

Utilization of Educational YouTube Videos: An Approach in Enhancing Junior High School Students' Oral Communication Skills

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Abstract. Educational YouTube videos are considered as the portal where individuals can transmit and retrieve various kinds of information to any part of the world. This study aimed to determine the effectiveness of Educational YouTube videos in improving the speaking proficiency level of students. A quasi-experimental research design was used to gather data as it sought to determine the effectiveness of the intervention. The respondents of this study were the Grade 9 students of one of the public secondary schools in the school year 2018-2019. The present study used purposive sampling in the selection of the respondents. The experimental group was exposed to YouTube videos, while the control group was exposed to pictures and prints. Descriptive statistics were used in describing the students' speaking proficiency per criterion as well as the t-test for independent samples. The findings revealed that after the students were exposed to the intervention, the experimental group had an improvement in the level of speaking proficiency in terms of coherence; however, the result remained constant in the level of speaking proficiency in terms of vocabulary, pronunciation, and grammar. On the other hand, there was a slight improvement in the English-speaking proficiency of the students in the posttest of the control group in terms of vocabulary and coherence, and it was constant in terms of pronunciation and grammar. The results depicted that the approach employed by the researcher did not meet the desired outcome for this study. It can further be surmised that the oral communication skills of the students cannot be improved in a short time even when exposed to the intervention. Hence, the students have to undergo a longer time of training in oral communication to attain the expected skills.

Keywords: Educational YouTube videos; Oral communication skills; Junior high school students; Speaking proficiency; Quasi-experimental research.

1.0 Introduction

The process of vocally conveying thoughts and information from one person or group to another is called oral communication. Students with high levels of oral communication skills can effectively express their thoughts and ideas, engage in meaningful conversations, and articulate their viewpoints confidently and clearly. Therefore, developing oral communication skills is crucial for students' preparation for academic and professional success (Apat et al., 2023).

In academic view, learners have to acquire fluency in the utilization of the target language to make the effective transmission of the message (Muna, 2011). The speaker has to convey the message to the audience to build successful communication. To make this possible, one has to possess the skill of the target language. This is a skill which the students have to acquire for them to be effective in any academic undertakings. To make this happen,

learners were trained to enhance their oral communication skills. Hence, teachers had to utilize a teaching approach that would fit to the 21st century learners. Since it is a fact that the present learners are *digital natives*, the educators have to apply technology in their instructional materials specifically through the integration of YouTube Videos.

YouTube is a social media platform that commenced in the year 2005; it is made available to billions of individuals around the world for them to upload, share, and watch authentic videos (YouTube, 2015). This is considered as a portal where individuals can transmit and retrieve various kinds of information to any part of the world. Part of this is the teaching and learning world. Ebied (2016) stated that because of the in-demand use of YouTube for educational reasons, "YouTube for Schools" was launched by Google, and this consists of numerous video clips for educational purposes.

Because of this, educational videos are already available to teachers and students. Duffy (as cited in Wilson, 2015) declared that YouTube has the capability to be a channel for students and educators to transform, interact, and unite for the purpose of education. Ebied et al. (2016) confirmed that educational YouTube videos can improve the communication skills of learners. Hence, YouTube videos may greatly contribute to the enhancement of the speaking skills of learners.

Bruner's Constructivism theory is the basis of this study. Overbaugh (2004) cited in his article that Bruner's theory of Constructivism confirmed the belief that students can create new concepts or ideas based on their prior knowledge. Bruner emphasized that students could be active contributors to the solution of problems as well as the ability to explore more complex instructions. In addition, his theory pointed to the concept that learning involves processes namely; deriving meaning from experience, forming hypotheses, and making decision. Deriving meaning from experience happened when students acquired the constructs from their prior knowledge; right after the formation of the prior knowledge, students were able to form hypotheses in such a way that they evaluated certain stimuli based on their judgment and perspective. Finally, students reach the point of making decision when they arrive at a certain viewpoint when students decided on either to discard or retain and apply the acquired knowledge.

