

## Students' Perceptions in Using YouTube to Improve Their Speaking Skill: A Cross-National Study of Malaysia and Indonesia

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### Abstract

Moving into the post-pandemic phase, there is currently a rise in the incorporation of digital tools in teaching and learning particularly in regards to ESL. This most likely is due to the fact that overnight, the global crisis had caused both educators and students to rely heavily on technology and digital tools for teaching and learning. This cross-sectional study explores students' perceptions in using YouTube to improve their speaking skill in Malaysia and Indonesia. Quantitative research instrument was utilized in the form of 5-point Likert scale survey questionnaire that was adapted from past research. The questionnaire was distributed to 50 Malaysians and 50 Indonesians at secondary levels to get the answer to three research questions; 1) What are the English language learners' perceptions on YouTube use in English language learning? 2) What are the English language learners' perceptions on the role of YouTube in English speaking skills improvement? And 3) To what extent do the perceptions of Malaysian and Indonesian students vary on the use of YouTube in improving speaking skills? The data was analysed using Statistical Package for the Social Science (SPSS) version 27 as well as descriptive analysis of the mean and standard deviation. Semi-structured interviews were also conducted to obtain in-depth feedback from ten students among the respondents. The findings suggest that although the students' perceptions of using YouTube videos in English language learning are highly positive, they are generally unsure if YouTube is able to improve speaking skills. Apart from that, the findings also indicates that the roles of YouTube in improving speaking skills for both nationalities were almost identical at that stage because  $p > 0.05$  which is 0.712. It can be concluded that there is no difference of perceptions on the use of YouTube to improve speaking skills among Malaysian and Indonesian secondary school students.

**Keywords:** ESL, YouTube, Speaking Skills, Malaysia, Indonesia

**Introduction**

Technology has attacked each part of our lives, the most imperative of which is education, where the instructing and learning experience is the main objective (Saed et al., 2021). To adapt to this broad flood of progress in educational innovation, instructors, educational content creators, and specialists in the English language teaching (ELT) method have been perceptive of the squeezing need for an equal change in teaching and testing techniques at all degrees of schooling (Saed et al., 2021). There is a great deal of videos which can be utilised as teaching materials in English language classrooms. Most of which are given monetarily by numerous publishing organisations. Luckily, alongside the development of technology, these videos to help English language educators have been given and transferred on the internet and can be downloaded for free. One of them is YouTube (Jati et al., 2019). Besides, studies about YouTube video to upgrading learners' speaking skill are not a genuinely new thing, some past analysts as of now lead the exploration in utilising YouTube video (Qomaria & Zaim, 2021). These days, YouTube has been 'an everyday consumption' for individuals all over the globe, particularly teenagers. They appreciate watching YouTube on the grounds that they feel associated with what is going on around the world. Since YouTube is utilised all over the planet, it is not something to lose that learner can figure out how English is utilised in its original context, and they are fond of it (Jati et al., 2019).

Hence, one of the studies tracked down that by employing YouTube video in the classroom can assist learners with getting new vocabulary, helps them in pronouncing words and assists them with getting the clue to make a sentence in English, likewise gives learners inspiration towards learning English (Qomaria & Zaim, 2021). Legitimate materials, like YouTube, are valuable for the learners as long as instructors can choose the reasonable material which is applicable to learners' capability level (Jati et al., 2019). In this research, the researchers aimed to find out the use of YouTube videos on developing the speaking skills as perceived by students in secondary schools from Malaysia and Indonesia.

**Background of the Study**

Speaking has continuously been stated to be a problem for Malaysian and Indonesian English language learners (Albahlal, 2019). The outdated approaches of teaching adopted by English teachers in Malaysia and Indonesia classes in the secondary phase produce poor speakers who are not able to engage in lengthy discussions with others. Also, the students suffer from incapability to speak with self-confidence in front of others and to ask and answer the questions of their classmates and teachers.

YouTube is a helpful tool that can be utilised to foster the learners' speaking skills. Other than being propelling and fascinating, YouTube permits the learners to listen cautiously, articulate the words appropriately, and arrange their thoughts while talking.

Nonetheless, YouTube was not put too much examination with respect to the Malaysian and Indonesian learners. Additionally, extremely uncommon investigations analysed the job of YouTube on working on the speaking skill of the learners according to the viewpoint of Malaysian and Indonesian English language instructors (Albahlal, 2019). This study is an endeavour to look at the effect of YouTube on fostering the talking abilities as seen by the English instructors.

### **Problem Statement**

English language students' emerging speaking skills are continuously viewed as complex and challenging due to their lack of motivation and confidence in their ability to speak, requiring a great deal of effort to maintain (Kashinathan & Abdul Aziz, 2021). Apart from that, students have difficulty in speaking English well, especially because English is not their first language. For instance, Andriani et al (2019) reported that most of the students cannot pronounce words correctly and have poor vocabulary, resulting in their inability to speak English confidently.

