

The Impact of Utilizing YouTube on Improving EFL Students' Speaking Skills at the University Stage

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الملخص

كان الغرض من هذه الدراسة بحث تأثير اليوتيوب في تطوير مهارات التحدث لطلاب اللغة الانجليزية كلغة أجنبية بالجامعة الأردنية. طرح سؤال وأحد لتحقيق غرض هذه الدراسة وهو: هل توجد فروق ذات دلالة إحصائية عند ($\alpha=0.05$) في المتوسطات الحسابية في مهارات التحدث لطلبة مادة مهارات الاتصال 100 في الجامعة الاردنية تعزى إلى طريقة التدريس (استخدام اليوتيوب مقارنة بالطريقة الاعتيادية)؟ اختيرت عينة الدراسة عشوائياً وتكونت من خمسين طالبا من طلاب السنة الاولى بالجامعة. قسمت العينة إلى قسمين، القسم الأول (25) طالبا كمجموعة ظابطة والقسم الثاني (25) طالبا كمجموعة تجريبية. طبقت الدراسة خلال الفصل الدراسي الأول من العام الجامعي 2018-2019 في الجامعة الأردنية. استخدم اختبار التحدث القبلي-البعدي ومقياس التحدث كأداتين لغرض جمع البيانات لهذه الدراسة. تم تحليل البيانات باستخدام المتوسطات الحسابية والانحرافات المعيارية وتحليل التباين لقياس الفروق الإحصائية لدي الطلبة. أظهرت نتائج الدراسة إن استخدام اليوتيوب (كمادة مكمل) كان أفضل بشكل هام من استخدام الطريقة الاعتيادية في تطوير مهارات التحدث لدى الطلبة. كان تعلم تحدث الانجليزية أفضل بشكل

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هام كنتيجة لاستخدام اليوتيوب مقارنة باستخدام الطريقة الاعتيادية في التدريس. وبناءً على نتائج هذه الدراسة البحثية أوصى الباحث باستخدام اليوتيوب (كمادة تكميلية) في تدريس مهارات التحدث لطلبة اللغة الإنجليزية كلغة أجنبية وكذلك أوصى بإجراء دراسات أخرى مشابهة لدراسة تأثير استخدام اليوتيوب في فصول اللغة الإنجليزية كلغة أجنبية.

الكلمات الرئيسية: مهارات التحدث، اليوتيوب، الجامعة الأردنية، مادة مهارات الاتصال

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Abstract:

The purpose of this study was to investigate the impact of using the YouTube on improving EFL students' speaking skills at the University of Jordan. One question was addressed to achieve the purpose of the study:

1. Are there any statistically significant differences at ($\alpha=0.05$) in the speaking skills mean scores of English Communication Skills 100 Students at the University of Jordan attributed to the teaching method (using YouTube vs. conventional)?

The sample of the study was randomly chosen and consisted of (50) first year University students. This sample was divided into two sections: The first section was (25) student as a control group and the second section was (25) student as an experimental one. The study was applied during the first semester at the academic year 2018/2019 at the University of Jordan. The speaking pre/post test and the speaking rubric was used to collect the data for this study. Data were analyzed using (SPSS) package (i.e. means and standard deviations, MANCOVA). The results of the study showed that using the YouTube (as a supplementary material) was significantly better than the conventional method in developing students' speaking skills. Students' learning to speak

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English was significantly better as a result of using the YouTube compared to using the conventional method. Based on the results of this research study, the researcher recommends using the YouTube (as a supplementary material) in teaching speaking skills to EFL students. It is also recommended that other researchers conduct similar studies on the impact of using the YouTube in EFL classrooms.

Keywords: speaking skills, YouTube, University of Jordan, English communication skill 100.

Introduction

In the recent years, many important changes have happened as a result of industrial and technological advancement. Besides, some developments have occurred in the field of education, in general, and teaching foreign languages, in particular. In many educational systems, technology has become an effective instructional tool.