In the study conducted by Nguyet and Mai (2012), they discovered that utilizing video clips in classroom discussions and group activities improved the speaking skills of the learners, specifically in fluency. Furthermore, learning through YouTube was one of the effective ways to developing the speaking skills of learners. So, the use of YouTube video clips helps improve the speaking skills of students.

Moreover, the K to 12 curriculum promotes competency in oral communication. Students should be honed to be efficient speakers as well as to be globally competitive individuals. To make this possible, the educational system in the Philippines is already embracing the advent of technology in the country. The government has allocated a budget for the distribution of computers and internet connection to every school.

Eventually, teachers were obliged to be updated with the latest trends about ICT for they were encouraged to embed technology in their lessons. Despite this, it was evident that Grade 9 students in one of the public high schools in Misamis Oriental were apprehensive with using the English language during class recitation and discussion. According to Mahdi (2015), the greater part of the students are figuring out how to communicate English well and are willing to interface with others in oral English language classrooms. Nonetheless, because of different reasons, for example, absence of certainty, tension, timidity, identity, trepidation of losing face, and apprehension of committing errors, more than 66% of the students stay hesitant to react to the teacher and stay silent until singled out to answer questions. They have difficulty in expressing their thoughts and ideas since their vocabulary is limited. They even suggest to using the vernacular for them to take part in the discussion. Some students have been confident enough to speak their minds but misconstrued because of a lack of coherence in delivering their opinions. Most of the students are grammatically incorrect and fall short in pronouncing words accurately. Consequently, this has become a challenge for language teachers to look for teaching approaches to address this gap.

Since most of the students were observed to be hooked on using gadgets and always active on social media; the researcher realized that it was appropriate to integrate YouTube videos to enhance the speaking skills of the learners. In line with this, the present study makes use of Educational YouTube videos as an intervention to improve the speaking skills of the students. More so, this can also make way for the formulation of programs that keep the teachers updated on the latest trends in utilizing videos in their classes to meet the needs of the learners, especially in enhancing their speaking skills.

2.0 Methodology

This quasi-experimental study utilized the two-group pretest-posttest design. This design was chosen by the researcher to test the effectiveness of an intervention that is believed to improve the oral communication skills of the students. This study was conducted in one of the public secondary schools in Misamis Oriental during the academic year 2018-2019. This chosen school caters to basic education from junior high school to senior high school.

The respondents of the study were the 84 Grade 9 students of this National High School during the school year 2018-2019. The 84 respondents belonged to heterogeneous sections; one was the control group and the other was the experimental group. The heterogeneous sections were purposely chosen by the researcher because these sections feel reluctant in speaking the English language during oral recitations and classroom discussions resulting to a lack of participation. Both groups had undergone *extemporaneous speaking activities*, the experimental group was exposed to YouTube videos teaching instruction, while the control group used pictures and prints. Two (2) research instruments were used. First was the speech rubric to measure the oral communication proficiency level of the Grade 9 students. The second was a survey questionnaire with a scorecard.

Descriptive statistics such as frequency, percentage, and mean were used to determine the students' level of English-speaking proficiency per criterion and the drivers and barriers to using YouTube in the implementation of the intervention. T-test was used to determine the significant difference in the students' level of English-Speaking proficiency to conclude the effectiveness of the intervention.

3.0 Results and Discussion

This section presents the results with analysis and implications. The flow of the discussion is according to the objectives of the study.

3.1 English Speaking Proficiency

Table 1 shows that there was a slight improvement in English-speaking proficiency of the learners from the pretest to posttest in the vocabulary and coherence. While in pronunciation and grammar, nothing had changed in terms of the learners' English speaking proficiency.