The problems lead to the consideration for teachers to vary their pedagogical instructions by using YouTube in the teaching and learning of English as it fits the current generation's learning style preference (Michael & Shah, 2020). Besides that, a language classroom with a variety of teaching techniques is said to be effective in creating an encouraging learning environment (Azar & Tanggaraju, 2020). This strategy is likewise huge as it trains imminent English language instructors on YouTube as an instructive device. Since the use of YouTube videos to learn English language is as yet a ground-breaking thought, how it can be utilised in working with language learning in class effectively is still not clear. Hence, this study deals with the learners' perceptions of YouTube and how it very well can be utilised in the learning of speaking.

In addition, concentrating on the view of the use of YouTube in English language classrooms for secondary school students is a moderately new field of study and not much writing has been distributed in regards to the subject, particularly in the Malaysian and Indonesian setting. Notwithstanding, the significance of using YouTube in engaging learners in the classroom, little exploration has been led to research the view of Malaysian and Indonesian secondary school students in using YouTube in ESL classroom (Zaidi et al., 2018). At long last, the on-going review is one of a handful of the examinations that looks at the utilisation of YouTube in improving the speaking skills of students in Malaysia and Indonesia settings. Therefore, this study aims to look at how the perceptions of students vary with regards to the use of YouTube in improving their speaking skills.

### **Research Objectives**

The objectives of this study are

- To identify what are the English language learners' perceptions on YouTube use in English language learning.
- To investigate the English language learners' perceptions on the role of YouTube in English speaking skills improvement.
- To examine the extent to which the perceptions of Malaysian and Indonesian students vary on the use of YouTube in improving speaking skills.

### **Research Questions**

This study seeks to answer the following research questions:

- What are the English language learners' perceptions on YouTube use in English language learning?
- What are the English language learners' perceptions on the role of YouTube in English speaking skills improvement?

- To what extent do the perceptions of Malaysian and Indonesian students vary on the use of YouTube in improving speaking skills?

## **Literature Review**

### *Definition of YouTube*

Harianja and Fibriasari (2019) defined YouTube as an established service website of video-sharing that serves as a platform for users to upload, download, share as well as stream various videos from its library for free. It serves content that caters to the needs of different necessities such as entertainment and education (Damayanti, 2022). Albahlal (2019) defined YouTube as a prominent internet-based tool for learning languages. In the context of teaching English as a second language, Alkathiri (2019) defined YouTube as a learning resource that gives access to engaging videos for teachers to improve student's second language acquisition process. Alobaid (2021) gave a more technical definition of YouTube; it is a web-based multimedia application that provides multimedia elements such as visuals, spoken texts, graphics and videos that could be integrated into language learning environments.

### **YouTube in ELT**

In the context of ELT, both educators and learners could get on YouTube to access various language knowledge content videos. The language knowledge content along with attractive visual and the audio effects will likely increase student's motivation and engagement. This is the reason YouTube is claimed to be one of the educational media that is able to improve education (Damayanti, 2022). Previous studies have reported positive findings when YouTube is used for the three language skills; listening, speaking and writing. Yee and Hu (2022) explored teachers' perceptions as well as the challenges they face in the utilisation of YouTube videos to teach writing within a primary school context. Their findings recognize that the teachers involved viewed YouTube videos as teaching resources for writing lessons positively despite facing challenges such as poor internet connection and inappropriate video content.

Martinez (2022) reported that YouTube is able to enhance students' understanding in communication, consequently improving their listening skills. Similarly, Susanti et al. (2022) also noted that their research participants showed an increase in motivation and confidence in speaking through the incorporation of YouTube and role play. These valuable findings suggest that English language teachers should make use of YouTube in their lessons because it is considered a valuable source of internet content (Yee and Hu, 2022). In the research on the roles and impact of ICT multimedia on learner's writing fluency, teachers gave a selection of videos in which the students had to choose one and were instructed to watch the video with a close caption while taking down notes during the pre-writing stage to expose them to language content (Alobaid, 2020). The result indicated that learners' writing fluency was optimised. Research conducted by Yee and Hu (2022) suggested that YouTube videos are useful for teaching writing by maintaining the student's focus in writing, making students better understand the teaching material and helping students in improving their writing.

**YouTube for Speaking Skills**

Previous researches have established that YouTube is well received by teachers in the teaching and learning of ESL speaking skills because its incorporation in ESL speaking lessons positively impacts the teaching and learning environment as it improves speaking lessons because it encourages students to speak actively and motivates them to speak (Susanti et al, 2022). It is also noted as an effective educational resource that positively impacts students in English speaking skills (Albahlal, 2019). In a study conducted by Alkathiri (2019) on investigating students' perspective towards the use of YouTube in improving their speaking motivation, students view YouTube as highly effective tool. Damayanti (2022) further explores that students' perceived YouTube as a useful tool to help them learn speaking skills independently. The same perception was also shared with teachers who participated in the research by Albahlal (2019) wherein they believe YouTube videos help students to improve their overall speaking skills.