Technology has been identified as a method for future progress. Therefore, teachers should use these technologies to support students' learning and could achieve the outcomes of curricula. Integrating technology in the teaching and learning process is a challenge to teachers, as the schools and universities should be developed and equipped with new technological systems and equipment. (UNESCO, 2011)

Joiner (1997) stated that technology has become a part of human life that people normally use in many situations of their daily life. So, teachers cannot ignore the role of technology "using technology in education," specifically in the English language teaching-learning field. The main question is, therefore, how we can use technology effectively to enhance students' language learning, especially in developing language skills. Furthermore, Badran (2014) expressed that teachers can use technological applications to support the learning process and

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to make the learning environment more positive for learners. Also, technology makes the learners interact during the learning process and this may be a new pedagogy for effective learning.

The new technologies have supported the educational systems and educational institutions. Reinders and White (2016) stated that technology has become very common, putting high pressure on researchers' and educators' conceptualization of language teaching and learning. Technological developments give language teachers-learners new tools and opportunities to be used in the language teaching-learning process. This has forced researchers to rethink about teachers' roles, their educational perspective and pedagogical practice. Also, teachers should be aware of instruments they use in classrooms to help students learn effectively.

Using technology supports the efforts of language teachers. Jalaluddin (2016) suggested that the role of technology should not be ignored in EFL classrooms. Technological instruments offer new opportunities for teachers to apply online resources in traditional classrooms. When teachers and students have acceptable access to the internet, they will find many audio-visual resources available online which can be used in English classes. YouTube is considered one of the most effective instruments which can be used to develop language skills to achieve success in English learning.

The YouTube is one of the important inventions which has a noticeable effect on the teaching-learning process. Zainol Abidin, et al. (2011) stated that YouTube is widely known as an internet website which contains millions of created and authentic videos in several subjects of life. This website includes a variety of the content of videos and video clips. Many videos can assist English language teaching and can be used in language enhancement.

Several researchers studied the use of YouTube in the ELT. Alhamami (2013) stated the features of YouTube which are: popularity,

availability, easy access, and easiness of use. Also, many language learners listen and watch these videos to develop their language skills.

Furthermore, Silviyanti (2014) pointed out that the use of YouTube seems to be interesting, motivating, and useful to students in teaching listening skills. Moreover, it has a positive effect on students' language learning process. Students seem to be very passionate and eager to watch YouTube videos then practice to pronounce words and to speak like native speakers.

Harmer (1985) stated that using video can add extra dimensions to students' learning experience because videos give them the chance to practice language in-use, add more culture when they watch situations out of the classrooms and give them the power to create educational videos themselves.

It is important to create an educational environment to increase students' feelings that English language learning is not only for a classroom purpose, but also to use English language in their study, work and communication with other people. YouTube can be a tool which helps students experience this environment, especially, when they listen and watch YouTube clips from real life situations that usually increase students' motivation towards a language.

Background of the Study

Many researchers have paid attention to speaking skills. Tuan and Mai (2015) expressed that speaking skills seems to be the most important skill of all the four skills (listening, speaking, reading and writing). It can be said that the major goal of English language in teaching and learning process is to help the learners use English language effectively. Effective

Akyol (2010) stated that the inability to speak fluently in English is one of the biggest problems of the beginner students, especially for those students who did not practice speaking in previous stages. Even

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though they have very high scores on grammar, reading or writing, their real problem lies in the speaking part.

As well, Solcova (2011) argued that teaching oral skills is not useful, if not practiced through speaking. It can be said that teaching speaking through using written texts, models, and patterns will not bring much of positive results in terms of progress in spoken fluency or enhancing the speaking skills. Therefore, teaching the speaking skills using samples of spoken texts should be part of teaching speaking skills process.

Technology provides students with new instruments to practice communication in the target language for the purpose of enhancing EFL listening and speaking skills. As addressed by Ghoneim and Elghotmy (2016), technology integration gives English language learners the chance to practice productive skills such as speaking in the target language, as if they live in actual English environment. As well, Morat and Zainol Abidin (2011) expressed that YouTube, which is the most prominent technique, could offer more opportunities for learners to practice these skills by bringing in the real world situations into the classroom.

Besides, Sari (2012) suggested that YouTube videos are one of the audio visual media that can be used as an instrument to enhance speaking skill in English language learning classes for two reasons, namely: cheapness and very easiness to find out some videos which are related to English language curriculums. These videos offer authentic models of English dialects, show certain activities, present sound and pictures and in many topics and situations with native English. They give the students the opportunity to have monologue speaking practices inside the classrooms along with enabling the students to explore their speaking problems by comparing their voices with the pronunciation in the video. As a result, their sensitivity in recognizing their pronunciation errors will be improved and increased.

