before employing YouTube-based videos in the classroom, students' speaking skills were not really good enough; however after the course students performed considerably better on the post-tests than pretest. Therefore, it is claimed that the YouTube-based videos approach is truly beneficial and effective for improving students' speaking performance.

KEYWORDS: speaking performance, English teaching, Youtube-based videos

1. INTRODUCTION

It is undeniable that the necessity to understand English has become critical for individuals all around the world in the twenty-first century. The primary reason for this is that English has surpassed Chinese as the most widely spoken language on the planet. Secondly, English is the key to opening the treasure of the vast majority of material that is presented in this language. As a result, English should be an expert in both writing and speaking skills.

In language teaching and learning, one of the most significant language skills in learning English is speaking ability. Speaking can demonstrate a student's proficiency in learning English. Furthermore, speech is the most prevalent method of communicating with people to convey ideas, inquiries, and other information (Zyoud, 2016).

However, many pupils face up with difficulties in strengthening their speaking performance. According to Hemerka (2009), one of the most widespread problems among learners of foreign languages is their considerably lower speaking performance when compared to their passive knowledge. Those learners are not able to express their thoughts and opinions satisfactorily; generally use a more simplified language which does not match their overall acquired level; often make mistakes and slips; speak slowly and less fluently, making frequent pauses and thinking of suitable or correct words; are usually very shy and hesitant when it comes to speaking, try to avoid such situations if possible, do not cooperate with the teacher or with their peers; respond briefly, often using only one word answers, e.g. "Yes" or "No".

In the same vien Riswandi (2016) addressed that students' problems with improving their speaking performance are including feeling shy and nervous when speaking in front of the class, lack of confidence in answering the teacher's questions, and nervousness when presenting something More specifically, students are unable to use appropriate vocabulary and correct grammar when speaking. Furthermore, many instructors' strategies for teaching speaking skills in the classroom are contended to be boring and seldom enable pupils to be active participants in the classroom (Almoswai & Rashid, 2017)

These problematic issues that students' speaking skills confront can be alleviated by using a new technique for teaching speaking skills. The method may be carried out by utilizing technical advancements. In the digital era, people tend to exchange information through thousands of social media platforms, particularly Youtube, Facebook, Zalo, and Twister. Social media may have a significant good impact on the Vietnamese context, and it is in the minds of both teachers and students that the globalization era has had a significant impact on internet connectivity (Anggraini, 2021). Bearing this in mind, using YouTube, which is one of the simplest methods, has left a greatly important mark on teaching and learning English through different useful videos.

In specific, educational Youtube videos are a type of material that people are accustomed to sharing and learning new things. YouTube videos are extremely beneficial for all types of society based on their needs, particularly for students who want to enhance their ability to speak English (Albahlal, 2019). They may study from cartoon videos, comedy tracks, or sitcom videos which

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are easy to access on the Internet. Moreover, teachers, are able to make use of YouTube to teach English as well as to employ an audio-visual teaching method, which can motivate students to learn English, especially for students of young age at primary school. Moreover, Youtube-based videos may be used in a variety of themes and circumstances. This material is suited for students to learn English through a variety of settings both within and outside of the classroom. It implies that students will concentrate on their speaking difficulties. Teachers can use this medium to relate current events to YouTube videos in order to enhance their students' speaking skills. More importantly, this medium creates a great impression that students are at the center of the learning process (Qomaria & Zaim, 2021).

In the light of aforementioned benefits, the researcher has been inspired and motivated in doing research on the impacts of Youtube-based videos in improving pupils' speaking abilities through the use of a viral type of media with the title "*The effects of using Youtube-based videos on English speaking performance of Grade 2 students at Iris primary school*". The goal of the study is to determine the efficacy of utilizing YouTube videos to improve students' speaking performance in the language classrooms. It is hoped that by doing this study, students of young age will be able to significantly enhance their speaking performance and teachers will find an appropriate method of teaching English speaking skills.

2. LITRATURE REVIEW

Speaking is the act of using spoken words to convey information or to communicate sentiments and thoughts. Speaking, according to Nunan (2003), is the capacity to communicate ideas, opinions, or thoughts verbally. It entails making methodical vocal utterances in order to transmit meaning that the other person can understand. Furthermore, speaking entails two-way contact between two or more persons (Tridinanti, 2018). Furthermore, according to Chaney (1998), speaking is the activity of two or more individuals interacting through the development and sharing of ideas in a variety of circumstances using both verbal and nonverbal communication.

