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## RESEARCH ARTICLE

ISSN 2348 - 0319 YOUTUBE: FOSTERING CONFIDENCE IN SPEAKING AMONG ESL STUDENTS.

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### Abstract

Speaking skills is an essential skill in the learning of English. Students are always evaluated in the speaking skill through oral assessment. Carrying out speaking skills modules has always been a difficult process when students fail to give good support due to them being shy and non-responsive in their learning. This action research investigated the effectiveness of the use of the application of YouTube to foster confidence in speaking among the pupils in primary and secondary schools while inculcating fun learning. The samples consist of five Year Five primary school students in Labuan and five Form Four the secondary students in Kuala Kangsar, Perak. Data collection was based on a pre and post observation. The findings showed an increase level of self-confidence in using English orally. In addition this application promotes fun rather than fear towards the learning process. Students are able to give comments and likes on the YouTube postings thus making learning more interactive. This action research showed that using this application of YouTube is an interactive way to foster speaking skills among the pupils.

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### Introduction:-

Speaking is a productive skill that poses difficult task especially for English as second language (ESL) learners and this is due to the real time demands of the learner's abilities to plan, process and produce the language. Khatib and Maarof (2015) reiterate that this has challenged the students in attempting to master the skill. Furthermore, in their findings, they emphasized the need to increase students' self-efficacy as it is seen useful as it involves complex interface of behaviors, cognitions and affect.

Nowadays, technology plays an important role in people's life. In this fourth industrial revolution (4IR), the Internet of things (IoT) enable people get connected. Hence, it is vital to take advantage of the modern technological facilities in aiding to learn English as a second language easily and effectively. Creating fun in English lessons can bring about changes in the attitude of students in their learning behavior. Through the usage of YouTube put a greater emphasis and value to it. Undeniably nowadays students are exposed to social media and to giving comments or liking substances on social media. Educating them involves managing a digital world and the meaning of fun learning promotes a level of better education. Thus, education in today's world must keep up with these digital changes that the modern world has imposed. Today's educators need to reach out to students using the same devices and techniques that the students are using.

The module that was used in this study was done in seven week duration to achieve the desirable results. In about seven weeks a change in the motivation level of the students was seen. The teachers got the pupils ready to perform small drama acts which was recorded and posted on to YouTube. The findings of the study showed

that Information and Communication Technologies (ICT) has the potential to give great impact on the future of teachers in terms of the role of the teacher, the methods of instruction and the methods of assessment. The postings on YouTube Channel had created a change towards the direction of lessons that once was finished there and then and remained history. Through this technology it can be viewed over and over again and the impact creating on students as they become more confident in watching themselves performing in the videos. Salman Khan in "Let's use videos to reinvent education" could be referred to.

The idea of creating videos and uploading on YouTube too can be used extensively in their learning as to boost the morale of students who fail to give good response due to them being shy and passive in their learning. Therefore, this research aims to integrate YouTube, an ICT application, as a tool to foster self-confidence in a convenient, creative and attractive way. Thus, this paper is designed to show the usage of YouTube in giving wider opportunities for pupils to gain more self-esteem and to promote their self-confidence in speaking English.

### **Literature Review**

#### **Information and Communication Technologies (ICT)**

ICT supports the modern principles of learning and language acquisition. The findings of the study carried out by Yunus, Nordin, Salehi, Embi & Salehi (2014) showed that ICT has the potential to give great impact on the future of teachers in terms of the role of the teacher, the methods of instruction and the methods of assessment. It is also suggested that a well-balanced ICT environment will enable students to learn and stay motivated throughout the learning process (Yunus, Nordin, Salehi, Choo & Embi, 2013). YouTube mobile application as a speaking skills platform is another innovation in teaching that contributes towards the modernization in teaching and learning in the era of ICT. This section describes how YouTube as a digital application can have renowned recognition in the learning and teaching of English. In a study involving sixty-one graduates and twenty undergraduates who used moviemaker software to later upload on YouTube, this had a positive effect on teaching and learning of various disciplines (Fralinger and Owens, 2009).

#### **Using YouTube as a Platform to Increase Self-Esteem and Self-Confidence**

As cited in Fageeh (2011), it is confirmed that using technology increases student interest and motivation in reading and speaking skills. It also promotes learner independence and autonomy (Pinkman). YouTube is already providing great entertainment with videos done by various people and pupils find watching videos on YouTube attractive and appealing. The pupils may already be subscribing to videos of their choices. The choice of using YouTube in this research is related to the interest of the pupils since visual learners are automatically connected to it.