**Advantages of YouTube**

Damayanti (2022) claims that YouTube provides people of the education field with content for new knowledge from various resources. He also believed that YouTube is convenient, accessible and English language learners can learn language skills from numerous skilled people (Damayanti, 2022). For instance, learners can improve on pronunciation by watching videos on English Phonetics and practising along as they view the content. Knowing the purpose of learning a skill will motivate students to learn and increase their engagement, correspondingly resulting in an effective teaching and learning process. Other than that, the application of YouTube in teaching speaking may also be on other components of speaking such as vocabulary, structure, pronunciation and fluency (Damayanti, 2022). Teachers may diversify the content for students' language consumption by selecting various authentic videos that explicitly highlight a particular language input or implicitly teach and expose students to the speaking skill focused on within a particular lesson through songs, movie clips, tutorial videos, vlogs or documentaries that demonstrates the specific speaking skill actively being used. As a whole, Damayanti (2022) views YouTube as a major digital library for both educators and learners. According to research by Albahlal (2019), YouTube videos improve their overall speaking skills as well as act as guidance for students. Through YouTube videos, students are able to segment spoken language into comprehensible parts and allows students to recognize sounds better (Albahlal, 2019).

**Issues and Challenges of YouTube**

According to Damayanti (2022), ill-suited age-inappropriate content especially contents containing sexual elements is one of the issues of using YouTube videos in ELT classrooms. This issue is also brought forth by Yee and Hu (2022), whereby their major concern is the explicit content of the videos. Even so, this issue can effectively be managed by turning on the age restrictions in the setting for YouTube search which will in consequence enable YouTube to filter adult content from the search result. Other than that, YouTube videos also require the internet for smooth streaming and viewing of videos. As such, the issue of poor internet connection was also raised by Darmayanti (2020). Yee and Hu (2022) also noted that this issue is one of the challenges faced by teachers in using YouTube videos in class. Ideally, this online tool works best in a modern high-tech classroom that is being equipped with stable and fast internet connection. Nevertheless, this is not a major issue because in the

case of a traditional low-tech classroom, teachers could easily download videos and save it onto their physical device to be shown to students for viewing in their lessons.

Another issue with YouTube videos that has been noted in past research was that low proficiency students felt that videos by native English speakers (NES) are beyond their level of language comprehension due to their language sophistications and fast pace of speaking (Jati, 2019). This issue could simply be addressed by selecting videos that match the students' proficiency level. Besides that, past research also noted that in using YouTube as a digital teaching and learning tool, teachers face the issue of extended videos that are too long causing students to lose attention (Yee & Hu, 2022). Again, this issue may be easily resolved by appropriate selection of videos. This is agreed upon by Martinez (2022) who stated that the choice of short videos is effective for students to stay connected to the lesson. Whereas, slow-paced lengthy videos with in depth explanations and details would be better suit adult learners with a longer attention span. Besides these issues, another issue related to YouTube is the advertisements (Damayanti, 2022) that appear at certain time intervals when videos are streamed online, possibly causing distractions among students. Unfortunately, there is currently no means to control this issue for the free subscription users due to the operational mechanism of YouTube.

### **Research Gap**

A plethora of research has been conducted on the incorporation of YouTube in English language classrooms. Though ideally perceived as a beneficial tool for English language teaching due to its flexibility and convenience, the students' perceptions on how the use of YouTube is able to improve their speaking skills has seldom been analysed especially in cross-national settings. There is a need to look at this issue from several perspectives in order to gain an in-depth understanding of how using YouTube as an educational online tool affects the students' English-speaking skills. Hence, this study aims to fill the research gap by comparing the students' perspectives on how YouTube may help improve their speaking skills in the settings of Malaysia and Indonesia.

### **Methodology**

#### *Theoretical Framework*

This study adopts Vygotsky's Social Constructivism learning theory which places social interaction as the source of knowledge construction. Based on Piaget's Constructivist theory, learning is regarded as a constructive process where students continuously construct their knowledge by linking new information to their prior knowledge (Thirusanku & Yunus, 2014). The theory suggests that knowledge is constructed through participation in extensive social interactions, self-assessment and independent work to reflect their previous knowledge and understanding (Abdullateef, 2021). In order to create meaningful interactions with other people, teachers have to provide resource-rich learning environments (Wawuda, 2019). In such learning environments, students can interact with the resources and construct their knowledge by experiencing things and reflecting on their background knowledge. By using YouTube in ELT, students can learn not only through information received directly from the teachers or textbooks, but also from what they encounter on the digital platform, subsequently constructing their own knowledge.



The use of YouTube in the English language classroom also matches Bloom's Digital Taxonomy, which is a revised version of Bloom's Cognitive Taxonomy. It has been widely used beyond measurement purposes, as a guide for successful teaching practices and effective instructional materials (Alaghbary, 2021). The taxonomy includes both lower order thinking skills (LOTS) and higher order thinking skills (HOTS) for a better integration of technology in maximising the students' access to knowledge. In the context of English language learning, the use of technology is recommended in the development of speaking materials to suit the learning objectives in the current era of technology (Nasir et al., 2022). Learning the English language is expected to be motivating and engaging at all levels of Bloom's Digital Taxonomy from remembering to creating through the incorporation of videos from YouTube.