According to Brown (2001), social contact, which includes body language, eye contact, gestures, physical distance, and other nonverbal cues, is crucial to interactive language function. He emphasized that language form and function are the two main determinants of speaking ability. The focus of language form will be on using language in a way that is compatible with its pattern, structure, lexicon, and other features. Subsequently, the language function will focus on the utilization of language elements and their purposes (Brown, 2007).

Speaking performance is a complicated ability that requires multiple skills at the same time and often develops at various rates. Therefore, Harris (1974) divided speaking into five categories: (1) Comprehension, which is defined as the ability to comprehend a subject through a decent understanding of it or as awareness of how a situation is. That is why it is necessary to ensure that people receive the information they require. (2) Grammar, understanding a basic level of grammar and vocabulary is necessary for producing correct sentences in conversation. (3) Vocabulary, the fundamental parts of the language. It comprises a collection of phrases, changeable phrases, single words, idioms, and phrasal verbs (Folse, 2016). (4) Pronunciation, which includes applying proper intonation and stress to pronounce words correctly, as well as speaking in connected speech. Pronunciation is crucial in making communication easier to grasp. (5) Fluency, or the ability to read, speak, or write clearly and expressively.

Brown (2001) identified seven categories of speaking performance, they are: (1) imitative, which refers to the capacity to mimic a word, phrase, or sentence; (2) intense, the production of brief oral language segments including rhythm, intonation, juncture, and emphasis; (3) receptive, encompassing comprehension and interaction assessments, but occasionally taking the shape of a quick chat involving standard greetings, small talk, straightforward requests, and observations; (4) interactive, denoting the length and intricacy of a conversation over time that may involve multiple people or exchanges; (5) a protracted monologue that could involve speeches, presentations, or storytelling; (6) Transactional, entailing the exchanging or transmitting particular information through long-form responsive language; (7) Interpersonal, building social connections for the purpose of transmitting information and facts.

All in all, speaking performance is an endeavor to communicate the speaker's intentions and elicit a response from the audience. It is reasonable to infer that speaking is the act of a person expressing thoughts, feelings, or anything on their mind in order to hear back from another person through spoken language.

3. METHODOLOGY

3.1. Participants

For this study, the researcher intends to elicit the participation of 20 students in a class at Iris primary school. All of them were 7 years old. Beside, 2 English teachers were collaborators who observed student's engagement during research process.

3.2. Instruments

In the research project, the instrument is totally crucial because the research instrument is the equipment or medium that will be utilized to collect data for the research depending on the research's goals and difficulties. In this study, the research utilized an observation check-list and test scores as the instruments to determine the success of teaching and learning speaking English through Youtube-based videos. Additionally, a test was a technique of determining a person's ability, knowledge, or performance in

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a certain subject (Brown, 2003), thus this study used students’ pretest and post-test scores in order to investigate the differences between before and after of using YouTube-based video in the class. To ensure consistency of results, the pre-test and post-test covered the same topic, which was Starters test form. Each student was asked questions related to the topic they learnt. The researcher and 1 examiner (inter-rater) assessed students’ speaking performance aspects including vocabulary, pronunciation and interaction during the pre-test and post-test using the pronunciation scoring rubric *attributed* The Pre A1 Starters, exams is one of a set of three English tests specially designed for primary school-aged children (approximately ages 6 to 12) who are in the early stages of English language acquisition. Pre A1 Starters covers the Common European Framework of Reference for Languages (CEFR, Council of Europe 2001) pre-A1 level. The exams are part of the Cambridge English Qualifications. Prior to October 2017 the exams were known as Cambridge English: Starters, Movers and Flyers. The exams, like all Cambridge English Qualifications, are designed according to the Cambridge Assessment English principles of good practice (Cambridge English Language Assessment 2016).

3.3. Data collection

The data was conducted through four stages which were applied by a variety of tools to gather data, including an observation checklist and test scores

Test scores

Before conducting the research, the researcher assigned the students a pre-test to identify their pronunciation issues. The result of the pre-test was then analyzed quantitatively using SPSS software to compare with that of the post-test at the end of the study.