On teachers part this stimulates their teaching process since producing the videos with the students and uploading on YouTube creates a bonding and meaningful relationship with their students and among the students themselves. What more the recordings can be watched over and over again. Students learn from repetition. By watching themselves in action it will upgrade their self-esteem. What more with getting comments on likes by friends will make them open up to the process of learning. This positive outlook will bring further projection to making lessons in speaking successful rather than having boring dialogues that doesn't seem to be lively. YouTube has also been recognized as a learning platform in getting students involved in practical learning. (Fralinger and Owens 2009; Chan, 2010; Sherer and Shea, 2011; Krauskopf et al, 2012; Torres Ramirez et al., 2014; Orus et al, 2016). In the context here getting students to perform in a drama allows a lot of rebonding with English materials. When the dramas have been uploaded to YouTube and watched in class the environment of togetherness will increase and students feel comfortable with having conversation or interactions among themselves.

This is a big move to overcome their shyness towards the language and in a sense would make them determine to be acting positive in their learning. The recording of the drama dialogues can be done with Smartphone if cameras are not available. Today's world has evolved so much in technology that hand phones can be used for recording that it would be a waste if we do not utilize it as it should be.

### **Material and Methods:-**

#### **Research Design**

The research design of this study will be based on action research. According to Sagor (2000), action research is a disciplined process of inquiry conducted by and for those taking the action. In this study, Kemmis & McTaggard

(1988) was followed. This action research cycle model is usually used in doing action research. Among the four elements are reflect, plan, action and observe. The primary reason for engaging in action research is to expose students to perform a drama in order to enhance their self-confidence. Later the level of self-confidence will be observed and the findings will be based on the test score when the students complete their performance in a drama to see whether the score is increased or remained. Before participants are given the module, a pre-observation using checklist is conducted. The scoring will be based on the observation of the student criteria based on certain criteria to test self-confidence. After the performance and practice and the recording being done and uploaded on YouTube, a post-observation using the checklist is again conducted and the score will determine whether their self-confidence has been raised or not. The evidence of the effectiveness of using YouTube in fostering self-confidence will be determined by analyzing the development of the students' commitment to their participation in class.

Yunus, Nordin, Salehi, Embi & Salehi (2014) stated that speaking skills itself does not always follow traditional conventions, featuring instead images, audio recordings and a form of shorthand in which vowels and punctuation are irrelevant and time-consuming to use. YouTube serves as a platform for learners to write using the emoticons and images related to daily activities. YouTube application also enables students to use the targeted vocabulary repeatedly. Using repeated vocabulary to learn language is one a good strategy as stated by Mahalingam & Yunus, (2017). They stated that one of a feature of a good learner is they ask to repeat the unfamiliar words in listening task. This also applies in vocabulary learning as to retain the vocabulary. YouTube mobile application provides the repetition with minimal involvement and prompting by teachers which reduce teachers' workload significantly. Thus, YouTube can serve as a vital tool to facilitate the learning process as it provides sense of individualism where students can write freely to express their feelings even outside of the language classroom.

### Research Participants

The study was conducted in a rural secondary school in Kuala Kangsar, Perak and a primary school in Labuan. The participants were five form four students and five Year Five students. The selected research participants were determined in an indiscriminate conduct among the classroom learners. The selection was made from the careful study of the learners' language speaking skills proficiency based on the elementary observation of the teacher.

### Research Instrument

This study started with observation by the teachers. The observation is necessary to find the suitable participants for the study. The observation was done without prejudice. The instrument used in this study was a checklist. The participants were chosen from those who have obtained 8-12 out of 20 in the checklist. During the pre-observation the teacher used the checklist which recorded the score of the students. The teacher did another observation using the same checklist (Post Observation) to see whether students have got a better score or improved their level of confidence. This was done a week after the posting of the video on the YouTube. The students' performance and cooperation in class were used as a determinant from the checklist to include them as participants suitable for this intervention. Students' test score in the post-observation was examined to elicit findings about the overall progress of the students.

### Observation:-

This is the primary method used by the teacher to determine the suitable respondent. The observation is based on the checklist and observation was done without any prejudices or reflection that might hinder its validity.