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A study conducted by Subramaniam, Abdullah and Harun (2013) aimed to investigate Polytechnic students' perceptions about YouTube use in the English oral communication classroom. The participants were 120 students, namely, 42 male, and 78 female. A questionnaire and interview were used to collect data. Clearly, the result of this study showed that students have positive attitudes towards using YouTube as a tool in the English oral communication.

Another study by Al-Anazi, et al. (2013) investigated using (Educational YouTube) to develop the oral skills of EFL students at the Saudi public intermediate schools. The study aimed to investigate the possibility to use YouTube educational channels to develop Saudi intermediate school students' oral skills performance. The participants of this study were 3 students of 13-year old. The researchers used the pre-post test to collect the data of this study. The study was applied for six weeks. The result of the study showed that the participants' oral skills developed within four (4) weeks.

Also, a quasi-experimental study by Baniabdelrahmn (2013) studied the effect of using internet tools on enhancing EFL students' speaking skill. The study aimed to investigate the effect of using shared online oral diaries on the English foreign language Saudi first year university students' speaking proficiency. The participants were 4 students: two males and two females. The experimental group included 1 female and 1 male and the control group included 1 female and 1 male. A speaking proficiency test was developed by the researcher, and ordered both groups as pre-test before starting the study and used as post-test in the end of the study. The findings indicated that there were significant differences between the experimental group's mean scores and the control group's mean scores for the experimental one.

As well, Benmouhoub (2015) conducted a study to investigate YouTube "videos" as pedagogical tools to improve EFL learners' oral fluency. It aimed to use YouTube to improve EFL third year foreign

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language literature and civilization learners' oral fluency. The participants were third year students and teachers of oral expression of civilization at the department of English at the University of Bejaia in Algeria. Students were randomly selected out of the population which consisted of 65 students: 12 students as control group and 12 students as experimental one. For the teachers of oral expression, the researcher selected 10 out of 15, and then 8 out of 10. To collect the data the researcher used questionnaires, students' evaluation checklists, structured interview and observation. All the participants expressed their positive attitude towards using YouTube videos in oral expression. The results showed that the experimental group was better than the control one in the first and third session.

Moreover, Riswandi (2016) studied the use of YouTube-Based videos to improve students' speaking skill. The study was a classroom action research design. The participants were the seventh-grade students of one of junior high schools in Surakarta in Indonesia. The data collected through speaking assessment and interview. The findings showed a significant improvement in the students' speaking skill along with improvement of some aspects including vocabulary, grammar, pronunciation, students' fluency and content.

Besides, Djahida (2017) studied the role of educational YouTube videos in improving EFL learners' speaking skill. The participants of the study were ten (10) teachers who taught "Oral Expression module" and sixty (60) students of second year License Master Doctorate that were randomly selected from the English division of Biskra University in Algeria for the academic year 2016-2017. Two questionnaires were used as a tool to collect data; the first one for teachers and the second one for students. The results positively indicated that both teachers and students had affirmative attitude towards using YouTube videos to develop and improve their speaking skill.

The Problem of the Study

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Students at the University of Jordan have only few opportunities to use English in real life situations with native speakers. Of course, this acts as a barrier that prevents students from language learning and may make them lose the motivation towards language learning when university students do not know how to express their thoughts and feelings, they lose their interest in language learning. Teaching speaking skills is an important part at the University of Jordan. Therefore, the present study aims to investigate the impact of using YouTube as a complimentary instrument on developing students' speaking skills.

Question of the Study

This study attempts to answer the following question:

1. Are there any statistically significant differences at ($\alpha=0.05$) in the speaking skills mean scores of English Communication Skills 100 Students at the University of Jordan attributed to the teaching method (using YouTube vs. conventional method)?

Objectives of the Study

This study aims to explore the impact of using the YouTube on improving students' speaking skills at the University of Jordan. English Communication Skills 100 as it is a course for the first year students at the University of Jordan.

It also investigates whether YouTube is a useful complementary resource to teach speaking skills in English foreign language classrooms.