This advancement of technology has also affected the learning environment by changing the approaches to teaching and learning. Moving away from traditionally teacher-centred classroom instruction, the integration of internet and World Wide Web (WWW) in a Technology Enhanced Language Learning (TELL) environment has significantly shifted the focus to the digital natives, i.e. the students in knowledge construction (Rüschhoff & Ritter, 2001). Zhou & Wei (2018) considered the integration of online tools such as YouTube as useful for successful English language learning.

### **Research Design**

This study adopts quantitative research, numeric description or opinion of a population by studying a sample of that population. According to Creswell & Creswell (2018), a quantitative research approach is to test the theory of objective by examining the relationships between variables. Sugiyono (2019) also added that the descriptive research is conducted to determine the value of independent variables, both one variable (dependent) and more (independent) without making use of or connecting with other variables. This research method is specific to the survey method. A survey is conducted to elicit a conclusion about the perception of students on using YouTube to improve their speaking skills. To validate the quantitative data, the researchers also conducted interview session with selected respondents among those who participated in the online survey to further clarify the findings from the questionnaire (Tahir, 2017).

### **Respondents**

A total of 100 students participated in this study, comprising 50 students from a secondary school in Melaka, Malaysia and 50 students from a secondary school in Banda Aceh, Indonesia. These students are chosen based on convenience because of their availability to participate in the survey. The participants are identified based on two criteria; they must be English language learners from secondary schools based in Malaysia or Indonesia and have been using YouTube in learning the English language. According to Tahir, Albakri, Adnan & Karim (2020), choosing participants with similar criteria is important to avoid threats to internal validity.

## Instruments

### *Questionnaire*

The instrument used in this study is a questionnaire. To perceive the students' perceptions on using YouTube to improve their speaking skills, they were asked to fill out an online questionnaire through Google Form. The researchers adapted the questionnaire from Alkhatiri (2019) consisting of 24 items in English. The researchers translated the questionnaire to Bahasa Melayu and Bahasa Indonesia in order to ease the students understanding the questionnaire and to avoid the students' confusion when filling out the questionnaire. Furthermore, the researchers assessed the questionnaire results using a five-point Likert scale ranging from 5 to 1.

Table 1

### *Five-Point Likert Scale*

Scale	Option
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Table 2

### *Questionnaire Grid*

Questionnaire Grid
The questionnaire was divided into two sections. The first section (item 1-12) was about YouTube use in language learning. The second (item 13-24) was about the role of YouTube in speaking skill improvement.
The First Section (item 1-12) aimed to examine the students' perceptions of the use of YouTube in English language learning.
The Second Section (item 13-24) concerned about the role of YouTube in English speaking skill improvement.

### *Validity and Reliability*

Alkhatiri (2019) pointed out that validity as the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. In this research, the translated versions of the questionnaires were validated for the content validity and face validity by two expert bilingual teachers. Ahmed (2022) expressed that content validity assesses whether a test is representative of all aspects of the construct. Furthermore, Ahmed (2022) also elucidated that the face validity considers how suitable the content of a test seems to be on the surface. In the other words, how far the test actually measures what it aimed to measure. In this study, the researchers used the Pearson correlation coefficient to validate the construct validity of the questionnaire items. The result can be seen as follows:



Table 3

*Pearson Correlation to Questionnaire Validity*

YouTube Use in English Language Learning		Role of YouTube in English Speaking Skill Improvement	
Item	Pearson	Item	Pearson
1	0.583	1	0.641
2	0.519	2	0.675
3	0.647	3	0.593
4	0.527	4	0.560
5	0.465	5	0.675
6	0.597	6	0.618
7	0.460	7	0.625
8	0.562	8	0.557
9	0.462	9	0.615
10	0.497	10	0.556
11	0.574	11	0.659
12	0.623	12	0.673

According to LaMorte (2021), the  $r$  values from 0.8 to 1.0 is considered is significantly strong and it is valid enough to be included in the data correlation. Based on the results on the table 3, we can conclude that the values were significantly correlated.

Table 4

*Cronbach's Alpha for Questionnaire Reliability*

Sections	Number of Items	Cronbach's Alpha
YouTube Use in English Language Learning	12	0.874
Role of YouTube in English Speaking Skill Improvement	12	0.891
<b>Total</b>	<b>24</b>	<b>0.882</b>

*Interview*

Among the respondents who participated in the survey, ten students were chosen for semi-structured interviews; five respondents from Malaysia and another five respondents from Indonesia. Semi-structured interview was chosen because it is less rigid, saves time and easy to follow (Creswell & Creswell, 2018). The interview was conducted to gain more insights on the students' perceptions on YouTube use in English language learning as well as the role of YouTube in English speaking skills improvement. One-on-one interview session was conducted with the respondents through Google Meet. According to Torrentira (2020), online video conferencing tools such as Google Meet is a convenient, safe, and feasible way for online interview sessions. All the ten respondents consented to participate in the interview sessions and each session lasted for around ten minutes.