After four training sessions of four weeks in which teachers applied prepared lesson plan to teach pronunciation using dubbing and students arranged out-of-class meetings to practice dubbing, students sat for a post-test. For the final performance, scoring rubric was used to get data to grade students on their vocabulary, pronunciation and interaction. They were scored individually for each part, which added up to 5 bands. The total sum of these five parts was their final score. The results of the post-test then were analyzed to compare with that of pre-test. During the treatment of four weeks, the researcher and two examiners observed students’ behaviors and performance and took notes to provide data for later analysis.

Observation

Observation, according to Marczyk (2005, p. 21), is the act of taking careful measurements, which is a defining characteristic of well-conducted scientific investigations. More precisely, this study made the use of observation check-list in order to explain the the engagement of students in their classroom activities. Therefore, all students’ reactions and perspectives of whether they involved in the lesson or not, attitudes, feelings and expectations were noted down during the observation. Using the observation checklist, the researcher might evaluate the effectiveness of utilizing YouTube-based videos on enhancing the students' speaking performance. From this, the researcher was able to propose some suitable suggestions to help students improve their speaking performance.

3.4. Data analysis

In order to investigate the effects of using Youtube-based videos in improving students’ speaking performance, the researcher used pre-test and post-test and teacher’s observation. In other words, the study employed quantitative approach to analyze the data.

4. RESULTS AND FINDINGS

4.1. Results for Pre-test and Post-test scores

As mentioned earlier, in order to answer the research question, the data were collected through pre-test scores, observation and post-test scores. The researcher used a speaking test with the form of Starters Cambridge by Cambridge University design as a pre-test to gauge learners' speaking performance in terms of vocabulary, pronunciation and interaction. Students’ scores in the pre-test were determined by using the Scoring Rubric of Speaking Test attributed to Starters-Movers-Flyers handbook for teacher (2021). The results were computed quantitatively through SPSS by percentage. Table 1 below shows the results of the speaking performance pre-test and post-test score range.

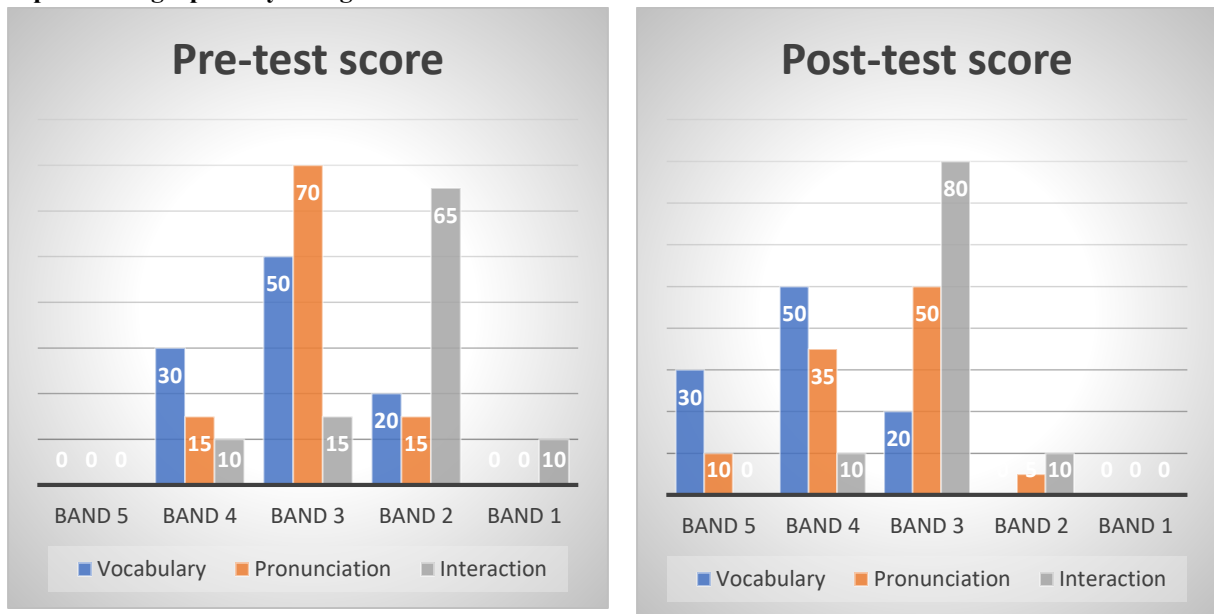
Table 1: Results of pre-test and post-test scores on students’ speaking performance