Moreover, the study aims to probe possible statistical differences in students' achievement when using the YouTube as an instrument to enhance speaking skills among English Communication Skills 100 Students at the University of Jordan compared with the conventional method used to teach these skills.

The importance of the Study

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It is expected that the results of this study will add something to the literature of using YouTube in developing students' speaking skills at the Language Center at the University of Jordan. In addition;

- 1- English language teachers and students may use YouTube videos as a complementary resource for authentic speaking materials in language classrooms.
2. The teaching staff at the faculties of foreign languages may benefit from YouTube (as a new instrument) to be used in teaching English language.
3. Students of English language may use YouTube to support them in the self-learning process (inside or outside language classes).

The Study Terms

1. **YouTube website:** According to Khalid and Muhammad (2012) "YouTube is a video-website on which the users can watch, upload and share videos. It is created and founded by Chad, Stevechen, and Jawal Karim in 2005, (Who were employees in PayPal Company). The domain name is www.youtube.com. It started with 11.5 million investments and after that, it is developed rapidly as more than 100 million video views daily. It is considered as the third most visited website on the

internet. YouTube provides visual-audio content which can help students to increase and support their participation in English language learning classes." (p. 527-528)

In this study: YouTube videos are the selected and chosen videos which are used to facilitate the content of English Communication skills 100 course book. This course book was taught to the first year students at the University of Jordan (2018-2019). The teaching staff at the language center is concerned to teach this course. All the selected videos are in relate with the lessons included in the textbook.

2. **Speaking skills:** Bashir, Muhammad and Dogar (2011) identified speaking as "A productive skill in the oral mode. It is like the other

skills, is more complicated than it seems and involves more than just pronouncing words.” (p.38)

Also, According to Fulcher (as cited in Younes, 2017) “speaking is the verbal form of language. Its function is to transmit message which lies in structure and meaning of all languages, whether it is written or spoken.”

In this study, speaking skills refer to the ability of students to speak about the speaking activities in their curriculum using what they listened from YouTubes to enhance their speaking skills. The speaking skills will be assessed by using a pre-post test.

3. **Conventional Method:** it indicates to the techniques and the strategies that the lecturers used and followed when teaching English communication skills 100 students.

4. **English Communication skills 100 course:** it is a selected obligatory curriculum taught to the first year students at the University of Jordan (2018-2019). The teaching staff at the language center is concerned to teach this course.

5. **English Communication skills 100 students:** those students who joined the University of Jordan (the first semester students at the year 2018-2019 who studied this selected course).

Limitations of the Study:

This study is limited by the following constraints:

1. This study was limited at the University of Jordan to 50 participants (students) who study English Communication Skills "100".
2. This study was conducted at the University of Jordan and took one semester during the first semester of the year 2018-2019.
3. This study was limited to explore the impact of YouTube on improving students' speaking skills at the University of Jordan.

Method and Procedures

Methodology of the Study

The researcher used the quasi-experimental method to explore the impact of the use of YouTube to improve students' speaking skills. This method deals with the human phenomena as it is. The researcher selected the study group and divided it into experimental group and control group each group contained 25 students: an experimental group was taught using the selected YouTubes as supplementary materials to the conventional method and a control one was taught using the conventional method only.

Study Participants

The researcher selected randomly two groups of English communication skills '100' students at the University of Jordan in the first semester (2018-2019). The researcher divided them into a control group consisted of 25 students and an experimental group consisted of 25 students also. Both the groups took the speaking test before and after the treatment. The YouTube videos were offered to the experimental group as a supplementary materials and the control one was taught using the conventional method only.

Study Instruments

1. **Speaking Test:** To assess students' speaking skills, the researcher chose a speaking topic for the pre-test to assess students' speaking skills before applying this study. Also, the researcher chose another speaking topic to assess students' speaking skills at the end of the study. The duration for the speaking test was from 3 to 5 to each student, and the same speaking rubric was used for both speaking topics.
2. **Speaking Rubric:** This speaking rubric was developed based on related literature (Al-Ahmed, 2017; Aboura, 2017; Ulker, 2017 Younes, 2017). This rubric consisted of five indicators of the speaking skills, namely: (vocabulary, pronunciation, grammar, fluency and interactive communication). All the indicators are assessed based on a five-score

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scale (score 1 referred to the lowest level of the skills, while score 5 referred the highest level of the skills).