**Data Collection Method**

Data for this study was collected following the steps in a quantitative research method by (Creswell & Creswell, 2018). Firstly, the researchers chose the samples from secondary schools in Malaysia and Indonesia (50 students from each country) based on convenience.

The respondents were chosen based on their availability and willingness to participate in the study. Then, the researchers prepared the questionnaire adapted from Alkathiri (2019) and conducted the tests for reliability and validity. After that, the researchers distributed the questionnaire online through Google Form with the help of the school teachers. Online questionnaire was chosen as the researchers have limited access to reach the respondents and it was convenient as well as time efficient. The interviews were conducted right after the collection of responses to the questionnaires. After that, the data from survey was analysed using IBM SPSS Statistics Version 27 and the interviews were selectively transcribed.

### Data Analysis Method

A number of statistical tools were used in order to analyse the collected data. The frequency and percentage tools were used to calculate the proportion of agreement or disagreement to each item of the questionnaire. Also, the arithmetic mean and standard deviation were employed by the researchers to see the degree of agreement and dispersion between the responses of the respondents. Furthermore, t-test was used to compare the mean scores between the Malaysian and Indonesian respondents on their perceptions of the role of YouTube in improving English speaking skills. Excerpts from the interview findings were presented to support the quantitative data. To protect the participants' identity, pseudonyms are used in this article. According to Adnan et al (2019), removing details that could be used to identify the participants is an important step to adhere to the research ethics. Hence, Malaysian students were labelled as M1 to M5, while Indonesian students were labelled as I1 to I5.

### Results

#### Demography of Respondents

##### Age

Table 5

##### Age

	Frequency	Percent
<b>Age</b>		
13 years old	6	6.0
14 years old	6	6.0
15 years old	51	51.0
16 years old	25	25.0
17 years old	12	12.0

Table 5 indicated that the highest frequency of respondents are learners aged 15 years old (51) with the percentage of 51.0 percent. The second highest respondents come from learner's age 16 years old (25) with the percentage of 25.0 percent. Respondents aged 17 years old (12) comprised 12.0 percent and respondents aged 14 years old and 13 years old indicated a frequency of 6 with the percentage of 6.0 percent.

*Gender*

Table 6

*Gender*

	Frequency	Percent
<b>Gender</b>		
Male	36	36.0
Female	64	64.0

With reference to Table 6, it is indicated that the frequency of female (64) respondents is the highest with the percentage of 64.0 percent. The male shows a frequency of 36 with the percentage of 36.0 percent.

*Nationality*

Table 7

*Nationality*

	Frequency	Percent
<b>Nationality</b>		
Malaysian	50	50.0
Indonesian	50	50.0

Based on Table 7, both nationalities share equal frequency with the percentage of 50.0 percent each. This accumulates a total number of 100 respondents to the questionnaire.

**Results of Data Analysis***Language Learners' Perceptions on YouTube Use in English Language Learning*

The findings of the first section are aimed to answer the first Research Question, "What are the English language learners' perceptions on YouTube use in English language learning?"

Table 8

*YouTube Use in English Language Learning*

No	Items	SD	D	N	A	SA	Mean	SD
B1	YouTube is a beneficial tool for English language learning.	1 (1.0)	0 (0.0)	20 (20.0)	50 (50.0)	29 (29.0)	4.06	.763
B2	YouTube videos capture and retain my attention during the whole class.	0 (0.0)	8 (8.0)	44 (44.0)	39 (39.0)	9 (9.0)	3.49	.772
B3	I learn English faster and better by using YouTube videos.	0 (0.0)	8 (8.0)	44 (44.0)	33 (33.0)	15 (15.0)	3.55	.845
B4	Using YouTube videos in English language	2 (2.0)	7 (7.0)	39 (39.0)	45 (45.0)	7 (7.0)	3.48	.810

	learning decreases my anxiety in the class.							
B5	YouTube learning activities are very interesting and motivating.	0 (0.0)	1 (1.0)	30 (30.0)	54 (54.0)	15 (15.0)	3.83	.682
B6	The authentic materials in YouTube videos help me better understand the lesson.	1 (1.0)	1 (1.0)	36 (36.0)	49 (49.0)	13 (13.0)	3.72	.740
B7	YouTube videos allow me to use the appropriate vocabulary and correct grammatical forms.	0 (0.0)	1 (1.0)	35 (35.0)	51 (51.0)	13 (13.0)	3.76	.683
B8	YouTube videos minimize my fears to pronounce words in front of the whole class.	3 (3.0)	8 (8.0)	38 (38.0)	36 (36.0)	15 (15.0)	3.52	.948
B9	I do not feel bored when the teacher uses YouTube videos in the class.	1 (1.0)	6 (6.0)	33 (33.0)	39 (39.0)	21 (21.0)	3.73	.897
B10	YouTube videos encourage me to ask and answer questions in the class.	4 (4.0)	8 (8.0)	54 (54.0)	26 (26.0)	8 (8.0)	3.26	.872
B11	I feel more comfortable in using YouTube videos to learn English.	0 (0.0)	8 (8.0)	41 (41.0)	34 (34.0)	17 (17.0)	3.60	.865
B12	I enjoy choosing materials on YouTube in learning English.	2 (2.0)	5 (5.0)	42 (42.0)	32 (32.0)	19 (19.0)	3.61	.920