Score Range	Vocabulary				Pronunciation				Interaction			
	Pre-test		Post-test		Pre-test		Post-test		Pre-test		Post-test	
	N	%	N	%	N	%	N	%	N	%	N	%
5	0	0	6	30	0	0	2	10	0	0	0	0

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4	6	30	10	50	3	15	7	35	2	10	2	10
3	10	50	4	20	14	70	10	50	3	15	16	80
2	4	20	0	0	3	15	1	5	13	65	2	10
1	0	0	0	0	0	0	0	0	2	10	0	0
Total	20	100	20	100	20	100	20	100	20	100	20	100

Table 1 is presented graphically in Figure 1 below



As can be seen from Figure 1, it is clearly seen the aspects of speaking performance in both pre-test and post-test based on three categories: vocabulary, pronunciation, and interaction. The score ranges from Band 1 to Band 5, in which Band 5 is the highest score.

For pre-test score, there were no students who scored Band 5 in terms of three categories: vocabulary, pronunciation, and interaction. More particularly, students largely scored Band 3 in which the highest percentage was accounted for pronunciation (70%), followed by Vocabulary (50%) and Interaction (15%). Similarly, students gained Band 2 in which the highest percentage was for Interaction (65%), followed by Vocabulary (20%) and Pronunciation (15%). Put it simpler, students typically scored Band 2 and 3 for three components. This means that before using Youtube-based videos on English speaking performance in the language classroom, these participants have the vocabulary required to attempt some test tasks only, may attempt a few simple utterances but basic mistakes and lack of language prevent communication; generally respond at word level but may also produce phrases; attempt to produce the sounds of the language but is often difficult to understand and there is hesitation and responses may be delayed or halting (Starters-Movers-Flyers handbook, 2021)

For post-test score, students mainly scored Band 3, 4 and 5 in terms of three components vocabulary, pronunciation, and interaction. More specifically, 50% of the students scored Band 4, followed by 30% scored Band 5 and 20% for Band 3 in the field of vocabulary. Constantly, 50% of the students scored Band 3, followed by 30% for Band 4 and 10% for Band 5 in term of pronunciation. Regarding interaction aspect, 80% of students gained Band 3, and 10% scored Band 4 and 2. Put it simpler, students largely scored Band 3, 4 and 5 in terms of three components vocabulary, pronunciation, and interaction. This implies that after using Youtube-based videos on English speaking performance in the language classroom, these students' speaking skill seemed much improved. In particular, students are able to use the vocabulary required to deal with all test tasks, produce simple utterances but makes occasional mistakes; generally respond at word or phrase level but may also produce some longer utterances and students are generally intelligible, although some sounds may be unclear and there may be some hesitation (Starters-Movers-Flyers handbook, 2021). Table 2 shows the comparison between Pre-test and Post-test scores

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Table 2: Comparison between Pre-test and Post-test scores

Score range	Aspects of Speaking performance								
	Vocabulary			Pronunciation			Interaction		
	Pre-test	Post-test	Difference (%)	Pre-test	Post-test	Difference (%)	Pre-test	Post-test	Difference (%)
5	0	30	30	0	10	10	0	0	0
4	30	50	20	15	35	20	10	10	0
3	50	20	-30	70	50	-20	15	80	65
2	20	0	-20	15	5	-10	65	10	-55
1	0	0	0	0	0	0	10	0	-10

Table 2 shows that there were significant differences between pre-test and post-test scores in terms of three components in speaking performance: vocabulary, pronunciation and interaction. In specific, it can be easily observed that there was remarkable increase in students' vocabulary and pronunciation scores in which 30% and 10% of the students respectively obtained Band 5, 20% attained Band 4. However, there was significant decline in their vocabulary and pronunciation scores in which students scored less in Band 3 (30% and 20% respectively) and Band 2 (20% and 10% respectively)

Another thing could be noted that there was no noticeable change in students' interaction scores in Band 4 and 5 in the two tests. In other words, none of the students achieved Band 4 and 5 in the aspect of interaction. Apparently, students tend to decrease scores in Band 2 (55%) and increase scores in Band 3 (65%). This means that there was slight improvement (5% only) in the aspect of interaction through learning Youtube-based videos in the speaking class.

Based on these statistical results above, it can be drawn the conclusion that there was a significant differentiation between students' pretest and posttest scores, ranging from quite to fairly satisfactory on speaking performance. Hence, it can be said that before employing Youtube-based videos in teaching speaking skill, students' speaking ability was not really good enough; however after the course, their scores were notably increased. Students performed better after the Youtube-based videos were used. In other words, the Youtube-based videos approach is greatly beneficial for improving students' speaking skills.