Validity and Reliability of the Test

To validate both the speaking pre/post-test and the speaking rubric, fourteen EFL and TEFL experts were consulted. All of their comments and suggestions were taken into consideration to strengthen the quality of these instruments. Also, to establish the reliability of the speaking-test, a speaking Exam was handled to twenty-three learners as a pilot group. Two lecturers used the developed speaking rubric to assess students speaking skills. Using of Holsti's method for inter-coder reliability assessment, the percentage of consensus between the two ratings was calculated as (0.779), thus, the test can be described as being reliable.

Study Design

The researcher used a quantitative approach, so it was a quasi-experimental study. Therefore, the design of the study was as represented below:

EG: O1 x O1

CG: O1 - O1

There were two groups: group 1 represents the experimental group "EG", and group 2 represents the control group "CG". The two groups took the same pre-test (O1 speaking test), and the same post-test (O1 speaking test). The experimental group was treated by YouTube videos as supplementary materials to a conventional method, while a control group was only treated by conventional method.

Statistical Processing

The data of the study were analyzed using the SPSS (Statistical Package for Social Sciences). One way (ANCOVA) and one way (MANCOVA) were used, with the necessary descriptive statistics, standard deviations, means, partial eta squared, and standard errors.

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MANCOVA was also used to show the statistical differences between the mean scores of both groups with regard to their speaking skills and on each speaking sub-skills.

Results

1. Are there any statistically significant differences at ($\alpha=0.05$) in the speaking skills mean scores of English Communication Skills 100 Students at the University of Jordan attributed to the teaching method (using YouTube vs. conventional method)?

Table 1: Means and standard deviations for the speaking skills scores of students taking English communication skills 100 in each group

Group	N	Pre test		Post test	
		Me an	SD	Me an	SD
Experime ntal	2	1.9	0.5	2.7	0.5
	5	72	53	32	82
Control	2	2.3	0.5	2.1	0.5
	5	12	41	04	83
Grand (both)	5	2.1	0.5	2.4	0.6
	0	42	68	18	58

Table 1 indicates the results of the means and standard deviations for the speaking skills scores of students taking English communication skills 100 in each group. Obviously, the post-speaking mean score for the experimental group, which was taught using YouTube) was (2.732) greater than the mean score of the control group, which was taught by the conventional method (2.104). To decide whether the mean difference was statistically significant, (one-way ANCOVA) was applied, the results are submitted in table 2 below.

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Table 2: One way-analysis of covariance (ANCOVA) for the differences in speaking skills scores of students taking English communication skills 100 between the study groups

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.	Partial Eta Squared
Group	8.873	1	8.873	81.410	0.000	0.639
Total Score	9.294	1	9.294	85.269	0.000	0.650
Error	9.294	1				
Corrected Total	21.214	49				

Table 2 illustrates the results of means' difference in speaking skills scores of students taking English communication skills 100 between the study groups using "one way-analysis" of covariance (ANCOVA). The f value (81.410) tells that the mean difference is considered to be statistically significant; as the probability value (sig = 0.000) was (< 0.05). The mean difference was in favor of the experimental group, which recorded a greater adjusted mean (1.973) compared to the lower mean recorded by the conventional group students (2.863) (see table 3 below).

The last column in the table suggests the value of an important statistical indicator for the effect size (partial eta squared η^2); had value of (63.9 %) expressed as a percent, which expresses a high effect greater than (0.14) (according to Cohen). This suggests a high effect of using YouTube in teaching English communication skills 100 course to the students of the University of Jordan.

Table 3: Adjusted Post-test means and standard errors for the speaking skills scores of students taking English communication skills 100 in each group

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Group	N	Post test	
		Mean	SE
Experimental	25	2.863	0.068
Control	25	1.973	0.068

Table 3 reflects the adjusted mean values of the speaking means of students taking English communication skills 100 in each group scores controlled for the pre-test scores. It was mentioned earlier (in table 2) that the mean difference was statistically significant in favor of the experimental group as it recorded the greater mean compared to the mean score observed by the control group.