<b>Overall</b>	<b>3.63</b>	<b>.532</b>
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With reference from Table 8, the overall mean score for this section is 3.63 (SD = 0.532), which indicates a high mean score. The results suggest that students show positive feedback towards the use of YouTube to learn the English language. Based on the highest mean score, it is indicated most of the students conveyed their strong agreement that YouTube is a beneficial tool to be used in the classroom for English language learning (M = 4.06, SD = 0.763). The ten respondents were asked about the aspects of YouTube videos which help them in learning English language. Three Malaysian respondents and two Indonesian respondents stated that the graphics help them visualise the meaning of new words they encountered during the English lessons. Two of the respondents said:

M1: *"...I think graphic because I understand the meaning of words through pictures in the video..."*

I4: *"...to me, the pictures...I learn better when I see the pictures..."*

The students stated that YouTube learning activities are very interesting and motivating (M = 3.83, SD = 0.682) and it allows them to use appropriate vocabulary and correct grammatical forms (M = 3.76, SD = 0.683). Also, with a high mean score of 37.3 (SD = 0.897), students agreed that the use of YouTube videos in learning English language reduces boredom during the lesson. Table 8 also shows that most of the students agreed that the authenticity of the materials in YouTube videos help them better understand the lesson. This is denoted through the high mean score of 3.72 (SD = 0.740). In addition, the students stated that they enjoy choosing learning materials from YouTube videos (M = 3.61, SD = 0.920). From the interview sessions, all ten respondents expressed their enjoyment while selecting the materials based on their preferences. A respondent stated:

M3: *"...I am free to choose what I want to learn from YouTube...there are a lot of things that I can choose from there..."*

Nonetheless, with a mean score of 3.60 (SD = 0.865), almost half of the students were unsure whether they feel comfortable using YouTube videos to learn the English language. Students were also shown to be hesitant that incorporating YouTube videos will make them learn English faster and better (M = 3.55, SD = 0.845). Besides that, students were not sure of the claim that YouTube videos are able to minimise their fears to pronounce words in front of the class (M = 3.52, SD = 0.948) and that YouTube videos are able to capture and retain their attention during the whole class (M = 3.49, SD = 0.772). Moreover, almost half of the students agreed that the use of YouTube can help decrease their level of anxiety in learning the language successfully (M = 3.48, SD = 0.810). Lastly, with a mean score of 3.26 (SD = 0.872), the results show that the majority of the students were unsure that YouTube videos can encourage them to participate in asking and answering questions in the class. Overall, the students' perceptions of using YouTube videos in English language learning are highly positive.

*English Language Learners' Perceptions on The Role of YouTube in English Speaking Skills Improvement*

The findings of the second section are aimed to answer the second Research Question, “What are the English language learners’ perceptions on the role of YouTube in English speaking skills improvement?”

Table 9

*Role of YouTube in English Speaking Skill Improvement*

No	Items	SD	D	N	A	SA	Mean	SD
C1	Watching YouTube videos helps me speak with my colleagues and teachers in the class.	3 (3.0)	6 (6.0)	45 (45.0)	39 (39.0)	7 (7.0)	3.41	.830
C2	YouTube videos give me the motive to comment on and discuss things in the class.	3 (3.0)	10 (10.0)	43 (43.0)	37 (37.0)	7 (7.0)	3.35	.869
C3	YouTube videos allow me to organize ideas while speaking in English.	0 (0.0)	3 (3.0)	47 (47.0)	43 (43.0)	7 (7.0)	3.54	.673
C4	YouTube videos help me understand the material being delivered.	0 (0.0)	0 (0.0)	41 (41.0)	45 (45.0)	14 (14.0)	3.73	.694
C5	YouTube videos help me increase the number of new words learn.	0 (0.0)	1 (1.0)	22 (22.0)	55 (55.0)	22 (22.0)	3.98	.696
C6	My pronunciation improves when I learn through watching YouTube videos.	0 (0.0)	2 (2.0)	43 (43.0)	38 (38.0)	17 (17.0)	3.70	.772
C7	YouTube videos simplify the lesson for me.	0 (0.0)	1 (1.0)	40 (40.0)	41 (41.0)	18 (18.0)	3.76	.754
C8	YouTube videos help me guess the meaning of unfamiliar words.	1 (1.0)	0 (0.0)	31 (31.0)	48 (48.0)	20 (20.0)	3.86	.766