Table 1. Mean level of english-speaking proficiency of the control group in the pretest and posttest

CRITERIA	PRETEST		POSTTEST	
	Mean	Description	Mean	Description
Vocabulary	1.83	Not Proficient	2.52	Good
Coherence	1.88	Not Proficient	2.35	Good
Pronunciation	2.19	Good	2.47	Good
Grammar	2.09	Good	2.35	Good
Overall	2.00	Good	2.43	Good

In the *vocabulary* criterion, it showed that during the pretest in the control group, the students were struggling in terms of their vocabulary. Most of the students could not express their ideas well since their vocabulary was limited. It can even turn out that a learner would somehow stop at any point in his/her speech to hunt for the right words that need to be uttered to successfully relay the intended message. On the other hand, after the posttest, there was a slight improvement in the learners' vocabulary skills. Most of them could already make use of diction minimally, while others, though they had limited vocabulary, they could already positively respond in the oral performance that was expected of them. This resulted to a mean of 1.83 with the description of *not proficient* in the pretest and 2.52 in the posttest which corresponds to a *good* description of their English-speaking proficiency, specifically in *vocabulary*.

Vocabulary was one of the most tiring skills to be acquired for it needed longer retention in the students' minds; this result implied that if learners were presented with instructional materials that were aligned with their interests; they could easily acquire the skill no matter how complex it was. Hence, teachers had to utilize instructional materials based on the learning competencies that were required of the students. With this, teaching and learning can be delivered in a non-threatening way. Teachers don't have to compel the students to absorb the lesson, for they are already motivated by just the materials that have been presented to them.

In terms of the criterion *coherence*, though students can arrange their ideas, they still need help in terms of the connection of ideas between sentences. With the mean of 1.88 it could be described that the learners' English speaking proficiency in the *coherence* was *not proficient* in the pretest. After the posttest, it showed that students could already arrange their ideas, yet there were still occasional misplaced statements. Despite that, it was already a satisfactory result in which learners had learned to organize their thoughts to come up with a clear message for their audience. With a mean of 1.88, the learners' English-speaking proficiency was *not proficient* in the pretest in the area of *coherence*, while in the posttest, it was already in a *good* level of speaking proficiency.

With this result, it can be interpreted that with the assistance of the visual presentation of the lesson, students were able to grasp the process of applying the skills required of them for they can see someone posed for non-verbal cues in modeling the skill. Hence, to teach coherence to the students, specifically in speaking, the teacher had to present the visual cues and discuss how to arrange the ideas while speaking. Through this, teachers had to use visual presentation through pictures.

In public speaking, pronunciation skills are one of the most relevant abilities that a speaker should have. If the speaker had difficulty in pronunciation, it can mean misinterpretation of the message; since there were a lot of words in the English language that were quite similar in their pronunciation; if a certain word was mispronounced, it may ruin the intended purpose of the message. Hence, it may hinder the essence of communication. During the pretest in the pronunciation criterion, most of the learners tended to shun their ability to speak for they were apprehensive about the right words to utilize. On the other hand, the posttest showed that learners who were apprehensive to voice out their ideas were diminished. Though there was a bit problem with the pronunciation, it can be observed that the self-esteem of the learners had slightly increased. With a mean of 2.19 (*Good*) in the pretest and 2.47 (*Good*) in the posttest, it can be inferred that there was just a slight increase in the pronunciation skills of the learners in the control group.

This means that the respondents of the study were already good in their pronunciation skills. Based on the result, it showed that though the level of speaking proficiency of students remained at a *good* level; there was an increase in terms of their performance. This was because pictures and printouts indeed served as references for the students in positively responding to the required performance. Hence, if students were presented with visual and printed materials while learning, together with the guidance of the teacher, they could eventually acquire the required performance that was expected of them.

During the pretest in the grammar criterion, it was shown that learners can only utilize a very minimal structure of grammar and that they frequently commit grammatical errors. With a mean of 2.09 (*Good*) in the pretest and 2.35 (*Good*) in the posttest; it was evident that there was a slight increase in the students' ability to apply various grammatical structures yet they still committed few errors.

From the result, it can be interpreted that the integration of the visual presentation and printouts helped the students with their grammatical concerns. This means that student participants in the present study were diligent in the sense that they had this diligence to review the printouts that were given as references. Frequent review of the print materials, can motivate students to practice and master the grammatical rules in terms of speaking. This result is supported by the study of Qadha and Al-Wasy (2022) which revealed that when grammar is taught with visual aids, students' capacity to think outside of the classroom will grow. They can apply this knowledge every time they interact with visual pictures in various social contexts.