### Research Procedure

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Preparation	Presentation	Review and evaluation	Preparation after review	Edit, reshoot	Record & explore	Comments, subscribe & likes

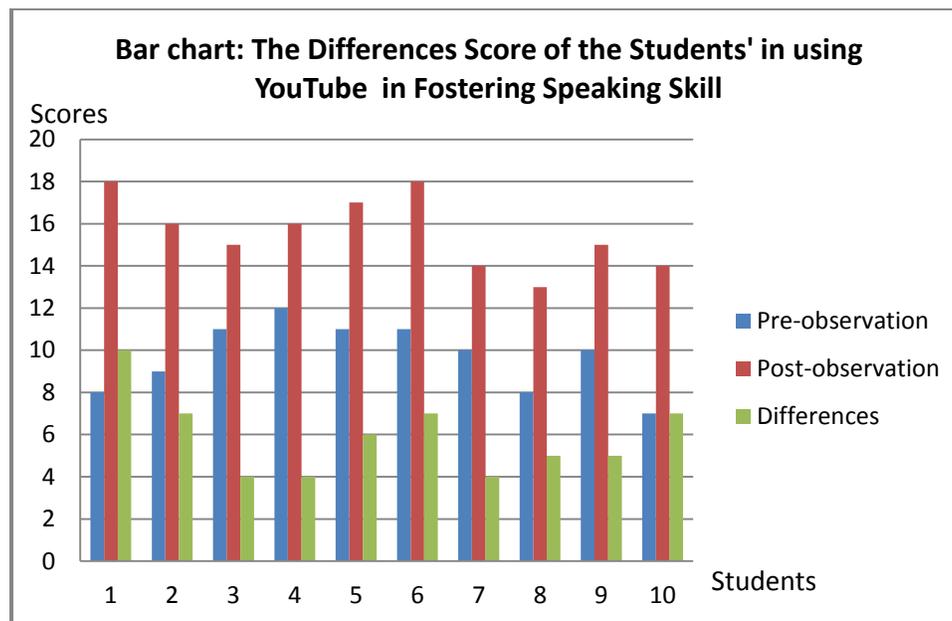
The seven weeks were used to do the preparation, presentation, review and evaluation, another set of preparation after review, editing, re-shooting, recording and posting on YouTube and lastly commenting, giving likes and subscribing to it.

### Data collection and Data Analysis

The data that has contributed to this finding was from the pre and the post observations done by the teachers. The pre and post observation was done without prejudice and checked on the improvement of the students in their involvement in lessons and overall positivity towards their commitment in class. The behavior and their attitude could be observed by the teachers.

**Table 1:-**

Students/Perak	Pre-observation	Post-observation	Difference
Student 1	8	18	10
Student 2	9	16	7
Student 3	11	15	4
Student 4	12	16	4
Student 5	11	17	6
Students/ Labuan	Pre-observation	Post-observation	Difference
Student 6	11	18	7
Student 7	10	14	4
Student 8	8	13	5
Student 9	10	15	5
Student 10	7	14	7



**Chart 1**

### Findings

The main finding showed an increase scores in the range of 4 to 10 in the post observation after using YouTube. Therefore, the researchers believe that YouTube has fostered confidence in Speaking English among the sampled groups. In the pre-observation speaking skills task, all ten participants scored between 8 to 11 score out of 20 according to the checklist. This indicated that participants had a higher level of self-confidence compared to before they started on the module.

**Discussion:-**

This ultimately showed that the participants had gone through a very resourceful meaning in their speaking skills through the creation of the YouTube videos and the posting it on YouTube application has made them more confident of themselves. In the beginning they were shy and nervous but soon they overcame this as they practiced and their recordings were put on YouTube they realized that it was an important contribution they have done towards their lessons. They received the comments and likes on their YouTube channel and they found out that it brought positive changes in them. They believe that the posting on YouTube was a sign that their work was being recognized. They felt more confident in carrying out more tasks in their future learning. The students believed it was an essential part of learning for them. It has brought changes in themselves being more positive and able to be self-critical in order to move to higher level of learning. The study found that their class participation in other subjects also improved. The students were able to get their parents to watch the videos on YouTube at home. In a way this brought the parents to commit time to their children learning and word of courage spread to enhance their children motivation. All students had positive review after using YouTube with the module.

**Conclusion:-**

In conclusion, the participants showed various level of improvement in their speaking motivation. The increase values in the post-observation could be a proof that using YouTube alongside a carefully selected module has tremendous influence in improving students' creative speaking skills task. Students showed positive feeling that indicates motivation when they use YouTube as speaking skills tool. This action research is hoped to open the various ways for education practitioners, teachers and students to utilize this free and accessible technology such as YouTube and make it easier to practice speaking the English language.

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