C9	YouTube videos help me speak fluently.	1 (1.0)	7 (7.0)	41 (41.0)	40 (40.0)	11 (11.0)	3.53	.822
C10	YouTube videos help me segment the stream of speech into recognizable units.	2 (2.0)	3 (3.0)	50 (50.0)	39 (39.0)	6 (6.0)	3.44	.743
C11	YouTube videos prevent me from going astray while speaking.	0 (0.0)	5 (5.0)	53 (53.0)	34 (34.0)	8 (8.0)	3.45	.716
C12	I understand the material better when I watch YouTube video about it.	1 (1.0)	2 (2.0)	47 (47.0)	36 (36.0)	14 (14.0)	3.60	.791
<b>Overall</b>							<b>3.61</b>	<b>.515</b>

Based on Table 9, it can be concluded that students demonstrate positive attitudes towards the role of YouTube in improving their English-speaking skills. This can be seen from the overall high mean score of 3.61 (SD = 0.515). More than half of the students agreed with the statement that YouTube videos are able to help them increase the number of new words they learn (M = 3.98, SD = 0.696). Based on the interview findings, six respondents elucidated increment in the new vocabulary learned from the video. Two respondents stated:

I3: *"...I feel that I learned a lot of new words from YouTube...like picturesque and dazzling to describe my favourite place..."*

M2: *"...YouTube helps me learn words that I never know before...I'm happy that I get to know more..."*

Also, students felt that YouTube videos can assist them in guessing the meaning of unfamiliar words (M = 3.86, SD= 0.766). With a high mean score of 3.76 (SD = 0.754), students agreed that YouTube videos could simplify the lesson for them and help them understand the material being delivered (M = 3.73, SD = 0.694). Moreover, they also agreed that their pronunciation of the words in English language has improved when they learn the language by watching YouTube videos (M = 3.70, SD = 0.722). This is supported by the interview findings from seven of the respondents. Three of them stated that:

M5: *"...I know how to talk like them...like Americans...I like to copy them..."*

I1: *"...I listen to English songs...I know how they say the words in the lyrics..."*

I5: *"...I follow famous people, like Fiki Naki and Miracle Sitompul...and I want to speak like them...they sound cool..."*

The results also indicated that students are able to understand the material better when they watch YouTube videos ( $M = 3.60$ ,  $SD = 0.791$ ). However, almost half of the students were uncertain whether YouTube videos allow them to organise ideas while speaking in English ( $M = 3.54$ ,  $SD = 0.673$ ). With reference from Table 9, students show their uncertainty whether YouTube videos are able to help them speak fluently in English ( $M = 3.53$ ,  $SD = 0.822$ ). The results also indicated that students were unsure that YouTube videos are able to prevent them from being distracted while speaking ( $M = 3.45$ ,  $SD = 0.716$ ) and able to help segment the stream of speech into recognizable units ( $M = 3.44$ ,  $SD = 0.743$ ). Showing a mean score of 3.41, nearly half of the students neither agree nor disagree that by watching YouTube videos, it encourages them to speak English with their colleagues and teachers in class. Finally, students were uncertain that YouTube videos could give them motivation to comment on and discuss things in the class ( $M = 3.35$ ,  $SD = 0.869$ ).

### Differences Analysis

#### *Comparison on the Perceptions of the Role of YouTube in English Speaking Skill Improvement Based on Nationality*

A *t*-test analysis is conducted to find the different perceptions of the roles of YouTube in English speaking skill improvement between Malaysian and Indonesian students. This comparison is aimed to answer the third research question "To what extent do the perceptions of Malaysian and Indonesian students vary on the use of YouTube in improving speaking skills?"

Table 10

Results of *t*-test for the Role of YouTube in English Speaking Skill Improvement Based on Nationality

	Nationality	N	Mean	SD	t	Sig.P
Role of YouTube in English Speaking Skill Improvement	Malaysian	50	3.63	.614	.371	.712
	Indonesian	50	3.59	.397		

Table 10 shows the results of the *t*-test score for the Malaysian and Indonesian students. The table above compares the roles of YouTube in English speaking skill improvement between Malaysian and Indonesian secondary school students. With reference to Table 10, the mean scores for both the Malaysian and Indonesian students were 3.63 ( $SD = 0.614$ ) and 3.59 ( $SD = 0.397$ ) respectively. The significance *p* value obtained showed that there was no significant difference of perceptions from Malaysian students and Indonesian students towards the use of YouTube in improving speaking skills. This also indicated that the roles of YouTube in improving speaking skills for both nationalities were almost identical at that stage because  $p > 0.05$  which is 0.712.

It can be concluded that there is no difference of perceptions on the use of YouTube to improve speaking skills among Malaysian and Indonesian secondary school students.