Meanwhile, the experimental group had also undergone pre-and post-test. Table 2 presents the mean level of English-speaking proficiency of the experimental group in the pretest and post-test.

Table 2. Mean level of english-speaking proficiency of the experimental group in the pretest and posttest

CRITERIA	PRETEST		POSTTEST	
	Mean	Description	Mean	Description
Vocabulary	2.00	Good	2.52	Good
Coherence	1.95	Not Proficient	2.35	Good
Pronunciation	2.30	Good	2.52	Good
Grammar	2.19	Good	2.35	Good
Overall	2.12	Good	2.44	Good

In the *vocabulary* criterion, all of the learners were assessed to be using limited diction which usually hinders their ability to positively respond to the expected performance. After the post-test, there was a slight increase in their mean. From a mean of 2.0 in the pretest with the description of *good* to the mean of 2.52 in the posttest with the same description of *good*. It can be gleaned that, though they can make use of their limited stock of vocabulary, they can already be understood. Despite the increase in the mean, the speaking proficiency level remains in the *good* level in speaking proficiency.

In addition, in the area of coherence, there was an increase of the learners' ability to organize ideas. Participants committed occasional mistakes in the organization of ideas. After the post-test, they could already organize their sentences, but they were sometimes observed to have misplaced sentences. From a mean of 1.95 (not proficient) in the pretest to a mean of 2.35 (good) in the post-test. Hence, it indicated that there was an improvement in the learners' ability to organize their statements after they were exposed to the YouTube integration in their lesson.

Furthermore, there was a slight increase in the ability of the learners to utter the words correctly. During the pretest, learners had difficulty in pronouncing the words, but after the implementation of the post-test, it could be observed that most of the learners' pronunciation skills increased from a mean of 2.30 (good) in the pretest to 2.52 (good) in the post-test. This suggests that the integration of the YouTube videos in the class helped the learners in terms of their pronunciation concerns; despite the increase of the mean, the level of speaking proficiency of learners remained at a *good* level.

Since students have the opportunity to see and hear the native speakers speak the language, they can have a wider chance to imitate the speaker's way of utterance. Based on the findings, the researcher believed that with the habitual exposure of students to Educational YouTube videos, their level of speaking skills can gradually increase. Similarly, during the pretest students had only used basic structures and made frequent grammatical errors. However, it showed that there was an increase of the mean from 2.19 in the pretest to 2.35 in the posttest. Still, the level of speaking proficiency in grammar criteria was *good*.

A slight change in the performance of the students in their grammatical performance shows a sign that YouTube videos integration in speaking class helped in developing the grammatical speaking ability of the students. It showed that as learners got acquainted with how the language was used in a real-life setting of the speakers in the video; it led to the realization of making the students familiar with the grammatical concepts of the language. Based on the findings, it can be implied that both the control and experimental groups positively contributed to the development of the speaking proficiency level of the students.

It has been declared by Thornbury (2007) that speaking involves the senses such as eye contact, facial expressions, gestures, tempo, pauses, voice quality changes, and variations in pitch (voice projection and vocal variety). So here, the speaker had to adhere to the proper gestures that each quality had to possess. Therefore, with the integration of these multimedia devices such as videos, prints, and pictures; students were able to acquaint themselves with the exact representation of how speaking had to be done. Eventually, they were able to absorb the necessary skills that were apt to be acquired by them.

These results can be viewed through various factors. It was found that the kind of skill that the students were expected to acquire and the period that they were exposed to the intervention were the intervening factors. Thornbury (2007) explained that oral communication skill was composed of various features such as eye contact, facial expressions, gestures, tempo, pauses, voice quality changes, and variations in pitch (voice projection and vocal variety). These characteristics had to be acquired by the students with the utmost proficiency before they could be called adept in the target language. With this fact, it can be perceived that these features had to be

embedded in the attitude of the speakers and reality showed that changing any part, such as the oral communication ability of a person indeed takes time.