4.2. Results for Observation

In order to answer the research question which tends to find out students' speaking performance in the classroom, observation results were collected and then analyzed quantitatively. The results were demonstrated in Table 3 below:

Table 3: Results for Observation checklist

No.1	Statement	Never (%)	Sometimes (%)	Always (%)
1	Pay attention in class	20	30	50
2	Works well with other children	20	30	50
4	Raises her/his hand to answer a question or volunteer information	30	30	40
5	Attempts to do his/her work thoroughly and well, rather than just trying to get by	15	25	60
6	Participates actively in discussions	30	20	50
7	Completes assigned seatwork	25	25	50
8	Doesn't seem to know what is going on in class	25	30	45
9	Doesn't take independent initiative, must be helped to get started and kept going on work	20	25	55
10	Is withdrawn, uncommunicative	30	25	45

Table 3 provides a quantitative summary of different aspects of the student's behavior. The first statement, "Pay attention in class," shows that 50% of the participants observed the student always paying attention in class, while 30% indicated that the student sometimes pays attention and 20% never observed it.

Similarly, the second statement, "Works well with other children," showed that 50% of the participants always observed the student working well with others, while 30% sometimes observed it and 20% never observed it.

Constantly, the third statement, "Gets discouraged and stops trying when encountering an obstacle in schoolwork; is easily frustrated," reveals that 40% of participants always observed the behavior, while 30% sometimes observed it and 30% never observed it. This suggests that the student may struggle with perseverance and could benefit from targeted interventions to help them overcome obstacles.

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The fourth statement, "Raises her/his hand to answer a question or volunteer information," shows that 60% of participants always observed the behavior, while 25% sometimes observed it and 15% never observed it. This indicates that the student is active in the classroom and engaged in discussions.

The fifth statement, "Attempts to do his/her work thoroughly and well, rather than just trying to get by," shows that 50% of participants always observed the behavior, while 30% sometimes observed it and 20% never observed it. This suggests that the student is conscientious and invested in their work. The remaining statements follow a similar pattern, with each one highlighting a specific behavior.

On overall reflection, it can be observed that there were some improvements on students' performance level of speaking in English; by this time, students pay attention in class, works well with other partners, actively participate in discussions, attempt to do his/her work thoroughly and raise hands to answer a question. However, it also identifies some areas of concern, such as feelings of frustration and difficulty getting started on work independently. This type of quantitative assessment can provide valuable information for teachers and administrators who are looking to understand and support their students.

5. CONCLUSION

In light of the necessity for students to have a strong command of the English language in language classrooms, the primary goal of this research was to examine the usage of the YouTube-based videos on improving students' English speaking performance. The YouTube-based videos lessons were designed in order to make students more motivated in developing speaking skills in terms of vocabulary, pronunciation, and interaction.

Based on pretest and post test results, it can be said that there were significant differences between students' pretest and posttest scores. In particular, before employing YouTube-based videos in the classroom, students' speaking skills were not really good enough; however after the course students performed considerably better on the post-tests than pretest. Therefore, it is claimed that the YouTube-based videos approach is truly beneficial and effective for improving students' speaking performance.

Based on observation results, it can be observed that there were some improvements on students' performance level of speaking in English; by this time, students pay attention in class, works well with other partners, actively participate in discussions, attempt to do his/her work thoroughly and raise hands to answer a question.

In conclusion, the value of utilizing Youtube-based videos in language instruction has received a lot of attention at school recently. The findings of this study indicated that Youtube-based videos boosted students' language learning, especially speaking performance. The participants in the class activities were also inspired and engaged by this strategy, and they performed better when they watched videos during the speaking lessons. These findings are in line with several previous studies who also claimed that the implementation of YouTube-based videos in teaching English language classroom can improve the students' speaking performance. This improvement is proven by the students'

speaking achievement and the score gained (Hakim, 2016; Khalid, Al-zyoud; 2012; Amyanm, 2018; Arianti, Nurnaningsih & Pratiwi, 2018). However, despite the short duration of the study and the learning achievement as the primary focus, this study added to future research supporting the usefulness of YouTube-based videos as the authentic materials in language learning and teaching. It is hopeful that future research can focus on extending the experiment's duration and analyzing other language skills in order to increase among students in different circumstances and capacities.

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