Table 11

*Independent Samples t-Test*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Role of YouTube in English Speaking Skill Improvement	Equal variances assumed	9.530	.003	.371	98	.712	.03833	.10339	-.16685	.24351
	Equal variances not assumed			.371	83.919	.712	.03833	.10339	-.16728	.24394

**Discussion**

The study aims to examine the students' perceptions on using YouTube in learning the English language. The data helps feature the significance of YouTube as an instrument to draw in web-based English language learners. Subsequently, taking a gander at the discoveries, it shows that the English language learners are able to leverage upon the use of YouTube videos to help them learn the language better. The findings support Bloom's Digital Technology and Technology-Enhanced Language Learning (TELL) theories in which the use of technology is deemed necessary for students' knowledge construction in the 21<sup>st</sup> century. In this present study, YouTube is regarded as an effective instructional online tool, similar to the findings of Damayanti (2022); Albahlal (2019); Alkhatiri (2019) in the context of English language acquisition. Besides that, the findings also suggest that YouTube is able to increase students' motivation and engagement in learning the English language. This is in line with the findings reported by Damayanti (2022); Susanti et al (2022); Alobaid (2019) whereby they noted that the integration of multimedia elements, attractive visuals and video effects together with the language content are able to elevate the students' confidence and engagement in the English language classrooms. However, despite the positive perceptions on the use of YouTube in English language learning, the data from this present study contradicts the findings by Yee & Hu (2022) in relation to the capability of YouTube in maintaining the students' focus in learning the English language. The findings of this study suggested that students had the tendency to be distracted while learning through YouTube videos. Additionally, the findings also identify YouTube's role in enhancing the students'

understanding of the content through authentic, real-life situations, sharing the same notion as (Martinez's, 2022).

Regarding the English language learners' perceptions of using YouTube to develop their English language skills, the data suggests that the YouTube videos have a significant role in improving the language aspects of the students, especially vocabulary and pronunciation. The findings are similar to a study by Damayanti (2022) in which she noted the improvement of the two language aspects with an addition of structure and fluency. This present study also contradicts the findings by Alkathiri (2019) in the role of YouTube in helping students to speak fluently and Albahlal's (2019) study on its use to help students segment spoken language into recognisable units. The findings suggest that even though the role of YouTube was perceived positively in enhancing students' vocabulary and pronunciation, the speech production may not be as fluent and structured. Equally important, the findings for the second section also demonstrates Vygotsky's Social Constructivism learning theory in which students interact with the information-rich resources and reflect on their background knowledge while learning independently. In addition, the findings from the second research question also suggest that students' understanding of the materials can be enhanced with the incorporation of YouTube videos which contradicts the findings by Jati (2019). In her study, Jati noted that YouTube videos, especially by the native speakers, are beyond students' comprehension level. However, the respondents in this study do not experience any obstacles in understanding the speakers. Lastly, the findings from this present study support the findings from a study by Yee & Hu (2022) in which they noted the possibility of students being distracted while learning with YouTube, most probably due to the long duration of videos and the embedded advertisements which caused them to lose attention. Meanwhile, the findings from the third research question suggest that there is no massive contrast of perceptions between Malaysian students and Indonesian students towards the utilisation of YouTube in improving their speaking skill. This is likewise shown that the roles of YouTube in working on speaking skills for students with different nationalities were practically indistinguishable.

### **Conclusion**

In conclusion, the findings revealed that YouTube is indeed a beneficial tool for English language learning as it helps students to feel motivated and engaged when YouTube videos are used in their English language classroom. What is more, the findings showed that YouTube recordings are more functional than the traditional speaking approach as it empowers the students to connect with the text, give and examine, address issues with one another, infer significance and offer remarks. This in turn helps students to be more engaged in the English language classrooms. In the context of English language speaking, YouTube is of an extraordinary significance in the ongoing classroom climate. YouTube videos make students classroom-situated and spurred to learn, partake, and what is more, associate. Likewise, YouTube videos kill the weariness that goes with customary language classes where all understudies are inactive and the educator puts forth every one of the attempts. Students viewed YouTube positively in terms of its effectiveness in improving students' pronunciation and vocabulary. Although there is no significant difference between the Malaysian and Indonesian students' perceptions on the role of YouTube in improving the speaking skills, their responses passed that YouTube is a valuable device to be used in classroom for English

language learning. Utilising YouTube can likewise help them catch and hold their focus and attention during the teaching and learning sessions.

Overall, it is shown in the current research, which is that the preface of this research is limited in focus. It tends to one explicit level of the English language students' abilities, in particular speaking. Future research might want to include other language skills such as listening, reading and writing. Furthermore, the study was conducted on a generally modest number of optional school students in two different secondary schools in Malaysia and Indonesia. Future studies might want to include more participants for a more comprehensive comparison. Since the present study aims at investigating the students' perceptions on the role of YouTube in improving speaking skills in general, it is recommended that additional research endeavours on different aspects of speaking English language are explored for more unambiguous and specific comparisons. For example, future researchers might want to conduct a study on the comparison of four other important and essential classes of speaking skill, in particular fluency and coherence, lexical asset, grammatical reach and accuracy, and pronunciation. Other than that, as this study only focuses on the use of YouTube in English language teaching and learning, future researchers might want to explore the use of other video-based tools in improving students' English language acquisition.

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