In addition to this, the present study utilized a short period in exposing students to the intervention, which deviated the concept of cognitive growth based on Bruner's theory of constructivism (Clabaugh, 2004). In this theory, Bruner emphasized that students had to undergo the process to successfully acquire the desired learning outcome. Considering that oral communication was the most challenging skill (Oradee, 2013); it can be said that the skill was quite difficult to acquire; hence, it required a long time of training. Therefore; to make the intervention effective, a longer time must be allotted for the exposure of the students for them to be allowed to undergo the actual process of acquiring the necessary skills in oral communication.

3.2 Test of Significant Difference between Pretest and Posttest of Experimental Group

Table 3 displays the test of significant difference in the pretest and post-test of the experimental group.

Table 3. Test of significant difference in pretest and post-test of experimental group

CRITERIA	T	P-VALUE	DECISION	INTERPRETATION
Vocabulary	-6.72	.00	Reject Ho	Significant
Coherence	-5.28	.00	Reject Ho	Significant
Pronunciation	-2.47	.01	Reject Ho	Significant
Grammar	-2.87	.00	Reject Ho	Significant
Overall	-31548	.00	Reject Ho	Significant

Table 3 disclosed that all criteria bear the P-value lesser than .05. This can lead to the basis of the rejection of the null hypothesis. With this, it indicated that "there is a significant difference in the level of the English-speaking proficiency between the pretest and post-test of the experimental group". Therefore, the integration of YouTube videos to enhance the speaking proficiency of the learners worked well in the experimental group. This result is similar to the study of Castaneda (2011) which revealed that the integrated learning strategies employed on YouTube helped students' speaking abilities. He discovered that over 85% of the participants had made progress in speaking and understanding the meaning of various concepts. Furthermore, research suggests that YouTube encourages students to learn and communicate freely with their peers.

Another study conducted by Miller et al. (2012) investigated how YouTube improved the speaking abilities of sixth- and eighth-grade pupils in a Kuala Lumpur, Singapore school. For three months, speaking classes used YouTube as a medium. A proficiency test was administered to the students following their use of YouTube in class. According to the study, students can improve their speaking process and engage with peers in pair or group work by using YouTube, which is a useful and valuable tool. The main conclusion of the study was that students discussed their thoughts and work with classmates and engaged in self-reflection on their tasks throughout class.

3.3 Test of Significant Difference Between Posttest Results of the Control and Experimental Groups

Table 4 shows the test of significant difference in the post-test results of the control and experimental groups. The result indicates that the P-value of all the criteria presents data that was greater than .05; thus, provides the indication that the null hypothesis was accepted.

Table 4. Test of significant difference in post-tests of the control and experimental groups

CRITERIA	T	P-VALUE	DECISION	INTERPRETATION
Vocabulary	.00	1.00	Accept Ho	Not significant
Coherence	.00	1.00	Accept Ho	Not significant
Pronunciation	-.81	.42	Accept Ho	Not significant
Grammar	.00	1.00	Accept Ho	Not significant
Total	.01	.80	Accept Ho	Not significant

Therefore, there is no significant difference in the post-test of the control and experimental groups. This reveals that the teaching methods that were applied to the control and experimental groups both contributed to the improvement of the learners' speaking proficiency. This result is supported by Bruner's Constructivism theory which states that learning takes time to process the learning outcome (Overbaugh, 2004). Moreover, Luama (2004) asserted that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop" (p.1). Hence, speaking skills is a complex undertaking that requires a longer time for students to master

the necessary skills in speaking especially if it is either in ESL or EFL. Based on the timeline that the present study had utilized in applying the intervention, it was found that a few weeks of exposure to the intervention was not enough to enhance the speaking proficiency of the students.