Table 4: Means and standard deviations for the speaking rubric of students taking English communication skills 100 in each group

Speaking Sub-Skills	Experimental				Control				Grand (both)			
	Pre test		Post test		Pre test		Post test		Pre test		Post test	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	3.64	0.98	3.32	0.81	3.36	0.93	3.48	0.85	3.50	0.96	3.40	0.83
2	3.20	0.97	3.12	1.07	2.80	0.85	2.98	0.94	3.00	0.93	3.05	1.00
3	3.32	1.1	3.26	0.94	3.36	1.04	3.46	0.91	3.34	1.02	3.36	0.99

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		0 3										
4	3. 48	1 . 0 0	3.3 6	0 . 9 9	3. 24	1 . 0 7	3.4 4	0. 7 9	3. 36	1. 0 4	3.4 0	0. 8 9
5	3. 22	0 . 8 8	3.4 6	0 . 8 4	3. 66	0 . 8 4	3.8 6	0. 8 0	3. 44	0. 8 8	3.6 6	0. 8 4

Table 4 indicates the results of means and standard deviations for the speaking rubric test of students taking English communication skills 100 in each group. Multivariate (ANCOVA) was conducted to determine whether the mean differences were statistically significant or not. The results are presented in table (5) below:

Table 5: Multivariate analysis of covariance (MANCOVA) for the differences according to the rubric of students taking English communication skills 100 between the study groups

Source	Value	F	Hypothesis DF	Error DF	Sig.	Partial Eta Squared
Wilk's lambda	0.792	2.047	5	39	0.093	0.208

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Table (5) shows the results of multivariate analysis of covariance (MANCOVA) for the difference in rubric test of students taking English communication skills 100 among the study groups. The calculated f value (2.047) states that the study groups (experimental and control) did not differ significantly over the rubric test of the skills of English communication skills 100 as the probability value (sig=0.093) was (> 0.05). The partial eta squared (η^2) value was (20.8 %) expressed as a percent, which reflects a high effect level of greater than (0.14) (according to Cohen, 1988) of using YouTube in teaching English communication skills 100 course for the students at University of Jordan.

Table 6: Multi way analysis of covariance (MANCOVA) for the speaking rubric of students taking English communication skills 100 between the study groups

Source	Speaking Sub-Skills	Type III Sum of Squares	DF	Mean Square	F	Sig.	Partial Eta Squared
Group	Vocabulary	0.800	1	0.800	4.923	0.032	0.103
	Pronunciation	0.809	1	0.809	2.515	0.120	0.055
	Grammar	0.584	1	0.584	2.331	0.134	0.051
	Fluency	0.034	1	0.034	0.112	0.740	0.003
	Interactive Communication	1.250	1	1.250	5.987	0.019	0.122
Error	Vocabulary	6.987	43	0.162			
	Pronunciation	13.829	43	0.322			
	Grammar	10.774	43	0.251			
	Fluency	12.927	43	0.301			
	Interactive Communication	8.976	43	0.209			
Corrected Total	Vocabulary	33.500	49				
	Pronunciation	49.125	49				
	Grammar	41.520	49				

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	Fluency	39.000	49				
	Interactive Communication	34.220	49				

Table 6 illustrates the results of means' difference in the rubric test of students taking English communication skills 100 among the study groups using Multivariate analysis of covariance (MANCOVA). The f value presented was not statistically significant as its related probabilities were (> 0.05) except for the f value of post-test 1 and 5, which was (4.923) and (5.987) showing that the mean difference in this variable is considered to be statistically significant, as the probability value (sig=0.032) and (sig = 0.019) respectively were (< 0.05). As the mean difference was in favor of the Ordinary group, which recorded a greater adjusted mean of (3.863) compared to the lower mean recorded by the experimental group students of (3.457) (see the table 7 below).

The last column in the table suggests that the value of a significant statistical indicator for the effect size (partial eta squared η^2) was (12.2 %) expressed as a percent. This value expresses a moderate effect between (0.6) and less than (0.14) (according to Cohen, 1988) suggesting a moderate effect of using conventional Method in teaching English communication skills 100 course to the students of the University of Jordan.