Furthermore, oral communication was considered the most challenging skills compared to writing, reading, or listening (Oradee, 2013). This means that oral communication subjects should be given utmost attention over other communication skills; there must be a longer time that had to be allotted for speaking class. Therefore, in enhancing the speaking proficiency of students; teaching strategies do not only matter but also with length of time that students should be exposed to the target language.

3.4 Drivers and Barriers in the Implementation of the Educational YouTube videos as an Intervention

Table 5 presents the drivers and barriers to the implementation of Educational YouTube Videos as an intervention.

Table 5. Drivers and barriers in the implementation of the educational youtube videos as an intervention

VARIABLES	MEAN	DESCRIPTION
Drivers		
Imitation of the language	3.16	Occasionally
Imitation of the non-verbal cues	2.61	Occasionally
Aware of Cross-cultural communication	2.61	Occasionally
Ideas shared in class from the video	1.33	Always
Class attendance	2.09	Often
Sharing of videos (friends and family)	3.09	Occasionally
Barriers		
YouTube same as TV	1.26	Always
The quality of the video attracts interest	1.76	Always
Irritated feelings while the video was stopped in sections	2.73	Occasionally
Video's time (Video Clips)	1.50	Always
The school has sufficient facilities	2.90	Occasionally

Certain drivers served as the motivation for using YouTube videos inside the classroom. Participants *occasionally* imitated the language of the native speaker who was talking in the video. Not only this, they can *occasionally* mimic the non-verbal cues of the persons in the video. Furthermore, they *occasionally* imitated the culture of the people in the video which served as the model. Because of this, students *always* shared ideas from the YouTube videos that they had seen in the class. In addition to all of this, students were *often* motivated to attend class regularly looking forward to the YouTube videos that were presented to them. Consequently, students *occasionally* shared the videos with their friends and family. This might be because most of the learners had already owned gadgets that could download or share videos.

On the other hand, since there were drivers in using educational YouTube videos in the classroom, there were also barriers that might hinder the relevance of this teaching method. Most of the learners *always* treat the YouTube videos as plain as a regular TV show. Moreover, they were *always* looking after the quality of the video that were presented to them because more often the gadget that was utilized during the class presentation does not have the latest software that upgrades the quality of the video. Thus, it makes the quality of the video obsolete, which might not attract the attention of the learners. Moreover, they were *occasionally* irritated when the teacher would stop the video for a short discussion for it may hinder their focus in grasping the message of the video. Furthermore, they *always* prefer to watch video clips and trailers before they can contribute their ideas of a certain issue. Meanwhile, most of the participants declared that the issue of the facilities was not a hindrance to their interest in viewing videos during class since their school *occasionally* had sufficient facilities like a computer laboratory that let their teacher easily use videos in their English classes. This may be the result of the government's project of equipping public schools with computers and internet connections that allow learners to acquire 21st-century learning competencies.

4.0 Conclusion

This study concluded that enhancing oral communication skills of students is possible by providing interventions or learning materials such as YouTube videos that could motivate the students to speak using English language. In the case of the present study, it has been proven that the two teaching methods, (1) print and pictures and (2) YouTube videos, are both effective in improving the communication skills of the students. However, students had

to undergo longer time of training in oral communication to successfully attain the required skills that are expected of them. As stated by Bruner's Constructivism theory that learning takes time to process the learning outcome, hence providing more activities and drills for the students to use English language and exposing the students to environment where they are encouraged to speak English language can help them enhance their English-speaking proficiency.

Based from the findings and conclusion, it is recommended that the schools have to provide trainings and workshops for the teachers to be equipped with innovative strategies in improving the English-speaking proficiency of the students. Further, the teachers have to be creative in their teaching methods that aim to improve the communication skills of the students. The teachers have to design and tailor their teaching methods considering the varied interests and needs of the students. Further, the students have to cooperate in the activities and chances that will expose them to use and practice speaking English language.

5.0 Contributions of Authors

Maricel C. Lonon-Encoding, data gathering, data analysis, writing
Josephine Oxillo Oted- Data analysis, writing, supervising, editing

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7.0 Conflict of Interests

The author declares no conflicts of interest

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