Table 7: Adjusted Post-test means and standard errors for the rubric of students taking English communication skills 100 in each group

Speaking Sub-Skills	Experimental		Control	
	Mean	SE	Mean	SE
Vocabulary	3.238	0.093	3.562	0.093
Pronunciation	2.887	0.130	3.213	0.130
Grammar	3.221	0.115	3.499	0.115

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Fluency	3.367	0.126	3.433	0.126
Interactive Communication	3.457	0.105	3.863	0.105

Table 7 shows the adjusted mean values of the listening and speaking total means score of students taking English communication skills 100 in each group for the pre-test scores in each group. It was mentioned earlier (in table 6) that the mean difference was statistically significant in favor of the experimental group, since it recorded the greater means compared to the mean score observed by the control group.

Discussion of the Results

The research question in this study was:

1. Are there any statistically significant differences at ($\alpha=0.05$) in the speaking skills mean scores of English Communication Skills 100 Students at the University of Jordan attributed to the teaching method (Using YouTube vs. conventional method)?

The results of the question revealed that there were significant differences at ($\alpha=0.05$) between the experimental group and the control one.

The results of this study indicated that there is a significant enhancement in the experimental group students' speaking skills and clear improvement of some speaking skills' aspects (e.g. vocabulary, grammar, pronunciation, fluency and content). These results are supported by the results of the other researchers such Riswandi (2016) and Djahida (2017).

The use of YouTube videos as a complementary resource for speaking class provided free and reachable speaking materials for EFL students. This helped the students to enhance their speaking achievement. The positive effect of YouTube on EFL students' speaking skills was clearly shown from students' active participation

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during the learning process and from their ability to make interactive communication during speaking activities.

During the use of YouTube the students grasped information faster and felt more confident in dealing with the lesson. They did not only depend on their speaking skills but also on their viewing comprehension which has provided by nonverbal-signal that brought by YouTube videos. The combination of sound and picture in YouTube enhanced the students' pronunciation, enrich their vocabulary, and made it easier for them to find idea to produce sentences when they were engaged in speaking activity at classroom.

Also, from informal observations, it seemed that the treatment students group had positive attitude towards "using YouTube" in English oral communication, as indicated by other researchers such Subramaniam, Abdullah, and Harun (2013), Benmouhoub (2014-2015) who pointed out that students' attitudes towards YouTube were positive. In addition, it seems that "using YouTube" in EFL classes helped students of treatment group increase their participation and encourage them to interact during oral communication in class. These results are consistent with those of other researchers such as Subramaniam, Abdullah, and Harun (2013), Riswandi (2016), Al-Anazi, et al. (2013), Baniabdelrahmn (2013).

Furthermore, Students acquired a wide range of expressions and structures during watching and listening to YouTube. Excellently, they used these expressions when they communicated with each other during speaking activities in class. "Using YouTube" helped, enhanced, and improved students of experimental group's ability to speak fluently.

Generally, the results of this study showed an enhancement in experimental group students' speaking skills occurred due to the use of "YouTube". Statistically, the mean score of the speaking skills of the treatment group on the pre-test is (1.972) and on the post-test (2.732). Meanwhile, the mean score of the control group on the pre-test is

(2.104) and on the post-test (2.312). This referred that YouTube significantly affected the students speaking skills at the experimental group.

Recommendations

The researcher presents the following recommendations:

1. Ministry of education is recommended to provide EFL classes with new technological equipments that help teachers and students to learn EFL.
2. Teachers are recommended to use authentic educational situations from YouTube website to support students in EFLL (English Foreign Language Learning).
3. Students are strongly recommended to use extra authentic materials from YouTube that support their English foreign language learning process to improve their language skills especially, speaking skills.
4. University lecturers should encourage their language learners to use educational and authentic YouTubes in their language learning process inside and outside the classes.
- 5- Other researchers are recommended to conduct more studies on the impact of YouTube on EFL classes.

Conclusion

According to the study results, it is concluded that these results supported using (YouTube videos) to teach students speaking skills. It will have a positive effect to improve EFL students' speaking skills. Also, YouTube "videos" gave chance to students to practice what they have got from listening tasks from YouTube. Obviously, students can practice what they hear (got) from these videos (vocabulary, sentences, accent, and grammar structures). The use of YouTube in EFL class can make speaking more interesting and raises students' attitude towards English language learning. In particular, using YouTube had a positive impact on improving students' speaking skills. It assisted students acquire some oral skills more efficiently than others.

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